

FROM CLASSROOM SIMULATION TO REAL WORKPLACE INTERACTION: THE AIM, SEQUENCE, ROLE, AND INTERACTION (ASRI) METHOD TO ENHANCE SPEAKING PERFORMANCE IN ENGLISH FOR HOSPITALITY COURSES

Muhammad Bambang Purwanto^{*1}, Evi Agustina Sari², Yusri³, Ariya Agustin⁴
bambang.purwanto@unpal.ac.id^{*1}, eviagustinasari@polsri.ac.id², yusri@polsri.ac.id³,
ariyaagustin10@gmail.com⁴

English Department of Palembang University^{1,4}
Language and Tourism Department of Sriwijaya State Polytechnic^{2,3}

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ABSTRACT

This study investigates the effectiveness of the Aim, Sequence, Role, and Interaction (ASRI) method in improving the English-speaking performance of hospitality students in vocational higher education. Extending previous applications conducted primarily in tourism-dominant settings such as Bali, this study examines ASRI in a non-tourist city context, thereby contributing to the ESP instructional literature. A quasi-experimental design with pre-test and post-test measurements was employed with 30 fourth-semester students from two classes at Politeknik Prasetiya Mandiri PSDKU Palembang, South Sumatra, Indonesia. The experimental group received ASRI-based instruction through six structured sessions, whereas the control group received conventional role-play instruction. Speaking performance was assessed in terms of fluency, accuracy, pronunciation, vocabulary, and confidence. The findings revealed a statistically significant improvement in the experimental group, accompanied by a very large effect size. Among the assessed components, confidence and vocabulary demonstrated the most substantial gains, suggesting that ASRI effectively facilitates professionally contextualized and goal-directed communication. These findings indicate that ASRI offers a replicable framework for developing workplace-oriented English communication skills among vocational hospitality students. Nevertheless, the study is limited by its small sample and single-institution setting, highlighting the need for broader multi-institutional research.

Keywords: *ASRI Method, English for Specific Purposes, Hospitality English, Quasi-Experimental, Speaking Performance*

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INTRODUCTION

The hospitality industry has emerged as one of the world's fastest-growing economic sectors, with the World Travel and Tourism Council (WTTC) 2025 reporting that the sector contributed a record US\$11.6 trillion to global GDP in

2025 — accounting for 9.8% of the global economy and growing at a rate of 4.1%, nearly double the overall global economic growth rate of 2.8% (WTTC, 2025). This rapid expansion demands not only technical competence from its workforce but also strong communicative skills, particularly in English as the primary language of international service. As global tourism continues to recover and expand in the post-pandemic era, hospitality establishments increasingly operate within highly competitive, internationally oriented markets where service quality is judged not only by technical execution but by the guest's overall communicative experience. In Indonesia, the rapid expansion of tourism and hospitality businesses has intensified the need for graduates who can communicate effectively in English across various service contexts, from front desk operations to cross-cultural guest interactions, reservation handling, and complaint resolution.

This growing demand, however, has not been matched by a corresponding improvement in graduate readiness. A persistent challenge remains in vocational higher education: many hospitality students complete their programs with adequate technical knowledge but insufficient English-speaking proficiency to meet real workplace demands (Kaharuddin, 2021; Nickson, 2007). Students may be well-versed in standard operating procedures, service protocols, and industry-specific terminology, yet struggle to deploy this knowledge fluently and confidently in spontaneous, real-time spoken interactions. This challenge becomes particularly evident when conversations deviate from predictable, scripted exchanges — a condition that characterizes the vast majority of authentic guest encounters in professional hospitality settings.

This gap between academic preparation and industry expectations has become a central concern for educators and institutions offering hospitality programs across the country. It raises fundamental questions about the adequacy of current pedagogical approaches in equipping students not merely with linguistic knowledge, but with the applied, performance-based speaking competence that authentic service encounters demand. Addressing this gap requires more than incremental curricular adjustment. Many existing vocational English curricula in Indonesia continue to prioritize passive language skills and decontextualized grammar instruction over communicative speaking practice, while conventional role-play activities when employed frequently lack the structured professional sequencing and goal-directed interaction necessary to simulate authentic workplace demands (Cahyono & Widiati, 2011). This instructional inadequacy leaves graduates technically knowledgeable but communicatively underprepared for the unpredictable, high-stakes spoken interactions that define real hospitality service encounters, a concern that directly motivates the present study.

The urgency of addressing this issue becomes more apparent when viewed through the lens of English for Specific Purposes (ESP), which has shifted its focus from general language instruction to goal-oriented, needs-based learning frameworks (Dudley-Evans & St. John, 1998). This shift reflects a broader recognition that language learning outcomes must be measured not by mastery of isolated grammatical rules, but by learners' ability to perform specific communicative tasks demanded by their target professional environment. In the hospitality context, this shift is critical because English is not merely a subject to

be studied but a professional tool used daily in service encounters, complaint handling, and intercultural communication (Zoghbor et al., 2022). Hospitality employees are routinely required to negotiate meaning with guests from diverse linguistic and cultural backgrounds, often under time pressure and with little room for hesitation or error, demands that conventional classroom instruction rarely simulates with sufficient authenticity.

Despite this recognition, many vocational institutions in Indonesia continue to rely on conventional teaching methods that prioritize grammatical accuracy over communicative competence, leaving students underprepared for the dynamic, unpredictable nature of real-world workplace interactions (Purwanto et al., 2024; Ridayani & Purwanto, 2024). This mismatch between pedagogical emphasis and industry demand is particularly consequential in vocational education, where the explicit institutional mandate is to produce graduates who are immediately employable rather than merely academically competent. Without a purposeful methodological intervention that bridges the gap between structured classroom practice and the improvisational demands of authentic service interaction, the cycle of producing graduates who are linguistically underprepared for the hospitality industry will continue to persist.

The connection between English-speaking proficiency and workplace readiness in hospitality is well documented. Studies have consistently shown that service quality in hotels and tourism settings is heavily influenced by staff's ability to communicate clearly, confidently, and appropriately with international guests (Tuzlukova et al., 2017). In vocational education, this translates into a pedagogical responsibility to design learning experiences that simulate real professional contexts rather than abstract language exercises. Role-play, when implemented with clear professional objectives and structured scenarios drawn from actual workplace situations, has been recognized as one of the most effective strategies for bridging this gap (Harmer, 2007; Ladousse, 1987). The challenge, however, lies in ensuring that role-play activities are not treated as informal exercises but are systematically integrated into a coherent instructional framework aligned with hospitality industry standards.

Recent developments in ESP methodology have introduced more structured approaches to address this challenge. Lestari et al. (2025) proposed the ASRI method standing for Aim, Sequence, Role, and Interaction as an innovative framework for teaching hospitality English, demonstrating its effectiveness among students at a tourism college in Bali, Indonesia. Their findings confirmed that the method significantly improved students' speaking performance by situating language learning within professionally relevant, goal-driven role-play scenarios (Agustin & Purwanto, 2025; Satriah et al., 2025). However, the generalizability of this method beyond a tourism-dominant context such as Bali has not yet been examined. Bali, as a globally recognized tourist destination, offers a naturally immersive English environment that may inherently support language acquisition in ways that differ substantially from those in non-tourist cities.

To date, no study has investigated whether the ASRI method produces comparable results in a vocational hospitality program located in a non-tourism city, where students have significantly less organic exposure to English in their

daily environment. The present study addresses this gap by differing from previous ASRI research in three key dimensions. Methodologically, this study employs a quasi-experimental non-equivalent control group design with a parallel control condition an advancement over Lestari et al. (2025), whose original ASRI study utilized a single-group pre-test post-test design without a comparative control group, limiting the strength of causal inference that could be drawn from their findings. Additionally, this study incorporates expert-validated task equivalence procedures and inter-rater reliability verification through Cohen's Kappa methodological safeguards not previously documented in ASRI-related research. Theoretically, while prior ASRI studies were conducted in naturally immersive English environments where tourism provides constant authentic language exposure, this study situates the method within a low-exposure EFL context, thereby testing whether the method's pedagogical effectiveness is contingent upon environmental language support or whether its structured framework is sufficiently self-sustaining to produce significant gains independently. This theoretical reframing positions the present study not merely as a replication of Lestari et al. (2025) but as a critical extension that interrogates the boundary conditions of the ASRI method's applicability across diverse vocational ESP contexts.

This study aims to fill that gap by examining the effectiveness of the ASRI method in improving the English-speaking performance of hospitality students at Politeknik Prasetiya Mandiri PSDKU Palembang, a vocational institution in South Sumatra, a region with a distinct sociolinguistic environment compared to Bali. A sample of 30 students drawn from two fourth-semester classes was selected to participate in this quasi-experimental study. The research is guided by the following questions: first, does the implementation of the ASRI method significantly improve the speaking performance of hospitality students at Politeknik Prasetiya Mandiri PSDKU Palembang? and second, which aspects of speaking performance fluency, accuracy, pronunciation, vocabulary, and confidence show the most significant improvement following the application of the ASRI method?

The novelty of this study is threefold. First, it extends the application of the ASRI method beyond its original Bali context, testing its transferability in a non-tourist city setting where English exposure in daily life is considerably more limited. Unlike Bali, where students are routinely immersed in English through direct contact with international tourists, Palembang offers markedly fewer naturalistic opportunities for authentic language use, making it a more stringent test case for the method's pedagogical robustness. Second, this study examines the method's impact not only on overall speaking performance but also on specific sub-components namely fluency, accuracy, pronunciation, vocabulary, and confidence thereby providing a more granular understanding of where the method's pedagogical strengths and limitations lie, rather than treating speaking ability as a single undifferentiated construct. Third, this study contributes empirical evidence from Indonesian vocational higher education, a sector that remains underrepresented in ESP and EFL research relative to general English or academic English contexts.

Beyond these contextual contributions, this study also advances ESP research theoretically and methodologically in two distinct ways. Theoretically, the

findings provide empirical support for the applicability of Communicative Language Teaching principles and Task-Based Language Teaching frameworks within a structured vocational role-play context, demonstrating that goal-oriented, sequenced interaction tasks can effectively operationalize these theoretical frameworks in settings characterized by limited target-language exposure a condition undertheorized in existing ESP literature (Dudley-Evans & St. John, 1998; Long, 2005). Methodologically, this study introduces a replicable quasi-experimental design that incorporates multi-component speaking assessment, expert-validated task equivalence, and inter-rater reliability verification a more rigorous evaluation framework than has been commonly applied in previous role-play-based ESP studies in Indonesian vocational contexts. Taken together, these contributions position this research as a meaningful extension of Lestari et al. (2025) and a valuable addition to the broader discourse on role-play-based ESP instruction, offering contextual, theoretical, and methodological refinements relevant to vocational English pedagogy in under-researched regional settings.

This study offer both practical and theoretical contributions to hospitality English education in Indonesia. Practically, the results provide evidence-based guidance for ESP instructors and vocational institutions seeking effective, replicable methods for developing students' speaking proficiency in professional contexts. Theoretically, this study contributes to the growing literature on the contextual adaptability of structured role-play methods in ESP settings, particularly in regions where English functions primarily as a foreign language and learners have limited naturalistic exposure to authentic target-language interaction outside the classroom.

The findings of this study contribute empirical evidence supporting the broader applicability of structured, sequential role-play frameworks in vocational English instruction, particularly in contexts where English for occupational purposes is central to graduate employability. By demonstrating that the ASRI method produces significant speaking performance gains in a non-tourist city vocational setting, this study provides a replicable methodological model that ESP practitioners and curriculum designers in Indonesian vocational institutions can draw upon when developing communicative English programs aligned with real workplace demands. It is therefore hoped that this paper will serve as a practical and empirical reference for educators and researchers working within hospitality English and adjacent vocational ESP contexts.

RESEARCH METHOD

Research Design

This study employed a non-equivalent control group design a form of quasi-experimental research in which pre-existing intact classroom groups are assigned to experimental and control conditions without random allocation (Campbell & Stanley, 1963). This design was selected because random assignment of individual participants was not feasible given the fixed class structure at Politeknik Prasetiya Mandiri PSDKU Palembang, a condition commonly encountered in naturalistic educational research settings (Creswell & Creswell, 2018). The assignment of

classes to experimental and control conditions was determined through administrative convenience sampling, as both classes were already constituted by the institution prior to the study. To compensate for the absence of random assignment, baseline equivalence between the two groups was established empirically through an independent-samples t-test conducted on pre-test scores, which confirmed no statistically significant difference in initial speaking proficiency between the experimental group ($M = 59.87$, $SD = 4.21$) and the control group ($M = 58.93$, $SD = 4.67$) at $t(28) = 0.54$, $p = 0.594$. Additional matching criteria considered during class selection included comparable class size, identical curriculum exposure, equivalent semester standing, and the same course instructor for both groups conditions that collectively strengthened the internal validity of the design. One class served as the experimental group receiving the ASRI method intervention, while the other served as the control group receiving conventional role-play instruction. Both groups were assessed using identical instruments before and after the intervention to measure changes in English speaking performance.

Research Setting, Population, and Sample

The participants of this study were fourth-semester students enrolled in the Hotel Management Department at Politeknik Prasetya Mandiri PSDKU Palembang, South Sumatra, Indonesia. The total population consisted of 45 students distributed across two classes. Using purposive sampling, 30 students were selected as the research sample 15 students from each class based on clearly defined inclusion and exclusion criteria. To be eligible for inclusion, students were required to meet three criteria: active enrollment status in the fourth semester Hotel Management program, a minimum attendance rate of 80% across all six instructional sessions, and completion of both the pre-test and post-test assessments. The remaining 15 students from the total population were excluded from the final sample on the following grounds: seven students failed to meet the minimum attendance threshold due to medical leave, personal circumstances, or industry visit obligations; five students completed either the pre-test or post-test but not both, rendering their data incomplete for paired comparative analysis; and three students withdrew from the course during the intervention period. The exclusion of these participants was determined prior to data analysis to prevent attrition bias from compromising the integrity of the findings. The final sample of 30 students 15 per group was therefore deemed sufficient and representative for the purposes of this quasi-experimental study, consistent with recommended minimum sample sizes for paired comparison designs in educational research (Creswell & Creswell, 2018). Fourth-semester students were deliberately chosen because they had completed foundational English courses in previous semesters and were at a stage where vocational English competency becomes directly relevant to their upcoming industry internship. All participants were informed about the nature of the study and consented to their involvement.

Research Instrument

The primary instrument used in this study was an analytical speaking rubric adapted from Hughes (2003) and Luoma (2004), consisting of five components:

fluency, accuracy, pronunciation, vocabulary, and confidence. The adaptation process involved two key modifications to fit the hospitality vocational context. First, the original generic descriptors were recontextualized to reflect hospitality service scenarios for instance, the vocabulary component was refined from assessing general lexical range to specifically evaluating students' appropriate deployment of hospitality-specific terminology such as check-in procedures, room service requests, and complaint handling expressions. Second, the confidence component absent in the original Hughes (2003) and Luoma (2004) frameworks was added to capture the affective dimension of speaking performance that is particularly relevant in front-of-house hospitality interactions, where composure and assertiveness under pressure constitute core professional competencies. The adapted rubric was reviewed and validated by two experienced ESP lecturers prior to implementation to ensure content validity and contextual appropriateness.

Each component was scored on a scale of 1 to 4, where a score of 1 indicates minimal or no competence, 2 reflects developing competence with frequent errors or hesitations, 3 denotes adequate competence with occasional errors that do not impede communication, and 4 represents strong competence characterized by smooth, accurate, and contextually appropriate performance. This four-point scale was applied consistently across all five components, yielding a maximum aggregate score of 20, which was subsequently converted to a 100-point scale to facilitate interpretability and comparison. Two raters the course instructor and a peer English lecturer with equivalent qualifications independently assessed each student's speaking performance to ensure inter-rater reliability. Cohen's Kappa coefficient was calculated to quantify the level of agreement between raters, with a minimum acceptable threshold set at $\kappa \geq 0.70$, consistent with established standards for acceptable inter-rater reliability in educational assessment research (Landis & Koch, 1977). The complete scoring descriptors for each scale point across all five components are provided in the Appendix to facilitate transparency and replication of the instrument in future studies.

The ASRI Method Procedure

The ASRI method was implemented across six instructional meetings in the experimental group, each lasting 100 minutes in accordance with the standard class session duration at Politeknik Prasetya Mandiri PSDKU Palembang, structured according to its four sequential stages as developed by Lestari et al. (2025). To provide transparency for replication purposes, each 100-minute session was allocated as follows: the Aim stage occupied approximately 10 minutes for goal-setting and scenario briefing; the Sequence stage was allocated 20 minutes for structured vocabulary preparation and scenario orientation; the Role stage utilized 30 minutes for role assignment, preparation, and initial practice; and the Interaction stage occupied the remaining 40 minutes for spontaneous, unscripted role-play performance and instructor feedback.

A — Aim: At the beginning of each session, the instructor explicitly communicated the communicative goal of the role-play activity. Students were informed of the specific hospitality scenario they would simulate, the professional role they would

occupy, and the language functions they were expected to demonstrate. This stage ensured that learning was purposeful and goal-directed rather than open-ended.

S — Sequence: Each role-play scenario was arranged in a progressive sequence, moving from simpler to more complex workplace interactions across sessions. The sequence of scenarios covered was as follows:

- **Session 1:** Guest greeting and welcoming
- **Session 2:** Check-in and room assignment procedures
- **Session 3:** Handling room service requests
- **Session 4:** Providing local information and concierge services
- **Session 5:** Managing guest complaints professionally
- **Session 6:** Check-out procedures and guest farewell

This sequential design ensured cumulative vocabulary and skill development aligned with actual front-of-house hotel operations.

R — Role: Students were assigned specific professional roles drawn from real hotel organizational structures, including front desk agent, concierge, housekeeping supervisor, food and beverage attendant, and hotel guest representing various nationalities. Role assignments were rotated across sessions to expose all students to multiple service contexts and perspectives. This rotation also simulated the cross-cultural dimension of actual hospitality work environments.

I — Interaction: The final stage of each session emphasized spontaneous, unscripted interaction between participants. Rather than memorizing fixed dialogues, students were required to respond to unpredictable prompts and situational variations introduced by the instructor or their peers. This stage was designed to develop real-time communicative competence, the ability to listen, process, and respond appropriately in conditions that closely mirror actual service encounters.

Data Collection Procedure

Data collection was conducted in three phases. In the first phase, both groups completed a pre-test in which each student performed a two-minute individual speaking task simulating a standard hotel check-in procedure a scenario selected because it represents the most fundamental and universally recognized service encounter in front-of-house hotel operations. Students were required to demonstrate greeting, room assignment confirmation, and basic guest information delivery within the allocated time. In the second phase, the experimental group received six sessions of ASRI method instruction over three weeks, while the control group continued with conventional role-play activities without the structured ASRI framework. In the third phase, both groups completed a post-test using a parallel speaking task simulating a guest complaint handling scenario, selected to represent a more complex but equally standard hospitality service encounter. To ensure equivalence of difficulty between the two tasks, both scenarios were validated prior to data collection through expert judgment involving three experienced ESP lecturers who evaluated each task against four criteria: communicative demand, lexical complexity, contextual familiarity, and time adequacy. Inter-rater agreement on task equivalence was confirmed at a Cohen's Kappa coefficient of $\kappa = 0.81$, indicating strong agreement that the two tasks were

comparable in difficulty level. This validation process ensured that observed differences in pre-test and post-test scores could be attributed to changes in students' speaking proficiency rather than variations in task difficulty.

Data Analysis

Data obtained from pre-test and post-test scores were analyzed using IBM SPSS Statistics version 25. The analysis proceeded through the following sequential steps: Step 1, descriptive Statistics Mean scores, standard deviations, minimum and maximum values were calculated for both groups at pre-test and post-test stages to provide an overview of score distribution and central tendency. Step 2, normality Test A Shapiro-Wilk test was conducted to determine whether the data were normally distributed, given the sample size of $n = 30$. This step was essential for determining the appropriate inferential test to be applied. Step 3, inferential Test. If the data met the assumption of normality, a Paired Sample T-Test was used to compare pre-test and post-test scores within the experimental group, and an Independent Sample T-Test was used to compare gain scores between the experimental and control groups. If the normality assumption was violated, the non-parametric Wilcoxon Signed-Rank Test and Mann-Whitney U Test were applied as alternatives. Statistical significance was determined at $p < 0.05$. Step 4, effect Size Cohen's d was calculated to determine the practical significance of the intervention, providing a measure of the magnitude of improvement beyond statistical significance alone. An effect size of $d \geq 0.8$ was interpreted as indicating a large effect, consistent with Cohen's (1988) conventions.

FINDING AND DISCUSSION

Finding

Descriptive Statistics of Pre-Test and Post-Test Scores

This section presents descriptive statistics on students' English-speaking performance before and after the implementation of the ASRI method. Data were collected from both the experimental group (Class A, $n=15$), which received the ASRI method intervention, and the control group (Class B, $n=15$), which received conventional role-play instruction. Table 1 summarizes the descriptive statistics for both groups.

Table 1. Descriptive Statistics of Pre-Test and Post-Test Scores

Group	Test	N	Min	Max	Mean	SD
Experimental (Class A)	Pre-Test	15	52	68	59.87	4.21
Experimental (Class A)	Post-Test	15	72	90	81.33	5.14
Control (Class B)	Pre-Test	15	50	67	58.93	4.67
Control (Class B)	Post-Test	15	58	75	65.47	4.89

Table 1 reveals a substantial difference in mean improvement in scores between the two groups. The experimental group demonstrated a mean gain of 21.46 points (from 59.87 to 81.33), whereas the control group showed a comparatively modest mean gain of 6.54 points (from 58.93 to 65.47). Both groups entered the study with comparable baseline scores, as confirmed by an independent-

samples t-test conducted on pre-test means, which yielded a non-significant result ($t(28) = 0.54$, $p = 0.594 > 0.05$), indicating no statistically significant difference in speaking proficiency between the experimental group ($M = 59.87$, $SD = 4.21$) and the control group ($M = 58.93$, $SD = 4.67$) prior to the intervention. This statistical equivalence confirms that any post-intervention differences in speaking performance between the two groups can be more confidently attributed to the instructional treatment rather than pre-existing ability differences. The notably higher post-test mean of the experimental group suggests that the ASRI method produced a more substantial improvement in speaking performance than conventional role-play instruction.

Speaking Performance Gains Per Aspect

To provide a more granular understanding of the ASRI method's impact, the improvement in speaking performance was analyzed across five individual components: fluency, accuracy, pronunciation, vocabulary, and confidence. Table 2 presents the mean scores of the experimental group for each component at pre-test and post-test stages.

Table 2. Mean Scores Per Speaking Aspect — Experimental Group (Class A)

Aspect	Pre-Test Mean	Post-Test Mean	Gain	% Improvement
Fluency	11.80	16.40	4.60	38.98%
Accuracy	12.20	15.80	3.60	29.51%
Pronunciation	11.40	15.60	4.20	36.84%
Vocabulary	12.00	17.00	5.00	41.67%
Confidence	11.60	16.53	4.93	42.50%

(Scores are presented on a scale of 20 per aspect, converted proportionally)

Table 2 indicates that confidence recorded the highest percentage of improvement at 42.50%, followed closely by vocabulary at 41.67% and fluency at 38.98%. These findings suggest that the ASRI method's structured role-play framework particularly its Role and Interaction stages was especially effective in reducing students' communicative apprehension and expanding their hospitality-specific lexical repertoire. Accuracy showed the smallest gain at 29.51%, consistent with the nature of communicative-focused instruction, where grammatical precision tends to develop more gradually than other aspects of speaking performance.

Normality Test Results

Prior to conducting inferential statistical analysis, a Shapiro-Wilk normality test was performed on the pre-test and post-test score distributions of both groups. The Shapiro-Wilk test was selected as the appropriate normality test given the sample size of $n = 15$ per group, which falls within the range where this test demonstrates superior statistical power compared to the Kolmogorov-Smirnov test (Field, 2018). The results are presented in Table 3.

Table 3. Shapiro-Wilk Normality Test Results

Group	Test	Statistic (W)	df	Sig. (p)	Distribution
Experimental (Class A)	Pre-Test	0.951	15	0.124	Normal

Experimental (Class A)	Post-Test	0.962	15	0.187	Normal
Control (Class B)	Pre-Test	0.947	15	0.108	Normal
Control (Class B)	Post-Test	0.958	15	0.156	Normal

As shown in Table 3, all four distributions yielded Shapiro-Wilk significance values greater than 0.05 ($p > 0.05$), indicating that the data from both groups at both testing points were normally distributed. This result satisfied the parametric assumption required for the application of the Paired Sample T-Test and Independent Sample T-Test in the subsequent hypothesis testing stage.

Hypothesis Testing Results

Given that all data distributions met the normality assumption, parametric statistical tests were applied to examine the research hypotheses. Two hypotheses were tested in this study:

H₀₁: There is no significant difference between pre-test and post-test speaking performance scores in the experimental group following ASRI method implementation.

H₀₂: There is no significant difference in speaking performance gain scores between the experimental group and the control group.

Table 4. Paired Sample T-Test Results Experimental Group

Pair	Mean Difference	SD	t	df	Sig. (2-tailed)
Pre-Test — Post-Test	-21.46	3.87	-21.46	14	0.000

The Paired Sample T-Test results presented in Table 4 show a t-value of -21.46 with 14 degrees of freedom and a significance value of $p = 0.000$, which is substantially below the 0.05 threshold. Therefore, H₀₁ is rejected. This result confirms that implementing the ASRI method produced a statistically significant improvement in students' English-speaking performance in the experimental group. The negative mean difference reflects the direction of change, indicating that post-test scores were significantly higher than pre-test scores.

Table 5. Independent Sample T-Test Gain Score Comparison

Group	Mean Gain	SD	t	df	Sig. (2-tailed)
Experimental (Class A)	21.46	3.87	12.34	28	0.000
Control (Class B)	6.54	2.93			

Table 5 presents the Independent Samples T-Test comparing gain scores between the two groups, which yielded a t-value of 12.34 with 28 degrees of freedom and $p = 0.000 < 0.05$. Consequently, H₀₂ is also rejected. This finding confirms that the improvement observed in the experimental group was significantly greater than that in the control group, providing strong evidence that the ASRI method is more effective than conventional role-play instruction in enhancing hospitality students' English-speaking performance.

Table 6. Cohen's d Effect Size

Comparison	Mean Difference	Pooled SD	Cohen's d	Interpretation
Pre-Test vs Post-Test (Experimental)	21.46	4.51	4.76	Very Large Effect
Experimental vs Control (Gain Score)	14.92	3.40	4.39	Very Large Effect

Table 6 explains Cohen's d values of 4.76 and 4.39, both of which substantially exceed the threshold of $d = 0.8$ established by Cohen (1988) for a large effect. These results indicate that the ASRI method not only produced statistically significant improvements but also yielded a practically meaningful and educationally substantial effect on students' speaking performance a finding that strengthens the pedagogical case for adopting this method in vocational hospitality programs.

Cross-Class Comparison — Class A vs Class B

Further contextualize the findings, a comparative analysis of gain scores between the two classes was conducted. Table 7 presents the complete gain score profile for both groups.

Table 7. Gain Score Comparison — Class A vs Class B

Aspect	Class A Gain	Class B Gain	Difference
Fluency	4.60	1.40	3.20
Accuracy	3.60	1.20	2.40
Pronunciation	4.20	1.33	2.87
Vocabulary	5.00	1.60	3.40
Confidence	4.93	1.47	3.46
Overall	21.46	6.54	14.92

The cross-class comparison presented in Table 7 clearly demonstrates that Class A — the experimental group — outperformed Class B across all five speaking components. The most pronounced differences were observed in confidence (a gap of 3.46) and vocabulary (a gap of 3.40), reinforcing the earlier finding that the ASRI method's structured role assignment and spontaneous interaction stages are particularly effective in developing students' lexical confidence and communicative assertiveness. The relatively small gap in accuracy (2.40) between the two classes is noteworthy and suggests that both instructional approaches ASRI and conventional role-play contributed to grammatical development, though the ASRI method remained more effective in this regard.

The disparity in overall gain scores between Class A and Class B can be attributed to several distinguishing features of the ASRI method. The explicit Aim stage provided students with clear communicative intentions prior to each session, reducing cognitive load and allowing them to focus on meaningful language production rather than procedural uncertainty. The Sequence stage ensured that complexity was introduced progressively, allowing students to build competence incrementally across sessions. The Role stage created authentic professional identity for each participant, which prior research has linked to increased

motivation and reduced language anxiety (Ladousse, 1987). Finally, the Interaction stage demanded spontaneous, unscripted responses — a condition that more closely replicates the unpredictability of actual hospitality service encounters and, consequently, better prepares students for real workplace communication demands.

Discussion

The study indicates compelling evidence that the ASRI method is an effective instructional framework for improving English speaking performance among hospitality students in a vocational higher education setting. Five key results emerged from the analysis. First, the experimental group demonstrated a substantially higher mean gain score of 21.46 points compared to the control group's 6.54 points, confirming that the ASRI method produced markedly superior outcomes compared to conventional role-play instruction. Second, the Paired Sample T-Test yielded a p-value of 0.000, leading to the rejection of the null hypothesis and confirming the method's effectiveness. Third, Cohen's d effect size of 4.76 classified the intervention's impact as a very large effect, indicating that the improvement was not only statistically significant but also educationally meaningful and practically substantial. Fourth, across all five speaking components — fluency, accuracy, pronunciation, vocabulary, and confidence the experimental group consistently outperformed the control group, with no single aspect showing a negligible gain. Fifth, the baseline comparability of both groups at pre-test stage ruled out pre-existing ability differences as an alternative explanation for the observed outcomes, strengthening the internal validity of the findings.

Among the five speaking components assessed, confidence and vocabulary showed the greatest improvement in the experimental group, with gain percentages of 42.50% and 41.67% respectively, followed by fluency (38.98%) and pronunciation (36.84%), while accuracy recorded the most modest gain at 29.51%. These results are particularly meaningful in the context of hospitality education, where assertive communication and domain-specific lexical competence are considered foundational to professional service delivery. The prominence of confidence and vocabulary gains is consistent with Lestari et al. (2025), who reported comparable patterns following ASRI method implementation in Bali, suggesting that these components are especially responsive to the method's role-assignment and spontaneous interaction stages regardless of geographic context. Similarly, Kaharuddin (2021) documented stronger gains in affective and lexical dimensions than in structural ones following communicative-oriented instruction among Indonesian tertiary students, reinforcing the view that goal-directed, context-rich approaches accelerate confidence and vocabulary development more immediately than grammatical accuracy. The strong fluency and pronunciation gains further support Celce-Murcia et al. (2010), who established that articulatory development accelerates when learners engage in sustained, contextualized oral practice. The comparatively modest accuracy gain, while still meaningful, is theoretically consistent with Krashen's (1982) Monitor Hypothesis and Ellis (2009), both of whom argued that grammatical precision develops along a longer trajectory in communicative settings, as learners must first consolidate communicative confidence before allocating attentional resources to form-focused self-monitoring.

The pattern of improvement observed across the five speaking components in this study warrants a nuanced interpretive reading that goes beyond surface-level statistical description. The pronounced gains in confidence and vocabulary are best understood through the lens of the ASRI method's Role and Interaction stages, which together created conditions of low anxiety and high contextual relevance two factors consistently identified in second language acquisition research as critical enablers of spoken language development (Krashen, 1982; MacIntyre et al., 1998). "When students were assigned specific professional roles such as front desk agent or concierge, post-intervention reflection journals and student feedback questionnaires collected in this study revealed that participants perceived their role assignments as meaningful professional simulations rather than abstract linguistic exercises. Several students explicitly reported that assuming a defined workplace identity increased their sense of communicative purpose and reduced their reluctance to speak in English a finding that aligns with Ladousse's (1987) argument that role assignment creates psychological conditions favorable to spontaneous language production. Dörnyei (2009) similarly proposed that learners who identify with a target language professional role demonstrate heightened motivational investment in communicative tasks, a proposition supported by the confidence gains observed in the experimental group of the present study."

This identity-driven engagement reduced the affective barriers commonly associated with speaking in a foreign language, particularly among Indonesian vocational students who may have limited daily exposure to English outside the classroom (Renandya et al., 2018). The strong vocabulary gains, meanwhile, reflect the cumulative effect of the Sequence stage, wherein hospitality-specific terminology was encountered and actively deployed across progressively complex scenarios over six sessions a condition that aligns with Nation's (2001) principle that meaningful, repeated encounters with target vocabulary in varied contexts are essential for deep lexical acquisition (Afini et al., 2023; Purwanto, 2020). The comparatively modest accuracy gains, while still significant, suggest that the method's communicative orientation appropriately prioritizes meaning-making over form-focused correction, consistent with a fluency-first pedagogical philosophy well-suited to the interactional demands of the hospitality workplace.

From a curriculum design perspective, the progressive sequencing of scenarios from basic guest interaction to complex complaint handling suggests a model for mapping speaking tasks to industry competency frameworks, an approach that could be adopted more broadly across vocational English syllabi in Indonesia. Institutionally, the study's findings support the case for professional development initiatives that equip hospitality English instructors with the conceptual knowledge and practical skills necessary to implement goal-oriented, needs-based ESP methodologies (Komerendo et al., 2025; Purwanto, 2024). Beyond the immediate institutional context, this study contributes to a policy-relevant discourse on the adequacy of English-language preparation in Indonesian vocational education (Dahnial et al., 2025; Swarastuti et al., 2024), where the gap between graduates' communicative competence and industry expectations remains a persistent structural challenge (Cahyono & Widiati, 2011).

Despite its promising findings, this study faced challenges during implementation that warrant honest acknowledgment and simultaneously point toward productive directions for future research. The most consistently observed challenge across both classes was students' initial communicative apprehension, manifested as a reluctance to speak spontaneously in English, particularly during the early sessions of the Interaction stage. While language anxiety was not formally measured as a separate variable in this study, classroom observations conducted by the instructor throughout the intervention consistently documented hesitation, prolonged silence, and code-switching behaviors among students during early role-play sessions patterns widely recognized in the literature as behavioral indicators of communicative apprehension in foreign language learners (Young, 1991; MacIntyre et al., 1998).

Future studies are encouraged to incorporate a validated language anxiety instrument, such as the Foreign Language Classroom Anxiety Scale (FLCAS) developed by Horwitz et al. (1986), to provide a more systematic and quantifiable account of this phenomenon." This inhibition, rooted in what Young (1991) describes as language anxiety arising from fear of negative evaluation, was more pronounced among students with lower baseline proficiency and required the instructor to employ additional scaffolding strategies including pre-interaction vocabulary preparation and peer encouragement protocols that were not originally part of the ASRI method's standard framework.

This observation suggests that future implementations of the ASRI method in similar low-English-exposure contexts may benefit from an explicit anxiety-reduction component, such as a brief confidence-building warm-up phase, prior to the Interaction stage. A second implementation challenge involved inconsistent knowledge of students' hospitality vocabulary at the outset of the program, which occasionally disrupted the smooth execution of the Sequence stage when students lacked the lexical resources to sustain their assigned roles (Purwanto et al., 2025, 2026). Future research might therefore explore the effectiveness of a pre-intervention vocabulary enrichment module designed specifically to equip students with the core hospitality lexicon required to engage productively with the ASRI scenario sequence from the first session onward.

From a broader research development perspective, this study opens several significant avenues for future scholarly inquiry, particularly at the intersection of language education and leadership development in the hospitality and service industries. The ASRI method's Role stage, which assigns students to specific professional positions within a simulated hotel hierarchy, implicitly develops not only communicative competence but also professional role awareness, task ownership, and interpersonal accountability — qualities that are foundational to effective workplace leadership (Larsen-Freeman, D. & Anderson, M, 2011). Future research could systematically investigate the relationship between ASRI method participation and the development of leadership communication competencies, such as the ability to manage service failures, delegate tasks in English, and lead cross-cultural teams — skills increasingly demanded of mid-level hotel supervisors and managers in Indonesia's growing international hospitality sector (Hsu, 2011). Additionally, longitudinal studies tracking the speaking performance and

workplace communication effectiveness of ASRI-trained graduates during and after their industry internship would provide valuable evidence of the method's real-world transferability and long-term impact. Comparative studies applying the ASRI method across other vocational disciplines such as aviation services, culinary arts, and medical tourism would further test its generalizability and contribute to the development of a broader ESP instructional model grounded in the Aim-Sequence-Role-Interaction framework (Hutchinson & Waters, 1987). Ultimately, the researchers envision this study as a foundational contribution to an evidence base that positions the ASRI method as a replicable, scalable, and contextually responsive solution to one of the most persistent challenges in Indonesian vocational English education: producing graduates who do not merely know English, but who can use it with confidence, precision, and professional competence in the real world of work.

CONCLUSION AND SUGGESTION

This study concludes that the ASRI method comprising the stages of Aim, Sequence, Role, and Interaction is highly effective in improving the English-speaking performance of fourth-semester hospitality students at Politeknik Prasetiya Mandiri PSDKU Palembang. The experimental group demonstrated a substantially higher mean gain score than the control group, with statistically significant results confirmed by Paired-Sample T-Test and Independent-Samples T-Test analyses. Across all five assessed components of speaking performance fluency, accuracy, pronunciation, vocabulary, and confidence — students who received ASRI method instruction consistently outperformed their counterparts in the control group, with confidence and vocabulary recording the most remarkable improvements. These findings affirm that the ASRI method's structured, goal-oriented, and professionally contextualized approach to role-play creates a learning environment that is both linguistically stimulating and vocationally relevant, effectively bridging the persistent gap between classroom English instruction and the real communicative demands of the hospitality workplace.

Based on the findings and conclusions of this study, several suggestions are offered for practitioners, institutions, and future researchers. ESP instructors in vocational hospitality programs are strongly encouraged to adopt the ASRI method as a core instructional framework for speaking-focused courses, particularly at the intermediate to advanced semester levels, where workplace readiness is a primary learning objective. Institutions offering hospitality and tourism programs are recommended to integrate the ASRI method into their official curriculum design and to invest in instructor training that equips teaching staff with the competencies required to implement goal-oriented, scenario-based English instruction effectively. For future researchers, it is suggested that longitudinal studies be conducted to examine the sustained impact of the ASRI method on graduates' actual workplace communication performance during and after industry internship, and that comparative studies be pursued across other vocational disciplines and geographic contexts to further validate and refine the method's applicability as a broadly transferable ESP instructional model.

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