

INTERACTIVE LEARNING FOR HOSPITALITY STUDENTS: AN ACTION RESEARCH ON COMBINING ROLE-PLAY WITH MULTIMEDIA TECHNOLOGY

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Abstract

This study aims to explore and evaluate the effectiveness of integrating role-playing methods and multimedia technology in improving English language skills among students in the context of the hospitality industry. Using an action-research approach, this research was conducted on third-semester students majoring in travel business at Prasetya Mandiri Polytechnic Bogor. This research method encompasses three cycles of action: planning, action, observation, and reflection. At the planning stage, role-play scenarios relevant to real-world situations in the hospitality industry are designed and combined with multimedia technologies such as video tutorials, interactive simulations, and language learning software. Students then participate in role-play activities that complement these multimedia elements. The results showed that the integration of role-playing games and multimedia technology significantly improved students' oral skills. Students become more confident in using English, are able to communicate more effectively, and show improvements in the aspects of correct pronunciation, intonation, and vocabulary. This study concludes that integrating role-playing with multimedia technology is an effective approach to improving English language skills among students in the hospitality industry. The practical implications of these findings suggest the application of similar methods in language training programmes in other sectors, as well as recommendations for the further development of technology-based teaching aids to support contextual and interactive language learning.

Keywords: Role play, multimedia technology, speaking skill, English for hospitality, higher students.

Introduction

The integration of role play and multimedia technology is an innovative approach in education, especially to improve English speaking skills in hospitality. Akbar et al. (2020) Explaining in role play learning can be done by students by acting as certain characters in simulated situations. Example; Students can play the role of hotel receptionists, restaurant waiters, or guest service officers, and interact with "guests" in situations similar to the real world. By repeatedly practicing in a safe and controlled environment, students become more confident in using English in real situations (Kuśnierek, 2015; Yen et al., 2015).

Combining role play with multimedia technology in English language learning in hospitality can provide a breakthrough in learning. With VR (Virtual Reality) technology (Takada et al., 2022) or AR

(Augmented Reality) (Hapsari & Wulandari, 2020), Students can participate in highly realistic role play simulations without having to be in a specific physical location (Song, 2019). The use of software can record student performance during role play (Li & Keller, 2018), allows for further analysis and more detailed feedback on strengths and areas that need improvement. From this, students can practice through role play scenarios accompanied by video, sound, and animation that depict certain situations in the hospitality world (Bonar Siagian & M Bambang Purwanto, 2023; Irawan et al., 2024).

The purpose of this study is to complement previous studies that talked a lot about the difficulties of learning speaking for many students. From the results of this study, it is expected that the use of role play methods with the use of media technology in learning English for

hospitality will have a very significant impact on the learning process, especially students' speaking skills. From this, the integration of role play and multimedia technology in English language learning in the hospitality world offers a comprehensive and effective approach. By harnessing the strengths of these two methods, hospitality education can produce professionals who are better prepared and competent in communicating with guests from various linguistic and cultural backgrounds.

Research on the integration of role play and multimedia technology in improving English speaking skills in hospitality can be based on the assumption that these methods are more effective, motivating, and provide a richer and more realistic learning experience than traditional methods. By combining hands-on practice and interactive technology, students can develop strong English language skills as well as soft skills essential to their success in the hospitality industry. Continuous learning through multimedia technology allows students to continuously improve their English language skills even after completing a formal education program.

Literature Review

Role Play Method

Learning is an active process in which students build new knowledge based on their experiences. Rahmawati (2015) Role play promotes active learning by engaging students directly in situations that require problem solving and interaction. Role play enables collaborative learning (Liu et al., 2021), where students work together to complete a specific scenario or task (Nair & Fahimirad, 2019). In role play, teachers can provide support or guidance which is then reduced as students improve. In the world of hospitality, students adopt specific roles (e.g., hotel receptionist) (Agustin & Purwanto, 2023) and act in accordance with

the expectations and norms associated with the role.

Rakhimovna (2022) Explaining role play methods in learning is supported by various educational theories that emphasize the importance of direct experience, social learning, cognitive processing, and active engagement. By combining elements from these theories, role play offers a holistic and effective approach to learning (Wang et al., 2021), especially in the context of English language learning for the hospitality industry (Travis, 2020; Zhetpisbayeva et al., 2017). This allows students to practice their language skills in realistic and relevant situations, which helps improve their confidence and communication skills.

Multimedia Technology

Hubbard & Levy (2006) Explain multimedia learning that focuses on students to be better. The learning process can be combined through images and audio narration or from images and written text. Adding written text to audio and image narration doesn't always improve learning and can lead to cognitive overload (Budiyanto et al., 2024). Learning is more effective when the learning material does not include irrelevant or redundant information (Hidayad et al., 2023). Complex learning material should be divided into smaller segments to facilitate understanding. Students are better off learning when they already have basic knowledge of the main concepts to be taught.

The use of multimedia technology in English for Hospitality learning offers a more interactive, engaging, and effective approach. Irawan et al. (2024) By combining various media, simulating real situations, and providing instant feedback, this technology can help students develop English skills essential for success in the hospitality industry. With VR technology, students can experience the hotel or restaurant environment virtually and practice interacting with guests in simulated situations (Hanadya et al., 2023). Software

that allows students to practice role play through programmed scenarios, such as handling guest check-in, responding to complaints, or recommending menus.

English for Hospitality

Hospitality industry education provides in-depth training in all aspects of the hospitality industry, preparing learners for careers in hotels, restaurants, event organizing, tourism, and other fields. This education often covers a wide range of topics, including customer service and hotel management, as well as food and beverage operations, marketing tactics, and industry-specific technologies (Adeyinka-Ojo et al., 2020; Marneros et al., 2021). It also studies how to provide guests with exceptional experiences, manage hotel operations effectively, and negotiate the complexities of the global hospitality business. Case studies and internships are often included in the curriculum to provide hands-on experience and practical skills development (Le et al., 2018; Venkatraman et al., 2019).

In addition to practical skills, students also learn *soft skills* such as leadership, teamwork, and effective communication methods, which are essential for managing diverse teams in a fast-moving environment (Talawanich & Wattanacharoensil, 2021; Weber et al., 2020). For example, transformational leadership is a powerful and impactful style that has gained popularity in the dynamic and ever-changing hospitality business. According to research, transformational leadership increases perceptions of leadership effectiveness and satisfaction. Transformational leaders align teams with shared goals by clarifying the direction and mission of the organization. As the hospitality industry faces challenges such as mergers, workforce shortages, and a diverse workforce, transformational leadership becomes essential to address instability and drive innovation (Alfaro et al., 2019).

Methodolgy

The investigation method chosen in this study is the Classroom Action Research (PTK) approach. This approach refers to efforts to understand and solve learning problems in the classroom through self-reflection, followed by the systematic application of planned actions in the context of actual learning activities, followed by an analysis of the impact of an action (Fitri, 2019). A research process that aims to overcome the challenges faced by teachers, improve quality, and achieve optimal learning outcomes is carried out by this action approach, namely PTK (Syahza, 2021). Carr and Kemmis are quoted by (Mangait et al., 2021) Stating that PTK is a form of investigation conducted by researchers in certain social contexts, including educational contexts with the aim of improving their own practices.

This research was conducted in third semester students majoring in travel business at Prasetya Mandiri Polytechnic Bogor, this activity was carried out for 2 cycles. The study participants were students totalling 20 students, consisting of 12 girls and 8 boys, with an age range of 19-20 years. Data taken includes observation and documentation. This research design includes 4 steps per cycle, namely: (1) planning; (2) implementation; (3) observations; and (4) reflection.

Result

In classroom action research on improving speaking skills using the role play method in learning English for hospitality through multimedia devices in third semester students majoring in travel business at Prasetya Mandiri Polytechnic Bogor, the implementation consists of two cycles. This research produced significant results, namely increasing the learning outcomes of students' speaking skills in the field of hospitality. They can express hospitality terms well and assemble them in the form of conversation in English. In addition, the effect of multimedia used as a learning medium has a very positive impact on

building motivation and increasing character in learning.

In the first cycle, it can be seen that some values have reached KKM but the expected results have not been in accordance with the set target. At the beginning of the meeting, there were many obstacles faced by students in the learning process, including students were still confused in expressing speaking styles, diction, pronunciation, good grammar and explaining questions given by lecturers. The role play learning method is intended so that students are able to increase motivation and awareness in speaking. After reflecting on cycle I, activities must be carried out that are considered necessary for the improvement of learning outcomes in cycle II. Learning outcomes are changes in student behaviour due to learning. Behaviour change is caused because he achieves mastery over a number of materials given in the teaching and learning process. By looking at the percentage of learning completeness that has increased, it is clear that the learning outcomes carried out are good.

Table 1 Percentage of Completeness of Student Learning Outcomes Cycle I

Number of Students	20	
Scoring	< 75	12
	> 75	8
Average student grades	80	
Learning Completeness Percentage (%)	60%	

Table 1 can be seen that the average development of student learning outcomes in the first cycle has not reached the success indicator of >50%. Students who experienced learning completeness in the first cycle were 12 with a percentage of learning completeness of 60% of 20 students. The incompleteness of students is caused by their lack of confidence in learning ability and mastery of teaching materials because lecturers deliver material that is too fast, lack of attention, and student

unseriousness in the learning process. The results of the learning test obtained in the first cycle, when compared to the previous year, there was a slight increase even though it still did not reach the success indicator. The average percentage of learning completeness of third semester students majoring in travel business is 60%. The results of actions in the first cycle show that the learning process has not been optimal, it can be seen from the test results that there are still many students who do not understand the hotel and tourism material. Researchers and lecturers decided to continue and improve the learning process in cycle II to further improve student activities and learning outcomes by slightly repeating hotel and tourism material and continued with tourism and heritage.

After the learning activities are completed in cycle II, a reflection stage is carried out to discuss the results of observations. The results of cycle II observations show that there is an increase in learning activities. Students are more enthusiastic in learning, as seen from students who pay more attention to lecturers in explaining and increasing student activities in learning. It can be seen that students' willingness to learn has increased, where students who were previously unable to answer the questions asked by researchers, have now begun to compete to answer questions. Students are also confident to express their opinions and are able to repeat the material they have learned, and explain and explain the answers to the questions given. In discussions conducted in English, providing opportunities for students as moderators makes it easier for teachers to control learning and improve students' speaking skills.

The results of this observation can then be seen that learning in cycle II is successful in accordance with the planning stages based on cycle I. The implementation of actions in cycle II has been carried out, then a learning outcome test is carried out which aims to determine

the level of student understanding of the material that has been learned in cycle II. The percentage of completeness of learning outcome test scores for cycle II with KKM ≥ 75 can be seen in Table 2.

Table 2 Percentage of Completeness of Learning Outcomes of Cycle II Students		
Number of Students		20
Value	< 75	18
	> 75	2
Average student grades		93
Learning Completion Percentage (%)		90%

Table 2 of learning outcomes tests can be seen the development of learning outcomes obtained by students after cycle II. Students who experienced complete learning or who obtained a score of > 90 in the second cycle were 20 students from the total number of students who participated in the evaluation of 33 students and the percentage of students who completed was 90%, while students who did not complete obtained 2 marks.

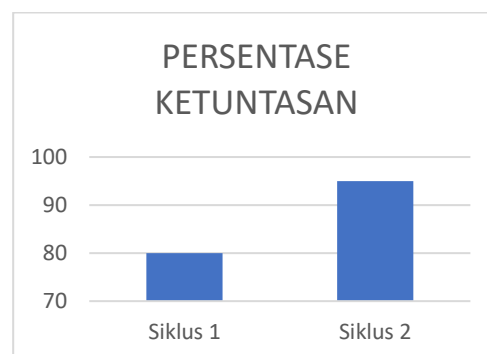
Learning with role playing methods can improve student learning outcomes. The improvement and completeness of student learning outcomes in each cycle are presented in Table 3 Table 3 Improvement and Completeness of Student Learning in Each Cycle.

Table 3 Improvement and Completeness of Student Learning in Each Cycle				
Number of Students		20		20
Scoring	< 75	12		18
	> 75	8		2
Average student grades		80		93
Learning Completion Percentage (%)		60%		90%

Table 3 can be seen that the percentage of student learning completeness in each cycle has increased and the average score of students has also increased from 80 to 93, which is 13%. The

progress of increasing student learning completeness in classroom action research (PTK) can be shown in the graph of Figure 1:

Figure 1: Learning Completion Percentage



It can be seen from figure 1 that the completeness of student learning increases with each cycle. Learning activities using the Role Playing method which is carried out by acting out the subject matter are very attractive to students where it can be seen from the enthusiasm of students in participating in learning activities so that student activities in learning can increase and by acting out the material learned students more easily understand the concepts in chemical bonds and easily remember the lesson because they feel directly in accordance with the material that has been Played a role so that learning outcomes can improve with concepts that are easy to remember and understand.

Discussion

From the results of the study explained that the application of the role play method with web-based media technology there are two important things that can improve students' speaking skills in the English for hospitality course. First, the increase in student scores for the ability to speak English showed significant results, the value can be seen from the comparison in the first cycle and in the second cycle by 13%. Second, self-confidence and awareness to speak English in the campus environment is getting better with the

implementation of one day one-word activities. From the results of this research, the role play method is highly recommended to improve English speaking skills in the environment of students majoring in travel business, this is because the output of this science is needed in the world of work, especially tourism and hospitality.

In this study, role play learning methods with multimedia technology in improving English speaking skills have a number of significant implications in the context of Education. Wildaniati (2006) The use of multimedia technology in role play makes learning more engaging and interactive, which can increase student engagement. Visual and auditory elements of multimedia help students to better understand context and role play scenarios (Khalida & Refnaldi, 2020), which in turn increases their motivation to participate actively (Purwanto, Despita, et al., 2023). Meanwhile, the combination of role play and multimedia creates a more fun and creative learning environment, which can encourage students to be more enthusiastic in learning English (Purwanto, 2022). The integration of role play and multimedia technology shows that this approach has great potential to improve students' English speaking skills. By making learning more interactive, fun, and tailored to individual needs, this approach can increase students' motivation, confidence, and overall language competence.

The results of this study explore role play learning methods with multimedia technology in improving students' speaking skills can be interpreted as a combination in the learning process. Role play and multimedia make learning more engaging and interactive (Khudobina et al., 2019). Students become more engaged because they can actively participate in realistic and dynamic simulations (MacIntyre, 2007). This higher interaction helps students to be more focused and motivated in learning English (Kamil, 2019). The integration of multimedia

technology with role play is proven to improve students' speaking skills (Purwanto, Hartono, et al., 2023). Technology provides visual and auditory context that supports role play scenarios (Purwanto, 2021), help students understand and use English more effectively (Purwanto & Al Firdaus, 2023). Students who engage in multimedia-based role play tend to show improvements in fluency, accuracy, and complexity of the language used (Novia et al., 2024). Overall, role play with multimedia technology has a significant positive impact on students' speaking skills. The results reflect improvements in students' engagement, speaking skills, confidence, digital literacy, and collaborative abilities (Nasar et al., 2023). The implications of this research encourage the adoption of this innovative learning method in the language education curriculum to achieve more effective and comprehensive learning outcomes.

In some research results show that this method also increases students' confidence in speaking English. Song (2019), by practicing through multimedia-supported role play, students feel more prepared and confident to use English in real situations. This confidence contributes to the improvement of their performance in oral exams and daily communication (Sutika, 2008). Other studies have also indicated that students who use multimedia technology in learning experience an increase in digital literacy (Nadiah, 2019). They not only learn English, but also become more skilled in using technological devices (Amalia et al., 2015), which is an essential skill in this digital age. Then the results showed that role play supported by multimedia technology encourages collaboration between students (Kuśnierek, 2015). They work in groups, share ideas, and practice together, which not only improves their speaking skills but also social and collaborative skills (Akbar et al., 2020; Bouaziz, 2015; Marlia et al., 2018). From this explanation, the increase in student creativity so far which is

categorized as still weak can be increased massively by using role play strategies.

Overall, the integration of role play with multimedia technology has a significant positive impact on students' speaking skills. The results reflect improvements in students' engagement, speaking skills, confidence, digital literacy, and collaborative abilities. The implications of this research encourage the adoption of this innovative learning method in the language education curriculum to achieve more effective and comprehensive learning outcomes.

Concolusion

Research on role play methods with media technology in English hospitality courses shows several important results that can be applied to improve students' speaking skills, role play combined with media technology can make an important contribution to student awareness in speaking English. Increased value of learning speaking for hospitality. Role play supported by multimedia technology encourages collaboration among students. They can work in groups to complete tasks.

Research on the integration of role play and multimedia technology makes an important contribution to hospitality by improving staff English speaking skills, leading to improved service quality, human resource development, competitive advantage, better guest experience, and operational efficiency. The implementation of this method can bring many benefits to businesses in the hospitality industry, making them more prepared and competitive in the global market.

This research has limitations, in terms of research sample, this study is only limited to third semester students in the travel business department. The courses raised in this study still have close ties with the department. It is hoped that the role play method using media technology can be used in other scientific majors at Prasetiya Polytechnic independently and can be more varied.

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