

**TEACHING ENGLISH FOR HOSPITALITY THROUGH VIRTUAL-
REALITY BASED LEARNING TO IMPROVE STUDENTS'
MOTIVATION AND SPEAKING ACHIEVEMENT**

A Thesis

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LANGUAGE AND ARTS EDUCATION DEPARTMENT
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ABSTRACT

TEACHING ENGLISH FOR HOSPITALITY THROUGH VIRTUAL- REALITY BASED LEARNING TO IMPROVE STUDENTS' MOTIVATION AND SPEAKING ACHIEVEMENT

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This research aimed to explore the effectiveness of Virtual-Reality (VR) based learning in improving students' motivation and speaking achievement in the context of teaching English for Hospitality. The objectives were to examine the increase in speaking achievement, identify the aspect of speaking that exhibited the most improvement, investigate the impact on students' motivation, and explore the relationship between motivation and speaking achievement. A quantitative research methodology was employed, utilizing a one-group pretest-posttest design with a sample of 23 students from Politeknik Negeri Lampung.

The result of the study showed significant improvements in students' speaking achievement after the implementation of VR-based learning with the pretest mean score at 116.74 and the posttest mean score at 198.70. Further examination of the different aspects of speaking skills demonstrated that comprehension exhibited the highest improvement as indicated by a t-statistic of 21.423. The analysis of the data revealed that the students' motivation increased significantly with the mean difference of 1.348. Moreover, the analysis also revealed a strong positive correlation between students' motivation and their speaking achievement.

This shows that the implementation of VR-based learning in the teaching of English for Hospitality can significantly enhance students' speaking achievement, particularly in the aspect of comprehension. Furthermore, the findings highlight the positive impact of VR-based learning on students' motivation.

Keywords: *Virtual Reality, English for Hospitality, Speaking Achievement*

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in

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**MASTER IN ENGLISH LANGUAGE TEACHING STUDY PROGRAM
LANGUAGE AND ARTS EDUCATION DEPARTMENT
TEACHER TRAINING AND EDUCATION FACULTY
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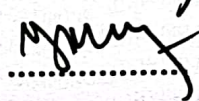
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CURRICULUM VITAE

Rendi Gusti Pramasta was born on August 27, 1991. His parents are Raden Mas Putra Daya and Nuraida. He is the second child in his family and has an older sister, a younger sister, and a younger brother. He is happily married to Dinda Lintang Sekar Sarasati and is a proud father of a son named Zaid.

In terms of education, Rendi completed his elementary education at SDN Pangarakan II in 2003, middle school education at SMPN 1 Cigombong in 2006 and high school at SMA GITA PGRI Cigombong in 2009. His passion for English linguistics led him to pursue a Bachelor's degree in English Linguistics at the University of Pakuan, where he graduated in 2013.

Following his graduation, he embarked on a career in the hospitality industry, working as a concierge in a prestigious five-star hotel for more than five years. However, his passion for English language and education led him to explore new avenues as English Tutor. Motivated by his desire to contribute to the field of education, he decided to continue his academic journey by pursuing a Master's degree at the University of Lampung, in the field of English education.

DEDICATION

Glorified is Allah, the Most Gracious and the Most Merciful. I thank Him for His boundless blessings and guidance upon me.

I would like to dedicate this thesis to the following individuals and groups who have been instrumental in my academic journey and personal growth.

1. To my beloved father, Raden Mas Putra Daya, and my dear mother, Nuraida, though they have passed away, their unwavering belief in my abilities continues to guide me on this path.
2. To my beloved wife Dinda Lintang Sekar Sarasati and cherished son, Zaid Abdullah, who are my constant inspiration.
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6. To all my friends from the MPBI 2021 cohort, for their camaraderie and support.
7. To my alma mater, the University of Lampung, for providing me with a nurturing educational environment.

MOTTO

"Be enthusiastic in seeking what is beneficial for you. Seek assistance from Allah
and do not feel helpless."

– *Prophet Muhammad pbuh*

"If you cannot endure the fatigue of seeking knowledge, then be prepared to
endure the suffering of ignorance."

- *Muhammad ibn Idris (Imam Ash-Shafi'i)*

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Finally, the author must acknowledge that this thesis is far from perfect and there is always room for improvement. Nevertheless, he sincerely hopes that the findings and insights presented in this research will contribute to the existing knowledge and benefit educators and researchers in the field of English language teaching.

May Allah bless and reward all those who have played a part, directly or indirectly, in the completion of this thesis.

Bandar Lampung, 21 July 2023

The author



Rendi Gusti Pramasta

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I. INTRODUCTION

This chapter provides an overview of the research topic, highlights its significance, and sets the context for the study. It includes background information on the research area, a statement of the problem, the research objectives, uses of research, scope of the research and definition of terms.

1.1 Background of the Problem

English has become universal language that is used all over the world and in fact, being able to speak English is a necessity nowadays (Carmen, 2010). Often people look down on someone who is unable to speak English especially those who work in big companies.

Speaking is one of the essential skills to master for successful communication. Therefore, being able to speak well leads the students to the effective communication intercourse in the real life. Despite its importance, teaching speaking has long been underestimated, and English teachers continued to teach speaking only as repetition of drills and memorization of dialogues without utilization of the latest technology (Bahadorfar & Omidvar, 2014).

Unlike listening, reading, and writing, speaking is considered as interactive skill as it needs involvement of another person. It is not only about producing utterances, but also constructing meaning, receiving, and processing information. The ability to speak fluently and comprehensively often becomes the first impression of the person. In everyday interaction, speaking is the skill upon which the students are judged in real-life situations.

Many business industries, especially those industries that deals with foreign people (e.g., hotel and tourism, aviation, digital marketing, medicals) needs employees who speaks English fluently and comprehensively. Therefore, mastering this skill is really important to improve one's quality so it opens many job opportunities for them in the future.

Hotel and tourism are one of the industries that requires quality workers with high English-speaking fluency especially those who work as frontliner. Foreign people who visit other countries are more likely to spend their time mostly in the hotel. They do many activities such as checking-in, checking-out, requesting transportation, ordering food, complaining, and other experiences that involves interactive communication. Employees are required to follow and use professional conversations, vocabulary, and speech when dealing with guests. However, many hotel employees are still lack of English-speaking proficiency (Guntoro, 2021).

The use of English in Hotel and Tourism field have some differences related to vocabularies, terms, expressions, and meanings compared to General English (GE).

Hence, for international tourism and service industry, English for Tourism and Hospitality is used which is considered under the category of English for specific purposes (ESP) (Cravotta J. S., 2010).

English for Specific Purposes (ESP) refers to an approach in English language teaching that focuses on necessary language, genres, communicative skills used particular field or occupation for learners and facilitate them through relevant material and methods for their academic or occupational needs (Anthony, 2018).

English language teachers are demanded to give contextual learning and real-life experience to the students especially those who has specific needs for their future jobs. However, in teaching in classrooms, we have limited time and space, and teachers have a responsibility to prepare the students as much as possible to be able to speak in English in the real world outside the classroom. To overcome this issue, teachers are encouraged to utilize modern technology as media in teaching to help them bring real-life situation into the classroom. The use of technology as a media in English language teaching will not only help the teachers but also students will benefit from it as many students especially young learners are interested in modern technology.

Technology develops rapidly in this era. We are entering a new era which is called Society 5.0 that was made as a resolution on previous era (Industry 4.0). The concept of this new era focuses more on human society's context. This concept

allows humans to make use of modern based technology such as AI, Robot, Virtual world, etc. for human needs for a more comfortably living.

The development of technology will not only affect how people socialize, work, and have entertainment but it also has great impact on education as well. Technology can stimulate learners' sense of playfulness and immerse them in a variety of scenarios. Technology provides learners with spontaneous action, the opportunity to interact at their own pace, privacy, and a safe environment where errors are corrected and specific feedback is provided (Bahadorfar & Omidvar, Technology in Teaching Speaking Skill, 2014).

As we know, when the pandemic hit the world, we were forced to have to work, socialize and especially study from home using technology such as video calls. There were many challenges both from students and teachers when they use this kind of technology. Many of them were not ready for the changes and were having difficulty in this transition as this was not planned and prepared before (Atmojo & Nugroho, 2020). This phenomenon should become lessons for all of us to keep up with technology or even more than that, anticipate the upcoming technology so that when it comes, we will be ready to adapt.

One of the most popular technologies nowadays and is still in serious development by many big technology companies such as Google, Microsoft, Meta (Facebook) is Virtual Reality (VR). Virtual Reality is the most advanced technology in which you can experience real-life simulation in the virtual world. Virtual reality (VR), which

can be described as immersive or computer-simulated multimedia reality, recreates environments that simulate physical presence in real-world or imaginary locations object, allowing users to interact in virtual world (Velev & Zlateva, 2017). VR used tools which led people to feel another experience in visual in the form of 3D images. VR is one of the immersive media that can bring realistic learning experiences. VR interfaces provide sensory immersion, focusing on visual and audio stimuli with some haptic (touch) interfaces. The participant can move as they do in the real world, and the digital setting responds to maintain the illusion of presence of one's body in a simulated setting (Dede, Jacobson, & Richards, 2017).

Virtual reality may become a solution for the teachers to take the students anywhere virtually without leaving the classroom. This is what mostly differs VR from just watching videos. In watching videos, the students just observe from the devices and cannot interact with it. Using virtual reality, you can experience any kind of simulation, and interact with the environment in the virtual world. It gives you the sense of being there. The experience of using VR is immersive. Virtual reality is something that is genuine. It brings students an authentic learning experience and there are many ways that teachers can create to guide the students to learn what they need in relation to the syllabus and curriculum. VR also has scaffolding elements to help students construct their knowledge and is very contextual because it simulates the real world. Students can do almost everything by using VR without going outside the classroom. The students can explore any place in the world, can dive into the sea, do cooking simulator, and many other things. VR technology keeps improving so that it lets you interact more with it in the virtual world. One of

the most popular tools is Oculus Quest 2, which is equipped with VR glasses, a headset and two touch controllers. You can use it to do many things in the virtual world, for example, running, jumping, touching, holding, and other things that gives you immersive experience.

The use of VR to bring realistic experiences to teaching and learning is in line with constructivism theories. It is stated that learning is a process that involves active construction and not passive acquisition (Duffy, Cunningham, & Jonassen, 1996). It equates learning with creating meaning from experience. Learning is more meaningful for students when they can interact with a problem or concept. Based on the research conducted by Kassim, Witkin, and Stone (2019), The use of VR in speaking activity brings great enjoyment to the students and according to students' perception, it can possibly help them improve their speaking abilities more effectively.

Moreover, the use of VR is expected to improve students' motivation in learning as there are still many students who lack motivation in learning English (Santosa, Putra, Banjar, & Permana, 2020) . Based on the previous research, learning using VR as Media could improve students' motivation (Graeske & Sjöberg, 2021).

Motivation is a factor that could push people to achieve their goals. In ELT context, motivation is a crucial force which determine whether the students are strongly willing to do the task, how much energy they would devote in it and how long they preserve it in learning a foreign language (Yufrizal, 2021). Related to the

explanation above, we know that motivation is one of the key successes on learning second language. Therefore, the teachers need to consider using media that is expected to improve students' motivation.

However, VR Based Learning application for English Language Teaching are still rare in Indonesia especially about improving students' motivation and speaking achievements in Hotel School. The use of VR in teaching English for Hospitality would require different procedure and activities as the usual procedure would not suitable. Thus, this research was conducted to develop appropriate procedures and students' activities in learning English for Hospitality through VR Based Learning.

1.2 Formulation of the Problem

Based on the background, the writer formulated the research problems as follow:

1. Is there any significant increase of the students' speaking achievement after they are taught with developed teaching procedure through VR Based Learning?
2. What aspect of speaking improves the most after the students are taught with developed teaching procedures through VR Based Learning?
3. Is there any significant increase of the students' motivation after they are taught with developed teaching procedures through VR Based Learning?
4. Is there any significant effect of students' motivation on their speaking achievement?

1.3 Objective of the Research

1. To discover if there is any significant increase of the students' speaking achievement after they are taught using developed teaching procedure through VR Based Learning.
2. To find out which aspect of speaking improves better after the students are taught using developed teaching procedure through VR Based Learning.
3. To discover if there is any significant increase of the students' motivation after they are taught using developed teaching procedure through VR Based Learning.
4. To find out if there is any significant effect of students' motivation on their speaking achievement.

1.4 Uses of the Research

There are several potential uses of the research on VR-based learning for teaching English for hospitality to improve student speaking achievement and motivation.

1. This research can provide valuable insights into the effectiveness of VR-based learning as a language teaching approach, particularly in the context of the hospitality industry in Indonesia. This can be useful for language teachers and curriculum developers who are interested in integrating VR technology into their language teaching practices.
2. This research can contribute to the existing body of knowledge on the use of VR technology in language learning and teaching. This can be beneficial for researchers who are interested in investigating the potential of VR-based learning for various languages and contexts.

3. This research can help improve the quality of English language education for hospitality students in Indonesia by providing evidence-based recommendations for the integration of VR technology into language teaching practices. This can ultimately contribute to the development of a highly skilled and proficient workforce in the hospitality industry, which is vital for the economic growth of Indonesia.

Overall, the writer believes that the research on VR-based learning for teaching English for hospitality to improve student speaking achievement and motivation can have significant implications for language teaching and learning, as well as for the hospitality industry in Indonesia and beyond.

1.5 Scope of the Research

This research delves into the realm of language education, with a specific focus on exploring the effectiveness of Virtual Reality (VR) based learning as a method to enhance English language speaking skills and students' motivation. The study revolves around the application of VR technology in the context of language teaching, with speaking as the targeted language skill for improvement. Additionally, the research examines the impact of VR-based learning on students' motivation levels in language learning. The study concentrates on investigating the correlation between VR-based instruction, speaking achievement, and motivation among students, providing valuable insights into the potential benefits and limitations of this innovative approach.

While the findings of the research may have implications for other language teaching contexts and industries, it is important to note that the scope of the study is limited to the specific context and sample size mentioned above. Thus, the results should be carefully interpreted and generalized beyond this context with caution.

However, this research can serve as a basis for future studies that aim to investigate the effectiveness of VR-based learning in other language teaching contexts and industries. Future research can expand on the scope of this study by using larger sample sizes, examining various VR-based learning platforms, and comparing the effectiveness of VR-based learning with other language teaching methods.

1.6 Definition of Terms

There are several important terms related to the research topic. Here are some of them with the definitions:

1. VR (Virtual Reality) - A computer-generated simulation of an environment that can be experienced by a person through a VR headset or other devices that provide an immersive experience.
2. Language learning - The process of acquiring a new language or improving existing language skills through study, practice, and exposure.
3. VR-based learning - An instructional approach that utilizes virtual reality technology to create immersive and interactive learning experiences.
4. Hospitality industry - A sector of the economy that includes businesses and organizations that provide services to guests and customers, such as hotels, restaurants, and tourism-related businesses.

5. English for specific purposes (ESP) - A type of language teaching that focuses on teaching English for a specific context or purpose, such as business, engineering, or hospitality.
6. Speaking achievement - The level of proficiency that a language learner has attained in their ability to express themselves orally in the target language.
7. Motivation - The internal or external factors that drive a language learner to engage in language learning activities and persist in their efforts to improve their language skills.
8. Immersion - An approach to language learning where learners are fully immersed in the target language environment, often through language classes and activities conducted entirely in the target language.

This chapter has provided an overview of the research background, problem statement, objectives, significance, and scope of the study. The chapter has laid the foundation for the exploration of the impact of VR-based learning on English language speaking achievement and motivation. As the journey into the heart of the research begins, the next chapter delves into the literature review, offering valuable insights from past studies and scholars in the field.

II. LITERATURE REVIEW

This chapter explains the definition and concept of the variables in the research. Speaking, Motivation, Virtual Reality, as well as the developed procedure, the advantage and disadvantage and theoretical assumptions.

2.1. Speaking

Speaking is considered the most in-demand skill to be recognized for proficiency in a foreign language. Speaking is not just about forming grammatically correct sentences. Rather, it covers broad areas of mechanics, function, pragmatics, and social interaction (Kurum, 2016). Speaking the language means producing meaningful sentences in that language.

Speaking is regarded as the most important active skill in learning a foreign language. It is about generating utterances to convey the message. It begins in infancy and develops through childhood and into adulthood (Zarifa, 2020). In today's world, speaking English has become a necessity. Not only that, but today's generation also looks down on people who are unable to speak English. It has become more of a status symbol (Carmen, 2010).

Speaking is one of the skills that students need to master in learning English. Speaking is an important means of communication (Bahadorfar & Omidvar, 2014).

Speaking is a very important part of language learning process (Bahrani & Soltani, 2012).

Good speaking skills are needed for many reasons. International companies and organizations want staff who can speak English fluently. Educators, governments, ministries of education and employers need people who speak English well.

Furthermore, as stated by Zarifa (2020), the importance of speaking is as follows:

- a. Speech is a means of communication used to implement ideas, express emotions, explain findings, conduct research and discussion, and respond to others.
- b. Mastering speaking skills can turn speakers into versatile communicators who are proficient in four language skills. Such skills give speakers some distinct advantages, allowing them to share ideas with others and gain understanding and respect.
- c. Mastering speaking skills helps the speaker to capture and retain the audience's attention until he/she completes the message.
- d. Speaking skills are important for professional success. Speaking enriches your personal life by providing opportunities to travel, promotion and scholarship, attending conferences and international conferences, and representing your organization at international events.
- e. Public speaking skills give the speaker the power to influence people and shape their decisions.
- f. Speech is an intercultural communication system whose function is to coordinate consensus on the recognition of intercultural identities and coordination of a nation's political, economic and social functions with other nations.

- g. Foreign language speakers develop a variety of skills, strategies and behaviors that help them deal with difficult situations.
- h. Mastering speaking skills gives opportunities to promote greater belonging, respect and self-esteem, learning management, agency and individualized learning.

2.1.1 Aspects of Speaking

Speaking is a complex skill that requires the simultaneous use of different skills that often develop at different rates. According to Harris (1969), analysis of speech processes generally recognizes five components which are pronunciation, grammar, vocabulary, fluency and comprehension. Kurniati, Eliwarti, & Novitri (2015) provides further explanation to the terms as follows:

a. Pronunciation

Pronunciation is how students produce clearer speech when speaking. Phonological processes refer to grammatical constructs made up of elements and principles that determine how sounds and patterns change within a language. Pronunciation is the knowledge of how the words of a particular language are produced unambiguously when people speak. It plays a significant role in making the process easier to understand.

b. Grammar

It is needed for speakers to form correct sentences in conversation. The usefulness of grammar is also to learn the correct ways to acquire language expertise, both oral and written.

c. Vocabulary

Vocabulary means the appropriate diction used in communication. Without proper vocabulary, you cannot communicate or express your thoughts effectively verbally or in writing. A limited vocabulary is also a barrier that prevents learners from learning a language and expressing it.

d. Fluency

Fluency is the ability to read, speak or write easily, fluently, and expressively. In other words, speakers are able to read, understand and respond to language clearly and concisely while relating meaning and context. It is about the ease and speed of the flow of speech. Speaking fluently is the goal of many language learners.

e. Comprehension

Comprehension is needed in oral communication as during conversation, one must respond to a speech as well as initiate it.

Another theory of speaking, proposed by D. Halliwell Heaton in 1991, is a three-component model that aims to assess and evaluate learners' speaking proficiency. The three key components identified in this model are accuracy, fluency, and comprehension.

1. Accuracy: This component focuses on the correctness and precision of language usage. It involves the learners' ability to use grammar and vocabulary accurately, as well as their proficiency in pronunciation. Accuracy reflects the learners' control over the language's structural and phonological aspects.
2. Fluency: Fluency pertains to the smoothness and flow of learners' speech. It assesses how effortlessly learners can express themselves and maintain a natural pace in conversation. A fluent speaker can communicate ideas without unnecessary pauses, hesitations, or disruptions.
3. Comprehension: This component examines learners' understanding of spoken language. It assesses their ability to comprehend what others say, including grasping the main ideas, details, and nuances of the conversation. Comprehension is crucial for effective communication and interaction in real-life situations.

In this study, the researcher chose Heaton's model because it is widely used in language teaching and assessment contexts due to its simplicity and practicality. It provides a comprehensive framework for evaluating speaking skills, covering both linguistic accuracy and the communicative aspects of fluency and comprehension. The three components work together to offer a holistic view of learners' speaking abilities. By using this model, the research can gain valuable insights into the impact of VR-based learning on students' speaking proficiency in authentic communication situations.

2.1.2 Teaching Speaking

In teaching speaking, the teachers need to be considerably prepared with the material, topic and activities that is practiced in the classroom. The teachers need to have good plans so that they know what their students require to reach the goal and how they can achieve it (Setiyadi, Sukirlan, & Mahpul, 2018).

As stated by Bahadorfar and Omidvar (2014), Teaching speaking means teaching learners to:

- a. Produce English sounds and sound patterns.
- b. Use stress on word and sentence, intonation patterns, and second language rhythms.
- c. Choose appropriate words and phrases according to the appropriate social setting, target audience, situation, and topic.
- d. Organize their thoughts in a meaningful and logical order.
- e. Uses language as a means of expressing values and judgments.
- f. Use language quickly and confidently with few unnatural pauses called fluency (Nunan, 2003 as cited in Bahadorfar and Omidvar, 2014).

Due to its differences with other English skills, the teachers are expected to prepare the appropriate activities and technique in the classroom. Hadfield (1999, as cited in Setiyadi et al, 2018) offers different techniques to be applied in the classroom to give meaningful context for speaking practice in English language such as ask and answer, describe and draw, discussion, guessing, remembering, miming, ordering, and role play.

The desired outcome of any activity in a foreign language classroom is usually achieved through the effective construction of the teacher. Based on Harmer's (2007 in Kurum (2016)) model, an instruction unit should consist of the following stages:

- a. *Introduction:* Explain to students the purpose of the current lesson. Ask them to present their basic knowledge of the topic. For example, if the topic of the lesson is about purchasing a plane ticket to a foreign country, students might be asked to guess the content of a possible conversation in a travel agency.
- b. *Presenting the Task:* At this stage, what we expect from students should be clearly explained. For example, if a teacher wants students to have a dialogue with their partners about a certain topic, they might first have a similar dialogue with a student. To check that the student understands the task, the student can be asked to repeat the process. This can be done in English or Indonesian depending on the level of the student. In addition, students should be provided with all necessary role cards, pictures, listening and reading texts, etc. about the task.
- c. *Observation:* The teacher keeps track of the current activity in the class. Teachers intervene whenever necessary. This intervention does not necessarily include correcting errors, but rather ensuring the student's progress toward the goals of the lesson.

- d. *Feedback*: Make students aware of their performance at the end of the activity. At this stage, feedback on the content of the activity rather than on grammatical correctness would be more appropriate. It is better to tell students what they have achieved than to tell them what they have failed. Such feedback will contribute to their inner motivation, sense of accomplishment and confidence.
- e. *Follow-up Activity on the Topic*: Finally, a follow-up task can be given to reinforce the lesson activities. For example, if the topic of the lesson is an activity about buying a plane ticket to a foreign country, the exercise could be a study on how to buy the same ticket on the Internet and present the data in the next class.

These stages facilitate an effective and structured approach to teaching speaking skills. The incorporation of these stages has proven to be instrumental in shaping a dynamic and engaging learning environment, enabling learners to develop their language proficiency and communication abilities.

2.1.3 Developing Speaking Skills

In English speaking class, preparing the material and techniques are not enough. Students often have many problems related to their personality or mentality. They have difficulty in pronunciation, fluency, or lack of confidence. Students who have lack of confidence in participating in speaking practice often listen in silent while other are talking (Bahrani & Soltani, 2012).

Therefore, teachers need to be able to find ways to encourage the students to develop their speaking skills. There are a few things to consider for doing so which are.

a. Focus on Student needs.

Before doing any speaking activities, it is important for the teachers to think about the type of speaking skills the students will need. Do the students need to improve their daily communication, or have other professional or academic communication needs? Once the teachers have a clear understanding of the students' communication needs, teachers can create lessons that can cater directly to them.

b. Provide Relevant Input

Think carefully about the topics chosen for the speaking activity. Research supports the inclusion of familiar and relevant themes that help keep students engaged and motivated in speaking activities. Try to create speaking activities that stimulate the interest and need to communicate. Another thing to keep in mind is to make sure students have enough input or language to use when participating in speaking assignments. Before conducting speaking activities, consider whether the students have sufficient background knowledge and language to communicate on the topic.

c. Teach Common Language Chunks and Phrases

When teaching conversations to lower-level learners, have a list of helpful phrases and sentences for each topic of conversation. Teachers can provide fixed conversational phrases that do not require knowledge of English grammar for features such as greetings and agreeing or disagreeing. Teaching these fixed phrases is useful because when used consistently, utterances become more automatic, and learners can use these set phrases correctly in different contexts.

d. Focus on Fluency

An important indicator for more advanced language users is good fluency. Introducing a little urgency to a speaking task is known to improve fluency.

Studies have shown that as activity progresses, their speech becomes more condensed, specific, and assertive.

e. The Importance of Pronunciation

Pronunciation should not be ignored as mispronunciation can lead to misunderstandings and breakdowns in communication. It is also important that the learner is familiar with stress and stress within English words and sentences. Activities that can help pronunciation are traditional review exercises and those that ask students to listen and observe the speaker's pronunciation in English songs or English videos. It is also helpful to practice reading the text of the story aloud and to have the students present the dialogue.

f. Implementing Feedback during Speaking Activities

Feedback is crucial in speaking activities, but it is important to note that too much feedback can raise the affective filter. Affective filters are known to influence students' language production in the classroom. Teachers need to ensure that students' affective filters are kept low. (Teach-this.com)

Developing speaking fluency takes time and effort on the part of the student and effective planning, guidance and patience on the part of the teacher. With this in mind, many factors need to be considered before engaging in a speaking activity. The teacher must determine the speaking skills that the student needs to work on and whether the student is making a sufficient or appropriate contribution. By considering these factors, teachers can help students become more confident and competent English speakers.

2.1.4 Scoring System of Speaking

According to Harris (1969), no language ability is more difficult to assess accurately than speaking ability. Furthermore, some of the issues associated with

assessing speaking ability are common (and generally less severe) to other forms of language testing.

Moreover, Brown (2004) stated that speaking is a productive skill that can be directly and experientially observed, but these observations are always shaped by the accuracy and effectiveness of the test taker's listening ability. This inevitably affects the reliability and validity of oral production trials.

As mentioned in the previous sub-chapter, there are some components in speaking. In this research, the writer used a speaking scoring system proposed by Heaton (1991) to measure students' speaking achievement for each component.

Table 2.1 A 6-point scale marking scheme by Heaton (1991)

Rating	Ability to communicate orally
6	Excellent: on a par with an educated native speaker. Completely at ease in his use of English on all topics discussed.
5	Very good: although he cannot be mistaken for a native speaker, he expresses himself quite clearly. He experiences little difficulty in understanding English, and there is no strain at all in communicating with him.
4	Satisfactory verbal communication causing little difficulty for native speakers. He makes a limited number of errors of grammar, lexis and pronunciation but he is still at ease in communicating on everyday subjects. He may have to correct himself and repattern his utterance on occasions, but there is little difficulty in understanding him.
3	Although verbal communication is usually fairly satisfactory, the native speaker may occasionally experience some difficulty in communicating with him. Repetition, re-phrasing and re-patterning are sometimes necessary; ordinary native speakers might find it difficult to communicate.
2	Much difficulty experienced by native speakers unaccustomed to 'foreign' English. His own understanding is severely limited, but communication on everyday topics is possible. Large number of errors of phonology, grammar and lexis.
1	Extreme difficulty in communication on any subject. Failure to understand adequately and to make himself understood.

Table 2.2 Rating Scale for Oral Test by Heaton (1991)

Rating	Accuracy	Fluency	Comprehensibility
6	Pronunciation is only very slightly influenced by the mother-tongue. Two or three minor grammatical and lexical errors.	Speaks without too great an effort with a fairly wide range of expression. Searches for words occasionally but only one or two unnatural pauses.	Easy for the listener to understand the speaker's intention and general meaning. Very few interruptions or clarifications required.
5	Pronunciation is slightly influenced by the mother tongue. A few minor grammatical and lexical errors but most utterances are correct.	Has to make an effort at times to search for words. Nevertheless, smooth delivery on the whole and only a few unnatural pauses.	The speaker's intention and general meaning are fairly clear. A few interruptions by the listener for the sake of clarification are necessary.
4	Pronunciation is still moderately influenced by the mother-tongue but no serious phonological errors. A few grammatical and lexical errors but only one or two major errors causing confusion.	Although he has to make an effort and search for words, there are not too many unnatural pauses. Fairly smooth delivery mostly. Occasionally fragmentary but succeeds in conveying the general meaning. Fair range of expression.	Most of what the speaker says is easy to follow. His intention is always clear, but several interruptions are necessary to help him to convey the message or to seek clarification.
3	Pronunciation is influenced by the mother tongue but only a few serious phonological errors. Several grammatical and lexical errors, some of which cause confusion.	Has to make an effort for much of the time. Often has to search for the desired meaning. Rather halting delivery and fragmentary. Range of expression often limited.	The listener can understand a lot of what is said, but he must constantly seek clarification. Cannot understand many of the speaker's more complex or longer sentences.
2	Pronunciation seriously influenced by the mother: tongue with errors causing a breakdown in communication.	Long pauses while he searches for the desired meaning. Frequently fragmentary and halting delivery.	Only small bits (usually short sentences and phrases) can be understood - and then with

Rating	Accuracy	Fluency	Comprehensibility
	Many 'basic' grammatical and lexical errors.	Almost gives up making the effort at times. Limited range of expression.	considerable effort by someone who is used to listening to the speaker.
1	Serious pronunciation errors as well as many 'basic' grammatical and lexical errors. No evidence of having mastered any of the language skills and areas practiced in the course.	Full of long and unnatural pauses. Very halting and fragmentary delivery. At times gives up making the effort. Very limited range of expression.	Hardly anything of what is said can be understood. Even when the listener makes a great effort or interrupts, the speaker is unable to clarify anything he seems to have said.

2.2 Motivation

Motivation is as important in learning a second language as it is in other areas of human learning. It is a key force that determines whether a learner has the courage to take on a task, how much energy they put into it, and how long they can endure it. This is a complex phenomenon and has many components. Personal drive, need for achievement and success, curiosity, desire for stimulation and new experiences, etc. These factors play a role in any learning situation (Yufrizal, 2021).

As stated by Gardner (1985), the term "motivation" has a very definite relationship to the language learning process. Motivation in the present context refers to the combination of effort and desire to achieve language learning goals and a positive attitude towards language learning. In other words, motivation to learn a second language is related to how much a person wants to learn the language, how much effort they put into learning it, and the satisfaction they experience in that activity.

Motivation greatly influences the level of effort learners expend at various stages of second language development and is often key to ultimate proficiency. It is one

of the factors that explains why some learners are more successful than others (Saville-Troike, 2006).

2.2.1 Types of Motivation

There are some types of motivation. The most widely recognized types of motivation are instrumental and integrative motivation, and intrinsic and extrinsic motivation. Gardner and Lambert (1959, in Gardner (1985)) classified motivation into two types which are instrumental and integrative motivation. Furthermore, Deci & Ryan (2000) distinguished different types of motivation based on different reasons and goals that lead to action. The most basic distinction according to them is intrinsic and extrinsic motivation.

Integrative motivation, as stated by Krashen (1981), defined as the desire to be a valued member of the second language community, is thought to be related to competence in two ways. The presence of an integrated motivation will encourage learners to interact with second language speakers out of sheer interest, and thus gain input. A low filter of integratively motivated acquirers is also predicted for the same reasons.

Instrumental motivation, defined as the desire to learn a language for utilitarian or practical reasons, can also be related to proficiency. Its presence encourages cast members to interact with L2 speakers to achieve specific goals. For integratively motivated performers, interaction is valuable in its own right. For performers that have instrumental motivation, interaction always has a practical purpose (Krashen, 1981).

Intrinsic motivation refers to doing something because it is intrinsically interesting or amusing. It is defined as performing an activity for its inherent satisfaction rather

than for a separable result. Extrinsic motivation, on the other hand, refers to doing something because it leads to separable consequences. It is a construct that is applied whenever an operation is performed with the aim of achieving a separable result. For instance, a student who does his homework only because he is afraid of being punished by his parents for not doing it is extrinsically motivated because he does the homework to achieve the obvious result of avoiding punishment. Likewise, a student who performs work because he himself believes it is useful for his chosen profession is also motivated extrinsically because he also does it because of its instrumental value, not because he finds it interesting (Ryan & Deci, 2000).

Anthony (2018) stated that, in ESP classroom, teachers can improve students' intrinsic and extrinsic motivation to achieve the goals of the course and suggest possible direction for their future career paths by providing them with contextual materials in the classroom and communicating the reason why English is important in the workplace.

2.2.2 Measurement of Motivation

There are many expert psychologists who proposed the way to measure motivation level. One of them is Gardner (1985). He developed a battery of motivation measures which had been tested in many regions across Canada. It pays considerable attention to its reliability and validity evaluation and is therefore known for its utility.

Motivation includes four aspects: goals, energetic behavior, desire to achieve goals, and positive attitudes towards the activity of learning the language. However, these four aspects are not one-dimensional and fall into two conceptually distinct categories. Moreover, even though goals are a component of motivation, it is not a measurable component of motivation. Goals are motivational stimuli, and

individual differences in motivation itself are reflected in the latter three aspects mentioned before. In assessing motivation to learn English, these three components are reflected in the measures which are: motivational intensity, desire to learn English and individual's orientation to language study (Gardner, 1985). The measurement of motivation can be found in the appendix.

Addressing, developing, implementing, and reinforcing the role of motivation in the educational process is an effective and helpful factor in the language learning process. In practice, teacher awareness of the relationship between learner attitudes and the educational process provides a framework within which language teachers can use more useful and effective methods (Mahadi & Jafari, 2012).

2.3 English for Specific Purposes

English for Specific Purposes (ESP) can be defined as an approach to language teaching that targets on academic or occupational needs of the learners, focuses on necessary language, genres, and skills to fulfill those needs through the use of specific teaching materials and methods (Anthony, 2018).

Another definition of ESP by Woodrow (2018) is that ESP can be viewed as an approach to course design and teaching aimed at a group of learners who share common goals or objectives in learning English. This could be an academic or professional focus. The most important feature of ESP courses is that they are based on an analysis of the learner's needs.

Academic needs refer to the needs of learners in schools, colleges, or other settings where learning is the primary goal. On the other hand, occupational needs refer to the learner's needs in the work environment, such as: factories, restaurants, hotels, or hospitals. For example, in the manufacturing industry, many companies organize

special ESP intensive courses to improve their salespeople's presentation skills. In the aviation industry, pilots receive special language training so they can communicate effectively with air traffic controllers and avoid miscommunication that can lead to an accident.

ESP has developed at different speeds in different countries. This is because each country has different needs and situation. ESP must be seen as an approach rather than a product. It is an approach to language learning based on learners need (Hutchinson & Waters, 1987).

There are many subdivisions under the umbrella term of ESP. For example, English for Business Purposes (EBP), English for Academic Purposes (EAP), English for Occupational Purposes (EOP), English for Medical Purposes (EMP), and new ones are added in the list every year. EOP, known as English for Occupational needs, is more general and common compared to ESP (Zahedpisheh, Abu Bakar, & Narges, 2017).

In the field of tourism and hospitality, mastering English has a very important role. Therefore, the development and delivery of English for Hospitality courses is an important issue to consider. The reason is that the tourism field requires specialized strategies and sufficient language learning. In fact, anyone who needs to use English at work for tourism or hospitality purposes needs to improve their communication skills, fluency, and accuracy. These people in the international tourism and hospitality industries could apply and use their target language in their activities and daily work. The branch of ESP in regard of tourism and hospitality is called English for Tourism Purposes (ETP).

2.3.1 Differences Between Teaching English for Specific Purposes and General English

There main differences between Teaching ESP and General English (GE) from a teaching point of view, are the learners, method of teaching and classroom activities. The following are their differences as stated by Woodrow (Introducing Course Design in English for Specific Purposes, 2018).

- a. ESP learners are goal driven.

GE teachers often work hard to keep learners engaged and motivated by using fun activities such as games, song, puzzles etc. These activities take a lot of time but offer little benefit other than the fun factor. In contrast, ESP learners tend to have common goals and are more highly motivated, especially in terms of extrinsic motivation.

- b. ESP learners may have varying levels of linguistic proficiency.

GE courses/classes are usually organized into language levels, starting at beginner level, and progressing to advanced level. This is often not the case with ESP. Classes can be grouped based on student areas of expertise, resulting in groups of varying and mixed ability.

- c. ESP focuses on skill rather than grammar.

GE courses usually focus on grammar. This is found in most GE coursebooks, where grammar is often a major component of the curriculum. This can be made explicit when referring to grammatical terms such as the Past Perfect. Or it may be implicit if you don't explicitly refer to a grammatical term. But in ESP, needs analysis usually identifies skills that arise from the intended communication situation. Grammar is still important, but systematic study of the English grammatical system is not always considered useful, as is often the case in GE courses.

d. Classroom management

GE classes are usually organized in stages, starting with a warm-up phase. Lesson staging is one of the basic skills of EGP teachers and is tested in training and development education courses. This is less common in ESP. ESP teaching generally emphasizes continuity throughout the whole course, allowing the teacher to pick up where they left off in the previous session (Martin 2015, in Woodrow).

e. Relationship with students

Student-teacher relationships in ESP may differ from EGP classes. In regard to GE, teachers as professionals are given a lot of attention when the focus is entirely on language. On the other hand, in the ESP classroom language per se is only part of the picture.

f. Appropriate teaching methodology

Each ESP discipline has their own appropriate methods. For example, medical students may be familiar with problem-based learning, and business students may be familiar with case study approaches. These methods can be used effectively in the ESP classroom. Whereas the methods currently widely used in GE are Communicative Language Teaching (CLT) and Task-Based Learning (TBL). CLT focuses on communication (meaning and interaction) as the primary goal of language teaching. TBL promotes language acquisition by developing communication vocabulary and focuses on completing meaningful tasks using the target language.

The differences between GE and ESP have been identified as discussed above. This issue needs to be considered by GE teachers and ESP practitioners when teaching in order to achieve an effective and efficient learning process.

2.3.2 Media for Teaching English for Specific Purposes

In today's digital age, people communicate in many different ways than a few years ago. Advances in technology allow us to communicate in any environment using mobile devices such as phones and tablets. At work, this means people need to be reachable at all times. In academia, geographic restrictions on university auditoriums and libraries no longer apply. This influences where and how students' study and how courses are delivered. Courses no longer need to be designed and delivered solely as in-person events. Many academic courses are available remotely as students and teachers are not in the same location. Hybrid or blended courses, where teaching and learning are both virtual and face-to-face, are becoming increasingly popular nowadays (Woodrow, 2018).

ESP is actively utilizing technology as a pedagogic tool. It can play a central role in the delivery of ESP courses and provide the link between the context of language learning and the context of authentic communication. Some ESP courses have a computer-assisted language learning (CALL) component as a central strand as it helps teachers and learners to engage with authentic communication.

Computers and the internet also play an important role in running courses. Many educational institutions use a learning management system (LMS) such as Blackboard or Moodle to manage teaching and learning. Computers and the internet are essential for course administration as well. All student records and grades can be recorded and monitored using a dedicated database-type program.

There are many other technologies that enable teachers to easily distribute materials and learners to interact with materials and other learners in an interactive way. This includes websites, email, messaging systems, blogs, podcasts, web research tools and content management systems (CMS). There are also a growing number of

social media networking platforms such as Twitter, Facebook and Instagram that enable learners to interact with each other and with teachers as well. Today, all these technology elements have been brought together in the form of Massive Open Online Courses (MOOCs) offered on commercial platforms such as Coursera and FutureLearn, as well as an increasing number of open platforms (Anthony, 2018)

However, selecting appropriate sources and media is a challenge for both teachers and students. The use of technology depends on the social and economic environment of the ESP learner. In some countries, technology is not widely available and internet connectivity may be unreliable. For example, mobile phone coverage is not available in many areas, even in developed countries. This also means that an ESP learner in a developing country may not have the necessary computer and technology skills to attend an ESP course in a developing country. Another consideration is the ESP practitioner's expertise. Teachers may resist adopting new technology due to lack of confidence or lack of time (Woodrow, 2018).

These issues cause many ESP practitioners not utilize the technology as pedagogical tool. Instead, they still depend upon traditional printed materials in teaching. ESP practitioners need to consider using technology as it may bring unique contributions to teaching and learning. There is perhaps also an expectation from students to use technology (Woodrow, 2018).

2.3.3 English for Tourism and Hospitality

English that is used in international tourism and hospitality industry falls into the category of English for Specific Purposes (ESP) and it is English for Tourism and Hospitality Purposes (ETP) (Zahedpisheh, Abu Bakar, & Narges, 2017). It requires

the understanding of the teachers and educators about the practical application of this approach.

Learners who seek for employment in this industry are demanded to have fluency in English at the high level of professional service and must master English for Tourism and Hospitality. Educators and teachers need to consider several factors in designing specific courses, curriculums, and classroom materials which will help the students to increase their motivation and improve their language skills (Cravotta J. S., 2010).

The hotel industry recognizes that qualified staff will increase profits. In order to provide the best service to the guests, it needs staff who are fluent in English. Whether it is good or bad, English is a widely accepted international language for business and travel. Hotels want their staff to be fluent in English to serve their guests excellently (Yada Yada English, 2016).

As mentioned in the previous chapter, General English and ESP are different in many areas including teaching materials. In English for Hospitality, most lessons are function-based, providing common language for the different roles that likely to be encountered in the hospitality industry. Commonly sample dialogues are included for students to use as a model. Additionally, lessons in a form of role-plays are also there so students can practice using the language in situations they are likely to encounter at hotel. Games, discussion topics, and other activities and exercises are included to give students the opportunity to practice and use the language in the context of specific module topics.

As there are many job positions in the hotel industry such as front office staffs, food and beverage staff, banquet team, housekeeping staff, etc., the material in the

lessons are usually general in nature and applicable to any job in the hospitality industry. Vocabulary, dialogue, role-play situations, and other activities and exercises may therefore need to be adapted to the specific job. Many of the modules also include more targeted dialogues and exercises related to specific occupations in the hospitality industry.

For example, the lesson about giving directions is very general because it doesn't matter what kind of job a person may have at the hotel, it is always the same. It does not have to be specific to a job. However, the lesson related to complaints module is more specific. Obviously, restaurant guests may have very different complaints than guests who visit the gym.

In such cases, the teacher may have to adapt the lesson plan to fit the group. Usually, sample dialogues are provided in the materials for a specific job if needed. Teachers may use these sample dialogues and extend them to make them more suitable for the group of students being taught. For example, Offering Help and Advice module contains sample dialogues for each hotel job. Teachers may extend the lesson by asking students what assistance guests typically seek and developing other conversations and role-play situations from their contributions. This can be done for each module and function and for each group the teacher works with (Yada Yada English, 2016).

2.4 Virtual Reality (VR)

Virtual reality (VR), which can be described as immersive or computer-simulated multimedia reality, recreates environments that simulate physical presence in real-world or imaginary locations object, allowing users to interact in virtual world. Michael R. Heim in his famous book, *The Metaphysics of Virtual Reality*, identified seven different concepts of VR: simulation, interaction, artificiality, immersion,

telepresence, full-body immersion and network communication (Velev & Zlateva, 2017).

Virtual Reality was first used by military aerospace as flight simulators back in 60s or 90s. VR was shown as a very effective tool for learning procedural tasks namely operating machinery, driving vehicle, or finding way out on unfamiliar landscapes (Dede, Jacobson, & Richards, 2017)

Virtual reality gives us the immersive experience and the illusion of 'being there'. In the virtual world we can do various things that we do in real-life such as exploring places, go into the virtual theaters, or play sports. There is no other technology that has ever enabled us to do this kind of thing (Slater, 2017).

Virtual Reality (VR) is an advanced technology tool that offers realistic experiences. VR is different with just looking at pictures or watching regular videos. In VR, you can explore the places in every direction and (360⁰) angle and you can freely control your view. Using advanced VR Headsets, you are also able to interact with the environment in the virtual world such as touching, throwing, carrying something, running, jumping, etc.

According to Allen (as cited in Lee & Wai (2008)) There are three different levels of immersion within virtual worlds which can be defined as:

- a. *Fully Immersive*. Users dive into virtual reality using devices including Head Mounted Device (HMD) sensor with touch controller that can detect users' movement, so the users are able to interact with virtual world. In this condition, the user is not aware of his surroundings in the real world.
- b. *Partially Immersive or semi-immersive*. The hardware that is used in these systems allows users to remain aware of their real-world surroundings.

For instance, a semi-immersive system may include a sensor-glove and a virtual hand but use a desk-top screen for visualization. Another example is a driving simulation where you can use steering devices with big screen for visualization. In this case, users are fully aware of their surroundings but can interact with the world with natural movements using the glove.

- c. *Augmented*. Augmented reality (AR) is an enhanced version of the real physical world that is achieved through the use of digital visual elements, sound, or other sensory stimuli and delivered via technology (Hayes, 2022). For example, a trainee surgeon could perform an operation on a virtual dummy using HMD or table-top display and a real scalpel. Such a system enables users to develop appropriate motor skills without risk and under a range of different conditions.

Moreover, *non-immersion virtual reality* is standard computer or mobile phone games or application, where we are still fully aware of our surroundings while we are immersed in the virtual world. We have already entered the age of Virtual Reality, because today, VR are all flourishing the consumers' market. The current VR technology is now mostly used for gaming or simulation purposes.

VR is now under serious development by big technology companies such as Google, Meta (Facebook), Microsoft, SONY and many others (Dede, Jacobson, & Richards, 2017). They all have Head Mounted Devices (HMDs) that are used to immerse oneself into virtual reality.

These big companies are planning to create what is called "Metaverse" which is the future of the internet. In this vast and global virtual world, people will be able to communicate, socialize, work and study virtually. The details of Metaverse is explained thoroughly in the next section.

2.4.1 The Metaverse

Cited from the official website of Meta as the forefront of the development of VR and Metaverse, the definition of Metaverse is:

“The Metaverse is the next evolution in social connection and the successor to the mobile internet.” (Meta.com)

Meta (ex-Facebook) is actively developing this technology. The company is investing billions of dollars to fund this project for high quality immersive experience that is expected to change the way people work, socialize, and learn through technology.

The Metaverse is a virtual world designed for people facilitating them to be able to connect with other people when they physically cannot meet. The concept of this is almost the same with video calls but with a more realistic virtual environment where you can create your avatars and explore the virtual worlds with your friends using VR Headsets.

Metaverse is a virtual world that is designed in such a way so that it can represent real-life by using the improvement of advanced technologies such as Virtual Reality, Augmented Reality, big data and 5G which is important for future development of various field and profession, including education (Guo & Gao, 2022).

2.4.2 Virtual-Reality for Education

Virtual reality has been shown to be a very effective medium for learning procedural tasks, in which students learn a sequence of steps to complete a task that requires maneuvering in three-dimensional space. Furthermore, in the early 2000s, Multi-User Virtual Environments (MUVE) and Augmented Reality (AR) emerged,

and soon educational research established their effectiveness for learning. After 25 years of research in the field of education, the consensus among conference participants was that it was time for these new technologies to have a significant impact on education (Dede, Jacobson, & Richards, 2017)

Meta, as the leading company of VR development is also realizing that this technology would have great impact on the education field. Based on the official statement, Meta is investing \$150 million to transform the way people learn with this said technology. They are creating tools, programs, and resources to help educators strengthen and support innovative learning for the communities.

What makes Virtual-Reality much different from other media is that it gives learning experiences to the learners. The experiences will make big difference as people do not understand only from the language of the text (Gee & Hayes, 2011). Two students can be given the same text, but they may have different interpretations depending on their experiences. Furthermore, Gee and Hayes (2011) gave a great example on how words can have different meanings according to the experiences. If you have a stuffed animal, the word "cat" in "the cat is fluffy" means toy. When you are looking at Fluffy the cat, "The cat is Fluffy" means the name of real cat. "The cat is broken" means a porcelain cat statue.

Utilizing advanced technology in language learning is very important. As the need for the integration of technology into language learning is inevitable, future teachers of education and training need to focus on it. Technology-enhanced language learning, the integration of information and communication technologies, and online language learning courses should be incorporated into the curriculum. (Atmojo & Nugroho, 2020).

2.4.3 Virtual Reality-Based Learning

Learning experience designed to teach complex knowledge skills are often based on guided social constructivism (Dede, Jacobson, & Richards, 2017). The term ‘constructivism’ refers to the idea that the learners construct knowledge for themselves (Hein, 1991). It means that they construct meaning as they learn.

VR-based learning is a student-centered approach which is based on the constructivist learning model. This corresponds to the concept of a distributed virtual environment, where groups of learners, co-located or remote, share the same virtual environment or problem-solving space. This new development allows all other learners to see the ideas articulated by the learner in a virtual environment and build knowledge together through conversations about what they are learning (Chen, 2009).

A constructivist view of the relationship between teaching and technology provides a broad and coherent conceptual framework for the educational value even of contemporary virtual reality systems, starting with the importance of the activity of the subject in the construction of knowledge which is inseparable from contextual elements (Aiello, D'Elia, Di Tore, & Sibilio, 2012).

The following is the technical capabilities of VR proposed by Chen (2009) according to the constructivist learning principles by Jonassen (1997).

Table 2.3 Technical Capabilities of VR by Chen (2009) based on Jonassen (1997)

Constructivist Learning Principle	Technical Capabilities of VR
Interesting, appealing, and engaging problem representation, which describes the contextual factors that surround the problem	<ul style="list-style-type: none"> • Can present problem in a 3-D environment that simulates aspects of the real world
Multiple perspectives, themes, or interpretations of a problem to encourage diverse ways of thinking	<ul style="list-style-type: none"> • Can provide unlimited number of viewpoints of the 3-D environment. • Can provide an independent controlled viewpoint for each learner. • Can exclude secondary elements in the virtual environments that may divert the learner's attention from the elements of primary importance
Active learning—learners use sensory input and construct meaning out of it	<ul style="list-style-type: none"> • Can provide a problem manipulation space that allows free exploration and manipulation. Feedback/interaction can be observed (either through visual, auditory, tactile, and/or kinesthetic cues) by other participant learners
Understanding is tracked by experience, gradually built up step-by-step	<ul style="list-style-type: none"> • Can provide virtual experience instead of words or pictures. Virtual experience has natural semantics that provide meaning to the learner without any explanation
Instruction cannot be designed—learners construct their own knowledge	<ul style="list-style-type: none"> • VR is designed without a specific sequence—permits any kind of interaction the system is capable of
Rich sources of information	<ul style="list-style-type: none"> • VR naturally contains needed information. • Can also be complemented with other computer-supported collaborative learning tools to provide other relevant information (e.g., World Wide Web)
Cognitive tools—intellectual devices used to visualize, organize, automate, and or supplant information processing	<ul style="list-style-type: none"> • Can act as visualization tool, modeling and design tool, dynamic modeling tool, and automation tool
Conversation and collaboration tools—Access to shared information and knowledge building tools to help	<ul style="list-style-type: none"> • Can provide a shared space for a group of learners, either co-located or at a distance, to collaboratively construct knowledge through

Constructivist Learning Principle	Technical Capabilities of VR
learners collaboratively construct socially shared knowledge	synchronous and/or asynchronous communication. <ul style="list-style-type: none"> • Can incorporate virtual bodies (embodiments) to improve the realism of the collaboration process

The constructivist paradigm offers a new perspective for teaching using VR technology. Considering that it is impossible to separate the learning process from the context in which, through actions, the interactions essential for the cognitive process are realized. Starting from these theoretical assumptions, it is believed that lesson planning, including the use of tools that can facilitate contextual and physical interaction between the context and body, even if virtual, is a possible alternative to the acquisition of new learning (Aiello, D'Elia, Di Tore, & Sibilio, 2012).

2.4.4 Consideration for Using Virtual-Reality

Richards (2017) stated some considerations when using VR as media in Classroom based on the concept of comfort by Jacobson. This consideration is really important because VR creates sensory effects triggered by user movements, especially when they look around or use controller to navigate in virtual world.

a. Internet Access for Schools

Virtual Reality devices require internet access to work. Therefore, it cannot be applied in schools without internet access. Reports says that 40% of schools in Indonesia have no internet access (Medcom.id). This condition impairs the development of education in Indonesia considering that many policies about education system is in digital forms and definitely requires internet access.

b. Device to Students' Ratios

The use of VR requires devices for the students. This has become one of the biggest issues in implementing VR based learning as the availability of the VR tools are still limited due to its high cost and a ratio of one-to-one device per student cannot be achieved. To overcome this issue, teachers may divide the students into some small groups and provide one VR tool each group instead of each student.

c. Interactive Displays

Another consideration for using VR is that it requires interactive displays. VR is an individual tool which means it is originally provided only for one person. Other people will not know what is happening in his/her VR experience. To solve this issue, VR provides a feature so users can cast the display to other devices such as laptop, smartphone, or computers and teachers can use projector to project the display in front of the class so other students can also see what happens in the virtual world.

Based on the above considerations, it is important for teachers who want to implement VR-based learning to make sure that all the requirements are fulfilled.

2.5 Teaching English for Hospitality through VR Based Learning

The purpose of this research was to develop a product which will be useful for teachers who want to implement Virtual Reality-based learning in English for Hospitality. There were some innovations that were applied in the learning process using VR-based learning.

Firstly, the researcher used Virtual Environment suitable for the subjects using VR application tools. Other than that, the researcher utilized VR original content in

form of 360-degrees photos and videos produced by spherical camera as authentic teaching material. The researcher used these contents as authentic material to be observed and discussed in the learning process.

Secondly, the researcher developed teaching procedures and designed students' activities, because using new learning media requires new teaching procedures and students' activities. The procedures and classroom activities were developed based on a constructivist approach. This approach was highly effective as it empowers the learner to create something that makes an emotional investment. In addition, participants will learn how to interact with immersive technology (Dede, Jacobson, & Richards, 2017)

The following are the newly developed teaching procedure of English for Hospitality subject and students' activities using Virtual Reality-based learning based on constructivist approach.

Table 2.4 VR Based Learning Newly Developed Procedures

No	VR-Based Learning	Constructivist Learning Principle	Aspect of Speaking
1	The teacher divides students into small groups consisting of 4-5 students.	Multiple perspectives, themes, or interpretations of a problem to encourage diverse ways of thinking	
2	Teacher provides VR tools for each group.	Cognitive tools - intellectual devices used to visualize, organize, automate, or supplant information processing	
3	The students take turns to immerse into virtual hotel bedroom and mention the objects they see.	Conversation and collaboration tools – access to shared information and knowledge building tools to help learners collaboratively construct	Fluency, Comprehension

No	VR-Based Learning	Constructivist Learning Principle	Aspect of Speaking
	As the virtual world is very spacious, the students may miss some information, therefore, students can correct each other and construct their knowledge together.	socially shared knowledge.	
4	Teacher shows the virtual hotel room	Rich sources of information	
5	Teacher asks the pair of students who wear VR headset to describe the hotel room and mention some objects they see.	Interesting, appealing, and engaging problem representation, which describes the contextual factors that surround the problem	Accuracy, Fluency, Comprehension
6	Teacher asks other students who do not wear VR tools to absorb the information, discuss and draw simple room plan/design based on the description	Learners collaboratively construct socially shared knowledge	Comprehension
7	Every member of the group may help each other to correct pronunciation and spelling.	Active learning. Learner uses sensory input and constructs meaning out of it	Accuracy
8	Students who do not wear VR tools are allowed to ask for more information. For example: Are there any flowers? How many pillows are there? What color is the curtain? How big is the TV? Where is the toilet located? Etc.	Learners construct their own knowledge	Accuracy, Fluency, Comprehension
9	After that, students give the VR tools back, then comment on their friends' sketch and correct them if required.	Understanding is tracked by experience	Accuracy, Comprehension

No	VR-Based Learning	Constructivist Learning Principle	Aspect of Speaking
10	Each group present their room sketch in front of the class and describe its facilities.	Share information and knowledge	Accuracy, Fluency, Comprehension
11	After all the groups have presented, teachers ask some students to give their opinion on each hotel room. For example: What is the difference of each hotel room? What are the strength and weakness of the room compared to the others? Which hotel room do you like, and why?	Multiple perspectives, themes, or interpretations of a problem to encourage diverse ways of thinking	Accuracy, Fluency, Comprehension

2.6 Advantage and Disadvantage of Using VR Technology in Teaching

Similar to other learning media, the use of Virtual Reality offers some advantages and challenges which are explained in more detail below.

2.6.1 Advantage

Advantages in using VR technology in teaching have been proven by previous research. Hafner (2018, in Graeske 2021) mentioned seven aspects of the benefits, they are:

- a. Improved motivation
- b. VR is more efficient for communication and evaluation.
- c. Students will have better understanding of complex system through good graphic.
- d. Possible adaptation after individual needs
- e. High security

- f. Environmental friendliness and little usage of material
- g. Cost-effectiveness

Velev & Zlateva (2017) also stated some other benefits of using VR in Education, they are:

- a. VR facilitates which are not possible in reality, will be possible in virtual reality.
- b. Collaboration in virtual reality classroom fosters social integration of learners.
- c. Learning is achieved by direct interaction, not by mouse clicks.
- d. The results from the learning process are truly assessed.

Furthermore, according to Adnan, Ahmad, Yusof, Mohd Kamal, & Mustafa Kamal (2019), some advantages of VR technology are: learners can learn anywhere and anytime they want, better immersion, weaker learners who requires more time now have freedom to revise on their own accord.

2.6.2 Disadvantage

VR in education is still not perfect from technological, organizational and psychological point of view. One of the reasons is that the development of VR is still in progress.

Velev & Zlateva (2017) stated some challenges and weaknesses as follows:

- a. VR is regularly taken into consideration as a game, which is not always taken very tons significantly.
- b. VR requires extensive graphic capabilities that are not always feasible with standard computer equipment.
- c. VR is regularly introduced as propriety answers that could not be matched with comparable environments from different developers.

- d. VR is not always appropriate for college students from specific cultures, religions, moral corporations and geographical regions—that is a critical consideration, that may extensively restrict the successful distribution and adoption of even already proved implementations.
- e. VR is different to women and men because of their precise psychological degree of world perception and behavior.
- f. VR is not always appropriate for college students and instructors that are not in comparable gender corporations – often older educators do not feel comfortable with the digitalized younger technology.
- g. VR, after its preliminary adoption as a brand-new technology, would require unified standards for the preparation of professional curriculums that are compatible between different educational institutions regarding content preparation, implementation and educational result achievement.
- h. VR education time could be extensive.
- i. VR scenarios nonetheless lack the direct hands-on experience in and face-to-face interactions that real-life exercises offer.

The challenges of using VR in an educational context are many, but most are of a logistical nature, including budget, time, and planning. However, as far as learning is concerned, the positive effects, while difficult to measure, appear to outweigh the negative ones (Graeske & Sjöberg, 2021).

2.7 Review of Previous Research

Several studies have been done in regard to the implementation of Virtual Reality Based learning. Some of them will be explained in this sub-chapter. Chuah, Chen, and Teh (2011) conducted research using a desktop virtual reality-based learning environment by employing Kansei Engineering concepts. This study focuses on identifying learners' emotions when being taught with said method. The researchers

selected a desktop VR-based learning environment related to the teaching of road safety skills to young learners (aged 13 to 15) known as Virtual Simulated Traffics for Road Safety Education (ViSTREET) as a case study. The sample of this study was 90 participants from lower-secondary classes in three daily schools who were chosen randomly.

The findings revealed the importance of appeal factor and guiding elements in influencing learners' emotion. The richness of the 3D environment and the quality of interface design as well as the support tools to guide the learners are highly related to the positive emotions such as "fun", "motivated" and "lively". Research shows that it is possible to explore the emotional aspects of virtual reality-based learning environments using the method proposed by Kansei Engineering. The relationships identified between emotions and design elements can be used as a guide to inform the design of an emotionally-sound virtual reality-based learning environment.

Graeske & Sjöberg (2021) conducted research related to the implementation of VR Technology to teach Swedish in upper-secondary school. They investigated how VR can be used to teach Swedish, and the opportunities and challenges of using VR as a learning resource. The methods used were inspired by action-based research, where teachers and researchers work together to study and assess behavior in a symmetrical and complementary approach. A central theoretical perspective was TPACK competency and design principles for gamified learning.

The result of their study was VR technology offers many opportunities. It also shows that the students became very engaged and almost all students completed the assignment. VR based learning allows students to move through time and space while remaining physically in the classroom. Teachers also found many

opportunities, but software related to VR in upper secondary education was lacking. Findings suggest that students are motivated by opportunities to co-design, co-design, and adapt their own learning through problem-solving and reflection. However, VR based learning cannot exist on its own alone. It must work in accordance with the institution's syllabus and regulatory documents. The researchers suggested that teachers, students and other researchers work together to create new possibilities and knowledge about VR in education.

Santosa, Putra, Banjar, & Permana (2020) developed English learning media through Virtual Reality-Based for teaching young learners in EFL context. They used a Design and Development Design Research (DDR) in the research for comprising need analysis, design, development, implementation and evaluation were utilized in the form of formative test. The subject of the study was elementary students in North Bali, Indonesia.

The result showed that teachers and students want interesting, authentic media that engages students to improve their English skills and motivate them with technology. One of the technologies that can bring about interesting and authentic media that offer a lot of visual novelty in the teaching and learning process is Virtual Reality. Based on the implementation of the developed learning media through Virtual Reality application, the students were satisfied and ready to use the media as a self-directed learning activity. Also, VR media was valued as excellent learning media as judged by experts. Suggestions from the researchers for future studies are that teachers must create activities to match the developed learning media through Virtual Reality-based learning application and implement them in their classes. Stakeholders also expect to make innovative and authentic learning media more accessible to teachers and students in the teaching and learning process.

Adnan, Ahmad, Yusof, Mohd Kamal, & Mustafa Kamal (2019) created simulation augmented with 360-degrees Spherical Video that can be viewed using Virtual Reality media to improve students' English language proficiency. The research was focusing on a degree level course on English for Professional and Workplace Interactions.

ELSA 360° video lets students experience what it is like to be in a conference room, see how their colleagues react as they exchange ideas and solve problems, and learn the key to communication skills to success in the modern workplace. The researchers stated some challenges in using this media. The main challenge is financial, given the extremely high cost of purchasing and using development software for 360° video and online delivery platforms. The next challenge is technical. Content creators need to understand 360° or spherical video technology from the beginning and keep up with the rapid changes in this technology space. The final challenge is arguably to improve this 360° or spherical video creation in an immersive as well as highly interactive way, leading to real learning and knowledge acquisition.

Li, Ying, & Chen (2022) conducted an experiential learning-based virtual reality approach to foster students' vocabulary acquisition and learning engagement in English for geography. Thirty-six geography students participated in vocabulary acquisition on the theme of the hydrologic cycle. For the experiment, 18 students were assigned to the experimental group learning with the VR-based approach, while the other 18 were assigned to the control group learning with the video-based approach.

The finding of this research was VR based learning helped students to improve their vocabulary acquisition and enhance their vocabulary output. VR experiences and

reflection, abstract conceptualization, and experimentation based on it can also promote cognitive, behavioral, and social aspects of engagement in learning. This study supports the conclusion that virtual reality outperforms video as lexical input and provides further practical evidence for the integration of virtual reality in English vocabulary acquisition in higher education. The researcher suggests greater investment in VR to create more resources relevant to the teaching of the subject for VR educational applications. Moreover, it is recommended for future study to use cognitive psychological techniques such as FNIR to measure participants' cortical neurological activity and hemodynamic responses to obtain more objective experimental data.

Guzel & Aydin (2016) conducted a study to examine the impact of Second Life (SL) as a virtual language learning tool on speaking achievement. The research involved a sample of forty-four EFL learners from Balikesir University, who were divided into two groups: an experimental group consisting of 20 learners using Second Life, and a control group of 24 students engaged in traditional activities.

The findings of the study revealed that the learners who utilized Second Life exhibited a significantly better performance in speaking achievement compared to those who participated in traditional activities. This suggests that the incorporation of Second Life as a virtual language learning tool had a positive impact on enhancing students' speaking skills. However, it is important to consider certain limitations of the study. The sample size was relatively small, which may limit the generalizability of the findings. Additionally, the study focused specifically on speaking achievement and did not explore other language domains or long-term effects.

Based on the previous studies, it can be seen that VR based learning could help learners to improve their language skills such as vocabulary, writing and communication skills. Furthermore, it can enhance learners' motivation and engagement in the learning process. Teachers and ESP practitioners are also interested in using this technology as learning media in the classroom as it can give the learners immersive experience while still being physically in the classroom.

From those previous studies as well, the writer found that there are no researchers use VR based learning in English for Hospitality classes specially to improve learners' speaking achievement and motivation. Hence, the writer implemented VR based learning as a pedagogical tool in teaching English for Hospitality with constructivist approach.

2.8 Theoretical Assumptions

Based on the theories mentioned in this chapters, it can be assumed that Virtual Reality-based learning have a good impact on enhancing students' speaking achievement as well as their motivation and engagement in the learning process. The Virtual Reality based learning in this research is in the form of virtual world simulation, observing 360-degrees videos related to hospitality industries and constructing students' knowledge. By using this media as a learning tool, the students can practice more and be stimulated to speak. Students around teens also will be excited to use this tool as it is very popular among them. Furthermore, the teachers will find it very useful because this tool can help them bring realistic experiences without leaving the classroom.

Other than that, there are some challenges anticipated in this research. VR equipment can be very expensive and difficult to use. It needs certain technical capabilities in using the tool. The students may need some time to adapt and learn

how it works. Therefore, the teachers require logistics and need to have good planning in implementing this learning media.

Based on these assumptions, the researchers made an effort to maximize the benefit of using Virtual Reality Based learning as media in the classroom and seek to overcome the challenges that will emerge.

2.9 Hypotheses

Based on the frame of theories stated, the hypotheses had been formulated. It can be assumed that there will be a significant improvement in students' speaking achievement after they are exposed to the VR-based learning approach. Moreover, among the three components of speaking skills, there will be one aspect that shows the most significant improvement after students engage in VR-based learning. Furthermore, there will be a significant increase in students' motivation levels and There will be a significant positive correlation between students' motivation levels and their speaking achievement, indicating that motivated students will exhibit higher speaking proficiency.

In conclusion, this chapter has provided a comprehensive examination of the relevant literature and theoretical framework related to the research topic. The chapter has explored various concepts, theories, and empirical studies that contribute to the understanding of the subject matter. By reviewing and synthesizing the existing knowledge, this chapter has laid a strong foundation for the subsequent empirical investigation in the next Chapter. The insights gained from this literature review guides the research design, data collection, and analysis in order to address the research objectives effectively.

III. RESEARCH METHOD

This chapter outlines the research methodology used in the study on the effectiveness of VR-based learning for teaching English for hospitality to improve student speaking achievement and motivation. The methodology employed in this research was designed to investigate the research questions and hypotheses while ensuring validity, reliability, and generalizability of the findings. In this chapter, the writer describes the research design, participants, data collection methods, and data analysis procedures used in the study. Additionally, the writer discusses the ethical considerations that were taken into account during the research process.

3.1 Research Design

The researcher used a quantitative design to answer the research questions. The quantitative method was used to assess the effectiveness of the developed procedure of teaching English for Hospitality through VR-Based learning in improving students' speaking achievement and motivation level.

The researcher used a one-group pretest-posttest design.

T1 X T2

T1 : Pretest

X : Treatment

T2 : Posttest

The pretest (T1) was given to the students to measure their skill and the posttest (T2) was given to them to see how far they have improved. According to Setiyadi (2018), this design is the improvement of the one-shot case study. In this design, learners were given the test before the treatment and another test after it to measure the improvement of students' achievement.

3.2 Setting of Study

The research was conducted in Politeknik Negeri Lampung (Polinela) located in Bandarlampung. Polinela had obtained permission to open the Hospitality Management Study Program for the Applied Undergraduate Program since December 21, 2021, based on the Decree of the Minister of Education, Culture, Research and Technology of the Republic of Indonesia Number 220/D/OT/2021 concerning Permit to Open the Hospitality Management Study Program for the Applied Bachelor Program.

Students who had taken the Applied Bachelor of Hospitality Management Study Program were expected to be able to work in the hospitality sector at operational to managerial levels. In particular, they were able to work in several main departments in hotels, namely Front Office, Housekeeping, Food and Beverage Service, Food and Beverage Products, Sales and Marketing, and Human Resources.

3.3 Population and Sample

The participants of this research consisted of the researcher as the teacher, and the students as the sample. Hotel management major provides two different English classes, they are General English (GE), and English for Hospitality. The researcher chose English for Hospitality Class as the experimental class. There were 23 students of English for Hospitality class in 2022/2023 academic year.

3.4 Data Collecting Technique

The research employed appropriate techniques to obtain objective data from the sample in accordance with the variables of the speaking test and questionnaire. The first test was administered at the initial meeting prior to the treatment, and subsequent treatments were conducted during the second through fourth meetings. The final post-test was given at the fifth meeting.

3.4.1 Speaking Test

In this test, the researcher interviewed and had short dialogue with the students related to hospitality. The purpose of this test is to find out students' proficiency in speaking English for Hospitality. The researcher recorded the dialogue and further scored.

3.4.2 Questionnaire

The questionnaire was designed to assess the motivation level of the students and was administered in both the pretest and posttest stages. The questionnaire was presented in digital format using Google Forms.

3.5 Research Instrument

In this research, the data was collected by administering speaking test and questionnaires.

3.5.1 Speaking Test.

The researcher administered the speaking test before and after the treatment. The test was in the form of conversational exchanges between the researcher and students about some topics related to hospitality. Role play between students was not utilized due to their relatively low language proficiency, which could hinder

their ability to initiate and engage in meaningful conversations effectively. Instead, the use of interview and conversational exchange allowed for a more natural and authentic assessment of their speaking skills in the context of their current language abilities. According to Heaton (1991:90), conversational exchange is suitable to test the speaking skill especially for countries where English is taught as a foreign language, and this kind of test can be some use in directing the attention of the students to specific language areas and skills. The researcher used scoring rubric developed by Heaton (1991).

Table 3.1 Heaton (1991) Scoring Rubric

Rating	Accuracy	Fluency	Comprehensibility
81-100	Pronunciation is only very slightly influenced by the mother-tongue. Two or three minor grammatical and lexical errors.	Speaks without too great an effort with a fairly wide range of expression. Searches for words occasionally but only one or two unnatural pauses.	Easy for the listener to understand the speaker's intention and general meaning. Very few interruptions or clarifications required.
66-80	Pronunciation is slightly influenced by the mother tongue. A few minor grammatical and lexical errors but most utterances are correct.	Has to make an effort at times to search for words. Nevertheless, smooth delivery on the whole and only a few unnatural pauses.	The speaker's intention and general meaning are fairly clear. A few interruptions by the listener for the sake of clarification are necessary.
51-65	Pronunciation is still moderately influenced by the mother-tongue but no serious phonological errors. A few grammatical and lexical errors but only one or two major errors causing confusion.	Although he has to make an effort and search for words, there are not too many unnatural pauses. Fairly smooth delivery mostly. Occasionally fragmentary but succeeds in conveying the general meaning. Fair range of expression.	Most of what the speaker says is easy to follow. His intention is always clear, but several interruptions are necessary to help him to convey the message or to seek clarification.

Rating	Accuracy	Fluency	Comprehensibility
36-50	Pronunciation is influenced by the mother tongue but only a few serious phonological errors. Several grammatical and lexical errors, some of which cause confusion.	Has to make an effort for much of the time. Often has to search for the desired meaning. Rather halting delivery and fragmentary. Range of expression often limited.	The listener can understand a lot of what is said, but he must constantly seek clarification. Cannot understand many of the speaker's more complex or longer sentences.
21-35	Pronunciation seriously influenced by the mother: tongue with errors causing a breakdown in communication. Many 'basic' grammatical and lexical errors.	Long pauses while he searches for the desired meaning. Frequently fragmentary and halting delivery. Almost gives up making the effort at times. Limited range of expression.	Only small bits (usually short sentences and phrases) can be understood - and then with considerable effort by someone who is used to listening to the speaker.
0-20	Serious pronunciation errors as well as many 'basic' grammatical and lexical errors. No evidence of having mastered any of the language skills and areas practiced in the course.	Full of long and unnatural pauses. Very halting and fragmentary delivery. At times gives up making the effort. Very limited range of expression.	Hardly anything of what is said can be understood. Even when the listener makes a great effort or interrupts, the speaker is unable to clarify anything he seems to have said.

The criteria of scoring:

81-100 : excellent	36-50 : fair
66-80 : very good	21-35 : poor
51-65 : good	0-20 : very poor

3.5.2 Questionnaires

The questionnaire was used to measure students' motivation level. This questionnaire was adopted from Gardner (1985) which had been tested in many regions. It consisted of 21 multiple choice questions (see appendix).

3.6 Data Collection Procedures

In order to collect the data, the researcher follows certain procedures, they are:

1. Determining population and sample

The population of this research was 23 students at Polinela in English for Hospitality Class. The researcher chose one class as the experimental class.

2. Selecting the material

The material of this research was related to conversational exchange about hospitality based on the curriculum.

3. Administering the Pretest

The pretest was administered before the treatment to find out students' speaking achievement and current motivation level. The speaking test was in spoken dialogue about hospitality. There were three aspects of speaking that were scored, such as fluency, accuracy, and comprehensibility.

4. Conducting the Treatment

After the pretest, the researcher gave treatment to the students using developed teaching procedure through Virtual Reality Based Learning. The treatment was given three times.

5. Administering the posttest

After giving three treatments to the students, the researcher administered the posttest. The posttest was closely similar to the pretest which is in form of dialogue and questionnaires.

6. Analyzing the data

The data that was collected was analyzed using SPSS after conducting the pretest and posttest. It was utilized to see how far the improvements of students' speaking skill after being taught through VR Based Learning, to find out which aspect of speaking skills improve better and to investigate students' motivation level.

3.7 Validity and Reliability

Validity and reliability are very crucial aspects in the research. Research would be meaningless and doubtful if the measurement did not meet the requirements of both aspects (Setiyadi A. B., 2018).

3.7.1 Validity

Validity refers to the extent to which the test measures what is intended to be measured. A test is considered valid if the test measures the object to be measured and suitable for the criteria (Hatch & Farhady, 1981). In this study, the researcher used content validity and construct validity.

1. Content Validity is related to the relevance between the test and the material that was measured. In order to fulfill the content validity, the researcher formulated the speaking test based on the standard and basic competence of the hotel management class.
2. Construct Validity is needed for the measurement which have some indicators in one aspect. Since this research needed the data of speaking score, the instrument must truly measure the students' ability in speaking. There were three aspects of speaking measured, they were accuracy, fluency, and comprehensibility. These aspects were based on Heaton (1991:100) speaking scoring system.

The validity was measured by the researcher and English teacher in Polinela as interrater. According to Setiyadi (2018), to improve the validity, the researcher can use interrater to match the classification of the test with the syllabus. The lesson plan had been reviewed and signed as proof that the content was valid and was based on the standard and basic competence of the hotel management class.

3.7.2 Reliability

Reliability is related to how consistent the measurement tool in measuring the same subject in different time in relatively same result. To confirm the result of this research reliable, the researcher used an interrater. Based on Setiyadi (2018) interrater reliability is needed for the research that have some indicators. In this research, there were two raters, the researcher and another English teacher.

In order to make sure of the reliability of the test scores, Pearson Product Moment Correlation was applied. As can be seen from table 3.2, the two raters demonstrated a high amount of correlation and a reliable measurement.

Table 3.2 Inter-rater Reliability Test Result

		Correlations	
		Rater 1	Rater 2
Rater 1	Pearson Correlation	1	,829**
	Sig. (2-tailed)		,000
	N	23	23
Rater 2	Pearson Correlation	,829**	1
	Sig. (2-tailed)	,000	
	N	23	23

** . Correlation is significant at the 0.01 level (2-tailed).

3.8 Data Analysis

In analyzing the data, the researcher used Statistical Package for Social Science (SPSS) to calculate the score.

1. Normality Test: Normality test of the data was conducted to determine whether the sample in this research was normally distributed or not.
2. Homogeneity Test: To verify that the data is homogeneous.

After confirming the data was homogenous and had normal distribution, the researcher used repeated measure T-test to find out the improvement of students' speaking skill before and after the treatment. Repeated measure T-test was used to compare 2 data or mean which comes from the same sample (Setiyadi A. B., 2018).

Furthermore, to answer research question number 2, which aspect of speaking improves better after being taught through VR Based Learning, the researcher used One-way repeated measure Anova. One-way repeated measure Anova was used to compare three aspects (or more) of the data from the same sample.

As this research used motivation questionnaire, the researcher measured the reliability coefficient using Cronbach's alpha to find out if the questions are decent. According to Setiyadi (2018), Cronbach's alpha is used to find out if the questionnaire is good to administer. Good questionnaire will have alpha $> .60$ for each question. Lastly the researcher used Pearson product-moment correlation to find out the effect of motivation on the speaking achievements.

3.8.1 Data Observing the Normality Test

A normality test is a statistical procedure used to assess whether a dataset follows a normal distribution or not, allowing researchers to determine the appropriateness of certain statistical techniques and models.

Table 3.3 Normality Test of the Pretest and Posttest of Students' Speaking Achievement

		One-Sample Kolmogorov-Smirnov Test	
		Pre_Test	Post_Test
N		23	23
Normal Parameters ^{a,b}	Mean	116,74	198,70
	Std. Deviation	32,002	39,174
Most Extreme Differences	Absolute	,202	,099
	Positive	,174	,099
	Negative	-,202	-,092
Kolmogorov-Smirnov Z		,967	,476
Asymp. Sig. (2-tailed)		,307	,977

a. Test distribution is Normal.

Based on the findings presented in Table 3.3, the p-values for both the pretest (0.307) and posttest (0.977) are considerably higher than the commonly used significance level of 0.05. As a result, there is no substantial evidence to support the rejection of the null hypothesis. These results indicate that the data aligns well with a normal distribution.

Consequently, the outcome of the Kolmogorov-Smirnov test suggests that the dataset does not significantly deviate from a normal distribution. The elevated p-values imply that any deviations from normality observed in the data are likely attributable to random sampling variation, rather than a systematic departure from the assumption of normality.

Table 3.4 Normality Test of the Pretest and Posttest of Students' Motivation

One-Sample Kolmogorov-Smirnov Test			
		Motivasi-Pre	Motivasi-Post
N		23	23
Normal Parameters ^{a,b}	Mean	48,09	49,43
	Std. Deviation	3,801	4,541
Most Extreme Differences	Absolute	,170	,132
	Positive	,120	,123
	Negative	-,170	-,132
Kolmogorov-Smirnov Z		,813	,631
Asymp. Sig. (2-tailed)		,523	,820

Based on the analysis, the asymptotic significance value (2-tailed) for the additional dataset is 0.820. These findings also show that the data aligns well with a normal distribution.

3.8.2 Data Observing the Homogeneity Test

The homogeneity test calculates a test statistic and compares it to a critical value or p-value to determine whether the variances are significantly different. Levene's test is used in the testing of the homogeneity test in this study.

Table 3.5 Homogeneity Test of Students' Speaking Achievement

Test of Homogeneity of Variances

Levene Statistic	df1	df2	Sig.
1,787	1	44	,188

Given that the obtained p-value (0.188) is higher than the standard significance level of 0.05, there is insufficient evidence to reject the null hypothesis. Thus, it can be concluded that the variances of the groups or populations being compared can be considered homogeneous in this scenario.

Table 3.6 Homogeneity Test of Students' Motivation

Test of Homogeneity of Variances

Levene Statistic	df1	df2	Sig.
1,040	1	44	,313

Since the p-value (0.313) is greater than the commonly used significance level of 0.05, the variances of the compared groups or populations can be considered homogeneous. Based on the results of Levene's test, there is no statistically significant difference in the variances among the groups or populations being compared. This indicates that the assumption of equal variances is upheld, which is important for certain parametric statistical tests, such as the independent t-test or one-way ANOVA.

3.9 Hypothesis Testing

The hypothesis was analyzed with SPSS by using Repeated measure T-Test and One-way repeated measure Anova. The level of significance is 0.05 ($p < 0.05$). The researcher stated the hypotheses as follows:

H01 = There is no significance increase of students' speaking achievement after they learn through VR-based Learning

Ha1 = There is significance increase of students' speaking achievement after they learn through VR-based Learning

H02 = There is no significance increase on students' motivation level after they learn through VR-based learning

Ha2 = There is significance increase on students' motivation level after they learn through VR-based learning

H03 = There is no significant effect of students' motivation on their speaking achievement

Ha3 = There is significant effect of students' motivation on their speaking achievement

This is the end of this chapter. In summary, this chapter has provided an overview of the research design, data collection procedures, and hypothesis testing. The next chapter presents the results of the study, followed by a discussion and conclusion.

V. CONCLUSION AND SUGGESTION

The final chapter of this research paper focuses on drawing meaningful conclusions and providing relevant suggestions based on the findings and analysis conducted throughout the study. This chapter serves as a comprehensive culmination of the research, offering insights into the implications of the study and proposing recommendations for further exploration and application.

5.1 Conclusion

This research has provided valuable insights into the impact of VR-based learning in the hospitality context on students' speaking achievement and motivation. The researcher comes to these following conclusions.

1. VR-based learning has been shown to have a positive impact on students' speaking achievement in the hospitality context. By immersing students in virtual hotel environments, VR technology enhances their speaking skills and proficiency.
2. Among the different aspects of speaking skills, comprehension showed the most improvement in the VR-based learning environment. The immersive nature of VR allows students to interact with realistic hotel scenarios, leading to enhanced comprehension abilities.

3. VR-based learning also has a positive influence on students' motivation in language learning. The immersive and interactive nature of VR experiences captivates students' interest, resulting in increased engagement and enthusiasm for language learning.
4. Furthermore, the study revealed a significant effect between students' motivation and their speaking achievement. Motivated learners who participated in VR-based learning demonstrated higher levels of engagement, effort, and perseverance, leading to improved speaking skills.

5.2 Suggestion

This section aims to provide valuable recommendations based on the findings and conclusions of this research study. These suggestions are intended to guide educators, and researchers in the field of language learning.

5.2.1 Suggestions for English Teachers

Here are some suggestions for English teachers to enhance their teaching and support students' language learning.

1. Teachers may consider exploring VR-based learning because based on the findings, it was observed that VR-based learning had a significant positive impact on students' speaking achievement and motivation. Try using virtual reality technology in your language classes. Incorporate fun and interactive VR activities related to hospitality to help students practice speaking.
2. Another suggestion for teachers related to this research is to incorporate role-play activities in the VR-based learning environment. Based on this research, this approach has several advantages. Firstly, it provides a safe and controlled space for students to practice their speaking skills without

the pressure of real-life interactions. Furthermore, role-play activities encourage students to use the language in context, promoting accuracy, fluency and comprehension.

5.2.2 Suggestions for Future Research

1. It is suggested for future researchers to conduct a study that looks at how VR-based learning impacts students' speaking skills and motivation over an extended period. Researchers may follow students' progress over time to see if the positive effects of VR continue beyond short-term interventions. This research can provide insights into the lasting benefits of VR technology in language learning.
2. Future researchers are also expected to extend the research to explore how VR can enhance speaking skills and motivation in various language learning contexts, such as business English, medical English, or academic English. By examining different settings, we can better understand the versatility of VR technology and its potential applications in diverse language learning environments.
3. Kindly consider exploring the potential benefits of integrating Virtual Reality (VR) with other teaching approaches by investigating how VR can be integrated with other instructional methods or approaches to further enhance speaking skills and motivation. Researchers may examine the effectiveness of combining VR with techniques like task-based learning, project-based learning, or communicative language teaching. This research can provide insights into how different approaches can be combined to create more engaging and effective language learning experiences.

Through careful analysis and interpretation, it has been determined that VR-based learning in the hospitality context shows promising results in enhancing speaking achievement, comprehension, and motivation among students. These findings support the integration of innovative technologies and pedagogical approaches in language education to create engaging and immersive learning experiences. Moreover, the significant role of motivation in language learning has been underscored, emphasizing the need for educators to foster and sustain students' motivation throughout their language learning journey. By addressing these key findings and recognizing the interplay between instructional strategies, technological advancements, and learner motivation, language educators can make informed decisions and design effective language learning environments that facilitate optimal learning outcomes. Future research should continue to explore and expand upon these findings to further enhance language learning practices and provide valuable insights for language educators and researchers alike.

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