



## Enhancing Service Encounter Proficiency through Structured Input and Output in Tourism Education

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### Abstract

*This research investigates the persistent gap between theoretical English instruction and the practical demands of the global tourism industry. While travelers rely on seamless communication to steer various service encounters students often struggle with a profound lack of confidence and linguistic passivity that hinders their professional growth. We implemented a structured input and output framework based on the presentation and practice and production sequence to determine its impact on the communicative effectiveness of sixty vocational learners. Our quantitative analysis utilized pre-test and post-test performance metrics to measure oral fluency and linguistic accuracy and pragmatic competence across two distinct groups. The data reveals that the experimental group achieved statistically significant gains in all domains with a speech rate reaching over one hundred syllables per minute and an accuracy ratio of seventy seven percent. These results prove that intentional instructional sequencing acts as a vital bridge for preparing industry ready professionals who can respond spontaneously in high stakes travel scenarios. This study provides a replicable roadmap for vocational institutions seeking to transform English from a passive subject into a dynamic asset for international service excellence.*

## Introduction

The persistent struggle to bridge the chasm between theoretical classroom instruction and the high-pressure reality of the global tourism industry remains a defining challenge for vocational education in this decade. In a world that is increasingly interconnected the travel sector serves as a primary stage for cross-cultural exchange where English functions as the indispensable medium of interaction for asking directions and securing hotel reservations and delivering high-quality service (Khabib et al., 2025; Muktahiri, 2025). Despite the rising demand for linguistic mastery many students in Business and Travel Study Programmes continue to exhibit a profound passivity and lack of confidence that frustrates educators and hinders the delivery of exceptional international experiences (Amoah & Le Roux, 2025; Mutambara, 2025; Ngongpah & Oni, 2025). This recurring issue of student apathy often stems from a fear of making grammatical mistakes and poor pronunciation which effectively silences learners just when they need to be most active in their professional development. To address this silence we must implement a systematic instructional framework designed to move students through a predictable psychological and linguistic journey from initial exposure to spontaneous professional response. This necessity is reinforced by recent research suggesting that willingness to communicate in a foreign language is a dynamic construct heavily influenced by the immediate pedagogical environment and the level of perceived instructional support (Punyaporn & Soontornwipast, 2022; Salbaş & Ekmekci, 2025; Wang et al., 2022). By establishing a clear structural anchor instructors can mitigate the anxiety associated with oral

production and empower students to view English not as an academic hurdle but as a functional tool for global engagement (Shin & Kim, 2024; Sharma, 2024).

The implementation of a structured input and output framework addresses the specific institutional challenges that often stall progress in tourism polytechnics such as the scarcity of industry-aligned textbooks and properly trained instructors. By anchoring the learning process in the synergistic stages of presentation and practice and production we provide students with a clear structural foundation that transforms language from an abstract subject into a functional professional asset. In the initial presentation stage the use of visual media and real-world examples allows students to move beyond simple comprehension toward a deep situational awareness of travel-related scenarios. This intentional sequencing ensures that learners are not merely memorizing words but are instead internalizing the cultural nuances and communication ethics required for professional service in diverse social settings (Kacatl, 2018). This stage is critical because it builds the cognitive schema necessary for students to understand the pragmatic force of language before they are asked to perform it (Mirakhmedova, 2020). Furthermore research in second language acquisition indicates that noticing target forms in context is a prerequisite for successful intake and eventual production which is a process that is explicitly facilitated by the presentation phase (Thoma et al., 2023; Behbahani & Khademi, 2022; Grahn Sherin, 2023).

Building upon this cognitive foundation the practice phase utilizes controlled drills and immediate feedback to create a necessary linguistic filter that refines accuracy and reduces the frequency of errors before students enter high-pressure interactions. This stage is vital because it bridges the gap between passive understanding and active use by allowing students to internalize new content through role-plays and regulated exercises (Fathimah, 2020; Tsai, 2025). The quantitative evidence suggests that this structured repetition is essential for building the confidence needed to maintain conversational fluency without the frequent pauses that often characterize the non-native learner experience (Halenci & Zainil, 2020). This approach aligns with the Skill Acquisition Theory which posits that declarative knowledge is converted into procedural knowledge through meaningful and repetitive practice (Hussein et al., 2020). By correcting spoken errors in a supportive environment instructors can prevent the fossilization of linguistic mistakes that might otherwise lead to significant service failures in a professional tourism setting (Yahya et al., 2023). Moreover the role of corrective feedback has been highlighted as a transformative element in developing oral proficiency as it helps learners align their production with target-like standards (Saragih et al., 2022).

The production stage empowers students to apply their knowledge independently in simulations that mimic the actual communicative needs of the hospitality workplace such as handling check-ins or resolving guest complaints. This final phase acts as a psychological catalyst that transforms classroom knowledge into genuine professional service proficiency and fosters a sense of accomplishment and readiness (Pazmiño Vargas et al., 2023). Our results validate the scholarly perspective that language learners need substantive interaction and consistent opportunities for output to develop true professional proficiency and conversational adaptability (Yang, 2022). By adopting this performance-oriented model institutions can effectively move past the disappointment of silent classrooms and begin producing graduates who are truly equipped for the linguistic demands of the global landscape (Kaldarova et al., 2021). This study confirms that when we provide learners with a clear structural path their professional potential is realized through a demonstrated ability to navigate the complexities of international tourism with grace and competence (Bury & Oka, 2017). The long-term success of such an intervention depends on the consistent integration of realistic tasks that

challenge students to synthesize their linguistic and pragmatic knowledge in real-time (Zahedpishah et al., 2017; Wang et al., 2024; Pradana et al., 2023).

Looking toward the broader implications of this instructional shift, we see that the integration of digital tools and blended learning environments can further enhance the reach of the structured input and output framework. As technology continues to reshape the tourism industry learners must be equipped with the digital literacy to navigate virtual check-in systems and international booking platforms while maintaining high levels of communicative clarity (Tuyen, 2021; Fitria et al., 2025; Meesad & Mingkhwan, 2024). This evolution in pedagogy requires instructors to become designers of immersive experiences where the structured framework serves as the backbone for technology-mediated tasks (Cloudia Ho, 2020). Recent literature suggests that when students engage with authentic digital materials during the presentation stage they develop a more nuanced understanding of international service standards (Kelly et al., 2022). Furthermore the use of automated feedback systems can supplement the practice stage by providing learners with additional opportunities for self-correction in a low-stakes environment (Nguyen, 2023; Yildiz & Gonen, 2024; Sadigzade, 2025). This digital expansion ensures that the vocational curriculum remains relevant to the shifting needs of the global marketplace while maintaining the pedagogical rigor of the structured approach (Sari & Atmanegara, 2022; Koseda et al., 2024; Hummel et al., 2024).

From a socio-economic perspective the advancement of English proficiency through structured sequencing has the potential to elevate the national tourism profile of countries like Indonesia within the competitive Southeast Asian market. By producing a workforce that is not only technically skilled but also linguistically and pragmatically agile we can ensure that local tourism destinations are perceived as world-class by international visitors (Syafi'i, 2021). This strategic alignment between vocational education and industry requirements is essential for fostering sustainable economic growth and increasing the global mobility of Indonesian graduates (Widodo, 2017). Scholars have increasingly argued that the ability to perform complex service moves in English is a form of cultural capital that directly impacts the employability and professional trajectory of vocational students (Al-Gharabally, 2022). Consequently the transition toward more structured and industry-oriented language instruction should be viewed as a national priority for the tourism sector (Rahman et al., 2024). This study serves as a foundational step in that direction by proving that a systematic approach can overcome the long-standing challenges of student passivity and linguistic anxiety (Simamora et al., 2023).

Thus, the success of this pedagogical transformation hinges on the continuous professional development of instructors who must be prepared to lead these structured sessions with confidence and precision. The shift away from traditional lecturing toward a role as a facilitator of simulated experiences requires a deep understanding of both the linguistic and pragmatic demands of the tourism industry (Tseng et al., 2023). We must move toward a future where vocational training is synonymous with professional excellence and where every lesson is designed to prepare the student for the realities of the global workplace (Rodriguez, 2023). By prioritizing the communicative habits that define international hospitality we empower our students to become practitioners who can lead the industry with empathy and cultural sensitivity (Chen, 2022). This study confirms that when the framework is applied with consistency and authenticity the result is a generation of professionals who are truly ready to welcome the world (Miftah, 2021). The rejection of all null hypotheses in this experimental study provides the necessary empirical weight to advocate for a widespread adoption of this model across the vocational education landscape.

## Literature Review

The primary challenge in vocational English for Specific Purposes (ESP) lies in bridging the gap between theoretical linguistic knowledge and the high-pressure, spontaneous demands of the international tourism industry. Within the Indonesian context, this gap is often exacerbated by a persistent phenomenon of student passivity and a deep-seated fear of making mistakes, which effectively silences learners just when they need to be most active. Recent scholarship emphasizes that willingness to communicate is not a static trait but a dynamic state heavily influenced by the level of instructional scaffolding and the psychological safety provided in the classroom (Punyaporn & Soontornwipast, 2022). Consequently, for tourism students to move beyond the "silent phase," instruction must move away from incidental feedback toward a more intentional, structured sequencing that prioritizes the proceduralization of language (Shin & Kim, 2024).

The theoretical foundation for this transition is best understood through Skill Acquisition Theory, which posits that declarative knowledge, knowing "what", is converted into procedural knowledge, knowing "how", through meaningful and repetitive practice (Hussein et al., 2020). The Structured Input and Output (SIO) framework, traditionally realized through the Presentation, Practice, Production (PPP) sequence, provides the necessary cognitive roadmap for this transformation. By breaking down complex service moves into manageable linguistic units, we allow students to build a sense of achievement and confidence incrementally (Pazmiño Vargas et al., 2023). This systematic approach directly addresses the "scarcity of career-oriented materials" noted in previous studies of travel education by creating a predictable environment where students can focus on performance rather than linguistic anxiety (Lee, 2017).

The role of the "Presentation" stage in this framework is to provide a contextualized anchor that makes the target language immediately relevant to the professional goals of the student. By utilizing visual media and real-world tourism scenarios, such as airport check-ins or hotel concierge interactions, instructors can ensure that students develop a thorough comprehension of the content before being asked to produce it (Artha, 2021). This stage is critical for "noticing" target forms in context, which is a recognized prerequisite for successful language intake and eventual production (Thoma et al., 2023). When students can visualize the professional utility of a phrase, they are more likely to internalize it as a functional tool rather than an abstract rule (Mirakhmedova, 2020).

Building upon this initial comprehension, the "Practice" phase serves as a rigorous accuracy filter that prevents the fossilization of linguistic errors common among non-native speakers. Our raw data confirms that students specifically value the instructor feedback received during these scaffolded drills, as it allows them to refine their precision before entering spontaneous interactions. Research by Fathimah (2020) and Halenci and Zainil (2020) suggests that teacher corrective feedback is a pivotal component in developing oral production, helping learners align their output with professional industry standards. By habituating correct forms through repetitive role-plays and substitution drills, we provide students with the linguistic stability needed to maintain conversational flow in later stages (Yahya et al., 2023).

The ultimate goal of any tourism curriculum is the "Production" stage, where students must demonstrate a level of verbal automaticity and pragmatic competence that mirrors the actual communicative needs of the hospitality workplace. Spontaneous speech in high-stakes service encounters requires not only grammatical accuracy but also a deep awareness of communication ethics and service moves (Kacatl, 2018; Cloudia Ho, 2020). Recent studies highlight that simulation-based learning acts as a psychological catalyst, transforming

classroom knowledge into genuine professional readiness (Kaldarova et al., 2021). By grounding these simulations in the functional demands of the global travel industry, we empower students to navigate diverse cultural settings with confidence and professional grace (Zahedpisheh et al., 2017; Bury & Oka, 2017).

Furthermore, the integration of digital literacy and blended learning environments represents the next evolution of the SIO framework, ensuring its relevance in a technology-mediated industry. As the tourism sector increasingly utilizes virtual booking platforms and automated check-in systems, students must be prepared to maintain communicative clarity across both physical and digital interfaces (Tuyen, 2021; Nguyen, 2023). The structured framework provides the necessary backbone for these technology-mediated tasks, allowing instructors to act as designers of immersive experiences (Claudia Ho, 2020). This digital expansion, supported by authentic materials and automated feedback, ensures that vocational curricula remain agile and responsive to the shifting needs of the global marketplace (Kelly et al., 2022; Sari & Atmanegara, 2022).

Finally, the broader socio-economic implications of enhancing English proficiency through structured sequencing cannot be overlooked, as a linguistically agile workforce is essential for elevating the national tourism profile of countries like Indonesia. Producing graduates who are both technically skilled and pragmatically competent ensures that local destinations are perceived as world-class by international visitors (Syafi'i, 2021; Widodo, 2017). Scholars argue that the ability to perform complex service moves in English functions as a form of cultural capital that directly impacts the employability and professional trajectory of vocational students (Al-Gharabally, 2022; Rahman et al., 2024). By prioritizing this structured, industry-oriented approach, we ensure that our students are not just learning a language but are being equipped to lead the global tourism industry with empathy and cultural sensitivity (Simamora et al., 2023; Tseng et al., 2023).

## Methods

This study employs a quantitative Quasi-Experimental Non-Equivalent Control Group Design to empirically measure the efficacy of structured instructional sequencing on the communicative competence of vocational students. This design was selected to accommodate the constraints of the educational setting, where random assignment of individual subjects was not feasible due to pre-existing academic scheduling. The study compares learning outcomes between two distinct instructional conditions: an Experimental Group, which received instruction via the Structured Input and Output (SIO) framework, and a Control Group, which was taught using a Conventional Unstructured Approach characterized by standard lecturing and open conversation without sequential scaffolding. To ensure the internal validity of the study and to isolate the treatment effect of the instructional intervention, both groups were subjected to a Pre-Test at the onset of the semester (Week 1) and a Post-Test upon conclusion (Week 12).

## Population and Sample

The research was conducted at the Tourism Polytechnic in Makassar, South Sulawesi, specifically within the Business and Travel Studies program. This population was selected due to the program's explicit focus on equipping students with the linguistic and cultural skills necessary for international tourism settings. The sample consisted of 60 undergraduate students divided into two intact classes of 30 students each. Purposive sampling was utilized to ensure that both classes possessed comparable baseline English proficiency levels, as determined by

their entry placement test scores. One class was designated as the Experimental Group (n=30), while the other served as the Control Group (n=30).

### **The Structured Input and Output (SIO) Framework**

The primary independent variable in this study is the implementation of the Structured Input and Output (SIO) framework. This pedagogical intervention addresses the gap between theoretical knowledge and practical application by systematically bridging linguistic competence with performance in high-stakes service encounters. The SIO framework was operationalized through a three-phase cycle designed to replicate the cognitive processing stages of language acquisition.

The Structured Input phase serves as the critical cognitive foundation of the instructional sequence, moving students from passive reception to active linguistic "noticing". In this stage, the instructor employs "Input Flooding" by exposing students to authentic multimodal materials, such as high-resolution videos of professional hotel receptionists and recorded dialogues of airport check-in procedures. To ensure the vocabulary is internalized within a realistic travel context, students are provided with a "Noticing Script", a transcript of the encounter containing strategic gaps where key "Service Moves" and specialized phrases occur. In this phase, learners must identify and underline functional language chunks, such as formal greetings, requests for documentation, and confirmation of booking details.

The intervention subsequently transitions into Controlled Processing. The primary objective of this phase is to build accuracy and reduce the frequency of errors through a progression of highly structured exercises. Students initially engage in Substitution Tables, where they are required to adapt a base service sentence, such as "*I would like to [Action] your [Object]*", by substituting pairs like "*confirm / reservation*" or "*verify / credit card*". This is followed by Chained Repetition Drills, where the instructor provides a brief prompt that the student must instantly transform into a formal, polite service inquiry. Throughout this phase, the instructor acts as a corrective coach, providing immediate feedback on pronunciation and syntax to prevent the fossilization of linguistic errors. This repetitive, structured practice is essential for automating the "Service Chunks" necessary for maintaining situational awareness during professional interactions.

The final stage, Structured Output, facilitates the development of conversational fluency and spontaneity by requiring students to apply their acquired knowledge in unpredictable, simulated contexts. This phase utilizes Service Failure Simulations, where students are paired and assigned roles, such as a receptionist and a guest, and provided with "Conflict Prompt Cards" that dictate a specific service challenge without a predetermined script. For instance, a student may be tasked with checking in a guest whose room is not yet ready, while the partner portrays an exhausted traveler demanding immediate accommodation. By removing the instructor's immediate intervention, this phase simulates the high-pressure environment of the international tourism industry, forcing students to respond naturally and maintain smooth dialogue under stress. Success in this stage is measured by the student's ability to achieve a successful service resolution while demonstrating the linguistic adaptability and confidence gained through the previous stages of the framework.

### **Data Collection Instruments**

To eliminate the subjectivity inherent in self-reported data, this study utilized the Service Encounter Simulation Test (SEST) as the primary data collection instrument. During both the Pre-Test and Post-Test, participants performed a recorded 5-minute role-play scenario tailored to specific tourism contexts, such as restaurant service or airport operations. These audio

recordings provided the raw data for analysis. The robustness of the data was ensured through a "blind" scoring protocol, where recordings were anonymized to prevent researcher bias.

## **Hypothesis**

### ***Hypothesis 1: Oral Fluency and Student Confidence***

The first hypothesis posits that students instructed through the SIO framework will demonstrate a statistically significant increase in Oral Fluency compared to those in the control group. This prediction is grounded in the observation that the "Production" stage of instructional sequencing fosters the ability to sustain conversations without frequent stops and improves comfort in independent speaking. In a quantitative context, this improvement would be reflected in a higher mean Speech Rate (syllables per minute) and a reduction in the frequency of pauses during high-stakes simulations, such as airport check-ins or restaurant interactions. Because the SIO method provides a "safe, repetitive practice environment," it is expected to mitigate the shyness and lack of confidence that typically hinder non-native learners in professional settings.

### ***Hypothesis 2: Linguistic Accuracy and Error Reduction***

The second hypothesis focuses on Linguistic Accuracy, predicting that the SIO framework will result in a significantly higher Error-Free Clause Ratio compared to conventional teaching methods. This expectation arises from the "Practice" stage of the framework, where structured exercises and immediate instructor feedback help students refine their accuracy and situational awareness. By using controlled drills and corrective feedback loops, the SIO method aims to reduce the "Frequency of Errors" reported by students as a major barrier to effective communication. Quantitatively, this would be validated if the experimental group produces more precise use of specialized travel vocabulary and grammar in their post-test evaluations than their peers in the control group.

### ***Hypothesis 3: Pragmatic Competence and Task Achievement***

The third hypothesis states that students exposed to the SIO framework will achieve significantly higher Task Achievement scores in simulated service encounters. While fluency and accuracy are linguistic metrics, pragmatic competence refers to the ability to use language effectively to reach a goal, such as successfully completing a guest check-in or responding spontaneously to a complaint. The SIO framework utilizes real-life simulations that depict real-world interactions to equip students with the necessary cultural and linguistic adaptability. It is hypothesized that the "Production" exercises, which mimic the "High-Stakes Service Encounters" of the tourism industry, will enable students to respond more naturally and effectively than those who have not undergone the same systematic scaffolding.

## **Data Analysis**

The quantitative analysis focused on three distinct variables including oral fluency, linguistic accuracy, and pragmatic competence. Fluency was measured by calculating the Speech Rate (syllables per minute) and the frequency of unfilled pauses longer than 0.5 seconds, providing an objective metric of automaticity. Accuracy was quantified using the Error-Free Clause Ratio, calculated as the percentage of grammatical clauses produced without error relative to the total clauses. Finally, Pragmatic Competence was assessed using a binary checklist of essential service moves (e.g., greeting, apology, resolution) to determine a Task Achievement score. The anonymized recordings were evaluated by two independent inter-raters who were unaware of the students' group assignments. Inter-rater reliability was established using Cohen's Kappa to ensure consistency. To validate hypotheses, the study compared the mean

performance scores of the experimental and control groups using an Independent Samples t-test. The null hypotheses ( $H_0$ ), which suggest that the SIO framework has no significant effect on fluency, accuracy, or task achievement, will be rejected if the p-value is less than 0.05. This statistical threshold ensures that any observed "Enhancement" in learner performance can be confidently attributed to the Structured Input and Output intervention rather than to random variation or student apathy. The resulting data were analyzed using SPSS software, utilizing Paired Samples t-tests to measure within-group improvement and Independent Samples t-tests to determine if the SIO framework yielded statistically significant gains compared to the control method.

## Results and Discussion

In this section, we present the quantitative evidence regarding the efficacy of the Structured Input and Output (SIO) framework, traditionally referred to as the Presentation, Practice, Production approach. Our analysis seeks to resolve the persistent "gap" between theoretical classroom knowledge and the practical, high-stakes demands of the international tourism industry.

Before the intervention, we assessed both groups to ensure no pre-existing advantage existed. As noted in our background, many students in the Business and Travel Study Programme initially struggle with poor pronunciation, limited vocabulary, and low self-confidence.

Table 1. Descriptive Statistics for Pre-Test Baseline Proficiency

Variable	Experimental Group ( $\bar{x}$ )	Control Group ( $\bar{x}$ )	Difference
Oral Fluency (SPM)	61.43	61.40	0.03
Linguistic Accuracy (EFC%)	21.53%	21.43%	0.10%
Pragmatic Competence	3.63	3.63	0.00

Table 1 confirms that both groups were statistically identical at the start of the study. Students in both cohorts demonstrated a "slow and hesitant" speech rate (approx. 61 SPM) and a high frequency of errors, with only about 21% of their sentences being grammatically accurate. This baseline reflects the "worldwide problem" of student passiveness and shyness in foreign language classrooms.

To ensure that our quantitative results were not influenced by subjective bias, two independent lecturers scored the service simulations. We utilized Cohen's Kappa to measure the agreement between these raters.

Table 2. Inter-rater Reliability Coefficients for Evaluative Metrics

Metric	Cohen's Kappa ( $\kappa$ )
Speech Rate (SPM)	0.88
Accuracy (EFC%)	0.84
Task Success Score	0.91

The high reliability scores in Table 2 provide a robust foundation for our findings. By reaching an agreement level of  $>0.80$ , we can confidently state that the improvements observed in the students were objective and verifiable.

After the 12-week intervention, the divergence between the two groups became stark. The Experimental Group received the SIO treatment (contextualized input, controlled practice, and simulated production).

Table 3. Descriptive Statistics for Post-Test Performance Outcomes

Variable	Experimental Group ( $\bar{x}$ )	Control Group ( $\bar{x}$ )	Std. Dev (Exp)
Oral Fluency (SPM)	100.90	66.10	6.84
Linguistic Accuracy (EFC%)	77.10%	26.43%	5.62%
Pragmatic Competence	8.93	4.63	0.83

Table 3 reveals the "performance jump" that occurs when instruction moves from incidental feedback to structured sequencing. The Experimental Group nearly doubled their accuracy (77% vs. 26%) and reached a speech rate (100 SPM) that allows for the "seamless interactions" required in quality tourism service.

We utilized a Paired Samples t-test to quantify the growth of each student relative to their own starting point. This measures the "improvement" mentioned by students in our earlier qualitative interviews.

Table 4. Within-Group Improvement (Paired Samples T-Test)

Group	Variable	Mean Gain ( $\Delta$ )	t-value	p-sig (2-tailed)
Experimental	Oral Fluency	+39.47	31.42	< .001
	Linguistic Accuracy	+55.57%	48.15	< .001
	Pragmatic Competence	+5.30	25.68	< .001
Control	Oral Fluency	+4.70	5.24	< .01
	Linguistic Accuracy	+5.00%	6.81	< .01
	Pragmatic Competence	+1.00	4.92	< .01

The data in Table 4 shows that while both groups improved, the magnitude of growth in the Experimental Group was exponentially higher. Specifically, the  $t$ -value of 48.15 for accuracy suggests that the "Practice" stage, where we used substitution drills and immediate feedback, successfully "filtered" out the common grammatical errors that persist in unstructured classrooms.

The Independent Samples t-test provides the ultimate proof of which method is more effective for vocational tourism education.

Table 5. Independent Samples T-Test for Between-Group Comparison

Variable	Mean Difference	t-value	df	p-value
Oral Fluency (SPM)	34.80	23.86	58	< .001
Linguistic Accuracy	50.67%	34.72	58	< .001
Pragmatic Competence	4.30	19.45	58	< .001

The results in Table 5 are statistically overwhelming. The p-value of < .001 across all categories indicates that the probability of these results occurring by chance is less than 0.1%. This confirms that structured scaffolding is not just "better," but essential for bridging the theory-practice gap.

Table 6. Summary of Research Hypothesis Outcomes

Hypothesis	Predictive Statement	Result	Decision
H1	SIO framework increases Speech Rate significantly.	$p < .001$	Accepted
H2	SIO framework increases Accuracy significantly.	$p < .001$	Accepted

H3	SIO framework enhances Task Achievement significantly.	p < .001	Accepted
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Our study concludes that the SIO framework effectively resolves student passiveness by providing a structured path from comprehension to spontaneous response. The rejection of all null hypotheses validates our claim that instructional sequencing is a superior instructional approach for equipping learners with the linguistic skills necessary for international tourism. We observed that students in the control group remained "stuck" in a cycle of hesitation because they lacked the scaffolded drills necessary to automate their speech. In contrast, students in the experimental group utilized the "Structured Output" simulations to respond spontaneously to check-ins and restaurant scenarios. Our quantitative data proves that by structuring the input and output, we transform English from a bored subject of study into a functional tool for professional service.

### **Efficacy of Structured Instructional Sequencing in Tourism English Education**

This finding suggests that the structured input and output framework successfully addressed the deep rooted issues of student apathy and shyness that often plague vocational students in the Indonesian context. This transformation aligns with the research of Punyaporn and Soontornwipast (2022) who explored how willingness to communicate in diverse classroom settings is heavily influenced by the level of instructional scaffolding provided to the students. By providing a clear structural path we were able to shift students from passive participants into active speakers which mirrors the pedagogical success found by Amir Khanova and Bobyreva (2020) when using simulations to build oral proficiency. Furthermore the findings by Shin and Kim (2024) emphasize that targeted language interventions are essential for overcoming resistance in foreign language contexts which supports our implementation of a highly sequential practice model.

The efficacy of the presentation stage in our study serves as a critical bridge between abstract linguistic theory and practical industry application. Our findings revealed that the integration of visual media and contextualized learning helped students grasp specialized phrases used in travel situations such as airport check ins or restaurant interactions. This stage is far more than a simple introduction of new words as it creates a realistic situation where the target language feels immediately relevant to the career goals of the learners. This outcome is consistent with the research of Artha (2021) who demonstrated that the use of picture cards and visual media significantly improves the acquisition of speaking skills by providing a concrete anchor for new concepts. Mirakhmedova (2020) also supports this instructional strategy by arguing that communicative language teaching must start with a realistic introduction of the target language to be truly effective for learners. By grounding the presentation phase in real world scenarios we ensured that our students developed a thorough comprehension of the content before moving into more demanding phases of the lesson. Thoma et al. (2023) further highlight that such scaffolding is essential for connectivism in modern learning where students must relate new information to established professional contexts.

Looking at the accuracy metrics we observed a massive disparity between the experimental group and the control group which demonstrates that controlled practice is the foundational key to linguistic precision. The jump to a seventy seven percent error free clause ratio in the experimental group suggests that the habituation of correct forms through drilling and scaffolded role plays effectively reduces the frequency of errors. This finding validates the emphasis placed by Fathimah (2020) on teacher corrective feedback as a pivotal component in the development of oral production in second language classrooms. Similarly the research by Halenci and Zainil (2020) suggests that students generally perceive instructor feedback as

helpful in correcting spoken errors and improving overall language use accuracy. Hussein et al. (2020) argue that developing the communicative competence of undergraduate students requires pragmatic instruction that includes structured practice to ensure they understand the use of phrases in specific situations. Our results confirm that without this rigorous accuracy filter students remain stuck in a cycle of repetitive mistakes that can lead to significant service failures in a professional tourism setting.

The transition from controlled practice to spontaneous production represents the ultimate goal of the tourism curriculum and our data shows that the experimental group achieved much higher task success scores. By engaging in simulations that mimic real life interactions such as handling guest complaints or booking flights students were able to demonstrate a professional level of service proficiency. These results are highly consistent with the research of Pazmiño Vargas et al. (2023) who concluded that the structured input and output method is particularly effective for advancing speaking fluency and confidence in learners. Saragih et al. (2022) also highlighted that strategies to improve speaking skills for tourism students must include realistic role plays that challenge learners to respond spontaneously to industry demands. This growth in spontaneity is a direct result of the scaffolded approach which allows students to build their confidence incrementally until they are comfortable speaking independently. Additionally the work of Kaldarova et al. (2021) emphasizes that improving speaking skills in academic courses requires a clear path from structured learning to independent application which our framework successfully provided.

Aligning English instruction with the actual demands of the global tourism industry is critical for the long term success of vocational students in the Indonesian context. Our study found that students felt more prepared to act as industry professionals after undergoing the structured treatment which aligns with the global demand for quality service delivery. Kacatl (2018) argues that a strong command of English language skills is the primary vehicle for delivering quality service in the global hospitality landscape. This is supported by Bury and Oka (2017) who found that undergraduate students perceive English as a vital tool for their future careers in the tourism and hospitality sectors. Furthermore the research by Zahedpishah et al. (2017) highlights that English for tourism purposes should focus on the specific communicative needs of the industry to be truly effective for professionals. By focusing on high stakes service encounters we ensured that our students were not just learning a language but were being equipped with a vital platform for cross cultural exchange.

Institutional challenges such as the scarcity of career oriented textbooks and properly trained instructors often hinder the progress of tourism students in higher education. Our research offers a replicable pedagogical model that can help overcome these barriers by providing a clear instructional sequence that does not rely solely on traditional textbook materials. Lee (2017) noted that many institutions struggle with the lack of proper teachers and materials which makes the implementation of effective specialized English courses difficult. Tuyen (2021) further emphasized that teaching and learning English for tourism after the pandemic requires solution proposals that bridge the gap between classroom theory and industry practice. Cloudia Ho (2020) also argued that communicative competence in tourism English is best developed through tasks that mirror the actual communicative needs of the workplace environment. Our study contributes to this ongoing scholarly discussion by providing empirical evidence that a structured approach can successfully mitigate these institutional shortcomings by empowering the instructor to lead with clarity.

We have demonstrated that a systematic progression from structured input to independent output significantly enhances communicative effectiveness across fluency and accuracy and

pragmatic competence. These results provide an empirical answer to the worldwide problem of student passiveness in language classrooms by offering a path that builds confidence through achievement. Yang (2022) noted that for communicative language teaching to be successful it must include opportunities for substantive interaction and output which our framework provided in every lesson. The work of Kelly et al. (2022) on universal design for learning suggests that clear frameworks for inclusion are necessary for student success in diverse settings and our results support this inclusive approach to mastery. The rejection of all null hypotheses in this study confirms that structured scaffolding is an indispensable tool for achieving linguistic and professional excellence in the field of English for Specific Purposes.

## Conclusion

We began this study by observing a common frustration where students in the Business and Travel Study Programme remained passive and hesitant despite their lecturer's best efforts to encourage participation. However the implementation of the structured input and output framework transformed this dynamic by providing a predictable psychological roadmap for learners to follow. By the conclusion of the intervention the experimental group demonstrated a level of verbal automaticity that far exceeded their initial baseline which indicates that the systematic scaffolding provided the security needed for students to move past their fear of making mistakes. This acceleration in fluency is not just a collection of numerical data but a reflection of the moment a student stops word for word translation and begins to communicate with the professional rhythm required in a high stakes tourism environment.

One of the most compelling insights from our data is the critical role that a structured accuracy filter plays in developing the precision required for international service excellence. While many modern educational approaches might prioritize fluency at any cost our results show that vocational students specifically benefit from a controlled practice phase where they can refine their grammar and vocabulary before entering spontaneous interactions. The experimental group achieved a level of linguistic accuracy that was nearly triple that of the control group which confirms that incidental feedback alone is often insufficient for correcting the fossilized errors that persist in unstructured settings. This precision is a professional necessity in the tourism sector where a misunderstanding during an airport check in or a restaurant interaction can significantly impact the quality of the visitor experience. By grounding the practice phase in these specific scenarios we ensured that our students developed the clarity necessary to represent the industry with competence.

The shift toward independent production represents the ultimate success of our curriculum as it signifies that students have successfully internalized the linguistic tools provided during the earlier stages of the framework. We observed that the ability of the learners to maintain conversational flow and respond spontaneously to guest needs was directly linked to the confidence they built during the repetitive practice sessions. This growth in spontaneity is a vital asset for future tourism professionals who must navigate diverse social and cultural settings while delivering seamless quality service. The quantitative evidence showing high task success scores across the experimental group validates our belief that structured instruction is the most effective way to empower students who previously struggled with poor pronunciation and limited self-confidence. By providing a safe environment for students to apply their knowledge we have effectively bridged the gap between theoretical study and real world service proficiency.

In considering the future of tourism education in Indonesia it is clear that we must prioritize instructional models that move beyond abstract study and toward measurable professional performance. The quantitative success of this structured intervention offers a replicable

blueprint for polytechnics that are currently facing a scarcity of career oriented materials and an ongoing struggle with student passivity. By anchoring language acquisition in the functional moves of the hospitality industry we empower the next generation of professionals to become practitioners who can lead the industry on a global stage. Our results advocate for a pedagogical shift where the focus remains on equipping students with the adaptability and sensitivity needed to thrive in an increasingly globalized world. This research confirms that when we provide learners with a clear structural anchor their professional potential is truly realized

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