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S.P.A.R.K. THE TALK: A PLAY TO PERFORMANCE MODEL FOR TEACHING ENGLISH IN FOOD AND BEVERAGE SERVICE

* **Ni Putu Dianita Safitri[1], Nirmala Tari[2]**
Akademi Komunitas Manajemen Perhotelan Indonesia, Indonesia
*dianitasafitri.ds@gmail.com

ABSTRACT

This study used a mixed-methods research design to examine the implementation of the S.P.A.R.K. model (Social Media Videos, Play through Online and Offline Games, Active Role Play, Realistic Scenarios, and Knowledge Building) in a Food and Beverage Service English course. The study involved 12 first-semester students in the Diploma I Food and Beverage Service program and was conducted over 16 class meetings. The S.P.A.R.K. model combines online and offline games, social media videos, and role-play activities to help students practice English in authentic hospitality situations. Data were collected through pre-test and post-test speaking assessments and a questionnaire consisting of closed-ended and open-ended questions. Quantitative data were analyzed using descriptive statistics, while qualitative data were analyzed descriptively based on students' responses to the open-ended questionnaire. The results showed that students improved their speaking performance, although only a small improvement in fluency was observed. Students also reported high levels of motivation, engagement, and confidence. They found the combination of games, social media videos, and role-play activities enjoyable and helpful for learning English. These findings suggest that the S.P.A.R.K. model creates an engaging learning environment and supports the development of students' English communication skills. However, a longer period of practice may be needed to achieve greater improvement in speaking fluency.

Keywords: English for Food and Beverage Service; Gamification; Active Role-Play; Social Media Videos; English Communication Skills.

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INTRODUCTION

The hospitality industry has seen rapid growth due to increased travel, making strong verbal communication skills, particularly in English, vital for hotel professionals. These skills enable effective interaction with guests and help prevent potential profit loss (Rahim and Tazijan, 2011). English has become the global language of hospitality, easing communication between staff and international visitors. This highlights the broader significance of effective communication skills, including verbal, non-verbal, and relational competence, in today's competitive job market, where English serves as both a crucial employment criterion and a vital tool for professional success (Manalastas, 2023).

More specifically, communication is essential in the Food and Beverage (F&B) sector, where frontline employees interact daily with guests from diverse linguistic and cultural backgrounds. Effective communication enables staff to understand guests' needs, provide accurate information, resolve problems professionally, and collaborate efficiently with colleagues. In accommodation

establishments, communication contributes directly to operational consistency, service quality, and customer satisfaction (Seyitoglu and Yuzbasioglu, 2015). Beyond simply exchanging information, effective communication requires messages to be delivered clearly, respectfully, and professionally to foster mutual understanding and create positive guest experiences (Youssef, 2017). However, maintaining effective communication in hospitality settings can be challenging, particularly during difficult customer interactions, where misunderstandings may lead to dissatisfaction or conflict. Therefore, continuous development of communication skills is necessary to support service excellence and improve customer satisfaction.

As international tourism continues to grow, English has become the primary language of communication within the hospitality industry. Consequently, English proficiency is no longer an additional qualification but an essential professional competency for hospitality employees. For vocational students pursuing a Diploma in Food and Beverage Service, the ability to communicate confidently and appropriately in English is crucial for workplace readiness and employability. English proficiency not only enhances communication with international guests but also increases confidence during interviews, workplace interactions, and career development opportunities (Hastuti et al., 2025). Therefore, hospitality education must equip students with practical English communication skills that reflect authentic workplace demands.

Despite formal English instruction, many vocational and university students still struggle to speak English fluently and confidently. Their challenges are both linguistic, such as limited vocabulary, poor grammar, inaccurate pronunciation, and interference from their mother tongue, and non-linguistic. Psychological barriers like low self-confidence, anxiety, shyness, and fear of criticism also play a role. Social and environmental factors, such as peer pressure, lack of motivation, limited speaking opportunities, ineffective teaching methods, unengaging classroom topics, large class sizes, and insufficient interaction during lessons, contribute to these difficulties. Additionally, inadequate use of supportive tools like dictionaries, a lack of general knowledge, difficult course content, and habits like reading laziness further hinder speaking development. Studies from Thailand, Nepal, Jordan, and Indonesia (Chand, 2021; Huwari, 2019; Jaya et al., 2022; Tahe, 2020) have identified these interconnected factors as barriers to students' English-speaking fluency and confidence.

Previous studies by Safitri and Oktaviani (2020), Safitri and Tari (2022, 2024, 2025), and Tari and Safitri (2023) have examined innovative English language teaching approaches for hospitality students. Safitri and Oktaviani (2020) investigated a performance-assessment-based role-play model and found that it significantly improved students' English learning competency and motivation. The study indicated that role-play activities created active, problem-solving, cooperative, and authentic learning environments that encouraged students to practise English in hospitality-related situations. Building on this approach, Safitri and Tari (2022) combined gamification with scripted and unscripted role-play activities to support students' ability to apply English in authentic hospitality contexts. Their study incorporated digital learning platforms, including Quizizz, Kahoot, QuizWhizzer, and Wordwall.net, to promote students' participation, engagement, and speaking skills in English learning. Similarly, Tari and Safitri (2023) found that the integration of Kahoot and role-play activities contributed to students' motivation and classroom engagement through interactive and contextual learning experiences. Extending this work, Safitri and Tari (2024) examined gamification in an English for Housekeeping course and reported that game-based elements, including points, levels, and rewards, made learning more enjoyable, increased students' motivation, and contributed to measurable improvements in academic performance despite minor challenges related to internet connectivity. More recently, Safitri and Tari (2025) investigated the use of social media influencer content as a language-learning resource. Their findings revealed that Indonesian learners frequently used platforms such as YouTube, TikTok, and Instagram to improve their English, reporting increased motivation, confidence, vocabulary development, and speaking fluency. Students also viewed influencers as more relatable than traditional teachers and appreciated the flexibility and authenticity of learning through real-world content. Collectively, these studies demonstrate that interactive, digital, and learner-centered instructional strategies effectively enhance English language learning outcomes in vocational education.

The positive effects of gamification reported by Safitri and Tari are supported by other empirical studies. Dewi et al. (2017) demonstrated that communicative games significantly improved students' speaking abilities, with learners achieving progressively higher scores from the pre-test to successive post-tests. Students also reported greater motivation, interest, and self-confidence, while teachers observed a more active, engaging, and less stressful classroom environment. However, the

researchers emphasized that successful implementation requires careful planning and classroom management. Similarly, Ho et al. (2020) compared traditional instruction with a game-based learning approach at Tra Vinh University and found that only the experimental group demonstrated significant improvement in speaking performance. Students further reported that games increased their motivation, reduced boredom and anxiety, and encouraged them to communicate more confidently. Together, these findings indicate that gamification not only improves language proficiency but also creates a more supportive and engaging learning environment.

The effectiveness of role-play as a communicative teaching strategy has also been widely recognized. Consistent with the findings of Safitri and Oktaviani (2020), Tari and Safitri (2023), Safitri and Tari (2022), Togimin and Jaafar (2020) found that role-play activities improved students' speaking skills, particularly in terms of fluency, contextual appropriateness, and interactive communication. The study also revealed that role-play helped students express ideas, maintain conversations, and communicate more confidently, while instructional supports such as key cards assisted learners in organizing their responses. In line with these findings, Idham et al. (2022) reported that role-playing techniques significantly improved university students' speaking achievement compared with the grammar-translation method. Their findings indicated that role play encouraged students' participation, increased confidence, and enhanced their ability to communicate effectively in English.

Beyond classroom-based activities, social media has emerged as an important resource for English language learning. Anwas et al. (2020) found a positive relationship between students' exposure to English-language content on platforms such as Instagram, YouTube, Twitter, and WhatsApp and their English proficiency, particularly in speaking and reading. Although many students primarily used social media for entertainment, those who frequently accessed English-language content demonstrated stronger language skills. The study also noted that learners were largely self-directed, highlighting the need for greater teacher guidance to maximize educational benefits. Similarly, Al Arif (2019) identified Instagram, YouTube, and Facebook as the most commonly used platforms for English language learning, with Instagram emerging as the preferred platform because of its visual and interactive features. Students reported that social media supported various learning activities, enhanced motivation, and improved multiple language skills, including speaking, listening, reading, writing, vocabulary, and grammar. These findings reinforce the argument that social media offers flexible, authentic, and engaging opportunities for language development both inside and outside the classroom.

The reviewed studies consistently demonstrate that interactive teaching strategies, including gamification, role-play, and social media, significantly improve students' speaking proficiency, communicative competence, motivation, and classroom participation. While games and role-play provide structured opportunities to practice English in meaningful and profession-oriented contexts, social media extends learning beyond the classroom by exposing students to authentic language use and encouraging autonomous learning. Despite their different approaches, these strategies share a common emphasis on active learner participation and meaningful communication. However, the literature also suggests that effective implementation depends on thoughtful instructional design and appropriate teacher support. These findings provide a strong theoretical and empirical foundation for integrating interactive, learner-centered approaches into English language teaching, particularly in vocational and hospitality education.

Despite the positive findings reported in previous studies, most research has examined gamification, role-play, and social media as separate instructional strategies or in limited combinations. Previous studies have reported that games increase students' motivation, engagement, and speaking performance; role-play enhances speaking confidence and communicative competence; and social media provides authentic language input that supports English language learning. Although these approaches have demonstrated positive effects on different aspects of English learning, little research has explored how they can be systematically integrated into a single instructional framework that guides students from language exposure to meaningful workplace communication. Existing studies have mainly evaluated the effectiveness of individual teaching techniques rather than proposing a structured pedagogical model for hospitality English learning. Furthermore, there is limited guidance on how these complementary strategies can be implemented as a coherent instructional process that prepares students for authentic workplace communication. In hospitality education, students need not only language knowledge but also opportunities to gradually develop their communication skills through authentic input, guided practice, and workplace-oriented learning experiences. Therefore, there is still a need for an integrated

instructional framework that systematically supports the development of English communication skills in hospitality education.

To address this gap, the present study proposes the S.P.A.R.K. model (Social Media Videos, Play through Online and Offline Games, Active Role Play, Realistic Scenarios, and Knowledge Building) as an integrated instructional framework for hospitality English learning. Rather than introducing entirely new teaching techniques, the innovation of the S.P.A.R.K. model lies in systematically integrating evidence-based instructional strategies into a structured learning process. Each component serves a specific pedagogical purpose. When appropriate hospitality-related social media content is available, social media videos provide authentic language input and expose students to real-life English expressions used in professional settings. Online and offline games reinforce vocabulary and key expressions while increasing students' motivation and active engagement. Role-play allows students to practice communication in guided interactions, whereas realistic scenarios enable them to apply their language skills in authentic Food and Beverage Service situations. Knowledge-building activities are incorporated throughout the learning process to strengthen students' understanding and support the transfer of knowledge to new communicative contexts. By systematically connecting these complementary strategies, the S.P.A.R.K. model extends existing research beyond evaluating individual teaching techniques and proposes an integrated pedagogical framework specifically designed for hospitality English learning in Food and Beverage Service education. The model contributes theoretically by demonstrating how interactive instructional strategies can function as a coherent learning framework rather than as isolated classroom activities. Practically, it provides English teachers with a structured and adaptable approach for developing students' speaking competence, communicative confidence, engagement, and workplace readiness.

RESEARCH METHOD

This study employed a descriptive qualitative research design supported by quantitative methods to evaluate the effectiveness of the S.P.A.R.K. model in enhancing English communication skills, specifically within the Food and Beverage (F&B) Service sector. The S.P.A.R.K. model encompasses Social Media Videos, Play (including both online and offline games), Active Role Play, Realistic Scenarios, and Knowledge Building, implemented across a 16-session instructional intervention over six months. The study's participants were first-year Diploma I students enrolled in the Food and Beverage Service program at Akademi Komunitas Manajemen Perhotelan Indonesia. A total of 12 students participated in the study. All participants had previously completed general English courses, yet exhibited low to moderate levels of speaking confidence and fluency as evidenced by initial classroom observations and entry-level assessments.

Three main instruments were employed for data collection:

1. Speaking Performance Tests, administered at the beginning and end of the program, were used to measure improvements in fluency and communication competence. The test assessed vocabulary usage, fluency, pronunciation, grammar, body language, and contextual appropriateness in hospitality-related scenarios, and was evaluated using a standardized speaking rubric.
2. A structured questionnaire, distributed at the end of the intervention, gathered students' perceptions of the teaching strategies. It included Likert-scale items and open-ended questions addressing student engagement, motivation, perceived fluency development, and feedback on each component of the S.P.A.R.K. model.
3. Informal observations and teacher reflection logs were maintained throughout the intervention to monitor student participation, engagement, and classroom dynamics, particularly during role-plays, games, and scenario-based activities.

   Each session lasted approximately 1 hour and 35 minutes and was carefully aligned with hospitality-related themes (Food and Beverage Service), ensuring systematic application of the S.P.A.R.K. model across the instructional period.

RESEARCH FINDINGS AND DISCUSSION

Research Findings

Table 1. Closed-Ended Questions

No.	Closed-Ended Questions	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
1	I feel more enthusiastic about learning English through online games.	83.3%		16,7%		
2	Online games make it easier for me to understand the context of using English in real-life situations.	58.3%	33.3%	8.3%		
3	I feel more excited and focused when learning English through online games compared to traditional methods.	50%	33.3%	16,7%		
4	I feel more motivated to learn when there are competitive elements (e.g., points or a leaderboard).	75%	16,7%	8.3%		
5	I feel more motivated to learn English when I can see my progress directly in the game (e.g., through levels achieved).	91.7%	8.3%			
6	Offline games help me stay focused during English learning sessions.	50%	33.3%	8.3%		8.3%
7	Offline games provide more opportunities for speaking English during lessons.	50%	33.3%	8.3%	8.3%	
8	Offline games help me understand sentence structures and everyday expressions in English.	58.3%	41.7%			
9	Videos from TikTok/YouTube make learning more enjoyable and relevant.	66.7%	16.7%	16.7%		
10	TikTok/YouTube videos provide English conversation examples that are easy for me to understand.	66.7%	16.7%	8.3%	8.3%	
11	I feel that TikTok/YouTube videos provide new insights into communicating in English.	66.7%	25%	8.3%		
12	Online games help me understand topics like time, prices, or other simple expressions.	83.3%	16.7%			
13	Role-plays (acting as guests and staff) allow me to practice what I've learned in the games.	66.7%	33.3%			
14	I find learning through TikTok/YouTube videos effective in improving my listening skills.	75%	25%			
15	Learning through TikTok/YouTube videos helps me better understand conversations in daily situations.	58.3%	25%	16.7%		
16	Role-play (acting as guests and staff) helps me become more confident in speaking English.	58.3%	33.3%	8.3%		

17	After playing games (online/offline), I find it easier to construct sentences when speaking.	58.3%	33.3%	8.3%	
18	I can use simple expressions learned in games during role-plays.	66.7%	16.7%	16.7%	
19	I find it easier to understand and talk about specific topics (such as time, price) after using gamification in learning.	58.3%	25%	16.7%	
20	I become more active in asking or answering questions during lessons that use games or social media videos.	50%	16.7%	33.3%	
21	This activity makes me feel directly involved in the learning process.	41.7%	25%	33.3%	
22	I feel more connected with my classmates during lessons that use gamification (games).	75%	16.7%	8.3%	
23	I prefer online games over offline games in this learning experience.	33.3%	33.3%	33.3%	
24	I enjoy both online and offline games in English learning activities.	75%	8.3%	16.7%	
25	Learning with gamification elements is more engaging than traditional methods.	33.3%	16.7%	41.7%	8.3%
26	I would like to use this approach more often in English lessons.	50%	25%	25%	
27	If given a choice, I would prefer to learn English through online games, offline games, or TikTok/YouTube videos rather than through conventional teaching methods.	50%	16.7%	33.3%	

The results of the closed-ended questionnaire indicate that students generally held positive perceptions of the S.P.A.R.K. model, which integrates online games, offline games, social media videos, and role-play activities into English language instruction. Most respondents either agreed or strongly agreed that these interactive learning strategies enhanced their motivation, engagement, confidence, and opportunities to practice English in meaningful contexts.

Online gamification received particularly positive responses. A large majority of students (83.3%) strongly agreed that they felt more enthusiastic about learning English through online games, while the remaining 16.7% expressed a neutral opinion. Likewise, 91.7% strongly agreed and 8.3% agreed that seeing their progress through game elements such as levels increased their motivation to learn English. Competitive features, including points and leaderboards, also positively influenced motivation, with 75% strongly agreeing and 16.7% agreeing. Furthermore, 83.3% of students strongly agreed and 33.3% agreed that online games helped them understand how English is used in real-life situations, while 83.3% felt more excited and focused when learning through online games than through traditional methods. In addition, all respondents (100%) agreed that online games helped them understand practical topics such as telling time, discussing prices, and using other everyday expressions.

Offline games also received favorable responses. 50% of students strongly agreed, and 33.3% agreed that offline games helped them stay focused during English lessons and provided more opportunities to speak English in class. More notably, all respondents (100%) agreed that offline games helped them understand sentence structures and everyday English expressions. This feedback indicates that offline games enhance online gamification by fostering face-to-face interaction and encouraging collaborative language use in the classroom.

Students also responded positively to the use of TikTok and YouTube videos as authentic learning resources. 66.7% of students strongly agreed, and 16.7% agreed that these videos made learning more enjoyable and relevant, while the same percentage believed that the videos provided

English conversation examples that were easy to understand. Furthermore, 91.7% agreed that the videos offered new insights into communicating in English, and all respondents (100%) perceived them as effective in improving their listening skills. Additionally, 83.3% reported that social media videos helped them better understand conversations in everyday situations. These findings suggest that TikTok and YouTube videos provide authentic English examples that help students learn how English is used in real-life conversations.

Role-play activities were also viewed positively by the students. All respondents (100%) agreed that role-play gave them the opportunity to practice the vocabulary and expressions they had learned through games. In addition, 91.6% agreed that role-play helped them become more confident in speaking English, while 83.4% reported that they were able to use simple expressions learned during game-based activities in role-play sessions. These findings suggest that role-play helps students apply what they have learned in realistic speaking situations and encourages them to use English more confidently.

The questionnaire also revealed positive perceptions regarding the overall learning process. Approximately 91.6% of students agreed that after participating in online and offline games, they found it easier to construct sentences when speaking. Similarly, 83.3% agreed that gamification helped them understand and discuss practical topics more effectively. Around 66.7% agreed that games and social media videos encouraged them to become more active in asking and answering questions during class, while another 33.3% expressed a neutral opinion. Furthermore, 66.7% reported feeling directly involved in the learning process, whereas 33.3% remained neutral. These findings suggest that the interactive learning activities encouraged most students to participate actively in class, although some students felt less involved.

The activities also contributed positively to classroom interaction and collaboration. Approximately 91.7% of respondents agreed that gamified lessons helped them feel more connected with their classmates. In addition, 83.3% indicated that they enjoyed both online and offline games during English learning activities, demonstrating students' appreciation for a combination of digital and face-to-face learning experiences.

Despite these positive perceptions, students' preferences for gamified learning over conventional teaching methods were more varied. While 66.6% preferred online games over offline games, 33.3% expressed a neutral opinion, suggesting that students valued both learning formats. Similarly, 50% agreed or strongly agreed that learning through gamification was more engaging than traditional teaching methods, whereas 41.7% remained neutral and 8.3% disagreed. Finally, 75% indicated that they would like to use the S.P.A.R.K. approach more frequently in future English lessons, and 66.7% preferred learning English through games and social media rather than through conventional teaching methods, while 33.3% remained neutral.

The findings show that students had positive views of using online games, offline games, social media videos, and role-play in learning English. These activities gave students more opportunities to practice English, helped build their confidence in speaking, encouraged active class participation, and supported learning with their classmates. Although some students were neutral about whether gamification is better than traditional teaching, the overall results suggest that combining these strategies can create a more engaging, student-centered, and communicative learning environment, especially for students preparing for careers in the Food and Beverage Service industry.

Table 2. Open-Ended Questions

No.	Opened-Ended Questions	Students' Responses
1	What did you enjoy the most about the online games?	Students expressed overwhelmingly positive perceptions of online games as a tool for enhancing English language learning. A prominent theme was increased engagement and motivation, with many participants stating that the games made learning more fun, dynamic, and less monotonous compared to traditional methods. The interactive nature of the games was particularly appreciated, as it allowed for active participation and real-time feedback. Several students highlighted the gamified progress-tracking features, such as levels and scores, as beneficial in providing a clear sense of achievement and helping them monitor their own improvement. This aligns with motivation

		theories in educational psychology, which suggest that visible progress can reinforce learner confidence and persistence. Another key benefit noted was the effectiveness of games in improving comprehension, especially in practical contexts like asking for prices, understanding instructions, and engaging in service-related conversations. Students also found role-based simulations, such as acting as staff or guests in hospitality scenarios, both enjoyable and valuable for real-world language application. Additionally, learners mentioned that the audio-visual elements of the games supported their listening skills and made complex material more accessible. The use of TikTok and YouTube videos within the games further enhanced the relevance and relatability of the language, contributing to better contextual understanding.
2	What have you learned or understood better through online games?	Students highlighted that learning through games helped them understand things faster than traditional methods. The quick feedback and the clear, visual tasks in online games made it easier for them to learn and remember new words and expressions. This supports research showing that game-based learning helps the brain process and remember information through fun and repeated practice. Students also found that interactive games like Kahoot, Quizizz, Wordwall.net, and educaplay helped them use English in real-life situations. For example, practicing conversations such as a waiter talking to a guest helped them not only remember the right phrases but also understand how to act in hospitality settings. Some students also mentioned that games made them think carefully to win or finish tasks.
3	Do you feel more motivated to speak English after participating in online games?	Students consistently expressed that participating in online games during English lessons significantly boosted their motivation to speak the language. Several respondents reported increased confidence and willingness to engage in conversation, particularly in interactive settings such as role-plays simulating real-life hospitality scenarios (e.g., staff and guest interactions). These activities helped students apply appropriate expressions and practice fluency in a contextualized and meaningful way. Engaging in games with classmates fostered a supportive environment where students felt more comfortable. One student remarked that after playing games and even winning a top rank, they began to joke around in English with friends, reflecting not only confidence but also enjoyment in language use. Additionally, students highlighted that learning through games made it less intimidating and more enjoyable, allowing them to focus on it without the pressure of formal assessment.
4	What challenges are faced during game-based English learning, and how do students overcome them?	Students encountered several challenges while participating in the English learning games. Some of the main difficulties included limited English vocabulary, difficulty understanding questions, and trouble with pronunciation. To overcome these issues, students reported reviewing their notes, practicing repeatedly, and studying outside of class. Technical problems, such as unstable internet connections, also made it hard for some students to participate, especially

		when relying on campus Wi-Fi. One student solved this by using mobile data. Time pressure during certain games also made it difficult for some to concentrate. In terms of motivation, a few students felt lazy when making videos or completing tasks, but they pushed through by reminding themselves of the importance of doing well in class. Some also felt nervous or distracted, but managed to stay calm and focused. Interestingly, one student felt that the games were too easy and faced no challenge. Overall, while the students experienced various obstacles, they showed good effort in overcoming them, which shows the potential of game-based learning to build not only language skills but also motivation and independence.
5	What material was the easiest for you to understand after playing offline games?	Following the use of offline games in English learning, students reported that certain materials became significantly easier to understand. Topics related to telling time were frequently mentioned as the most accessible. Role-playing activities as restaurant staff and guests also helped students grasp practical communication skills more quickly and naturally. One game, BINGO, was highlighted as an enjoyable way to learn how to promote food items, while others found it easier to understand menu-related vocabulary, room service interactions, and taking customer orders through listening-based games. Several students noted that the teacher's clear and engaging instruction style also contributed to better comprehension. Additionally, offline games were said to improve concentration and support the development of critical thinking skills. However, one student admitted finding none of the materials easy, indicating some variation in individual learning experiences. Overall, offline games appeared to enhance students' understanding of contextual English used in hospitality settings.
6	What were the challenges or obstacles in using offline games?	Students reported a variety of challenges when engaging with offline games. Some expressed initial confusion in understanding the rules or instructions of certain games, especially when they were not clearly explained. Others mentioned difficulties in memorizing vocabulary or forming English sentences during the activity, leading to hesitation. A few students highlighted personal barriers such as low confidence, nervousness, or limited fluency in English, which made speaking tasks more challenging. Physical issues, such as poor eyesight, also affected participation for some learners, especially in activities requiring visual focus, like reading from the board. However, several students noted that they faced no significant difficulties and found the offline games manageable and engaging.
7	What differences did you feel between offline and online games in terms of engagement or understanding the material?	Students expressed varying experiences regarding the use of online and offline games in their English learning. A majority found online games easier to understand, citing clearer content delivery and greater accessibility, especially for those who had visual limitations or preferred screen-based interaction. Several students mentioned that online games boosted their confidence in speaking English, particularly when engaging in guest-staff role plays. However, others highlighted the strengths of offline games, particularly in encouraging direct interaction and real-time

		practice, which they felt helped them understand materials more effectively. Some noted that offline games supported immediate application of knowledge through physical role-play and text-based activities, which enhanced comprehension. Despite the benefits, a few students admitted to feeling less confident or more burdened during offline sessions, particularly due to the need for face-to-face engagement. Overall, while online games were generally perceived as more accessible and easier to follow, offline games were valued for promoting deeper practice and engagement in real-life scenarios.
8	Do you feel more prepared to speak after playing offline games? Please explain.	The majority of students reported feeling more prepared to speak English after participating in offline games. They attributed this to the direct, hands-on nature of the activities, which provided immediate practice and contextual understanding. Offline games were noted to build speaking confidence, reinforce vocabulary, and enhance comprehension through interactive tasks such as role-playing and guided dialogues. Several students highlighted that offline games offered real-time opportunities to speak, which helped them better understand how to use English appropriately and correctly. Others felt that the structured explanations and support provided by the instructor during these sessions increased their readiness to speak. However, a few students expressed lingering nervousness or a preference for online games, citing feelings of anxiety when speaking in front of others. Nonetheless, most agreed that offline games played a significant role in preparing them to communicate more confidently in English.
9	Which part of the TikTok/YouTube videos helped you most in understanding English (e.g., daily expressions, intonation, or pronunciation)?	Most students reported that daily expressions were the most helpful aspect of the TikTok and YouTube videos, as these provided practical examples of how English is used in everyday situations. Additionally, several students highlighted the pronunciation of words and intonation as beneficial elements that improved their listening and speaking accuracy. A few responses also mentioned that the use of music in videos made language learning more engaging and easier to remember.
10	Describe your experience using TikTok/YouTube videos to improve your listening skills.	Students reported that short-form TikTok and YouTube videos were particularly effective in improving their English listening skills. The concise and engaging nature of the content made it easier for them to understand and retain daily expressions and conversational phrases. Many students noted that these videos helped enhance their pronunciation and speaking fluency by exposing them to natural, real-life dialogue. Additionally, the videos made learning enjoyable and accessible, contributing to increased motivation and confidence in listening to English.
11	Does watching videos make you more motivated to practice speaking English? If yes, how do these videos encourage you?	The majority of students expressed that watching videos—particularly those on TikTok and YouTube, positively influenced their motivation to practice speaking English. Many stated that the videos made them feel more confident and inspired to speak due to the relatable and engaging content, including commonly used phrases, clear pronunciation, and repetition. Several students also highlighted the motivational effect of appealing visuals, and

		the simplicity of expressions used in the videos. These elements made the learning process enjoyable and encouraged regular speaking practice. However, a small number of students indicated that the videos had minimal impact on their speaking motivation.
12	Did you experience any difficulties in understanding the language or context used in the videos?	Responses varied among students regarding difficulties in understanding the language or context in the videos. Some students reported facing challenges with certain sentences or phrases, indicating occasional struggles with vocabulary or context. A few mentioned minor difficulties but noted that these did not significantly hinder their overall comprehension. Conversely, several students reported no difficulties at all, expressing that the videos were clear and easy to understand. This suggests that while some learners may need additional support with complex language elements, the videos generally provided accessible content for most participants.
13	Overall, which do you think is more effective for learning English: online games, offline games, TikTok/YouTube videos, or all of them?	The majority of students expressed that all methods online games, offline games, and TikTok/YouTube videos—are effective for learning English. Many participants highlighted that combining these approaches offers a more engaging and comprehensive learning experience. Some students favored online games for their interactive features, while others appreciated offline games for direct practice and real-life role-playing. A few specifically mentioned videos as helpful for improving listening and pronunciation skills. Overall, students recognized the complementary benefits of each method and recommended an integrated approach to maximize language learning outcomes.
14	Do you feel more engaged in learning English when using online games, offline games, or TikTok/YouTube videos?	Most students reported feeling more engaged during English learning activities that involved online games, offline games, and TikTok/YouTube videos. Many emphasized that each method contributed uniquely to their engagement, online games offered interactive challenges, offline games provided direct social interaction, and videos made learning enjoyable and relevant. Several students noted that using all three tools together enhanced their overall motivation and participation. However, a small number of students felt less engaged with certain methods, indicating preferences vary individually. Overall, the use of multimedia and gamified learning strategies positively impacted student involvement in English learning.
15	Is there a significant change in confidence or speaking ability after using online games, offline games, or social media videos?	Most students reported experiencing noticeable improvements in their confidence and speaking abilities after engaging with online games, offline games, and social media videos. Several respondents mentioned feeling more self-assured and motivated to speak English, attributing this to the interactive and practical nature of the learning tools. Although a few students noted only slight improvements, the overall consensus indicated that these methods positively influenced their willingness and ability to communicate in English. This suggests that incorporating gamification and multimedia resources effectively supports the development of speaking skills and learner confidence.

The feedback from students shows a highly positive view of using online games, offline games, and social media videos (like TikTok and YouTube) in English language learning. A key theme that

emerged was the boost in student engagement. Many participants found these tools more enjoyable and dynamic compared to traditional methods. Online games, in particular, received praise for their interactive features, such as scoring systems and progress tracking, which provided students with a tangible sense of achievement. Offline games also played a significant role, offering real-time interactions and collaborative activities that enhanced students' engagement with the learning material.

Regarding comprehension, students reported that games helped them understand practical vocabulary and everyday expressions more effectively. They highlighted topics such as ordering food, telling time, handling room service, dealing with complaints, making reservations, giving restaurant information, and handling payments as situations where games provided valuable language practice. Online platforms such as Kahoot, Quizizz, Educaplay, and Wordwall were particularly effective in reinforcing vocabulary and sentence structures. In addition, offline role-play activities, such as restaurant service simulations, allowed students to apply what they had learned in realistic situations. This practical approach made the learning materials easier to understand, remember, and use in real-life communication.

In addition to improving students' understanding of English, multimedia resources also supported the development of their listening and pronunciation skills. Many students reported that TikTok and YouTube videos helped them understand everyday English expressions and imitate natural pronunciation and intonation. They also found the videos enjoyable, easy to access, and relevant to their daily lives, which increased both their interest and motivation to learn. Furthermore, the videos helped students understand the lessons more easily, exposed them to authentic English conversations, and gave them repeated opportunities to hear useful language in meaningful contexts.

This improved understanding of English also helped students feel more prepared to use the language during speaking activities. Speaking confidence emerged as another important benefit of combining games, videos, and role-play. Students felt that role-play activities provided a comfortable and supportive environment where they could practice speaking English without feeling too much pressure. Many students reported feeling more confident after participating in these activities.

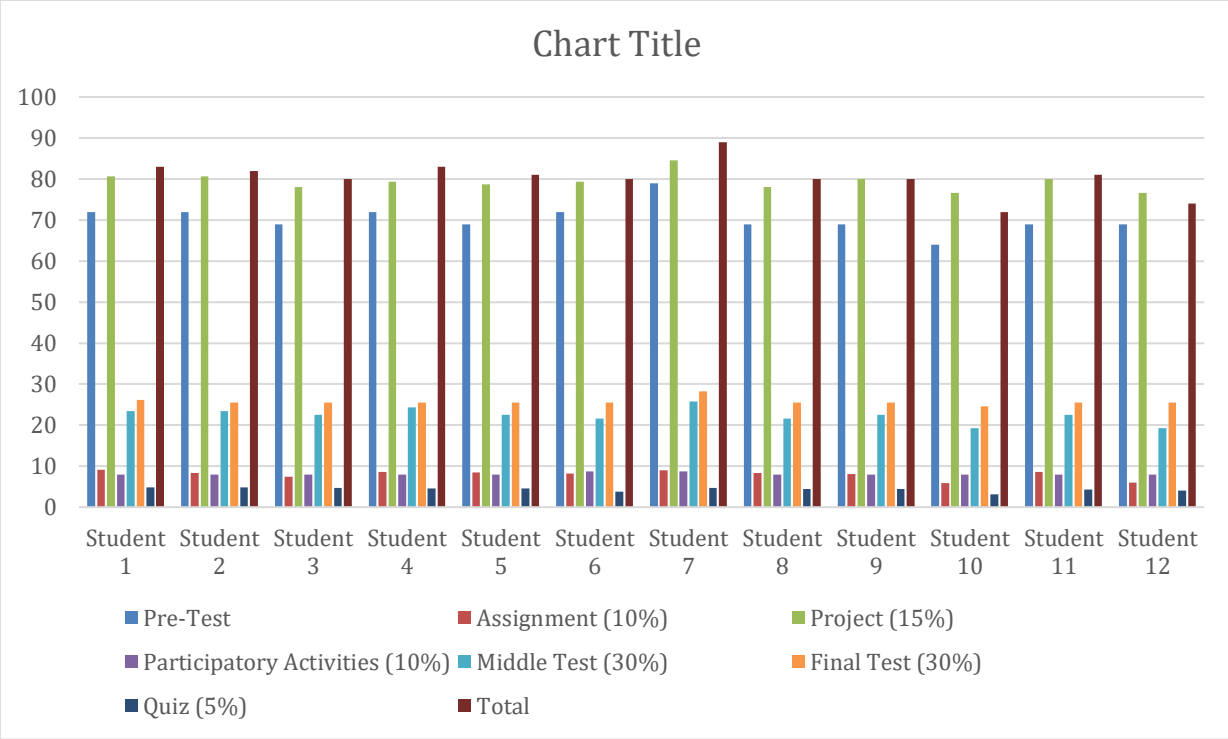
Besides improving language skills, these interactive activities also had a positive effect on students' motivation and classroom participation. Games and social media videos made the lessons more enjoyable, interesting, and easier to follow. Students were motivated by the progress they could see while playing games, and the authentic examples in the videos encouraged them to continue practicing English both inside and outside the classroom. Although some students experienced challenges such as limited vocabulary, internet connection problems, or a lack of confidence, many continued to participate actively throughout the learning process.

These positive learning experiences also influenced students' overall views of the S.P.A.R.K. approach. Most students appreciated the combination of online games, offline games, videos, and role-play because each activity supported a different aspect of their learning. Some preferred online games because they were easy to use and provided immediate feedback, while others enjoyed offline games because they encouraged direct interaction with classmates. Role-play was especially valued because it allowed students to practice vocabulary and expressions in realistic situations, such as serving guests or communicating with customers in Food and Beverage Service. Meanwhile, TikTok and YouTube videos helped students improve their listening skills, pronunciation, and understanding of everyday English. Together, these activities created a varied and enjoyable learning experience that supported different learning preferences.

The students' responses suggest that each component of the S.P.A.R.K. model complements the others in supporting English language learning. The combination of online games, offline games, social media videos, and role-play created an engaging and supportive learning environment where students could develop both their language knowledge and communication skills.

In conclusion, the findings indicate that the S.P.A.R.K. model is an effective approach for teaching English in Food and Beverage Service. By combining gamification, authentic multimedia resources, and role-play, the model helped students improve their understanding of English, build confidence in speaking, increase motivation, and participate more actively in class. The integration of these interactive strategies also provided meaningful opportunities for students to practice English in realistic hospitality situations, preparing them for future workplace communication.

Table 3. Final Grades of Students in the Course English for Food and Beverage Service



The analysis of the final scores from the English for Food and Beverage Service course reveals that overall student performance was satisfactory, with most students achieving total scores between 72 and 89. The class average stood at around 80.42, indicating that the majority of students demonstrated a solid understanding of the course content.

The highest final score was 89, reflecting excellent performance across all assessment components, particularly the Final Test and Project. Several other students also achieved high final scores of 82 or above, demonstrating consistent effort, active participation, and strong academic performance throughout the semester. In addition, most students obtained scores between 80 and 81, indicating steady progress and balanced achievement across classroom participation, assignments, projects, and examinations. These results suggest that the majority of students were able to develop the English communication skills required for Food and Beverage Service. Only a small number of students obtained scores below the class average, with the lowest final scores being 74 and 72. Although these were the lowest scores in the class, they still fall within the satisfactory performance category, indicating that all students successfully met the minimum course requirements. This suggests that some students may benefit from additional guidance or early academic support to strengthen their language skills and improve their overall performance.

When individual assessment components were examined, students generally performed well in classroom participation, with most participation scores ranging from 7.90 to 8.70 out of 10. These results indicate active involvement in classroom activities such as games, role-play, discussions, and other interactive learning tasks. Project scores showed some variability, with the highest reaching 84.50 and the lowest at 76.67, suggesting that while most students completed their tasks successfully, a few may have faced difficulties in execution or understanding the objectives. The Mid-Term Test and Final Test, each worth 30% of the final grade, had the greatest impact on students' overall scores. Students who performed well in these tests generally achieved higher final grades, showing the importance of understanding the course content. The results also show that students benefited from performing consistently across different types of assessments, including participation, assignments, projects, and tests.

Discussion

The findings of this study indicate that the S.P.A.R.K. model integrating online games, offline games, social media videos, role play, and continuous knowledge building, provides a positive learning experience for students in the English for Food and Beverage Service course. Students perceive the S.P.A.R.K model as motivating, engaging, and helpful for developing their English communication skills. These positive perceptions were also reflected in students' satisfactory academic performance, with the class achieving an average final score of 80.42 and all students successfully meeting the course learning outcomes.

The findings are consistent with previous studies highlighting the benefits of gamification in English language learning. Tari and Safitri (2023), Safitri and Tari (2022), Safitri and Tari (2024), reported that gamification increased students' motivation, classroom participation, and speaking skills in hospitality education. Similarly, Dewi et al. (2017) and Ho et al. (2020) found that game-based learning improved students' motivation, reduced anxiety, and encouraged active classroom participation. The present study supports these findings, as students reported that online and offline games made learning more enjoyable, increased their motivation, and helped them understand practical English expressions used in Food and Beverage Service. Unlike previous studies that mainly focused on a single type of gamification, this study combines online and offline games to provide complementary learning experiences. Online games offer immediate feedback, competition, and progress tracking, whereas offline games encourage face-to-face interaction, collaboration, and oral communication.

The findings also support previous research on the effectiveness of role-play in improving students' speaking skills and communicative competence. Safitri and Oktaviani (2020), Tari and Safitri (2023), Safitri and Tari (2022), Idham et al. (2022), and Togimin and Jaafar (2020) found that role-play increased students' confidence, fluency, and ability to communicate in real-life situations. Similarly, this study found that students viewed role-play as a chance to apply vocabulary and expressions learned through games in authentic hospitality contexts. Activities such as taking orders, explaining menus, handling customer complaints, processing payments, and interacting with guests enabled students to move beyond memorizing language forms and practice using English in contexts that closely reflect their future work environments.

The positive responses toward TikTok and YouTube videos are also consistent with earlier studies on the educational value of social media. Safitri and Tari (2025), Al Arif (2019), and Anwas et al. (2020) reported that social media provides authentic language exposure that enhances students' motivation, vocabulary, listening skills, pronunciation, and speaking confidence. The study builds on previous research by using social media videos as part of the S.P.A.R.K model instead of using them on their own.

One of the main findings of this study is that students responded positively not only to each learning activity but also to the way all the activities were connected in the S.P.A.R.K. model. Previous studies have often examined gamification, role-play, or social media as separate teaching methods. In contrast, this study shows that combining these methods into one learning process can better support language learning. Students first received authentic listening input through social media videos, then reinforced their learning through online and offline games, and finally used the language in role-play activities based on real-life situations. This learning sequence helped students improve both receptive skills, such as listening and vocabulary, and productive skills, especially speaking, in a meaningful and organized way.

Students' academic performance further supports these positive perceptions. Although questionnaire responses mainly reflected students' views on the learning process, their satisfactory final scores indicate that they were generally able to meet the intended learning outcomes. The consistent performance across classroom participation, assignments, projects, and exams suggests that the S.P.A.R.K. model effectively fostered both student engagement and their understanding of English for Food and Beverage Service.

However, this study involved students from only one university. Future research should examine the S.P.A.R.K. model with larger and more diverse groups of students from different universities to determine whether the findings can be applied more broadly. Future studies could also test the model with learners of different English proficiency levels, age groups, or academic disciplines to examine its effectiveness in different learning contexts.

CONCLUSION

The S.P.A.R.K. model, featuring Social media videos, Play online and offline games, Active Role Play, Realistic Scenarios, and Knowledge Building, has emerged as an effective and engaging framework for improving English communication skills among vocational students in the Food and Beverage Service sector. The study found modest improvements in students' fluency over the short duration of the intervention. In addition, students demonstrated increased confidence, motivation, and active participation.

Gamified activities and social media content created a vibrant learning environment that resonated with digital-native learners, making lessons more relatable and enjoyable. Role-play stood out as the most essential element, bridging the gap between passive learning and active language use by enabling students to practice vocabulary and expressions in real-life service situations. Many students reported that these performance-based practices not only helped them recall language more effectively but also eased their anxiety about speaking in English. Using a mix of online and offline games, along with influencer-driven media content, fostered a learner-centered atmosphere where students felt comfortable experimenting with language in a supportive and interactive context. This multimodal approach promoted autonomous learning, encouraged peer collaboration, and facilitated deeper engagement with course material. Furthermore, the overall academic performance showed that students could meet the learning objectives and demonstrate proficiency in key communication scenarios relevant to the hospitality industry.

However, the study also pointed out the importance of extended practice time and ongoing support for students with lower initial proficiency levels. Future implementations of the S.P.A.R.K. model should incorporate more targeted feedback, personalized scaffolding, and possibly blended learning strategies to maximize fluency development.

In conclusion, the S.P.A.R.K. model presents a promising alternative to traditional English for Specific Purposes (ESP) instruction by making learning more experiential, participatory, and closely aligned with real-world industry needs. Integrating this model into hospitality education can better equip students for the communicative demands of the workplace and support their long-term professional success.

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