

# Implementation of Blended Learning in Teaching English for Hospitality

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**Abstract.** This study aims to describe the results of the implementation of Blended Learning in learning English for hospitality and to determine student perceptions of the Blended Learning. This research was conducted at Bali Cristal College as one of the tourism, hospitality and cruise ship training institutions. The research subject is the researcher himself. The data of this research are activities in the teaching and learning process with the Blended Learning in English for hospitality and students' perceptions of the learning process. The results of this study indicate that 1) Students and teachers were actively involved in the face-to-face learning process and online learning. The intensity of interaction was very good. However, there was an imbalance between the quality of interaction between students and their classmates, where the quality of interaction that occurs was not focused on discussing material discussions or lesson theory. Students only discuss the technical implementation of learning. 2) Students have a positive perception of blended learning model learning. Students were satisfied with the face-to-face learning process and online learning. Students can maximize online learning to improve their ability to master the material and practice it during face-to-face learning. Students felt more confident to practice English for hospitality in job simulations such as in the industrial world. In the implementation of balanced learning there were still some obstacles that must be overcome. The obstacles were regarding internet connections were not optimal, mobile devices were not qualified and the lack of computer facilities to support the blended learning process.

**Keywords:** Blended Learning, English, Hospitality.

## 1 Introduction

The improvement of data and communication innovation within the 21st century has had an effect on the world of education in Indonesia, particularly within the learning prepare. The adjustment of a modern ordinary life after the Covid-19 widespread, this makes confront to

confront learning cannot be carried out optimally. One indication of this marvel may be a move within the learning handle where intuitive between instructors and students are not as it were carried out through face-to-face relationships but also through online-based communication media. The learning demonstrate that's progressively well known nowadays is Blended learning, which could be a learning show that combines confront to confront learning within the classroom with online learning.

Blended Learning is a learning approach that combines the advantages of face-to-face learning and online learning. In face-to-face learning, students can meet directly with the teacher. Therefore, social interaction can still occur in the classroom where students still need guidance in the learning process [1]. In offline learning, students can interact directly with teachers and classmates. So, the students get direct feedback in the learning process in class. Whereas online learning offers adaptable time learning where learning can be gotten to anytime and anyplace [2]. [3] moreover included that the fabric in online learning can be gotten to as frequently as conceivable in the event that something is overlooked and has not been caught on.

The learning and preparing prepare, particularly at Bali Crystal College where understudies are centered on preparing neighborliness abilities and acing English for neighborliness as a standard based on the SKKNI which must be accomplished as the most key in preparing themselves to compete within the world of work and the neighborliness industry. In the learning process, students conduct face-to-face learning once a week only in English for friendliness, each meeting in class is given 90 minutes. This is considered less effective when coupled with online learning, where flexible online learning can increase the duration of student learning which can not only be done in class but is also fun and enjoyable. As explained by Akkoyunlu and Soylu [2] that in offline learning, students can interact directly with teachers and classmates. Online learning offers adaptable learning time where learning can be gotten anytime and anyplace. [3] too included that the fabric in online learning can be as visit as conceivable on the off chance that something is gotten to and has not been come to.

The application of Blended Learning model in the learning process was important in terms of the benefits. A study on the implementation of Blended Learning conducted by Rovai and Jordan (2004) showed that learning with Blended Learning produces greater enthusiasm for learning than learning that only uses traditional models and e-learning only. In addition, think about the impact of learning utilizing the Blended learning show was too carried out by Sjukur [4]. This considers appeared that there was an increment in understudy inspiration and learning results due to the usage of Blended learning.

Blended learning model is very innovative and relevant that used at this time, where students are already fluent in the use of technology and the internet which are expected to support learning process. The increasing of students' interest to continue their studies in tourism and hospitality college. As tourism and hospitality training institution, Bali Crystal College implements blended learning as a learning model which is expected to increase student enthusiasm and student learning outcomes, especially in learning English for hospitality. One of the most fundamental things in the world of tourism and hospitality is communication in English as an international language. Students majoring in hospitality are required to be able to communicate well in English. There are four skills in English that must be mastered by students. The four skills are speaking, listening, writing and reading.

Four skills in English must be mastered by students. This aims to make students fluent in communicating in English, especially in the hospitality sector. The implementation of blended learning as a learning model is expected to improve students' skills in English for hospitality lessons. Communication skills are the main key in providing the best service to guests. In the world of hospitality, communication skills using good English will create satisfaction with service to guests. Based on this, this study aims to describe (1) the implementation of Blended Learning in English for hospitality courses and (2) students' perceptions of the implementation of the blended learning model

## **2 Literature Review**

### **2.1 Blended Learning**

As an instructor, we need to improve, adapt and utilize assortment in education so that understudies are fascinated by the learning handle. Blended learning as learning demonstrates that combines confront to confront learning and e-learning, is one of the learning models that can encourage the conveyance of subject matter from instructors to understudies to realize learning goals.

Concurring to Kintu M. J., Zhu, C., & Kagambe, E. [5] Blended learning may be a learning approach that coordinates online and face-to-face learning to create a more compelling learning encounter. With Blended learning, instructors can take advantage of online learning assets in face-to-face learning to pull in students' consideration and offer assistance to them gotten to be more dynamic and successful learners. In line with [6],[7] characterizes Blended learning as an adaptable learning approach that combines face-to-face learning exercises with online learning that permits understudies to trade criticism and reactions together and exclusively in four particular regions, to be specific, learner criticism, learning techniques, elective appraisals either straightforwardly or indirectly. In other words, Blended learning may be a learning process that combines online autonomous learning and face-to-face learning by utilizing media and innovation to supply understudies with a more pleasant and successful learning encounter.

### **2.2 English for Hospitality**

English for hospitality or English utilized within the world of neighborliness is something that must be faced by lodging representatives, particularly those who frequently communicate with lodging visitors, started from the reception, secretary, room attendant, chef, promoting staff, servicer, and a few level directors. According to Blue, G and Harun, M. [8]. The English for Hospitality program is applied English and consists of common expressions for everything that happens in the hospitality industry, including conversational examples that can be used as a language framework. In addition, in this program there are also role-play activities to practice the language framework in real situations.

As the main communication tool used in the hospitality industry, English for Hospitality is something that must be mastered by a hotel worker or prospective hotel worker. To improve skills in English for hospitality there are several course program materials that can be taken. Based on Fauzi, A.R., Suradi. [9]. The following learning materials that can be taken include all of the communication in English used to give a great services to the costumer. English for

hospitality is given according to the needs of the job. it can be said that English for hospitality is learning English that focuses on the use of English as the main communication tool used in the hospitality industry.

### **3 Research Method**

This research belongs to the type of descriptive qualitative and quantitative research using three instruments, namely observation guidelines, interviews, and students perception questionnaires. The subjects in this study were the author himself who taught English for hospitality and 86 Diploma 1 students from Bali Crystal College who took the English for Hospitality training course for the 2022/2023 academic year. From all of the students, there are 95% students are 19 years old and only 5% students are more than 19 years old. There are 67% students are female and 33% students are male. The students are from all of department classes (Front office, Housekeeping, Food & Beverage Service and Culinary).

The instruments of the research were implemented as a tool to collect research data. The first thing the researcher did was observation. In this observation, the writer found that from a total of 86 students, almost 75% of the students had poor English skills. This is very important because almost most of the communication in the tourism and hospitality industry uses English. English is also the initial key for a prospective worker to find work in the interview process. Initial observation activities are the most important activities to determine strategies and learning and training materials that we should provide next. After finding problems about the weak hospitality English skills of students, the researchers carried out learning treatments using balanced learning. where online learning will focus on theory and material, while face-to-face learning will focus on the practice of using English for hospitality. After giving treatment with blended learning, researchers conducted interviews to see the progress of students both in product knowledge and skills in English. After getting the results of the development of students' knowledge and skills, the researchers conducted a survey by distributing questionnaires to students to determine students' perceptions of the implementation of blended learning in the learning process.

The data collected according to the research object, namely: (1) the implementation of blended learning through observation and interviews and (2) students' perceptions of learning through questionnaires. The data was analyzed descriptively.

### **4 Results and Discussion**

#### **4.1 Implementation of Blended Learning**

The implementation of Blended Learning in the English for Hospitality course is carried out starting at the beginning of semester 1 of the 2022/2023 academic year. The minimum score set by the training institution for this course is 95. To achieve the desired target, this semester a schedule is made for 2 meetings in one week. In implementing Blended Learning in the English for Hospitality course, lectures are carried out by combining conventional learning (face to face) and online learning. The details of the implementation of Blended Learning in the English for Hospitality course are as follows:

### **a. Online learning**

At this organization, learning exercises are carried out online. Understudies can take online addresses by getting to English for Neighborliness materials that given in Google Classroom, Youtube recordings, e-books and whatsapp bunch. This fabric is adjusted to the fabric that will be examined in face-to-face sessions. After clarified straightforwardly, the instructor inquires the understudies separately to create point-by-point notes as conceivable with respect to what they have caught on which at that point comes about are talked about in bunches.

In this online learning, the instructor too gave discourse gatherings that included the utilize of internet-based social systems, particularly Facebook bunches and Whatsapp bunches. In addition, e-learning based on Google Classroom is additionally utilized as a address and reply gathering with respect to learning materials. In addition, this highlight is additionally utilized to transfer assignments given by the instructor online. In any case, when seen on Facebook accounts, the intensity of online discourses is still exceptionally moo. This could be seen from a few postings of learning materials given by the educator, as it were a number of understudies reacted to these posts. This can be due to the limitations of arrange association confinements. In addition, the foremost fundamental limitation is related to equipment proprietorship. There are still numerous understudies who did not have the equipment to back online talks. They can as it were utilize the equipment when they were on campus where there are 4 computers that can be utilized by understudies. Whereas in Blended Learning the media needed are very diverse, if the facilities and infrastructure do not support it will make it difficult for students to take part in independent learning via online. Actually, students can use mobile phones to access materials in online learning. But signal network connection problems sometimes hinder access to the internet.

### **b. Face-to-face Learning**

In this process, learning activities are carried out in the classroom. This learning activity was discussed of English for hospitality material that students have learned in online learning. The teacher started this learning process by giving brain storming and asking some questions about the content of the English for hospitality material, so that they give each other feedback on each question. Then the teacher explained the material again. After this process was completed, students discussed some difficult words and the correct pronunciation in English for hospitality. The learning process was continued by practicing a few sentences in English for hospitality and the conversations used hotel guest services. After all, students got the opportunity to practice and do simulation on their English skills in the context of hospitality. In this activity, students seemed very enthusiastic about the learning process. They were actively involved in practical activities and discussions in class. This is because they were ready with the material discussed and practiced in the meeting.

## **4.2 Students Perception**

The quantitative descriptive analysis below used a Linkert Scale calculation. Where the average percentage is used as a categorization reference to conclude the results of data analysis. The following percentage scale as a determining indicator of the results of data analysis from the students' perceptions. A Likert scale assumes that the strength/intensity of an attitude is linear, i.e. on a continuum from strongly agree to strongly disagree, and makes the perceptions can be measured.

According to Sugiyono [10], the first thing to do in calculating the Likert scale for the fifth scale for quantitative data analysis was making a data recap of the frequency (F) of respondents' answers on each scale. After the total frequency per scale is added up, we can find the total score on each scale with the formula:

$$\text{Total Score} = \text{Value Each Scale (1,2,3,4,5)} \times F \text{ (frequency)}$$

So, it will also be used as a percentage value on each scale. Where the total result must show the number 100%.

In finding the mean (%) which will be used as a reference for assessment which will determine which category the pre-service teacher belongs to. First, find the maximum value of the total score on the scale. To find the maximum value, you can use the formula:

$$\text{Maximal Score} = 5 \times \text{Total Respondents} \times \text{Total Items}$$

Meanwhile, to find the mean percentage (%), can use the formula:

$$\text{Mean (\%)} = \text{Total Score} / \text{Max. Score} \times 100$$

Mean (%) is the indicator that showed the pre-service teachers' category. The table below showed that the indicator of categorizations.

**Table 1.** Indicator of Categorize

No.	Percentage (%)	Categorize
1	0% - 20%	Very Poor
2	21% - 40%	Poor
3	41% - 60%	Average
4	61% - 80%	Good
5	81% - 100%	Excellent

*Adapted from Sugiyono [10]*

Students majoring in hospitality gave positive responses to the implementation of Blended Learning in the English for Hospitality course. The recapitulation of student responses to the aspects explored is presented in the following table:

**Table 2.** Students' perception of blended learning implementation

No	Traced Aspect	Percentage	Categorize
1.	Intensity of interaction between students in the learning process	91.1%	Excellent
2.	Intensity of interaction between students and teacher in the learning process	88.7%	Excellent
3.	Quality of interaction between students in learning process	78.5%	Average
4.	Quality of interaction between students and teacher in the learning process	82.4%	Excellent
5.	Students satisfaction of the learning process	96.2%	Excellent
6.	Obstacles in the learning process	52.2%	Average
7.	Effectiveness and achievement of learning objectives	89.7%	Excellent

The table above showed that the implementation of Blended Learning in English for Hospitality subjects can be accepted by students. All students felt that the intensity of interaction between students and their classmates was excellent that showed in the mean score percentage in the table is 91.1%. In learning process of using the Blended Learning model. Students could discuss with each other not only in class, but they can discuss using digital devices they have. Thus, the learning process is not bound by place and time.

In addition, the concentration of interaction between understudies and teachers appeared cruel scoring 88.7%. That was excellent categorized. It happens since the speakers not as it were connected with understudies within the classroom amid learning, but understudies can moreover be associated with teachers through exercises carried out by speakers utilizing advanced gadgets and other online learning exercises. This can be in line with what was expressed by Hameed et al (2008). They uncovered that the utilization of innovation is exceptionally valuable in supporting face-to-face learning exercises where it permits understudies to have more control over the time and put to associated with learning materials.

In the third push of the table, it appeared to rate 78.5% with the average categorization of the quality interaction between understudies. By utilizing the Blended learning show, understudies talk about almost the subject matter in their WhatsApp gather. Online exercises are more utilized by understudies to converse and talk about approximate things related to addressing fabric and details. The quality of interaction in online learning was normally categorized. Most of the students' examined as it were on the off chance that they have issues yielding assignments, course plans, and learning materials. On the off chance that there were any questions or issues within the dialog, there would no one replied and allow their supposition.

In addition, the quality of interaction between the understudy and speaker got a rate 82.4%. It implies amazing. Understudies can more effectively get data from instructors and other sources. Understudies can communicate straightforwardly with the speaker on the off chance that there are issues in learning through online gadgets. Be that as it may, there are still understudies who

say that the quality of interaction with teachers has really diminished since they think the educator ought to give a clarification of the materials they have completely considered in a lesson. Typically an assessment was to extend students' intrigue in online-based independent learning.

Understudies moreover expressed that they delighted in the learning with the Blended learning demonstrate. They are sure in their understanding and fulfilled with the learning that takes after. The cruel score within the table appeared 96.2% with a fabulous categorization. Understudy fulfillment is and largely communicated since this demonstration makes it simpler for understudies to get the learning fabric. They are fulfilled with the presence of learning assets that can be gotten to anytime and anywhere. The learning preparation isn't boring and understudies ought not to hold up for the nearness of the instructor within the classroom to get learning materials since they can interact with instructors or other understudies without being bound by space and time. In common, students gave a positive reaction to this learning show. Usually in line with the discoveries of Demirci [11] who uncovered that Blended learning within the frame of giving homework online gets a positive reaction from understudies.

In this case, there are several technical obstacles in the learning process that sometimes interfere with the smoothness of the blended learning process, especially in the online learning process. Based on student responses, the obstacles in using Blended Learning are average by mean score percentage 52.2%. Their opinion refers to the constraints of internet connection and additional computer facilities. Obstacles in learning will be light if there is an internet connection, mobile device and adequate computer facilities. This is often in line with what was communicated by Syarif [12] that through the Blended learning demonstration, the learning handle will be more compelling since the routine educating and learning prepare will be helped by e-learning learning which in this case stands on the foundation. Data and innovation can be done anytime and anyplace. In this way, if learning utilizing the Blended learning show isn't filled with supporting offices, the usage of this learning will not run easily.

Blended learning has too demonstrated to be successfully connected to learning since of the great vibes that comes from the benefits determined from combining face-to-face learning and online learning. The table of adequacy appeared that the cruel score rate is 89.7% with fabulous categorize. Understudies felt that the learning climate within the classroom is fun. They are spurred to be able to get it the fabric they are learning online so that they can taken after the learning in a lesson with certainty. They can too associated goal with each other to examine the subject matter in online and center more on hone and discussion during face-to-face learning. Usually bolstered by Vaughan [13] expressed that on the off chance that Blended learning can be viably actualized, at that point the potential result that can be gotten is an instructive climate that's conducive to dynamic understudy learning. In other words, it can be concluded that the learning process using Blended Learning has been successfully implemented in teaching English for Hospitality course at Bali Crystal College.

## **5 Conclusion**

The implementation of Blended Learning in English for Hospitality is carried out in two ways, namely online learning and face-to-face learning. In online learning, students can access learning materials provided in several online-based learning applications so that learning is not



limited by space and time. In the online learning process, there are several platforms and applications that are used, namely Google Classroom, Youtube videos, e-books and WhatsApp. In face-to-face learning, students and teachers conduct face-to-face learning by discussing materials and theories that have been studied in online learning. Face-to-face learning focuses on practicing material and theory in class according to the SKKNI standards used in the hospitality and tourism industry. This aims to strengthen students' product knowledge in facing interviews as the main key to finding work in the industrial world. While the practice carried out in face-to-face learning can be maximized to improve students' skills in communicating in English and carrying out tasks well.

Students have a positive perception of this learning model. The intensity and quality of interaction between students and interactions between students and teachers increases because learning activities are not only carried out in class but also done anytime and anywhere with online learning. Despite the quality in student interaction, it is happening due to a lack of discussion about learning materials. Students only focus on the technical aspects of learning in their discussions. Most students are satisfied with learning using the Blended learning model. Even so, there are still some obstacles such as internet connection problems that must be fixed and improved. There is also the problem of inadequate mobile devices and the lack of computer facilities provided on campus. Based on the analysis of the data above, it can be concluded that in general the Blended Learning Model is very effective to be applied in teaching English for Hospitality because it can maximize theoretical learning which is carried out online and practice is carried out in face-to-face learning. So that the learning objectives based on SKKNI (Indonesian National Work Competency Standards) can be achieved.

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