

Implementation of Blended Learning in Teaching English for Hospitality at Bali Crystal College

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Abstract: This study aims to describe the results of implementing the Blended Learning model in teaching English for Hospitality course, and to determine students' perceptions of the implementation of the Blended Learning model. The subject of the research is the researcher himself. The data of this research are activities in the teaching and learning process using the Blended Learning in English model for friendliness and student perceptions of the learning process. The results of this study indicate that 1) Students and teachers are actively involved in the face-to-face learning process and online learning. 2) Students have a positive perception of blended learning model learning.

Abstrak: Penelitian ini bertujuan untuk mendeskripsikan hasil penerapan model Blended Learning dalam pengajaran mata kuliah English for Hospitality, dan untuk mengetahui persepsi mahasiswa terhadap penerapan model Blended Learning. Subjek penelitian ini adalah peneliti sendiri. Data penelitian ini adalah aktivitas dalam proses belajar mengajar dengan menggunakan model Blended Learning dalam mata kuliah English for Hospitality dan persepsi mahasiswa terhadap proses pembelajaran. Hasil dari penelitian ini menunjukkan bahwa 1) Siswa dan guru terlibat aktif dalam proses pembelajaran tatap muka dan pembelajaran online. 2) Siswa memiliki persepsi yang positif terhadap pembelajaran model blended learning.



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INTRODUCTION

The development of information and communication technology in the 21st century has had an impact on the world of education in Indonesia, especially in the learning process. The adaptation of a new normal life after the Covid-19 pandemic, this makes face to face learning cannot be carried out optimally. One indication of this phenomenon is a shift in the learning process where interactions between teachers and students are not only carried out through face-to-face relationships but also through online-based communication media. The learning model that is increasingly popular today is Blended

Learning, which is a learning model that combines face to face learning in 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 (Sari, I. K. 2021). In offline learning, students can interact directly with teachers and classmates. So, the students get direct feedback in the learning process in class. While online learning offers flexible time learning where learning can be

accessed anytime and anywhere (Akkoyunlu and Soyly, 2008). Hameed et al (2008) also added that the material in online learning can be accessed as often as possible if something is forgotten and has not been understood.

The application of the Blended Learning learning model in the learning process is important in terms of its 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, a study on the effect of learning using the Blended Learning model was also carried out by Sjukur (2012). This study showed that there was an increase in student motivation and learning outcomes due to the implementation 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.

Literature Review

Blended Learning

As a teacher, we have to innovate, adapt and use variety in teaching so that students are interested in the learning process. Blended Learning as a learning model that combines face to face learning and e-learning, is one of the learning models that can facilitate the delivery of subject matter from teachers to students to achieve learning objectives.

According to Kintu M. J., Zhu, C., & Kagambe, E. (2017) Blended Learning is a learning approach that integrates online and face-to-face learning to produce a more effective learning experience. With Blended Learning, teachers can take advantage of online learning resources in face-to-face learning to attract students' attention and help them become more active and effective learners. In line with Brew, Badawi (2009) defines Blended Learning as a flexible learning approach that combines face-to-face learning activities with online learning that allows students to exchange feedback and responses together and individually in four specific areas, namely, learner feedback, learning strategies, alternative assessments either directly or indirectly. In other words, Blended Learning is a learning process that combines online independent learning and face-to-face learning by utilizing media and technology to provide students with a more enjoyable and effective learning experience.

English for hospitality

English for hospitality or English used in the world of hospitality is something that must be mastered by hotel employees, especially those who often communicate

with hotel guests. Starting from the door man, receptionist, room service, chef, marketing staff, customer service, and several level managers. According to Blue, G and Harun, M. (2003). 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. (2022). 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.

METHODS

This research belongs to the type of descriptive qualitative 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. 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.

RESULTS AND DISCUSSION

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:

Online learning

At this stage, learning activities are carried out online. Students can take online lectures by accessing English for Hospitality materials that provided in Google Classroom, Youtube videos, e-books and whatsapp group. This material is adapted to the material that will be studied in face-to-face sessions. After explained directly, the teacher asks the students individually to make as detailed notes as possible regarding what they have understood which then the results are discussed in groups.

In this online learning, the teacher also provided discussion forums that involved the use of internet-based social networks, especially Facebook groups and Whatsapp groups. In addition, e-learning based on Google Classroom is also used as a question and answer forum regarding learning materials. In addition, this feature is also used to upload assignments given by the teacher online. However, when viewed on Facebook accounts, the intensity of online discussions is still very low. This can be seen from several postings of learning materials given by the teacher, only a few students responded to these posts. This is due to the constraints of network connection limitations. In addition, the most basic constraint is related to hardware ownership. There are still many students who did not have the hardware to support online

discussions. They can only use the hardware when they were on campus where there are 4 computers that can be used by students. 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.

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.

Students Perception

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 1. Students perception of blended learning implementation

No	Traced Aspect	Categorize
1.	Intensity of interaction between students	Increase
2.	Intensity of interaction between students and teacher	Increase
3.	Quality of interaction between students	Increase
4.	Quality of interaction between students and teacher	Increase
5.	Students satisfaction of the learning process	Satisfy
6.	Obstacles in the learning process	moderate
7.	Effectiveness and achievement of learning objectives	Effective

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 between lecturers and students increased because of learning 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, increased interaction between students and lecturers occurs because lecturers not only interact with students in the classroom during learning, but students can also interact with lecturers through activities carried out by lecturers using digital devices and other online learning activities. This is in line with what was stated by Hameed et al (2008). They revealed that

the use of technology is very useful in supporting face-to-face learning activities where it allows students to have more control over the time and place to interact with learning materials.

The increasing intensity of interaction in learning is also followed by increasing the quality of interaction between students and between teachers. By using the Blended Learning model, students discuss more about the subject matter. Online activities are more used by students to talk about matters related to lecture material and technicalities. In addition, students can more easily access information from teachers and other sources. Students can communicate directly with the teacher if there are problems in learning through online devices. However, there are still students who say that the quality of interaction with lecturers has actually decreased because they think the teacher should provide an explanation of the materials they have fully studied in class. This is an evaluation to increase students' interest in online-based independent learning.

Students also stated that they enjoyed learning with the Blended Learning model. They are confident in their understanding and satisfied with the learning that follows. Student satisfaction is generally expressed because this model makes it easier for students to understand the learning material. They are satisfied with the existence of learning resources that can be accessed anytime and anywhere. The learning process is not boring and students do not have to wait for the presence of the teacher in the classroom to obtain learning materials because they can interact with teachers or other students without being bound by space and time. In general, students gave a positive response to this learning model. This is in line with the findings of Demirci (2010) which revealed that blended learning in the form of giving homework online received a positive response from students. Students stated that this learning was effective in facilitating student learning and motivating students to learn.

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 moderate. 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 and adequate computer facilities. This is in line with what was expressed by Syarif (2012) that through the Blended Learning model, the learning process will be more effective because the conventional teaching and learning process will be assisted by e-learning learning which in this case stands on infrastructure. Information and technology can be done anytime and anywhere. Thus, if learning using the Blended Learning model is not filled with supporting facilities, the implementation of this learning will not run smoothly.

Blended learning has also proven to be effectively applied to learning because of the conducive vibes that comes from the benefits derived from combining face-to-face learning and online learning. Students felt that the learning atmosphere in the classroom is fun. They are motivated to be able to understand the material they are learning online so that they can followed the learning in class with confidence. They can also interact intensively with each other to discuss the subject matter in online and focus more on practice and discussion during face-to-face learning. This is supported by Vaughan (2007) stated that if Blended Learning can be effectively implemented, then the potential result that can be obtained is an educational climate that is conducive to active student 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.

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 face to face learning, students and teachers conduct face-to-face learning by discussing the material and practicing it directly in class according to the

teaching material. Students have a positive perception of this learning model. The intensity and quality of interaction between students and interactions between students and teachers is increasing. Students are also satisfied with learning using the Blended learning model. Some obstacles such as internet connection problems are one of the things that must be fixed. But in general it can be effective that the Blended Learning model is very effective to apply in teaching English for Hospitality.

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