

HYBRID MODULE EFFECT ON STUDENTS' LEARNING MOTIVATION AND ACHIEVEMENT IN ENGLISH FOR FRONT OFFICE COURSE

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Abstract

This study aimed at identifying the effect of the hybrid module on students' learning motivation and achievement in the English for Front Office Course. In this study, the hybrid module is a printed module that provides online videos and quizzes that can be accessed using smartphones by scanning the QR codes on the printed module. This study was conducted at Vidya Wisata Senior High School. The researchers selected 37 students who took the English for Front Office course as the study samples. The data were collected using questionnaires and tests. The researchers used the questionnaires to collect data on students' learning motivation and the tests to measure students' achievement in the English for Front Office Course. Those questionnaires and tests were given to the students before and after they were taught using the hybrid module. The data from the questionnaire and tests were analyzed quantitatively using paired t-tests. The study results show that the hybrid module significantly affects the student's motivation and achievement in English for Front Office Course. This study also found that the hybrid module has a large effect on students' learning motivation and achievement. Detailed findings with a discussion based on the related theories and empirical reviews are provided in this article.

Keywords – English for front office course, hybrid module, students' learning motivation, students' achievement

Introduction

Receptionists who work in the Front Office department at five-star hotels must communicate well in English. This is because a receptionist will communicate with guests from various countries (Erazo et al., 2019; Prima, 2022). To be able to communicate with the guests, a receptionist must master English which is an international language (Pham, 2023). Several studies show that mastery of the English language is crucial in determining the career of a hotelier (Mantra et al., 2020; Prabhu & Wani,

2015; Rahayu, Acep, 2015). With better English skills, a hotelier can get a better position with a higher salary (Damayanti, 2019; Dawson et al., 2012). In other words, it can be said that English has a crucial role in the career of a hotelier, especially a receptionist.

However, to be able to communicate well in English is not easy for many students who take hospitality programs, especially in front offices in Indonesia (Anggayana & Sari, 2020; Sari et al., 2020; Yuniarti, 2004). Many factors make students experience difficulties in mastering

English for hospitality. These problems include the unavailability of teaching materials and learning media that suit students' needs (Harsono, 2015; Kusuma & Apriyanto, 2018; Sirait et al., 2019; Tahang et al., 2021). Given that English for the front office is part of English for specific purposes, students need specific learning materials and media (Klimova, 2015; Maruf et al., 2021). For this reason, in learning English for Front Office Course, students need learning materials to improve their communication skills to carry out their duties as a receptionist.

The problem of unavailability of material for the English front office course was experienced at Vidya Wisata High School. This school provides an English for Front Office course in mandatory extracurricular activities. However, there is no suitable material for teaching this class. Based on the results of observations made by researchers at Vidya Wisata High School, teachers who teach the English for Front Office Course provide more material regarding Front Office theory which is obtained online. The material is also still in Indonesian, and there is very little practice in English to become a receptionist.

In fact, teaching materials are crucial in the learning process. The existence and quality of teaching materials affect student learning outcomes (Abubakar, 2020a; Asogwa et al., 2021; te Winkel et al., 2006). Good teaching materials will positively affect student achievement (Adalikwu & Iorkpilgh, 2013). In addition, the existence of learning materials and media will also affect student motivation. Interesting teaching materials and learning media will make students more motivated to learn. Furthermore, high learning motivation also significantly impacts student learning success. Thus, the teacher must ensure that students get teaching materials and learning media that can attract students' attention.

The initial interviews that the researchers conducted with the English for Front Office Course teachers at Vidya Wisata High School also found that students were still experiencing problems in learning motivation and learning achievement. Seeing the condition that Vidya Wisata High School does not have appropriate teaching materials and learning media for the English for Front Office course and the low motivation and achievement of students, this study aims to determine the effect of implementing a hybrid module on learning motivation and student achievement in English for Front Office course.

Modules are teaching materials that are presented concisely and systematically so students can study them (Dargo & Dimas, 2021; Sadiq, 2014). The hybrid module, in this study, is a printed module that contains material and additional media in the form of videos and quizzes, which can be accessed online using the help of a smartphone by scanning the QR code available on the module. So, it can be said that the hybrid module provides print teaching materials and online learning media.

There are several reasons why the hybrid module is used to solve problems experienced in learning English for the Front Office course. First, using modules in ESP learning has been proven to improve student achievement and students' English skills (Abubakar, 2020b; Hikmah & Wibowo, 2020; Zainal & Md Yunus, 2021). Second, using learning media in the form of videos and electronic quizzes has also been shown to increase learning motivation and student achievement (Hernawati et al., 2021; Mujiyanto & Faridi, 2018; Ross et al., 2018; Wardhana & Muhammad, 2021).

Previous studies show that the use of modules in ESP learning can be divided into two, print modules and electronic modules. The print module only provides offline material completely. While the

electronic module only provides material online. So, it can be said that the new thing offered in this study is using modules that combine printed materials with online learning media. In addition, the hybrid module in this study also provides exercises to improve students' vocabulary comprehension according to topics related to the work of a receptionist in each unit. Furthermore, at the end of each unit, examples of language functions and expressions are also provided according to the topics studied.

Methodology

This study was an experimental study that followed a one-group pretest-posttest design. The group was measured before and after the treatment (Fraenkel et al., 2012). This study was conducted at Vidya Wisata Senior High School. The researchers selected 37 students who took the English for Front Office course as the study samples. English for Front Office course was an extracurricular course at that school.

The data were collected using questionnaires and tests. The researchers used the questionnaires to collect data on students' learning motivation and the tests to measure students' achievement in the English for Front Office Course. Those questionnaires and tests were given to the students before and after they were taught using the hybrid module.

The data from the questionnaire and tests were analyzed quantitatively using descriptive statistics and paired t-tests. The researchers used SPSS ver 20 for Windows to analyze the data. Besides, the researchers also determined the effect size of the hybrid module on students' learning motivation and English for front Office achievement. According to Pallant (2011), the eta square formula can be used to calculate the effect size of paired t-test results. Thus, in this study, the researchers used the eta-squared formula

to determine the effect size of the hybrid module. The following is the eta formula:

$$\text{Eta squared} = \frac{t^2}{t^2 + (N-1)} \quad (1)$$

The result of the eta square calculation was then categorized based on the category formulated by Cohen (1998), as shown in Table 1.

Table 1. Effect Size Category

Size	Eta Squared
Small	0.01
Medium	0.06
Large	0.138

Finding

Following the research design in this study, the researchers first gave pre-tests and questionnaires to students before teaching them using a hybrid module. The pre-test was conducted to measure student achievement in the English for Front Office Course. Meanwhile, the questionnaire was used to measure students' learning motivation before students used hybrid modules to learn. After implementing the hybrid module for three months or 12 meetings, the researchers gave a post-test and a questionnaire. The two tests were intended to measure learning achievement in the Front Office Course and student learning motivation after being taught using the hybrid module.

To make it easier to understand the results of this study, an explanation of the results will be divided into two. First, the researchers explained the effect of implementing the hybrid module on student achievement based on a comparison of the results of the pre-test and post-test. Second, the researchers explained the effect of implementing the

hybrid module on student learning motivation seen from the results of the comparison of the motivation questionnaire before and after the hybrid module was used to teach in English for the Front Office class. The following is an explanation of the two results of the study.

Effect of Hybrid Module on Student Achievement

To get a complete picture of the effect of the hybrid module on student achievement in the English for Front Office class, an explanation of the research results will begin with an explanation of the results of the descriptive statistics for the pre-test and post-test data. The pre-test and post-test results were compared to see if there were differences in student achievement before and after the hybrid module was implemented. The pre-test and post-test results can be seen in Table 2 below.

Table 2. Pre-Test and Post-Test Results

Statistic	Pre-test	Post-Test
Mean	57.2432	82.4865
Median	57.0000	83.0000
Mode	53.00	83.00
Std. Deviation	6.82074	6.59807
Range	23.00	23.00
Minimum	47.00	70.00
Maximum	70.00	93.00
Sum	2118.00	3052.00

If the results of the pre-test and post-test in Table 2 are compared, it can be seen that there are differences in student achievement after they learn to use the hybrid module. The comparison of the mean, maximum, and minimum scores shows that the learning achievement of students in the English for Front Office class is higher after being taught using the hybrid module. To prove whether the

difference or increase in learning achievement is significant, the researchers conducted a further analysis using the t-test.

Before the data were analyzed using the t-test, the data from the test results and the questionnaire were tested for normality and homogeneity first to ensure that the data were normally distributed and homogeneous. In this study, the normality test was carried out using the Shapiro-Wilk test. The data is stated to be normally distributed if the value of Sig. > 0.05 (Pallant, 2011). The results of the pre-test and post-test normality tests can be seen in Table 3. Based on these data, it was found that the value of Sig. for the pre-test is 0.69 > 0.05. Likewise, the value of Sig. for the post-test is 0.104 > 0.05. Following these results, the pre-test and post-test data are declared to be normally distributed.

Table 3. Pre-Test and Post-Test Normality Test Results

Achievement	Shapiro-Wilk		
	Statistic	df	Sig.
Score			
Pre-test	.946	37	.069
Post-test	.951	37	.104

Next, the researchers conducted a homogeneity test using the Levene statistic. The data is declared homogeneous if the Sig. > 0.05 (Pallant, 2011). Based on the analysis using the Levene statistic, as shown in Table 4, it was found that the pre-test and post-test data proved to be homogeneous with a Sig value. 0.79 > 0.05. So, the analysis can be continued by using the paired t-test.

Table 4. Homogeneity Test Results Pre-Test and Post-Test

Levene Statistic	df1	df2	Sig.
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Levene Statistic	df1	df2	Sig.
.073	1	72	.787

In testing the data using the paired t-test, the data is categorized as having a significant difference if the Sig. < 0.05 (Pallant, 2011). Following these provisions, the results of the paired t-test, as shown in Table 5, show that the differences in student achievement before and after using the hybrid module proved to be significant. This is shown by the value of Sig. 0.000 < 0.05.

Table 5. Paired t-test Results

	t	df	Sig. (2-tailed)
Pair 1 Pre_test - Post_test	-86.740	36	.000

The researchers conducted an effect size test to determine how much influence the hybrid module has on student achievement. By using the eta square formula, it was found that the eta square value was 0.99, which means that the hybrid model has a very large effect on student achievement in the English for Front Office class.

The Effect of Hybrid Module on Student Learning Motivation

The effect of the hybrid module on student learning motivation can be seen from the comparison of the results of the questionnaires distributed before and after the use of the hybrid module in the English for Front Office class. From the analysis using descriptive statistics, it was found that students' learning motivation increased after learning to use the hybrid module. This can be seen from the increase in mean, minimum and maximum scores from the questionnaire before and after the implementation of the

hybrid module, as shown in Table 5 below.

Table 5. Results of the Motivation Questionnaire before Hybrid Module Implementation

Statistic	Before	After
Mean	65.8649	87.6486
Median	66.0000	88.0000
Mode	65.00	85.00 ^a
Std. Deviation	1.94597	2.49684
Range	8.00	9.00
Minimum	62.00	84.00
Maximum	70.00	93.00
Sum	2437.00	3243.00

To prove whether the increase in student motivation was significant, the researchers continued the analysis using a paired t-test. For this reason, the researchers ensured that the data from the questionnaire results are normally distributed and homogeneous. The normality test was carried out using Shapiro-Wilk. The results of the normality test, as shown in Table 6, show that the value of Sig. for the questionnaire before the implementation of the hybrid module was 0.33 > 0.05, and the value of Sig. for the questionnaire after the implementation of the hybrid module is 0.13 > 0.05. Thus, it can be assumed that the questionnaire data before and after implementing the hybrid module are normally distributed.

Table 6. Normality Test Results

Motivation	Shapiro-Wilk		
	Statistic	df	Sig.
Score Before	.967	37	.335
After	.955	37	.135

The homogeneity test for questionnaire data was carried out using the Levene statistic. The homogeneity test results, as

shown in Table 7, also show that the value of Sig. $0.08 > 0.05$. The results of this analysis indicate that the questionnaire data proved to be homogeneous. So, the analysis can be continued using the paired t-test.

Table 7. Homogeneity Test Results

Levene Statistic	df1	df2	Sig.
3.023	1	72	.086

Based on the results of the paired t-test, as shown in Table 8, it was found that the Sig. $0.00 < 0.05$. The analysis results show that students' motivation before and after implementing the hybrid module is significantly different.

	t	df	Sig. (2-tailed)
Pair 1 Before - After	-105.99	36	.000

Furthermore, the researchers continued the effect size analysis using eta square to determine how large the hybrid module affects student learning motivation. Following the results of calculations using Eta square, it was found that the Eta square score was 0.99. This value indicates that the hybrid module has a very large influence on student learning motivation.

Discussion

The success of the hybrid module in increasing learning achievement and student motivation in the English for Front Office course is inseparable from the advantages of the hybrid module compared to ordinary printed material. In general, modules can provide feedback so that students know their deficiencies and immediately make improvements. In the module, clear learning objectives are set so

student performance is directed toward achieving learning goals. Modules are designed to be attractive, easy to learn, and can answer needs to motivate students to learn. Module is flexible because the module material can be studied by students in different ways and at different speeds. Collaboration can be established because with the module, competition can be minimized between students and learners, and remedial can be done because the module provides opportunities for students to find their weaknesses based on the evaluation (Lasmiyati & Harta, 2014).

In learning English as a foreign language, modules have been proven effective in increasing students' understanding. The use of modules is proven to be able to improve speaking, listening, reading, and writing skills (Agustina & Efendi, 2021; Atiqah Nurul Asri et al., 2022; Handayani & Prasetyo, 2022; Subari, 2022). In addition, using modules, especially e-modules, has also been proven to increase student motivation (Asrial et al., 2020; Fidiastuti et al., 2021; Rofi'i et al., 2022).

Specifically, the hybrid module used in this study also provides various activities that can help students understand in a fun way. The Hybrid module provides matching games, videos, and quizzes that can be done via their smartphone. Matching games are carried out to improve vocabulary mastery before students learn the main material, videos to improve pronunciation and intonation skills, and quizzes to improve students' understanding of the material being studied. The hybrid module in this study is proven to improve student achievement by providing these activities.

The results of previous studies also support these findings. For example, the use of matching games has been proven by several researchers to increase student vocabulary (Aswandi, 2020; Hayati, 2021). Likewise, the use of video has also been proven to help improve students'

speaking skills, especially in pronunciation and intonation (Jati et al., 2019; Riswandi, 2016; Saed et al., 2021). Furthermore, electronic quizzes are also proven to increase student understanding (Areed et al., 2021; Felszeghy et al., 2019; Pennebaker et al., 2013; Vinall & Kreys, 2020).

In terms of motivation, the success of the hybrid book in increasing student learning motivation is also related to the strength of the hybrid book, which also lies in the integration of electronic media and smartphones. High school students who belong to Generation Z are a generation that cannot be separated from smartphones and the internet (DiMattio & Hudacek, 2020; Santosa, 2017; Shorey et al., 2021; Szymkowiak et al., 2021). They will learn better and be motivated to learn when they learn through electronic devices, especially smartphones (Liu et al., 2023; Szymkowiak et al., 2021).

Conclusions

Following this study's objectives and the analysis results, two main conclusions can be conveyed. First, the hybrid module has proven to positively and significantly affect student achievement in the English for Front Office course. In other words, using the hybrid module can help students better understand the English for Front Office material. Second, hybrid modules can increase student learning motivation in the English for Front Office course. Students have better learning motivation after learning to use the hybrid module. However, since this study only used one group and was carried out using a one-group pre-test and post-test design, further research using a control group needs to be carried out to obtain generalizable results.

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