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. The hybrid module, in this study, 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 be able to communicate well in English. This is because a receptionist will communicate with various guests who come 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). In fact, 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 front offices in Indonesia (Anggayana & Sari, 2020; Sari et al., 2020; Yuniarti, 2004). There are many factors that 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 material that can improve students' 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 using English to become a receptionist.

In fact, the existence of teaching materials is crucial in the learning process. The existence and quality of teaching materials affect student learning outcomes (Abubakar, 2020; Asogwa et al., 2021; te Winkel et al., 2006). Good teaching materials will have a positive effect on 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 be able to make students more motivated to learn. Furthermore, high learning motivation also has a significant impact on student learning success. Thus, the teacher must ensure that students get teaching materials and learning media that are able to attract students' attention.

From the results of the initial interviews that the researchers conducted with the English for Front Office Course teachers at Vidya Wisata High School it was 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 in a concise and systematic manner so that they can be studied by students (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 as a solution in solving problems experienced in learning the English for Front Office course. First, the use of modules in ESP learning has been proven to be able to improve student achievement and students' English skills. Second, the use of learning media in the form of videos and electronic quizzes has also been shown to be able to increase learning motivation and student achievement (Mujiyanto & Faridi, 2018).

When viewed from previous studies, 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 the use of 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 was conducted by following 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 all students, 37 students, who took the English for Front Office course as the study samples. English for Front Office course was an extracuricular 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 descritive statistics and paired t-tests. The researchers used SPSS ver 20 for Windows to analyzed the data. Besides, the researchers also calculate the effect size of the hybrid module on students' learning motivation and English for front Office achievement. According to Pallant (2011), eta square formula can be used to calculate the effect size of paired t-test result. Thus, in this study, the researchers used eta squared formula to determine the effect size of hybrid module. The following is the eta formula:

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

(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

RESULT AND DISCUSSION

In accordance with the research design followed in this study, the first thing the researchers did was give 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 hybrids were used by students to learn. After the hybrid module was implemented for three months or 12 meetings, the researcher gave a post-test and a questionnaire. The two tests are 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 of this study will be divided into two. First, the researcher 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 researcher 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 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 results of the pre-test and post-test were compared to see if there were differences in student achievement before and after the hybrid module was implemented. The results of the pre-test and post-test 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. From the comparison of the mean, maximum, and minimum scores, it can be seen 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 or not, the researcher conducted 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 was 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 with the value of Sig. for the post-test is 0.104 > 0.05. In accordance with 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

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

Next, the researcher conducted a homogeneity test using the Levene statistic. The data is declared homogeneous if the Sig. > 0.05(Pallant, 2011). Based on the results of 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.
.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). In accordance with 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 from 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

To find out how much influence the hybrid module has on student achievement, the researcher conducted an effect size test. 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 results of 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 or not, the researcher continued the analysis using a paired t-test. For this reason, the researcher ensures 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 the implementation of the hybrid module are normally distributed.

Table 6. Normality Test Results

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

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

Tabel 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 results of the analysis show that students' motivation before and after the implementation of the hybrid module is significantly different.

Table 8. Paired t-test Result

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

Furthermore, to find out how much influence the hybrid module has on student learning motivation, the researcher continues the effect size analysis using eta square. In accordance with 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.

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 that the hybrid module has 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 that student learning performance is directed towards achieving learning goals, modules are designed to be attractive, easy to learn, and can answer needs of course it will lead to student motivation to learn, the 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 and between students and learners, and remedial can be done because the module provides opportunities enough for students to be able to find their own weaknesses based on the evaluation given (Lasmiyati & Harta, 2014).

In learning English as a foreign language, the use of modules has been proven to be 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, the use of 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' understanding 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. By providing these activities, the hybrid module in this study is proven to be able to improve student achievement.

These findings are also supported by the results of previous studies. For example, the use of matching games has been proven by several researchers to be able to increase student vocabulary (Aswandi, 2020; Hayati, 2021). Likewise, the use of video has also been proven to be able to help improve students' speaking skills, especially in pronunciation and intonation (Jati et al., 2019; Riswandi, 2016; Saed et al., 2021). Furthermore, the use of electronic quizzes is also proven to be able 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).

CONCLUSION

In accordance with the objectives of this study and the results of the analysis carried out, there are two main conclusions that can be conveyed. First, the hybrid module has proven to have a positive and significant effect on student achievement in the English for Front Office course. In other words, the use of the hybrid module is able to help students understand the English for Front Office material better. Second, the use of hybrid modules can increase student learning motivation in the English for Front Office course. Students are proven to have better learning motivation after learning to use the hybrid module. However, considering that this study only used one group and was carried out using a one group pre-test post-test design, further research using a control group needs to be carried out so as to obtain generalizable results.

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