

## CHAPTER I

### INTRODUCTION

#### 1.1 Background of the Study

The economic growth of Bali leans on the development of the tourism industry. Its culture, natural beauty, and people are becoming great attractions to a wide array of tourists visiting Bali. The tourism industry is increasingly contributing to the economic sector of Bali and has become the highest contributor to the sector. For that reason, many young people want to continue their careers in this industry which offers various opportunities to travel and meet new people. It has a wide range of positions that suit people with various backgrounds including management business, digital marketing, social media, equipment maintenance, entertainment, and many more. Serving travelers or tourists is the tourism industry's primary duty. According to Camilleri, (2018), it encompasses four primary sectors: sales and distribution, accommodation, ancillary services, and transportation. The synergy between these sectors will translate to a positive experience for the tourists themselves. The need for skillful people in these sectors becomes the foundation of the emergence of tourism vocational schools. In addition, it transforms the students into more specific skilful individuals in the tourism industry.

The expansion of the tourism industry in Indonesia is leading to a rapid increase in tourism schools (Anoma et al., 2020). It has become one of the most popular majors

among young people in Bali. A survey of 422 hospitality students from Bali, Batam, Bandung, Jakarta, Lombok, Makassar, Palembang, and Surakarta revealed that the factors behind their decision to major in tourism were job opportunities, salary, and a type of work that provides a comfortable atmosphere (Rosyidi, 2021). Besides, vocational majors help people to focus on specific skills they need. Otherwise, working in the tourism sector requires people to be ready to communicate with people who come from other countries. The number of languages that may be used allows for misunderstanding to occur. Therefore, the use of international language which connects people worldwide becomes crucial. This factor underlies why English has become an important subject in tourism schools (Lertchalermtipakoon et al., 2021). With the impact of globalization, the use of English surpasses other languages' use and surprisingly the number of so-called non-native speakers of English has a greater number than its native speaker (Sharifian, 2009). In Indonesia, English acts as a foreign language and becomes the first foreign language that is officially added to the educational curriculum as a compulsory subject (Alrajafi, 2021; Marzulina et al., 2018). Even so, English still becomes a subject that makes students afraid of and it tends to be difficult for Indonesian students to learn. The 2017 English Proficiency Index (EPI) survey revealed that English proficiency in Indonesia has fallen behind other Asian nations (Poedjiastutie et al., 2018). This can happen due to many factors including the English teaching and learning process. For that reason, creating an interesting and attractive class to teach English becomes an important thing, especially in tourism schools.

For years, teachers, educators, and researchers have tried to develop and implement various methods to teach English (Setiyadi, 2020). Starting from the teacher centre to the student centre, using various media (songs, kinds of music, pictures), combining traditional with modern teaching (implementing technology), etc. Student conditions and the environment influence its success a lot. In the early year of 2020, the covid 19 pandemic changed the whole system of human life into technology-based (Rakhmanina et al., 2020). Schools are closed and most of the learning processes are online. Many online learnings are developed, such as Zoom, Google Meet, LMS, and many more. However, in this case, using online platforms seems unable to handle the needs of vocational students. Vocational students rely more on practical lessons rather than theory. The primary goal of the vocational school learning process is to facilitate the growth of students' skills and abilities through exposure to the working world (Widiatna, 2019). By conducting online classes, students can learn about theoretical concepts, but it does not happen with practical ones. Consequently, many vocational institutions tried combining online and offline classes to handle the problem (Karma et al., 2021). This concept is well known as the Blended Learning method. It is considered one interesting online learning that empowers the use of technology in learning. According to (Al Bataineh et al., 2019), Blended Learning combines face-to-face instruction with online material or technology-mediated instruction. Several studies suggested that Blended Learning significantly affects students' English achievement (Al Bataineh et al., 2019; Ghazizadeh & Fatemipour, 2017; Ginaya, 2018).

The implementation of Blended Learning seems to be new for many students, especially the use of online learning (Karma et al., 2021). This happens because people find it challenging to engage in remote or virtual learning since the internet is unavailable in some areas of numerous different countries for a variety of reasons, including physical location (Prahmana et al., 2021). They used to have offline classes, allowing them to get face-to-face instruction and gather in the classroom. However, by implementing Blended Learning, the learning process shifts from offline classes to a combination of offline and online classes. Over the past few years, many schools and educational institutions have tried using the Blended Learning method to utilize the rapid development of technology. Many online platforms, such as Facebook, Instagram, Telegram, Google Meeting, zoom meeting, Google Classroom, and so on have been used to collaborate with face-to-face instruction/traditional classes (Wiyanti, 2022). The most recently used platform is LMS (Learning Management System). Learning Management System is an online software program designed to manage learning materials, evaluation instruments, student engagement, educational activities, and learning progress summaries. (Kasim & Khalid, 2016; Raza et al., 2021). LMS may have existed before the pandemic, yet it was actively and massively used during the pandemic, and it has become one of the solutions for many educational institutions to hold the teaching and learning process. Blended Learning has become an alternative used for many schools/educational institutions during pandemics, especially for vocational institutions where they could not rely on a hundred percent online learning.

To overcome the limitation of online learning, South West International (pseudonym), one of Bali's tourism schools, also trying to implement this method to face the covid 19 era by collaborating with the Canvas LMS. The learning process is conducted by putting learning material online in Canvas and then continuing with face-to-face classes (online in 2020 and offline face-to-face classes at the end of 2021 due to the lockdown rules). The institutions implemented a limited seat of offline classes with a physical distancing role due to government policy and utilized the use of LMS/e-learning as an online learning platform. The use of LMS especially Canvas by tourism schools seems to be new since many tourism schools have a short-term study, such as a 1-year program that has 6 months of theory and another 6 months for training. By shifting the learning process into a combination of online and offline classes, students experience a new process of learning. This new method lets the students experience a new change to their old habits which leads them to have a different response. Students' attitudes toward the method become an important factor that could predict the learning outcomes including students' satisfaction and learning achievement. These learning outcomes play an important role in measuring the effectiveness of a method (Taghizadeh & Hajhosseini, 2021). Many studies have found that Blended Learning is an effective method of teaching (Hoerunnisa et al., 2019; Inal & Korkmaz, 2019; Rymanova et al., 2015). It positively affects the students' achievement in learning English (Al Bataineh et al., 2019); Ghazizadeh & Fatemipour, 2017; Ginaya, 2018).

As a new method for tourism schools, investigating students' experience with the method is needed. Students' convenience in experiencing Blended Learning could



influence its effectiveness and affect students' performances. Meanwhile, from the instructors' and institution's side, it could help to evaluate their program. Learner satisfaction, or how much a student feels and thinks about all the benefits of Blended Learning, is the primary factor affecting a course's success. (Wu & Liu, 2013). Studies from various settings found that students' attitudes have a significant correlation with their academic achievement (Kpolovie et al., 2014; Marcela & Mala, 2016; Verešová & Mala, 2016). While the success or failure of a new method is greatly impact by students' satisfaction (Taghizadeh & Hajhosseini, 2021). Along with attitude, students' learning achievement was also found to be connected with satisfaction. The implementation of Blended Learning may affect students' satisfaction and attitudes toward the courses which later influence their achievement. The relationship between attitude and satisfaction, attitude and learning achievement, and satisfaction and learning achievement, have been analyzed in previous studies. Hence, there is a lack of studies that investigate comprehensive relationships between these aspects in English Blended Learning environments, especially in tourism students setting. For that reason, a study on students' attitudes, satisfaction, and learning achievement in a Blended Learning environment is needed. These phenomena raise several questions including whether there is any relationship between students' attitudes and learning achievement, students' satisfaction and learning achievement, and whether there is any relationship between students' satisfaction, attitudes, and learning achievement in the English Blended Learning environment.

## **1.2 Problem Identification**

Technology has become massively and intensively used especially as the effect of the Covid-19 Pandemic. Educational institutions try to run the teaching and learning process through various types of online platforms. Vocational institutions face another problem where they could not conduct a hundred percent online learning as they focus more on practical studies. In order to achieve the learning goals, South West International tries to use the Blended Learning Method to combine traditional classes with online classes. The institution chooses Flipped Classes as a form of their Blended Learning Method. Since this is a new method, several problems occur as mentioned in the explanation above, including 1). The learning process shifted from offline classes to the combination of offline and online classes and it affects students' attitudes and satisfaction toward the learning process; 2) Students' attitudes toward certain methods usually correlate to their satisfaction, learning achievement, and the implementation of the method. Therefore, there must be a relationship between students' attitudes, satisfaction, and learning achievement in the implementation of Blended Learning in English courses.

## **1.3 The Scope of the Research**

To get to the purpose data, it is essential to limit the scope of the research. Thus, this research was focused on knowing students' attitudes, satisfaction, and learning achievement toward the use of the Blended Learning method in English courses and

the relationship between students' attitudes, students' satisfaction, and learning achievement in the English Blended Learning environment.

#### **1.4 Research Problem**

In some of the cases stated in the background above, several problems are formulated as follows:

1. Is there any relationship between students' attitudes and learning achievement in the English Blended Learning environment?
2. Is there any relationship between students' satisfaction and learning achievement in the English Blended Learning environment?
3. Is there any simultaneous relationship between students' attitudes, students' satisfaction, and learning achievement in the English Blended Learning environment?

#### **1.5 Research Objective**

Based on the research problem above, the objectives of this research are:

1. To investigate whether there is any relationship between students' attitudes and learning achievement in the English Blended Learning environment.
2. To investigate whether there is any relationship between students' satisfaction and learning achievement in the English Blended Learning environment.



3. To investigate whether there is any simultaneous relationship between students' attitudes, students' satisfaction, and learning achievement in the English Blended Learning environment.

## **1.6 Research Significance**

The research is aimed to understand the relationship between students' attitudes, students' satisfaction, and learning achievement in the English Blended Learning environment. The result of this research is expected to be beneficial both theoretical and practical as follows:

### **1.6.1 Theoretical significance**

This research is expected to contribute to the theory related to the relationship between students' attitudes, satisfaction, and learning achievement in the English Blended Learning environment.

### **1.6.2 Practical significance**

1. The students

This study is expected to be useful for students to understand and be aware of their attitudes and satisfaction toward the implementation of Blended Learning in the English course. Besides, the students could get an evaluation of factors affecting their learning achievement which could be very beneficial for them to improve their learning, especially in English learning.

## 2. The instructors

The result of this study showed the student's attitudes, satisfaction, and learning achievement toward the implementation of Blended Learning in the English Course of Tourism major in South West International. It can be used as an evaluation for the instructors on implementing Blended Learning that they have done and improving its practices and effectiveness.

## 3. The Educational Institution

The result of this study is expected to be used as input and evaluation for the institution in providing a Blended Learning environment to the students, especially in teaching English.

