

BLENDED LEARNING IN ETG2 AS LANGUAGE LEARNING STRATEGY AT TOURISM MANAGEMENT STUDY PROGRAM TRIATMA MULYA UNIVERSITY

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A B S T R A K

Tujuan dari penelitian ini adalah untuk mengetahui blended learning in English for Tour Guide (ETG)2 sebagai strategi pembelajaran ESP yang diterapkan oleh mahasiswa Diploma III Manajemen Pariwisata Universitas Triatma Mulya Bali. Penelitian ini dilakukan dengan menggunakan penelitian kualitatif deskriptif, untuk menganalisis strategi pembelajaran pada mahasiswa Manajemen Perjalanan yang meliputi bahan ajar, kegiatan pengajaran online dan offline dan RPP ETG2. Partisipan penelitian ini adalah mahasiswa Manajemen Perjalanan dengan sampel sebanyak 15 mahasiswa. Hasil penelitian menunjukkan bahwa pelaksanaan Blended Learning dilakukan dengan menentukan bahan ajar yang sesuai dengan karakteristik mahasiswa Program Studi DIII Manajemen Pariwisata dan RPP untuk memperoleh hasil pembelajaran ETG2 melalui offline (tatap muka), pembelajaran dan pembelajaran online dengan memilih bahan ajar e-learning yang mudah, praktis, berkualitas, dan memiliki beragam materi yang dibutuhkan siswa, dan blended learning merupakan Strategi Pembelajaran Bahasa Inggris English for Spesific Purposes (ESP) untuk mencapai hasil belajar dan profil lulusan.

Kata Kunci: *Blended Learning, Bahasa Inggris untuk Pemandu Wisata2 (ETG)2, Bahasa Inggris Untuk Tujuan Tertentu (ESP)*

A B S T R A C T

The aim of this research was to know blended learning in English for Tour Guide (ETG)2 as a learning strategy of ESP applied by students of Diploma III Tourism Management Triatma Mulya University Bali. This research was conducted by using descriptive qualitative research, to analyze the learning strategies among students of Travel Managements included teaching materials, teaching activities online and offline and lesson plans of ETG2. The participants of this research were students of Travel Management with 15 students as the sample. The results of the research show that the implementation of Blended Learning is carried out by determining teaching materials that suit to the characteristics of DIII Tourism Management Study Program students and Lesson Plan to obtain learning outcomes for the ETG2 through offline (face-to-face) learning and online learning by choosing e-learning teaching materials that are easy, practical, high quality, and have a variety of materials needed by students, and blended learning is an English Learning Strategy of English for Specific Purposes (ESP) to achieve learning outcome and graduates profile.

Keywords: *Blended Learning, English for Tour Guide2(ETG)2, English For Spesific Purposes (ESP)*



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INTRODUCTION

Indonesia's nature is very beautiful and supported by many tourist destinations, making it famous and visited by many foreign tourists. Bali, as a major destination in Indonesia, also has beautiful nature and unique culture, making Bali as a major tourist destination in Indonesia and the world. Various efforts have been made by the Indonesian Government to develop tourism in Indonesia. Apart from supporting facilities and infrastructure such as accommodation and transportation, the development of human resources quality (HR) must also be improved. One of the Indonesian Government's efforts in developing human resources is increasing the ability of human resources in English Skills. Considering that English is an international language used by the majority of the world's population, it is mandatory to master this international language in order to improve the provision of information both verbally and written to foreign guests in promoting tourist objects and destinations owned by Indonesia. The ability to speak English will have a very high impact on quality human resources and natural resources to compete on the international stage. By mastering one or two foreign languages, Indonesia will become more famous because important and accurate information about Indonesia will be more widely available and conveyed to the world community accurately. The role of foreign languages as a bridge to the world in this millennial era, especially English, is very appropriate. Knowledge about world developments is obtained through English.

Learning English to support local tourism development is one of the themes in the ETG2 which is an abbreviation for English For Tour Guide 2 in the Diploma III Tourism Management Study Program (PS), Faculty of Business and Tourism, Triatma Mulya University, Bali. Through this theme, students as Indonesian and Balinese people will be able to make students aware in particular that the development of the local destination sector will become better known to foreign tourists by collaborating with the managers of these tourist destinations. The main role of English in the world of tourism is known as the Integrative Role. In this case English acts as a medium of communication between tourism (visitors). One language sets you in a corridor for life, and two languages open the door along the way (Smith et al., 2017). This sentence conveys the meaning that if you master one language it will put someone in the same door, but if you master two languages it will put someone in a position to be able to communicate with the world community.

According to Zahedpisheh, 2017 that tour guides plays an important role in the tourism sector. In addition to serving at the tourist attractions information center, tour guides also usually accompany tourists around tourist attractions if necessary. In this regard, tour guides must master English as a media of communication (Dwi Wahyuningtyas, 2022). Two of the top skills are very important for hospitality practitioners at different levels, they are good oral and written communications (Sofyan A, 2018).

Effective learning of ETG2 is a very important thing to do at Diploma III Tourism Management. Apart from creating fun English learning, it is also to hone students' abilities in promoting local tourist destinations on the island of Bali. ETG2 is one subject in Tourism Management that purpose to equip students to become familiar with the world of tourism and all aspects of business and management involved in it. Learning is focused on the use of English in the tourism sector/business, both orally and in writing. The skills taught include reading, listening, speaking and writing on topics related to the tourism sector and industry so that students are expected to have complete communication skills related to the tourism business. The world of education currently applies several learning methods which aim to produce maximum learning outcomes (CP) for both learning outcome subject and learning outcome for graduates of study programs assigned to certain subject. Learning outcome Diploma III Tourism Management such as (1) learning outcome of Study Program Graduates such as S4 (Mastering procedures for handling tourist trips), S5 (Mastering knowledge about tour leaders and guides), P1(Mastering various foreign languages spoken and written), KU8 (

Mastering knowledge about tourism marketing product). Meanwhile CPMK (Learning Outcome of ETG2) are CPMK1 (Able to promote and sell packaged tour products based on itinerary and price), CPMK2 (Able to carry out and handle tour activities), CPMK3 (Able to coordinate tour activities which include (tour participants, crew transport, accommodation, food and drink services, souvenir shop), CPMK4 (Able to communicate in a foreign language; English, Japanese), CPMK5 (Able to explain domestic and international products).

ETG2 is part of English for Specific Purposes (ESP), which is a revolution in the field of linguistics. Talking about the context in which English is used cannot be separated from the concept of language variation. Robinson defines 3 main characteristics of ESP (BASRI, 2018), namely: 1) ESP is goal-oriented learning, 2) the substance of ESP is designed and developed based on the concept of needs (need analysis), 3) ESP is aimed more at adult learners than children's learners. Goal Oriented means that the learner wants to master a language, not because the goal is to understand the culture contained in that language or master the language as a language, but because of the desire to master the language as a specific and specific goal according to the profession one is pursuing. Need analysis means that the teaching material included in the lesson is tailored to the needs of certain learners. Learner needs are linked and brought closer to needs in both the academic and professional fields, which is the concept of need analysis. Dudley-Evans & St-John (1988) conceptualize that ESP as an approach rather than a finished product, as resulting from the dissemination of scientific and technological knowledge as well as internal and international communication (Fitria Brilianti & Rokhim, 2023). Daulay, 2019 defines that ESP is part of a larger movement within language teaching away from a concentration on teaching grammar and language structures to an emphasis on language in context. According to Masyhud & Khoiriyah (2021) ESP select the content materials, contextualized materials, and the learning context's local culture should be integrated as they reflect the target learners' real-world interactions and promote language learning. Nur Fitria, 2023 declares that the implementation of ESP teaching presents several problems, difficulties, or obstacles. Meanwhile Zanyar Nathir & Ghafar (2022) states that ESP emphasizes the use of language in its natural context, reacting to each student's unique requirements. The aim of making it easier to understand academic knowledge according to the field of knowledge that will be mastered is the substance of academic learning carried out for adult learners.

Blended learning consists of two words, namely blended and learning. Learning is the meaning of the word learning, so blended learning can be defined as combining one learning pattern with another learning pattern. Combining offline learning in front of class with online learning. Currently, in-class learning is still carried out, but its implementation has begun to be reduced. Taking the best components from the method applied is the meaning of combining online and offline methods. Porter et al (2014) defines that blended learning often referred to as the combination of face- to-face and technology-mediated instruction (Taylor, 2024). Wahyuni et al (2022) in the reseach with the tittle “Pengembangan Model *Blended Learning* pada Mata kuliah *Speaking*” found that the Blended Learning Model has been able to significantly improve student understanding. This research is development research that refers to the ADDIE model which consists of several steps, namely analysis, design, development, implementation, and evaluation. While the next reseach by (Sugiartha et al., 2021) with the tittle “Language Learning Strategies Used by The Students in Learning English Through Online”It indicates that while learning English, students boldly use four types of language learning strategies, namely cognitive strategies, compensation strategies, metacognitive strategies, and social strategies. The use of language learning strategies in learning English online must be followed by the skills of the English teacher in teaching students. Therefore, teachers must support and facilitate students during online learning of English. The use of appropriate teaching media and learning materials will help students learn languages online. Chaeruman (2019) states that blended learning is a combination of the features of traditional learning and

the scope of electronic learning, by mixing learning with web media, video, audio communication in face-to-face classroom learning. Based on this definition, it can be concluded that blended learning is a learning process that combines face-to-face learning with learning that uses the internet network to access teaching materials (online) using various methods and techniques to serve as learning objectives. Meanwhile, this research was conducted as the implementation of blended learning as The English learning strategy in order to achieve learning outcomes of DIII Tourism Management Study Program and graduates Profile such as Tour Operation Supervisors, Tour Guide and Tour Leader. The application of the blended learning method in ETG2 plays an important role so that in the end of the learning outcomes of the subject are achieved. The learning outcomes are created in the form of Tourist Guide Standard Operational Procedure at the Samsara Living museum. The tourist attraction was located in Karangasem Regency, namely the Samsara Living Museum.

The Learning Management System (LSM) in the form of Google Classroom is an online learning system used in the Tourism Management. Blended learning in the ETG2 uses GCR which is used as a digital learning resource. A learning process carried out using the web (website) or better known as WBE (Web Based Learning) is defined as E-Learning. This learning can be accessed using the internet network. And this learning can be called web-based learning if the learning uses the internet and can be followed by people who follow it. So that a new paradigm emerged in the world of education, teaching activities turned into learning activities. Surfing activities in cyberspace are used to practice, digest, analyze what is learned. According to Purbo, e-learning is all technology that utilizes the internet which is used to support learning (Islahulben & Widayati, 2021). It can be seen that "e" refers to electronics and "learning" refers to learning. Each type of learning has characteristics, both conventional learning and e-learning. These characteristics are what provide the differences between the two types of learning. The characteristics of e-learning learning are (1) Interactivity, namely direct (synchronous) or indirect (asynchronous) communication, which is a communication channel in e-learning, (2) Independence, namely being flexible regarding time, teachers, place and teaching materials so that students have independence in learning is the focus of e-learning, (3) Accessibility, namely making it easy for learners (students) to access materials or teaching materials due to the distribution of teaching materials via the internet network, (4) Enrichment is the nature of making it easier for users to enrich information by being equipped with various features such as video streaming, animation, etc.

Siahaan (2009) states that e-learning has a function in learning namely (1) supplement, which acts as a supplement, even though it is optional. Learners and educators have the freedom to choose learning materials as additional knowledge and insight, (2) complementary, which functions to complement the main material that educators have given to students in class so that the learning material is complete and can be discussed more deeply and interestingly, (3) substance (substitute), which functions to provide alternative material to the main material presented by teacher. Blended learning is learning that combines various teaching strategies, learning models, and various technological media. E-Learning is defined as a series of solutions that use internet technology to improve knowledge and skills (Rosenberg, 2001). Based on Purbo, e-learning is all technology that utilizes the internet which is used to support learning (Islahulben & Widayati, 2021).

Munir define that Learning Management System (LMS) is a system that contains material in pedagogical and professional competencies, designed with multimedia packaging (text, animation, video, sound, FX) presented in a role as a supplement and enrichment for developing learner competencies (Hairunnisa Irtawanti, 2021). E-learning is the use of digital media to accommodate the learning process in the class (Arkorful, n.d.). Meanwile Li and Lalani, 2020 state that e-learning can be found from various existing, leaning media starting from language apps, video conferencing tools, virtual tutoring (Gustiani & Sriwijaya, 2020).

Siagian (in Wea et al., 2023) defines that the implementation of e-learning in the learning process since COVID -19 pandemic is not without challenges. GCR was created with the aim of defining a free online service designed for learning in schools, non-profit institutions, and anyone with a Google account. According to I Ketut Sudarsana et. al (2019) the implementation of distance education using the GCR in Indonesia as a LMS has some benefits; a) improving teacher's quality (Herawati, 2022). Meanwhile Keeler states that GCR is a free cloud-based service widely used by all academics because it has authentic and professional technology that is useful for learning purposes (Andewi & Pujiastuti, 2021). GCR has the function of keeping educators and students well connected inside and outside the classroom easily and smoothly. Yuliani, 2020) There is integration of GCR with Keeler (2014) state Gmail accounts, Google Drive, Google Doc, Google Forms, Google Spreadsheet, Google Slides, Google Meet, Google Calendar, and even Google Scholar (Dian & Paramita, 2023; Keeler, 2014; Yuliani, 2020. Purbo (in Islahulben & Widayati, 2021) defines that learning strategies are essentially a way of processing existing information to be conveyed to students so that learning objectives can be successful. Uno also revealed that learning strategies are (1) activities chosen to achieve learning objectives by using facilities or assistance to students, (2) a sequence of learning methods chosen in a particular learning environment to convey learning methods, (3) is the entire component of learning materials and learning activity procedures applied by educators and students, (4) adjusting the learning objectives to be achieved by selecting various types of specific exercises that will be used by educators with students.

Learning strategy is an activity that is arranged systematically and is a combination of the sequence or stages of activities, how to organize learning materials, equipment and time in a learning process in achieving the goals of a learning process. Sitompul & Situmorang, n.d. in the research with title *The Effect of Blended Learning Strategy and Creative Thinking of Students on the Results of Learning Information and Communication Technology by Controlling Prior Knowledge* found that to improve the learning outcomes of Information and communication technology students are done by implementing BL learning strategies with regard to student characteristics. Bayu et al (2024) in their research "Learning Strategies of High English Proficiency Students Majoring in Information System underscores states that the significance of metacognitive strategies and practical English language learning techniques among high English proficiency students majoring in Information Systems. Future studies using a variety of research instruments can contribute positively to providing more comprehensive insights into English learning strategies. Meanwhile, Mega et al (2019) in the research with title *The Learning Strategies Used by EFL Students in Learning English* state that metacognitive became the most frequently learning strategy used by successful students in scale of high use, while the unsuccessful students were medium users of cognitive strategy. It also indicated successful learners employed all six categorizes of strategies in a highly frequencies than the unsuccessful ones. The learning process to increase student independence and student learning outcomes is a function of GCR which is an LMS platform. Based on the background and description above, the author is interested to discuss about blended learning with research entitled "Blended Learning in ETG2 as a Learning Strategy in the Tourism Management at Triatma Mulya University Bali" with the two purposes of research, they are the implementation of blended learning in the ETG 2 at Tourism Management and to prove that blended learning as the learning strategy of ESP at Tourism Management at Triatma Mulya University.

METHOD

The research method is a descriptive qualitative research, by collecting various theories and data according to facts regarding the use of blended learning in ETG 2 at Tourism Management Diploma III, Triatma Mulya University. Sutopo (in Susilo, 2018) states that descriptive qualitative research is defined as research that provides in-depth descriptions and

descriptions of what happens in the field. According to this theory that the main step in this research is collecting data regarding the learning process (Fauziah, 2020) and teaching materials based on facts to be scrutinized so that data can be produced in accordance with expectations. Group, identify and analyze teaching procedures of ETG2 both offline and online learning. Analyze the teaching materials, the learning activities online and offline, lesson plan in 16 meetings used and collect facts to determine that blended learning can be classified as a learning strategy

RESULTS AND DISCUSSION

Result

Implementation of Blended learning in the ETG 2 at Diploma III Tourism Management Triatma Mulya University

Based on the result of the observation at the learning process of ETG2 shows that there are 7 steps to apply blended learning in ETG2 such as (1) online teaching materials that comply with the lesson plan; (2) ensure that supporting technology is owned by each student to avoid students having difficulty accessing assigned information. If there are students who do not have supporting technology devices, they can combine between the students with other students who are close by; (3) hold a rehearsal or trial for students, then teachers can analyze deficiencies and obstacles during the trial; (4) providing outreach to students regarding blended learning; (5) in addition, teachers must provide training regarding how to operate e-learning for assignments; (6) create and determine pre-determined time allocations. Teachers make comparisons of learning process as 25% face-to-face learning, 50% online learning and 25 face-to-face learning in tourism object (7) create standards related to learning evaluation results. Online teaching materials that comply with the Lesson Plan are described as the following table:

Table 1 Online Teaching Material of ETG2

No	Topic Learning Material	Learning Material form youtube channel
1	Greetings dan Welcoming Tourists	https://youtu.be/Pk9DqYrHtxc?si=VS8M0XwyStofA6-2
2	Welcoming and greeting at the airport	https://youtu.be/FkYpwge78YU?si=Sm4ZfRY6hgUM1XSB
3	Introducing Yourself and tour	https://youtu.be/aPa_vrPqfxE?si=AhTAC08dp_YU2AAF
4	Showing Places of Interest	https://youtu.be/SmSRH7kpdYA?si=RiuV_Wi1FWBL0kwV
5	Telling Some Information about The Place in General	https://youtu.be/RFtEi-Xd4nY?si=AB5m-WE7fvo6U5kI
6	Telling about Rules and Safety	https://youtu.be/HNui0yethFc?si=3fOqizfTloX9-LEK :
7	Dealing with Questions	https://youtu.be/qFqhKahDuoU?si=nuQMHjdp4CjHxiQh; https://youtu.be/A9N7OMk5nXg?si=hLPiglvTk43uYiYf
8	Apologizing, Thanking and saying farewell	https://youtu.be/pf4wvT5CcMU?si=yNHQzYndC4ea00ba; https://youtu.be/D4Oi6OJSK-k?si=aMVEhmXvHx5LeXat; https://youtu.be/rmNJAGWcIOI?si=cUdIzNT8IofLfuf7

Blended Learning in the ETG 2 at the Diploma III Tourism Management Triatma Mulya University as an English as Specific Purposes (ESP) learning strategy

Based on the result of the observation at the learning process of ETG2 shows that Blended learning in ETG2 at Tourism Management is language learning strategi of ESP. Blended learning in ETG2 apply blended learning flipped classroom that defined as a model of

blended learning that switches positions between learning activities in the classroom (offline) and online learning activities at home and offline learning at tourism object Samsara Living Museum. The application flipped blended learning as a learning strategy has 3 characteristic such as (1) optional activities to accomplish learning objectives by using facilities or assistance to students; (2) blended learning is the component of learning materials that compiled from English For Operational Tour and Travel Book and procedures for learning Activities Implemented by Teachers and Students (Mekarini, 2024); (3) Adjust the learning objectives to be achieved by selecting various types of specific exercises that will be used by teacher with students. As the following two figures of learning process at the Samsara Living Museum as offline learning. They are as following:

Figure 1 Learning Process at Samsara Living Museum



Source : Blended Learning Documentation, 2024

Figure 2 . Guiding Practice at Samsara Living Museum



Source : Blended Learning Documentation, 2024

Meanwhile, the offline teaching material from English for Operational Tour and Travel Book and online teaching material youtube channel can be seen in the table 2 as following

**Table 2. Learning Material of ETG2
from English For Operational Tour and Travel Book and youtube channel**

No	Learning materials	Text/conversation
1	Greetings dan Welcoming Tourists	Practicing the expressions of greeting and welcoming the guest : Good morning ladies and gentlemen. Welcome to the Samsara Living Museum, Karangasem Regency. How are you today? How was your day in your hotel? I hope it was a great time for you in Bali
2	Introducing Yourself	Practice to apply the introducing yourself expression in front of the guests : Good Morning Ladies and Gentlemen,

		Welcome to Samsara Living Museum, Karangasem Regency, Bali. First of all, I want to tell you about myself. Today, I am here as your tour guide in Samsara Living Museum. My name is Ni Putu Dewi Mahendra. Everyone Call me "Dewi". In my complete name you find word "Ni and Putu" They are special words for Balinese Name.
3	Showing Places of Interest	Practice in class with the topic of applying phrases that are used to indicate places of interest at the tourist attraction visited: a. Ladies and Gentlemen. Look at what in front of you is b. Please see on your right/left side. you can see As we turn in the corner you will see...
4	Telling Some Information about Samsara Living Museum	Explain briefly information about the Samsara Living Museum: We give you some general information about Samsara Living Museum which I hope it will help you to understand more about the place and its people. "Samsara is one of the beliefs of Hindus, particularly in the Island of God. It is about the stages of life, characterized by various ceremonies and traditional rituals that lead to the belief in the task of living as humans in repeated births to perfection....."
5	Telling about Rules and Safety	Some daily expressions that used to tell about rules are : a. You are strictly forbidden to take photographs inside the museum b. Please stay on the marked path c. I'm sure this goes unsaid, but remember to place all trash in the garbage d. Please pay attention to the time. We don't want to keep the driver waiting
6	Dealing with Questions	Some expressions that used to ask and answer questions are : a. Do you have a question sir? b. Is there something I can help you with? c. I'm afraid I don't have the answer for that. Sorry I don't know Some expressions that tourists may ask are : a. Where is the ... from here? b. How long has ... been here? c. Where are we heading to? d. The example of conversation is : Guide : if you have any questions while we're going along, please don't hesitate to ask Man : I have a question actually Guide : Sure, what's that?

Discussion

Implementation of Blended learning in the ETG 2 at Diploma III Tourism Management Triatma Mulya University

Graham (2006) defines that Blended Learning can be classified into 3 parts, namely: (1) it is a combination of models of learnings, (2) it is a combination of learning methods; (3) it is a combination of online learning with face-to-face learning (Fauziah, 2020). Meanwhile, Colis, et al, 2006 state that several researchers have recently changed the term blended learning. Blended means a mix or combination, while learning is instruction. Thus, blended learning is a learning activity that combines or combines face-to-face learning and online

learning (Menggo & Darong, 2022). Rahmiati (in Burhanuddin, 2021) states that The average blended learning research results also have an influence on learning outcomes. In the learning process there were distance limits on learning elements due to the application of various types of media for different needs and different students. However, in the current learning process there is no distance between these learning elements. Media is needed in offline (face-to-face) learning so that learning objectives are achieved. Face-to-face (offline) learning is carried out only to strengthen online learning, for example if learning material is about “Greeting your Customer at Tourism Object” begins with an explanation of greetings and introductions in the hospitality industry, essential phrases, grammar focus through offline (face-to-face) learning. Then proceed by opening a learning video either via youtube designed by the teachers himself or by another teachers. Videos about greetings and introductions in the hospitality industry, essential phrases, grammar focus are watched by students in a longer time allocation than offline (face-to-face) explanations and other learning material that is in accordance with lesson plan of ETG2. When the process is in online learning the used of e-learning as a choice.

Blended Learning in the ETG 2 at Tourism Management Triatma Mulya University as an English as Specific Purposes (ESP) learning strategy

Uno (2008:1) defines that learning strategies are (1) activities chosen to achieve learning objectives by using facilities or assistance for students, (2) a sequence of learning methods chosen in a particular learning environment to convey the method of learning, (3) it is the entire component of learning materials and procedures for learning activities applied by teachers and students, (4) adjusting the learning objectives to be achieved by selecting various types of specific exercises that will be used by teachers with students (Islahulben & Widayati, 2021). From the definition above, it can be concluded that a learning strategy is an activity to obtain learning outcomes for a subject which is carried out by systematically compiling and combining the sequence or stages of activities, how to classify teaching materials, instruments and time in a learning process.

Blended learning in ETG2 apply blended learning flipped classroom that defined as a model of blended learning that switches positions between learning activities in the classroom (offline) and online learning activities at home. Learners take part in online learning at home or outside the classroom through GCR that has been prepared by teachers to understand study materials adapted from lesson plan, then in face-to-face meetings teachers guide students by conducting discussions, exercises and presentations directly individuals and groups via Google Meeting. The blended learning process at ETG2 can be categorized as flipped Classroom models. The application flipped blended learning as a learning strategy has 3 characteristic they are (1) Optional Activities to Accomplish Learning Objectives By Using Facilities Or Assistance To Students, (2) Blended Learning is The Component of Learning Materials that compiled from English For Operational Tour and Travel Book (Mekarini', 2024) and Procedures for Learning Activities Implemented by Teachers and Students, (3) Adjust the learning objectives to be achieved by selecting various types of specific exercises that will be used by teacher with students.

Flipped Blended Learning in ETG2 can be explained that the first learning activities was carried out at classroom as offline learning in some activities such as (a) explain the lesson plans of ETG2, (b) explain about rules of learning process, (c) learning process will be applied based on the lesson plan in the 16 meetings included Middle Test and Post Test. The second activities was carried out at GCR and Google Meeting such as (1) uploading the lesson plan and the rules of learning process, (b) uplodng the lesson material (e-book) English for Operational Tour Guiding, (c) uploading videos based on lesson material in the lesson plan in each meeting (1st meeting until 16th meeting), (d) giving some tasks to the students for watching all the videos that uplodng in the GCR then give some explanations and discussions

about the interpretation to the lesson learning in videos by using Google Meeting. The third activities was carried out in the classroom such as (a) teacher gives explanation by presenting some teaching material in e-book of ETG2 based on lesson plan in 16 meetings, (b) students make a conversation based on the situation that given by the teacher, (c) students take a role playing. One student acts as tour guide and 5 students act as guests. The setting of this role playing in Samsara Living Museum. Situation of this conversation is handling cultural tour in Samsara Living Museum. The topic of the conversation based on the aim of the learning process such as : able to arrange process of marketing and selling packaged tour products based on itinerary and price in English, able to explain domestic and international products in English, able to arrange and handle tour activities in English, able to lead tour activities which include in English (tour participants, transport, accommodation, food and beverage services ,and souvenir shop), able to promote and selling tourism transportation models in English, able to communicate in foreign languages (English, Japanese). The fourth activities was carried out at tourism object Samsara Living Museum Karangasem Bali. After attending 14 meetings based on lesson plan of ETG2 in the class room, the students join with study visit program in the tourism object. Here, the students in their group conduct the interview process to Operational Manager of Samsara Living Museum. First, The Operational manager of this museum presents the information about the museum then invited all students to visit some beautiful places in the Samsara Living Museum. After collecting all informations about this museum, the students take some photos and videos that tell us the real activities in the place and continued by interviewing some staff in each place of interest in this museum. Finally the students practice their conversation in the tourism object. One student acts as the tour guide, some students act as guests and one student act as videographer. The last activities was carried out at the classroom. It is the final test that will be conducted in the 16th meeting in the classroom. The students practice their conversation and take their role as a tour guide handling tour in Samsara Living Museum. They show the video of samsara Living museum as their background while they explain and handle the guest. One Student take a role as tour guide and other students as guests. In this learning Process the students will produce the learning project. It is the SOP of Handling Cultural Tour in Samsara Living Museum.

Adjust the learning objectives to be achieved by selecting various types of specific exercises that will be used by teacher with students. In this sections the learning process will be directed to achieved (1) CPMK1 (Learning Outcome of Subject 1): able to arrange process of marketing and selling packaged tour products based on itinerary and price and (2) CPMK5 (Learning Outcome of subject 5): Able to explain domestic and international products. Both learning outcome can be achieved by doing offline learning activities in classroom such as The teacher explains an example of a one day tour package to Karangasem and Teacher explains an example of a Tour Itinerary from hotel to Karangasem. After attending offline learning in classroom, students are assigned to carry out online learning (e-learning) at home by watching and listening to video about one day tour to Kintamani on youtube: https://youtu.be/oSyl-gCZGj8?si=dztsFVYE6h_RJHI8 and Watching and listening to video about samsara living museum di Karangasem <https://youtu.be/jDCy2fe3kJM?si=VPYSBHoZ58iwbLO->, watching and listening to video about Tour package: https://youtu.be/WfgoB6rOw7c?si=iq0HIjayNGiJKL_a, Listening and watching video about Tour package: <https://youtu.be/soy-SfHkdp8?si=IyY7bebY-wgNOgZm>. After attending offline learning in classroom and watching learning videos about tour packages and tour itineraries, the activities will be continued with offline learning activities such as arrange a tour package to the Samsara Living Museum, arrange a tour itinerary from the hotel to the Samsara Living Museum, and practice and presentation of the Tour package "The Unique Tour Of Samsara Living Museum"

Next section of the learning process will be directed to achieve CPMK2 (Learning Outcome of subject 2): able to arrange and handle tour activities. Offline learning activities in classroom by attending the lesson material about the standard operational procedures as tour guide. After participating in offline learning in class, students are assigned to carry out online learning (e-learning) at home: Tour Guiding https://youtu.be/aPa_vrPqfxE?si=vGX6hEwYocchxykd. It will be continued by offline learning activities in classroom by practising guiding at the Samsara Living Museum by applying guiding guidelines in English.

The learning activities that can achieve CPMK3 (Learning Outcome of Subject 3): able to lead tour activities which include (tour participants, transport, accommodation, food and beverage services, and souvenir shop) and CPMK6 (Learning Outcome of Subject 6): able to promote and selling tourism transportation models such as offline learning activities in classroom by conducting learning process about coordinating tour participants, transport, accommodation, restaurants and souvenirs). The students must conduct the learning online learning process in their house (e-learning): type of accommodation: https://youtu.be/4rE64EAIGt4?si=i2gU_Budc3UWPHoV; Component of tourism: https://youtu.be/CrVhXjeMgSM?si=t0wpw_KEBJQkVulf. Activities of offline learning process is making and practice the conversation about restoran and accommodation for Samsara Living Museum Tour. In the activities to achieved CPMK4 (Learning Outcome of subject 4): able to communicate in foreign languages (English, Japanese) is role playing with the situation in the group with the situation Tour guide from Bali Tour and Travel make a meeting service with his guest in Anvaya Resort Hotel Kuta Bali. He explains and offer a tour package “ Karangasem One Day Tour” and tell completely about the tour itinerary and place of interest in this tour, it is Samsara Living Museum. One student acts as a tour guide, 10 students act as the guests.

CONCLUSION

Based on the description above, It can be conclude that (1) delivery of teaching materials must be adjusted to the lesson plan, whether on offline or online process. Time allocation can be started with the initial formula of 50:25:25, meaning that 50% of the time is used for online learning and 25% is used for face-to-face (conventional) learning and 25% is used for offline in tourism object; (2) blended learning as learning strategies of ESP because it has (1) activities chosen to achieve learning objectives by using facilities or assistance for students, (2) a sequence of learning methods chosen in a particular learning environment to convey the method of learning, (3) adjusting the learning objectives to be achieved by selecting various types of specific exercises that will be used by teachers with students.

Suggestion

Along with the development of ICT (Information Engineering), in the future blended learning will become more interesting and more popular with the wider community. Public awareness of the important role of online learning which can help the effectiveness of offline learning so that the expected learning outcomes are achieved. Further research needs to be conducted to produce online teaching materials that support ESP as a research output and can be used by the wider community.

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