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BUSINESS, AND SOCIAL SCIENCE”**

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Keynote Speaker

Prof. Thomas J. Chemmanur

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DEAN'S WELCOME

I am delighted to welcome you to ICEBSS 2015 and Yogyakarta, Indonesia.

For the first time, this conference is held under the name ICEBSS – the International Conference on Entrepreneurship, Business and Social Sciences. This year's conference brings together more than 150 presenters and participants around the world to discuss the latest advances issues on entrepreneurship, business and social sciences. ICEBSS is planned to be held continually every year in different places.

We are honored to have two keynote speakers in this conference: Professor Thomas J. Chemmanur from the Carroll School of Management at Boston College and Professor Jamie S. Davidson from Faculty of Arts and Social Sciences, National University of Singapore.

We are hoping that you take time not only for paper presentation, but also to actively engage with the presenters and participants and to take this opportunity to further develop your professional links.

The conference will not be possible to be organized without the dedicated efforts of many individuals who have contributed to the various processes that make up this event. For their dedication, I sincerely convey my appreciation. My sincere gratitude also goes to our institutions' partners that provide their supports as co-hosts and sponsors in this conference.

Last but not least, Yogyakarta with its traditional, exotic and unique atmosphere is very interesting to be explored. You can find many classical Javanese arts such as batik, silver crafts, handy crafts, to mention a few, in here. Also, the world famous *Borobudur* and *Prambanan* temples are very fascinating objects to visit.

So, enjoy your stay in Yogyakarta and happy conferencing.

Dean of the Faculty of Economics and Business
Diponegoro University

Dr. Suharnomo



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PROGRAM

DATE	HOUR	PROGRAM
Thursday, August 13	07.30-15.00	Registration
	08.40-08.45	Welcoming Address by the dean of FEB UNDIP
	08.45-09.45	Keynote speech I by Prof. Thomas Chemmanur
	09.45-10.00	Coffee Break
	10.00-12.00	Concurrent Sessions I
	12.00-13.00	Lunch
	13.00-14.00	Keynote speech II by Prof. Jamie Davidson
	14.00-16.00	Concurrent Sessions II
	16.00-16.10	Coffee Break
	16.10-17.30	Concurrent Sessions III
	17.30-18.00	Registration
Friday, August 14	07.30-10.00	Registration
	08.00-09.40	Concurrent Sessions IV
	09.40-09.50	Coffee Break
	09.50-11.30	Concurrent Sessions V
	11.30-11.35	Closing
	11.35-13.00	Lunch



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Improving Spirit of Entrepreneur Practice of Student Through Learning With Electronic-Based Module of Entrepreneurship

Oleh:

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Abstract

Preliminary studies show that students see the entrepreneurship learning textbooks as boring and they require such quiet place and enough time to learn. This causes students to expect for a more interesting and challenging electronic-based module of entrepreneurship. The purpose of this study is to promote the entrepreneurship spirit of students by using electronic-based integrated module of entrepreneurship. The study employs experimental design. Measurement on the changes of the entrepreneurship spirit of students is carried out through pre-test and post-test, a quasi-experimental method, and One Group Pre-test Post-test Design. The experimental group consists of 43 students of economics education at Muhammadiyah University Surabaya, STKIP PGRI Jombang, PGRI Nusantara University in Kediri, and STKIP PGRI Pasuruan. Data is collected using questionnaires and observations related to entrepreneurship practices; measurement is done using a Likert scale. The results show an increase in the entrepreneurship spirit after learning using electronic-based integrated module of entrepreneurship in the form of business partnership with small-scale business. Quantitatively, 80% of the students master the materials, experience a change in attitude as to be more eager to work, to manage the business, and to make business plans.

Keywords: integrated entrepreneurship, learning, module, electronic

INTRODUCTION

The electronic-based integrated module of entrepreneurship can help to grow the spirit of entrepreneurship. The results of the study show changes in attitudes as students become more enthusiastic in doing entrepreneurial activities, such as collaborating with small-scale business. The learning experiment of students in entrepreneurship using electronic-based integrated module of entrepreneurship brings some significant impact. Based on the results of interviews with students, these impacts include an increase in attempts to seek business opportunities, to manage the business, and to learn to prepare a business plan. The results also show an increase in the total score of the spirit of entrepreneurship. The results of statistical tests with different test techniques (t-test) show differences in the spirit of entrepreneurship before and after using the electronic-based integrated module of entrepreneurship (an increase in the score). The results of interviews with students show that students are more



Entrepreneurship prioritizes concrete steps of creativity, novelty, and sensitivity needed in developing a new product or service that will affect competition in the market (Buchholz *et al.*, 2005). Indonesia has conducted a national entrepreneurship movement since 2012 into the formal, non-formal, and informal education. Entrepreneurship education in formal institutions focuses more on vocational schools and universities as entrepreneurship is included in the curriculum. Formal education goal is to focus on skills to create skilled and independent work force. In its application, entrepreneurship education will encourage pupils to be able to start, identify, and open a business and survive the challenges of entrepreneurship. In the end, it is to produce work force with creative, responsible, disciplined, innovative character, which consistently able to contribute to solving the problem of Indonesian human resources. In general, entrepreneurship education will change the attitude and mindset of students from job seeker into job creator. The problem is that many businesspersons are bankrupt, are unable to compete, have less innovation, and are less resilient in facing challenges of business competition. It is due to lack of early entrepreneurial character shaping.

Effective entrepreneurship education can accelerate the start of entrepreneurship (Lee et al., 2005). Entrepreneurship in higher education curriculum is manifested in entrepreneurship learning in universities takes various learning models and methods adapted to the characteristics of students, learning tools, learning time, teaching staff, the cost of learning, teaching materials, and other facilities that support entrepreneurship learning. Results of preliminary studies on the implementation of entrepreneurship learning at four universities in East Java, Indonesia, show the following results (1) 85% of students are not confident in entrepreneurship because they lack of specific skills as human capital; (2) 80% of the students state that entrepreneurship learning process is mostly theoretical learning using printed textbooks; (3) 85% of students take the entrepreneurship course only as required by their major, and 70% of students state that they are not enthusiastic in promoting creativity and innovation in entrepreneurship activities; (4)



70% of students state that classroom activities involve lecturing, discussions, and assignments.

In general, the results of preliminary studies reveal that classroom activities involve lecturing, discussions, and assignments making students to experience burnout. This happens because students (1) are lack of chances to execute real ideas and creativity; (2) are unwilling to take risks and not able to get involved into business; (3) are not able to focus on results on producing real products or services; (4) simply aim to get a good score; (5) have not been able to conduct business negotiations and are less able to manage time well, as well as lack of cooperation between groups (leadership factor); (6) do not use time well as to be more productive and creative; and (7) are still less independent in using their time for training of skills (attitude).

Based on this background, this study aims to promote the spirit of entrepreneurship practices by using an electronic-based integrated module of entrepreneurship. The study aims to provide an insight into the entrepreneurship learning using electronic-based integrated module of entrepreneurship to improve skills so that students become more creative and applicative in entrepreneurship activities.

This study helps students to apply theories learned in entrepreneurship courses. Entrepreneurship learning experiments are conducted using the electronic-based integrated module of entrepreneurship in groups. Teachers act as a facilitator and motivator for students to learn using the module.

RESEARCH METHOD ✓

This study is experimental on a single object with quantitative statistical approach using different test or t-test to measure the effectiveness of the experiment.

This study aims to determine differences in the spirit of entrepreneurship before and after learning using the electronic-based integrated module of entrepreneurship. The research involves 43 students of economics education in STKIP PGRI Jombang, PGRI Nusantara University Kediri, STKIP PGRI Pasuruan, and Muhammadiyah University Surabaya. The variable in this study is the spirit of entrepreneurship before learning using electronic-based integrated module of entrepreneurship (X_1) and learning using electronic-based integrated module of entrepreneurship (X_2). The hypothesis is as follows:

H_0 = there is no difference in the spirit of entrepreneurship before and after learning using electronic-based integrated module of entrepreneurship;



H_a = there is a difference in the spirit of entrepreneurship before and after learning using electronic-based integrated module of entrepreneurship.

The variables in this study include (1) the spirit of entrepreneurship before learning using electronic-based integrated module of entrepreneurship (X_1) and (2) the spirit of entrepreneurship after learning using electronic-based integrated module of entrepreneurship (X_2). Indicators of the entrepreneurial spirit are (1) learning to work, learning to manage themselves, learning to be creative and hard work; (2) learning to manage the business and learning to do business and seek business partners; and (3) learning to develop a business plan.

In the trials, researchers act as lecturer models. Teaching is done by implementing individual learning model, in which students learn using the module independently and teacher acts as a facilitator. Learning takes place during four meetings, and each meeting lasts for 150 minutes, and students study the module on every meeting. The research involves 43 students of economics education, in which 3 students are from Muhammadiyah University Surabaya, 10 students are from PGRI Nusantara University Kediri, 10 students are from STKIP PGRI Pasuruan, and 20 students are from STKIP PGRI Jombang. In class, the teacher plays role in presenting introduction, accompanying students during the learning process, and collecting comments and suggestions on learning using the module. The research procedures are as follows:

- 1) The teacher introduces the module and the main content of the module.
- 2) The teacher presents general materials on entrepreneurship spirit, business management, and business planning in brief through lecturing.
- 3) The teacher distributes and explains the questionnaire used to measure attitudes and entrepreneurship spirit as used in pre-test.
- 4) The teacher presents the entrepreneurship materials in detail by playing the module.
- 5) Students learn the module.
- 6) The teacher asks students to fill in the questionnaire and conducts interviews with students through individual and in-group discussion.
- 7) Students to fill in the questionnaire and provide feedback on the module (related to design, language, content, and changes in attitude).
- 8) In general, the procedure aims at collecting feedback from students on the design and materials or content of the module and on how the module changes the attitude of students toward entrepreneurship learning.



To collect data in this study, some methods are used. First, the researchers act as a teacher to make observations and take a close look on differences in entrepreneurship skills of students before and after using the module. Second, the researchers distribute questionnaires to the respondents to obtain data on the differences in the spirit of entrepreneurship before and after learning using the module. Third, the researchers use documentation to take internal data of respondents. The measurement uses the Likert scale, with four (4) (alternative 4, score = 4; alternative 3, score = 3; alternative 2, score = 2; and alternative 1, score = 1). Score of 4 refers to Strongly Agree, 3 refers to Agree, 2 refers to Disagree, and 1 refers to Strongly Disagree, never, and negative.

Data is analyzed using the average differences using two-sample t-test for large sample interconnected to one another, with the following formula:

$$t_0 = \frac{M_1 - M_2}{SE_{M_1-M_2}}$$

(Montgomery, 2001)

Note:

$SE_{M_1-M_2}$ = Standard error mean difference of sample I dan sample II

$M_1 - M_2$ = Differences on mean average before treatment (X_1) and after treatment (X_2)

Hypothesis testing is done by comparing the results of t-test by looking at t-calculation and t-table, by considering the degree of freedom (df) of $N(43)-1$ or 42; the t-table is 2.018 at significance level of 0.05.

RESEARCH FINDINGS

The entrepreneurship learning in general during the study includes the following activities: (1) learning preparation including preparing lesson plans and media and (2) learning activities including applying a self-learning module. Observation of changes in the spirit of entrepreneurship is carried out during learning activities using the module and after completion of learning.

Learning is done in the form of individual learning, which lasts for four meetings. At the beginning of each meeting, the teacher provides information about the general objectives of entrepreneurship learning by using the electronic-based integrated module of entrepreneurship and measures of self-learning activities. In the first meeting, the teacher informs students about characteristics of the electronic module and ways of learning it and conducts pre-test. The activities continued with the delivery of general introductory materials about entrepreneurship mental, in the form of the basic concept of entrepreneurship characteristics. Furthermore, students learn Module 1 on building entrepreneurship spirit, and the teacher assists them in learning. In the second meeting, the teacher informs general



materials about managing business and all aspects of management, then students study Module 2 on managing business and give feedback on the module. In the third meeting, the teacher delivers the common concept of a business plan, then students study Module 3 on business plan and students provide comments and suggestions. In the fourth meeting, post-test is conducted and discussion with students after learning using the electronic module is done as to get feedback to improve the module.

In the pre-test questionnaire, students have to answer 14 questions based on research indicators, namely the suitability of the design of the electronic module and the entrepreneurship spirit. Results of the analysis of the questionnaire can be found in Appendix 1. In the post-test questionnaire, after using the module, students have to answer 14 questions based on research indicators, namely the suitability of the design of the electronic module and changes in the entrepreneurship spirit. Results of the analysis of the questionnaire can be found in Appendix 2.

The results on measurement of attitudes towards the module reveal that the module is suitable for independent learning. As many as 80% of the students state that the module has clear language, which means that the language is in accordance with the requirement of good module. As many as 85% of the students state that the electronic module design is very good, which means that the electronic module is in accordance with the requirement of good module which consists of learning objectives, materials, practices, answer keys, criteria for measuring success. The details are below.

Table 1. Percentage of Module Assessment

Score	Language	Design
1	5 %	2 %
2	5 %	6 %
3	10 %	7 %
4	80 %	85 %
Total	100 %	100 %

Data processing starts with data collection. The results of statistical analysis using t-test for two interconnected samples are processed using SPSS16.0 for Windows using the complete paired sample T-test. The results are as follows:



Paired Samples Statistics

	Mean	N	Std. Deviation	Std. Error Mean
Pair 1 before	40.35	43	2.409	.367
after	42.40	43	2.451	.374

The table on paired samples statistic provides the summary for both samples. The average score for the entrepreneurship spirit before using the module is 40.35, and after using the module is 42.40.

Paired Samples Test

	Paired Differences					t	df	Sig. (2-tailed)
	Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference				
				Lower	Upper			
Pair 1 before after	- 2.047	3.380	.515	-3.087	-1.006	- 3.970	42	.000

The results of the analysis on the table show an average of -2.047 (from 40.35 subtracted by 42.40 or the average score for the entrepreneurship spirit before and after using the module). The standard deviation is 3.380 and t-calculation is -3.970 < t-table of 2.018. Probability or significance value (2-tailed) is 0.00 < 0.05. Thus, H_0 is rejected and H_a is accepted, or there is a difference in the entrepreneurship spirit before and after using the module.

Thus, the highest score for the entrepreneurship spirit after using the entrepreneurship module is 47 and the lowest score is 38. Meanwhile the highest score for the entrepreneurship spirit before using the entrepreneurship module is 45 and the lowest score is 35. The results of statistical analysis show that the average entrepreneurial spirit before using the entrepreneurship module is 40.35 and after using the entrepreneurship module is 42.40. Thus, there is an increase in the entrepreneurship spirit of students after using the module (from Module 1 on entrepreneurship mental, Module 2 on managing the business).



and Module 3 on making business plans). The hypothesis testing results indicate a difference in the spirit of entrepreneurship before and after learning using the electronic module.

DISCUSSION

Learning using an electronic-based integrated module of entrepreneurship can be one way to promote the spirit of entrepreneurship. The results show that as many as 80% of the students state that the module has clear language, which means that the language is in accordance with the requirement of good module; as many as 85% of the students state that the electronic module design is very good, which means that the electronic module is in accordance with the requirement of good module which consists of learning objectives, materials, practices, answer keys, criteria for measuring success; and as many as 85% of the students state that the electronic module design is very good, which means that the electronic module is in accordance with the requirement of good module which consists of learning objectives, materials, practices, answer keys, criteria for measuring success. Learning using the module is set to take the form of individualized learning model, in which students are more active, independent, and more flexible in learning. In accordance with the concept of individualized learning (Proctor *et al.*, 1993), teaching in the form of electro-mechanical teaching machine emphasizes learners' skills so students can be independent, and they are required to answer questions as to measure the level of mastery; in this case, the lecturer does not dominate learning, but simply acts as facilitator. Learning using the an electronic-based integrated module of entrepreneurship has been able to provide knowledge and information as well as learning materials for students to master the science of entrepreneurship. This model is in contrast with the model of cooperative learning (Slavin, 2009), which emphasizes cooperation characterized by interaction, positive interdependence, responsibility, mutual communication in learning activities with different learning types and techniques. (-) ?

The material includes entrepreneurship mental, business management and business planning, work ethics, creativity to develop business, how to start a business, as well as managing and marketing simple business, in accordance with the article by Crea (2010). Entrepreneurship learning activities range from learning the theory, producing, managing, marketing, as to grow independence, maturity, meticulousness, and sensitivity in starting a business and to be able to communicate with the community (Lamsa, 2008). (-) ?

The application of entrepreneurship learning using the electronic-based integrated module has helped to increase the entrepreneurship spirit with an average difference of -2.047 and clarified by the results of alternative hypothesis testing (H_a), with differences in the



entrepreneurship spirit before and after learning using the electronic-based integrated module. The characteristics of a successful entrepreneur profile include the ability to be responsible, the willingness to take risks by calculating the ratio, the ability to believe in oneself to be successful, the desire to get fast feedback, the high-energy, the future-oriented perspectives, the skills to organize, the ability to prioritize achievement rather than money, the high commitment, the tolerance to ambiguity, the flexibility, and the persistence (Zimmerer *et al.*, 2008).

Teachers have a very important role in directing learning and in acting as a motivator in accordance with the purpose of learning, which is to improve student achievement, in line with the research by Likoko *et al.* (2013) that the quality of teachers is very important to convey the values, skills, knowledge, and attitudes. Thus, teachers still play a role as a motivator in the process of entrepreneurship learning using modules, so that students can be active and eager to learn entrepreneurship independently.

Learning entrepreneurship provides enhanced expertise in specific work skills, increased financial revenue, and improve self-confidence (Jehanzeb, 2013). By using the electronic-based integrated module, 80% of the students claim to be excited to work, to practice how to manage the business and to make business plans. In general, entrepreneurship learning using the electronic-based integrated module can boost the spirit and practice of entrepreneurship.

CONCLUSIONS

Statistical analysis shows differences in the entrepreneurial spirit of students before and after learning using the module. This is evidenced by the probability value (p) < significant level (α) and t calculation < t -table, in which $0.00 < 0.05$ and $(-3.970) < (2.018)$.

The average score of the entrepreneurial spirit of students before using the module is 40.35, while the average score of the entrepreneurial spirit of students after using the module is 42.40—thus, there is an increase from before and after learning (-2.05). This suggests that learning using the electronic-based integrated module of entrepreneurship can boost the entrepreneurial spirit of students. Thus, the electronic-based integrated module of entrepreneurship is a more practical electronic learning medium because the entrepreneurship materials are more complete, flexible, and more suitable with the business world in order to promote the spirit of entrepreneurship.



SUGGESTIONS

Promoting the spirit of entrepreneurship through an electronic-based integrated module of entrepreneurship has been proven to be more time saving, with more complete and factual materials. Teachers are advised to set fun and motivating atmosphere according to the level of real business problems. Students are suggested to use the module seriously and to be open to learning difficulties. To complete the module, movies on entrepreneurs or business challenges, on how to manage the business, and how to make real business plans as well as are needed. Learning using the module emphasizes discipline and seriousness. Sustainable, open, and harmonious cooperation between teachers and students in using the module as to form discipline and effective learning is also indispensable.

Knowledge: This article is developed based on research results; the title of the study is "Developing an Electronic-Based Integrated Module on Entrepreneurship". The study is continuing to the second year in 2015. The study is funded by the higher education grant.

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David, 2009
Proctor et al, 2013

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Qn	Initial	1	2	3	4	5	6	7	8	9	10	11	12	Conclusion	Conclusion Related to Attitudes	Final Score
1	KL	3	3	2	3	3	2	3	2	4	3	3	2	3	2	40
2	AZ	2	3	3	3	3	4	3	2	2	3	4	3	2	3	39
3	MM	2	2	3	3	2	3	2	3	2	3	2	3	4	3	38
4	LA	4	2	3	2	3	3	3	2	3	3	4	3	2	2	39
5	BBS	3	3	2	3	3	3	2	2	3	4	3	3	4	2	40
6	MU	4	3	4	3	2	3	2	3	2	3	2	3	4	2	42
7	NM	2	3	3	2	4	3	4	2	3	4	2	4	2	3	41
8	NL	4	2	4	3	3	4	3	3	2	3	2	3	2	4	40
9	RA	3	4	4	2	2	2	2	4	3	2	3	4	3	2	41
10	RU	2	3	3	2	3	3	3	2	4	4	2	4	3	2	40
11	TU	3	4	3	2	4	3	2	4	2	3	3	3	4	3	43
12	VNS	4	2	2	3	2	2	3	4	3	3	4	4	2	3	41
13	BCL	2	3	3	2	3	3	2	3	4	2	2	4	2	4	39
14	SA	2	4	2	2	4	3	3	2	3	3	2	3	4	3	40
15	ZL	4	3	2	3	3	3	3	4	3	2	4	4	3	2	43
16	TT	2	3	2	3	3	3	2	3	2	4	2	3	2	3	36
17	AS	2	3	3	3	3	3	4	2	3	3	2	4	4	4	43
18	BT	4	2	4	2	3	4	3	4	2	3	4	3	3	4	45
19	KS	3	2	3	2	3	3	2	3	3	4	3	3	3	4	41
20	ADP	4	3	2	3	3	3	3	4	2	3	2	3	4	3	41
21	YFA	3	4	2	3	2	3	2	3	2	3	2	3	2	3	37
22	AK	3	2	2	2	3	3	3	3	4	4	3	3	3	2	40
23	ENS	2	3	4	3	3	2	2	4	3	2	3	4	3	4	42

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	TOTAL	Average
1990	100	100
1991	100	100
1992	100	100
1993	100	100
1994	100	100
1995	100	100
1996	100	100
1997	100	100
1998	100	100
1999	100	100
2000	100	100
2001	100	100
2002	100	100
2003	100	100
2004	100	100
2005	100	100
2006	100	100
2007	100	100
2008	100	100
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2016	100	100
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2018	100	100
2019	100	100
2020	100	100
2021	100	100
2022	100	100
2023	100	100
2024	100	100
2025	100	100
2026	100	100
2027	100	100
2028	100	100
2029	100	100
2030	100	100
2031	100	100
2032	100	100
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2035	100	100
2036	100	100
2037	100	100
2038	100	100
2039	100	100
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2041	100	100
2042	100	100
2043	100	100
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2078	100	100
2079	100	100
2080	100	100
2081	100	100
2082	100	100
2083	100	100
2084	100	100
2085	100	100
2086	100	100
2087	100	100
2088	100	100
2089	100	100
2090	100	100
2091	100	100
2092	100	100
2093	100	100
2094	100	100
2095	100	100
2096	100	100
2097	100	100
2098	100	100
2099	100	100
2100	100	100

No.	Code Initial	1	2	3	4	5	Attitude Module 1			Attitude Module 2			Attitude Module 3			Conclusion	Conclusion Related to Attitudes	Final Score
							6	7	8	9	10	11	12					
1	KL	3	3	3	4	3	3	3	3	2	4	3	3	4	3	4	3	43
2	AZ	2	3	2	4	3	3	3	2	4	3	3	4	3	4	3	2	41
3	MM	4	4	4	3	2	3	2	3	4	4	3	2	3	4	3	4	45
4	LA	2	2	3	4	3	3	3	3	2	3	3	3	4	3	4	4	43
5	BBS	3	3	2	3	3	3	3	2	4	3	4	3	3	3	4	2	42
6	MU	2	2	3	2	3	4	2	3	2	3	3	3	3	2	4	3	38
7	NM	3	3	3	4	4	3	4	4	3	4	3	3	4	3	3	2	46
8	NL	3	2	2	4	3	4	3	3	3	2	3	4	3	3	4	3	43
9	RA	2	2	4	3	4	2	3	2	3	2	4	2	3	3	4	2	40
10	RU	2	3	3	4	3	4	3	2	4	3	2	4	2	4	3	2	43
11	TU	2	4	3	3	4	3	2	4	2	3	2	3	2	3	4	2	41
12	VNS	3	2	2	3	2	2	3	4	3	3	3	3	3	4	2	4	40
13	BCL	2	3	3	2	3	3	2	4	3	3	3	4	3	2	4	4	41
14	SA	2	3	2	4	2	3	2	3	2	4	3	2	4	3	2	4	39
15	ZL	2	3	2	3	4	4	3	2	3	2	3	2	3	4	4	2	41
16	TT	4	4	3	4	4	2	2	3	4	2	4	2	4	3	3	3	45
17	AS	3	3	3	2	3	3	4	4	3	3	4	3	2	4	4	2	43
18	BT	2	3	2	3	2	3	2	3	4	2	3	4	3	3	4	2	38
19	KS	2	2	3	3	3	4	2	4	3	4	3	4	3	3	3	3	42
20	ADP	3	3	2	4	4	2	3	4	2	3	4	2	3	2	3	4	41
21	YFA	3	4	3	2	4	4	4	4	3	3	2	4	2	4	3	4	45
22	AK	2	4	2	3	3	3	3	3	2	4	4	3	3	3	4	3	43
23	ENS	3	3	4	2	3	2	3	2	4	3	4	3	4	3	2	4	43



Appendix 2 Continued

Study Word			Uses of letters	Level of Difficulty	Mess age	Changes in Attitude Module 1					Changes in Attitude Module 2					Changes in Attitude Module 3					Conclusion	Conclusion Related to Attitudes	Final Score
No	Students' Initial	s				1	2	3	4	5	6	7	8	9	10	11	12	13	14				
24	HAF	3	2	4	3	2	3	4	3	2	3	3	4	3	2	2	3	2	3			39	
25	DEA	4	3	2	3	4	3	4	3	4	3	4	4	3	4	2	4	3	4	3		46	
26	RDA	3	4	3	3	2	3	3	4	2	3	3	4	2	4	3	4	3	4	3		45	
27	KF	2	3	3	4	3	3	3	4	3	3	3	4	3	4	3	2	4	4	2		43	
28	AR	4	3	2	3	4	4	4	2	3	2	3	2	3	4	2	3	4	3	4		43	
29	AFG	2	4	2	4	2	3	2	3	4	2	3	4	3	2	3	4	3	4	3		41	
30	ADR	2	3	2	2	3	3	2	4	2	3	2	4	3	2	3	4	4	3	3		38	
31	STY	4	3	4	2	3	3	3	3	2	4	3	2	4	3	2	3	3	3	3		42	
32	AS	2	3	4	3	2	3	4	3	4	3	4	3	4	3	2	3	4	3	3		43	
33	DFG	4	2	2	3	2	2	3	3	2	4	3	3	2	4	3	4	2	3	3		39	
34	HJK	3	4	3	2	4	3	2	3	4	3	2	3	4	3	2	3	2	2	2		40	
35	LID	2	3	2	4	2	3	4	4	3	4	4	3	4	4	2	4	3	3	3		43	
36	ART	3	4	3	4	4	4	2	3	4	2	3	4	2	3	3	4	2	4	2		45	
37	AKJ	2	3	4	3	2	4	2	3	4	2	3	4	3	2	3	2	2	4	4		41	
38	JK	3	3	4	3	4	3	4	3	3	2	3	2	3	2	4	4	3	2	3		43	
39	AL	2	3	4	3	4	3	4	3	4	3	4	3	4	3	4	3	4	3	3		47	
40	VJ	3	3	4	3	3	2	3	4	3	2	3	4	3	2	3	3	2	4	3		41	
41	AR	4	4	2	4	2	4	4	3	2	4	4	3	2	4	4	3	2	4	4		46	
42	GH	3	4	3	3	4	4	4	3	2	3	3	2	3	3	4	4	3	4	3		47	
43	JJ	4	3	4	2	3	3	4	2	4	3	4	2	4	3	2	3	4	4	4		45	
TOTAL																							1823
AVERAGE																							42.40

Source of data: recapitulation of questionnaires