STUDENTS' PERCEPTION OF LEARNING ENGLISH THROUGH BLENDED LEARNING

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Abstract: Aris Tadila D0319021. Students' Perception in Learning English Through Blended Learning. Thesis majoring in English education, Teacher Training, and Education Faculty, Nahdlatul Ulama University Kalimantan Barat. This study aims: (1) to investigate how the blended learning process is, (2) to determine students' perceptions of learning English through blended learning at class 8B Junior High in Darudda'wah Punggur. This study uses mixed methods so that researchers set observations, questionnaires, and also interviews as instruments to collect data in this study. Data were taken from class 8B which consisted of 26 students using a purposive sampling technique. The researcher analyzed the data using explanatory analysis. The results of this study indicate that the process of learning English through blended learning both offline (face-to-face) and online (WhatsApp application) in grade 8B students of Junior High School in Darudda'wah Punggur is well implemented. Students also show their positive and negative perceptions when learning English through blended learning. The researcher only suggests that in the future teachers should know more about the blended learning model so that the learning process becomes even better.

Keywords: Students' Perception, Blended Learning, Learning English.

INTRODUCTION

In the current era of 2021, learning in the world of education continues to develop with technology. Information and communication technology (ICT) is currently growing. This can be seen with changes that occur in a person such as knowledge, behavior, attitudes, patterns of thought, and so on. Sani (2013), in his book entitled *learning innovation*, says that the existence of quality in learning will produce creative learners, and can help build generations who will face life in the future.

English is a foreign language that is very important to learn and provides benefits for many people. In the era of digital today, many people use the internet as a medium to get information and communication in English, so this is a challenge for anyone who wants to master English (Iftanti & Maunah,). Also, Kamran and Mansoor (2017), said that the importance of English is now increasing in social pedia. A person can communicate well with other people, if that person masters four language skills in English, namely listening, speaking, reading, and writing.

Technology has influenced students' learning styles and teaching methods in education using mobile learning. It can be used and provides a learning process anywhere and anytime in

the world of education (Maulina, et al. 2019; Maulina, et al. 2021). According to Bidinand Ziden (2013) explaining about mobile learning shows that the main characteristics of mobile learning consist of student mobility, learning virtually anywhere and anytime, and also via mobile devices. Mobile devices have also been shown to approaches or learning styles in mobile learning. One of them is blended learning. In terms of blended learning, the most common usage is showing a traditional combination of face-to-face and online instruction (Graham, 2013, p. 334; Halverson, et al. 2012). Therefore, in implementing blended learning, a teacher can use mobile devices in the learning process.

Martin and Ertzberger (2013) said that the use of mobile devices is now available under any circumstances, and can use to enhance the learning experience. The use of mobile devices in question is a smartphone. Smartphones can be used anywhere and anytime. Firmansyah, et al. (2020) concluded that smartphone applications in teaching and learning activities can be used at all levels of education from elementary school to college. One of the social media applications on smartphones, namely WhatsApp. WhatsApp is a social media application that can be used by sending text, images, videos, and sounds, so it is suitable as a discussion tool (Qamar, et al. 2019). Therefore, teachers can use WhatsApp in carrying out teaching and learning activities in the blended learning process.

The use of blended learning began to be used during the Covid-19 pandemic. And this is one of the reasons the form of policies that have been set by the minister as rules that must be met to reduce the trend of Covid-19 so that Junior High School Darudda'wah Punggur also follows these rules. The researcher became curious about the teaching and learning process activities at the school, especially in the use of blended learning using face-to-face and the WhatsApp application on smartphones. Therefore, the researcher is interested in further investigating the learning process and students' perceptions of learning, especially learning English through blended learning. In short, the researcher plans to research class 8B of Junior High School Darudda'wah Punggur. The reason is that researchers have previously made observations on MBKM program activities. The researcher chose class 8B because the class tends to lead to the criteria desired by the researcher. Researchers can determine the desired criteria by looking at the English scores of students. The class can also be said that their enthusiasm for learning English is higher.

RESEARTCH METHODS

Based on the explanation of the background above, the researcher formulates the following problem 1) How is the blended learning process? and2) What is the student's perception of learning English through blended learning?

RESEARCH RESUIT

1. Observations

The results of the analysis from observations about teaching and learning activities as well as student perceptions, especially in learning English through blended learning, show that the teaching and learning process carried out offline or face to face and also online or through the WhatsApp application is carried out well according to the learning schedule. The learning process that uses this blended learning style is done by adjusting the material or learning media and also the readiness of students. For example, the first meeting was offline

(face-to-face), and the second meeting was still offline (face-to-face) because the materials and learning media did not allow students and teachers to use the WhatsApp application/group. Then the readiness of students is also like the absence of data packages. The third meeting is online (via the WhatsApp application/group), as well as the next.

The process of learning English offline (face-to-face) is carried out every Wednesday according to the learning schedule for class 8B. It seems that, although this learning process is carried out once a week, it does not reduce the enthusiasm of students. Students remain enthusiastic to attend and follow the teaching and learning process. Students are also active and always pay attention to the teacher's explanation. If something is not understood, they always ask their teacher. They also always do the assignments given by the teacher.

Student Demographic Background

Table 1. *Participant demographics*

No	Information	Answer	Frequency	Percentage
1	Gender	Male	7	26.9 %
		Female	19	73.1 %

Based on table 4.1 shows that 26.9% are male students and 73.1% are female students. This also shows that in fact in grade 8B, female students are more participants. In addition, female students also make up the majority of students at the Junior High School of Darudda'wah Punggur.

2. **Questionnaire**

Data from this questionnaire also supports data from observations. This questionnaire consists of 15 items which are closed-ended questionnaires where 6 items are statements on the analysis of the English learning process through blended learning, 3 items are statements of behavioral aspects, 3 items are emotional aspects, and also 3 items are cognitive aspects in analyzing students' perceptions when learning English both face-to-face and through the WhatsApp application. The number of participants was 26 students in class 8B of Junior High School of Darudda'wah Punggur., which were selected using a purposive sampling technique.

3. **Interview**

This interview data is additional data to strengthen the findings from observation data and also questionnaires. The results of this interview get short and clear answers from the participants because the content of the interview questions is structured. Participants in this interview consisted of 5 in class 8B of Junior High School of Darudda'wah Punggur, including 3 female students and 2 male students. These five students were chosen as representatives of the other participants because they were the superior students in the class. These interviews were conducted face-to-face with students.

The results of the analysis from this interview describe students' perceptions of learning through blended learning both offline (face to face), and also online (via theWhatsApp application/group) which is held once a week. On the one hand, students agree

with offline learning (face-to-face). They understand the explanation of the learning material given by the teacher. In other words, they enjoy the offline learning process (face-to-face). But on the other hand, they do not agree with the online learning process (via the WhatsApp application/group. Students do not understand the explanation of the material given by the teacher. When interviewed, they spontaneously express their hearts and minds about online learning (via the WhatsApp application/group).

CONCLUSION

In the following, the researcher explains the conclusions based on the findings and also the discussion, including First, the process of learning English which has been carried out through a blended learning approach, both offline (face to face) and online (via the application/WhatsApp group) which is carried out once a week by students at class 8B of Junior High School of Darudda'wah Punggur, it was implemented or went well according to the designed learning schedule. This learning schedule has been carried out every Wednesday, from the first meeting to the last meeting. Although the learning process is only done once a week, it does not make students lazy. Instead, students enjoy the learning process through this blended learning approach, both offline (face-to-face) and online (via the WhatsApp application/group). Then, it is also seen based on behavioral, emotional, and cognitive aspects, which shows that the process of learning English through a blended learning approach, mostly attracts students' attention and agrees with the learning process.

Second, some perceptions agree and disagree with participants regarding learning English through a blended learning approach, both offline (face-to-face) and online (via WhatsApp applications/groups). Students agree with the offline learning process (face-to-face) but do not agree with the online learning process (via the WhatsApp application/group). The reason is that they enjoy, and understand the explanation of the material given by the teacher, if the delivery of the material is direct or face-to-face. Vice versa, if the delivery of material is explained through group chats on the WhatsApp application, students sometimes do not understand the explanation of the material. Thus, the essence of the problem is that students do not agree with online learning (via WhatsApp applications/groups) which is about the explanation of the material provided by the teacher.

Suggestion

The following are some suggestions from researchers regarding the results of the analysis and also the conclusions of this study, including the following: first, it will be very helpful if teachers apply this blended learning approach in the learning process or teaching and learning activities. Students will feel more relaxed, and enjoy learning. This blended learning model has many benefits. For example, in the use of blended learning styles offline (face-to-face) and online (through WhatsApp applications/groups). Whether from offline or online learning, teachers can control learning activities, and also provide material directly or through files. Second, the use of this blended learning model will be more successful if the teacher can find out the weaknesses regarding the understanding or abilities of their students related to the blended learning model to anticipate that the learning process will run smoothly. In another sense here, students must understand and update in using the WhatsApp application. In addition, the teacher must also prepare the material well, and think about how to explain the material to the students so that

students can understand and understand well. Finally, future researchers, who want to conduct research on blended learning models, can use this research as a reference material, but of course with a different discussion.

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