

THE INVESTIGATION OF STUDENTS' PERCEPTION AND PROBLEMS TOWARD USING BLENDED LEARNING METHOD IN ENGLISH CLASS

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ABSTRACT

Blended learning is one of popular methods used in this period to improve student's skill in EFL course. There are various problems that have been found in implementing blended learning to the students in the class from positive to negative impact. This study investigates student's perception and problems in the implementation of blended learning in their EFL courses. Collected data will be analyzed in qualitative descriptive method. This research was only conducted with one English class in electric engineering students of Islamic University of Kediri. The result shows most of students have positive views on both online and offline learning that used blended learning as the method. On the other hand some students still have problem while joining online learning. One of their main reasons is technical problem such as internet connection, e-learning programme and etc.

Keywords: blended learning, EFL learner, Economic Faculty in Kota Kediri.

INTRODUCTION

Selecting method in teaching and learning process is one of important things. The method has to be suitable with the condition and needs of students. Another reason is the advance of technology, it gives contribution in the development of education. The development of science and technology can encourage educational system. So, the improvement of the education quality is an absolute thing (N. Parlaungan Iffah, 2018). Blended learning is method that can be used to improve students skill in EFL class and also suitable to contribute in teaching process by using digital technology in education.

The Blended learning is popular and latest educational method that can be used to develop digital education 4.0. (Maradoni Jaya Saragih, 2019). It combines two types of learning process, between face to face learning process or offline teaching and learning process and online teaching and learning process. The aim of blended learning is not to replace the teacher but in contrary, it aims to deepen

and expand teaching and learning process. Principally, blended learning leads the students to gain some control over time, pace, trajectory, and place (Zohirovna, 2022). In this method, Students are headed to control their learning, and this method also leads students to identify their needs in learning process. The benefit of blended learning in education is to provide flexibility in choosing the time and place to access lessons (Maradoni Jaya Saragih, 2019).

In the implementation of blended learning in English class of electric engineering students of Islamic University of Kediri uses this two online platforms for online class. They use Learning Management System (LMS) and WhatsApp. For face to face or offline learning will be done as needed. The teacher will share their material, explanation in Learning Management System (LMS) or WhatsApp and also for the assignment.

In learning process, the participation of the students is an important thing. Students are the object of the learning process. Student's perceptions in the learning process also provide an idea of whether this method is appropriate or not to the students and classroom condition. Students' perception of blended learning can be defined as their ability to notice and understand the learning environment, quality, and choices on specific aspects of this learning model (Rianto, 2020). Some of researchers on this study found that the perception of this method would affect student's satisfaction with this method (Kemp, 2020). Some researchers had conducted research dealing with the student's view on blended learning implementation, most of students had positive view on blended learning implementation. (Aborisade, 2013) (Gilbert, 2013)

Principally, learning process by using blended learning will provide modern condition which means teacher is not only giving material, instruction, assignment but also stimulating and motivating students to be independent, creative and active in understanding the material. To investigate perception and problems of the implementation blended learning in teaching process, especially in EFL class, this study needs to know perceptions and problems that have been faced by the students. Also the suggestion from the students will be considered for the better of learning process in the future.

METHODOLOGY

This study was participated by 18 students from English class in electric engineering students of Islamic University of Kediri. The data from was analyzed qualitatively. The data analysis technique used in this research was a descriptive technique by making an actual and systematic description. Data analysis in the study was carried out in three ways 1) data reduction 2) data exposure and presentation 3) conclusion drawing. (Sugiono, 2005). In this session, we draw the discussion into three important points dealing with student's perception on blended learning. We got the data from interview (open-ended questions), observation and documentation. We used it to make a short overview of the study and interview to strengthen the answer from the students.

RESULTS AND DISCUSSION

The results of the study will be provided in three main aspects, First is the Students' perception of using blended learning covers the benefit of online learning , offline learning and learning assessment. Second, student's problem in EFL course using blended learning and last is student's suggestion for the improvement of the quality of blended learning. The students' perceptions in using blended learning in EFL course were analyzed from the result of interview, observation and documentation.

Some answers from open questions:

S1: *"I like online learning, because i can reach it everywhere and any time but for the explanation and understanding the material I prefer offline than online learning"*

S2: *"Offline learning helps me to understand the lesson better."*

S3: *"I can get clear instruction from online learning and I can submit my assignment from everywhere. On the other hand I also need offline class to understand the lesson"*

S4: *“I choose both, online and offline. Because I can get more information about the lesson through online learning and will strength my understanding in offline learning”.*

S5: *“I love offline learning than online learning because I can understand the lesson better”*

Students perception for the online learning indicated that the online activities are beneficial to the students when participating in blended EFL courses. They bring some benefits such as providing clear learning instructions, being reachable at any time and anywhere, helping the lessons being followed, clearly defining learning objectives, and providing learning materials needed. Offline or face to face learning also got positive view from the students. According to the answers, majority students agree that offline learning provide some certain advantages such as improving communication, subject understanding, and learning interactions, the offline class activities help the students retain subject information better.

The assessment results, students gave positive reviews on both online and offline class instruction. The instructions were clear and understandable. The finding of the study found that perception of offline learning was higher than online activities, indicating that students preferred offline learning mode in their blended EFL courses. It is similar to the result of the study which was conducted by kemp (Kemp, 2020) that the students appreciated the offline learning because it was able to engage them more closely with the learning materials and activities. This was affected by students' readiness to adopt blended learning in their learning process.

The transition from offline to online course needs time and process. Students have to be familiar with the programme and the teacher motivates them to be more independent and focus to understand the material. For non-English students, understanding foreign language is not an easy thing. They have lack background of this. So the active guidance from the teacher is needed. The purpose of blended learning itself is not to replace teacher but to deepen and

expand the understanding of the lesson (Askarovich, 2021). The problems in blended learning found from the internet connection and difficulties in understanding lesson.

S1: *“ I have problems in my internet connection and submitting assignment ”*

S2: *“ I have technical problem on online learning, I can't submit large file to e learning ”*

S3: *“ I don't understand anything in online class. It will be better if we have offline class more often. ”*

S4: *“ This e-learning needs more features. So, we don't need to use other platforms to support our online class like WhatsApp group, video conference and etc. ”* Actually

S5: *“ When the electricity was off, I can't join my online class. So, It is better to have more offline class than online class ”.*

S6: *“ I have difficulties in understanding lesson ”*

S7: *“ I don't know about English and it will be more difficult when the teacher explain in WhatsApp so I need more offline ”*

There are several factors that can influence the course of the learning process, the first comes from within the individual (internal) which is divided into two, namely physical factors and psychological factors. The second comes from outside (External) arising from outside the students themselves which is divided into three, namely family factors, learning factors, and community factors. Based the problems that has been found by the students, the major problem is technical problems on e-learning and it's strengthen by student's answer from open question.

The development of the online platform which includes features that make it easier for the learning process such as teleconferencing, structuring the layout to make it easier to operate and integrating students into the program, suspicious space for uploading assignments. Ease of use of online platform is also very important to note considering the essence of using it. So, the learning process can

run more effectively and efficiently. The problems that have been found also affect students to have negative tendency on one aspect of blended learning.

On the other hand, they prefer to join online class because they can understand the lesson easier. From the perceptions and problems that have been found from the students, there were suggestions dealing with the perceptions and problems on e-learning.

S1: *“My suggestion is give us more offline learning than online learning”*

S2: *“ I suggest to enrich the features on e-learning, so we can use one platform to all learning activities”*

S3: *“I suggest to make offline meeting more dominant than online meeting.”*

S4: *“Please give us clear instruction in online class.”*

S5: *“I suggest to give spacious space for assignment submission on e-learning.”*

S6: *“The lecturer have to give various teaching techniques. It will make us easy to understand the materials”.*

In order to solve the problems and to improve the quality of blended learning. The suggestion from students can help the department and teachers to improve the quality of blended learning itself. From the interviews, we formulated the point of suggestion into three main points. First, suggestion on solving technical problems such as the additional features, the improvement of some features (spacious place for uploading assignment) and etc. These suggestions can help the improvement of the quality of the e learning itself. Second, Increasing more time for offline activity than online activity (60% for offline and 40% for online). Students prefer joining offline activities to joining online activity to understand the lesson. They feel easier to understand the lesson when they join offline class and they can freely ask the lesson in detail. Students also believe that joining offline meeting is more effective to understand the lesson than joining online activities. These results are in line with the previous researcher (Farley, 2011) (Fleck, 2012) (Korr, 2012). Third suggestion is about the various teaching techniques in blended learning. In this case teachers / lecturers need to improve

the technique of teaching to make students easy to follow the lessons and also accompany them achieving their best result.

CONCLUSION

Perceptions covers students' problems and suggestions have been provided in detail process. As teacher/lecturer, we need to know the needs and the problems from our students to improve the quality of our teaching and learning process. The perceptions from the students showed that the majority of them still need to adopt with this model. The students preference is still on offline of face to face activities. found some goodness in online activities, the researchers conclude that the ideal portion of blended learning in this study is 60% for offline activities and 40 % for online activities.

Technical problems from online or offline activities have to be solved as soon as possible. Solving problems and developing the online learning platforms will help institution/university to improve the quality of teaching and learning process. By fixing the problems the institution also helps students to achieve the best result of their study. To improve the quality of blended learning itself, teachers also need to try various teaching techniques to make students easy to understand the lesson even in online or offline learning and motivate student's learning quality.

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