



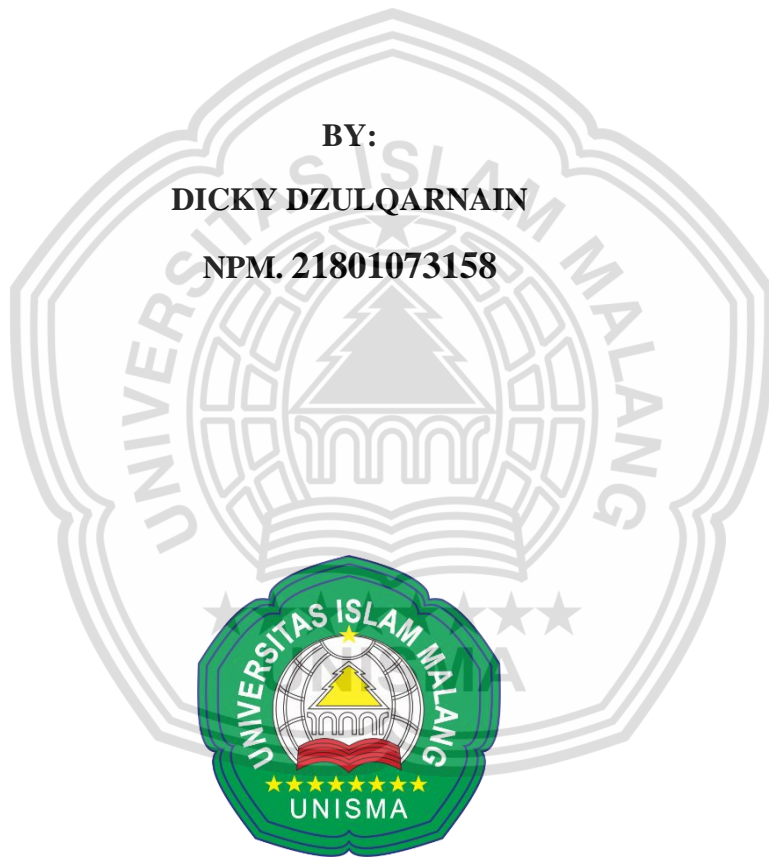
**STUDENTS' PERCEPTION OF THE BLENDED LEARNING
IN LEARNING ENGLISH SUBJECT**

SKRIPSI

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ABSTRACT

Dzulqarnain, Dicky. 2023. *Students' Perception of The Blended Learning in Learning English Subject. Skripsi.* English Education Department Faculty of Teacher Training and Education University of Islam Malang. Advisor I: Henny Rahmawati, S.Pd., S.S., M.Pd.; Advisor II: Dzurriyyatun Ni'mah, S.Pd., M.Pd.

Keywords: Students' Perception, Blended Learning

In conditions of online and offline learning, it is very important that online and offline learning activities run optimally. Learning and teaching must continue to be carried out online and offline in learning. This lesson aims to find out students' perceptions of blended learning in English lessons. In addition, interest in learning English is a key factor in the success of conversational skills among students, which influences them to learn English.

This study used qualitative research and the subjects of this study were from class IX, that is, 6 students from junior high school Malang. When investigating student perceptions, the researchers used interviews as a data collection instrument. Also, the question is adapted from Sanja Bauk (2014). H. Atwa (2022) which has been validated.

The findings of this study indicate students' perceptions of blended learning. Students say that the teacher's strategy of using strategic speech when explaining material at the beginning of learning can facilitate student understanding and increase student motivation to learn more. Unfortunately, the perception of most students towards blended learning is positive and there is also a negative one, that is, students get into various problems, such as poor internet connection and underestimation of learning.

Researchers suggest that the teacher distributes more interesting material to be carried out during online and offline English learning. The teacher must also provide a more interesting concept of research material that can be given to students. It is hoped that this research can be useful for other researchers and can be a reference or inspiration for future researchers who conduct research on students' perceptions of blended learning in English lessons.

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Keywords: Persepsi Siswa, Blended Learning

Dalam kondisi pembelajaran daring dan luring, sangat penting agar kegiatan pembelajaran daring dan luring dapat berjalan maksimal. Belajar dan mengajar harus tetap dilaksanakan secara daring dan luring dalam pembelajaran. Pembelajaran ini bertujuan untuk mengetahui persepsi siswa terhadap blended learning dalam pembelajaran bahasa Inggris. Selain itu, minat belajar bahasa Inggris merupakan faktor kunci keberhasilan keterampilan percakapan di kalangan siswa yang mempengaruhi mereka untuk belajar bahasa Inggris.

Penelitian ini menggunakan penelitian kualitatif dan subjek penelitian ini adalah siswa kelas IX yaitu 6 siswa SMP Malang. Dalam menyelidiki persepsi siswa, peneliti menggunakan wawancara sebagai instrumen pengumpulan data. Selain itu, pertanyaan tersebut diadaptasi dari Sanja Bauk (2014). H. Atwa (2022) yang telah divalidasi.

Temuan penelitian ini menunjukkan persepsi siswa terhadap blended learning. Siswa mengatakan bahwa strategi guru menggunakan tuturan strategis saat menjelaskan materi di awal pembelajaran dapat memudahkan pemahaman siswa dan meningkatkan motivasi siswa untuk belajar lebih lanjut. Sayangnya, persepsi sebagian besar siswa terhadap blended learning adalah positif dan ada juga yang negatif, yaitu siswa terjerumus ke dalam berbagai permasalahan, seperti koneksi internet yang buruk dan pembelajaran yang terlalu rendah.

Peneliti menyarankan agar guru menyebarkan materi yang lebih menarik untuk dilaksanakan pada saat pembelajaran bahasa Inggris online dan offline. Guru juga harus memberikan konsep materi penelitian yang lebih menarik yang dapat diberikan kepada siswa. Diharapkan penelitian ini dapat bermanfaat bagi peneliti lain dan dapat menjadi rujukan atau inspirasi bagi peneliti selanjutnya yang melakukan penelitian tentang persepsi siswa terhadap blended learning dalam pembelajaran bahasa Inggris.

CHAPTER I

INTRODUCTION

This chapter presents about background of the study, research problem, objective of research, significance of research, scope and limitation of the research, and definition of key terms.

1.1 Background of the Study

Blended learning is a relatively new concept in learning in which instruction is delivered through a combination of online and traditional learning carried out by instructors or professors (Bielawski & Metclaf, 2003). Blended Learning is also a combination of the benefits of face-to-face and virtual/online learning.

The learning model in Junior high school Malang is carried out in a blended way, which is partly offline or face-to-face and online. Where the learning system is carried out alternately, such as from Monday and Tuesday, class VII comes to school, class VIII is on Wednesday and Thursday then class IX is on Thursday and Friday. The Blended Learning process is carried out in Junior high school Malang due to the situation and conditions required to carry out this learning, taking into account that the government itself has not issued an order to fully carry out the learning offline.

Therefore, learning plans during the Covid-19 pandemic should certainly be prepared with plans that are on target so that they can be used to help students gain a lesson. One of the efforts to accomplish is to maintain balanced blended learning and be able to deliver quality learning despite the constraints of the conditions.

Explaining the blended learning process in Junior high school Malang, the blended learning process itself is in the form of a mix of offline and online where

the offline learning system is carried out face to face between students and teachers. But everyone also keeps their distance by wearing a mask. Then the online learning system itself is carried out virtually or through the Google meet application since the teacher generally provides the learning material and vice versa the students listen to the lessons transmitted by the teacher. From this it can be concluded that the learning process can be carried out simultaneously.

The blended learning process itself is very appropriate to use at this time, but in Junior high school Malang currently the blended learning system that is used is not only related to online and offline class distribution, but all the learning that is done offline, the learning that is done online is only in the form of tasks. Because blended learning itself is not just dividing school entry times, such as online and offline. But with face-to-face learning right now and giving homework online. Just like teacher provides learning knowledge through face to face but for assignments or homework it is given through homework application which is also called blended learning system.

In the implementation of learning, students learn independently but are still under the supervision of the teacher, it is just that the two cannot communicate spontaneously, there is a difference in time to get answers or answers from the teacher. Whatsapp groups, e-learning, online discussion forums (online chat) are examples of various media learning resources that support online learning. Some of the asynchronous learning activities that are usually carried out are interacting through the Learning Management System (LMS), communicating through WhatsApp groups and, uploading material in discussion forums. In this case it is very important to maintain feedback, pay attention to punctuality and clear

communication so that students actively participate in learning activities. Asynchronous learning offers several advantages, such as convenience, flexibility, interactivity, and encourages the continuation of personal and professional life responsibilities. The difference between the two learning is that synchronous learning involves a group of students participating in a virtual learning class, all students can listen to the teacher delivering material, ask questions or express opinions spontaneously through the app. While asynchronous learning implies student-centered learning, the activity becomes the dominant focus in teaching and learning activities. This learning is almost the same as the independent learning approach by utilizing Internet online media and learning resources.

Wildavsky (Cited in Wena, 2014: 214) revealed that e-learning, that is, the intensity of encounters between students and teachers is minimal and it is difficult to socialize among students. Therefore, face-to-face learning is also very important to implement, but seeing the widespread development of technology, the teacher must also be able to use it in order to attract students to follow the learning process and study these subjects. Therefore, one way to overcome this problem is to apply blended learning so that students are interested in participating the learning process.

Looking at these issues, the researcher wants to make improvements to the learning process so that it can help teachers increase student attention and learning outcomes. One of the suitable alternatives that can be developed to overcome this problem is by applying the Blended Learning model. According to the researcher, the uniqueness of the Blended Learning model was chosen because it adapts to the needs of the students. What is meant here is that students want teachers to be more creative and innovative when teaching in the classroom. With the existence of e-

learning facilities and combined with the teaching methods of the teacher in the classroom, the students will be more interested in learning the material. Blended Learning is a combination of face-to-face learning models with e-learning based learning models. This learning model facilitates students during the learning process. By implementing the blended learning model, changes will occur, where the learning process not only listens to the teacher's descriptions of the material, but the students can use the e-learning facilities that can be accessed anywhere and anytime. With the implementation of this blended learning model, it is hoped that it can make students more interested in participating in learning activities inside and outside the classroom.

Perception is a person's judgment or interpretation of something's point of view that is captured by their senses. Perception is the process of receiving stimuli in the form of quality objects, relationships between symptoms and events so that the stimuli are perceived and understood (Nazarwaty, 2017). Meanwhile, according to Sunendar & Santoso (2020), the student's perception is an assumption and the student's ability to measure objects that occur in the student's memory.

Each student has a different perception. Based on the results of Hima's (2016) research, it is known that students have a positive perception of the application of blended learning. This is because from the results of the study it was concluded that the application of blended learning increases the learning motivation of the students. However, from the research by Jaya & Akhirudin (2021) it is known that students have a negative perception of the application of blended learning. This is due to the limited learning facilities possessed by students and teachers, as well as teachers' lack of understanding of the use of technology.

In this study, the researcher chose a blended learning application that was implemented in the learning process that took place both offline and online, but to facilitate learning, the teacher could provide a Learning Management System (LMS) to require teachers to present more interesting information and effective learning experiences, this of course generates different perceptions for each student, one of which is the perception of learning English. This is because the students' perceptions that emerge from the students come from their observations and experiences during the online learning process. Students' perception of the learning process is a process when students receive, respond to, organize, and interpret the learning process received by the student's five senses.

Therefore, the implementation of blended learning is considered an effective strategy. However, sudden changes in the learning conditions will lead to students' perceptions during the learning process. Therefore, this study aims to describe students' perceptions of blended learning in learning English.

1.2 Research Problem

Based on the previous research context, the writer can formulate the problem as “How are the students' perceptions of blended learning in English subjects at Junior high school Malang?”

1.3 Objective of the Research

From the formulation of the previous problem, the research objective can be formulated as “To know the students' perceptions of blended learning in English subjects at Junior high school Malang.”

1.4 Significance of the Research

Based on the research focus and objectives, there are several benefits that are expected to be useful for:

1. Teachers; it can help teachers convey material to be more easily understood by students, especially in English subjects, and of course it contributes to teacher innovation in driving learning. As well as providing an overview to the teacher in the design of learning with the Blended Learning model.
2. Students; students can make it easy to learn anywhere and anytime, and with this blended learning model, students' learning activities are not boring or monotonous.
3. Researchers; it can be used as an innovation in choosing an effective, efficient and innovative learning model. It can also be a reference for future researchers

1.5 Scope and Limitation of the Research

Researchers need to make the scope and limitation of research objects so that they focus on the topic. This research has a scope regarding students' blended learning in English lessons. The researcher focused on knowing students' perceptions of blended learning in the teaching and learning process the subject of the research was students.

Junior high school Malang which was divided into three classes such as grade seven, grade eight and grade nine. In this study the researcher focused more on

grade IX students because this researcher already had teaching experience when the researcher was still practicing students, also the limitation of the researcher was the lack of time when interviewing students because students had other activities. The weakness in this study was the lack of preparation when conducting interviews and not recording sound during the interview process.

1.6 Definitions of Key Terms

To get a clear picture of the direction of the research, an explanation of the operational definitions of various title-related terms is given, including:

1. Blended Learning

Blended learning is a combination of learning methods with various ways of delivery, teaching models and learning styles. Blended learning is also a combination of face-to-face and online learning. Therefore, education experts combine the two learning models and make it a new learning theory called Blended Learning. It can be concluded that blended learning is mixing two or more learning strategies or methods to get the expected learning outcomes.

2. Students' Perceptions

Perception is a person's view or opinion about an object being observed, so that one can conclude an event and the object. Students' perceptions reflect their attitudes or behavior based on observations while participating in the online learning process. The results of these observations will give rise to a perception where the perception can be positive or negative depending on the observations of each individual. So, researchers take students' perceptions based on when in class and outside class. challenges faced by students while in the classroom such as students' absorption in receiving learning material, and while outside the classroom

such as lack of motivation to learn and constraints on concentration disturbances during the learning process/not conducive to learning.



CHAPTER V

CONCLUSION AND SUGGESTION

5.1 Conclusion

Related to the findings and discussion that have been described in the previous chapter, the researcher tries to make a brief conclusion about this investigation. Based on students' perceptions, sometimes the teacher explains the topic orally, in writing, and sometimes in practice. They also handed out material and gave examples related to everyday life. In addition, there were students who stated that the teacher guided them very well and with patience. In addition, they also said that the teacher explained the material that was not understood patiently until the students understood the material.

However, in blended learning, there are some students who experience problems, including possible network limitations when learning takes place online. Students say that online English classes have some problems, such as poor internet connection. The difficulties of students when they do not understand the learning material because they cannot communicate directly with teachers and students, then there may be difficulties or obstacles, such as collecting student assignments. even so, the teacher never forgets to ask the students about the material being explained, the students still do not understand it. Thus, so that the lesson is not boring and becomes more fun, the teacher always provides motivations and instructions to the students so that they are more active in learning.

5.2 Suggestion

Finally, the suggestions of this study came up with some ideas discussed to student, English teacher and future researchers as follows:

1. For the student

Learning through the use of two learning methods is an effort to improve your ability to apply the means of learning using technology. Furthermore, for the learning process to achieve its goals optimally, students need to be more active in learning, so that students in learning can be more active when the learning process is in accordance with the teacher's expectations.

2. For the teacher

The role of a teacher in learning media that are appropriate and consistent with the characteristics of the students should also be considered. The right learning media will then have a positive impact on students, one of which is to increase their activity and enthusiasm for learning. If the teacher manages to generate and increase the enthusiasm for learning, then the learning process can also work well and effectively. One of them is by using a new strategy to improve student learning in the classroom.

3. For the future research

In addition to being used as study material for future researchers, it is hoped that this research can become an inspiration and reference so that they can develop further research with additional instruments to obtain more detailed results. Prepared well for the data collection process with the help of recording tools for interview.

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