THE IMPLEMENTATION OF BLENDED LEARNING METHOD IN ENGLISH LANGUAGE TEACHING

Mantovani W. M
Pendidikan Bahasa Inggris, Universitas Muslim Indonesia
wiryawanmantovani@gmail.com

Rusdiah
Pendidikan Bahasa Inggris, Universitas Muslim Indonesia
Rusdiah.rusdiah@umi.ac.id

Awaluddin Syamsu
Pendidikan Bahasa Inggris, Universitas Muslim Indonesia
Awaluddin.syamsu@umi.ac.id

Abstrak

Tujuan penelitian ini adalah untuk mengetahui apa yang dipikirkan 11 siswa SMA kelas A1 di Darul Aman Gombara Makassar tentang pengenalan metode pembelajaran campuran dalam pengajaran bahasa Inggris dan apa manfaat dari metode ini bagi para siswa. Studi ini menggunakan teknik deskriptif yang memakan waktu satu bulan untuk mengumpulkan data menggunakan kuesioner tutup, kuesional terbuka, dan wawancara. Pengambilan sampel intensif digunakan untuk mengumpulkan data dari kelas 11 kelas A1, yang mencakup 35 siswa. Untuk menentukan persepsi siswa, skor kuesioner berakhir tertutup dikonversi menjadi persentase dan diperiksa. Hasil dari kuesioner terbuka dan wawancara dimasukkan ke dalam deskripsi. Temuan dari studi ini mengungkapkan bahwa siswa memiliki sikap yang menguntungkan tentang penggunaan Metode Pembelajaran Blended dalam Pengajaran Bahasa Inggris. Penilaian positif responden berasal dari pengalaman mereka mempelajari menggunakan Metode belajar campuran.

Kata kunci: Persepsi Siswa, Blended Learning, English Language Teaching

Abstract

The goal of this research is to find out what eleven A1-grade senior high school students in Darul Aman Gombara Makassar thought about the introduction of the blended learning method in English language teaching and what the method's benefits were for the students. This study used a descriptive technique that took one month to collect data using a closed-ended questionnaire, an open-ended questionnaire, and an interview. Purposive sampling was used to collect data from the class of eleven A1 classes, which included 35 students. To determine the students' perceptions, the closed-ended questionnaire scores were converted into percentages and examined. The results of the open-ended questionnaire and interview were incorporated into the description. The findings of this study are revealing that students had a favorable attitude about the use of the Blended Learning Method in English Language Teaching. The respondents' positive judgment stemmed from their experience studying utilizing the Blended studying Method.

Keywords: perception, Blended learning, English learning

INTRODUCTION

Blended learning is a formal or informal education program that mixes online digital media with traditional classroom approaches. Blended learning, according to Santosh (2013), is a formal education program in which a student learns in part through online delivery of content and teaching with some element of student autonomy over time, place, path, and speed. Blended learning is defined by Melbourne (2012) as combining teaching and learning approaches from face-to-face, mobile, and online learning, as well as aspects from both synchronous and asynchronous online learning alternatives. Furthermore, Mohammed (2015) defines blended learning courses as having some face-to-face class meetings as well as certain class sessions that are replaced by online education. According to Teana, A., Muhajir., Sulaiman, R. (2023), blended learning courses include some face-to-face class meetings as well as certain class sessions that are replaced with online education. Furthermore, Brown stated in Buket and Meryem (2008) that blended learning supported all of the benefits of e-learning, including cost savings, time efficiency, and learner convenience, as well as the essential one-on-one personal understanding and motivation that face-to-face instruction provides. In other words, BL referred to both online and offline learning. To optimize the learning process, BL designed the integration of online and traditional face-to-face class activities.

Nowadays, the teaching and learning process can be carried out in two models: e-learning and blended learning (BL). E-learning was defined as learning that took place outside of a regular classroom by leveraging electronic devices to obtain educational content. Distance education, computerized electronic learning, online learning, internet learning, and many more titles were used to characterize e-learning delivered online via the internet. Blended learning is the replacement of some traditional face-to-face training with web-based learning. Blended learning combined traditional physical classes with components of virtual education.

In English Language Teaching (ELT), particularly in higher education, BL makes studying easier for students, and because it also includes face-to-face learning, it can enhance students' attitudes toward learning ICT. Higher education institutions must handle increasing expectations related to learning experience quality and the wave of technological innovation. According to Macdonald (2008), blended learning is a trendy issue these days, but just like the term e-learning, everyone has a different interpretation of what it entails. Early references to blended learning came from industry and workplace learning, but it has lately gained traction in higher education (HE) institutions. BL is a relatively new technique, and not all teachers use it as a teaching methodology. There are various reasons why teachers do not adopt BL, including the fact that the facility does not support BL or that they continue to employ the traditional teacher-centered approach in the teaching process. The teacher-centered approach involves the teacher explaining topics from a book and then asking students' questions. Teacher-centered activities are common in the classroom, but they frequently fail to incorporate students novations into the teaching and learning process. Students are not exposed to new technologies and may develop boredom as a result.

Information and communication technology (ICT) has had a huge impact on human life in this age as well. Information technology has had the greatest impact of the many technologies that have touched our lives and changed many things in recent years. According to Daniels in Srivastava (2016), ICT has fast become one of the key building blocks of

modern civilization. Not only has ICT grown in specific educational activities, but it will also be a secondary choice for increasing the effectiveness and relevance of the educational process. ICT played a significant role in the education business; base technologies and other advanced computer software were widely used to deliver educational parts of various courses to students'.

METHOD

The researcher employed a qualitative descriptive method based on the title.,. Quoted from the book Physical Education Qualitative Research Methodology indicating that quantitative research is a sort of research that is methodical, planned, and structured (Untung, Nugroho, 2018). This research will employ the correlation technique to acquire more variatief of the test, one of the various qualitative research methodologies used in evaluation is the correlational method. The correlation coefficient is primarily used to determine the extent to which fluctuations in one or more factors are related to changes in one or more other factors. Various qualitative research approaches, such as correlational, are investigated with the goal of determining the degree of relationship between changes in one component and variations in other elements based on the correlation coefficient.

The data was gathered using a closed-ended questionnaire with seven numbers and an open-ended questionnaire with three numbers. The participants in this study were 35 English Education students from SMA Buq'atun Mubarakah Makassar's eleven natural sciences who were chosen by purposive sampling. The population of this research is the students' at the eleven grade of natural science

FINDINGS AND DISCUSSION

The study's findings are discussed in this chapter. The chapter was separated into two sections: study findings and research discussion. The findings provided the results of data analysis obtained via a questionnaire about students' perceptions of the use of the blended learning technique in English Language Teaching (ELT) at SMA BUQ'ATUN MUBARAKAH MAKASSAR. The debate focuses on how to interpret the research findings.
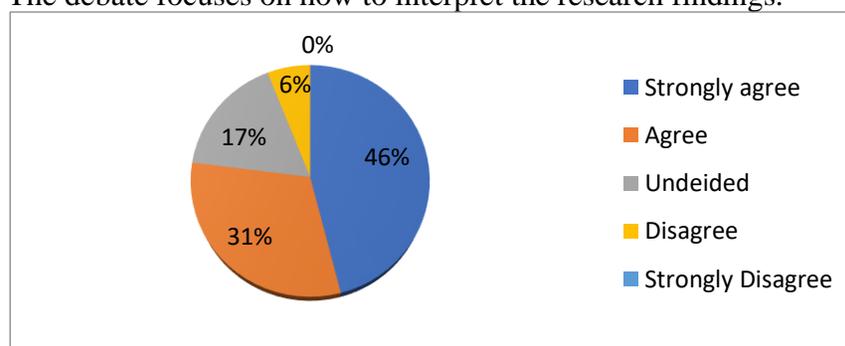

Chart 1. Result of question one "With Blended learning method

Chart 1 shows that 46% choosed "strongly agree", 31% choosed "agree", 17% choosed "undecided", 6% choosed "disagree", and 0% choosed "strongly disagree". So, this mean that the use of the blended learning method in the teaching of the English language can make students' learn anywhere and increase their english ability. Chart 2. Result of question two" Blended learning can improve communication with teachers by providing automatic (e-mail or other online media) notifications in addition to face-to-face interactions."
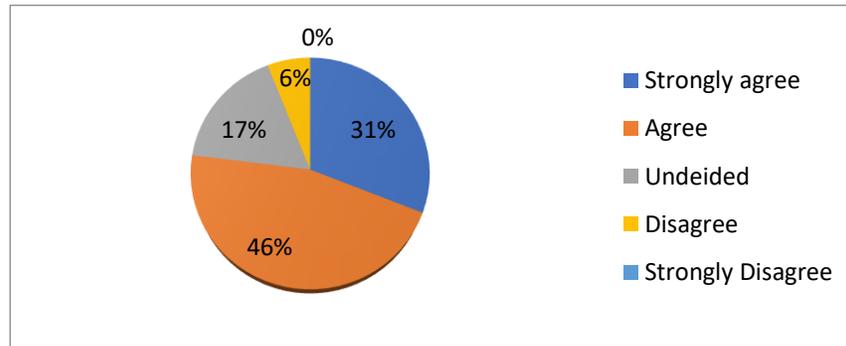
Chart 2. Result of question two" Blended learning

Chart 2. Shows showed that 31% choosed "strongly agree", 46% choosed "agree", 17% choosed "undecided", 6% choosed "disagree", and 0% choosed "strongly disagree". This mean that the most of students' is agree with the question about "blended learning can improve communication with the teachers, not only face-to-face but also have automatic (e-mail or others online media) notifications". Chart 3. Result of question three "Blended learning makes teacher more efficient in teaching and learning procces"
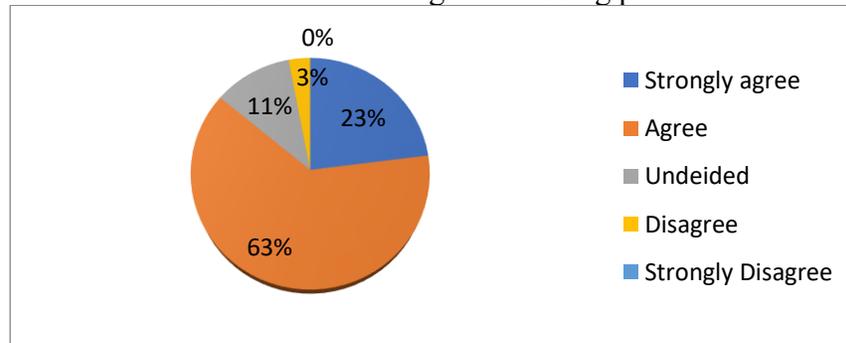

Chart 3. Result of question three "Blended learning

Chart 3. Showed that 23% choose "strongly agree", 63% choose "agree, 11% choose "undecided", 3% choose "disagree", and 0% choose "strongly disagree". This mean that the most of students' is agree with the question about "Blended learning makes teacher more efficient in teaching and learning procces". Chart 4. Result of question four "In blended learning, the teachers provide textbook about technical support for face-to-face learning"
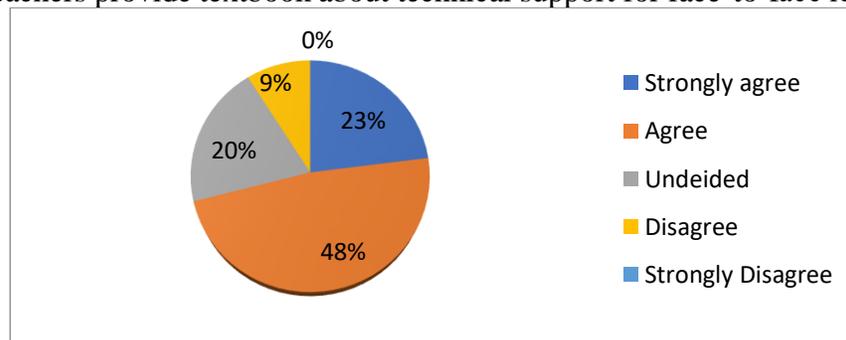

Chart 4. Result of question four

Chart 4. Showed 23% chosed "strongly agree", 48% choosed "agree 20% choosed "undecided", 9% choosed "disagree", and 0% choosed "strongly disagree". This mean that the most of students' is agree with the question about"In blended learning , the teachers

provide textbook about technical support for face-to-face learning". Chart 5. Result of question five "Improving students' english ability will be easier if use blended learning method"
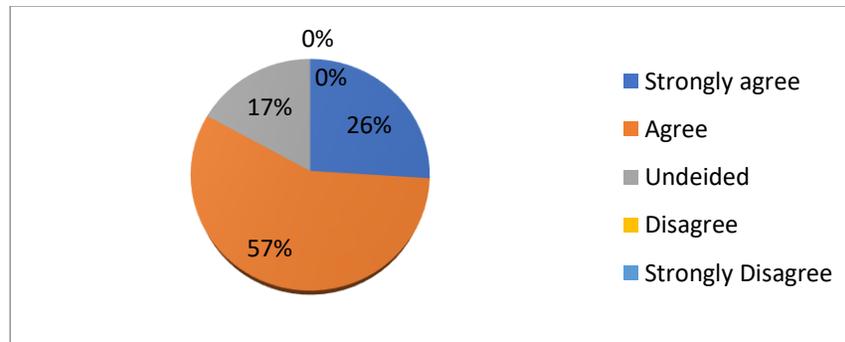

Chart 5. Result of question five

Chart 5. showed that 26% choosed "strongly agree", 57% choosed "agree", 17%) choosed "undecided", 0% choosed "disagree", and 0% choosed "strongly disagree". This mean that the most of students' is agree with the question about "Improving students' english ability will be easier if use blended learning method".

Teachers Perceptions on the Blended Learning Method's Implementation.

"(*The application of online + offline learning is very good because it makes it easier for us to access teaching materials, also we can use many learning models and media so that students don't get bored in learning)"(*Umar Mukhtar, S.Pd , M.Pd).

("In my opinion, this combination of learning is suitable for application in big cities, because with an online system you can learn anywhere and anytime by utilizing technology with a combination of face-to-face learning resources, but for me personally I still tend to go offline due to network constraints. depending on where Blender Learning is implemented, in the city or vice versa)" (Mardiati Thahir , S.Pd)

"(In my view, the existence of blended learning is very helpful for the world of education in supporting the educational process. In the past, if there were face-to-face constraints, the teacher and students did not get their right to learn. However, with online learning, students and teachers who experience problems in face-to-face meetings can still get their rights. So that this can help achieve learning objectives)" (*Ahmad Dahlan, S. Pd., M. Si)

(It is very useful because with blended learning it will keep children learning and learning will not be interrupted. And blended learning can be done anywhere and anytime, especially online learning. In addition, blended learning can also provide separate experiences for students, especially in terms of mastery. IT) (A.Yusran. S.Pd).

According to the findings, the results of both perceptions reveal that respondents had a favourable attitude about the use of the BL approach in ELT. The detailed answer to the research question may be viewed in the data result below. Students also reported that having the course presented in a mixed format made it easier to follow and improved their learning. The web content was nicely displayed and simple to grasp, and the supplies were delivered. The online activities boosted interactions and were well-structured in terms of goals and duration. It is critical that the course's intended learning objectives align with the online activities in order to ensure a connection between the two components. Furthermore, based on the students' perceptions, Nisha and Priya (2014) concluded that BL necessitates an intentional approach to

instructional design. Teachers' perceptions are also important to apply the advantages of the method itself into their practices (Ajayi, 2009). Where the teachers' who use the blended learning method in their class gave his perception that the blended learning can help teachers and students' to make it attractable in learning, therefor blended learning is very helping and be the one way to make the education still on point in this condition (after covid 19) with the conditional time to learning and conditional place learning.

CONCLUSION

According to the data and discussion, the respondents to this study had a favorable assessment of the use of the BL approach in ELT. The respondents' positive appraisal was based on their understanding of the BL method of learning. According to the questionnaire replies, pupils acknowledged that they enjoy learning when teachers employ the BL technique. Furthermore, teachers' attitudes toward the use of the blended learning strategy may boost students' enthusiasm to study. With instructors' support for the use of BL in ELT, it is also possible to boost the appeal of education for both teachers and students. According to student surveys, they also received specific benefits.

BIBLIOGRAPHY

Arikunto, S. (2013). *Prosedur Penelitian.* Jakarta: Rineka Cipta.

Ajayi *(2009:12, 86-100, educational study and society)*

Meryem and Buket, 2008. A study of students' perceptions in a blended learning environment using various learning styles 11th edition of Educational Technology and Society (As of February 8th, 2017) Daniel Srivastava (2006) *Information And Communication Technology.*

Melbourne (2012) A compilation of research findings in Victorian education from 2006 to 2011. State of Victoria's Ultranet and Digital Learning Branch

M.N.H.J. Mohammed 2015. Perceptions and Attitudes Towards Blended Learning in English course: A Case Study of University of Bisha Students'http://files.eric.ed.gov/fulltext/EJ1075497.pdf (Accessed on February, 8th2017)

Janet Macdonald, 2008. Planning Learner Support and Activity Design through Blended Learning and Online Tutoring. e-book Gower: England

Pria and Nisha, 2014. A study of students' perceptions of blended learning in Gulf Medical University certificate courses www.gulfmedicaljournal.com (As of February 8th, 2017).

Teana, A., Muhajir., Sulaiman, R. (2023). Improving Students' Ability in Writing By Peer Group Roundtables (Study at SMP Kartika Wirabuana XX-2 Makassar). Jurnal KIMA. Vol. 2, No. 1, pp.153-157.

.