STUDENTS' PERCEPTION TOWARD THE IMPLEMENTATION OF BLENDED LEARNING IN ESSAY WRITING CLASS OF THE THIRD SEMESTER STUDENTS ENGLISH DEPARTMENT UNIVERSITAS NEGERI PADANG

THESIS

Submitted as Partial Fulfillment of the replacements to Obtain Bachelor of Education (B. Ed) in English Language Education

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**Students' Perception Toward the Implementation of Blended Learning in
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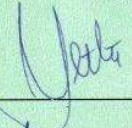Universitas Negeri Padang Department UNP**

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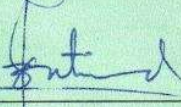**Tim Penguji**   **Tanda Tangan**

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ABSTRAK

Utami, Lia (2022). Persepsi Mahasiswa terhadap penerapan Blended Learning di kelas Essay Writing siswa semester tiga program bahasa inggris Universitas Negeri Padang. Tesis. Padang: Departemen Bahasa Inggris. Fakultas Bahasa dan Seni. Universitas Negeri Padang.

Blended learning, sebagai salah satu metode pembelajaran yang disarankan untuk diterapkan di masa pandemi covid-19, adalah pembelajaran yang lebih efektif dan efisien untuk situasi saat ini dan meningkatkan daya tarik pembelajaran. Tujuan dari penelitian ini adalah untuk mengetahui persepsi siswa tentang *Blended Learning* di kelas *Essay Writing* serta manfaatnya bagi siswa. Penelitian ini menggunakan metode deskriptif. Populasi penelitian ini adalah 142 mahasiswa semester III Kelas *Essay Writing* Jurusan Bahasa Inggris tahun 2021. Sebanyak 83 mahasiswa dipilih dengan metode quota sampling. Teknik pengumpulan data yang digunakan dalam penelitian ini adalah kuesioner dengan 6 indikator melalui aplikasi google form. Hasil dari penelitian ini menunjukkan bahwa sebagian besar siswa kelas *Essay Writing* di Jurusan Bahasa Inggris memiliki persepsi yang baik tentang penerapan *blended learning* di kelas *Essay Writing*. Siswa setuju bahwa penggunaan *blended learning* meningkatkan kemampuan siswa dalam menulis. esai yang mengarah pada prestasi yang lebih baik di kelas *menulis esai*. Namun, siswa masih menemui kendala seperti beralih dari kelas online ke offline ke online dan mengakses kelas virtual. Selain itu, *blended learning* memiliki manfaat dari segi waktu, hasil, efektivitas dan efisiensi, dan komunikasi.

Kata Kunci: Blended Learning, Persepsi, and Essay Writing.

ABSTRACT

Utami, Lia. (2022). Students' Perception toward the Implementation of Blended Learning in Essay Writing Class of the Third Semester Students English Department Universitas Negeri Padang. Thesis. Padang: English Department. Faculty of Language and Arts. Universitas Negeri Padang

Blended learning as one of the suggested learning methods to be implemented during pandemic covid-19 era is more effective and efficient learning for current situaton and it increase the attractiveness of learning. The purpose of this study is to find out students' perceptions of Blended Learning in Essay Writing class as well as its benefit for the students. This research used descriptive method. The population are 142 third semester students in Essay Writing Classes of English department student year 2021. A total of 83 students were selected using quota sampling method. The data collection technique used in this research was a questionnaire with 6 indicators through google form application. Therefore, the results of this study showed that the majority of essay writing class' students in English Department had a good perception of the implementation of blended learning in essay writing class. The students agree that the use of blended learning improves students' ability in writing an essay that leads to a better achievement in essay writing class. However, the students still encounter an obstacles such as shifting from online to offline to online class and accessing virtual classes. Moreover,blended learning has benefits in terms of time, outcomes, effectiveness and efficiency, and communication.

Key words: Blended Learning, Perception, and Essay Writing.

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Padang, August 2022

The Researcher

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CHAPTER 1
INTRODUCTION

1.1. Background of the Problem

Globalization has led to substantial advances in information and communication technologies, as well as education (Dobrova et al., 2019). The internet is one of the most fascinating information and communication technology tools to utilize in the classroom (Ahmadi, 2018). The use of the internet in the educational system is growing more essential, especially since the Covid-19 virus outbreak. To maintain the health of Indonesian students, instructors, and other workforce, the Minister of Education and Culture has recommended that all educational institutions begin using online learning by March 24, 2020. However, as the pandemic subsides and a vaccine is found, the educational institutions are allowed to do offline learning with a set period of time.

According to Implementation of Learning for the New Academic Year 2021/2022 that refers to the PPKM and SKB 4 Ministerial Policies, educational units must pay attention to their regional zones in determining learning activities. For Levels 1 and 2, they can start limited face-to-face learning (PTM), by prioritizing the prudence, safety, and health of school residents. Meanwhile, for regions that are at Levels 3 and 4, they still have to hold distance learning (PJJ). Undoubtedly, a learning system that combines offline, online, and face-to-face instruction with following health guidelines must be put in place (Dwiyanto, 2020).

The Minister of Education and Culture (2020) suggested several learning methods for this situation: Project Based Learning, Daring Method, Luring Method, Home Visit Method and and Blended Learning Method. Blended Learning is one of the learning methods that will be implemented during this new policy period. Based on distance learning guide by Kemendikbud (2020), blended learning is a suggested learning methods to be implemented during this situation. Moreover, based on Kemendikbud (2021) blended learning provides the best opportunity to learn from classroom transitions to online learning. Although blended learning was first proposed in the area of industrial and workplace learning, it has recently acquired interest in higher education (HE).

Blended learning, as defined by Stein and Graham, (2014), is a combination of online and face-to-face learning that is flexible, effective, and successful. Hinkelman, (2018) defines blended learning as learning activities that use face-to-face instruction for the remaining 55% and online learning for the other 45%. Briefly said, blended learning is a combination of face-to-face and online learning experiences (Garrison and Vaughan 2017). Because blended learning is a relatively new technique, not all lecturers use it as a teaching methodology.

The researcher did preliminery research in English Department Universitas Negeri Padang by interviewing some students. The results from interview, the students said Essay Writing Class is the one the only class that used blended learning in the third semester 2021 for this pandemic situation. This result was obtain from interview with several third semester students that registered in 2020. There are many reasons why lecturers don't employ blended learning, including

their lack of expertise and professional development in the field of online education, which made it difficult for them to design instructional material (Maycock et al., 2018;Raza & Brown, 2021), the facility's lack of support also play role in this condition.

However, blended learning has some advantages such as: it is more effective and efficient learning for current pandemic situaton and it increase the attractiveness of learning (Lalima et al, 2017). Despite having this advantages, blended learning also has its downside, such as media required is very diverse (Husamah, 2014). Thus, there are some difficulties in applying it when the infrastructure does not support. Because of this learning method has just been applied, so there are differences of perception and students' understanding of the blended learning method.

Organizing and interpreting a large variety of stimuli into a psychological experience that gives meaning to one's environment is the process of perception, according to Gibson (2012). Perception is the ultimate source of knowledge (Simmons et al. 2016), and humans are aware of their surroundings because they can perceive them. Perception occurs whenever stimuli stimulate the senses because it demands exact understanding of objects or occurrences at any given time. Perceptions of students are crucial since they can influence their attitude and motivation. By knowing students' perception is critical because it allows teachers or lecturers to evaluate after learning the results of students' perceptions.

According to Özet (2014) the perception of the student is crucial when assessing the performance of the teacher. After learning about the students'

perceptions, the lecturer can alter what students dislike and increase what they enjoy, whether it's about how to educate or how to provide material to students. As a result, the perception of students is critical, particularly for teachers and lecturers. Moreover, according to Petegem's (2006) research, the student perception is a significant factor in determining learning results.

Furthermore, because students are at the key of every learning process, students' perceptions play a important part in their success (Sinaga 2018). The importance of students' perspective in the teaching learning process is that it allows the teacher to assess students' abilities, as well as identify and solve students' problems. As a result, the goal of teaching is still possible to achieve. Thus, student perception is critical not only for estimation but also for teaching improvement.

There are some researches that have been done by some researchers and related to this research, as follows: First, Juhairiyah (2021) in her study "Students' Perceptions Toward The Use Of Blended Learning In Teaching English Of English Education Department Students At Uin Alauddin Makassar," discovered that students' perceptions of the use of blended learning in teaching English were favorable based on the questionnaire's results.

Second, Ali and Sofa's research (2007) entitled Analysis of the impact Implementation of blended learning method (Combination Classroom Learning and E Learning). The research focused on the impact of blended learning method.

Next, Sulisworo et al. (2016) evaluate the effects of cooperative blended learning tactics on class XII SMA students' progress in physics in their study

Cooperative-Blended Learning Using Moodle As an Open-Source Learning Platform. The study's conclusion is that students with high levels of motivation will perform better in cooperative blended learning.

The adoption of the blended learning model improved students' writing ability in terms of content, according to Sriwahyuni's (2019) research on "The Effectiveness Of Blended Learning Model On Students' Writing Competence"

Then, Gyamfi & Gyaase (2015) found in their research on blended learning that it was difficult to use web-based resources since some students had trouble with internet access and the slow speed of connectivity on campus.

Moreover, Pardede (2020) also conducted a study about Pre-Service EFL Teachers' Perception of Blended Learning that focus on Pre-service EFL teachers' perception. However, no studies have examined how students perceive blended learning in essay-writing classes. In order to close the perception gap regarding blended learning, it is considered vital to undertake research on student's perception toward the implementation of blended learning in essay writing class.

1.2. Identifications of the Problem

There are several suggested learning method during Covid-19 pandemic including project based learning, blended learning, during method, luring method,and integrated curriculum. Based on the background of this research problem, the researcher found that the not all lecturers implemented Blended Learning in teaching and learning process. Only several class used blended learning when teaching, one of them is essay writing class. Because of this learning method has just been applied, so there are differences of perception and

students' understanding of the blended learning method. Meanwhile, students perception are important not only for estimation but also for teaching improvement.

Thus, the researcher wants to know the students' perceptions of blended learning method as well as the advantages of blended learning for students.

1.3. Limitation of the Problem

To avoid too broad a discussion, it is important to limit the analysis to specific data based on problem identification. Therefore, the scope of this analysis relates to only the students' perceptions toward implementing Blended Learning method in Essay Writing Class as well as the benefits for the students.

1.4. Research Question

Based on the formulation above, there are some research questions as follow:

1. What are the students' perceptions toward the implementation of Blended Learning method in Essay Writing Class?
2. What are the benefits of Blended Learning in Essay Writing Class?

1.5. Purpose of the Research

Based on the research questions given, the purposes of this research are as follow:

1. To find out students' perceptions toward implementing Blended Learning method.
2. To find out the benefits of Blended Learning in Essay Writing Class.

1.6. Significance of the Research

It is expected that this research finding can give contribution both in theoretical significance and practical significance. In theoretical significance, it is hoped that the research findings can give contribution and enrich the knowledge of blended learning-related research. The result of this study especially is expected to be valuable information for the teachers to make use of the blended learning effective in the classroom activity. It is also expected that the result findings can be useful information and reference for the next researcher or writer who conducts further research about perception of blended learning.

In practical significance, the result of this research can give opportunities for the students and lecturer to have a better understanding of blended learning. By having a better understanding, the students and lecturer will have a better perception about the blended learning in language teaching.

1.7. Definition of Key Term

To avoid misunderstanding, the researcher defined the term used this research as follows:

1. **Perception**

   Perception is a person's ability to organize and interpret a large variety of stimuli into a psychological experience, giving his or her environment meaning.

2. **Blended Learning**

   Blended learning is a combination of face-to-face and online learning experiences.