TEACHERS' AND STUDENTS' PERCEPTION ON USING BLENDED LEARNING AND CHALLENGES FACED DURING PANDEMIC ERA IN PONDOK PESANTREN DARUL MAKMUR BASO AND SMA N 1 AMPEK ANGKEK SENIOR HIGH SCHOOLS IN EFL CLASSROOM
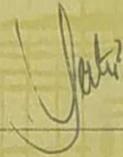
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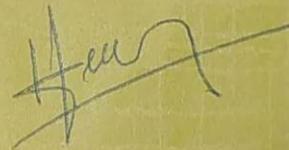Program Studi : Pendidikan Bahasa Inggris

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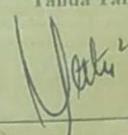Universitas Negeri Padang
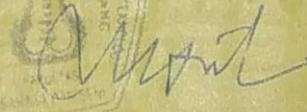
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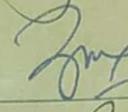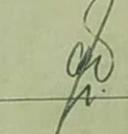
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ABSTRAK

Imma Syarifah. 2022. "Persepsi Guru dan Siswa tentang Penggunaan Blended Learning dan Tantangan yang Dihadapi Selama Era Pandemi di Pondok Pesantren Darul Makmur Baso dan SMA N 1 Ampek Angkek Di Kelas EFL". Tesis. Program Magister Pendidikan Bahasa Inggris Fakultas Bahasa dan Seni Universitas Negeri Padang.

Blended Learning sangatlah penting setelah ditekankan selama pembatasan saat ini yang disebabkan oleh penyakit virus corona 2019 (COVID-19). Penelitian ini bertujuan untuk mengetahui persepsi guru dan siswa dalam menggunakan Blended Learning di sekolah menengah atas di kelas EFL dan tantangan yang dihadapi oleh guru. Dalam penelitian deskriptif ini, tiga guru dan delapan puluh tiga siswa menjadi sumber data penelitian ini dipilih dengan menggunakan teknik proportional random sampling. Penelitian ini melibatkan dua sekolah yang menerapkan mode interaksi yang sama secara *synchronously* dan *asynchronously*. Interaksi a*synchronously* terjadi di Google classroom dan WhatsApp sementara synchronously dilakukan di kelas nyata atau pembelajaran tatap muka. Temuan menunjukkan bahwa siswa dan guru memiliki persepsi positif menggunakan Blended Learning di kelas. Skor total persepsi guru adalah 76% dan persepsi siswa adalah 72% ditafsirkan sebagai positif. Artinya mereka senang belajar ketika para guru menggunakan metode Blended Learning. Jelas, mereka mendapat beberapa manfaat dari metode ini. Salah satunya adalah siswa menjadi lebih aktif, tertarik, fokus, mengatur waktu dan bertanggung jawab untuk belajar. Terakhir, tantangan yang dihadapi oleh para guru adalah teknologi, inovasi dalam pembelajaran, pengajaran, dan interaksi.

Kata Kunci: Persepsi Guru dan Siswa, Blended Learning, Menantang Guru Bahasa Asing Bahasa Inggris.

ABSTRACT

Imma Syarifah. 2022. "Teachers' and Students' Perception on Using Blended Learning and Challenges Faced During Pandemic Era in Pondok Pesantren Darul Makmur Baso and SMA N 1 Ampek Angkek Senior High Schools in EFL Classroom". Thesis. Master Program of English language Education Faculty of Languages and Arts of Universitas Negeri Padang.

The importance of Blended Learning has been emphasized during the current restriction caused by the coronavirus diseases 2019 (COVID-19). This research aims to find out the teachers' and students' perceptions of using Blended Learning in senior high schools in EFL classrooms and the challenges faced by teachers. In this descriptive research, three teachers and eighty-three students were as the source of the data of this study chosen by using the proportional random sampling technique. This research involved two schools which applied the same modes of interaction synchronously and asynchronously. Asynchronous interaction happened in *Google classroom* and *WhatsApp* while synchronous interaction was conducted in real class or face-to-face learning. The findings showed that the students and the teachers have a positive perception of using Blended Learning in the EFL classrooms. The total score of the teachers' perception was 76% and the student's perception was 72% interpreted as positive. It means that they enjoy learning when the teachers used the Blended Learning method. Obviously, they got some benefits from the method. One of them was the students become more active, interested, focus, manage time and responsible for learning. Finally, the challenges faced by the teachers were technology, innovation in learning, instruction, and interaction.

Keywords: *Teachers' and Students' Perception, Blended Learning, Challenges English Foreign Language Teachers.*

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The Writer

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CHAPTER I

INTRODUCTION

A. Background of the Research Problem

The exponential advancement of internet-based technologies and other sophisticated computer software, and their accelerated infiltration into the educational sector have resulted in considerable change in the educational sector, especially in higher education. Accoding to Pardede (2012), using of these technologies has opened up a new world of possibilities for improving teaching and learning inputs, procedures, and outcomes. One of the significant innovations in the methods of teaching and learning raised from the implementation of internet-based technologies and computer software is Blended Learning (BL).

Blended Learning has emerged as an alternative approach to teach English as a Foreign Language, combining face-to-face lessons with virtual learning experiences to provide students and teachers with a comprehensive set of materials and resources structured systematically. For decades, the evolution of English Language Teaching (ELT) methods and approaches has been rapid, and the demands of technology in education have provided a fresh approach to language instruction.

University Grants Commission (2021), further support that pedagogical approach means a mixture of face-to-face and online activities and the integration of synchronous and asynchronous learning tools, thus providing an optimal possibility for arranging effective learning processes.

It combined conventional physical classes with elements of virtual learning There have been three main stages in the Blended Learning model that refer to ICT-based learning ; (1) seeking of information. (2) acquisition of information, and (3) synthesizing of knowledge (Ramsay in Pranata et al., (2013).

Several researchers have conducted research related to Blended Learning. Sheerah, (2020) explains that Blended Learning can support English as a Foreign Language (EFL) learning and maximize EFL learners' opportunities to practice the English language freely at their convenience. However, some issues need to be addressed and/or resolved, such as ensuring that the library facilities can deliver the type of approach, These online material are suitably supportive of the students needed to access them.

Furthermore, according to Sudewi (2020), a Blended Learning method may make the students more excited because it can be done everywhere, less embarrassing felt, flexible, motivated to be active in learning, simplify and speed up the process of teaching and learning. Eventually, some students' and teachers' difficulties using the method were network connection, and varying categories emerged: managing time, technical issues, the novelty of the learning experience, and learning style.

Several researchers discuss that Blended Learning is effective in the teaching and learning process. Isti'anah (2017) revealed that Blended Learning improved their understanding and interest in learning English grammar. Besides, Fitria (2013) adds that Blended Learning could be used as an effective method of teaching English grammar in EFL settings. It is hoped that these results help the

university, faculty, and students to develop the skills necessary for learning. In line with previous studies, Salas-Rueda (2020) describes that Blended Learning represents an alternative to improve teaching-learning conditions in the 21st century through the performance of synchronous and synchronous school activities.

Blended Learning can be used effectively to develop language skills, enhance the English learning environment, and promote students' motivation toward learning the language (Albiladi & Alshareef, 2019). There is a dearth of literature that examines the challenges that face language teachers when using Blended Learning. Hence, more research has to be done to identify and deal with these challenges.

Tyas, Muam & Dewantara (2020) notice out that the implementation of Blended Learning conducted in Sekolah Vokasi Universitas Gadjah Mada can help to improve business communication skills. The implementation of Blended Learning also contributes to building students' positive judgment about language competence, positive affective factors, good learning behaviors, and positive perceptions on language learning that help maintain a positive learning atmosphere.

Moreover, Isda, Purwati, and Imran (2021) state that Blended Learning positively affects students speaking skills used in the media google classroom at SMA N 2 Patranusa. They found that there was a significant enhancement of speaking skills between pretest and posttest using the Blended Learning model with Google Classroom media to enhance students' speaking skills.

Similar to the previous studies, Sari (2019) claims that Blended Learning would be more effective if more face-to-face methods were available than the only

online systems where there may be less social interaction among students and between students and lecturers. Wright (2017) argues that more students associated in-class lessons with higher motivation and more interest, due to better understanding, valued classroom interaction with the lecturer and peers, and input from the lecturer. Students preferring the online lesson cited speed and convenience of study and flexibility of time and place of investigation as reasons for their choice. Skillful implementation of online classes can enhance a language course but should not undermine the value of face-to-face instruction with EFL teachers.

Furthermore, Sari, Salija and abduh (2018) state that the teachers and students at SMA Islam Athirah Bone react to the Blended Learning process in the EFL classroom, as well as how their perceptions of the Blended Learning process have changed. The research design used in their study was descriptive qualitative research. The findings revealed that both teachers and students had positive perspectives on Blended Learning, such as the flexibility to use online tools, the trigger to be autonomous, increasing teacher and student interaction, increasing lesson material, and motivating students' engagement in the learning process.

Then, Rahim (2019) reports the use of the Blended Learning approach in EFL education and undertakes an in-depth review of literatures, practices, and authentic enhancements of Blended Learning in the context of EFL education. The study enriches creative ideas toward the use of Blended Learning approaches in EFL classrooms. It indicated that the Blended Learning approach provides a flexible language learning platform, endorse learners' academic achievements, and influences EFL education.

Nowadays, teachers are suggested to do Blended Learning however Blended Learning is new for some teachers and students especially for Pondok Pesantren Darul Makmur Baso and SMA N 1 Ampek Angkek. However, it is crucial due to the presence of a deadly virus called Coronavirus disease 2019 (Covid-19). All aspects in this world are influenced even the teaching and learning process. The students, lecturer, teacher, could not go to school, as the result they must study from home. They do the online teaching and learning process at home through WhatsApp Group, Google Classroom, Google Drive, Zoom Meeting. The previous studies have shown that Blended Learning is still being an issue in the teaching and learning process. In reality, teachers sometimes do not integrate ICT yet in their teaching.

The above discussed literature examined the chances and challenges that language teachers face when using Blended Learning. Many precepts from various circles emerge as a result of a learning process. Perception is one of the ways to know more profound the teaching and learning process. Hence, more research has to be done to identify and deal with these challenges.

Furthermore, perception is the process that takes place within the individual that begins with the receipt of excitatory until it is realized and understood by the individual so that the individual can recognize himself and his surroundings. Through perception, individuals try to rationalize the environment and objects, people, and events in it.

Besides, perception is an internal process to select, evaluate and organize stimuli from the external environment. It can be concluded that perception is a

process of how a person is selecting, organizing, and interpreting information inputs and the existing experiences. Then, interpreting them to create the whole description means.

From observations in 2020 at high school Pondok Pesantren Darul Makmur and interview with teachers in SMA N 1 Ampek Angkek, there are some problems found. After having online learning, the results of mid semester exam of grade XI Pondok Pesantren Darul Makmur and SMA N 1 Ampek Angkek were relatively low. Many students were below the minimum criteria score (KKM), which is 75. Only a small portion of the student who passed the minimum criteria score. The students who passed have not reached 50% of the total number of students. This, if left unchecked, may cause problems. Therefore, the researcher investigates what is going on in the teaching and learning process in this pandemic situation as well as the teachers' and the students' perception of the learning process during this pandemic.

Many studies students' perception of online learning but only in higher education and the course, and the results are satisfactory. This present research investigated the use of Blended Learning in the pandemic era. In short, based on the background of the problem above, the researcher is interested in researching the teachers' and students' perceptions of using Blended Learning in the EFL senior high clossroom during the pandemic era at Pondok Pesantren Darul Makmur and SMA N 1 Ampek Angkek. The researcher chose this school because of the low score of the English minimum criteria (KKM) the students got. Blended Learning is new for both the teacher and the students in this school.

B. Identification of the Research Problem

Based on the background of the problem above, there are some problems that occurred in teaching and learning English. It can be identified as inefficient use of technology, signal limitations, and expensive internet packages. There is a misunderstanding between teachers and students when the teacher explains the material or assignment. Furthermore, Blended Learning during the pandemic is new for both teachers and students. Then, Blended Learning is still making the students and teachers have to consider adapting that process.

C. Limitation of the Research Problem

To avoid misunderstanding and clarify the problem, it is necessary to limit the problem. In this research, the researcher limits the study of teachers' and students' perception of using Blended Learning in EFL classrooms during the pandemic era at Pondok Pesantren Darul Makmur and SMA N 1 Amprk Angkek.

D. Research Questions

The problem of this research is formulated in the following questions:

1. What are the teachers' perceptions on using Blended Learning in the EFL classroom during the pandemic era?

2. What are the students' perceptions on using Blended Learning in the EFL classroom during the pandemic era?

3. What are the challenges faced by the teachers on using Blended Learning in the EFL classroom during the pandemic era?

E. Purpose of the Research

The purposes of this research are:

1. To find out the teachers' perceptions on using Blended Learning in the EFL classroom during the pandemic era.

2. To find out the students' perceptions on using Blended Learning in the EFL classroom during the pandemic era.

3. To find out the challenges faced by the teachers on using Blended Learning in the EFL classroom during the pandemic era.

F. Significance of the Research

This research is expected to be useful theoretically and practically. Theoretically, it is expected that the result of this research enriched the knowledge and theories about teaching and learning perception and challenge faced using Blended Learning in ELF classroom during pandemic era. Those can be as a reference to the teachers to teach by giving the learner a chance in developing their ability by using Blended Learning. Practically, the findings of this research are expected to make the learning style more student-centered in the Blended Learning in ELF classroom during pandemic era, for teachers' to improve the teaching and learning process more interesting and effective.

G. Definition of the Key Terms

Some key terminologies used in this research can be defined as follow:

1. Teachers' perception is teacher's point of view about the positive or negative being talked about.

2. Students' perception is students' point of view about the positive or negative being talked about.

3. Blended Learning is a process of an integrated combination of traditional learning (face-to-face) with a web-based online approach (online teaching).

4. EFL Ccassroom is the class of English as a Foreign Language learning English in a non-English-speaking non-native speaker.

CHAPTER V

CONCLUSION AND SUGGESTION

A. Conclusion

Related to the research questions about the teachers' and students' perceptions on using Blended Learning in EFL classrooms during the pandemic era, and the findings and discussions of the research, there are some conclusion that can be stated:

1. The teachers' has positive perceptions on using Blended Learning in EFL classrooms during the pandemic era. The positive judgment influences the teachers came from their experience in learning by using Blended Learning. The teachers felt more efficient in teaching and learning process, fun and more convenient.

2. The students' perception of Blended learning has positive category by the respondents came from their experience in learning in using Blended Learning. The perception of students was more interested in learning. They became more active and responsible in learning. Then, they learned to use Blended Learning more effectively and flexibly in time and place. It can be seen from the student's questionnaires, the results showed that they enjoy learning when the teachers use Blended Learning in the pandemic era. The last students need textbooks about technical support for face to face learning and extensive information.

3. The challenges faced by teachers in Blended Learning made them think a little overwhelmed. There were many challenges faced in learning such

as technology, innovation in learning, instruction, and interaction, but the teachers were able to overcome these challenges and the goals of learning were conveyed well despite the challenges as described above.

B. Suggestion

Based on the conclusion states in the previous chapter, there are several suggestions:

1. For the teacher, it is suggested that the teacher give the student materials in the many innovations that can be make the students more challenging in learning so that they can improve their skill in learning in using Blended Learning.

2. For students, it is suggested that the students more active using their technology not only for *YouTube, Instagram, Facebook,* or *WhatsApp* but also can be the tool of learning and try to focus on learning by using technology in Blended Learning.

3. For further research, it is suggested to conduct deeper research about the strategies used by the teacher in Blended Learning. It is very essential because Blended Learning is one of the ways that can be done in this era.

C. Implication

There are some implications related to teachers' and students' perceptions on using Blended Learning in EFL classrooms during the pandemic era. They are:

1. Dealing with the teachers perception of using Blended Learning during the pandemic era in senior high schools in the EFL classroom, it could be

implied that the teacher should optimize the use of synchronous and asynchronous modes.

2. Dealing with the students' perception of using Blended Learning during pandemic era in senior high schools in EFL classrooms. Students must improve their learning skills and must prepare themselves for technological advances.

3. Dealing with the challenges faced by teachers' of using the pandemic era. Teachers and students should both help reduce the challenges faced and achieve the learning goals .

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