

AN ANALYSIS OF BLENDED LEARNING IN ENGLISH EDUCATION DEPARTMENT OF UIN SULTHAN THAHA SAIFUDDIN JAMBI

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ABSTRACT

This research aims to discover third-semester students' perceptions of integrated learning in speaking skills implemented during the previous two semesters at the English Education Study Programme at the State Islamic University of Malaysia. The Sulthan Thaha Saifuddin Jambi University. The researcher carried out a qualitative investigation. Through interviews, information is collected. The researcher employed a technique of purposive sampling by selecting 10 students from each third-semester class based on information gleaned from their classmates and previous grades. This research included 30 participants. 15 open-ended questions were developed based on Schiffman and Kanuk's (2004) theory, the CAC model, which incorporates cognitive, affective, and conative components. Positive and negative perceptions of integrated learning in speaking classes over the past two semesters are revealed by the study's findings. Positive perceptions of the cognitive component include the ability to reduce the spread of Covid-19 at the time, the use of technology that is currently being developed in the education world, and the capacity to locate information from a variety of sources. Positive perceptions in the affective component, such as learning, can be achieved at any time and in any location. Nonetheless, there are negative perceptions, such as in the cognitive component, due to the lecturer's material being indistinct and the students' pronunciation being difficult to understand due to the poor internet connection. While the negative perception of the affective component is that students cannot manage their time between an online and offline discussion of the next topic, this is not the case. In contrast, the conative component focuses on the absence of interaction between new students and the content of online classes. In fact, some of the difficulties they encountered during the previous two semesters included a poor internet connection, the absence of an internet bundle on campus, and the separation of online and offline instruction.

Keywords: Blended Learning , Students' Difficulties, Students' Perception

A. INTRODUCTION

All Indonesian students must master English as a subject over time. English is becoming increasingly relevant in various sectors due to globalisation. According to David Crystal

(2001), English is a global language. This sentence illustrates the global use of English. Thus, English is a global and international language. Learning and understanding English is essential. Learning English enhances global comprehension and knowledge.

Advancements in technology make learning English easier. Students are no longer limited to classrooms and can be found anywhere and anytime. Technology removes barriers to language acquisition through improving self-study, enhancing class time, or expanding accessibility. Technology is crucial for successful learning by bringing services closer to the location and time of need.

Technology has impacted areas such as manufacturing, health care, and education. Technology has been used to enhance teaching and learning in education. It has a huge impact and is now an essential part of the English language. ICT refers to telecommunication-based technologies that provide information access. The use of ICT in English language teaching (ELT) enhances instruction and learning quality.

Daniels (2002) states that information and communication technology has quickly become a fundamental component of modern civilization. Data and Communication The expansion of teaching activities is a secondary choice for boosting the effectiveness and relevance of educational processes. ICT was crucial in the education industry, with simple and advanced computer applications utilised to teach students various courses.

E-learning and blended learning integrate today's teaching and learning process with information and communication technology. E-learning refers to learning that occurs outside of a classroom and use electronic devices to obtain educational content. Blended learning was when web-based learning replaced part of traditional face-to-face training.

Blended learning, often called hybrid learning, combines online materials and interaction with traditional classroom methods. Huang (2016) states that blended learning has become a significant pedagogical strategy in higher education since the early 2000s. Oliver & Trigwell

(2005) define blended learning as a combination of face-to-face and online learning, technology, and techniques.

E-Learning elements can be used to promote ongoing debate among participants on course-related issues through chats or discussion boards outside of class meetings.

While blended learning is a common buzzword, some classes combine traditional and e-learning elements in their activities. Before, UIN Sulthan Thaha Saifuddin Jambi's English class only used E-learning for material delivery and final evaluation. Shortly after, traditional learning activities were shifted to online systems. Currently, teachers and students must work to comprehend the technical medium for online learning. Blended learning has been adopted in Indonesia, particularly at UIN Sulthan Thaha Saifuddin Jambi, to replace face-to-face learning techniques during the pandemic, which lasted over two years. The Covid-19 pandemic has caused significant changes in several spheres of society, including schooling.

The researcher is interested in conducting research at the State Islamic University of Sulthan Thaha Saifuddin Jambi due to its implementation of blended learning, which could improve the learning environment in higher education, particularly in the English Education Department. As future teachers, understanding if students are comfortable with blended learning is crucial for engaging in lectures. This research aims to understand students' perceptions on blended learning in the English Education Department. Research will allow students to provide their ideas on using blended learning during the epidemic to enhance creativity and interactivity, as well as addressing flaws in the current e-learning system.

According to an informal conversation with a third-semester student at the State Islamic University of Sulthan Thaha Saifuddin Jambi, blended learning was used in the second semester for two semesters. According to their opinions, students have a less-than-optimal learning experience with blended learning. Online students may struggle to comprehend course material owing to network restrictions. Thus, the researcher seeks to explore students' perceptions of mixed learning.

While few research have examined the benefits or favourable appraisal of blended learning for English, none have addressed the challenges. This prospective study aims to explore students' perceptions and challenges in implementing blended learning in English language instruction. Additionally, the researcher will categorise interview results by cognitive, emotional, and conative factors that influenced Schiffman and Kanuk's 2004 viewpoint. Finally, the researcher planned to conduct "An Analysis of Blended Learning in English Education Department of UIN Sulthan Thaha Saifuddin Jambi".

B. METHOD

This research utilised a qualitative case study to gather information from a two-semester case. Palmer & Bolderston (2006) define qualitative research as an interpretive technique that leverages participants' subjective experiences to understand specific meanings and behaviours in social phenomena. A researcher must be able to deduce, analyse, and describe data in various ways.

A qualitative research method based on post-positivism was used to study the circumstances of natural objects. This research method is called interpretive since it focuses on interpreting field data. Using a qualitative method allows researchers to describe and process facts and data. Using data from respondents, this method can assess students' perception. The researcher conducts subjective study on popular themes, supported by data from blended learning on student perceptions.

C. FINDINGS AND DISCUSSION

1. Finding

The research aimed to explore students' opinions of blended learning in speaking classes during the third semester of English Education at UIN Sulthan Thaha Saifuddin Jambi. The researcher created two study questions on students' impressions of blended learning in speaking skills and the challenges of incorporating it into English language instruction for speaking students.

According to interview results, students expressed both good and negative perceptions. According to Irwanto (2002), individual perceptions of objects can be categorised into positive and negative. Positive perception involves accepting and supporting the perceived object, while negative perception involves remaining passive or rejecting and resisting it.

The first research question found that students' perceptions of blended learning in speaking skills at UIN Sulthan Thaha Saifuddin Jambi's English Department in the third semester are largely good regarding cognitive components. They reported no issues with blended learning in speaking class. Some students who have access to both online and offline services expressed their views. Positive student responses encourage and accept blended learning, leveraging technology advancements in this nation to replicate other industrialised countries. Yilmaz and Orhan (2010) suggest that mixing traditional and online learning is the best way to address the lack of engagement in technology-based learning.

They argue that online and offline sessions offer convenience, comfort, and fun for learning anytime, anywhere. Thorne (2003) argued that blended learning integrates face-to-face instruction with online learning, making it available at any time and location. Finally, students believe blended learning enables self-directed learning and reduces the spread of COVID-19.

The unfavourable response to the cognitive component question was due to students' evaluations of their feelings towards blended learning. According to interviews, most students felt they did not learn effectively in the previous semester. Students reported that multiple learning styles made comprehension and learning more challenging. The unfavourable response in the conative component was based on student interviews. The assumption was that offline content is more aesthetically appealing and accessible than internet stuff. Providing students with reliable internet access can enhance the engagement between professors and students in blended learning activities.

There are still regions where internet availability is insufficient for blended learning, making online access difficult. Students say that the blended learning course is too expensive due to internet restrictions not provided by the college. Dabbagh (2005: 15) defines online learning as a distributed learning environment that uses internet and web-based technologies to increase learning and knowledge through meaningful interaction and action. Hence, a decent smartphone and internet connection are necessary for accessing instructor resources. Students believe that speaking classes and other English language subjects are better taught offline due to network limitations, students' "diligent" attendance, and the fact that joining a Zoom meeting does not guarantee attention to the lecture.

The difficulties of integrated learning in speaking classes is the response to the second study question. First, students in places with poor internet networks and frequent disruptions during zoom meetings face challenges in capturing course material. M. Carman (2005) suggested using internet-packaged instructional resources to support online learning applications. Second, the 40- minute time constraint on Zoom limits the learning process between lecturers and students. Blended learning requires significant expenses due to travel costs, student wandering, and internet quotas. Suitable for online learning and tasks. Additionally, students had trouble understanding and hearing lecturers and peers' pronunciation in speaking class. Finally, regulating lecture hours was challenging due to the need for travel time between offline and online courses, as there was no switching distance between them. In a previous study, Putu Wahyu Sudewi (2020) found four separate categories: managing time, technical obstacles, originality of learning experience, and learning style.

2. Discussion

The research found that students' perceptions of blended learning in speaking skills during the third semester of English Education at UIN Sulthan Thaha Saifuddin Jambi were: Positive and negative views can be derived from the preceding chapter's findings and discussion. Blended learning was perceived as a way to break the spread of COVID-19, as it could be done anywhere and anytime, used technology to learn English, and allowed for independent

and broad access to learning materials. An affective component study found that instructors in speaking courses are more likely to use face-to-face learning strategies when using blended learning. Negative perceptions stem from cognitive components, such as difficulty managing lecture time for new students due to offline first hour and online second hour planning. Negative impressions based on emotive components suggest mixed learning is less effective and efficient than traditional learning.

The challenges of blended learning in English classes include limited network connections, internet packages from the institution, and other issues with the traditional technique. Students may struggle to understand the lecture topic due to inadequate education in the previous semester. Additionally, students who are restricted during the zoom meeting may not understand the speaker's pronunciation, making it difficult to understand new terminology

D. CONCLUSION

In conclusion, UIN Sulthan Thaha Saifuddin Jambi English Education Department students' third-semester perceptions of blended learning in speaking skills were complex. As described in previous chapters, cognitive and affective factors influenced their positive perspective. The cognitive component showed how blended learning may reduce COVID-19, give flexibility in learning schedules and locations, and use technology for a whole English learning experience. Students liked having the freedom to explore different learning tools. However, the affective component showed that some speaking course instructors used blended learning, while others preferred face-to-face instruction. Conversely, cognitive component unfavourable perceptions focused on handling contradictory offline and online class times, especially for novices. The observed loss in learning effectiveness and efficiency relative to older approaches created emotive concerns.

Network connectivity challenges and limitations in university-provided internet packages also made blended learning in the speaking class and other English courses difficult. This amplified the effects of poor education in the previous semester, making it hard for pupils to understand lecturers' topics. Some students had trouble recognising the speaker's

pronunciation during virtual meetings, which impeded their learning of new professor terminology. The students' impressions of blended learning in speaking skills education included both pros and cons. To promote effective learning for all pupils, these multiple perspectives must be overcome technically and instructionally.

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