EFL STUDENTS' PERCEPTION TOWARD THE IMPLEMENTATION OF BLENDED LEARNING DURING THE COVID-19 PANDEMIC

(A Case Study at The Second Semester Students of UIN Walisongo in Academic Year 2021/2022)

THESIS

Submitted on Partial Fulfillment of the Requirement for Gaining the Degree of Bachelor of Education in English Language Education

By:

Nada Ghaida' Nursi
1803046090

ENGLISH LANGUAGE EDUCATION DEPARTMENT
EDUCATION AND TEACHER TRAINING FACULTY
WALISONGO STATE ISLAMIC UNIVERSITY OF SEMARANG
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I am a student of the following identity:

Name : Nada Ghaida' Nursi

Student Number : 1803046090

Department : English Education

State that the thesis entitled :

EFL Students' Perception toward the Implementation of Blended Learning during the COVID-19 Pandemic

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Semarang, June 6th, 2022
The writer,

Nada Ghaida' Nursi
NIM. 1803046090

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Title	:	**EFL STUDENTS' PERCEPTION TOWARD THE IMPLEMENTATION OF BLENDED LEARNING DURING THE COVID-19 PANDEMIC**
Name of Students	:	Nada Ghaida' Nursi
Student's Number	:	1803046090
Department	:	English Language Education

It has been approved by the board of examiners of the Education Teacher Training Faculty of the Walisongo State Islamic University and can be accepted as one of any requirements for achieving the Bachelor's Degree in English Education.

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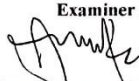**THE BOARD OF EXAMINERS**

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Agus Mutohar, M.A., PhD.
NIP. 19840801 201903 1 007

Examiner II,

Lulut Widyaningrum, M.Pd.
NIP. 19800803 200901 2 010

Advisor,

Nadiah Ma'mun, M.Pd
NIP. 19781103 200701 2 016

ADVISOR NOTE

<div align="right">Semarang, May 31st, 2022</div>

To

The Dean of Education and Teacher Training Faculty

Walisongo State Islamic University Semarang

Assalamu'alaikum wr. wb.

I inform that I have given guidance, briefing and correction to whatever extent necessary of the following thesis:

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Name of Student	:	Nada Ghaida' Nursi
Student Number	:	1803046090
Department	:	English Education

I state that the thesis is ready to be submitted to Islamic Education and Teacher Training Faculty Walisongo State Islamic University to be examined at Munaqasyah session.

Wassalamu'alaikum wr. wb.

<div align="center">Advisor I</div>

<div align="center"><u>Nadiah Ma'mun, M. Pd</u>
NIP. 19781103 200701 2 016</div>

ABSTRACT

Title	:	**EFL Students' Perception toward the Implementation of Blended Learning during the COVID-19 Pandemic**
Name	:	Nada Ghaida' Nursi
Student Number	:	1803046090

The study intended to explore the students' perceptions and problems of the implementation of blended learning in their EFL courses. Eight students at UIN Walisongo in Semarang, were involved in this study. The study used a qualitative method with a case study design using semi-structured interview as data collection methods. The data collected was analyzed using thematic analysis. The students' perceptions were examined in in three dimensions namely learner dimension, instructor dimension, and course dimension. The findings revealed that the majority of students perceived positively both the online and face-to-face modes used in their blended EFL courses. Blended learning brings some benefits in the forms of being reachable at any time, being flexible, providing comprehensive and needed learning materials, encouraging students to become independent learners, improving students' communication and learning interactions, and saving energy. The students reported that internet connection problems, online technical problems, and ineffective online learning modes were their main problems in implementing blended learning. Furthermore, the study revealed that perception of face-to-face activities was higher than online activities, indicating that students preferred face-to-face learning mode in their blended EFL courses.

Keywords: *Blended Learning, EFL Students, Pandemic*

DEDICATION

This final project is dedicated to my beloved parents (Bapak Nursobah and Ibu Siti Aminah), my dear brothers (Muhammad Wildan Syukriyya Salam and Muhammad Izyan Majdi), and my dear sister (Rifaya Haiza Nursi). For all teachers, all lectures, my beloved friends, and all people who support and pray for this final project. May Allah SWT always show His guidance, mercy, blessing, love, kindness, and gentleness to them.

MOTTO

فَإِنَّ مَعَ ٱلْعُسْرِ يُسْرًا ۞ إِنَّ مَعَ ٱلْعُسْرِ يُسْرًا ۞

"So, verily, with every difficulty, there is relief. Verily, with every difficulty, there is relief."[1]

-QS Al-Inshirah: 5-6-

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[1] Abdullah Yusuf Ali, *The Holy Qur'an: Text, Translation, and Commentary* (USA: Amana Corp, 1983), p. 1974.

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Semarang, June 6th, 2022

Nada Ghaida' Nursi
NIM. 1803046090

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CHAPTER I
INTRODUCTION

A. Background of The Study

The COVID-19 pandemic has had a major impact on various sector of life, including education.[2] In order to continue the learning process, the Minister of Education and Culture of Republic of Indonesia ordered all educational units to implement online learning beginning March 24, 2020, in order to prevent the spread of COVID-19 and ensure the health of students, teachers, and all educational staff.[3]

Online learning offers the flexibility of learning time and location for students who cannot attend the class physically. However, there are several difficulties and problems faced by students in online learning process and those cause online learning to not work well. Some problems faced by students are the absence of internet quota, unstable internet

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[2] Aleksander Aristovnik and others, 'Impacts of the COVID-19 Pandemic on Life of Higher Education Students: A Global Perspective', *Sustainability*, 12.20 (2020), 8438.

[3] Riyanti Djalante, Jonatan Lassa, Davin Setiamarga, Aruminingsih Sudjatma, Mochamad Indrawan, Budi Haryanto, and others, 'Review and Analysis of Current Responses to COVID-19 in Indonesia: Period of January to March 2020', *Progress in Disaster Science*, 6 (2020), 100091.

network, a lot of assignments, and unpreparedness of teachers.[45]

Based on the explanation above, a more effective and efficient learning concept is needed to support successful learning during this pandemic. Blended learning can be an alternative learning model to reduce problems in online learning. According to Graham, blended learning is the combination of online learning and face-to-face instruction. Online learning promotes teaching and learning through the use of conventional or online methods without the need for students and teachers to meet face-to-face, while traditional face-to-face learning involves the interaction between students and teachers. Blended learning can be an ideal learning model to apply in the midst of pandemic because it offers two methods at once. [6]

A research conducted by Finlay, Tinnion and Simpson showed that blended learning has some benefits such as facilitating flexible learning in higher education, improving student engagement, and improving self-regulated learning.[7]

[4] Ronnie E Baticulon and others, 'Barriers to Online Learning in the Time of COVID-19: A National Survey of Medical Students in the Philippines', *Medical Science Educator*, 31.2 (2021), 615–26.

[5] Baticulon and others.

[6] Ralph Meulenbroeks, 'Suddenly Fully Online: A Case Study of a Blended University Course Moving Online during the Covid-19 Pandemic', *Heliyon*, 6.12 (2020), e05728.

[7] Mitchell J Finlay, Daniel J Tinnion, and Thomas Simpson, 'A Virtual versus Blended Learning Approach to Higher Education during the

Blended learning encourages students to develop leadership skills such as time management, reflective thinking, independent decision making, and public speaking confidence. In addition, the implementation of blended learning in English course provides some benefits for EFL students such as supporting their writing skills, encouraging them to become independent learners, matching their circumstances, and being economic financially.[8]

Regarding students' perceptions of blended learning, many studies have been conducted in exploring students' perceptions. Rianto investigated the EFL students' perception of the blended learning in EFL course. The results showed that most of the students perceived positively both the online and face-to-face modes used in their blended EFL courses, although they tended to have negative views on certain online technical aspects.[9] Bukhari and Basaffar in their research explored EFL students' perceptions about blended learning in English language teaching. The research revealed that blended learning

COVID-19 Pandemic: The Experiences of a Sport and Exercise Science Student Cohort', *Journal of Hospitality, Leisure, Sport & Tourism Education*, 30 (2022), 100363.

[8] N Dahmash, 'I Couldn't Join the Session': Benefits and Challenges of Blended Learning amid Covid-19 from EFL Students', *International Journal of English Linguistics*, 10.5 (2020), 221–30.

[9] Agus Rianto, 'Blended Learning Application in Higher Education: EFL Learners' Perceptions, Problems, and Suggestions.', *Indonesian Journal of English Language Teaching and Applied Linguistics*, 5.1 (2020), 55–68.

is considered as advantageous and interesting by the students and they find it more flexible and convenient.[10] Mulyadi et. al in their research analyzed the students' perception of the blended learning in mastering ESP course. The finding showed that the students felt satisfied by having blended learning in ESP class.[11]

Although many studies have been discussing students' perceptions of the use of blended learning, investigations that focuses on Indonesian EFL students, especially during the COVID-19 pandemic, is very limited. Based on the explanation, the researcher is interested to research "*EFL Students' Perceptions toward the Implementation of Blended Learning during the COVID-19 Pandemic*," which is conducted in UIN Walisongo Semarang in the academic year of 2021/2022.

B. Research Questions

The problem that is going to be discussed in this research can be stated as follows:

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[10] Syeda Saima Ferheen Bukhari and Fatima Mahmoud Basaffar, 'EFL Learners' Perception about Integrating Blended Learning in ELT', *Arab World English Journal (AWEJ) Special Issue on CALL*, 5, 2019.

[11] D Mulyadi and Y Purnama, 'Students' Perceptions of Blended Learning in Mastering English for Specific Purposes', in *Journal of Physics: Conference Series* (IOP Publishing, 2019), p. 12116 (vol. 1339).

1. What are EFL students' perception toward the implementation of blended learning during the COVID-19 pandemic?
2. What are the problems that students face in the implementation of blended learning during the COVID-19 pandemic?

C. Objectives of Research

Based on the research questions above, the objectives of the research can be stated as follows:

1. To investigate EFL students' perception toward the implementation of blended learning during the COVID-19 pandemic.
2. To investigate problems faced by students in the implementation of blended learning during the COVID-19 pandemic.

D. Limitation of Research

This research is limited in order to maintain the focus of the research itself. The limitations of this study are:

1. The participants of this research are EFL students of UIN Walisongo Semarang.

2. This research discusses the students' perception toward the implementation of blended learning during the COVID-19 pandemic.

E. Significances of Research

The researcher hopes that the result of this research gives brief information and contribution theoretically and practically as follows:

1. Theoretically
   a. The result of this research can be used as a reference for the next researchers.
   b. The result of this research can be advantageous in the English teaching-learning process.

2. Practically
   a. For the students

   The researcher hopes this research will motivate students to study more than they did before and encourage them to learn English since English become essential skill for their future career.

   b. For the lecturers

   The researcher hopes the result of this study will be useful as a reflection to enhance and develop their method in teaching students through blended learning.

   c. For the next researchers

Hopefully, this study will give some valuable and benefits for the next researchers and make this study more perfect than before. The researcher hopes it will be useful as a reference for the next researchers.

CHAPTER II
REVIEW OF RELATED LITERATURE

This chapter discusses the previous research related to the research, literature review, conceptual framework, and hypothesis of the research.

A. Previous Research

Some relevant previous researches used to support the research; they are:

First, a study by Rianto, which aims at investigating EFL students' perception of blended learning. The study was conducted at University of Borneo Tarakan in North Kalimantan. The approach used was a mixed-method with questionnaires and interview. The population was the first- to third-year students majoring English education and the sample was 149 students. The result revealed that the majority of students had more positive perception and prefer the face-to-face learning. One of the reasons for their preference of face-to-face learning was their low level of readiness to adapt to blended learning system and its environment. The study also revealed that the students tended to have negative views on certain online technical aspects. The students experienced difficulties in their blended EFL learning especially related to the internet connection and the online features provided by the

university system.[12] The similarity between the research above and this research is the majors of the participants. The difference is in the research approach, where the research above used quantitative approach, while this research uses qualitative approach.

Second, a study by Bukhari and Basaffar, which aims at investigating EFL students' perceptions about blended learning in English language teaching. The study was conducted at Women Colleges Campus, King Abdulaziz University in the Kingdom of Saudi Arabia. The approach used was a mixed-method with survey and open-ended questionnaires with qualitative analysis. The population was the students who took an intensive English course and the sample was 120 female students. The result revealed that the students have a positive attitude towards integrating blended learning in English language teaching. Blended learning is considered as advantageous and interesting by the students and they find it more flexible, convenient, and a useful way to improve confidence by practicing online along with the face-to-face sessions. However, there are also some students who think that online learning should be integrated only, when necessary, i.e., if face-to-face learning is not possible.[13] The

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[12] Rianto.
[13] Bukhari and Mahmoud Basaffar.

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similarity between the research above and this research is the majors of the participants. The difference is the research above used mixed-method approach, while this research uses qualitative approach.

Third, a study by Mulyadi and Purnama, which aims at identifying the undergraduate ESP students' perceptions toward the use of blended learning. The research was conducted at Universitas Muhammadiyah Semarang in Semarang. The population of the study was the third semester of undergraduate nursing students, and the sample was 110 students. The approach used was quantitative with questionnaires. The results showed that most of students have a positive response toward the implementation of blended learning. The students perceived that blended learning can encourage them to enthusiastically learn English in which they have been familiar with the ICT such as social media. The students also agree that they are engaged in the process of blended course, and they are likely to ask the questions by using an online course in order to apply their English ability in writing skill or speaking skill.[14] The difference between the research above and this research is in the research approach, where the research above used quantitative approach, while this research uses qualitative approach. The majors of the

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[14] Mulyadi and Purnama.

participants are also different, where the research above used the students of Mechanical Engineering, while this research uses EFL students.

Fourth, a study by Abdul Rahman et. al, which aims at identifying students' perception in blended learning. The population was the students of Faculty of Computer Science and Mathematics and the sample was 139 students derived by an accidental sampling technique. The research design was descriptive research with a set of questionnaires. The result showed that most of students have positive attitudes towards blended learning with the supports from friends who joined the blended learning. Learning using blended learning gives positive impact to students whereby students are able to achieve better result. The study also revealed that their learning skills have improved after participating in blended learning environment. Blended learning also motivates students to learn with the aids of forum and discussions tools which can make them easily discuss anything related to their courses.[15] The similarity between the research above and this research is the research design. The difference is in the majors of the participants, where the research above used the students of

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[15] N Abdul Rahman and others, 'Students' Perception in Blended Learning among Science and Technology Cluster Students', in *Journal of Physics: Conference Series* (IOP Publishing, 2020), MCDXCVI, 12012.

Computer Science and Mathematics, while this research uses EFL students.

Fifth, a study by Rasmitadila, Widyasari and Humaira, which aims at exploring students' perceptions about the application of blended learning approach in inclusive education courses. The population was the third-year students of the private university who took inclusive education courses and the sample was 30 students. The research approach was qualitative research with open interviews. The result showed that most of students have a positive perception towards blended learning. The study found that blended learning provides good benefits for students, especially regarding increasing learning experience, knowledge, variations in learning models and learning more flexible and independent. Blended learning must continue to be done because it can increase students' interest in learning and make learning simpler, more flexible and independent. However, half of students have a negative perception about the accessibility of blended learning, which means that internet access to the web is still not stable and slow.[16] The weakness of the research is the participants was very small. The similarity between the research above and this

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[16] Rasmitadila Rasmitadila and others, 'Using Blended Learning Approach (BLA) in Inclusive Education Course: A Study Investigating Teacher Students' Perception', *International Journal of Emerging Technologies in Learning (IJET)*, 15.2 (2020), 72–85.

research is the research approach. The difference between the research above and this research is in the research approach, where the research above used qualitative approach, while this research uses quantitative approach.

B. Literature Review

1. COVID-19 Pandemic

In late December 2019, a seafood wholesale wet market in Wuhan, Hubei, China, experienced an outbreak of a mystery pneumonia characterized by fever, dry cough, fatigue, and respiratory obstruction symptoms.[17] Environmental samples collected from this market in December 2019 confirmed positive for SARS-CoV-2, implying that the Wuhan market was the origins of the outbreak or played a role in its initial amplification. On January 1, 2020, the market was closed.[18] The World Health Organization (WHO) later named this severe acute respiratory symptom coronavirus disease 2019 (COVID-19).[19]

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[17] Chaolin Huang and others, 'Clinical Features of Patients Infected with 2019 Novel Coronavirus in Wuhan, China', *The Lancet*, 395.10223 (2020), 497–506.

[18] World Health Organization, 'Coronavirus Disease 2019 (COVID-19): Situation Report, 73', 2020.

[19] Philip W H Peng, Pak-Leung Ho, and Susy S Hota, 'Outbreak of a New Coronavirus: What Anaesthetists Should Know', *British Journal of Anaesthesia*, 124.5 (2020), 497–501.

COVID-19 is primarily transferred from symptomatic people to others in close contact by respiratory droplets, direct contact with infected people, or contact with contaminated objects and surfaces.[20] By the end of January 2020, it was obvious that the virus was quickly spreading from person to another. On March 11, 2020, the World Health Organization (WHO) announced COVID-19 a global pandemic due to its rapid spreading.[21] As of May 20, 2020, the virus has spread all over the world, infected 4,806,299 people and caused 318,599 deaths.[22] The pandemic of COVID-19 has occurred in over 200 countries around the world, including Indonesia.[23]

In the end of March 2020, the President of Republic of Indonesia finally decided to implement large-scale social distancing (*Pembatasan Sosial Berskala Besar*) across cities and provinces to prevent the spread of COVID-19.[24] The policy regulates school and workplace

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[20] Organization, 'Coronavirus Disease 2019 (COVID-19): Situation Report, 73'.

[21] Domenico Cucinotta and Maurizio Vanelli, 'WHO Declares COVID-19 a Pandemic', *Acta Bio-Medica : Atenei Parmensis*, 91.1 (2020), 157–60.

[22] Marco Ciotti and others, 'The COVID-19 Pandemic', *Critical Reviews in Clinical Laboratory Sciences*, 57.6 (2020), 365–88.

[23] World Health Organization, 'Coronavirus Disease (COVID-19) : Weekly Epidemiological Update', 2020.

[24] Siti Setiati and Muhammad Khifzhon Azwar, 'COVID-19 and Indonesia', *Acta Medica Indonesiana*, 52.1 (2020), 84–89.

holidays, religious activities, activities in public places, social and cultural activities, modes of transportation, and restrictions on other activities specifically related to defense and security aspects. The government also emphasizes the need to stay at home for all citizens. As of April 2, there have been 1790 confirmed cases, 113 new cases, 170 fatalities, and 112 recoveries across the country.[25] The National Disaster Management Agencies (BNPB) of Republic of Indonesia then decided to extend the period of disaster emergency caused by COVID-19 pandemic until May 29. Since Indonesia is the world's fourth most populous country, it would be expected to suffer heavily and for a longer amount of time than other countries with fewer populations.

The global spread of the COVID-19 pandemic has had a significant impact on practically every aspect of life, including education. As of March 25, 150 countries had closed down schools and educational institutions across the country, affecting more than 80% of the global student population. Some countries have implemented partial

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[25] Riyanti Djalante, Jonatan Lassa, Davin Setiamarga, Aruminingsih Sudjatma, Mochamad Indrawan, B Haryanto, and others, 'Progress in Disaster Science', *Review and Analysis of Current Responses to COVID-19 in Indonesia: Period of January to March 2020*, 2020.

school closures, which may also be enforced nationally.[26] Furthermore, according to the World Bank report, several countries have adopted various learning systems as a result of COVID-19 closing physical classrooms. For example, China adopted an online learning system in early February 2020, conducting simultaneous online learning program to ensure that students' learning was not disrupted. In Bulgaria, the Ministry of Education and Science introduced a distance learning system in early April 2020. In Finland, instruction and guidance for students have been implemented through online learning due to school closures.[27] In Indonesia, the Minister of Education and Culture ordered all educational units to implement online learning beginning March 24, 2020.[28]

Since September 2020, five COVID-19 variants have been designated as variants of concern (VOC) by the WHO. VOC is a variant for which there is evidence of an

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[26] Pradeep Sahu, 'Closure of Universities Due to Coronavirus Disease 2019 (COVID-19): Impact on Education and Mental Health of Students and Academic Staff', *Cureus*, 12.4 (2020).

[27] Rusi Rusmiati Aliyyah and others, 'The Perceptions of Primary School Teachers of Online Learning during the COVID-19 Pandemic Period: A Case Study in Indonesia', *Journal of Ethnic and Cultural Studies*, 7.2 (2020), 90–109.

[28] Arief Eko Priyo Atmojo and Arif Nugroho, 'EFL Classes Must Go Online! Teaching Activities and Challenges during COVID-19 Pandemic in Indonesia', *Register Journal*, 13.1 (2020), 49–76.

increase in transmissibility, more severe disease, significant reduction in neutralization by antibodies generated during previous infection or vaccination, reduced effectiveness of treatments or vaccines, or diagnostic detection failures. Those variants are Alpha, Beta, Gamma, Delta and Omicron variants.[29]

To fight the COVID-19, scientists are trying to develop a safe and effective vaccine. According to information published by the WHO, there were 322 vaccine candidates in development as of October 22, 2021. Around 40% (or 128 vaccine candidates) were in clinical development, while 194 were in preclinical development. Pfizer-BioNTech, Moderna, Gamaleya, Novavax, Oxford-AstraZeneca, Sinopharm, Bharat Biotech, Johnson & Johnson, and Sinovac are among the nine top vaccines that use the viral S glycoprotein of the wild-type (WT) strain as an antigen.[30] The impact of vaccines in preventing disability and death from other infectious diseases supports the optimism that preventative vaccines will control COVID-19. Between 2011 and 2020, vaccines against

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[29] Elisabeth Mahase, 'Covid-19: How Many Variants Are There, and What Do We Know about Them?', *BMJ*, 374 (2021).

[30] Ikbel Hadj Hassine, 'Covid-19 Vaccines and Variants of Concern: A Review', *Reviews in Medical Virology*, 2021, e2313.

infectious diseases are indicated to have saved at least 23 million lives.[31]

2. The Concept of Perception

a. Definition of Perception

Any opinion, thought, or belief shared by a large number of people is referred to perception. It is generally dependent on how people perceive their surroundings. It is the ability of an individual to comprehend, notice, and observe things that are not common to others in a meaningful way. Whitney and Leib declared that perception is the experience of an object, event, or relationship gained through the recollection of information and the interpretation of messages. It provides meaning to stimulus-response in restarting information and predicting message which includes attention, hope, motivation, and memory.[32]

According to Walgito, perception is a sensory process in which someone receives a stimulus through their sense organs and then interprets it to determine its meaning. Walgito revealed that there are three main

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[31] Barton F Haynes and others, 'Prospects for a Safe COVID-19 Vaccine', *Science Translational Medicine*, 12.568 (2020).

[32] David Whitney and Allison Yamanashi Leib, 'Ensemble Perception.', *Annual Review of Psychology*, 69.1 (2018), 105–29.

dimensions of perception namely cognitive aspect, affective aspect, and conative aspect. The cognitive aspect refers to the knowledge, views, opinions, expectations, and beliefs that are related to an object, the affective aspect is related to likes and dislikes about an object, and the conative aspect is related to the tendency action or motivation toward an object. These elements play a crucial role for individuals since they influence people's knowledge, feelings, and actions toward the thing.[33]

A person's perception of a certain object or situation may be one way, whereas someone else's perception may be completely another. Perception is an individual's sensory experience of the environment around him or her. It involves both the recognition of a stimulus and how an individual responds to it.[34] According to Mangal, there are four determinant factors related to the perception of an individual namely the physical and social environment, the

[33] Eka Putri Yeni and Syahrul Syahrul, 'Students' Perception on Using Indonesian by Lecturer in Speaking Classroom at English Students Department', *Indonesian Journal of Learning Studies*, 1.3 (2021), 149–57.

[34] Tanya Aneja and Samiksha Jain, 'An Unopened Note: A Survey On Perception Of Suicidal Behaviour', *Natural Volatiles & Essential Oils Journal*, 2021, 7377–89.

physical structure, the needs and goals of life, and past experiences.[35]

Based on some of the understandings above, perception can be defined as the ability to see, understand, and interpret a stimulus in order to produce interpretation. Aside from that, perception is a result of prior experience which frequently appears and then becomes a habit. The students' perception can be one of the lecturers' evaluations for the lectures. Through the perception, the lecturers will be able to know what students' need in learning. The study about perception is useful for the lecturers to be more efficient in teaching.

b. Factors Affecting Perception

Some factors are regarded crucial in the perception of humans or things. According to Walgito, perception is influenced by three factors. The first is a strong stimulus. It must make people aware so that they can perceive it directly. Perception may be influenced by clear stimuli. The second are physiology and psychology. Physiology is concerned with our body's

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[35] Hafrizal Hafrizal, 'Students' Perception toward English Subject and Their Learning Outcome', *English Education Journal*, 12.3 (2021).

sensory instruments, whereas psychology is concerned with our experiences, motivation, and ability to think. The third is the environment. The stimulus situation has an impact on perception, especially if the object is human. Different persons with different social backgrounds produce different perceptions in this situation.

Additionally, Iska declared that there are three components that can influence perception. The first component that is selective attention. We do not respond to all stimuli because we are exposed to many in our environment. As a result, humans only focus or pay attention to one stimulus at a time. The second component are the individual's values, needs, and past experiences. Everyone has a unique background and set of values that influence how they perceive things. The last component is the characteristic of the object such as motion, sounds, size, proximity, etc. Based on the above explanation, it can be concluded that factors affecting someone's perfection comes from internal and external individual.

3. Blended Learning

a. Definition of Blended Learning

Blended learning is often used simultaneously with terms such as hybrid, mixed-mode or flexible learning.[36] Graham defined blended learning as the combination of online learning and face-to-face instruction.[37] Online learning promotes teaching and learning through the use of conventional or online methods without the need for students and teachers to meet face-to-face, while traditional face-to-face learning includes the interaction between students and teachers.

Steele described blended learning as enhanced, student-centered learning experiences facilitated by the harmonious integration of various strategies, achieved by combining face-to-face interaction with information and communication technology (ICT). According to the definition, the student-centered learning experience, learning methodologies, and implementation tools are the three main characteristics

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[36] Claude Müller and Thoralf Mildenberger, 'Facilitating Flexible Learning by Replacing Classroom Time with an Online Learning Environment: A Systematic Review of Blended Learning in Higher Education', *Educational Research Review*, 34 (2021), 100394.

[37] Robin Castro, 'Blended Learning in Higher Education: Trends and Capabilities', *Education and Information Technologies*, 24.4 (2019), 2523–46.

that should be considered in any blended learning design.[38]

According to Shivan and Sing, blended learning is described as a combination of digital and face-to-face learning that is cost-effective, time-saving, and adaptable. It implies that students can learn at their own pace and in their own time. Furthermore, blended learning is the blending of various educational methods, such as face-to-face interaction and computer-mediated instruction or online learning.

Allen and Seaman defined a blended learning as a course that combines online and face-to-face delivery. Substantial proportion of the material is delivered online, typically uses online discussions, and has less face-to-face meetings. The definition is similar to the one proposed by Graham. However, they emphasized that a substantial proportion of material should be presented online. They also recommended that in blended learning, the proportion of content given online should be 30 to 79%.[39]

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[38] Khadijah Alaidarous and Abeer Ahmed Madini, 'Exploring EFL Students' Perception in Blended Learning Environment in Saudi Technical Education Context', *International Journal of Educational Investigations*, 3.6 (2016), 69–81.

[39] Stefan Hrastinski, 'What Do We Mean by Blended Learning?', *TechTrends*, 63.5 (2019), 564–69.

Table 2. 1

Classifications of Courses According to the Proportion of

Content Delivery Online (Based on Allen and Seaman)

Type of Course	Online Proportion	Description
Traditional	0%	A course with no online technology used. Material is delivered in writing or orally.
Web-facilitated	1-29%	A course that uses web-based technology to facilitate face-to-face learning. Usually, use a course management system or websites to post syllabus and assignments.
Blended	30-79%	A course that combines online and face-to-face delivery. Material is delivered online, typically features online discussions, and usually has some face-to-face meetings.
Online	> 80%	A course where most or all the material is delivered online. It typically has no face-to-face meetings.

Based on some of the understandings above, it can be concluded that blended learning is a learning model that integrates face-to-face conventional learning with online learning to achieve learning objectives, so that the merger can complement the weakness of each learning process.

b. **Models of Blended Learning**

Staker and Horn categorize blended learning into four models as follows:

1) The rotation models

Rotation model is a program in a subject whose learning process can adjust to the schedule set by the lecturer. The learning process takes place through extensive group teaching, small group teaching, peer activities, group projects, individual tasks which can be done via computer. In this rotation model, there are several implementation settings as follows:

a) Station Rotation

In station rotation model, students learn through a series of learning activities in class during specific scheduled periods. There

is a rotation for online instructional activities. There are activities such as small group instruction as a whole, group projects, individual guidance, and assignments. Collaborative learning activities are carried out through small groups at each station.

b) Lab Rotation

In lab rotation model, students learn according to a predetermined schedule by working on individual instructions and dominant online learning done in the laboratory both throughout the class or in small groups.

c) Flipped Classroom

In flipped classroom model, students learn inside and outside the classroom with instructions and projects. Students individually access the content of teaching materials sent online with asynchronous strategies outside the classroom. The content of teaching material is accessed by students before face-to-face class meetings so that learning in the class evaluates individual understanding after learning online. The role

of the lecturer is to control the student at any time when studying online in various places outside the classroom. This model contains the modalities of collaborative and project-based learning.

d) Individual Rotation

In individual rotation model, students learn based on individual perceptions determined by the lecturer with the help of technology-based assessment equipment. Unlike other rotation models, students do not necessarily rotate to every station; they rotate only to the activities scheduled on their playlists. With this model, students have a personal opportunity to improve their understanding of learning materials that are still insufficient.

2) Flex Model

Flex model is a learning program where content and instructions are delivered online, the teacher remains in place, while students study independently on a predetermined schedule. This model provides flexibility in learning, where the teacher can act as a guide. Other teacher-of-records

offer flexible and adaptive offline support as needed through small group instruction activities, group projects, and individual mentoring.

3) Self-Blend Model

Self-blend model describes a scenario where students choose to take one or more lessons that all instructions are carried out online to complement their traditional courses. Teachers act as online instructors who are not on campus. This model is a fully individualized approach that allows students to choose to take one or more online courses to complete their traditional school catalog. Most part of the learning is done online, but students will still attend face-to-face classes. Self-blend is popular learning among students and teachers because it gives students the freedom to complete instructions that occur in class.

4) The Enriched-Virtual Model

The enriched-virtual model is a learning implementation, where students are asked to be able to conduct face-to-face sessions with instructors, and then students can complete their assignments online. Students are not required to

attend face-to-face classes. There are also face-to-face but optional classes.[40]

c. Objectives of Blended Learning

According to Pradnyana, the objectives of blended learning are:

1) Helping students to develop better in the learning process, in accordance with students' learning styles and students' enjoyment of learning.

2) Provide practical and realistic opportunities for teachers and students to learn; independent, useful, and constantly evolving.

3) Increase learning flexibility for students by combining the best aspects of face-to-face and online learning.

4) Face-to-face learning is used to involve students in interacting directly with the teacher. Meanwhile, online learning can provide learning materials to students using various media that can be accessed flexibly.

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[40] Dendy Maulana Gusmawan and Nanang Priatna, 'Pengembangan Bahan Ajar Model Pembelajaran Blended Learning Berbantuan Geogebra Untuk Meningkatkan Kemampuan Berpikir Kritis Matematis Siswa SMA', *Edsence: Jurnal Pendidikan Multimedia*, 2.2 (2020), 93–100.

5) Overcoming a problem in learning that requires a solution through various learning methods.[41]

In general, the purpose of blended learning is to provide the most effective and efficient learning experience for students.

d. Benefits and Challenges of Blended Learning

Blended learning has been shown to be beneficial because of its potential to provide flexible access to content and instruction at any particular time, from any place. Other benefits of blended learning may include the facilitation of flexible learning in higher education, improved student engagement, and improved self-regulated learning.[42] Blended learning encourages students to develop leadership skills such as time management, reflective thinking, independent decision making, and public speaking confidence. [43] In addition, the implementation of blended learning in English course provides some benefits for EFL

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[41] Utami Maulida, 'Konsep Blended Learning Berbasis Edmodo Di Era New Normal', *Dirasah: Jurnal Pemikiran Dan Pendidikan Dasar Islam*, 3.02 (2020), 121–36.

[42] Finlay, Tinnion, and Simpson.

[43] Gulnara Namyssova and others, 'Challenges and Benefits of Blended Learning in Higher Education', *International Journal of Technology in Education*, 2(1) (2019), 22–31.

students such as supporting their writing skills, encouraging them to become independent learners, matching their circumstances, and being economic financially.[44]

Despite the benefits, there are some challenges in implementing blended learning in the learning process. A research conducted by Rasheed, Kamsin and Abdullah examines the challenges of implementing blended learning from students, teachers and educational institutions perspectives. According to the research, self-regulation challenges and challenges in using learning technology are the key challenges that students face, whereas teachers' challenges are mainly on the use of technology for teaching. Challenges in the provision of suitable instructional technology and effective training support to teachers are the main challenges faced by educational institutions.[45] In addition, EFL students also encountered challenges related to: 1) technological problems, 2) instructor's performance, 3) online tests, 4) the attitudes and

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[44] Dahmash.

[45] Rasheed Abubakar Rasheed, Amirrudin Kamsin, and Nor Aniza Abdullah, 'Challenges in the Online Component of Blended Learning: A Systematic Review', *Computers & Education*, 144 (2020), 103701.

limited resources of students, and 5) the university council's decisions.[46]

C. Conceptual Framework

The pandemic has forced traditional learning activities to be stopped and shifted to online learning. Unfortunately, there are several difficulties and problems faced by students in the application of online learning such as the absence of internet quota, unstable internet network, a lot of assignments, and unpreparedness of teachers.

Blended learning can be an alternative learning model to reduce problems in online learning. In general, blended learning refers to the combination of online learning and face-to-face instruction. Blended learning can be an ideal learning model to apply in the midst of pandemic because it offers two methods at once.

The students' perception toward blended learning can be one of the lecturers' evaluations for the lectures. Through the perception, the lecturers will be able to know what students' need in learning. The study about perception is useful for the lecturers to be more efficient in teaching.

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[46] Dahmash.

CHAPTER III
RESEARCH METHOD

This chapter discusses the research design, the research setting, the research subject, variable and indicators of research, data collection technique, and data analysis technique.

A. Research Design

The approach uses in this research is qualitative research focused on the case study design. Qualitative research is an approach to explore and understand the meaning of individuals or groups related to social problems that can be used to interpret, explore, or gain a deeper understanding of certain aspects of beliefs, attitudes, or human behavior. Qualitative research is characterized by some points such as; exploring a problem, developing a detailed understanding of a phenomenon, collecting data based on words, analyzing the data for description using text analysis form and interpreting the more significant meaning of the findings.[47]

According to Creswell, a case study is research that actually investigates a program, an event, an activity, a process, or one or more individuals in order to gain a depth-knowledge of the action being investigated. Furthermore, a case study aims

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[47] John W. Creswell and J. David Creswell, *Research Design: Qualitative, Quantitative, and Mixed Methods Approaches*, Fifth Edit (Los Angeles: SAGE Publications, Inc., 2018), p. 41.

to comprehend individual actors or groups of actors' perceptions of events. Therefore, this study has a qualitative purpose of discovering the students' perception toward blended learning during the COVID-19 pandemic. The data of this research was collected by distributing questionnaires and conducting interview. The result of questionnaires and interview from the participant will be displayed descriptively to answer the research questions.

B. Research Setting

The research is conducted at UIN Walisongo Semarang, located in Jl. Walisongo No. 3-5, Tambakaji, Ngaliyan, Semarang in the academic year of 2021/2022. The study was carried out from 20 until 27 May 2022.

C. Research Participants

In conducting research, the process of selecting individuals who will participate in the research is very essential. In this research, the researcher used purposive sampling technique. Purposive sampling is intentional selection of informants based on their ability to elaborate a

specific theme, concept, or phenomenon.[48] The participants in this research were the eight second semester students of UIN Walisongo from class 2B.

D. Data Collection Technique

Data collection technique explains the way researcher used to gather the data related to the focus of the research. In this study, the researcher uses interview to obtain the data from students. Interviews are distinguished by their degree of formality and structure. A structured interview is a type of interview that relies on a standard and planned set of questions, while an unstructured interview is a type of interview that does not rely on a predetermined set of questions. On the other hand, semi-structured interview combines both structured and unstructured approaches.[49]

In this research, the researcher chooses a semi-structured interview to collect students' responses. In conducting interview, students answered four open-ended questions related to students' perceptions of learner dimension, students' perception of instructor dimension, students' perception of course dimension and problems faced by students

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[48] Geoffrey E. Mills and L. R. Gay, *Educational Research: Competencies for Analysis and Applications*, Twelfth Ed (The United States of America: Pearson Education, 2018), p. 160.

[49] Mills and Gay, p. 554.

in blended learning. The interview questions are adapted from Wu and Luo (2022)[50]

E. Data Analysis Technique

After collecting the data from the interview, the data need to be analyzed. The researcher analyzes the data by using thematic analysis by Braun and Clarke. The thematic analysis has some phases as follows:

1. Becoming Familiar with The Data

In this phase, Braun and Clarke recommended that researchers read through the entire data set at least once before beginning coding, as ideas and identification of possible patterns may be shaped as researchers become familiar with all aspects of their data. During this phase, researchers may also make notes about ideas for coding that can be returned to in subsequent phases.

2. Generating Initial Codes

The second phase begins once researchers have read and familiarized themselves with the data, having ideas about what is in the data and what is interesting about them. This phase involves the initial production of codes from the data, a theorizing activity that requires the

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[50] Huashan Wu and Shujuan Luo, 'Integrating MOOCs in an Undergraduate English Course: Students' and Teachers' Perceptions of Blended Learning', *SAGE Open*, 12.2 (2022), 21582440221093036.

researchers to keep revisiting the data. During coding, researchers identify important sections of text and attach labels to index them as they relate to a theme or issue in the data.

3. **Searching for Themes**

The third phase begins when all data have been initially coded and collated, and a list of the different codes identified across the data set has been developed. This phase involves sorting and collating all the potentially relevant coded data extracts into themes. Once identified, themes appear to be significant concepts that link substantial portions of the data together.

4. **Reviewing Themes**

The fourth phase begins once a set of themes has been devised, and they now require refinement. During this phase, researchers review the coded data extracts for each theme to consider whether they appear to form a coherent pattern. In the course of this phase, inadequacies in the initial coding and themes will be revealed and may require various changes.

5. **Defining and Naming Themes**

During the fifth phase, researchers determine what aspect of the data each theme captures and identify what is of interest about them and why. For each individual theme,

researchers need to conduct and write a detailed analysis, identifying the story that each theme tells. At this stage, researchers may consider how each theme fits into the overall story about the entire data set in relation to the research questions.

6. **Producing the Report**

       The final phase begins once the researcher has fully established the themes and is ready to begin the final analysis and write-up of the report. The write-up of a thematic analysis should provide a concise, coherent, logical, nonrepetitive, and interesting account of the data within and across themes. The final analysis should create an overall story about what the different themes reveal about the topic. [51]

F. Data Validity

       After the data has been analyzed, the data have to be checked for their credibility and accuracy. The writer checks validation of the data using triangulation strategy. According to Creswell, triangulation is a way of verifying data from multiple sources such as from different participants, data type, and data collection methods. There are four types of triangulations,

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[51] Lorelli S Nowell and others, 'Thematic Analysis: Striving to Meet the Trustworthiness Criteria', *International Journal of Qualitative Methods*, 16.1 (2017), 1609406917733847.

namely method triangulation, investigator triangulation, theory triangulation, and data source triangulation.

In this research, the writer used data source triangulation to check the validity of the data. Data source triangulation involves the collection of data from different types of people, including individuals, groups, families, and communities, to gain multiple perspectives and validation of data. In this research, the writer examined the interview response as many times as necessary to obtain a valid finding.[52]

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[52] Data Source Triangulation, 'The Use of Triangulation in Qualitative Research', in *Oncology Nursing Forum*, 2014, XLI, 545.

CHAPTER IV
RESEARCH FINDINGS AND DISCUSSION

The study was accomplished to know the EFL students' perception of blended learning during the COVID-19 pandemic. The first-year students of UIN Walisongo from class 2B was chosen here as the participants of this study. There were eight students who were asked to share their perceptions of blended learning applied in their EFL courses. The data form interview was showed, and discussed in this chapter.

A. Findings

1. Students' Perceptions of Blended Learning

The students' perceptions of blended learning applied in their EFL courses were analyzed in three dimensions namely learner dimension, instructor dimension, and course dimension.

a. Students' Perception of Learner Dimension

In the learner dimension, students were asked to express their perception of blended learning as a learner. Some students mentioned that blended learning, especially the online learning session, offers the flexibility for them, they said:

"In my opinion, online learning has a flexible time. I can study anytime and anywhere.

Besides that, when I have an important event that I can't miss, I can still follow the lesson." (Student 1)

"In my opinion, online learning is flexible. For example, when we are outside (not at home), we can still access online learning. We also don't have to come to class to study." (Student 4)

Besides the flexibility, students expressed that the online learning session in blended learning saves their energy. Student 3 and 7 said:

"Since I live quite far from campus, online learning (session) in blended learning can save my energy. I don't have to come to class to study." (Student 3)

"Online learning doesn't make me tired. I need a lot of energy to attend the courses because the distance from my house to campus is quite far." (Student 7)

In addition, student 2 mentioned that blended learning makes him more enthusiastic to learn. Student 5 expressed that blended learning encourage her to

learn independently. Moreover, student 8 stated that blended learning makes her familiar with technology.

> *"In my opinion, blended learning encourages me to be more enthusiastic to learn. In addition, discussion activities become more active and exciting." (Student 2)*

> *"Blended learning makes me more independent in finding learning materials." (Student 5)*

> *"Blended learning makes me know more about technology such as Zoom, Google meet, Google Classroom, etc." (Student 8)*

b. Students' Perception of Instructor Dimension

In the instructor dimension, students were asked to express their perception of the role or performance of the lecturers in blended learning activities. In this dimension, most of students seemed to have positive perceptions toward the lecturers' performance. Students mentioned that in the face-to-face learning session, the material presented by lecturers was clearer and easier to understand, they said:

"I understand the learning material better because the lecturer explains the material directly (face-to-face). If it's online (learning), I have to ask my friends about the material that is still unclear." (Student 2)

"In face-to-face learning sessions, the lecturer explains the material clearly and in detail." (Student 3)

Moreover, student 6 and 7 expressed that blended learning improves communication between lecturers and students better, they said:

"In my opinion, blended learning improves communication between students and lecturers better." (Student 6)

"In the face-to-face session, I can discuss the material with lecturers and friends directly." (Student 7)

However, some students had negative perceptions of the lecturers. Student 4 expressed that in the online learning session, the lecturers only explain the material virtually. Student 5 also mentioned that the lecturers cannot focus on both sessions.

> *"During the online learning session, the lecturer only explains the lessons via Google Meet or Zoom. Sometimes if we want to ask about the material that is still unclear, we are afraid to disturb the lecturer's time." (Student 4)*

> *"The lecturers cannot focus on both sessions (face-to-face and online learning) since there are a lot of students in my class (44 students)." (Student 5)*

c. Students' Perception of Course Dimension

In the course dimension, students were asked to express their perception of the course and the learning process in blended learning. In this dimension, majority of students mentioned that the learning environment in blended learning, especially in the face-to-face session, is more supportive, they said:

> *"The classroom atmosphere is more supportive and conducive to learning. We pay more attention to the lecturer's explanation in class." (Student 1)*

> *"The face-to-face session in blended learning provides me a better discussion environment." (Student 3)*

Students also expressed that the face-to-face learning session improves their subject understanding better. In addition, blended learning provides needed and comprehensive material, they said:

> *"The blended course provides me needed and comprehensive materials. Besides that, the face-to-face session improves my subject understanding better." (Student 4)*
>
> *"I get a better understanding of the course topics with face-to-face sessions." (Student 5)*

Furthermore, students seemed to have positive perceptions of the online learning courses. Student 2 also mentioned that the online learning courses in blended learning can be reached at any time. Moreover, student 8 claimed that the online learning provides user-friendly features, they said:

> *"In my opinion, the online learning course can be reached at any time." (Student 2)*

"For me, the online learning courses provide user-friendly features." (Student 8)

On the other hand, student 6 and 7 expressed their negative opinion about the online learning modes. Student 6 revealed that too many assignments are given during the online learning sessions meanwhile student 7 mentioned that the task instructions are less clear, they said:

"I don't really like the assessment given in online learning because the assignments are too much while the deadlines are tight." (Student 6)

"For me, the task instructions are less clear in online learning. I prefer face-to-face exams because if there are instructions that are not clear, I can directly ask the lecturer." (Student 7)

2. Problems Faced by Students in Blended Learning

Although almost all students have positive perceptions of blended learning, students revealed that they faced several problems in the blended learning application. 3 of 8 students stated that poor internet connection is the

main problem in conducting online learning session, they said:

> *"The internet connection is very bad. I can't hear the lecturer's explanation". (Student 7)*
> *"My internet connection is really poor and that makes the material presented by the lecturer less clear." (Student 5)*

Besides poor internet connection, student 2 and 6 mentioned that they have problems with the E-Learning platforms, they said:

> *"We have troubles when submitting assignments through the E-Learning". (Student 2)*
> *"My E-Learning sometimes error. I can't access it" (Student 6)*

Student 1 also revealed that the instructions that were difficult to follow in online learning were the main problems he faced. Besides that, student 3 mentioned that the online learning session is less effective.

> *"Online learning modes are less effective and that is a problem for me." (Student 1)*

"The online instructions are difficult to follow." (Student 3)

Moreover, student 4 mentioned that inadequate facilities were her problem in implementing blended learning, she said:

"We are having troubles to find a classroom. Not all classrooms support blended learning. Some classes are not equipped with smart TV." (Student 4)

B. Discussion

In response to the first research question, the students' perceptions of blended learning applied in their EFL courses were investigated in three dimensions namely learner dimension, instructor dimension, and course dimension. In the first dimension, it was revealed that the majority of students thought the blended learning were beneficial. Blended learning made students more enthusiastic to learn and encouraged them to become independent learners. The study also found that most of students had positive perceptions toward the online learning session. Students expressed that the online learning session offered the flexibility of learning time and location for students who cannot attend the class physically. In addition, students

mentioned that the online learning courses saved their energy. They did not have to come to classroom to study. This finding is also in line with those found by Namyssova et al. (2020). One of the reasons for blended learning mode being more preferable and effective is assumed to be the requirement to involve students in active learning through diverse learning approaches that include active peer communication, processing the information gained by constant self-reflection and checking their understanding, organizing their knowledge, and making connections with what they already know. Importantly, blended learning is assumed to restructure the pedagogic practices, with the potential to recapture the ideals of higher education. The key features of blended learning pedagogy are interaction, flexibility, and suitable forms of assessment. [53]

Regarding to the instructor dimension, the majority of students had positive perceptions toward their lecturers. Students revealed that during the face-to-face session, the lecturers explained the material clearly and in detail so that it can be easily understood by students. Students also mentioned that blended learning improved their communication and interaction with the lecturers. However, some students had negative perceptions of the lecturers. Students expressed that

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[53] Gulnara Namyssova and others, 'Challenges and Benefits of Blended Learning in Higher Education', *International Journal of Technology in Education*, 2(1) (2019), 22–31.

the lecturers cannot focus on both online and face-to-face sessions. Moreover, during the online learning session, the lecturers only explained the material virtually. Students answered in the open-ended question, "during online learning, the lecturer only explains the task instructions via Google Meet or Zoom" and "the lecturers cannot focus on both sessions since there are a lot of students in my class." This finding is slightly different from the research by Wu and Luo (2022). students expressed that they had more chances to interact with their teachers in both online and face-to-face sessions. As one student said, "What I like best about this blended learning experience is that I have more interaction with the teacher. The teacher not only gives us guidance in the real class, but also answers questions on the online discussion board."

Regarding to the course dimension, majority of students had positive perceptions toward the face-to-face courses. Students mentioned that the learning environment in the face-to-face session was more supportive and conducive and it was able to create a better discussion environment for students. Students also expressed that the face-to-face learning session improves their subject understanding better. Besides that, students seemed to have positive perceptions of the online learning courses. Students claimed that the online learning courses provided user-friendly features and could be reached at

any time. On the other hand, there were two students who had negative opinions of online activities. Student 6 revealed that there were too many assignments given by the lecturers during the online learning sessions and the deadlines for collecting those assignments were very tight. Student 7 mentioned that the online exams instructions were less clear and she preferred to do face-to-face exams. In addition, she said that face-to-face guidance in assignments helped her a lot.

In connection with the second research question, it was found that poor internet connection and online technical problems were the main difficulties students faced in their blended learning. Unstable internet connection made students could not hear the lecturer's explanation and this caused students to not understand the material presented. Students also mentioned that they had difficulty in submitting assignments through the E-Learning (a platform for teaching and learning activities developed by the university). In addition, the E-Learning platform often experiences errors. Moreover, students also revealed that ineffective online learning modes and the availability of facilities were the problems they faced in the application of blended learning. As students said, "online learning modes are less effective and that is a problem for me" and "we are having troubles to find a classroom. Not all classrooms support blended learning. Some classes are not

equipped with smart TV." This finding is also in accordance with that found by Dahmash (2020), that students encountered challenges related to internet connectivity and availability of facilities.[54] Despite their agreement on the benefits of blended learning, the students' problems led them to have a negative perspective about certain parts of blended learning, especially related to its technical features.

Most interestingly, the research also revealed that students' perceptions of face-to-face activities was higher than online activities, indicating that they preferred face-to-face learning mode in their blended EFL courses. This finding is also in line with those found by Bouilheres et al. (2020), that face-to-face learning was preferred by students because it allowed them to engage more closely with the learning materials and activities.[55] Based on the findings, it can be concluded that students prefer face-to-face learning modes rather than online ones.

[54] Dahmash.

[55] Frederique Bouilheres and others, 'Defining Student Learning Experience through Blended Learning', *Education and Information Technologies*, 25.4 (2020), 3049–69.

CHAPTER V
CONCLUSION

A. Conclusion

Based on the findings, students have a positive perception toward the implementation of blended learning in their EFL courses. Blended learning brings some benefits in the forms of being reachable at any time, being flexible, providing comprehensive and needed learning materials, encouraging students to become independent learners, improving students' communication, learning interactions, and subject understanding, and saving energy. In connection with the problems faced by students, students reported that poor internet connection, online technical problems, ineffective online learning modes, and availability of facilities were their main problems in implementing blended learning. Furthermore, the study revealed that perception of face-to-face activities was higher than online activities, indicating that students preferred face-to-face learning mode in their blended EFL courses.

B. Suggestion

The researcher would like to give some suggestions related to this research. The researcher hopes the suggestion provided are useful for:

1. The Students

   Students need to increase their learning activities both inside and outside the classroom. Moreover, students need to look for the material not only from the lectures but also from the internet to get more understanding about the material.

2. The Lecturers and Department

   The researcher would like to suggest the lecturers to be able to focus on teaching both online and face-to-face learning sessions. Moreover, the department must provide adequate facilities for the implementation of blended learning.

3. The Next Researcher

   The researcher realized that this research was far from perfect and had limitation. As this research was conducted only with students from one study program, the results should not be generalized and future research is suggested to be more focused on the comparison of students' preferences for other blended course formats and relate them to students' EFL achievement.

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Appendix 1

Students' Semi-Structured Interview Questions

1. What is your view on the implementation of blended learning in your EFL courses?
2. What is your view on the role or performance of lecturers in blended learning?
3. What is your view on the learning process in blended learning?
4. What problems do you face in experiencing blended learning in your EFL courses?

Appendix 2

Students' Interview Transcript

- **Student 1**
  - ➢ **Question:** What is your view on the implementation of blended learning in your EFL courses?

    Answer: In my opinion, online learning has a flexible time. I can study anytime and anywhere. Besides that, when I have an important event that I can't miss, I can still follow the lesson.
  - ➢ **Question:** What is your view on the role or performance of lecturers in blended learning?

    Answer: In face-to-face learning, the material presented by the lecturer is more understandable for me.
  - ➢ **Question:** What is your view on the learning process in blended learning?

    Answer: In face-to-face session, the classroom atmosphere is more supportive and conducive to learning. We pay more attention to the lecturer's explanation in class.
  - ➢ **Question:** What problems do you face in experiencing blended learning in your EFL courses?

    Answer: Online learning modes are less effective and that is a problem for me.

- **Student 2**
  - ➢ **Question:** What is your view on the implementation of blended learning in your EFL courses?

    Answer: In my opinion, blended learning encourages me to be more enthusiastic to learn. In addition, discussion activities become more active and exciting.
  - ➢ **Question:** What is your view on the role or performance of lecturers in blended learning?

    Answer: I understand the learning material better because the lecturer explains the material directly (face-to-face). If it's online (learning), I have to ask my friends about the material that is still unclear.
  - ➢ **Question:** What is your view on the learning process in blended learning?

    Answer: In my opinion, the online learning course can be reached at any time.
  - ➢ **Question:** What problems do you face in experiencing blended learning in your EFL courses?

    Answer: We have troubles when submitting assignments through the E-Learning.

- **Student 3**
  - ➢ **Question:** What is your view on the implementation of blended learning in your EFL courses?

    Answer: Since I live quite far from campus, online learning (session) in blended learning can save my energy. I don't have to come to class to study.

  - ➢ **Question:** What is your view on the role or performance of lecturers in blended learning?

    Answer: In face-to-face learning sessions, the lecturer explains the material clearly and in detail.

  - ➢ **Question:** What is your view on the learning process in blended learning?

    Answer: The face-to-face session in blended learning provides me a better discussion environment.

  - ➢ **Question:** What problems do you face in experiencing blended learning in your EFL courses?

    Answer: The online instructions are difficult to follow.

- **Student 4**
  - ➢ **Question:** What is your view on the implementation of blended learning in your EFL courses?

    Answer: In my opinion, online learning is flexible. For example, when we are outside (not at home), we can still access online learning. We also don't have to come to class to study.
  - ➢ **Question:** What is your view on the role or performance of lecturers in blended learning?

    Answer: During the online learning session, the lecturer only explains the lessons via Google Meet or Zoom. Sometimes if we want to ask about the material that is still unclear, we are afraid to disturb the lecturer's time.
  - ➢ **Question:** What is your view on the learning process in blended learning?

    Answer: The blended course provides me needed and comprehensive materials. Besides that, the face-to-face session improves my subject understanding better.
  - ➢ **Question:** What problems do you face in experiencing blended learning in your EFL courses?

    Answer: We are having troubles to find a classroom. Not all classrooms support blended learning. Some classes are not equipped with smart TV.

- **Student 5**
  - ➢ **Question:** What is your view on the implementation of blended learning in your EFL courses?

    Answer: Blended learning makes me more independent in finding learning materials.
  - ➢ **Question:** What is your view on the role or performance of lecturers in blended learning?

    Answer: The lecturers cannot focus on both sessions (face-to-face and online learning) since there are a lot of students in my class (44 students).
  - ➢ **Question:** What is your view on the learning process in blended learning?

    Answer: I get a better understanding of the course topics with face-to-face sessions.
  - ➢ **Question:** What problems do you face in experiencing blended learning in your EFL courses?

    Answer: My internet connection is really poor and that makes the material presented by the lecturer less clear.

- **Student 6**
  - ➤ **Question:** What is your view on the implementation of blended learning in your EFL courses?
    Answer: Online learning is easy because it can be done anywhere. And, I became more active looking for material on the internet.
  - ➤ **Question:** What is your view on the role or performance of lecturers in blended learning?
    Answer: In my opinion, blended learning improves communication between students and lecturers better.
  - ➤ **Question:** What is your view on the learning process in blended learning?
    Answer: I don't really like the assessment given in online learning because the assignments are too much while the deadlines are tight.
  - ➤ **Question:** What problems do you face in experiencing blended learning in your EFL courses?
    Answer: My E-Learning sometimes error and I can't access it.

- **Student 7**
  - ➢ **Question:** What is your view on the implementation of blended learning in your EFL courses?

    Answer: Online learning doesn't make me tired. I need a lot of energy to attend the courses because the distance from my house to campus is quite far.
  - ➢ **Question:** What is your view on the role or performance of lecturers in blended learning?

    Answer: In the face-to-face session, I can discuss the material with lecturers and friends directly.
  - ➢ **Question:** What is your view on the learning process in blended learning?

    Answer: For me, the task instructions are less clear in online learning. I prefer face-to-face exams because if there are instructions that are not clear, I can directly ask the lecturer.
  - ➢ **Question:** What problems do you face in experiencing blended learning in your EFL courses?

    Answer: The internet connection is very bad. I can't hear the lecturer's explanation.

- **Student 8**
  - ➢ **Question:** What is your view on the implementation of blended learning in your EFL courses?

    Answer: Blended learning makes me know more about technology such as Zoom, Google meet, Google Classroom, etc.
  - ➢ **Question:** What is your view on the role or performance of lecturers in blended learning?

    Answer: I like discussion activities during face-to-face learning. I can exchange opinions and thoughts directly with my friends and lecturers.
  - ➢ **Question:** What is your view on the learning process in blended learning?

    Answer: For me, the online learning courses provide user-friendly features.
  - ➢ **Question:** What problems do you face in experiencing blended learning in your EFL courses?

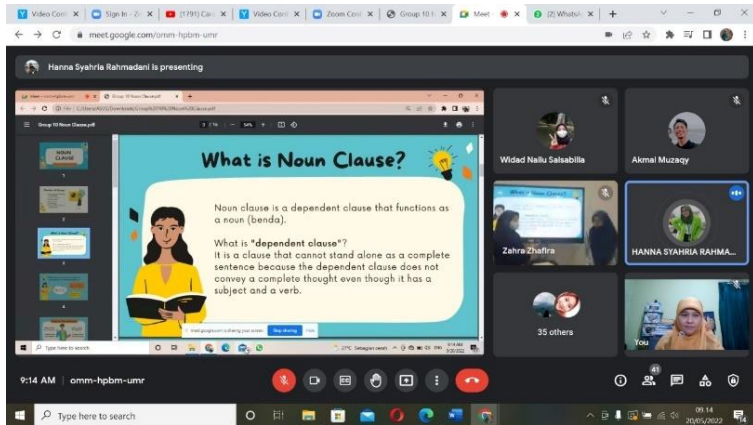   **Answer:** I have a terrible internet signal. I can't hear clearly what the lecturers are saying.

The List of Research Participants

No	Name	No	Name
1	Fajar Muttaqin	5	Azizatus Sa'adah
2	Muhammad Tegar Bagaskara	6	Muthia Fatin Mujmila
3	Hanna Syahria Rahmadani	7	Ziyada Ilmi Aufada
4	Masita Hanum	8	Widad Nailu Salsabila

The Pictures of Research Activity

CURRICULUM VITAE

A. Personal Details

1.	Name	:	Nada Ghaida' Nursi
2.	Place & Date of Birth	:	Indramayu, January 3rd, 2001
3.	Address	:	Desa Majasari, RT 16/RW 04, Sliyeg, Indramayu, Jawa Barat
4.	Phone Number	:	081290450021
5.	E-mail	:	nadaghaidanursi@gmail.com

B. Formal Education

1. SDN 1 Majasari (2012)
2. MTsN 3 Indramayu (2015)
3. MA Sunan Pandanaran Yogyakarta (2018)
4. Bachelor Degree of English Education at Walisongo State Islamic University Semarang (2022)

C. Informal Education

1. Pondok Pesantren Sunan Pandanaran Yogyakarta (2018)
2. Ma'had Al Jami'ah Walisongo Semarang (2019)

Semarang, June 6th, 2022

Nada Ghaida' Nursi
NIM. 1803046090