

**STUDENTS' PERCEPTIONS OF BLENDED LEARNING
IN SPEAKING COURSE
AT ENGLISH EDUCATION DEPARTMENT**

THESIS

Submitted in Partial Fulfilment of the Requirements
for Gaining the Degree of Bachelor
in English Language Education Department



By:

ANIS INDAH LESTARI

1903046101

**ENGLISH EDUCATION DEPARTMENT
EDUCATION AND TEACHER TEACHING FACULTY
UNIVERSITAS ISLAM NEGERI WALISONGO
SEMARANG**

2022

THESIS STATEMENT

I am the student with the following identity:

Name : Anis Indah Lestari
Student Number : 1903046101
Department : English Education Department

State that thesis entitled:

STUDENTS' PERCEPTIONS OF BLENDED LEARNING IN SPEAKING COURSE AT ENGLISH EDUCATION DEPARTMENT

is my work. I am completely responsible for the content of this thesis. Other writer's opinions or findings included in the thesis are quoted or cited by the ethical standards.

Semarang, 15th February 2023

The researcher,



Anis Indah Lestari

1903046101

RATIFICATION



KEMENTERIAN AGAMA REPUBLIK INDONESIA
UNIVERSITAS ISLAM NEGERI WALISONGO
FAKULTAS ILMU TARBIYAH DAN KEGURUAN
Jl. Prof. Dr. Hamka Km 2 (024) 7601295 Fax. 7615387 Semarang 50185
Website: <http://fitk.walisongo.ac.id>

RATIFICATION

Thesis with following identify:

Title : Students' Perceptions of Blended Learning in Speaking
Course at English Education Department
Name : Anis Indah Lestari
Student Number : 1903046101
Department : English Education Department

Had been ratified by the board of examiner of education and Teacher Training Faculty of Walisongo State Islamic University Semarang and can be received as one of any requirements for gaining the Bachelor Degree in English Education Department.

Semarang, 18th March 2023

THE BOARD OF EXAMINERS

Chairperson,

Dr. Muhammad Nafi Annury, M.Pd.

NIP. 197807192005011007

Secretary,

Dr. Hi.Siti Mariam, M.Pd.

NIP.196507271992032002

Examiner I,

Sayyidatul Fadlilah, M.Pd.

NIP.198109082007102001



Examiner II,

Nadiyah Ma'mun, M.Pd.

NIP. 197811032007012016

Advisor,

Dr. Muhammad Nafi Annury, M.Pd

NIP. 197807192005011007

ADVISOR NOTE

To:
The Dean of Education and Teacher Training Faculty
Walisono State Islamic University Semarang

Assalamualaikum Wr.Wb.

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

Name : Anis Indah Lestari
Student Number : 1903046101
Department : English Education Department
Title : Students' Perceptions of Blended Learning
in Speaking Course at English Education
Department

I state that the thesis is ready to be submitted to English Education and Teacher Training Faculty of Education and Teacher Training Walisono State Islamic University Semarang to be examined at Munaqosyah session.

Wassalamualaikum Wr.Wb

Semarang, 15th February 2023
Advisor,



Dr. Muhammad Nafi Annury, M.Pd
NIP. 197807192005011007

ABSTRACT

Title : **Students' Perceptions of Blended Learning In Speaking Course at English Education Department**
Author : **Anis Indah Lestari**
Student's Number : **1903046101**

The study was intended to describe students' perceptions of blended learning in Speaking Course at English Education Department and to analyze the obstacles the blended learning in Speaking Course at English Education Department. The research method used descriptive qualitative. The participants were students of English Education in the 5th semester who had taken a speaking course. Data collection techniques were carried out by filling out questionnaires to describe students' perceptions and interviews via WhatsApp chat to find out obstacles of blended learning in Speaking Course. The data collected was analyzed through data reduction, data display and conclusion drawing/verification. The results showed that students' perceptions of blended learning in speaking course were 74.80% in the good category. The obstacles in blended learning in speaking course include the shift system (odd-even student number), poor internet connection, limited internet quota, the lack of student activity, the low student's speaking ability. Thus, it can be concluded that students' perceptions of blended learning in speaking course are included in the good category, even though, there are several obstacles faced by students in the learning process.

Keywords: *Blended Learning, Speaking Course, Students' Perceptions*

DEDICATION

This thesis is dedicated to:

1. My almamater Walisongo State Islamic University Semarang.
2. My beloved family and boyfriend who always prays, gives support and motivation.

MOTTO

فَإِنَّ مَعَ الْعُسْرِ يُسْرًا , إِنَّ مَعَ الْعُسْرِ يُسْرًا

“So, verily, with every difficulty, there is relief. Verily, with every difficulty, there is relief”

(QS Al-Insyirah: 5-6)¹

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

ACKNOWLEDGMENT

Praise is always given to Allah SWT for the presence of plenty of mercy and his grace, so that the researcher can complete the thesis with the "Students' Perceptions of Blended Learning in Speaking Course at English Education Department". Without the presence of plenty of mercy and grace from Allah SWT, in arranging the thesis will not run optimally. Blessing and salutation be upon the most honorable Prophet Muhammad SAW who has done a lot for the development of Muslims, who have brings ummat from the darkness era into the brightness era.

This thesis could be completed with the help, guidance, advice, support and motivation from various parties. Therefore, in this chance the researcher would like to express the gratitude and appreciation to:

1. Dr. KH. Ahmad Ismail, M.Ag., M.Hum. as the Dean of Faculty of Education and Teacher Training of State Islamic University of Walisongo Semarang.
2. Dra. Nuna Mustikawati Dewi, M.Pd. as the Head of English Education Department and Lulut Widyaningrum, M.Pd. as the Secretary of English Education Department of Walisongo State Islamic University Semarang.
3. Dr. Muhammad Nafi Annury, M.Pd. as the advisor who has been patient in guiding, giving advice and giving motivation during in arranging this thesis.
4. All lectures of English Education Department who have shared knowledge and provided learning facilities to the researcher during the study.
5. My beloved parents, Darmo and Karni, who always pray for, give the spirit which is the biggest motivation for the writer in completing this thesis.

6. Bayu Nugroho, S.Kom who always gives support, encouragement and to be someone who always accompanies and listens to my complaints in completing this thesis.
7. My best friend Titik Syahida and Luthfi Nara Sekha who have helped and motivated me in finishing this thesis.
8. My sisters, Ida Nur Ngaini who have prayed for and supported me.
9. All participants who have taken the time to help filling out the questionnaire and conducted interviews.
10. For those who cannot be mentioned one by one who have supported the researcher to finish this thesis

The researcher realizes that the preparation of this thesis is far from perfect, may Allah SWT give a double reward to all those who have helped the author in completing the writing of this thesis. Therefore, the researcher hopes for suggestions and constructive criticism from readers. Finally, the researcher hopes that the purpose of making this thesis can be achieved as expected.

Semarang, 15th February 2023
The Researcher,

A handwritten signature in black ink, appearing to read 'Anis Indah Lestari', written over a horizontal line.

Anis Indah Lestari
1903046101

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CHAPTER I

INTRODUCTION

This chapter consists of the background of the study, research question, the objective of the study, the limitation of the study and the significance of the study.

A. Background of The Study

The Covid-19 Pandemic is a health crisis for humans that occurs all over the world. There are sectors of human life that are damaged by this virus. Education is one of the most affected sectors. The Covid-19 Pandemic has caused the closing of schools in many countries. The Indonesian government has also closed all schools. Through the Circular Letter of the Minister of Education and Culture of the Republic of Indonesia Number 4 of 2020 regarding policies in carrying out educational activities during the Covid-19 pandemic. Learning activities can be done from their homes or online. The policy states that the learning process that was done face to face must be replaced with online learning.

The learning process known as "online learning" involves the use of electronic media, such as smartphones, laptops, or computers that are connected to the internet. Even though they

are not face to face, interaction between educators and students is expected to be encouraged by integrating the internet. Internet connections are incorporated into the teaching process by virtual learning systems or online learning systems. Students and teachers will be able to study from anywhere.²

In English language teaching (ELT) especially in speaking courses, online learning, besides despite offering numerous conveniences, there are some challenges. Ahmad's research revealed the phenomenon that when the learning system is implemented, EFL learning, which requires a great deal of practice for its application, also encounters difficulties. Students also participate less actively in online learning activities than in traditional classroom settings. Responding to the teacher's instructions, students are less active. Most of the time, only teachers speak actively. When it comes to synchronous online learning, students typically shy away from publicly expressing their opinions through web conference media.³

Annury stated that the ability to speak clearly, naturally, accurately, and without a doubt is the primary objective of

² Irza Yuzulia, "The Challenges Of Online Learning During Pandemic: Students' Voice", (*Wanastra : Jurnal Bahasa dan Sastra*, Volume 13 No. 1, 2021) p. 9

³ Ahmad, S. Z, "The Flipped Classroom Model to Develop Egyptian EFL Students' Listening Comprehension", *English Language Teaching*, (Vol.9, No. 9 2016), p.166

speaking instruction. Beginning with simple imitation of patterns or responses to clues, students will use language to convey their thoughts in order to accomplish this. To deal with the six elements of language, particularly using grammatical patterns and vocabulary terms and practicing expressing ideas, requires two additional levels of practice. Teachers cannot practice speaking based on written texts; instead, they need audio visual materials that stimulate and develop oral skills without written sources.⁴ In addition, a face-to-face learning is also needed to practice speaking skill. This aims to train students to be more confident in speaking directly in public.

Online learning in EFL courses is beneficial. However, there are several problems that should be taken into account when developing online learning. These problems include online learning facilities and also the readiness of human capital in developing skills for using the teaching-learning media. This is the key point to improving the quality of succeeding online learning process.⁵ Student success to follow, understand, and

⁴ Muhammad Nafi Annury, "The Impact of Structural Competence towards Speaking Competence of the Fourth Semester Students of English Department" *Journal Register IAIN Salatiga*, (Vol 6, No 2, 2013), p.207

⁵ Muhammad Nafi Annury, Adrovvy Jonathan, Musthofa, "Evaluating of EFL Online Learning on Islamic Higher Education During Pandemic Era", *Journal of English As A Foreign Language Teaching and Research*, (2022). 2(1), 79

navigate the content presented is critical, as it impacts student perceptions and motivation. The school should take into account the student's internal and external motivation while doing online learning, because this can influence their success in sustaining their achievement in the classroom.

Over time, the Covid-19 virus began to decrease. Circular Letter No. 4 of 2021 established a new policy regarding the implementation of blended learning with limited face-to-face instruction. Learning that combines face-to-face learning with online learning is called blended learning. According to Driscoll, Blended learning is learning that combines various web-based technologies to achieve educational goals. Blended learning is also a combination of various learning approaches (such as behaviorism, constructivism, cognitivism) to produce an optimal learning achievement with or without learning technology.⁶

Meanwhile, Graham mentions blended learning in a simple way, as learning that combines online learning with face-to-face (face-to-face learning). Blended learning also

⁶ Driscoll, M. Blended learning: Let's get beyond the hypen. E-Learning, 3(3), (2002). P 54

combines various learning methods, learning theories, and pedagogical dimensions.⁷

Blended learning is a new learning method in the era of globalization and technology development. Many institutions or schools have implemented this learning process, including at UIN Walisongo Semarang. The blended learning process is similar to the one used in the English Education Department of the Faculty of Education and Teacher Training. FITK has implemented the blended learning method since 2021. This activity was attended by odd semester students for the 2021/2022 Academic Year. Blended learning is considered to be the best solution for teaching and learning activities after the Covid-19 pandemic. Moreover, Blended learning is a way for school or university to keeps the learning carry out.

As stated by Ibn Majah, who was later validated by Shaykh Albani in Sahih and Dha'if Sunan Ibnu Majah no. 224:

طَلَبُ الْعِلْمِ فَرِيضَةٌ عَلَى كُلِّ مُسْلِمٍ

It was narrated from Anas bin Malik that the Messenger of Allah SWT said : "*Seeking knowledge is a duty upon every*

⁷ Graham, C. R. Blended learning systems: definition current trends, and future directions. In Handbook of Blended Learning: Global Perspectives Local Designs, edited by C. J. Bonk and C. R. Graham, (San Francisco, CA: Pfeiffer Publishing, 2006), p. 21.

Muslim".⁸ The hadith explains that every human being has been equipped with the sense to think, and because of that, seeking knowledge is something that every Muslim must do during his life. Even if they cannot go to school or university, students must continue to study anytime and anywhere with the use of various web-based technologies to achieve educational goals.

There are several blended learning activities to teach and learning activities carried out at UIN Walisongo Semarang including face-to-face learning synchronously at the same time and place, namely classroom. Then, online learning uses a video conference platform, while absenteeism, material delivery, assignments use e-learning and Google Classroom that it can be accessed anytime and anywhere. The learning process using the blended learning method is carried out with an alternation system. Students who can attend the learning process are limited to a maximum of 50% of the total number of students in the class. Meanwhile, 50% are taking online learning.

The composition of blended learning is 50% for face-to-face activities and 50% for online learning activities. Blended learning is a method that combines face-to-face and online learning alternately, where lecturers and students can connect

⁸ Azedah Nemati, 'Attitude of Foreign Language Learners on Nonverbal Communication and Privacy in Communicative Classes', *Vision: Journal for Language and Foreign Language Learning*, 8.1 (2019), 11

anytime, anywhere, even though they are in different conditions, but can still give each other learning, assignments and communicate with each other between lecturers and students.⁹

In this 21st era, learning use the blended learning will be students to develop, acquire, comprehend, and produce English language extensively for both male and female students.¹⁰ The success of blended learning does not happen automatically. The main factor in the success of blended learning is considering pedagogy and instructional design related to how best to utilize technological tools, how to facilitate interaction between students, how to motivate students, and organize materials that is best delivered via the internet rather than face-to-face.

Student perception is very important in measuring the success of the blended learning method. Perception is a process of one's actions on information owned through observation by the five senses. Perception is also information obtained from activities, the environment, and the process of understanding something and can help others who need the information they want to know. There are various perceptions, both positive and

⁹ Nurlian Nasution, Nizwardi Jalinus, Syahril, Model of Blended Learning, (Pekanbaru: Unilak Press. 2019). P 49

¹⁰Maulina, M, "Gender Differences in Language Development, Acquisition, Comprehension, and Production", *Proceedings of the 65th TEFLIN International Conference*, 2019, P 65

negative perceptions about blended learning methods. Students also face a lot of obstacles when using blended learning.

Based on the above description of the problem's background, the researcher wants to gather information about how fifth-semester English Language Education students feel about the blended learning process in one of the speaking courses. The purpose of the study is to learn about their perceptions and the obstacles they face when learning through blended learning. As a result, the researcher carried out a study with the title "**Students' Perceptions of Blended Learning in Speaking Course at English Education Department**".

B. Research Question

The formulation of the problem in this research are:

1. What are students' perceptions of blended learning in Speaking Course at English Education Department?
2. What are the obstacles the blended learning in Speaking Course at English Education Department?

C. Objective of The Study

The aims of this research are as follows:

1. To describe students' perceptions of blended learning in Speaking Course at English Education Department.
2. To analyze the obstacles the blended learning in Speaking Course at English Education Department.

D. Limitation of The Study

The focus of this research is how students in semester 5th of the English Education Department at UIN Walisongo Semarang respond to the implementation of blended learning in speaking courses. In addition, the researchers want to know the obstacles faced by students during the blended learning process.

E. Significance of The Study

Based on the research objectives described above, the benefits of this research are as follows:

1. Theoretically
 - a. This research can be used as a reference for the next researchers.
 - b. This research can be advantageous in the learning process.

2. Practically

a. For the students

This research is expected to provide benefits for students in understanding the material by applying the blended learning method so that it can improve students' English skills.

b. For the lecturers

This research is expected to provide benefits for lecturers as reference to enhance and develop their method in teaching students through blended learning.

c. For other Researchers

This research is expected will give some benefits as a references for the next researchers and make this study more perfect than before.

CHAPTER II

REVIEW OF RELATED LITERATURE

In this chapter describes a theory building used a basis for research. This chapter contains review of previous research, theoretical review, and theoretical framework.

A. Previous Research

Several studies have been conducted, some of which have focused on blended learning. The author provides in this section references from previous studies. Three previous studies that are related to this study are listed below:

1. Research conducted by Syeda Saima Ferheen Bukhari and Fatima Mahmoud Basaffar¹¹

This research is entitled "*EFL Learners' Perception about Integrating Blended Learning in ELT*", conducted in 2019. The purpose of this research is to investigate the EFL learners' perception of integrating blended learning in their English Language Teaching (ELT) process. The participants in this study were 120 students were studying intensive English

¹¹ Bukhari, S. S. F., & Basaffar, F. M., "EFL Learners' Perception about Integrating Blended Learning in ELT", *Arab World English Journal (AWEJ) Special Issue on CALL*. (2019). 190-205.

courses at four different levels as per the Common European Framework of Reference (CEFR). The research method uses quantitative method. The data was collected by using a designed survey. The results conclude that the learners' perceptions are found in favour of BL. Thus, it is recommended to integrate BL to increase the learners' interest, interaction, and autonomy.

My research and this one's focus on student perceptions of blended learning share many similarities. In addition, the respondents to the research are all students. The research also uses qualitative method. The differences between this research and mine are, this research uses questionnaires to collect the data while my research uses questionnaires and interviews. The focus of this research to integrate BL to increase the learners' interest, interaction, and autonomy. My research focuses on students' perception and obstacles of blended learning in Speaking Course.

2. Research conducted by Magdalena Kartikasari Tandy Rerung¹²

This research is entitled "*Students' Perception on Blended Learning in English Listening and Speaking Class*", conducted in 2018. This study aims to find out how students feel about

¹² Magdalena Kartikasari Tandy Rerung, "Student's Perception On Blended Learning In English Listening And Speaking Class", *Journal of English Language and Culture Hasil Penelitian* Vol. 9 (No. 1).2018

using both online and in-person learning in the listening and speaking classroom. 30 students from the English Language and Culture Department's first and third semesters participated in this study. Quantitative research methods are utilized. An interview and a questionnaire were used to gather the information. The result shows that most students see online learning as an alternative tool to help them during their learning process.

The similarities between this research and mine are that both students examine students' perceptions of the blended learning. In addition, the respondents to the research are students. Qualitative methods are also used in this study. This research and my research also used questionnaires and interviews to collect data. The difference between this research and my research first, the focus of this research is on listening and speaking classes, while my research only focuses on speaking classes. Second, the focus of this research is more on the perception of the success of using blended learning as an alternative learning. All aspect of the learning process become the focus of the research as it is carried out.

3. Research conducted by Agus Rianto¹³

This research is entitled “*Blended Learning Application in Higher Education: EFL Learners’ Perceptions, Problems, and Suggestions*”, conducted in 2020. This study aim to investigating EFL students’ perception of blended learning. The study was conducted at University of Borneo Tarakan 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.

The similarity between the research above and this research is the majors of the participants. This research and my

¹³ Agus Rianto, “Blended Learning Application in Higher Education: EFL Learners’ Perceptions, Problems, and Suggestions”, *Journal of English Language Teaching and Applied Linguistics*, 5.1 (2020), 55–68

research also used questionnaires and interviews to collect data. The difference is in the research approach, where the research above used quantitative approach, while this research uses qualitative approach.

B. Theoretical Review

This chapter consists of the related theoretical review of this research. It present about students' perceptions, Blended Learning, Online Learning and Teaching Speaking.

1. Perception

a. Definition of Perceptions

Perception comes from the Latin, *perceptio*, *percipio*, which means the act of compiling, recognizing, and interpreting sensory information to provide an overview and understanding of the environment. Perception is a word that comes from English, which means response. Perception is a direct response got from one's absorption or understanding. According to Barry, perception is a process that allows us to recognize, regulate, and create stimuli around our environment.¹⁴

¹⁴ Barry, A, "Study of Students' Perception in English Classes", (Vol. 33 No.2. 1998)

Slameto (2003) found that perception is process to input message or information to human brain by the human perception that continuously make relation with the five senses which includes senses of sight, sense of feeling, sense of smell, sense of touch with around environment. Robbins said that perception as the process taken by individual to govern and to interpret perception of sensory to give significance in their environment.¹⁵ Chee stated that perceptions is the reception of stimuli that can be influenced by an individual's mental awareness, past experience, knowledge, motivation and social interactions.¹⁶

Millikan also states that perception is a way of understanding or translating natural signs into intentional signs.¹⁷ Leavit found that the definition of perception in the narrow sense is how someone to see something While generally perception is opinion, how to define something.¹⁸ Lindsay and Norman states that perception as the process by which organism interpret and organize sensation to

¹⁵ Robbins, Organizational Behavior Prentice-Hall International Editions. (Prentice Hall,2003)

¹⁶ Chee MW, Hon NH, Caplan D, Lee HL, Goh J, Frequency of Concrete Words Modulates Prefrontal Activation During Semantic Judgments, (Neuroimage, 2002).

¹⁷ Millikan. R. G, Varieties of Meaning. (MIT Press, 2004)

¹⁸ Leavit, C, Classroom Research: students Perception. Aila Review, Fifth Edition. 2002.

produce a meaningful experience of the world. Sensation usually refers to the result of stimulation of sensory receptors and relatively unprocessed in the eyes, ears, nose, tongue, or skin.¹⁹

Rose said that Perception is a psychological function that starts from the sensation, continued multiple stimuli at once. Stimuli that have received and are grouped in such a way is then interpreted into an individual subjective meaning.²⁰ From the explanation above, the researcher concludes that perception is process of observing something in the brain to interpret it in from of opinions or feelings that occur based on the experiences experienced by individuals.

b. Factors Affecting Perception

According to Miftah Toha (2003), the factors that affect a person's perception are :

- 1) Internal factors: individual feelings, attitudes and personalities, prejudices, desires or expectations, attention (focus), learning processes, physical

¹⁹ Lindsay, Peter and Donald A, Norman. Human Information Processing. An Introduction to Psychology. 1997

²⁰ Rose, Human, Psychology of Adjustment and Human Relationship. (New York: Random House,1995)

conditions, mental disorders, values and needs as well as interests, and motivation.

- 2) External factors: family background, information obtained, knowledge and needs of the surroundings, intensity, size, opposites, repetition of motion, new and familiar things or the unfamiliarity of an object.

Even though the object is actually the same, these factors make each person's perception unique and will influence how they perceive a stimulus. Even in the same circumstance, a person's or group's perceptions can be vastly different from those of other people or groups. Individual differences, personality differences, attitude differences, and motivational differences can all contribute to perception variations. This perception is primarily formed within a person, but it is also influenced by experience, learning, and knowledge.

c. The process of perception

The process of perception, according to Walgito (2010), begins with an object that generates a stimulus and then reaches the senses or receptors. The term "natural process" or "physical process" refers to this process. After going through a physical process, the sensory nerves send the stimulus to the brain from the sensory organs. A

physiological process is the name given to this process. The individual then becomes aware of what they see, hear, or feel thanks to a process that takes place in the brain, which serves as the center of consciousness. A psychological process is the term for this brain-based process. The actual perception comes from this process, which is the final stage of perception. Individuals can respond in a variety of ways to their perception.

Meanwhile, Sobur (2003) asserts that there are three primary parts to the perception process:

- 1) Selection is the process of limiting the amount and intensity of external stimuli that are presented to the senses.
- 2) Interpretation is the process of organizing data so that it can be understood by a particular person.
- 3) After interpretation and perception, actions as reactions or responses followed. Therefore, selecting, interpreting, and summarizing the information that is presented is the perception process. Therefore, selecting, interpreting, and summarizing the information that is presented is the perception process.

The researcher comes to the conclusion that the perceptual process is made up of a physical or selection process, a physiological or psychological process, an interpretation or interpretation process, and positive or negative reactions or responses.

d. Perception Measurement

Perception can be measured with the help of the attitude measurement scale. A Likert scale can be used to measure the attitude scale. The Likert scale measures fundamentally related attitudes through the use of multiple statements or questions. Respondents were provided with a choice of scales on the Likert scale to indicate their level of agreement or disagreement with each statement or question: strongly agree, agree, neutral, disagree, and strongly disagree. The table below provides an explanation of the Likert Scale Rating:

Table 2.1. The Likert Scale Rating

Answer Choices	Score
Strongly agree	5
Agree	4
Neutral	3
Disagree	2
Strongly disagree	1

Positive and negative perceptions are the two types of criteria for measuring perception. After the individual interacts with the perceived objects, the perception results can be divided into two categories, according to Irwanto (2002):

1) Positive perception

Perception that describes all knowledge whether we are aware of it or not as well as the responses that continue when we try to use it.

2) Negative perception

A sense that describes all knowledge whether we are aware of it or not as well as responses that are out of sync with the perceived object. It is possible to say that a person's actions will always be influenced by their perception, which can either be positive or

negative. The way a person describes all of his knowledge about an object determines whether a positive or negative perception emerges.

2. Blended Learning

a. Definition of Blended Learning

Blended learning is learning that combines face-to-face and online learning by utilizing various media and technologies to create effective, efficient and flexible learning. According Driscoll, Blended learning is a combination of traditional "face-to-face" learning with electronic learning such as web-based learning, video streaming, synchronous and asynchronous audio communication.²¹

Graham defined blended learning as a learning system that combines face-to-face instruction with technology in the form of a computer or internet.²² According Porter, Graham, Bodily, & Sandberg, blended learning is One promising approach to improving Second-Language

²¹ Driscoll, M, Blended learning: Let's get beyond the hypen. *E-Learning*, 3(3), (2002). 54–57

²² Graham, C. R, Blended learning systems: definition current trends, and future directions. In *Handbook of Blended Learning: Global Perspectives Local Designs*, edited by C. J. Bonk and C. R. Graham, pp. 3–21.(San Francisco, CA: Pfeiffer Publishing, 2006).

learning with a mix of face-to-face instruction time and instruction through an online platform.²³ Bailey et al. states that blended learning is a learning in which a student has control over the place, time, pace, or path and learning material is partly delivered online other than in class with an educator.²⁴ It has the ability to truly change the way technology is utilized in the classroom.

According to Hochleitner & Lautzenheiser, Blended learning is a type of digital learning that does not require educators to teach a new skill or standard to all of the students at the same time.²⁵ Darrow, Friend, & Powell, also said that blended learning is more about the learning and less about the technology, it is vital that teachers have technology they can depend on in order to properly and efficiently employ the model.²⁶ Blended learning are

²³ Porter, W. W., Graham, C. R., Bodily, R. G., & Sandberg, D. S., “A qualitative analysis of institutional drivers and barriers to blended learning adoption in higher education”, *The Internet and Higher Education*, 28, (2016). 17–27.

²⁴ Bailey, J., Duty, L., Ellis, S., Martin, N., Owens, D., Rabbitt, B., Vander Ark, T “Blended learning implementation guide”, 2013

²⁵ Hochleitner, T, & Lautzenheiser, D, Blended learning in DC public schools: How one district is reinventing its classrooms. *Case Studies in Digital Learning*. 2014.

²⁶ Darrow, R., Friend, B., & Powell, A, A roadmap for implementation of blended learning at the school level: A case study of the iLearn NYC lab schools.iNACOL. 2013

process learning unique in that instructors preserve the traditional face-to-face interaction experience also providing students with learning resources and more individualized learning opportunities through technology enhanced online learning environments.

b. Models of Blended Learning

There are four models below, each of which explains how it incorporates the various elements of the blended learning definition into its approach.

1) Rotation Model

In this model, students alternate between learning paths or "modalities," one of which is online learning, on a set schedule or at the discretion of the teacher. In practice, this could mean that a student stays at her desk but switches between paper-and-pencil instruction and online learning on a tablet or laptop; it could also mean that students trade the classroom for a computer lab for a specific lesson. This model, for example, includes the flipped classroom, in which students participate in online learning to access course content and then attend a traditional school for face-to-face, teacher-guided practice or projects.

2) Flex Model

Flex model is like the individual rotation model, has students working on a customized schedule that rotates between modalities, one of which is online learning. The flex model is fluid rather than fixed, allowing for real-time changes in schedules to meet ever-changing student learning needs.

3) A La Carte Model

A la carte model also known as the “self-blend” model allows understudies to plan their instructive involvement by selecting particular online courses to supplement their conventional in school coursework. For the online coursework component, the teacher of-record is virtual and learning happens either within the school or off-site. This approach may be employed when schools don't have certain courses accessible on-site.

4) Enriched-Virtual Model

In this model, understudies learn basically online, but part their time between the brick-and-mortar school and off-site. It may be a “whole school experience,” which suggests that it may be a comprehensive approach to tutoring (as contradicted

to the course by-course approach within the flex and a la carte models). The teachers-of-record are essentially virtual, in spite of the fact that instructors give supplemental back within the brick-and-mortar environment as well.²⁷

c. Purpose of Blended Learning

The objectives of implementing Blended Learning are as follows:

- 1) To help students to develop better in the learning process in accordance with learning styles and preferences in learning;
- 2) Provide practical and realistic opportunities for teachers and students to learn independently, be useful and continue to develop;
- 3) Increased scheduling flexibility for learners, by combining the best aspects of face-to-face and online learning. Face-to-face classes can be used to engage students in interactive experiences, whereas online classes provide learners with rich multimedia content

²⁷ Beaver, Jessica K, Brittan Hallar, Lucas Westmaas, and Katie Engalander, *Perc Blended Learning: Lessons from Best Practice Sotes and The Philadelphia Context*. 2015.

that is rich in knowledge at anytime and anywhere as long as students have internet access.²⁸

d. Benefits and Challenges of Blended Learning

Blended learning has proven useful because it can provide the flexibility of access to content and instruction at any given time and from anywhere. Other benefits of blended learning include facilitating flexible learning in higher education institutions, increasing student engagement, and better independent learning.²⁹ Blended learning also encourages students to develop such leadership skills as time management, reflective thinking, independent decision-making, and confident speaking in public.³⁰ In addition, the application of blended learning in English courses provides several benefits for EFL students such as supporting their writing skills, encouraging them to

²⁸ Siswo Dwi Martanto, Suwito Eko Pramono, Tjaturrahono Budi Sanjoto, The Implementation of Blended Learning in Social Studies Learning for 21st Century Skills Enhancement, *Journal of Educational Social Studies*, 10(1), 2021, p 14

²⁹ Finlay, Tinnion, and Simpson, A Virtual versus Blended Learning Approach to Higher Education during the COVID-19 Pandemic: The Experiences of a Sport and Exercise Science Student Cohort', *Journal of Hospitality, Leisure, Sport & Tourism Education*, 30, 2022

³⁰ Gulnara Namyssova and others, Challenges and Benefits of Blended Learning in Higher Education, *International Journal of Technology in Education*, 2(1) (2019), 22–31.

become independent learners, matching to their circumstances, and being economic financially.³¹

In spite of the benefits, implementing blended learning into the learning process can be difficult. Rasheed, Kamsin, and Abdullah examined the difficulties of implementing blended learning from the perspectives of students, educators, and educational establishments in a study. The research found that students face the most difficulties when using learning technology, while teachers face the most difficulties when using technology in the classroom. The primary obstacles educational institutions face are difficulties in providing teachers with effective training and appropriate instructional technology.³²

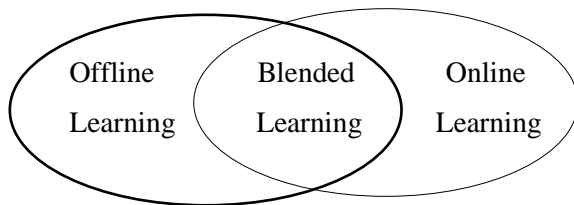
³¹ Dahmash, N, 'I Couldn't Join the Session': Benefits and Challenges of Blended Learning amid Covid-19 from EFL Students', *International Journal of English Linguistics*, 10.5 (2020), 221–30

³² Rasheed Abubakar Rasheed, Amirrudin Kamsin, and Nor Aniza Abdullah, 'Challenges in the Online Component of Blended Learning: A Systematic Review', *Computers & Education*, 144 (2020)

e. Blended Learning Design Process

Hui Yong explains Blended Learning more specifically, merging into a unified unity between virtual learning (online) and face to face learning (offline).³³ From that explanation, it can be described as the concept of Blended Learning here :

Figure 2.1 Concept of Blended Learning



Based on the figure 2.1 The Blended Learning consists of two components of that learning face to face learning (offline) and virtual learning (online) is integrated. The performance of the learning process in person is almost by using a variety of models and methods of learning, which makes a difference is a face to face study of on the Blended Learning emphasizes more students' activation, discussion

³³ Hui, Yong Tay, “Investigating Engagement in a Blended Learning Course”, in Shuyan Wong (Eds). (*Shuyan Wong: Cogent education Research Article*, 2016).

activities, presentation by students. From the explanation, it is concluded the Blended Learning method is used to increase effectiveness and self - development through a to face learning model combined with virtual a face learning.

Meanwhile, according to Dwiyogo, blended composition learning namely:

- 1) The percentage of time allotted for face-to-face and online learning activities is fifty percent and fifty percent, respectively.
- 2) The percentage of time allotted to face-to-face activities is 75%, while the percentage allotted to online learning activities is 25%.
- 3) The 25/75% means that 75 percent of the time is allocated to online learning activities and 25 percent to face-to-face activities.

Based on the description above, the research carried out by researchers used a blended learning composition of 50% for face-to-face activities and 50% for online learning activities. Blended learning is a method that combines face-to-face and online learning alternately, where lecturers and students can connect anytime, anywhere even though they are in different conditions between lecturers and students, but can still interact with each other. teaching, assigning and communicating with each other.

Considerations for using a blended learning composition of 50% for face-to-face activities and 50% for online learning activities, depending on the competency analysis to be produced, course objectives, learning characteristics, face-to-face interactions, online or combined learning delivery strategies, learning locations, teacher characteristics and abilities, and available resources. The main consideration in designing learning composition is the provision of appropriate learning resources suitable for various characteristics of students in order to be able to learning more effective, efficient, and interesting.

3. Online Learning

a. Definition of Online Learning

Teaching that is delivered electronically through computer-based media, such as websites, the internet, intranets, CDs, and DVDs, is known as online learning (also known as electronic learning or e-learning). In addition to providing access to information, but also helps learners to achieve learning goals. In addition, e-learning can also monitor student performance and report student progress.

Online learning is a teaching and learning activities are carried out virtually, meaning that at the same time, a teacher reaches in front of a computer somewhere, while

students take lessons from a computer other in a different place.³⁴ Collins defines online learning as the globalization of ideas and other human actions, the creation and dissemination of personal computers, and the use of technology to exchange ideas and provide access to more people.³⁵ Diverse instructional delivery systems often combine audio, video, computer, and networking technologies. Networking is the most fundamental strategy for connecting distance learning instructors and students.

Learning that students and teachers can complete at any time and from any location is known as online learning. Thomson found that online learning is also suitable for gifted students because the approach is more individualized and student centered.³⁶ Overall, most studies on the effectiveness of internet and internet-based language learning materials highlight the findings that they create

³⁴ Muhammad Nafi Annury, Adrovvy Jonathan, Musthofa, “Evaluating of EFL Online Learning on Islamic Higher Education During Pandemic Era”, *Journal of English As A Foreign Language Teaching and Research*, (2022). 2(1), 70–82. <https://doi.org/10.31098/jefltr.v2i1.872>

³⁵ Collins, S, IT and accelerated learning: the perfect combination, *Training Journal*. 2002, p. 18-21

³⁶ Thomson, L. D, “Beyond the classroom walls: Teachers and students perspective on how online learning can meet the needs of gifted students”, *Journal of Advanced Academic*, 21(4), (2010). 622- 712.

new, conducive, and encouraging environments for students.

b. Advantage of Online Learning

Some advantages of online learning according to (Bdair, 2021; Lee & Yeong, 2020) as follows:

- 1) The learning process becomes flexible and can be done anytime and anywhere.
- 2) By using online learning, it makes students feel more cared for and more disciplined because the lecturer requires his students to be on camera so that the lectures can monitor the students.
- 3) Readiness between students and lecturers who are more mature affects the interaction between lecturers and students is increasingly active during implementation classes.
- 4) The lecturers have provided the best book references, PPT materials, journal links to support the learning process
- 5) Students are enthusiastic about the direction that lecturers give.
- 6) Assignments are easier to remember because they are more focused on monitoring task.

It is possible to draw the conclusion that the advantages of online learning can simplify the learning process due to the fact that it can be completed at any time and from any location, facilitate easy access to learning materials, and enable students to be reached across a broad range of subjects.

c. Disadvantage of Online Learning

Lee & Yeong (2020) explains that there are a few disadvantage to online learning:

- 1) There is not enough interaction between students and teachers or even between students themselves.
- 2) Online learning requires a large internet quota.
- 3) Not all places have internet signals smooth, it can affecting the sound and visuals it carries when learning out. When students get the opportunity for presentation, but the network is unstable, it can hinder the lecture and lack understanding of the delivery of the material.

d. Model of Online Learning

The e-learning model is organized to disseminate information in the form of learning materials through electronic media or the internet so that students can access

it at any time and from any location. Although the implementation of e-learning is very varied, all of them are based on the e-learning principle. The creation of a flexible and distributed learning environment is a characteristic of e-learning. E-learning can be broken down into four models based on this understanding:

1) Web-Based Learning

A method of distance learning that makes use of information and communication technology is known as web-based learning. Students learn online using a website in web-based learning. Through the features of the website Content Technology Services, they can communicate with students or colleagues.

2) Computer-Based Learning

Independent learning activities that students can complete using a computer system are referred to as computer-based learning. According to Rusman (2009), computer-based learning is a learning program that utilizes computer software to facilitate the learning process and includes titles, objectives, learning materials, and learning evaluation.

3) Virtual Education

Virtual education is learning that takes place in an environment where teachers and students are separated by time and distance. The teacher uses a variety of tools to provide learning materials, such as LMS applications, multimedia materials, the internet, or video conferencing. Using the same technology, learners receive materials and communicate with one another.³⁷

4. Teaching Speaking

Teaching has a basic meaning as the process of providing information to students. In carrying out teaching activities the teacher is transferring knowledge, messages, or skills to students. At that time there is also an interactive process between the teacher and students. One of the lessons taught in the English education department is speaking.

Speaking is an interactive process of making meaning and processing that includes producing, receiving, information.³⁸

³⁷ Mohamed Tavakol, "Virtual Applications and Real Problem: Education and Higher Education in Iran," *Journal of Social and Development Sciences, AMH International*, vol. 3(5), 2021 p. 152-160.

³⁸ Lai - Mei Leong & Seyedeh Masoumeh A, "An Analysis of Factors Influencing Learners' English Speaking Skill", *International Journal of Research in English Education* , 2017 , page 34

According to Chaney, speaking is the process sharing meaning through the use of verbal and non-verbal symbols in a variety of contexts.³⁹ Speaking is one of the most important skills to be of effectively developed and enhanced as a means of communication. Speaking skill is also one of the most difficult aspects to learn in language learning. Many learners find it difficult to express themselves in spoken language.

They generally use foreign languages to express their thoughts effectively. Sometimes, they are not fluent in speaking because they face psychological obstacles or cannot find suitable words and expressions. Speaking is done by one, two, or more people. So, the way students deliver and share their thoughts influences the audience's or their interlocutors' understanding. Byrne defines speaking as a two-way interaction between the speaker and the person listening. Speaking and understanding (or listening with understanding) require both active and responsive skills. According to Harmer, speaking can be used as a form of command in a wide range of contexts. This means that people can talk to each other across time and space.⁴⁰

³⁹ AL . Chaney, Teaching Oral Communication, (Boston : Allyn and Bacon,1998), page 13 .

⁴⁰ Harmer, Jeremy, The Practice of English Language Teaching, 3rd Ed, (New York: Pearson Education Limited. 2001), P. 53.

Speaking skill have five component inscluding:

a. Comprehension

Comprehension is when students understand the conversion. Comprehensibility can measure the number of interpretations needed to understand student responses.

b. Grammar

Composing a correct sentence is a must for the foreign language learners. Everybody will be good in serving every sentence they want is only because of the mastery of grammar use.

c. Vocabulary

In the speaking performance, students may express their thoughts depend on the vocabularies they master.

d. Pronunciation

This shows how students produce the sound of the language. The better pronunciation students have, the better understanding audience get.

e. Fluency

It is called fluent speaking when the speaker does not have spent a lot of time searching for the language items needed to express the thoughts.⁴¹

Learning English especially in speaking course is not as easy as learning Indonesia as the mother language. Students need much more effort to learn that. Besides, English teachers also have to have good capability in mastering English especially in speaking course as the subject they teach. Annury stated that the ability to speak clearly, naturally, accurately, and without a doubt is the primary objective of speaking instruction. Beginning with simple imitation of patterns or responses to clues, students will use language to convey their thoughts in order to accomplish this. Teachers cannot use written texts as a foundation for speaking practice in this way. When there are no written sources of language, audio visual materials are an effective way to stimulate and develop oral skills at any level.

In a variety of contexts, various speaking teaching strategies have been utilized in the classroom. Simulation,

⁴¹ Hebrian Rachma Wijaya , “Improving The Speaking Learning Process eventh Grade Students of SMP N 1 Kebonagung Pacitan in The Academic Year 2014/2015 through Animation Movies”, *English Education Department Faculty of languages and Arts Yogyakarta State University*. 2015.

communication games, drilling, and discussion are some of the common classroom speaking teaching methods. Simulation is an activity in which students pretend to be in various situations and social roles. Students develop fluency well when they participate in activities called discussion activities in which the entire focus is on producing something rather than on the language itself. Additionally, there are a few principles to keep in mind when designing activities to teach speaking:

- a. For the best results, speaking activities must first maximize language production.
- b. Second, students must participate in interactivity activities where they can demonstrate interest and comprehension, ask questions or make so-called comments, and compete with one another to accomplish specific objectives.
- c. Thirdly, teachers keep in mind the needs of their students, moving from a language-based focus on accuracy to a message-based focus on interaction, meaning, and fluency to encourage the use of authentic language in meaningful contexts.⁴²

⁴² Thornbury, S, *How to Teach Speaking*, (England: Pearson Educational Limited. 2005). p. 10

C. Theoretical Framework

Figure 2.2 Theoretical Framework

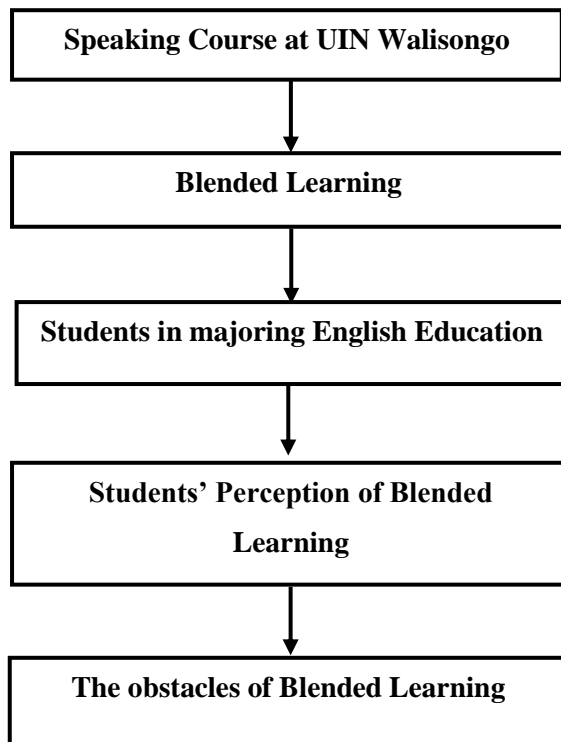


Figure 2.2 describes the theoretical framework of this research. In speaking course, the teacher uses the blended learning in the learning process. Blended learning is a combination of offline (face to face) and online learning. In practice, blended learning in speaking courses creates different perceptions for students, both positive and negative perceptions. As an indicator of the success of

blended learning in speaking courses, students majoring in English education in their fifth semester's perception is required. This perception used as a benchmark for researchers to assess the effectiveness of the blended learning in speaking courses. The researchers also want to know the obstacles faced by students when the learning process uses the blended learning in speaking courses.

CHAPTER III

RESEARCH METHOD

This chapter consists of research design, research setting, participants, source of data, research focus, the technique of collecting data, the instruments, and the technique of analysis data. Each of them is presented in the following discussion.

A. Research Design

This study used descriptive qualitative method. According to Creswell, descriptive research is a form of survey that aims to collect opinions or attitudes from a particular population.⁴³ Moelong (2007) suggests that qualitative research is research that produces descriptive data in the form of words and language that aims to understand what phenomena are experienced by research subjects, for example behavior, perception, motivation, action, holistically, on something specific, and by utilizing various scientific methods.

The researcher used this design to find out how the students' preceptions of the blended learning in speaking course. In addition, researchers also want to know the obstacles faced by students during

⁴³ Creswell, J. W, Educational Research: Planning, conducting, and Evaluating Quantitative and Qualitative Research (4 Ed.), (Boston: Pearson, 2012).

blended learning. Researchers use data to be analyzed and described to get results.

B. Research Settings

This research was conducted at UIN Walisongo Semarang, which is located at St. Prof. Dr. Hamka No. 18, Tambakaji, Ngaliyan, Semarang, Central Java in academic year 2022/2023. The study was carried out on 17th – 19th December 2022 through google form.

C. Participants

A study must have a clear object and be ready to be investigated as a follow-up to solving the problem formulation that has been proposed. There are hundreds of students from the English Education Department of the Faculty of Tarbiyah and Teacher Training at UIN Walisongo who attend lectures using the blended learning method of the academic year of 2021/2022. However, the researcher only took a few students as participants in this study.

In this study, the researcher took the participants students of the 5th semester of English Education Department of Faculty of Tarbiyah and Teacher Training at UIN Walisongo Semarang in the academic year 2021/2022 who finished their advanced courses in Teaching Speaking.

D. Source of Data

Sources of data in research are subjects to find out where data can be obtained. In this study, the researcher using two data source namely:

1) Primary Data

Data that has been obtained or gathered by the researcher or someone who is concerned and requires it is considered primary data. Original data is another name for primary data. Through questionnaires and interviews with fifth-semester English education department students who had used blended learning in a speaking course, the researcher in this study obtained primary data regarding students' perceptions of and challenges associated with the method.

2) Secondary Data

Information from a variety of pre-existing sources is called secondary data, and it is intentionally gathered to meet the requirements for research data. Most of the time, these data come from reports written by previous researchers or from the library. In this study, the researcher used source books to supplement the data from the primary data or first source. Concerning secondary data, such as research articles, books, and journals.

E. Research Focus

The perceptions and obstacles faced by students when blended learning is implemented in a speaking course are the focus of this study. The researcher divided them up into three categories to find out: preparation for learning, the learning process, and evaluation of learning. The researcher was able to gather information about students' perceptions of and obstacles with the blended learning approach in the speaking course from these three aspects.

F. Technique of Collecting Data

Data collection techniques are the most important step in research. It can be done in many ways, from various sources, and in various settings. When viewed from a setting perspective, data can be collected in natural settings, experimental laboratories, homes with various respondents, seminars, discussions, on the road, and so on. Data collection can utilize primary and secondary sources when viewed from the data source. In addition, questionnaires, interviews, observation, documentation, and a combination of the four can be used as data collection techniques when viewed from this perspective.

The researchers used questionnaires and interviews to collect data for this study. The questionnaire designed to determine students' perceptions of blended learning in speaking course. The

participants were asked to respond using a 5-point Likert scale (1 = strongly disagree, 5 = strongly agree). In this study, the researcher also used interviews to learn about students' obstacles in implementing the blended learning in a speaking course, the interview model used was a structured interview.

1. Questionnaire, the researcher obtains the information needed by giving a documents that ask the same questions of all students in the sample. Questionnaires are data collection techniques that are carried out by giving several questions or statements to respondents to answer or respond to.
2. Interview, the researcher obtains the information needed (their opinion) by asking questions (oral questions by the interviewer) and oral responses by the researcher. Interview is an interaction process carried out by two or more people to obtain the required information. In the interview, the interview took only a guideline that outlines the things that will be requested. Interviews are used to confirm or strengthen data that has been previously obtained.

G. Instruments

The research instrument is a tool used to collect data in research. The instruments used in this research are questionnaires and interview.

1. Questionnaires

Ary defines a questionnaire as an instrument in which respondents either mark items that indicate their responses or provide written responses to questions.⁴⁴ The researcher uses a questionnaire to collect data for this study because it will help organize the responses.

Cresswell says that there were three kinds of questions:

- a) Closed questions are questions equipped with answer options that have been determined by the researcher to be filled in by the participants.
- b) Open questions are questions that are not equipped with answer choices. Therefore, participants provided their own responses to the questions.
- c) Semi-ended questions are type of questions contain of open-ended and close-ended questions. The strategy is

⁴⁴ Ary et al, Introduction to Research in Education, ed. Wardword Cengage Learning, 8th ed. Canada: Nelson Education., 2010, P. 43

to first ask a closed-ended question and then an open-ended question for additional responses.⁴⁵

This study used a closed-ended questionnaire. Students' perceptions of blended learning in speaking courses were gathered through closed-ended surveys. Learning preparation, the learning process, and learning evaluation are the three components of the questionnaire. In the form of a closed questionnaire, the researcher provided 15 questions. In guidelines prior to administering the survey.

Grid of guidelines for a questionnaire about how students' perceptions about the blended learning in a speaking course at English Education Department as follows:

Table 3.1. Grid of questionnaire guidelines

Variable	Aspect	Indicator	Instrument	Number
EFL Students' perceptions of blended learning in speaking course at	Learning preparation	Knowing how students' perceptions about learning preparation	Questionnaire	1-5

⁴⁵ Creswell, J. W, Educational Research: Planning, conducting, and Evaluating Quantitative and Qualitative Research (4 Ed.), (Boston: Pearson, 2012).

English Education Department	Learning process	<ul style="list-style-type: none"> • Knowing how students' perceptions about models and learning strategies used • Knowing how students' perceptions about interactions in learning activities • Knowing how students' perception about the facilities 		6-10
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		and infrastruct ure that are necessary for learning.		
	Learning evaluation	Knowing how students' perceptions learning outcomes		11-15

Source: Regulation of the Minister of National Education (Permendiknas) Number 41 of 2007

2. Interview

Ary (2010) says that interviews are one of the most basic and common ways to get qualitative data. Also, people's opinions, beliefs, and feelings about the situations they describe in their own words are gathered through interviews. The following are the three types of interviews:

a) Unstructured interview

The researcher is heavily influenced by the responses provided by the respondents during this type of interview. Therefore, it is challenging to anticipate the interview's direction.

b) Semi-structured interview

This interview begins with a general description of the researcher, but no pre-prepared questions are used during the interview.

c) Structured interview

A list of previously prepared questions served as a guide for the interview's direction. The overview of the researcher was used to guide the interview.

A conversation with a specific objective is an interview. The interviewer who posed the question and the respondent who provided the response were the two parties involved in the conversation. The interview model used in this study was a structured interview, and the researcher used interviews to learn about students' obstacles with implementing the blended learning in the speaking course. The researcher first created a grid of interview guidelines prior to conducting interviews.

The following is a grid of interview guidelines about students' resistance to the blended learning approach in the speaking course:

Table 3.2. Grid of interview guidelines

Variable	Aspect	Indicator	Instrument	Number
EFL Students' perceptions of blended learning in speaking course at English Education Department	Learning preparation	Knowing how students' perceptions about learning preparation	Interview	1
	Learning process	<ul style="list-style-type: none"> • Understanding how students' perceptions about models and learning strategies used • Understanding how students' perceptions about interactions in 		2-4

		learning activities • Knowing how students' perceptions about the facilities and infrastructure that are necessary for learning.		
	Learning evaluation	Understanding how students' perceptions learning outcomes		5

Source: Regulation of the Minister of National Education (Permendiknas) Number 41 of 2007

H. Technique for Analyzing Data

The researcher analyzed the data after collecting it. The researcher employs descriptive qualitative data analysis when analyzing the data. The stages of data analysis, according to Miles and Huberman, are data reduction, data display, and conclusion drawing/verification.⁴⁶

a. Data Reduction

The process of selecting, simplifying, and abstracting data is known as data reduction. Selecting, creating a summary or brief description, classifying the data into patterns through the creation of transcripts, researching to emphasize, shortening, focusing, cutting out parts that aren't important, and drawing conclusions are all methods for reducing data.

The questionnaire's responses were utilized by the researcher in full. Relevant data and raw data will be selected from the data set. For the data presentation process, relevant data were prepared in accordance with the problem formulation and research objectives. Nevertheless, the researcher selected the interview data. The researcher

⁴⁶ Miles, B. Matthew, A. Michael Huberman, and Johnny Saldana, "Qualitative Data Analysis", Arizone State University, 3rd ed. (United States: SAGE, 2014). Page 12-14

selected the core responses from the participants that were in line with the questions after grouping the participants' responses according to the questions.

b. Data Display/Presentation

A data presentation is a well-organized collection of information that makes it possible to make inferences and take action. A matrix, graph, network, or chart can be used as a guide for information about what is happening so that the presentation of the data does not deviate from the subject.

The researcher presents all of the collected data in a tabular format in this study. The researcher has calculated the total score and percentage for each question in the table. Next, the average percentage for each question is calculated to determine the category achieved in each aspect. The formula for calculating percentages is as follows:

Highest score count = 5 × total of all respondents

Lowest score count = 1 × total of all respondents

Percentage = $\frac{\text{Total Score of each statements}}{\text{Highest score count}} \times 100 \%$

c. Drawing a conclusion

Drawing conclusions is an attempt to find or understand the meaning, regularity of explanatory patterns, causal paths or proportions. In order to draw conclusions from the questionnaire results, the researcher in this study calculates the average percentage of each aspect to produce a final average. The final average percentage results are then categorized by rating category on the questionnaire, allowing the researcher to draw conclusions regarding students' perceptions of the blended learning in speaking courses. Below are the Questionnaire rating category:

Table 3.3 Questionnaire rating category

Percentage Interval	Category
86% - 100%	Very good
85% - 70%	Good
69% - 54%	Not good enough
53% - 38%	Not good

Meanwhile, the researcher draws conclusions from the interview in order to analyse the obstacles posed by the blended learning approach in the speaking course. The majority of the responses provided in that structural interview

were examined by the researcher. The outline was then derived from the majority of responses, allowing the researcher to draw conclusions from participant responses regarding student barriers in the blended learning in speaking courses.

CHAPTER IV

RESEARCH FINDINGS AND DISCUSSION

This chapter presents the result of the research finding and discussion about Students' Perceptions of Blended Learning in Speaking Course at English Education Department.

A. Research Finding

The research was done at UIN Walisongo Semarang. The 5th semester students of the English Education Department in the Faculty of Tarbiyah and Teacher Training were the subjects in this study. The data was got from questionnaires and interviews with students in the English Education Department at UIN Walisongo Semarang. In data collection, there are 3 aspects that are used as references to determine perceptions and also obstacles when carrying out blended learning in the Speaking Course. Learning preparation, learning process and learning evaluation are part of the aspect. Data analysis will be presented to find out the complete research results as follow:

1. Students' Perception of Blended Learning in Speaking Course

In order to address the first question of this study related to students' perceptions of blended learning in speaking course at English Education Department, the researcher collected the data through a questionnaire (close-ended questionnaire) using the Likert scale. The questionnaire form was filled out using a google form. There are 15 questions in the questionnaire. There were 26 students who filled out the questionnaire. Learning preparation, learning process, and learning evaluation are part of aspect the statements regarding students' perception. Each aspect has five questions. The data got from the questionnaire can be seen in table 4.1 as follows:

Table 4.1 the results of questionnaire

No	Frequency					Total	%	Average	Overall average
	5	4	3	2	1				
Learning Preparation									74.80%
1	3	11	12	0	0	95	73%	72.40 %	
2	5	13	7	1	0	100	77%		
3	1	12	11	2	0	90	69%		
4	2	13	11	0	0	95	73%		
5	2	13	8	2	1	91	70%		
Learning Process									
6	0	10	14	2	0	86	66%	73.20%	
7	4	13	6	3	0	96	74%		
8	9	10	5	1	1	103	79%		
9	2	10	8	5	1	95	73%		
10	3	14	7	2	0	96	74%		
Learning Evaluation									
11	4	11	9	2	0	95	73%	74.80%	
12	7	10	7	2	0	100	77%		
13	2	12	10	1	1	91	70%		
14	3	12	9	2	0	94	72%		
15	12	6	6	2	0	106	82%		

Based on the data in table 4.1, it shows that the average has been divided into three aspects, which are then averaged again to find the final average. The results of the percentage category can be seen in table 4.2 as follow:

Table 4.2 Overall Results of Students' Perceptions

Aspect	% Average	Category
Learning Preparation	72.40 %	Good
Learning Process	73.20%	Good
Learning Evaluation	74.80%	Good
Overall Average	74.80%	Good

Based on table 4.2, it is known that the overall results of the three aspects of students' perceptions of blended learning in a speaking course show an average of 74.80 % as a good category. Students' perceptions also well-represented in the three questionnaires, with an average score of 72.40% for the learning preparation aspect, 73.20% for the learning process aspect, and 74.80% for the learning evaluation aspect. The following is a review of these three aspects based on the table 4.1:

In the first aspect, learning preparation, the researcher put it into five statements, those are:

- 1) *Sistem shift (Nomor mahasiswa ganjil-genap) dalam pembelajaran blended sudah terstruktur dengan baik.* (The shift system (odd-even student numbers) in blended learning is well structured).

The responses of the students to the first statement were as follows: 3 strongly agree, 11 agreed, 12 neutral, 0 disagreed, 0 strongly disagreed, and the percentage of the result was 73%. Based on these results, the first statement regarding the shift system in blended learning can be categorized as good. The shift system for blended learning in speaking courses is well received by students. It can be concluded that the shift system was organized and structured long before blended learning was implemented.

- 2) *Materi pelajaran (bahan ajar) yang di berikan sangat luas dan mudah di akses oleh siswa.* (The subject matter (teaching materials) provided is very broad and easily accessible by students).

The subject matter is information, tools and text needed to plan and review implementation of learning as well as to assist in teaching and learning activities in class. They are arranged so that students can see a complete figure of competence. Therefore, teaching materials are very

important in learning process. In connection with the blended learning policy, materials (teaching materials) are also widely available in books, the internet, YouTube, etc. so that students can access them anytime and anywhere.

The results of respondents' answers regarding the second statement were, 5 strongly agreed, 13 agreed, 7 neutral, 1 disagreed, 0 strongly disagreed and the percentage of the result was 77%. Based on these results, the second statement regarding the subject matter (teaching materials) can be in the form of categorized as good. It can be concluded that students have a good perception of subject matter which used in Speaking Course. This is because of the subject matter used in the learning process is appropriate course being implemented.

- 3) *Metode pembelajaran blended sangat memudahkan siswa dalam menerima mata kuliah speaking.* (The blended learning method makes it very easy for students to accept speaking courses).

The results of the respondents' answers regarding the third statement, namely, 1 strongly agree, 12 agree, 7 neutral, 2 disagree, 0 strongly disagree and the percentage result is 69%. Based on these results, the third statement regarding ease of receiving speaking course thanks to the learning method can be categorized as not good enough. It

can concluded that students' perceptions about the ease of receiving speaking courses thanks to learning methods is not good enough. This happens because when implementing blended learning, teachers tend to use learning methods that are less interesting and boring, making it difficult for students to understand the lessons being taught. In addition, teachers also tend to focus on students who take offline learning so that students who take online learning find it difficult to accept explanations from the teacher.

- 4) *Media belajar yang digunakan sangat mendukung pembelajaran blended pada mata kuliah speaking.* (The learning media used really supports blended learning in speaking courses).

The results of the respondents' answers regarding the fourth statement, namely, 2 strongly agree, 13 agree, 11 neutral, 0 disagree, 0 strongly disagree and the percentage result is 73%. Based on these results, the fourth statement regarding learning media can be categorized as good. It can be concluded that students have a good perception of the learning media used during the implementation of blended learning in the Speaking Course. This can be interpreted that the media used is very supportive and helpful in improving students' speaking skills.

5) *Strategi atau cara mengajar yang digunakan dalam pembelajaran blended sangat menarik sehingga meningkatkan motivasi dan semangat siswa untuk belajar speaking.* (The teaching strategy or method used in blended learning is very interesting so that it increases students' motivation and enthusiasm for learning speaking).

The results of the respondents' answers regarding the fifth statement, namely, 2 strongly agree, 13 agree, 8 neutral, 2 disagree, 1 strongly disagree and the percentage result is 70%. Based on these results, the fifth statement regarding the teaching strategy or method in blended learning can be categorized as good. It can be concluded that students' perceptions of the strategies or teaching methods used by the teacher in teaching speaking with the blended learning method are very interesting so that they can increase students' motivation and enthusiasm in learning.

In the second aspect, the researcher put the learning process into five statements, those are:

6) *Siswa sangat aktif dan antusias dalam menghadiri pembelajaran blended baik tatap muka maupun online pada mata kuliah speaking.* (Students are very active and enthusiastic in attending blended learning both face to face and online in speaking courses).

The results of the respondents' answers regarding the sixth statement, namely, 0 strongly agree, 10 agree, 14 neutral, 2 disagree, 0 strongly disagree and the percentage result is 66%. The sixth statement can be categorized as not good enough. Students' perception of student enthusiasm and activeness when implementing blended learning are not good. The success of the blended learning process can be seen from the percentage of students' activeness and enthusiasm in participating in learning both face-to-face learning and online learning. During the learning process, this affects students' understanding.

7) *Metode, media dan materi pelajaran sangat efektif dan efisien sehingga membuat siswa semangat dan tidak bosan saat pembelajaran blended.* (Methods, media and subject matter are very effective and efficient to make students enthusiastic and not bored when learning blended)

The results of the respondents' answers regarding the seventh statement, namely, 4 strongly agree, 13 agree, 6 neutral, 3 disagree, 0 strongly disagree and the percentage result is 74%. The seventh statements can be categorized as good based on the results. It can be concluded that students' perceptions of the effectiveness and efficiency of the methods, media and materials used during the application of blended learning in speaking courses are good. This can

be interpreted that the methods, media and materials used in blended learning have been prepared. The media is also supports blended learning so, it makes students more enthusiastic and not bored. The subject matter is also easy to access by students.

- 8) *Pembelajaran blended dapat meningkatkan komunikasi dengan dosen, tidak hanya tatap muka tapi juga melalui media online seperti E-mail dan lainnya. siswa juga bisa bertanya kepada guru dan teman kapan saja jika ada kesulitan dalam memahami materi yang telah dibagikan secara online.* (Blended learning can improve communication with lecturers, not only face to face but also through online media such as e-mail and others. students can also ask teachers and friends at any time if there are difficulties in understanding material that has been shared online).

In the world of education, communication is very important both face to face and via online media via WhatsApp, Email, etc. Communication in process learning is used to convey messages to students, both in the form of knowledge and moral messages. In class, the teacher communicates one-way or two-way directly through discussions with students. The teacher will find it easier to explain the subject matter, while students will understand

more easily and be able to immediately ask questions if there is something they don't understand. If not in class, students can also ask questions at any time through certain online media.

The results of the respondents' answers regarding the eighth statement, namely, 9 strongly agree, 10 agree, 5 neutral, 1 disagree, 1 strongly disagree and the percentage result is 79%. Based on these results, the eighth statements can be categorized as good. It can be concluded that students' perceptions of communication between lecturers and students during the implementation of blended learning are good. In blended learning students can communicate with lecturers anytime and anywhere. Not only in class, Students can also ask through online media to send messages such as WhatsApp, SMS, e-mail etc. So that students do not need to be confused if they have difficulty regarding subject matter that is not understood.

9) *Dalam kegiatan pembelajaran dengan menggunakan blended, siswa lebih banyak praktik speaking di depan umum.* (In learning activities using blended, students practice speaking in public more)

The results of the respondents' answers regarding the ninth statement, namely, 2 strongly agree, 10 agree, 8 neutral, 5 disagree, 1 strongly disagree and the percentage

result is 73%. Based on these results, the ninth statements can be categorized as good. It can be concluded that the students' perception of speaking practice during the implementation of blended learning is good. This result occurs because, when the process of blended learning activities takes place, the interactions that occur are active, so students practice speaking more in front of the lecturer and their friends. Meanwhile, students who take part in online learning are also required to be active when learning takes place.

10) *Tugas yang diberikan dalam pembelajaran blended sesuai dengan materi baik tugas individu maupun kelompok. siswa juga dapat mengumpulkan tugas tepat waktu baik di dalam kelas maupun di web online yang digunakan.* (The assignments given in blended learning are in accordance with the material for both individual and group assignments. students can also submit assignments on time both in class and on the online web used).

Tasks are something that must be done or orders that have been set to be carried out. In learning activities, teachers often give assignments to their students, with the aim that they can better hone and understand the subject matter they have received. In addition, giving assignments can also increase student learning motivation not only at

school but also at home. Teachers believe that giving assignments to students is an effective way to measure student learning progress.

The results of the respondents' answers regarding the tenth statement, namely, 3 strongly agree, 14 agree, 7 neutral, 2 disagree, 0 strongly disagree and the percentage result is 74%. Based on these results, the tenth statements can be categorized as good. It can be concluded that the students' perception of the suitability of the task to the materials being taught is good. Giving assignments that are in accordance with the materials that have been taught will make students understand more about the materials. In blended learning students are also easy to collect assignments. Students can upload it on a certain website that is used to submit assignments.

In the third aspect, the researcher put the learning evaluation into five statements, those are:

- 11) *Dengan adanya pembelajaran blended, siswa merasa percaya diri dengan kemampuan speakingnya.* (With blended learning, students feel confident in their speaking abilities).

The results of the respondents' answers regarding the eleventh statement, namely, 4 strongly agree, 11 agree, 9

neutral, 2 disagree, 0 strongly disagree and the percentage result is 73%. The eleventh statements can be categorized as good based on these results. It can be concluded that the students' perception of their confidence in speaking is good. The results show that students are confident after learning blended learning in a speaking course.

- 12) *Kegiatan pembelajaran menggunakan metode blended dapat meningkatkan kemampuan speaking siswa. (Learning activities using the blended method can improve students' speaking skills).*

The results of the respondents' answers regarding the twelfth statement, namely, 7 strongly agree, 10 agree, 7 neutral, 2 disagree, 0 strongly disagree and the percentage result is 71%. The twelfth statements can be categorized as good Based on these results. It can be concluded that blended learning activities can help students improve their speaking skills.

- 13) *Siswa mendapatkan nilai yang memuaskan pada mata kuliah speaking menggunakan metode blended. (Students get satisfactory grades in speaking courses using the blended method)*

The results of the respondents' answers regarding the thirteenth statement, namely, 2 strongly agree, 12 agree, 10 neutral, 1 disagree, 1 strongly disagree and the percentage

result is 70%. The thirteenth statements can be categorized as good based on these results. It can be concluded that the scores obtained by students when carrying out speaking courses using the blended method were very satisfying.

- 14) *Siswa merasa puas dan tidak ada kendala dalam mengerjakan tugas serta mengumpulkannya ketika pembelajaran blended.* (Students feel satisfied and there are no problems in doing assignments and collecting them during blended learning).

The results of the respondents' answers regarding the fourteenth statement, namely, 3 strongly agree, 12 agree, 9 neutral, 2 disagree, 0 strongly disagree and the percentage result is 72%. Based on these results, the fourteenth statements can be categorized as good. It can be concluded that students are satisfied and there are no obstacles in doing assignments and collecting them during the blended learning that has been carried out. This can be interpreted that students easily understand the material provided by the teacher so that there are no obstacles they face both in doing and submitting assignments.

- 15) *Pembelajaran blended sangat efektif dan efisien karena dapat mengatasi ketertinggalan siswa dalam memahami pelajaran di masa pandemic covid-19.* (Blended learning is very effective and efficient because it can overcome

students' lagging behind in understanding lessons during the Covid-19 pandemic.

The results of the respondents' answers regarding the fifteenth statement, namely, 12 strongly agree, 6 agree, 6 neutral, 2 disagree, 0 strongly disagree and the percentage result is 82%. Based on these results, the fifteenth statements can be categorized as good. It can be concluded that, according to student perceptions, blended learning is very effective and efficient in helping students lag behind when participating in online learning during the co-19 pandemic. Students who experience difficulties in understanding the material taught during online learning can now return to face-to-face learning again and can study together in the classroom even if only once a week. In other words, blended learning is an alternative to online learning during a pandemic.

2. Students' Obstacles of Blended Learning in Speaking Course

In order to address the second question of this study related to the obstacles of students toward implementation of blended learning in Speaking Course, the researcher analyze the result of the interview. The interviews were conducted via WhatsApp chat with representatives of 9 students, where to get interview participants, the researcher gave notice to WhatsApp group of 5th

semester students majoring in English education. In presenting the data, the researcher uses the following codes:

- Q stands for interview questions.
- A stands for interview answer.

In interview, the questions given to participants are the same aspects as the questionnaire. The researcher present interview data consist of five questions, as follows:

- a. In the first question, the researcher asked about preparation for blended learning method in Speaking Course.

Q1: *Bagaimana pendapat anda tentang persiapan pembelajaran blended seperti materi pembelajaran, media, strategi pembelajaran, system shift (nomor mahasiswa ganjil-genap) dan lainnya? Apakah terdapat kendala? (What do you think about blended learning preparations such as learning materials, media, learning strategies, class change schedules and others? Are there any obstacles?)*

A1: *Menurut saya, materi pembelajaran sudah cukup baik persiapannya, media dan strategis juga cocok banget di terapkan di pembelajaran Blended. Tetapi ada kendala di system shift, mahasiswa sering bingung antara yg masuk offline atau online karena biasanya jadwal tersebut di atur oleh dosen masing. (In my opinion, the learning materials are well prepared, the media and*

strategies are also very suitable to be applied in blended learning. But there are problems with the shift system, students are often confused between those who enter offline or online because usually the schedule is set by their respective lecturers).

A2: *Menurut saya, ada kendala di system shift. (In my opinion, there is a problem in the shift system).*

A3: *Dalam pembelajaran blended learning membutuhkan teknologi dan internet yang mumpuni tetapi juga ada sisi positifnya belajar lebih efektif dan efisien. Kendalanya ada pada internet karena tidak semua mahasiswa mempunyai sinyal internet yang bagus. (In blended learning requires qualified technology and internet but there is also a positive side to learning more effectively and efficiently. The problem is the internet because not all students have a good internet signal).*

A4: *Untuk materi pembelajaran biasanya dengan mengirimkan file teks dokumen, sedangkan untuk media lebih sering menggunakan WhatsApp, dan untuk strategi pembelajarannya cenderung monoton seperti mengirimkan file materi kemudian mengerjakan quiz, maupun menggunakan zoom dengan mendengarkan penjelasan dosen. (For learning materials usually by sending document text files, while for the media more*

often use WhatsApp, and for learning strategies tend to be monotonous such as sending material files then doing quizzes, or using zoom by listening to lecturer explanations).

A5: *Kalau untuk materi, media, strategi pembelajaran hampir tidak ada kendala juga.* (For materials, media, learning strategies there are almost no obstacles either).

A6: *Kendalanya yaitu pada waktu tidak pasti, karena terkadang ada beberapa dosen yang mengganti jadwal secara tiba tiba ataupun mengadakan pembelajaran secara mendadak.* (The obstacle was uncertain times, because sometimes there were several lecturers who changed schedules suddenly or held lessons suddenly).

A7: *Menurut saya persiapan materi dan media pembelajaran sudah cukup bagus, namun terkadang system shift tiba-tiba berubah baik secara online/offline. Jdi ada baiknya dosen sudah menjadwalkan kapan kelas offline atau online.* (In my opinion, the preparation of learning materials and media is quite good, but sometimes the shift system suddenly change both online/offline. So it's a good idea for the lecturer to schedule an offline or online class).

A8: *Menurut pendapat saya persiapan seperti materi, strategi, dan system shift tidak ada kendala.* (In my

opinion, there are no obstacles to preparation such as materials, strategies, and shift system).

A9: *Menurut pendapat saya kurang maksimal karena fokusnya terbagi antara yang online/offline, terkadang juga molor waktunya dan juga terdapat kendala sinyal.* (In my opinion it is not optimal because the focus is divided between online/offline, sometimes the time is also delayed and there are also signal problems).

Based on the interview results, 7 students stated that the preparation for blended learning was quite good, because the lecturer had prepared the materials, media and strategies quite well. However, there are several obstacles faced by students, including the shift system between those who enter classes offline and online. Then, for students who get schedules online usually have problems with internet connection so it is a waste of time in learning.

Moreover, the 2 students had different responses. They stated that the learning preparation carried out in the speaking class was not optimal both in terms of material, media, and learning strategies. This happened because the lecturer only provided documents containing learning materials on WhatsApp then sent assignments in the form of quizzes on certain platforms. So when offline learning is in class, students immediately discuss the quiz. Many students are also

divided in their focus because some learn offline in class and some online at home or boarding houses. This makes the level of understanding of students different from one another. So it can be concluded that the preparation of blended learning in Speaking Course are well.

- b. In the second question, the researcher asked about the interactions that occurred during the implementation of blended learning.

Q2: Bagaimana pendapat anda mengenai interaksi yang terjadi selama proses pembelajaran blended? Apakah terjadi interaksi aktif atau pasif, jelaskan? (What do you think about the interactions that occur during the blended learning process? Explain if there is an active or passive interaction).

A1: Menurut pendapat saya, interaksi sangat aktif ketika pembelajaran offline in classroom, tetapi siswa yang mengikuti pembelajaran online via google meet atau zoom sangat pasif. (In my opinion, interaction is very active when learning is offline in the classroom, but students who take part in online learning via Google Meet or Zoom are very passive).

A2: Menurut pendapat saya, interaksi selama pembelajaran blended kurang berinteraksi (Pasif). (In my opinion, the

interaction during blended learning is less interactive (passive).

A3: *Kadang aktif kadang pasif, Tapi lebih sering ke pasifnya* (Sometimes active and sometimes passive, But more often passive).

A4: *Interaksi dalam blended learning cenderung pasif, Karena mahasiswa banyak yang sibuk dengan kegiatannya masing-masing sehingga tidak fokus dalam mengikuti pembelajaran blended.* (Interactions in blended learning tend to be passive, because many students are busy with their own activities so they don't focus on participating in blended learning).

A5: *Interaksi di kelas saya memang cenderung pasif, apalagi kalau online, kadang karena mungkin kendala sinyal dan sebagainya jadi ketika online lebih pasif daripada saat offline.* (The interaction in my class tends to be passive, especially when online, sometimes due to signal problems and so on, so when online it is more passive than when offline).

A6: *Menurut saya pasif, karena kebanyakan mahasiswa lebih memilih diam atau mengurangi pertanyaan di dalam kelas. Hal ini terjadi karena dalam suatu kelas tersebut terdapat salah satu siswa yang aktif, jadi teman teman yang lain hanya mengandalkan siswa tersebut ketika*

ada pertanyaan atau perintah dari dosen. (I think it's passive, because most students prefer to be silent or reduce questions in class. This happens because in a class there is one active student, so other friends only rely on this student when there are questions or orders from the lecturer).

A7: *Pasif, karena kurangnya interaksi secara langsung dengan pengajar saat online kelas. (Passive, due to the lack of direct interaction with the teacher during online classes).*

A8: *Menurut saya selama pembelajaran blended interaksi yang terbentuk seperti lebih pasif karena ada beberapa faktor yang membatasi komunikasi kita antar mahasiswa begitupun interaksi kepada dosen tentang materi materi yg diajarkan. (In my opinion, during blended learning the interactions that are formed seem more passive because there are several factors that limit our communication between students as well as interactions with lecturers about the material being taught).*

A9: *Menurut pendapat saya, interaksi tergantung dosennya, jadi kadang aktif kadang pasif. (In my opinion, the interaction depends on the lecturer, so sometimes it is active and sometimes it is passive).*

Based on the interview results, 7 students stated that the interactions that occurred in blended learning were very passive due to the limited number of students between offline and online so students do not want to talk much. Even if there were only a few students talking and usually students who wanted to talk were just that, so the other students such as relying on these students, so they feel safe and choose to be silent. 2 students stated that in blended class interactions there were students who were active and there were students who were passive. This is dependent on the lecturer who teaches. If the lecturer invites his students to talk, then the class will be active, otherwise if the lecturer is silent then the class will be passive. So it can be concluded that the interactions that occur in blended learning are passive

- c. In the third question, the researcher asked about the obstacles found in the facilities and infrastructure used by students when carrying out blended learning in Speaking Course.

Q3: *Apakah terdapat kendala terhadap sarana dan prasarana yang anda gunakan ketika melaksanakan pembelajaran blended? Jika terdapat kendala, apa saja kendalanya?* (Are there any obstacles to the facilities and

infrastructure that you use when carrying out blended learning? If there are obstacles, what are the obstacles?)

A1: *Dalam pembelajaran blended, ada beberapa kendala pada saat pembelajaran online. Kendalanya antara lain sinyal jelek dan kuota terbatas. (In blended learning, there are several obstacles when online learning. the obstacles include poor signal and limited quota).*

A2: *Ada kendala Jika pembelajaran online seperti sinyal buruk dan kuota internet habis. Sedangkan ketika offline, sarana dan prasarana cukup mendukung. Di kelas saat pembelajaran sudah ada LCD, layar, mesin ketik, printer, lampu, meja dan kursi. (There are obstacles if online learning is like a bad signal and the internet quota runs out. Meanwhile, when offline, the facilities and infrastructure are quite supportive. In the classroom when learning there are LCDs, screens, typewriters, printers, lamps, tables and chairs).*

A3: *Kendala secara online yaitu jaringan internet yg tidak bisa terus stabil. Sedangkan kendala secara offline tidak ada, cuma fasilitas kelas tidak ada ac atau kipas angin. (Online constraints, namely the internet network which cannot remain stable. While there are no offline constraints, only class facilities without AC or fan).*

- A4: *Kendalanya pada saat pembelajaran online ialah sinyal yang jelek. Sedangkan pada saat pembelajaran offline tidak ada kendala. Sarana dan Prasarana sangat mendukung, karena fasilitas yang tersedia di universitas ini lumayan lengkap.* (The problem with online learning is a bad signal. Meanwhile, when learning offline there are no obstacles. Facilities and infrastructure are very supportive, because the facilities available at this university are quite complete).
- A5: *Kendalanya kadang ada di jaringan internet, karena keseluruhan sudah memakai teknologi digital, ketika ada masalah di internet maka sangat mengganggu.* (The problem is sometimes the internet network, because all of them are already using digital technology, when there is a problem on the internet it will be very annoying).
- A6: *Kendala saat pembelajaran online yaitu sinyal internet, karena tidak menentu. Sedangkan saat pembelajaran offline yaitu pada kipas atau pendingin ruangan karena keadaan kenyamanan kelas tentu sangat mempengaruhi pembelajaran. Yang mendukung pada saat pembelajaran offline yaitu proyektor ataupun smart TV karena itu sangat membantu dalam proses pembelajaran.* (The obstacle during online learning is the internet signal, because it is uncertain. Whereas,

during offline learning, that is the limited fan or air conditioner because the state of class comfort certainly greatly affects learning. Those that support offline learning are projectors or smart TVs because they are very helpful in the learning process).

A7: *Menurut saya kendala nya adalah terkadang kita kurang menguasai atau memahami penggunaan media/aplikasi/website yang digunakan dalam pembelajaran blended. Selain itu, kuota/jaringan juga menjadi salah satu kendala dalam pembelajaran blended. (In my opinion, the problem is that sometimes we don't master or understand the use of media/applications/websites used in blended learning. Besides that kuota/network is also one of the obstacles in blended learning).*

A8: *Mungkin kendalanya hanya disaat pembelajaran online yang mana kita harus menggunakan beberapa sarana yg sebelumnya belum pernah kita ketahui, dan terkadang untuk menggunakannya saya belum terlalu mengerti. Selain itu faktor jaringan internet juga termasuk kendala yang sering saya alami sehingga saat penyampaian materi pada kuliah secara online sedikit terganggu.(Maybe the problem is only when learning online where we have to use several tools that we have*

never known before, and sometimes I don't really understand how to use them. Besides that, the internet network factor is also one of the obstacles that I often experience so that when delivering material at online lectures it is a little disturbed).

A9: *Menurut saya, Sarana dan prasarana yang digunakan dalam pembelajaran blended sudah mendukung. Hanya saja ada kendala pada saat pembelajaran online yaitu sinyal jelek.* (In my opinion, the facilities and infrastructure used in blended learning are already supportive. It's just that there are obstacles when online learning is a bad signal).

Based on the results of the interviews, all students stated that the main obstacles to facilities and infrastructure lay in quotas and network Internet. For problems with internet network difficulties, this is because the signal is unstable and tends to disappear. As for the internet quota, when doing online learning for students who don't have WiFi, of course they will use the internet quota they have, causing student internet quota quickly runs out. Other than that, during the blended learning process, especially those participating in online learning, they are often disturbed because the lecturer's voice is not heard clearly. This happens because the focus of the lecturer is divided between offline and online, so that

students who take part in online learning cannot fully understand the material presented.

Meanwhile, during offline learning, all students said that overall the facilities and infrastructure were supportive. The classrooms are equipped with learning media such as Smart TV, LCD, Projector, tables, chairs etc. However, some students complain because there are limitations to fans or air conditioning, parking areas, and there are several classes that do not have smart TVs. This can interfere with the learning process.

- d. In the fourth question, the researcher asked about the students' obstacles of work on and collect assignments during blended learning in speaking course

Q4: *Apakah anda mudah dalam mengerjakan dan mengumpulkan tugas saat pembelajaran blended, berikan alasanmu?* (Is it easy for you to work on and collect assignments during blended learning, give your reasons?)

A1: *Tidak ada kendala dengan tugas. Karena sekarang mengumpulkan tugas bisa lewat e learning atau platform lainnya. Untuk tugas yg dikumpulkan offline juga masih mudah juga.* (No problems with assignments. Because now collecting assignments can be through e-learning or

other platforms. For assignments that are collected offline it's still easy too).

A2: *Menurut saya, dalam mengerjakan dan mengumpulkan tugas saat pembelajaran blended cukup sulit. (In my opinion, working on and submitting assignments during blended learning is quite difficult).*

A3: *Untuk saat ini, belum ada kendala dalam mengerjakan dan mengumpulkan tugas. (For now, there are no problems in doing and submitting assignments).*

A4: *Menurut saya mudah karena pada saat pembelajaran blended khususnya online learning sangat hemat tenaga, Sedangkan, ketika offline learning juga mudah tetapi kita harus menggunakan kertas, pulpen, dan membutuhkan banyak tenaga. (In my opinion, it's easy because during blended learning, especially online learning, it's very labor-saving, meanwhile, when offline learning is also easy but we have to use paper, pens, and requires a lot of energy).*

A5: *Mudah, kalau pembelajaran offline biasanya langsung ditulis di kertas dan dikumpulkan setelah pembelajaran selesai. Sedangkan, kalau pembelajaran online biasanya ada waktu tambahan beberapa hari untuk menyelesaikan tugas tersebut. (It's easy, if offline learning is usually written directly on paper and collected after learning is*

complete. Meanwhile, for online learning there is usually an additional few days to complete the task).

A6: *Menurut saya, untuk pengumpulan tugas secara online sangat efisien karena mudah dan tidak memakan banyak waktu. Sedangkan kalau pembelajaran offline lebih membutuhkan biaya.* (In my opinion, collecting assignments in online learning is very efficient because it's easy and doesn't take much time. Meanwhile, offline learning costs more).

A7: *Menurut saya, mudah, karena lebih fleksibel.* (In my opinion, it is easy because in my opinion it is more flexible).

A8: *Untuk pengumpulan tugas sangat mudah dan media yang digunakan juga familiar.* (The collection task is very easy and the media used is also familiar).

A9: *Mudah karena ketika blended mengerjakannya bisa lebih santai.* (It's easy because when you blend it you can do it more relaxed).

Based on the results of the interviews, 8 students stated that doing and collecting assignments during blended learning was very easy. At the time of online learning, students only submit assignments through certain platforms and it is very effective and efficient. In addition, students also do not need to come to campus to collect the assignment.

Lecturers usually give a deadline of several days to do the assignment. So that students can work casually and at any time.

Then, for assignments during offline learning, students usually work on and collect assignments after learning is complete. In addition, students also have to pay for printing assignments, buying writing equipment and also having the energy to come to campus to collect them. Because lecturers sometimes ask students to collect print out assignments after learning is over.

In addition, there was one student who said that doing and collecting assignments during blended learning was difficult because they had to really prepare learning materials and others properly. So based on these results, it can be concluded that students found it easy to do and collect assignments during blended learning in the Speaking Course.

- e. In the fifth question, the researcher asked about the students' abilities after carrying out blended learning in speaking course

Q5: *Bagaimana kemampuan speaking anda setelah melaksanakan kelas speaking dengan menggunakan metode blended?* (How is your speaking ability after

carrying out the speaking class using the blended method?)

A1: *Kemampuan speaking saya meningkat saat mengikuti pembelajaran blended dari pada pembelajaran full online. Kalau Blended, siswa masih bisa berinteraksi secara langsung walaupun hanya seminggu sekali pembelajaran offline. Hal ini dapat melatih mental saya dan juga keterampilan saya dalam speaking.*

(My speaking ability improves when I do blended learning rather than full online learning. If blended learning, students can still interact directly even though only once a week for offline learning. This can train my mentality and also my skills in speaking).

A2: *Kurang baik, kemampuan speaking saya masih perlu dilatih lagi. (Not good, my speaking skills still need to be trained again).*

A3: *Meningkatkan vocabulary dan mendapatkan pemahaman kosakata baru ataupun yang sulit. (Improve vocabulary and gain understanding of new or difficult vocabulary).*

A4: *Kemampuan speaking saya cukup bertambah pada saat blended learning khususnya pada saat pembelajaran online karena memberikan ruang kita untuk berbicara dan menyampaikan pendapat tanpa orang lain melihat*

kita secara langsung yang berdampak pada tingkat kepercayaan diri kita. (My speaking ability increases considerably during blended learning, especially during online learning because it gives us space to speak and express opinions without other people seeing us directly which has an impact on our confidence level).

A5: *Menurut saya, pembelajaran offline bisa meningkatkan kemampuan speaking, namun untuk pembelajaran online masih kurang karena biasanya saya tidak fokus mengikuti pembelajaran online. (In my opinion, offline learning can improve speaking skills, but online learning is still lacking because I usually don't focus on online learning).*

A6: *Ketika pembelajaran online lebih baik daripada pembelajaran offline karena tidak bertatap muka langsung dengan teman. Hal ini juga sangat berpengaruh pada tingkat percaya diri. (When online learning is better than offline learning because it is not face to face with friends. This is also very influential on the level of confidence).*

A7: *Cukup meningkat dengan baik karena dengan blended learning saya bisa mengeksplor pembelajaran dengan lebih luas lagi. (It is improving quite well because with blended learning I can explore learning more broadly).*

A8: *Ada sedikit peningkatan dengan kemampuan speaking saya karena pembelajaran offline mengharuskan mahasiswa untuk berkomunikasi dengan bahasa inggris dan dosen pun menggunakan bahasa inggris dalam menjelaskan materi sehingga kebiasaan itu mampu meningkatkan kebiasaan berbicara dengan bahasa inggris.* (There was a slight improvement in my speaking ability because offline learning requires students to communicate in English and the lecturer also uses English in explaining the material so that this habit can improve the habit of speaking English).

A9: *Belum maksimal karena memang saya masih butuh belajar lebih banyak.* (Not optimal because I still need to learn more. if only in class is still lacking).

Based on the results of the interviews, 6 students stated that their speaking skills had increased after doing blended learning in speaking subjects. Students claim to be able to interact directly with friends and lecturers during offline learning in speaking courses. With this face-to-face meeting, it can train self-confidence so that it can increase students' speaking skills. Students can also explore and increase vocabulary in English.

Then, 2 students stated that their abilities had not been maximized after taking the speaking class using the blended

learning. They stated that their abilities still needed to be honed and had to keep learning more. In addition, 2 students stated that their speaking skills improved more when learning online. This is because they do not meet face to face with friends or lecturers so that their level of self-confidence is higher.

B. Discussion

1. Students' Perceptions of Blended Learning in Speaking Course

In response to the first research question, the students' perceptions of blended learning in speaking courses were investigated in three aspect namely learning preparation, learning process, and learning evaluation. In the first aspect, it was discovered that the majority of students had favorable perceptions of the speaking course's preparation for blended learning. This is clear from the average score of 72.40 for statements 1 through 5, which cover aspects of learning preparation. This indicates that the implementation of learning time is in accordance with the schedule, both offline and online, in blended learning. In speaking courses, the used learning materials also greatly support blended learning. Teachers should also use a wide range of interesting teaching methods to pique

the interest of their students. In addition, the topic has been properly prepared so that students can easily access it.

Regarding to the learning process, the majority of students had positive perceptions toward process of blended learning. This is clear from the results of the second aspect statement, which includes five statements, from statements 6 to 10, with 73.20% being considered satisfactory. Students are very active and enthusiastic about participating in both in-person and online learning as part of the learning process. During the implementation of blended learning, students and their friends communicate well as do lecturers and students. Students in blended learning can communicate with instructors at any time and from any location. Students can request messages to be sent via WhatsApp, SMS, email, and other online channels in addition to in class.

This finding is also in line with those found by Namysova et al. It is hypothesized that the requirement to involve students in active learning through diverse learning approaches, such as active peer communication, processing the information gained through constant self-reflection and checking their understanding, organizing their knowledge, and making

connections with what they already know, is one of the reasons that blended learning mode is more preferable and effective.⁴⁷

The lecturers in process blended learning gave the material a clear and thorough explanation, which made it easier for students to comprehend and increased their enthusiasm. Students also said that their speaking skills improved as a result of blended learning because, when activities are done, students interact actively, so they practice speaking more in front of the lecturer and their friends. In the meantime, students who participate in online learning are also expected to be active during instruction. This finding is also in accordance with that found by Wu and Luo, students expressed that they had more chances to interact with their teachers in both online and face-to-face sessions.⁴⁸ This can improve students' speaking ability.

Regarding learning evaluation, the majority of students have a positive perception of the results of applying blended learning in speaking courses. This is evident from the results of the third aspect, which include five statements ranging from statements 11 to 15, or 74.80%, which are acceptable. This

⁴⁷ Gulnara Namysova and others, “Challenges and Benefits of Blended Learning in Higher Education”, *International Journal of Technology in Education*, 2(1) (2019), 22–31.

⁴⁸ Wu, Huashan, and Shujuan Luo, “Integrating MOOCs in an Undergraduate English Course: Students’ and Teachers’ Perceptions of Blended Learning”, *SAGE Open*, 12.2 (2022)

indicates that students in speaking courses are pleased with their learning outcomes after participating in blended learning. This finding is also in accordance with that found by Ahmad Nur Hakim, who stated that the application of the blended learning method is effective in improving English learning outcomes. After there was a blended learning method, students reported that their speaking skills improved. They can practice directly in front of their teacher and friends. This make they feel more confident. Students also revealed that blended learning was very effective and efficient as a substitute for online learning during a pandemic.

2. Students' Obstacles of Blended Learning in Speaking Course

Based on the interviews that have been conducted, the obstacles faced by students in the blended learning process in Speaking Course are:

a. The shift system (odd-even student numbers)

Blended learning is a method that alternates between face-to-face and online learning. In this method, teachers and students can connect at any time, even if they are in different environments, but they can still share information, work on assignments, and communicate with one another. Each teacher usually makes arrangements for students to take turns, with 50% going toward offline, face-to-face

activities and 50% going toward online learning activities. In other words, the learning process is carried out directly in class with the number of participants in class being limited to 50% and 50% of students who are not scheduled face-to-face can take part in online learning.⁴⁹ The student number is used to manage student attendance in blended learning. Students who have an odd number are able to participate in offline learning, while students who have an even number are able to participate in online learning. This is done alternately.

b. Poor internet connection

Poor internet connection is often experienced by students both living in remote areas and in urban areas. This is because there is currently no network access. Especially when the location where they live experiences a power outage, this can cause connection conditions that don't support it. The internet connection can also become unstable in bad weather. Losing connection from the internet was the major problem in using gadgets. The connection sometimes unstable conditions everytime while

⁴⁹ Nurlian Nasution, Nizwardi Jalinus, Syahril, Model of Blended Learning. (Pekanbaru: Unilak Press, 2019). P 49

joining the online class. In fact, there are also students who find it difficult to join online learning (Olanrewaju et al., 2021; Payant & Zuniga, 2022). In addition, when students get the opportunity for presentation but the network is unstable, it would hinder the lecture and lack understanding of the delivery of the material. This is in line with the research by Annury, which stated that unstable internet connection made students could not hear the lecturer's explanation and this caused students to not understand the material presented.⁵⁰

Network facilities are the main thing in the online learning system, because they are related to the smooth learning process. Students who are far from the city center or far from the network provider's reach certainly cannot carry out the learning process smoothly if the internet network is bad or unstable. Network instability is an obstacle for students in participating in online learning. As a result, when studying from home or boarding houses, many students prefer to do other activities rather than take part in online learning. In addition, in blended learning the

⁵⁰ Muhammad Nafi Annury, Adrovvy Jonathan, Musthofa, "Evaluating of EFL Online Learning on Islamic Higher Education During Pandemic Era", *Journal of English As A Foreign Language Teaching and Research*, (2022). 2(1), 76

lecturer also focuses on students who take part in face-to-face learning in the classroom. So students who take part in online learning are ignored.

c. Limited internet quota

One of the obstacles in blended learning is when students get a schedule for online learning. In online learning, students must have adequate internet quota. This is because not all students have a Wi-Fi network at home or at their boarding house, so to be able to take part in online learning, they must first buy internet quota. This finding is also in accordance with that found by Nursafitri (2021), that student encountered challenges related to internet quota. Even though UIN Walisongo gives quota, the reality is that students do not get the quota on a regular basis. Often when the internet quota they get has run out, but the next internet quota they never get back, so like it or not, they have to pay personal costs to buy internet quota.

The price for internet quota is also quite expensive, so it makes students object to having to buy it. In addition, online learning often uses media that requires a large internet quota, such as Zoom and Google Meet. Therefore, students are forced to buy internet quota with high capacity.

If they don't buy, students also can't take online learning smoothly.⁵¹

d. The lack of student activity

Based on the interview results, students tend to be passive during blended learning, especially during online learning. In offline learning in the classroom, a number of students are already active in participating in the learning process. However, it is different from students who take online learning, they are very passive. There are only a few students who are active when asked by the lecturer. However, if the lecturer does not ask questions, the students are also not active.

This is in line with the results of research from Juffs, A et al who stated that during online learning, Student learning activities can be said to be unlike learning activities that occur in the classroom directly. During online learning, students are less active and less involved during learning. This can be seen from students who are less active in asking questions, conducting discussions, as well as matters relating to direct student involvement during learning. Most

⁵¹ Padgett, C., Moffitt, R. L., & Grieve, R. More than words: Using digital cues to enhance student perceptions of online assignment feedback. *The Internet and Higher Education*, 2021,P.49

students only receive material from the teacher and only listen to the teacher explaining the material directly to students participating in offline learning.⁵²

e. The low student's speaking ability

In blended learning, interactions between students and lecturers, or students and other students are divided into two, namely with students participating in offline and online learning. This causes interactions that should occur a lot in face-to-face learning, to become only a few interactions because there are students who take part in online learning. So that the interaction in the blended learning process is also limited.

This is in line with the results of research from Nursafitri (2021) who stated that the interactions are very important to improve students' speaking skills. When interacting, indirectly students will try to say what they want to say in English and this besides being able to improve speaking skills can also increase students' confidence to speak English.

⁵² Juffs, A., & Friedline, B. E. Sociocultural influences on the use of a web-based tool for learning English vocabulary. *System*, 42(1), 2014,48–59

For students who take part in face-to-face learning, they may be able to interact and convey their ideas when learning takes place. Meanwhile, students who take part in online learning usually tend to be silent and do not convey anything. Online students are usually embarrassed to speak and choose to listen to their friends who study offline. This is what makes the improvement of students' speaking ability only a little. Therefore, it takes self-practice outside of class hours so that students can improve their respective abilities.

CHAPTER V

CONCLUSION AND SUGGESTION

This is the last chapter of the research. In this chapter, the researcher presents conclusion and suggestion of what have been discussed on the previous research.

A. Conclusion

Based on research findings and discussions of research on students' perceptions of blended learning in speaking courses at English Education Department, it can be concluded:

1. Students' Perceptions of blended learning in Speaking Course at English Education Department is good. These results are based on the calculation of the three aspects of learning they are, learning preparation, learning process, and learning evaluation, which produces a percentage of 74.80%. The findings revealed that the majority of students respond positively the implementation of blended learning in the Speaking Course at English Education Department.
2. There are obstacles of the blended learning process in the speaking course are the shift system (odd-even students number), poor internet connection, limited internet quota, the lack of student activity and the low student's speaking ability.

B. Suggestion

Based on the conclusions in this study, suggestions are proposed to:

1. For University and Department

Universities and department must provide adequate facilities for the implementation of blended learning.

2. For Lecturers

The researcher would like to suggest the lecturers to be able to focus on teaching both online and face-to-face learning sessions.

3. For students

Students need to increase their learning activities both inside and outside the classroom. Moreover, Students also have to learn a lot about technology so that they can understand the learning media used when learning takes place.

4. For other researchers.

This study was limited to students' perceptions of blended learning in speaking course and only included students from one study program. As a result, the researcher hopes that the next researcher will conduct additional research on the blended learning process and how it relates to EFL achievement among students.

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APPENDIXES

1. Guidelines for filling out the questionnaire

A. Self Identity

Name:

NIM:

Class:

B. Charging Instructions

1. Write your identity on the page provided
2. Carefully read each statement and question given
3. Answer all statements and questions according to the situation that you are experiencing
4. There are no wrong answers, so don't be afraid to answer
5. Try to fill in all statements and questions according to personal opinion

Thank you for your willingness and cooperation in filling out this questionnaire.

II . Questionnaire

Students' perception of blended learning in speaking course

5= Strongly Agree

4= Agree

3= Neutral

2= Disagree

1= Strongly Disagree

No	Statement	Answer				
		5	4	3	2	1
1	The shift system (odd-even student numbers) in blended learning is well structured					
2	The subject matter (teaching materials) provided is very broad and easily accessible by students					
3	The blended learning method makes it very easy for students to accept speaking courses					
4	The learning media used really supports blended learning in speaking courses					

5	The teaching strategy or method used in blended learning is very interesting so that it increases students' motivation and enthusiasm for learning speaking				
6	Students are very active and enthusiastic in attending blended learning both face to face and online in speaking courses				
7	Methods, media and subject matter are very effective and efficient to make students enthusiastic and not bored when learning blended				
8	Blended learning can improve communication with lecturers, not only face to face but also through online media such as e-mail and others. students can also ask teachers and friends at any time if there are difficulties in understanding material that has been shared online				

9	In learning activities using blended, students practice speaking in public more					
10	The assignments given in blended learning are in accordance with the material for both individual and group assignments. students can also submit assignments on time both in class and on the online web used					
11	With blended learning, students feel confident in their speaking abilities					
12	Learning activities using the blended method can improve students' speaking skills					
13	Students get satisfactory grades in speaking courses using the blended method					
14	Students feel satisfied and there are no problems in doing assignments and collecting them during blended learning					

15	Blended learning is very effective and efficient because it can overcome students' lagging behind in understanding lessons during the Covid-19 pandemic					
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III. Interview guideline

1. What do you think about blended learning preparations such as learning materials, media, learning strategies, the shift system and others? Are there any obstacles?
2. What do you think about the interactions that occur during the blended learning process? Explain if there is an active or passive interaction.
3. Are there any obstacles to the facilities and infrastructure that you use when carrying out blended learning? If there are obstacles, what are the obstacles?
4. Is it easy for you to work on and collect assignments during blended learning, give your reasons?
5. How is your speaking ability after carrying out the speaking class using the blended method?

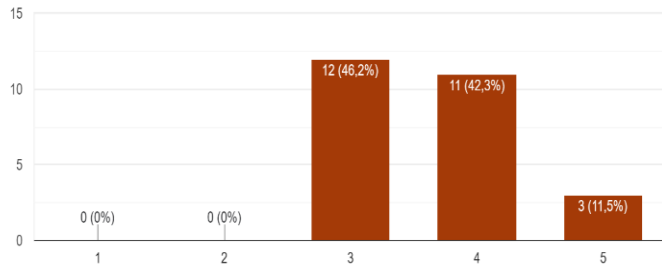
IV. Proof of Distributing Questionnaires through the Whatsapp group



V. Questionnaire Result Diagram

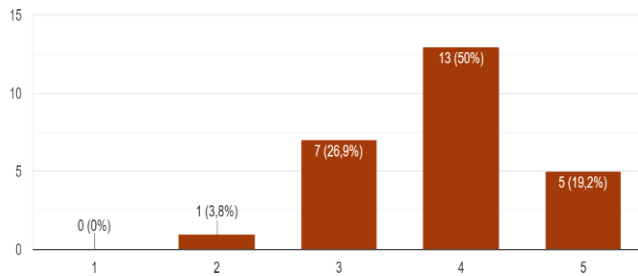
1. Sistem shift (Nomor mahasiswa ganjil-genap) dalam pembelajaran blended sudah terstruktur dengan baik

26 jawaban



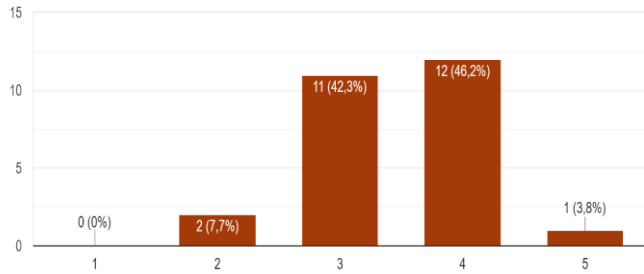
2. Materi pelajaran (bahan ajar) yang di berikan sangat luas dan mudah di akses sehingga memudahkan siswa dalam pembelajaran blended

26 jawaban



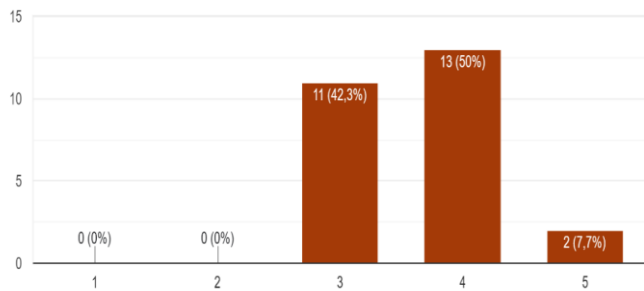
3. Metode pembelajaran blended sangat memudahkan siswa dalam menerima mata kuliah speaking

26 jawaban



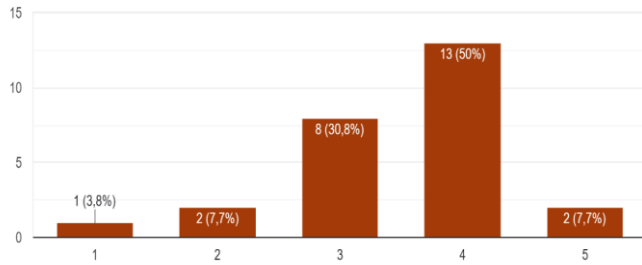
4. Media belajar yang digunakan sangat mendukung pembelajaran blended pada mata kuliah speaking

26 jawaban



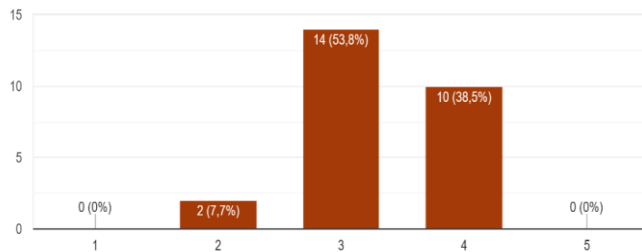
5. Strategi atau cara mengajar yang digunakan dalam pembelajaran blended sangat menarik sehingga meningkatkan motivasi dan semangat siswa untuk belajar speaking

26 jawaban



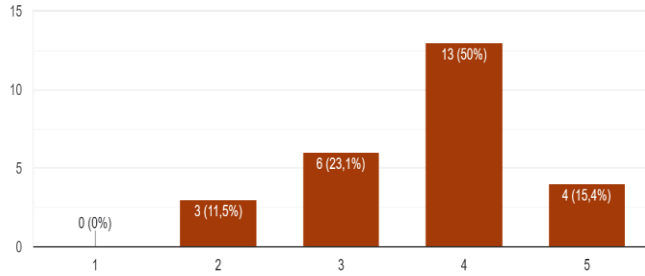
6. Siswa sangat aktif dan antusias dalam menghadiri pembelajaran blended baik tatap muka maupun online pada mata kuliah speaking

26 jawaban



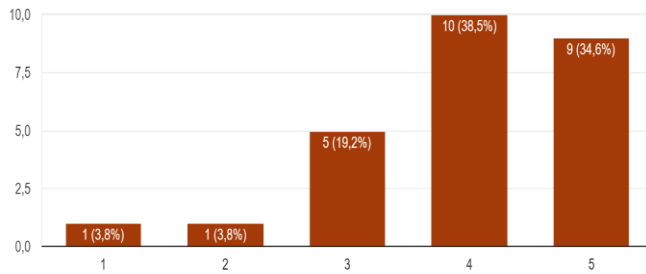
7. Metode, media dan materi pelajaran sangat efektif dan efisien sehingga membuat siswa semangat dan tidak bosan saat pembelajaran blended

26 jawaban



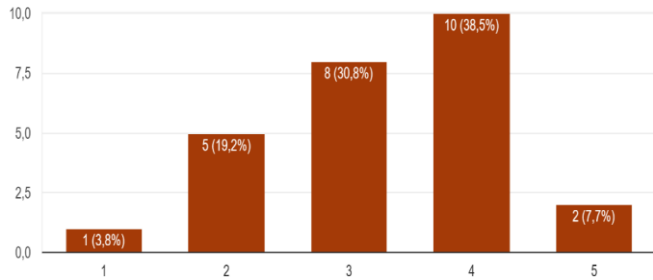
8. Pembelajaran blended dapat meningkatkan komunikasi dengan dosen, tidak hanya tatap muka tapi juga melalui media online seperti E-mail dan ...mahami materi yang telah dibagikan secara online

26 jawaban



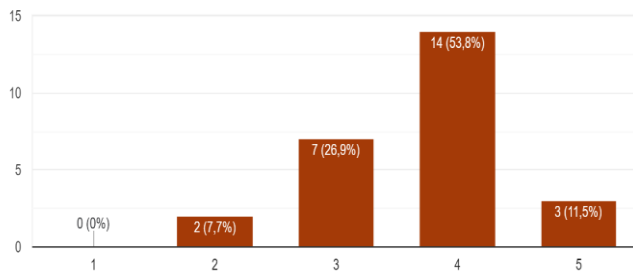
9. Dalam kegiatan pembelajaran dengan menggunakan blended, siswa lebih banyak praktik speaking di depan umum

26 jawaban



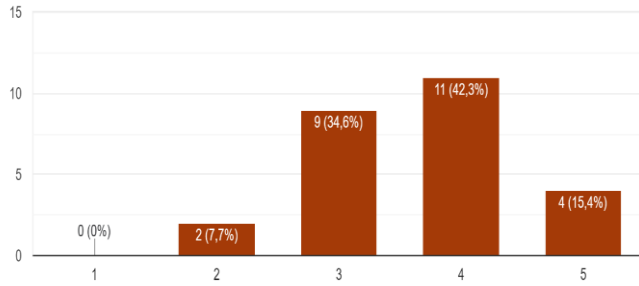
10. Tugas yang diberikan dalam pembelajaran blended sesuai dengan materi baik tugas individu maupun kelompok. siswa juga dapat mengumpulkan...am kelas maupun di web online yang digunakan

26 jawaban



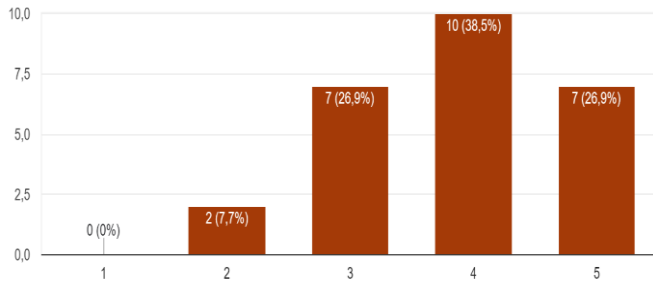
11. Dengan adanya pembelajaran blended, siswa merasa percaya diri dengan kemampuan speaking nya

26 jawaban



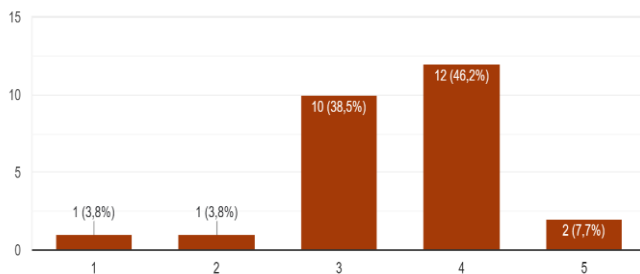
12. Kegiatan pembelajaran menggunakan metode blended dapat meningkatkan kemampuan speaking siswa

26 jawaban



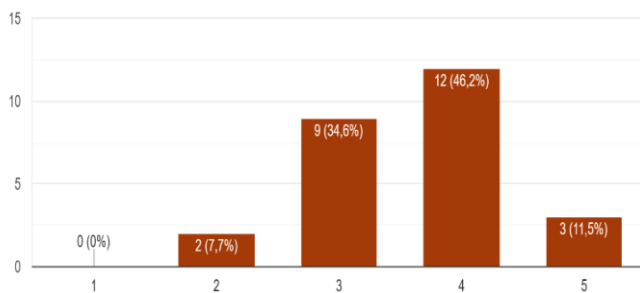
13. Siswa mendapatkan nilai yang memuaskan pada mata kuliah speaking menggunakan metode blended

26 jawaban



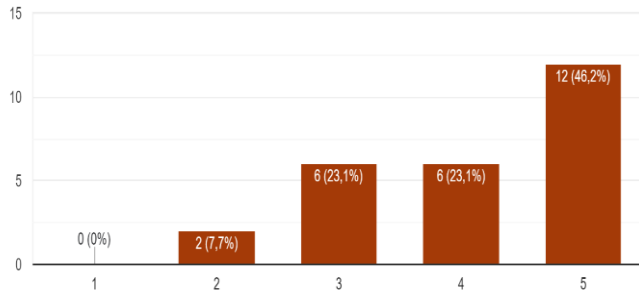
14. Siswa merasa puas dan tidak ada kendala dalam mengerjakan tugas serta mengumpulkannya ketika pembelajaran blended

26 jawaban

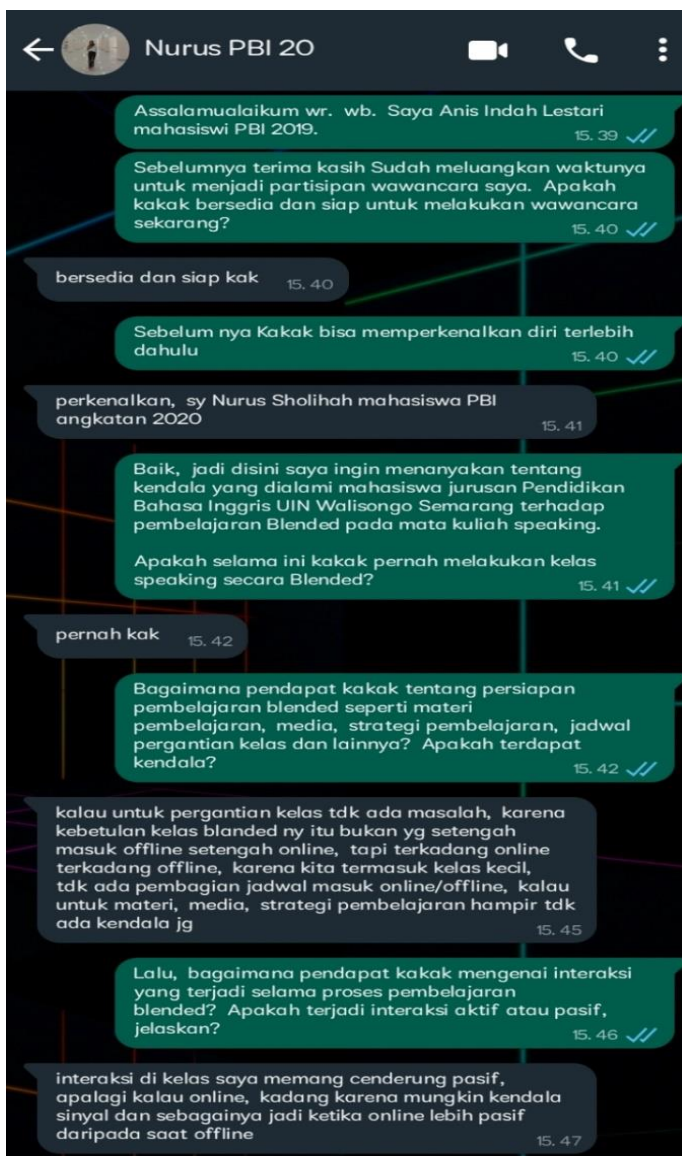


15. Pembelajaran blended sangat efektif dan efisien karena dapat mengatasi ketertinggalan siswa dalam memahami pelajaran di masa pandemic covid-19

26 jawaban



VI. Interview documentation via Whatsapp Chat



Apakah terdapat kendala terhadap sarana dan prasarana yang anda gunakan ketika melaksanakan pembelajaran blended? Jika terdapat kendala, apa saja kendalanya baik pada pembelajaran online maupun offline?

15. 49 ✓✓

ketika pembelajaran offline mungkin kendalanya kadang ada di jaringan internet, karena keseluruhan sudah memakai teknologi digital, ketika ada masalah di internet maka akan sangat mengganggu, begitupun dengan ketika kelas online, kebanyakan saya mengalami masalah audio karena jaringan buruk

15. 51

Apakah kakak mudah dalam mengerjakan dan mengumpulkan tugas saat pembelajaran blended, berikan alasanmu?

15. 52 ✓✓

mudah, kalau offline biasanya langsung ditulis di kertas dan dikumpulkan setelah kelas, kalau offline biasanya ada waktu tambahan beberapa hari

15. 55

Lalu, Bagaimana dengan kemampuan speaking kakak setelah melaksanakan kelas speaking dengan menggunakan metode blended?

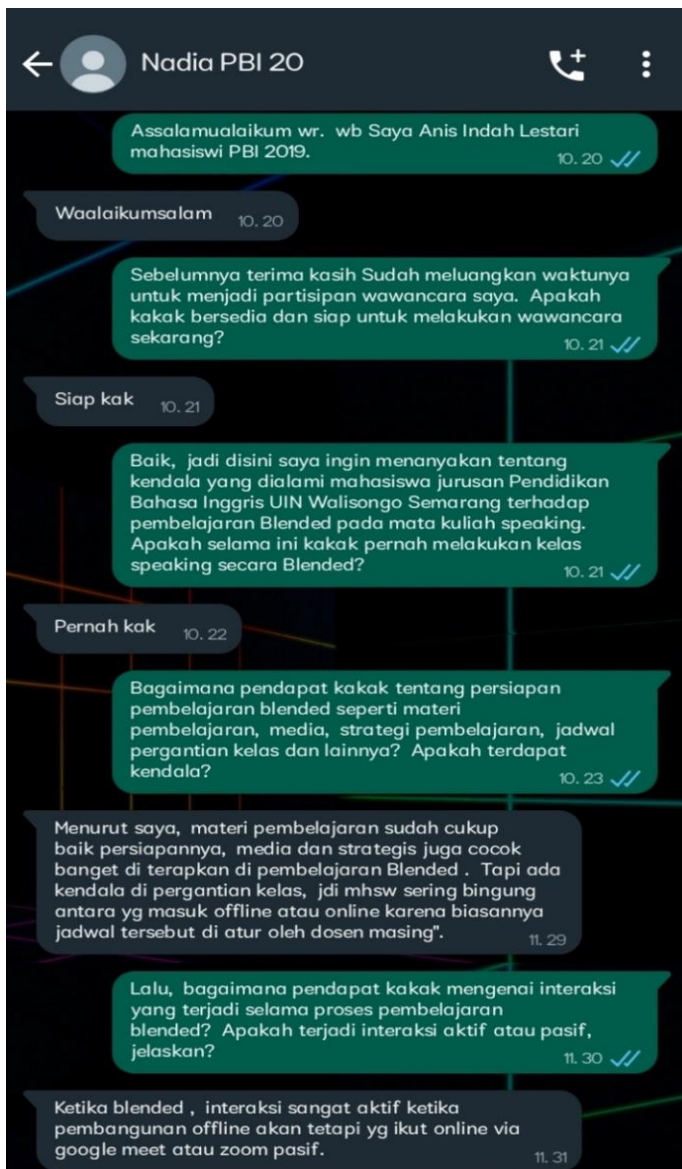
15. 57 ✓✓

menurut saya kelas offline bisa meingkatkan kemampuan speaking, namun untuk kelas offline agak kurang karena biasanya sy tidak fokus mengikuti kelas online

15. 59

Baik untuk wawancara sudah cukup. Terima kasih telah bersedia menjadi partisipan wawancara untuk penelitian saya. Semoga kedepannya selalu diberi kelancaran dalam melaksanakan segala hal. Wassalamu'alaikum wr. wb

15. 59 ✓✓



Apakah terdapat kendala terhadap sarana dan prasarana yang anda gunakan ketika melaksanakan pembelajaran blended? Jika terdapat kendala, apa saja kendalanya baik pada pembelajaran online maupun offline?

11. 32 ✓✓

Untuk online kendalanya di sinyal, kuota terbatas dan jga kdng suara dosen TDK terdengar karena dosen fokus dgn yg offline jdi mhswh yg ikut kelas online sprti dikacangin

11. 35

Untuk yg offline, mungkin beberapa kls tidak ada smart TV nya jdi agak kesusahan ketika ingin bljr scr Blended

11. 36

Apakah kakak mudah dalam mengerjakan dan mengumpulkan tugas saat pembelajaran blended, berikan alasanmu?

11. 36 ✓✓

Untuk tugas alhamdulillah aman tidak ada kendala . Karena skrng mengumpulkan tugas bisa lewat e learning atau platform lainnya. Untuk tugas yg dikumpulkan offline jga masih aman dan mudah jga . Tetapi ada sedikit tmbhn biaya percetakan dll . . . Yg menjadi kendala sedikit yaitu ketika ada tugas kelompok dan harus memilih kelompok nya sndiri nah itu bikin pusing karena harus menyesuaikan dgn jadwal pergantian kelas

11. 40

Lalu, Bagaimana dengan kemampuan speaking kakak setelah melaksanakan kelas speaking dengan menggunakan metode blended?

11. 41 ✓✓

Kemampuan speaking saya meningkat ketimbang waktu pembelajaran full online . Kalau Blended gini masih bisa berinteraksi scr langsung walaupun hanya seminggu sekali . Akan tetapi hak tsb melatih mental saya dan juga keterampilan saya dalam speaking

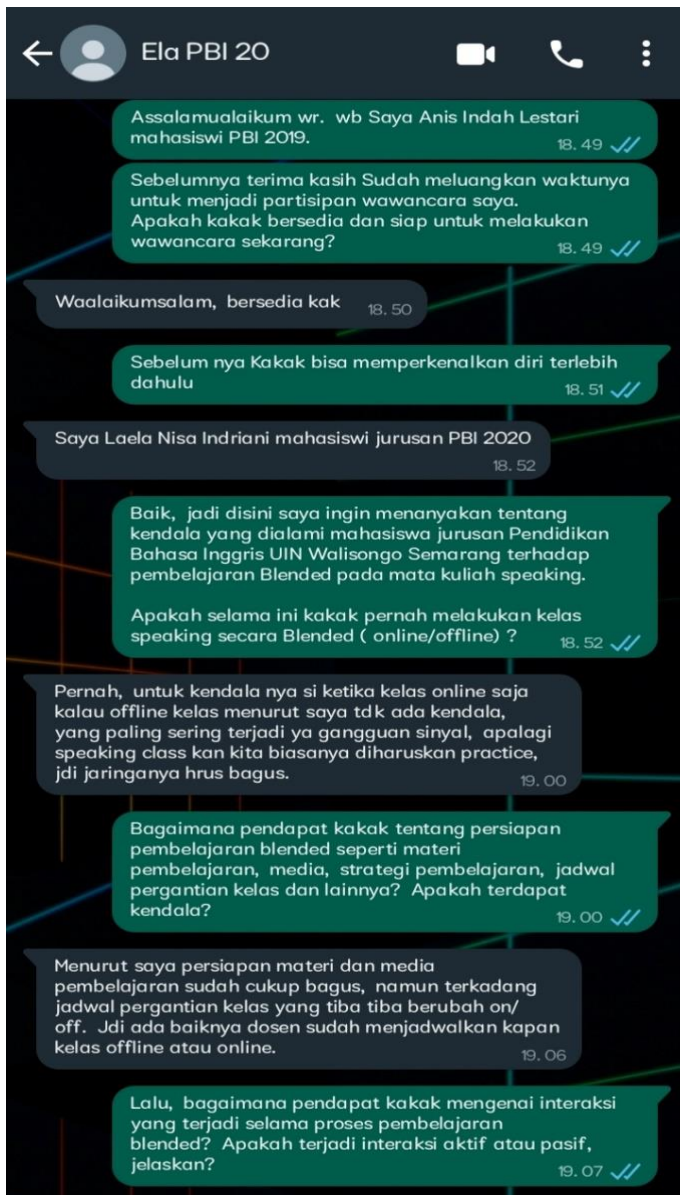
11. 42

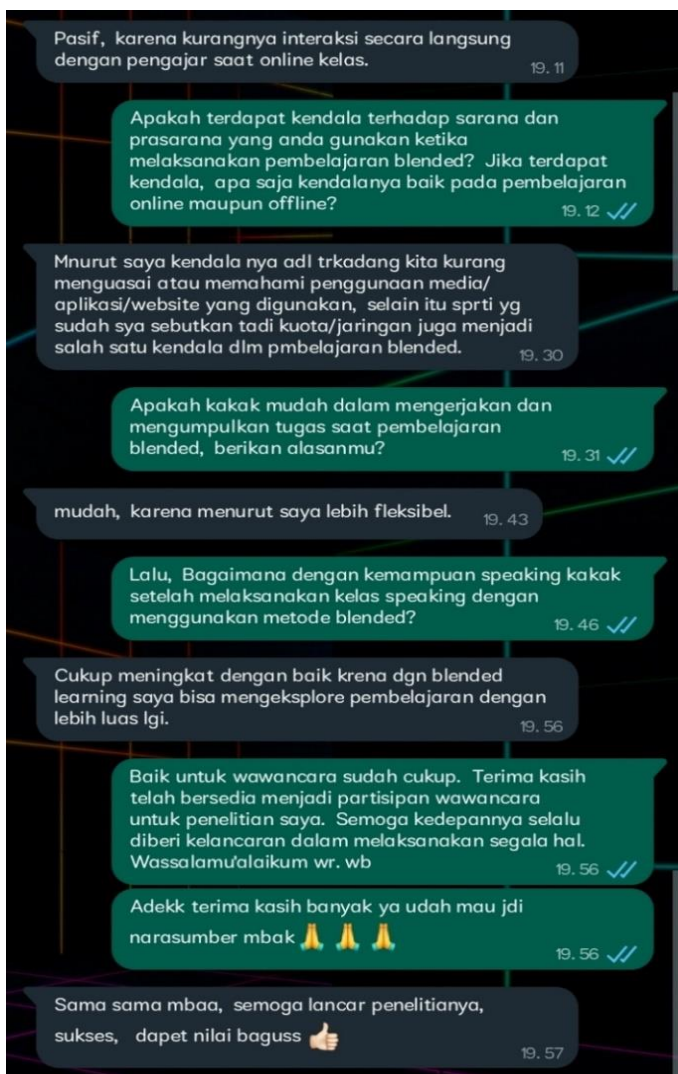
Baik untuk wawancara sudah cukup. Terima kasih telah bersedia menjadi partisipan wawancara untuk penelitian saya. Semoga kedepannya selalu diberi kelancaran dalam melaksanakan segala hal. Wassalamu'alaikum wr. wb

11. 42 ✓✓

Sama*kak . Waalaikumsalam

11. 43





VII. Research Letter



KEMENTERIAN AGAMA REPUBLIK INDONESIA
UNIVERSITAS ISLAM NEGERI WALISONGO SEMARANG
FAKULTAS ILMU TARBIYAH DAN KEGURUAN

Jl. Prof. Dr. Hamka (Kampus II) Ngaliyan
Telp. 024-7601295 Fax. 024-7615387 Semarang 50185 www.walisongo.ac.id

Semarang, 13 September 2022

Nomor : 4432/Un.10.3/J4/DA.04.09/09/2022
Lampiran : -
Hal : Penunjukan Pembimbing Skripsi

Kepada Yth.

Dr. Muhammad Nafi Annury, M.Pd

Assalamu'alaikum Wr. Wb.

Berdasarkan hasil pembahasan usulan judul penelitian di jurusan Pendidikan Bahasa Inggris (PBI), maka Fakultas Ilmu Tarbiyah dan Keguruan menyetujui judul skripsi mahasiswa:

Nama : Anis Indah Lestari
NIM : 1903046101
Judul : **Student's Perception of Blended Learning Method in English Language Teaching (ELT) at Islamic Higher Education**

Dan menunjuk :

Dr. Muhammad Nafi Annury, M.Pd

Sebagai Pembimbing

Demikian Surat Penunjukan Pembimbing Skripsi ini disampaikan dan atas kerja samanya yang diberikan kami ucapkan terima kasih.

Wassalamu'alaikum Wr. Wb.

A.n. Dekan,
Ketua Jurusan Pendidikan Bahasa Inggris



Dr. H. M. Hidayatullah, M.Pd
NIP. 1909082007102001

Tembusan :

1. Dosen Pembimbing
2. Mahasiswa yang bersangkutan
3. Arsip

CURRICULUM VITAE

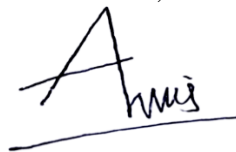
A. Personal Data

1. Name : Anis Indah Lestari
2. Born : Grobogan, 11th October 2001
3. Student's Number : 1903046101
4. Major : English Education Department
5. Religion : Islam
6. Address : Dusun Semutan RT 02 RW 07
Desa Jetaksari Kec. Pulokulon
Kab. Grobogan, Jawa Tengah
7. Email : Anisindah833@gmail.com
8. Phone : 0895410055052

B. Educational Background

1. TK Dharma Wanita Jetaksari
2. SD N 1 Jetaksari
3. SMP N 1 Pulokulon
4. SMA N 1 Pulokulon

Semarang, 15th February 2023
The researcher,



Anis Indah Lestari
1903046101