ENGLISH BLENDED LEARNING: AN ANALYSIS OF INDONESIAN STUDENTS' PERCEPTION

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ABSTRACT

The study attempted to analyze the students of Tadulako University's perspective toward blended learning instruction in English teaching. The study employed a quantitative approach using a longitudinal survey design. 48 English department students in the fourth and sixth semesters were selected as the sample of the research using a simple random sampling technique. The data were gained through the questionnaire distributed online and the interview in the face-to-face technique. Data have been analyzed descriptively and inferentially using SPSS Program version 21. The results showed that blended learning through Moodle-based Instruction and face-to-face learning in the classroom was a modern way of learning, convenient to learn English anywhere and anytime. According to most of the respondents, blended learning is the way to enhance their self-directed learning. They can understand the subject well through blended learning, and students feel satisfied using blended learning in English Teaching. It could be concluded that blended learning is helpful to apply in English teaching. The results contributed theoretical and practical information and references to practitioners and researchers in this field of study.

Key Words: English blended learning; moodle-based instruction

ABSTRAK

Penelitian ini mencoba untuk menganalisis perspektif mahasiswa Universitas Tadulako terhadap pengajaran blended learning dalam pengajaran bahasa Inggris. Penelitian ini menggunakan pendekatan kuantitatif dengan menggunakan desain survei longitudinal. 48 mahasiswa jurusan Bahasa Inggris semester empat dan enam dipilih sebagai sampel penelitian dengan menggunakan teknik sampel acak secara sederhana. Data diperoleh melalui kuesioner yang disebarkan secara daring dan wawancara dengan teknik tatap muka. Data dianalisis secara deskriptif dan inferensial menggunakan Program SPSS versi 21. Hasil penelitian menunjukkan bahwa blended learning melalui Pembelajaran Berbasis Moodle dan pembelajaran tatap muka di kelas menurut mahasiswa merupakan cara belajar yang modern, nyaman untuk belajar bahasa Inggris dimana saja dan kapan saja. Blended learning menurut sebagian besar responden, adalah cara untuk meningkatkan self-directed mereka dalam belajar, mereka dapat memahami materi pembelajaran dengan baik melalui blended learning, dan siswa merasa puas menggunakan blended learning dalam Pengajaran Bahasa Inggris. Dapat disimpulkan bahwa blended learning berguna untuk diterapkan dalam pengajaran bahasa Inggris. Hasil penelitian ini memberikan kontribusi informasi dan referensi secara teoritis dan praktis kepada para praktisi dan peneliti selanjutnya dalam bidang studi ini.

Kata Kunci: pembelajaran bahasa Inggris campuran; pengajaran berbasis Moodle

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INTRODUCTION

The advance in technology encourages and motivates educators to be more creative in facilitating the process of teaching and learning. This paper explores how lecturers, particularly at Tadulako University, maximize facilitating students to keep on learning after natural disasters. In this earthquake, most ruins were learning facilities, and students' perceptions of the blended learning model were analyzed.

The aftermath of the natural disaster in Palu, Central Sulawesi, has negatively affected all sectors, including education. The teaching and learning process at Tadulako university has broken off due to the breakdown of learning facilities, disconnected communication networks, and other disruptions that have impacted the learning system in Tadulako University. The unpredictable conditions since the earthquake still occurred mainly every day that making people scared and feel safe leaving away from this city. Therefore many students and even the lecturers left for other cities. This condition occurred for several weeks, and the learning activities stopped for a while. Having the condition described above, to keep the teaching and learning process, the idea of blended learning in the form of a web-based learning system is to bear in mind.

The basic concept of shifting teaching from face-to-face to blended learning by advantage technology is considered an intelligent solution in the instructional learning model, particularly for those institutions which still implement non-online learning activies. The limited face-to-face in the classroom due to inadequate classrooms to be used and the lack of printed resources can be managed using ICT-Information and Communication Technology (Yunus et al., 2009; Rinantanti, Bin-Tahir, 2019) as a form of blended learning. In recent years, computer-based or ICT-based learning methods in education have been widely used, from primary level education to higher education (Budianto, 2014). The use of ICT in the teaching-learning process does not only create a joyful learning environment but also can help motivate the students and capture their attention. Students' independent learning can be trained by controlling their participation through ICT, such as web-based applications. Google Classroom in blended learning can encourage the use of technology and develop classroom dynamics in limited conditions (Engelbertink et al., 2020; Heggart & Yoo, 2018). In addition, online learning increases student participation in discussions in the

learning environment from both the student and the teacher's point of view (Abazi-Bexheti et al., 2018; Han & Ellis, 2019).

Blended learning represents an opportunity to integrate the innovative and technological advances offered by online learning with the interaction and participation offered in the best of traditional learning (Kaye, 2003). While (Bersin, 2004: 78) defines blended learning: as "the combination of different training "media" (technologies, activities, and types of events) to create an optimum training program for a specific audience. The term "blended" means that traditional instructor-led training is being supplemented with other electronic formats. In the context of this book, blended learning programs use many different forms of learning, perhaps complemented with instructor-led training and other live formats".

The blended learning model is a learning model that combines methods face to face teaching with computer-assisted teaching methods, both offline and online, to form an integrated learning approach. Previously, material digital-based has been practiced but within the support role, which is to support face-to-face teaching. The purpose of blended learning is to provide a learning experience the most effective and efficient.

Nowadays, the term 'blended' is becoming popular, so more and more combinations are referred to as blended learning. However, understanding learning based on blended learning is learning that combines the strategy of delivering learning using face-to-face learning activities with computer-based (offline) and online computers (internet-based and mobile learning). Blended learning is considered a choice to improve effectiveness, efficiency, and more significant attraction in interacting with students in a diverse learning environment. Blended learning offers opportunities to study in a group and learn independently simultaneously or at different times and places. Blended learning has an ideal structure and procedures to be applied in learning to help increase the competence of teachers and students. Blended learning must have adequate technology quality, tools used, learning theory, learning theory, and adequate summative evaluation (Cutri, & Whiting, 2018; Hrastinski, 2019; Kintu, Zhu & Kagambe, 2017). This model using Google Classroom demonstrates the ease of use and effectiveness that makes it easier to manage to learn documents and content (Al-Maroof, & Al-Emran, 2018; Rasheed et al., 2020). Blended learning can also help adapt to

offline learning by considering the diversity and characteristics of learners in language learning (Alberth, 2011; Boelens et al., 2018).

Additionally, the blended learning objective is to improve learning results. It is also helpful in improving communication in three modes of learning, traditional classroom-based learning environment, blended, and entirely online. Research results show that blended learning produces a stronger sense of community between students than traditional learning or online learning. Students' perceptions of online classes show an excellent category because the teacher can facilitate a good, dynamic and objective effective learning climate in evaluation (Boelens et al., 2017; Pattiserlihun & Setiadi, 2020)

Technically, there are various models in the development of blended learning that can be applied both online and offline; online and offline model of face-to-face learning, using an electronic module, combining learning with texts, audio, and multimedia (web-based). As part of blended learning, web-based instructional materials can provide teachers and students with a broad range of new and exciting experiences that sometimes are impossible to duplicate in a traditional classroom. The development of web-

based learning has provided students with various teaching and learning alternatives that have expanded the educational process from traditional learning to advanced learning (Suriaman et al., 2019). Moreover, blended learning equipped with various materials (texts, pictures, flashes, music, audio, and video) attracts students' attention and facilitates their acquisition of detailed knowledge (Suriaman et al., 2019).

This study aims to reveal how blended learning was perceived by the students whether the application of blended learning through web-based instructional materials met students' needs in learning. Web-based instruction as another development of teaching materials is the use of media/technology as one of the characteristics in the web-based learning process, including the use of text, audio, video, and multimedia. The use of text, audio, video, and multimedia is for the enrichment of material to practice, and to strengthen students in learning one topic.

As the essential learning tool in online learning, blended development learning using the web has become important. As stated by (Khalid, 2020) E-learning is the trust and use of information and Communication technology (ICT) for information

sharing education in the context of distant instructors and learners, in time or space, or both, to improve the learning experience and student performance. Moreover, regarding online learning, it is imperative to enrich teachers' capacity to understand different applied e-learning methods. In its application, e-learning requires many methods to achieve expected results (Mantra et al., 2021). On the other hand, variations in online learning methods also create the students' enthusiasm to join online learning treatment. Therefore this study was conducted to analyze the use of web-based learning through students' insight. The web learning model expected more independent study time than offline and online face-to-face.

METHOD

Respondents

The study employed a quantitative approach using a longitudinal survey design. 54 English department students in the fourth and sixth semesters were selected as the sample of the research using a simple random sampling technique.

Instruments

The participants of this study who previously had different subjects with blended learning design shared the course materials dealing with the course outline, online group presentation through Zoom, assignment submission accessed in Moodle web, and other learning activities conducted online.

Procedures

The participants of this study who previously had different subjects with blended learning design shared the course materials dealing with the course outline, online group presentation through Zoom, assignment submission accessed in Moodle web, and other learning activities conducted online.

Data analysis

The data have been analyzed descriptively and inferentially using SPSS Program version 21.

FINDINGS AND DISCUSSION

This part is presented in two separate sections. Firstly, the findings were obtained from a questionnaire concerning the students' perception of learning English via blended learning (web-based instruction (WBI), Google Classroom, and Zoom). Secondly, the discussion of the data obtained.

Findings

This part analyzes students' perception of learning English via blended learning that involves web-based instruction, Google Classroom, and Zoom. The heading of the online questionnaires was presented in table 1, and the figures;

Table 1 Students' perception of learning English through blended learning

Instructions: Please read each item of the questionnaire and make a checkmark in a rating box that describes your opinions toward learning English via blended learning (web-based instruction (WBI, Google Classroom, Zoom). The criteria for rating your opinions are as follow:

4	=	Strongly agree
3	=	Agree
2	=	Disagree
1	=	Strongly disagree

Table 1. Students' perception of learning English through blended learning

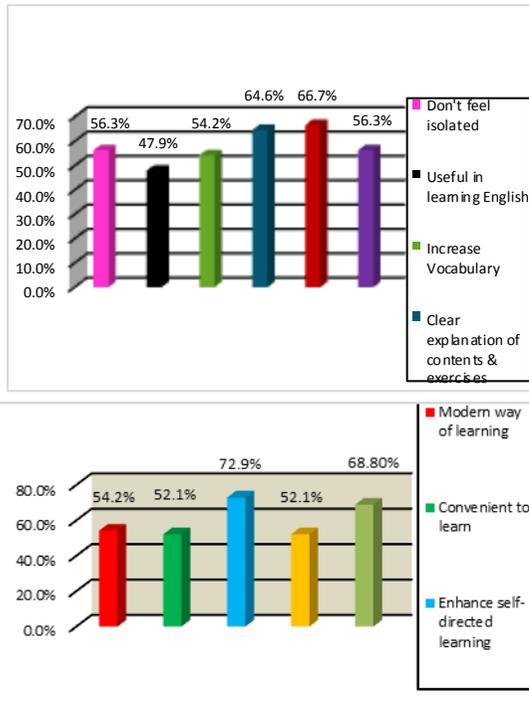| No	Statements	Rating of Opinions (%)			
		1	2	3	4
1	Learning English via blended learning (Moodle-based Instruction, GC, Zoom) is a modern way of learning.	16.7	8.3	52.1	22.9
2	Learning English via blended learning (Moodle-based Instruction, GC, Zoom) is convenient to learn you can review the lessons anywhere and anytime	8.3	8.2	52.1	31.3
3	Learning English via blended learning (Moodle-based Instruction, GC, Zoom) is the way to enhance your self-directed learning.	2.1	12.5	72.9	12.5
4	Learning English via blended learning (Moodle-based Instruction, GC, Zoom) is enjoyable.	8.3	16.7	52.1	22.9
5	Learning English via blended learning (Moodle-based Instruction, GC, Zoom) does not make you feel isolated	2.1	22.9	56.3	18.8
6	Learning English via blended learning (Moodle-based Instruction, GC, Zoom) helps learn English	4.2	27.1	47.9	20.8
7	Learning English via blended learning (Moodle-based Instruction, GC, Zoom) helps you remember more new English words.	2.1	31.3	54.2	12.5
8	Learning English via blended learning (Moodle-based Instruction, GC, Zoom) has a clear explanation of contents and exercises.	4.2	29.2	64.6	2.1
9	Learning English via blended learning (Moodle-based Instruction, GC, Zoom) has the appropriate content with learning objectives.	14.4	25	54.4	6.3
10	Learning English via blended learning is easy to understand the lessons.	6.3	22.9	66.7	4.2
11	Overall, learning English via blended learning (Moodle-based Instruction, GC, Zoom) is satisfactory.	9	20.2	56.3	14.5

The data are shown in the chart:

Chart 1. Students' perception of blended learning

The data reveals that based on 11 questionnaires. The overall score of students' perceptions of learning through blended learning, Moodle Web-based, Google Classroom, and zoom is at an agreed level. It can be seen from the table that refers to question no. 1. Learning English via blended learning (Moodle-based Instruction, GC, Zoom) is a modern way of learning; 52.1% of respondents agree, 22.9% responded strongly agreed, 8.3% of students responded they disagreed. Meanwhile, none of the respondents reacted strongly disagreed with the statement.

Referring to Learning English via blended learning (Moodle-based Instruction, GC, Zoom) is convenient to learn; you can review the lessons anywhere and anytime. The data shows that 52.1% of students respond that they agree, and 31.3% of students strongly agree, while 16.7% of students disagree.

Regarding questions learning English via blended learning (Moodle-based Instruction, GC, Zoom) is the way to enhance your self-directed learning. The majority of the students, 72.9%, considered agreeing, while 12.5% of students responded strongly agree. In contrast, a similar percentage of students responded to disagree, and only 8.3% said strongly disagree with the statement.

Further, learning English via blended learning (Moodle-based Instruction, GC, Zoom) helps learn English, 47.9% of students agree with this statement, 20.8% strongly agree with it. About 27.1% said they disagree, and 4.2% firmly disagree.

Learning English via blended learning (Moodle-based Instruction, GC, Zoom) helps them remember more new English words. The result reveals that the highest score of respondents

agree, 54.2%. While several students respond strongly agreed is 12.5% and 31.3% disagree.

Learning English via blended learning (Moodle-based Instruction, GC, Zoom) has a clear explanation of contents and exercises was, responded 64.6% agreed with students, 29.2% of students disagreed with the statement. Only little number responded strongly disagree.

Learning English via blended learning (Moodle-based Instruction, GC, Zoom) has the appropriate content with learning objectives. Most students supported this statement. It can be seen based on their response that 68.8% agree, and none of them disagree.

According to the students, Learning English via blended learning is easy to understand the lessons. The student response supports this response; 66.7 % agree; however, some students disagree with that statement 22.9%.

The last questionnaire referred to overall English learning via blended learning (Moodle-based Instruction, GC, Zoom) is satisfactory. Most participants agree with the statement, and 56.3% agree with the statement. The remaining 14.6 % strongly agree.

Discussion

The analysis design constructed in this study is generated empirically and theoretically from the review of literature as well as the results of students' perception of learning English via blended learning (web-based instruction (WBI, Google Classroom, Zoom). Students expect how they were educated and learned to be supported by interactive and attractive learning materials. Furthermore, one interesting way according to the students' perception is that learning through blended learning (WBI, Google Classroom, Zoom). Although the condition after the natural disaster occurred, the teaching and learning allotment was decreased due to an unavailable classroom. However, with blended learning, the students are still active in learning because learning materials are accessible online. Suriaman et al., (2019) state that learning via web-based instruction is a significant way to enhance the students' learning ability and willingness to participate in the classroom. Another research has shown that blended learning oriented to an online model without being limited by space positively impacts students (Setiyani, 2019). The use of this model shows an increase in the number of participation, graduation rates, and learning experiences because it uses technology

that does not depend on specific modalities and mobility (Alsalhi, Eltahir, & Al-Qatawneh, 2019; Dziuban et al., 2018; Moura et al., 2020). The effectiveness of blended learning is also demonstrated by increased knowledge and academic achievement (Bondarenko et al., 2018; Keiper et al., 2020; Vallée et al., 2020).

This study was conducted with a blended learning system that shifted the face-to-face meeting to Zoom, accessible instructional materials through web-based Moodle and Google Classroom. The research was conducted to determine how the students perceived blended learning for the specific subject and whether the students met their learning needs through blended learning. This study has involved 48 students who had blended learning experiences. The data was obtained from questionnaire distribution after students at the end of the semester. The questionnaire consisted of 11 statements concerning blended learning and how the students perceived the teaching and learning process conducted through the blended learning system.

The research results indicated that students' opinions on Learning English via blended learning (Moodle-based Instruction, GC, Zoom) is a modern way of learning. This statement was responded to positively by students. It indicated that from 48 respondents, 52.1% agreed with the statement. They found the way they learned is modern and practical where the learning materials could be accessed through their mobile phone although they were out of campus or classroom. This finding of the study is in parallel with many research results (Suriaman et al.. 2019), showing the available tool such as mobile phones, personal laptops, and internet networks belonging to most the students can support them to learn in any place, anytime, and both inside and outside the classroom. It is also in line with the research study results conducted by Cirak and Yildirim (2018), showing that the students are satisfied with the blended learning process. The use of virtual classes whether using flipped or even Google Classroom is proven to provide practicality and smoothness of instructional procedures in learning because it provides privacy, Interaction, and innovative interface design (Kumar et al., 2020; Nugraha et al., 2019).

Following the students' perception of learning English via blended learning (Moodle-based Instruction, GC, Zoom) is the way to enhance their self-directed learning; the response reveals that most of the students realize they become independent learners. The learning system, like blended learning,

leads them to search and find themselves by the direction of their lecturer and friends, and automatically they become directed learners. This response is in line with Suriaman et al., (2018) reveal that the teachers also have a significant role in carrying out instructions in the learning process, which students look up to. Therefore, to develop methods to encourage independent learning, it is necessary to choose an appropriate teaching technique and media that can cover all the problems faced by the students. Blended learning by integrating technology such as the internet as a medium in the process of teaching and learning it is the potential to add value to the learning process and to increase students' attention and motivation. Therefore, learning materials used in blended learning can promote classroom interaction to maximize opportunities for students to put English to a particular user and create a student-centered learning environment (Suriaman, 2015). The results of other studies show that groups of students who use the blended learning model have better performance in developing English skills (Moradimokhles & Hwang, 2020). It also emphasizes better interactivity between teachers and students (Kacetl & Semradova, 2020).

Another result of the study is that the materials were uploaded online. Both Moodle web-based and Google Classroom uploaded by the lecturers have positively impacted the students. The students perceived the feature of online course materials via Moodle web-based with specific activities, online discussion through zoom and students interaction among their friends run out-of-class sharing respectively. These results highlight the instructor's importance in organizing the whole process, the students' requirement of fulfilling their responsibilities, face-to-face courses' being an integral part of the blended learning process, and the valuableness of the features of online course materials.

The last result of the study referred to overall English learning via blended learning (Moodle-based Instruction, GC, Zoom) is satisfactory, most students agree with the statement. It can be claimed that blended learning provides student satisfaction and has proven to have positive effects on many variables. Accordingly, it can be stated that the findings obtained within the scope of the present study are significant for the designers of blended learning lessons. These results are parallel with a research entitled "Students and Teacher Perception on the Role of ICT in Promoting Instruction for Quality Teaching and Learning in Central Sulawesi,

Indonesia, found that blended learning in the form of web-based instructional materials helps promote students' independent learning. In addition. similar research (Thamrin et al., 2019) states that the research subjects involved in the study responded well to the use of the internet compared to conventional or regular learning processes in the classroom. Students who use blended learning show reasonable satisfaction using LMS, Google classroom, flipped-problem-based learning model (FPBLM), which is interpreted through motivation and interest (Rachman et al., 2019; Ramadhani et al., 2019; Shaharanee et al., 2016).

Regarding the students' perception of whether they are satisfied with the content provided by the lecturer in the teaching in the form of blended learning, most respondents enjoy learning with various attractive content displays such as video, images, PowerPoint, and others. It accommodates the students' learning style, which mostly is visual learners. This perception is in line with Bersin (2004:54)"Visual Learners: Approximately 50 to 70 percent of the population are characterized as "visual learners", meaning that they relate most effectively to written information, diagrams, images, and pictures. Visual learners like taking notes, writing on the whiteboard, and creating and viewing PowerPoint slides with graphics. Most Internet-based courseware is targeted toward visual learning, (I know I am a visual learner because my best ideas and concepts come from diagrams and pictures. Learning is carried out by integrating online, and visuals show increased student interactivity. Research that supports this statement, is conducted by Holbrey (2020), who uses games in learning, and Stockwell (2015), who uses video in problem-solving-based online learning.

It can be inferred that providing various materials for learners in learning can motivate and encourage them to study well. Based on the literature (Gecer, 2008) asserts that the students found good the inclusion of the tasks they perform within the context of blended learning. Hence, including online activities in students' assessments and evaluations encourages students to participate in online discussions. It can be inferred that these results support the finding obtained within the display, considering that the taking part in understudies considers the process-based assessment and evaluation significant in the course of blended learning. As a matter of fact, students' participation in both online and face-to-face activities has been included in

students' evaluations of the two blended learning designs (Kurt & Yıldırım, 2018)

The research results (Szadziewska & Kujawski, 2017) point out the advantages and disadvantages of blended learning. They state that blended learning is more comfortable to access the teaching and learning materials, more efficient and quicker communication with the instructor. better ability to pay attention during classes, and the possibility to better prepare for the exam. In addition, Idris (2011) states that blended learning can enlarge the learning network. be easy to implement. have financial efficiency. and improve students' learning interests. Students show a positive perception because learning using the blended learning model can improve analytical thinking skills. professional competence for prospective teachers, and learning motivation (Aritonang, 2014; Gjestvang, 2020; Klentien & Wannasawade, 2016)

However, although the benefit of blended learning is reliable and widely recognized, the surveyed students also showed the severe drawbacks of blended learning, such as defective materials, login problems, low creativity in searching for knowledge, and internet connection problems. Nevertheless, these drawbacks seemed did not occur in the same place. Moreover, the advantages of blended learning outweigh its drawbacks.

CONCLUSIONS AND SUGGESTION

Blended learning is a learning model that can improve fascination with face-to-face learning. Blended learning can accommodate developments in extensive technology without having to leave face-to-face learning in class by combining e-learning. Blended learning makes students continue to learn and follow the learning process, and it helps both teachers and students face challenges in the future. It could be denied that implementing blended learning by integrating teaching instruction with technology offers a positive contribution to education. Teaching-learning constraints; inadequate classrooms due to natural disaster effects, small-time allotment, and lack of references can be solved via blended learning, which is web-based Moodle, Google Classroom, and Zoom is sort of them. Web-based Moodle, Google Classroom, and Zoom are provided tools that make teachers creative in designing online teaching-learning courses, it supports face-to-face meetings. From the data obtained, almost none of the respondents gave a negative view of implementing blended

learning. They previously considered that learning and teaching run slowly and unachievable learning objectives. However, after experiencing blended learning, almost all students respond that teaching-learning via a blended system has been running effectively, efficiently, and entertaining. As a result, all students prefer teaching-learning instruction online. It is suggested that blended learning should be encouraged.

Acknowledgments

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