THE STUDENTS' PERCEPTION TOWARD IMPLEMENTING BLENDED LEARNING METHOD IN ENGLISH LANGUAGE TEACHING (ELT) AT THE 5th SEMESTER STUDENTS OF ENGLISH EDUCATION DEPARTMENT (A Descriptive Qualitative Research)

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ABSTRACT

The objective of this research to find out the students' perception toward implementing Blended learning method in English Language Teaching (ELT) at fifth semester students English Department Makassar Muhammadiyah University. This research applied the descriptive method for the data collection by using the close-ended questionnaire consisting 15 statements, open-ended questionnaire consisting 5 numbers, and 5 numbers for lecturer interview. The data was taken from 35 students in a class by using purposive sampling technique. The result of this research was of this study gave their positive perception toward the implementing BL method in ELT. The positive judgment from the respondents came from their experience in learning by received BL method. It can be seen from the students' questionnaire, their agreement was showed that they enjoy in learning when the lecturer implementing BL method. Besides that, the benefit of BL method for the students made them more interested in learning. It is also can be seen from students' questionnaire that they got some benefits from the method, one of them was the students become more active and responsible for learning.

Keywords: Students' Perception, Blended Learning, English Language Teaching

INTRODUCTION

In this era, Information and Communication Technology (ICT) has a big impact on human life. ICT was not only the growing in specific educational activities, but also it will be the secondary option to improve the effective and meaningful educational process. ICT played an important role in the education sector, it was base technologies and other advanced computer software was being widely adopted to deliver education elements of different courses to students.

Nowadays, teaching and learning process can be carried out in two models if it was integrated with ICT, namely E-Learning and Blended Learning (BL). E-learning was learns used of electronic technologies to access educational curriculum

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outside of a traditional classroom. There were many terms used to describe E-learning that delivered online via the internet, revolves around distance education, to computerized electronic learning, online learning, internet learning and many others. Blended Learning was where a portion of the traditional face-to-face instruction replaced by web-based learning. Blended Learning brought traditional physical classes with elements and virtual education together. Mohammed (2015) define that blended learning courses have some face-to-face class meetings, but also have some class sessions that replaced with online instruction. In addition, Brown (2003) in Buket and Meryem (2008) stated that Blended Learning supported all the benefits of E-learning including cost reductions, time efficiency and location convenience for the learner as well as the essential one-on-one personal understanding and motivation that face to face instructions presents.

In English Language Teaching (ELT), especially in higher education (HE), BL makes it easy for students to study and because it also has face-to-face learning it is able to improve students' attitude toward learning ICT. Macdonald (2008) stated that Blended Learning was something of a hot topic nowadays, but like the term e-learning, everyone has a different understanding of what it means. Early references to blended learning come from industry and workplace learning, although recently it has become more widely adopted in HE institutions. There were several reasons why lecturers do not use BL, such as the facility does not support or they still using the traditional teacher-centered approach in the teaching process. The teacher-centered approach was where the lecturer explains the material from a book and after that asked the students questions. Teacher-centered activities usually happen in the classroom but often do not use the new ICT innovations in teaching and learning process. Students do not get to learn about ICT technologies and may even become bored.

In Makassar Muhammadiyah University, especially for the fifth semester, not all lecturers choose to use BL in teaching and learning process especially in ELT. Only several lecturers used BL, which was from the researcher observation. These lecturers report that BL was good for students because it gave a mix (variation) of methods, and in that variation, the lecturers can give new alternatives to the students in learning. BL also can implement in all subjects of English Language Teaching. But, one of lecturer said that BL method was the implementation of this method has not been fully implemented.

From the above statements, the researcher was interested to know students' perceptions toward implementing BL method in ELT at the fifth semester students English Department Makassar Muhammadiyah University. The researcher chooses a descriptive qualitative research design as the method to study the students' perceptions.

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Based on the previous introduction above, the researcher formulates a question as follow:

1. What are the students' perceptions toward implementing Blended Learning method in English Language Teaching (ELT) at the fifth semester English Department, Makassar Muhammadiyah University?
2. What are the benefits of Blended Learning Method in English Language Teaching (ELT) for the students?

LITERATURE REVIEW

Definition of Perception

The perception from the Latin *perceptio, percipio* is the organization, identification, and interpretation of *sensory information* in order to represent and understand the environment. Perception is the process by means of which the information from outside environment is selected, received, organized and interpreted to make it meaningful to people. In addition, Robbins (2003) in Darmuh (2016) defines that perception was the process take by individuals to govern and to interpret perception of sensory to give significance in their environment. The students' perception can be one of the students' evaluations for the lecture. Through the perception, the lecturer will be able to know what students' need for learning. The study about perception is useful for lecturer more efficient in teaching.

Definition of Blended Learning

Blended consist of two words, blended (mix) and Learning (studying). Blended learning is an education program formal or informal that combines online digital media with traditional classroom methods. Santosh (2013) defines that Blended Learning is a formal education program in which a student learns at least in partly through online content delivery and instruction with some element of student control over time, place, path, and/or pace. Blended learning is about effectively integrating ICT into course design to enhance the teaching and learning experiences for students and lecture by enabling them to engage in ways that would not normally be available or effective in their usual environment, whether it is primarily face-to-face or distance mode (Debra and John, 2010).

English Language Teaching (ELT)

In ELT there are some methods that the lecturer may implement in the classroom based on the students need, and it may use in teaching engages students in the learning process and helps them develop critical thinking skills and also language skills. Eric (2013) state that some of the method lecturers may use in ELT, those are the authority, demonstrator, facilitator, delegator, and hybrid or blended. In ELT, there are several methodologies Osguthorpe and Graham (2003) in Larsen (2012),

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identified six reasons for using BL, those are Pedagogical richness, Access to knowledge, Social interaction, Personal agency, Cost-effectiveness, and Ease of revision.

METHODS

Research Design

Based on the title, the researcher chooses Qualitative Descriptive method as design method because it is comparable to collect the data from the students' perception. Based on the scope, there are two variables, dependent variable, and independent variable. The dependent variable of the variable is students' perception focus on the impact of BL in for the students, especially in BL Learning Style. Then, independent variable of this research is the students' perception toward implementing BL in ELT. And there are two kinds of BL in ELT, BL Environment and BL Learning Style.

Population & Sampling

The population was the students' English Department at the fifth semester of Makassar Muhammadiyah University. There are 367 students from ten (10) classes. To determine the subject in this research, the samples were one class of the fifth semester English Department that consist of 35 students.

Data Analysis

There were some procedures in doing the analysis of data that the researcher applied in her research. Firstly, collected the data which to be analyzed. Secondly, classified the answer based on the questions. The researcher also compared with the lecturer interview. From the data of questionnaire, the researcher used percentage, and to analyze it, the researcher uses the formula as follow:

$$\frac{X}{Y} \; x \; 100 = \cdots \%$$

Note: X = Part

         Y = Whole   (Sudjana, 2001:128)

After the step, the last is make the conclusion.

Instruments

To collect data from the samples, the researcher used questionnaire and interview as the instrument. The researcher used Likert Scale that is a method of describing quantitative value to qualitative data, to make it amenable to statistical analysis. Likert Scale usually have five potential choices (strongly agree "SA" (5),

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agree "A" (4), Undecided "UnD" (3), disagree "DS" (2), strongly disagree "SDS" (1)) 'but sometimes go up to ten or more. The statements of questionnaire allow the respondents to answer the question (John: 2012). It consisted of 15 numbers statements of the close-ended questionnaire and 5 numbers open-ended questionnaires related to the research questions.

An interview in qualitative research was the conversation where the questions are asked to get the information. The structure of interview is based on the questionnaire with a sequence questions. For, in this case, the researcher interviews the lecturer who use BL method to in that class know the benefits of it and to compare the data from the students' perception. The questions consist of 5 questions related to the title.

RESULTS

The students' perception toward implementing blended learning method in English Language Teaching (ELT)

The result of this aspect has aimed to answer the first subsidiary research question "what are the students' perceptions toward implementing Blended Learning method in English Language Teaching (ELT) at the fifth semester students English Department, Makassar Muhammadiyah University". It consisted of 7 items of the close-ended questionnaire and 3 questions which occurred in the open-ended questionnaire.

a. Item 1

Table 1. Blended Learning Makes Lecturers More Efficient in Teaching and Learning Process

No		Classification					Total
		SA	A	UnD	DS	SDS	
1	Frequency	8	22	4	1	0	35
2	Percentage %	23%	63%	11%	3%	0%	100%

Table 1 showed that most college students (22 students (63%)) at the fifth semester English Department "agree" that blended learning made lecturer more efficient in teaching and learning process.

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b. Item 2

Table 2. Learning English in a Blended Learning is Boring

No		Classification					Total
		SA	A	UnD	DS	SDS	
1	Frequency	0	1	16	14	4	35
2	Percentage %	0%	3%	46%	40%	11%	100%

Table 2. showed that most college students (16 students (46%)) at the fifth semester English Department "undecided" that learning English in a Blended Learning is boring. But compare with agree and disagree, most of the college students (14 students (40%) "Disagree" that learning English in a Blended Learning is boring.

c. Item 3

Table 3. Learning English in a Blended learning is More Convenient

No		Classification					Total
		SA	A	UnD	DS	SDS	
1	Frequency	3	20	12	0	0	35
2	Percentage %	9%	57%	34%	0%	0%	100%

Table 3 showed that most college students (20 students (57%)) at the fifth semester English Department "agree" that learning English in a Blended Learning is more convenient.

d. Item 4

Table 4. Learning English in a Blended learning is more difficult

No		Classification					Total
		SA	A	UnD	DS	SDS	
1	Frequency	0	3	11	18	3	35
2	Percentage %	0%	9%	31%	51%	9%	100%

Table 4 showed that most college students (18 students (51%)) at the fifth semester English Department "disagree" that learning English in a Blended Learning is more difficult.

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e. Item 5

Table 5. In Blended learning,
The Lecturers Provide Textbook about Technical Support for Face-To-Face Learning

No		Classification					Total
		SA	A	UnD	DS	SDS	
1	Frequency	8	17	7	3	0	35
2	Percentage %	23%	48%	20%	9%	0%	100%

Table 5 showed that most college students (17 students (48%)) at the fifth semester English Department "agree" that in Blended learning, the lecturers provide textbook about technical support for face-to-face learning.

f. Item 6

Table 6. In Blended Learning,
The Lecturers Provide Extensive Information (e.g., links) about technical support for online learning

No		Classification					Total
		SA	A	UnD	DS	SDS	
1	Frequency	11	14	9	1	0	35
2	Percentage %	31%	40%	26%	3%	0%	100%

Table 6 showed that most college students (14 students (40%)) at the fifth semester English Department "agree" that In Blended learning, the lecturers provide extensive information (e.g., links) about technical support for online learning.

g. Item 7

Table 7. Blended learning can improve communication with the lecturer,
Not only face-to-face but also have automatic (e-mail or others online media) notifications

No		Classification					Total
		SA	A	UnD	DS	SDS	
1	Frequency	11	16	6	2	0	35
2	Percentage %	31%	46%	17%	6%	0%	100%

Table 7 showed that most college students (16 students (46%)) at the fifth semester English Department "agree" that Blended learning can improve communication with the lecturer, not only face-to-face but also have automatic (e-mail or others online media) notifications. To know more about the perceptions from the students, the researcher gained the data by followed open-ended questionnaire.

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h. Question number 1

The question number 1 was aimed to know the students' perception about Blended Learning method during the class run: "do you like if the lecturer implementing Blended Learning method in the class? If yes why? And if no, why?"

From that question, 31 students gave positive perception, and the answered quite similar. The students agree if the lecturer implementing Blended Learning in the teaching and learning process. The students stated that BL method more efficient and effective, and it made the students easily in learning. They stated an example when the lecturer cannot come to the class, and the lecturer informs the students and gave the assignment and asked them to send in via online learning. So that, it is more efficient because did not damage both of students and lecturer.

The students' judgment has support from the lecturer interview, the lecturer said BL method one of the good methods that should be applied in this era. Technology has to use as well as possible. To change the students' mindset, the lecturer used BL method to use their social media as the tool for learning especially in online learning. So that, BL method efficient and effective used for design teaching and learning. Moreover, 4 another students gave a different perception. They stated that BL was good or not, it depends on the lecturer who implemented it. If the lecturer made them interested, they can enjoy in learning by accepting the method.

i. Question number 2

The question number 2 was aimed to know the tools or media that the students used in learning by using BL method: "What tool or media that the lecturers use in a Blended Learning?"

From that question, 35 students answered with same responses. The lecturer used some media both offline and online learning. The students stated that G-mail, WhatsApp, Line, Link/website are media that the lecturer used in online learning. While book and projector are media that the lecturer used in offline or face-to-face learning. This question related to the number 5 and 6 from the close-ended question. It means that the lecturer responsible to provide the materials either offline or online learning. So that, it is easy for the students got the material and support them in learning. From the lecturer interview, the most online media that he used is G-mail to submit the students' task or assignment. It is efficient, practical and valid. The lecturer directly can see the students' assignment that came to his G-mail and directly correcting it when the students made mistake and sent back to the students.

j. Question number 3

The question number 3 aimed to know students perception about the problem that they faced during the learning process by used BL method: Do you have any

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problem during the lecturers using Blended Learning method in their teaching? If you have or no, please mention it by following the reason!"

From that question, 32 students answered that they do not have any problem with BL method. They stated that nowadays technology has the important role in education. They need to know more information about the material, not just in the book but also on the internet. They also stated that felt free to look for knowledge. Moreover, 3 students have different responses. They stated that the problem they faced was bad networking. If the network was bad, they cannot send their assignment or task to the lecturer in online learning. Because when the lecturer gave task in online learning, the lecturer has limited time for the students to submit it. So that, the students the problem on the online side.

The benefits of Blended Learning Method in English Language Teaching (ELT) for the students

The result of this aspect has aimed to answer the first subsidiary research question "What are the benefits of Blended Learning Method in English Language Teaching (ELT) for the students". It consisted of 8 items of the close-ended questionnaire and 2 questions which occurred in the open-ended questionnaire.

a. Item 8

Table 8. Blended Learning Method,
I felt motivated to explore content related materials

No		Classification					Total
		SA	A	UnD	DS	SDS	
1	Frequency	5	19	9	2	0	35
2	Percentage %	14%	54%	26%	6%	0%	100%

Table 8 showed that most college students (19 students (54%)) at the fifth semester English Department "agree" that with Blended learning method, the students felt motivated to explore content related materials.

b. Item 9

Table 9. Blended Learning Method,
I can learn anytime, anywhere to increase my skills

No		Classification					Total
		SA	A	UnD	DS	SDS	
1	Frequency	14	16	5	0	0	35
2	Percentage %	40%	46%	14%	0%	0%	100%

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Table 9 showed that most college students (16 students (46%)) at the fifth semester English Department "agree" that with Blended learning method, the students can learn anytime, anywhere to increase their skills.

c. Item 10

Table 10. Blended Learning Method,
I able to complete my assignments anyplace or anytime

No		Classification					Total
		SA	A	UnD	DS	SDS	
1	Frequency	12	20	3	0	0	35
2	Percentage %	34%	57%	9%	0%	0%	100%

Table 4.10 showed that most college students 20 students (57%) at the fifth semester English Department agree that with Blended learning method, the students able to complete their assignments anyplace or anytime.

d. Item 11

Table 11. Blended learning Method
Makes me more likely to be interested in learning

No		Classification					Total
		SA	A	UnD	DS	SDS	
1	Frequency	2	17	16	0	0	35
2	Percentage %	6%	48%	46%	0%	0%	100%

Table 11 showed that most college students (17 students (48%)) at the fifth semester English Department "agree" that Blended learning method made them more likely to be interested in learning.

e. Item 12

Table 12. A Blended Learning Method
Helps me to manage my time better

No		Classification					Total
		SA	A	UnD	DS	SDS	
1	Frequency	3	19	11	2	0	35
2	Percentage %	9%	54%	31%	6%	0%	100%

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Table 12 showed that most college students (19 students (54%)) at the fifth semester English Department "agree" that Blended Learning method helped them to manage their time better.

f. Item 13

Table 13. Learning English in a Blended Learning
Makes me more active in learning

No		SA	A	UnD	DS	SDS	Total
				Classification			
1	Frequency	1	20	13	1	0	35
2	Percentage %	3%	57%	37%	3%	0%	100%

Table 13 showed that most college students (20 students (57%)) at the fifth semester English Department "agree" that learning English in Blended learning made them more active in learning.

g. Item 14

Table 14. Learning English in a Blended Learning
Makes me become self-driven and responsible for learning

No		SA	A	UnD	DS	SDS	Total
				Classification			
1	Frequency	1	19	14	1	0	35
2	Percentage %	3%	54%	40%	3%	0%	100%

Table 14 showed that most college students (19 students (54%)) at the fifth semester English Department "agree" that learning English in Blended learning made them become self-driven and responsible for learning.

h. Item 15

Table 15. Learning English in Blended Learning
Makes me focus on deeper learning

No		SA	A	UnD	DS	SDS	Total
				Classification			
1	Frequency	2	18	14	1	0	35
2	Percentage %	6%	51%	40%	3%	*0%*	*100%*

Table 15 showed that most college students (18 students (51%)) at the fifth semester English Department "agree" that learning English in a Blended learning made them focus on deeper learning.

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To know more about the benefits of BL for the students, the researcher gained the data by followed open-ended questionnaire.

i. Question number 4

The question number 4 was aimed to know the benefit of BL especially in management time, this question related to the number 12 of close-ended questionnaire: is this Blended Learning method made your learning time wasted in vain?"

From that question, 35 students gave their similar own responses. They stated that they learned anytime and anywhere by accepted BL method. They got the material even they did not come to the class. Because sometimes they felt that, they came to the campus and the lecturer also did not come to the class and they did not get the information from the lecturer. The lecturer can replace it by online learning, and they would not felt that they came to the campus to spend much time for nothing. So that, they think that BL method is one of the good solutions that should be applied in this 21st century.

j. Question number 5

This question number 5 was aimed to know more about the benefits of BL method for the students besides the 8 items from the close-ended questionnaire: what is the benefit of the Blended Learning method for you during the process in the class?"

From that question, 35 students gave their own responses but similar to the 8 items. They mentioned some benefits for them, and it was similar response that researcher concluded: they can learn anytime and anywhere by used hand phone; they studied easier; Can improve their communication with the lecturer whenever and wherever; Give new experience in learning by used technology for online learning; Made their time more precious, more active and become self-driven and responsible over learning.

Based on the lecturer interviewed, he also said some benefits for the students, such as 1) it is easy for the students to search the material and to submit the task. Can change; 2) changed the students' mindset about the social media, not just for entertainment but also can be the tool of learning; 3) The students more economical because the students did not need to occupy write down on the paper and submitted the task, it is extravagant of paper. The students just type it on the laptop or computer and send it to the lecturer by use G-mail.

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DISCUSSION

As has been presented on findings, results in both questionnaires show that respondents had positive perception towards the implementation BL method in ELT. Below are the detail answers to the research questions.

The answer the first research question "what are the students' perceptions toward implementing Blended Learning method in English Language Teaching (ELT) at the fifth semester English Department, Makassar Muhammadiyah University?" is positive. Based on the questionnaire most of the students are fine and even grateful when receiving BL method. Moreover, they also got new experience in learning, because of not just monotonous in face-to-face learning but also in online learning. Students also stated that perceive that presenting the course in blended format made it easy to follow and enhanced their learning. The online content was well illustrated and easy to understand and got the materials. It is of importance that the intended learning objectives of the course correspond with the online activities so as to ensure a connection between the two components. In addition, the result of the students' perception similar with the previous finding, Nisha, and Priya (2014), stated that BL requires an intentional approach to instructional design so that the program is blended in design, not just in delivery.

The answers to the second research question "what are the benefits of Blended Learning Method in English Language Teaching (ELT) for the students?" The students gave positive responses to answer the second research question. BL method gave several benefits for the students such as they more interested in learning because they can learn anytime and anywhere and it can help the students to manage their time better. Melbourne (2012) also stated that for the students, the appeal of BL is flexibility and the freedom to learn anytime, anywhere.

CONCLUSION

Based on the findings and discussion, it can be concluded that the respondents of this study gave their positive perception toward the implementing BL method in ELT. The positive judgment from the respondents came from their experience in learning by received BL method. It can be seen from the students' questionnaire, their agreement was showed that they enjoy in learning when the lecturer implementing BL method.

Besides that, the benefit of BL method for the students made them more interested in learning. It is also can be seen from students questionnaire that they got some benefits from the method, one of them was the students become more active and responsible for learning. The implementing of this method can receive by the

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students and they got several benefits of BL method. So that, the lecturer can see that the students need more variation in learning, such as used BL method.

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