

CHAPTER I

INTRODUCTION

Background of the study, its constraints, its idea, its objective, its importance, and the key phrase's definition. The research background gives a general overview of the study. It is possible to collect the kind of data and interpret the findings in a research setting.

1.1 Background of the Research

Ever before the COVID-19 epidemic began, every part of life has had to change dramatically, but the education system has been most impacted. One of the biggest challenges caused by the COVID-19 pandemic for all sectors is limiting human movement. Penalties include being restricted to one's home, having travel restrictions, and closing shops, offices, and public transportation. Other restrictions include the ability to work remotely, It has been made possible by the growth of internet resources that provide classes, gatherings, and purchasing (Oh et al., 2021). This pandemic has compelled institutions of higher learning, including Pasir Pengaraian University, to find innovative solutions to overcome the challenges of distance learning. A profound transformation has taken place in the field of education as daily activities, including the teaching-learning process, have had to be conducted entirely from home. This has triggered a rapid adaptation by both students and educators to utilize technology as the primary means of learning.

Although learning is done virtually, online learning is an active learning process. As students can explore self-study material through the internet, they practice their independence by developing skills and taking responsibility for their own learning, often referred to as self-study (Khotimah et al., 2019). Apart from that, students are still required to interact with other students and teachers during English class, considering that interaction becomes more crucial in learning English because it is what people do in everyday life. A variety of online learning environments, including Zoom, Google Classroom, and others, have replaced traditional classroom settings as the main means of delivering ongoing and high-quality education. At first, there were a lot of difficulties because everyone had to become used to this new technology. But as time went on, it became clear that utilizing this technology had several advantages. Easy access, flexible scheduling, and enhanced cooperation skills were all enjoyed by educators and students along the course of their schooling.

According to a direct quote from the Ministry of Education and Culture's (Kemendikbud) official website in December 2020, face-to-face, online, and hybrid learning (also known as blended learning) activities are permitted in universities and polytechnics/community academies during the second semester of the Academic Year 2020–2021, subject to strict health protocols. Regarding Guidelines for Learning Implementation in Academic Year 2020/2021 and Academic Year 2020/2021 during the Coronavirus Disease 2019 (Covid-19), this pertains to the Joint Decree (Mendikbud) of the Ministers of Education and Culture, Religion (Menag), Health (Menkes), and Home Affairs (Mendagri).

Pandemic.

The government has taken a proactive step by allowing the use of blended learning, which blends offline and online approaches. A form of formal education program known as blended learning gives students some degree of flexibility for their own schedule, location, path, and/or speed while providing them with instruction and content mostly online (Santosh, 2013). According to Melbourne (2012), blended learning incorporates aspects of both synchronous and asynchronous online learning alternatives, as well as teaching and learning strategies from in-person, mobile, and online learning. This approach provides an intelligent solution to optimize the potential of both learning methods. Blended Learning offers opportunities for students and educators to examine a range of educational materials, both in-person and online. Dynamic and collaborative interaction becomes the hallmark of this learning approach.

However, at the time of implementation, learning through online platforms has emerged as one of the most difficult new obstacles for many students (Ramdaniah, 2021). Challenges in implementing Blended Learning need to be addressed with intelligent strategies. These include ensuring high-quality virtual interactions, ensuring adequate technological infrastructure, and continuously monitoring learning outcomes. Unquestionably, there are numerous advantages to using blended learning, ranging from increased student participation to improved access to learning materials and ultimately enhancing the effectiveness of the teaching-learning process. These benefits highlight the potential of Blended

Learning to revolutionize traditional educational approaches and create more engaging and impactful learning experiences for students.

The author has a thorough awareness of the dynamics and difficulties of blended learning, and is eager to learn more about its use, particularly with Pasir Pengaraian University sixth-semester English language learners. This study is expected to make a substantial contribution to the development of innovative and effective teaching strategies. Therefore, the researchers are interested in carrying out a study titled: An analysis of students' perspectives of blended learning during the sixth semester of the University of Pasir Pengaraian's English study program.

1.2 Limitation of the Research

One of the study's shortcomings is that it only looks at blended learning strategies used in the sixth semester of the University of Pasir Pengaraian's English Study Program. Additionally, the analysis will concentrate on understanding how students feel about blended learning in this program, disregarding perspectives from other programs or institutions. The lack of focus on assessing how technology can support the deployment of blended learning is another disadvantage.

1.3 Formulation of the Research

The study's formula is: How do sixth-semester English study program students at the University of Pasir Pengaraian feel about blended learning?.

1.4 Purpose of the Research

Investigating sixth-semester University of Pasir Pengaraian English study program students' opinions of blended learning is the aim of the study.

1.5 Significance of the Research

1. Theoretically

Theoretically, this study is important since it advances scholarly knowledge of blended learning in relation to English language instruction. This study can provide light on the pedagogical approaches that best support advanced language competency and acquisition by examining the efficacy of blended learning approaches. It enhances the field of educational theory by analyzing the nuances of adopting blended learning and its implications on student learning outcomes and engagement, especially in the sixth semester of an English study program.

2. Practically

For educators, administrators, and legislators working on curriculum development and instructional design, this research is practically significant. The results can help guide decisions about how to include blended learning approaches into language instruction. Gaining insight into the advantages and difficulties in the unique setting of the sixth semester, blended learning can lead to more specialized and effective teaching strategies, which will ultimately improve the standard of instruction and the educational experiences of students. Furthermore, this study could help the University of

Pasir Pengaraian's language programs become more effective and efficient overall, which would increase student satisfaction and achievement.

1.6 Definition of the Key Term

1. Students Perception

According to Smith (2008), Perception is When a term and a spot are felt, an impression is created. Perception is an external cognition that encompasses the senses and the entire space at this moment. It implies that a person's reason or judgment regarding a certain object is influenced by their perception. Perception is what people think about things they understand and think are true. Students' perceptions in this study refer to how they feel about learning using a blended approach.

2. Blended Learning

A form of formal education program known as blended learning gives students some degree of flexibility for their own schedule, location, path, and/or speed while providing them with instruction and content mostly online (Santosh, 2013).

CHAPTER II

REVIEW OF RELATED LITERATURE

This chapter discusses the theories that might be connected to the study. The researcher explains several theories related to this investigation. Other pertinent sources provide the researcher with the concept. A conceptual framework, an overview of pertinent findings, and an evaluation of associated hypotheses are all included in this chapter.

2.1 Review of Related Theories

2.1.1 The Nature of Student Perception

According to Smith (2008), Perception is what they interpret as the facts and what they believe will happen, regardless of whether it is real or not. Additionally, perception is defined by Smith (2008) and Carr as an impression created when a term and a spot are felt. Perception is an external cognition that encompasses the senses and the entire space at this moment. In order to convey a message to the pupils' emotions about what they observe in reality. According to Smith (2011), Students' Perception is knowledge and the impression students feel with the activity.

According to philosophy, psychology, and cognitive science, perception is the process of becoming conscious or comprehending sensory data (Qiong, 2017). Derived from the Latin words perceptio and perception, the word "perception" means "receiving, gathering the activity of taking possession, and comprehend with the mind or senses." According to Gamlem & Smith (2013),

pupils believe they comprehend feedback.

The aforementioned remark leads one to the conclusion that pupils' perceptions are their opinions or comprehensions of the information or materials they have been given. The learning perception is also how the response to subject matter has been transferred through the learning process

2.1.2 The Purpose Students' Perception

Qiong (2017) states that the perception process has three steps, which are as follows:

a. Choosing

The initial step Selection occurs throughout the perceiving process. This is when the environmental stimuli starts to have meaning.

b. Structure

The second phase in the perception process is organization. Following the collection of data from the external environment, it must be structured in a specific manner by identifying significant patterns. In this level, there are two traits. First, the structure of human perception is provided by the organizing process. At this point, structured people' meaningful experiences are infused with unprocessed external stimuli. Second, the procedure demonstrates the stability of human perception. To put it another way, after choosing a stimulus and classifying it, it becomes more resilient.

c. Interpretation

Interpretation, or giving meaning to what the stimulus selects, is the third step of perception. Even if everyone receives the same stimuli, their interpretations will differ.

d. Perception

The following facts are linked to perception in psychology. Perception is the psychological ability to interpret or use information from the sense organs. According to Akande (2009), who later referenced the Alagbu remark, motivation, personality, past and present experiences, and perceptions of events are some of the factors that affect perception. A student's perspective is psychological in order to process and evaluate an event that has happened, according to the idea presented above.

2.1.3 The Forms of Students Perceptions

Robbins (2002: 14) asserts that two categories of perception both positive and negative can be identified following an individual's interaction with the objects.

a. Positive Perceptions

Whether or not it is known, it is a perspective that permeates all knowledge, and attempts to apply it come after the responses. If students select "Strongly Agree" and "Agree" on the questionnaire, their statements may indicate positive perceptions.

b. Negative Perceptions

It is the perception of view of an object and describes situations where the subject views the captured object and rejects it because it does not align with his own. All knowledge (whether he is aware of it or not) and reactions that

are inconsistent with the viewed object are characterized by perception. On a questionnaire, students select "Disagree" and "Strongly Disagree" in response to statements about negative perceptions. Based on the statement above, the researcher will use questionnaires and interviews as instruments for data collection by using indicators for perception questions.

2.1.4 Definitions of Blended Learning

The terms blended (mixed) and learning (studying) are combined to form blended learning. A formal or informal educational program that blends traditional classroom teaching techniques with digital media is known as blended learning. According to Santosh (2013), blended learning is a type of formal education program where students have some control over their own schedule, location, path, and/or speed and receive the majority of the instruction and content online. Additionally, Mohammed (2015) states that blended learning courses include some in-person class sessions interspersed with online instruction, with 16 meetings—6 online and 10 offline.

Sharma (2011) defines blended learning as an integrated approach that combines traditional in-person instruction with web-based online learning, also known as online teaching. Blended learning, according to Alya (2009), is the deliberate blending of traditional (in-person) and online learning methodologies. Li Zhingan (2014) defines blended learning as the method of imparting knowledge by fusing traditional classroom instruction with online learning.

Another definition from Hrastinski (2019), Blended Learning is a system that blends classroom with computer-mediated instruction. In blended learning

pedagogical design, the flipped classroom paradigm has attracted a lot of attention and proven to be beneficial (Strelan et al., 2020). For this reason, a number of universities are considering whether, in the short and long term, they should switch out using an online learning environment for all or part of their in-person education (Peters et al., 2020; Saichaie, 2020). Furthermore, blended learning is a method that offers creative educational solutions for instructors, students, and educators by fusing traditional classroom instruction with online activities and mobile learning (Rao, 2019). This technology allows learning to occur outside of the classroom and facilitates the usage of educational resources. However, The teaching and learning process is not new to the idea of blended learning.

According to Sharpe et al. (2006), blended learning has been used in higher education to overcome problems that arise in large groups. Blended learning has been shown in numerous studies to improve pedagogy, increase accomplishment, increase accessibility and flexibility, and encourage revision. The definition of Blended Learning presented by experts can be concluded as a Combining in-person and virtual education that aim to integrate the benefits of both. The reason for combining the two is because the ability to replace face-to-face events with more flexible learning circumstances without sacrificing student performance.

Blended Learning, as defined by various experts above, includes a dynamic form of teaching that blends digital technology and traditional classroom techniques. This integration serves a purpose by giving students choice in terms of time, location, learning path, and pace while also utilizing the

advantages of in-person interactions and online resources. In educational environments, the blended learning concept has becoming more popular due to its ability to address various challenges, such as large class sizes, and its potential to enhance pedagogy, improve achievement, increase accessibility and flexibility, and facilitate review processes. The flipped classroom model, in particular, has emerged as a noteworthy pedagogical design within blended learning, demonstrating its efficacy in optimizing learning outcomes.

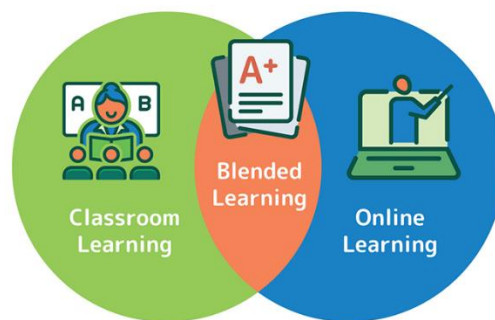
Additionally, blended learning is an innovative and creative approach for both teachers and students. It blends traditional classroom instruction with online activities and mobile learning. It extends education outside of the conventional classroom by permitting the use of a range of learning resources and technologies. In summary, the intentional combining of online and in-person training with the aim of maximizing learning outcomes without compromising student accomplishment is known as blended learning. Its acceptance is always expanding and shifting as educators look into how technology could improve the process of teaching and learning.

The objectives Blended Learning according to Husamah (2014) are as follows:

- a. To assist students in improving their learning process in line with their learning preferences and styles.
- b. Give educators and learners realistic, hands-on opportunities to grow, learn on their own, and be helpful.
- c. Greater scheduling flexibility for students by fusing the finest

features of online and in-person instruction. While online classes offer students rich multimedia information that is rich in knowledge at any time and from any location as long as they have internet access, in-person classes may be used to engage students in engaging experiences.

Figure 2.1
Blended Learning



2.1.5 Characteristics of Blended Learning

While there are numerous forms of traditional learning, including classroom teaching, training, and mentoring, there are also numerous options for electronic learning, including e-learning courses, online support systems, templates, and databases and tools for decision support. Sutopo (2012). According to McSporran and King (2002), blended learning is a hybrid approach that is chosen and applied to carry out different learning activities based on the needs of different users. Thus, blended learning is the utilization of two or more distinct learning strategies, such as a combination of the following :

- a. Combining online and in-person instruction in a classroom.
- b. Online education combined with access to teachers or other students.
- c. Integrating organized learning with simulation.
- d. A mix of informal seminars and on-the-job training.
- e. Combining e-learning exercises with management training.

The traits of blended learning, as stated by Sharpen et al. (2006) (Rusman, 2012), are:

- a. By providing institutional support for virtual learning environments, additional resources are made available for learning programs that are connected via traditional lines.
- b. Deep learning designs promote learning practices at a transformative level.
- c. A thorough understanding of how technology can enhance education.

According to the aforementioned explanation, blended e-learning's features comprise deep learning designs at a time when learning practices vary in intensity, a conventional method that also facilitates a virtual learning environment via an organization, and viewpoints on all learning-supporting technology. When considering blended learning from the perspective of the media utilized, Sutopo (2012: 172) notes that the following traits of blended learning are not exclusive to technology:

- a. Stand-alone, asynchronous, or synchronous online training and learning.

- b. Knowledge management tools, or supporting software.
- c. Conventional classroom, lab, or other instructional resources.
- d. Independent study through reading, CD-ROOM, or other means.
- e. Tele-training (tele-learning), or other media

According to Chen and Jones (2007), the indicator of Blended Learning are:

- a. Effective use of technology
- b. Using methods and media
- c. Managing classes
- d. Utilization of technology
- e. Application of e-learning

Based on the comprehensive discussion on the characteristics and indicators To optimize the educational process, blended learning is a flexible and adaptable strategy that blends traditional and electronic teaching approaches. The characteristics emphasize the provision of supplementary resources through virtual environments, support for transformative learning practices, and a holistic view of technology integration. This indicates that Blended Learning goes beyond mere incorporation of technology but also focuses on deep learning designs and comprehensive use of various media to enhance learning outcomes.

Moreover, Blended Learning media extends beyond technology to encompass a wide range of learning resources, including traditional classroom

settings, laboratory sessions, independent learning materials, and tele-training options. A well-rounded and interesting learning experience catered to various learning preferences and styles is ensured by this diversity in media utilization. The use of technology effectively, a variety of techniques and media, good class management techniques, smooth technology integration, and the application of e-learning principles are also important markers of successful blended learning. Together, these metrics support blended learning's success and efficacy in offering students a thorough and dynamic learning environment that promotes flexibility, engagement, and the best possible learning results.

Griffith University's Blended Learning Strategy outlines three methods for demonstrating the extent of technology use in teaching and learning (Debra and John, 2012). They are:

- a. Mode 1: Learner support resources and course management are made easier by technology. For instance, to carry out routine administrative tasks (such as sending out notices or course emails) and to give students information and resources (such as lecture notes or recordings, directions for assessments).
- b. Mode 2: Through interactive learning activities that go beyond what can be achieved through in-person classroom interactions, technology is utilized to improve the quality of the student learning experience. For instance, using technology to facilitate communication, teamwork, evaluation, and course management.

- c. In Mode 3, technology facilitates learning that is primarily self-directed but also incorporates interactive components and collaborative projects. Classes are taught entirely online in this manner.

2.1.6 Methods of Blended Learning

Wasis D. Dwiyogo (2016) claims that blended learning uses six distinct ways to combine online and in-person instruction.

1. Face-to-face instruction. The instructor serves as the primary learning source in face-to-face instruction, as it was prior to the advancement of computer, audiovisual, and print technologies. The instructor displays the content, leads discussions and Q&A sessions, provides advice, assigns homework, and administers tests. Since everything is done simultaneously, every student learns the material at the same time and location.
2. Self-directed Education. Individual differences are taken into account when conducting in-person instruction by allowing students to learn independently Using Student Worksheets (LKS) or modules. The goal is to allow students with different intelligences to advance at their own speed. Most students require two or more textbooks in order to use this learning resource for independent study. Students must have access to a variety of learning resources in blended learning since they are not just restricted to the instructor's library or the libraries of educational institutions, but also to the global library. Qualified and experienced teachers can design any learning resource that can be accessed and

coupled with books, multimedia, and other learning materials.

3. **Application-Based Learning.** Blended learning can be implemented through problem-based learning. To assist students in finding answers to highlighted challenges is the aim of problem-based learning. It is necessary to clarify the problem's concepts because students are believed to lack problem-solving abilities and understanding. Students will actively design difficulties, search for several possible solutions, and monitor the concepts of principles and procedures required to meet contemporary issues through problem-based application learning.
4. **An educational guide.** Face-to-face tutoring activities are necessary for computer-based learning methods. In tutorial learning, the teacher serves as a leading tutor while the students actively communicate the issues they have faced. Even while technology might help students become more involved in their education, teachers are still required to serve as tutors and graders of student work.
5. **Education through Cooperatives.** Collaboration is one of the main components of future learning that highlights the ability of individuals or organizations to create goods. Future goods, particularly those related to computers, such multidisciplinary hardware and software. Future products are therefore those that result from collaboration. The ability to collaborate must be a key component of blended learning. Complex learning, which is based on blended learning, entails students working

both alone and cooperatively, in contrast to traditional face-to-face learning, when all students learn in the same class under the teacher's supervision.

6. Evaluation of Learning. Blended learning evaluation differs from in-person instruction evaluation. Evaluation must be based on the procedure and results that can be obtained by evaluating student learning performance through portfolios. In a similar vein, evaluation must incorporate not just the teaching authority but also the learner's and other students' self-evaluations.

The researcher can infer from the aforementioned reasoning that Ko and Rossen divide blended learning into three separate areas, each contributing to a comprehensive and engaging learning experience. Firstly, the Web-Enhanced model integrates online resources into traditional courses, offering students access to relevant materials such as syllabi, reading lists, and lecture notes through course websites. This approach not only reduces paperwork but also provides students with optional avenues for obtaining course-related information. Secondly, the Media-Enhanced approach utilizes digital platforms to enhance learning materials, including videotape lectures and graphics posted on websites for review, simulating classroom activities like lectures and discussions. These media-enhanced courses are particularly beneficial in supporting web-augmented classes. Lastly, the Web-Augmented model transforms traditional classroom work by moving a portion of it online, utilizing course management systems to post and complete assignments. This method encourages diverse learning activities, such as

watching digital videos and participating in online discussions or creating web pages, fostering interactive and collaborative learning experiences beyond the traditional classroom setting.

2.1.7 Strength, Weakness, and Effectiveness of Blended Learning

Krasnova and Sidorenko (2013) assert that the following educational objectives can be met by blended learning:

- a. To prepare students for productive, self-directed activities that can support the development of numerous abilities. Research skills, communication abilities based on team project performance, the capacity to solve problems in computer-simulated scenarios, the ability to think constructively and algorithmically, the capacity to think creatively due to a decrease in reproductive activity, and knowledge of information processing and culture are some examples of these abilities.
- b. To implement the social order, which entails educating professionals on information technology and enabling them to use it for self-directed, lifetime learning.
- c. To increase the educational process at all levels, which includes enhancing interdisciplinary linkages, exposing and utilizing stimuli that promote cognitive activity, and improving efficacy and teaching quality through the use of information technology.

The following are the most typical pitfalls:

- a. The kind of technology available also affects how well online chats or videos are delivered. Voice chat programs can malfunction due to a slow internet connection. It would be prudent to test and upgrade the hardware and software.
- b. Some students may find it challenging to use the tools because they may work on online assignments on their own outside of class. Web linkages to assistance pages and learner support will be more beneficial.
- c. Despite frequent cautions from professors to write down their user names and/or passwords, students occasionally forget them. Remind kids on a regular basis to record important information and keep it safe.
- d. Teachers can encounter recalcitrant technical support personnel. Teachers should not give up when they need assistance. Many tasks must be completed alone, but seek out others who are as dedicated as you are to teaching and learning, and who can help you online.
- e. Some educators contend that less affluent kids are often at a disadvantage when using the internet and technology in general. However, issues with equal access to technology will never go away, whether in an EFL or ESL setting.

Based on Krasnova and Sidorenko's insights, Blended Learning offers significant pedagogical advantages by preparing students for independent and productive activities, enhancing a variety of abilities, including research, communication, problem-solving, and critical thinking. It also contributes to

implementing social order by fostering IT proficiency and promoting lifelong learning. Additionally, Blended Learning intensifies the educational process by enhancing teaching quality through technology use and fostering cognitive stimulation and interdisciplinary connections. However, common pitfalls such as technical challenges, student difficulties with online tools, user credential issues, uncooperative technical support, and concerns about equal access to technology draw attention to the necessity of taking preventative action to guarantee the effectiveness.

According to Husamah (2014, 36), blended learning offers the following benefits:

- a. Students are allowed to use online resources to study the content on their own.
- b. Outside of in-person class times, students can converse with instructors or other students.
- c. The instructor can effectively supervise and manage learning activities that students engage in outside of scheduled class times.
- d. Teachers can use online resources to add enrichment content.
- e. a. The instructor may request that students study the course materials or complete pre-learning assessments.
- f. The teacher is able to give comments, administer tests, and utilize test results effectively.
- g. Students are able to exchange files with one another.

Husamah lists the following as examples of blended learning's drawbacks:

- a. Because the media required is so varied, it is challenging to implement if the infrastructure and facilities are inadequate.
- b. Inequitable student-owned resources, like computers and internet connectivity. In actuality, blended learning necessitates sufficient internet connectivity, which will undoubtedly make it challenging for students to engage in self-directed online education.
- c. Teachers', students', and parents' ignorance of learning resources regarding technology use

From the aforementioned explanation, the researcher can deduce that blended learning offers several advantages, including the ability for students to study independently with online resources and the provision of discussion forums. with teachers or peers outside of regular class hours, proper management of learning activities by teachers, enrichment through internet resources, pre-learning assignments, effective assessment and feedback mechanisms, and file sharing among students. However, Blended Learning also faces challenges such as diverse media requirements, unequal access to facilities among students (like computers and internet), and lack of awareness among parents, children, and teachers on the usage of technology.

Blended learning is effective because it offers numerous benefits to the learning process, such as flexible teaching and learning (i.e., students can access their learning materials from anywhere, anytime, at their own pace, and teachers can easily adapt students to online content), according to Klimova et al. (2017). enhanced pedagogy (judicious application of new technology ought to support

the efficient application of suitable teaching techniques); Since comments can now be shared online, post frequently and on time; a variety of educational resources on the internet; Pupils are encouraged to assume significant responsibility for their education, which can boost their internal drive; It is important to promote collaboration between students and teachers; Utilizing cutting-edge teaching techniques made possible by modern technology can raise student achievement. The BL appears to be more cost-effective than conventional in-person instruction.

The following are some advantages of blended-based learning for educational institutions, per Wasis D. Dwiyo (2016: 151):

- a. Broadening the educational audience
- b. Simplicity of execution
- c. Cost effectiveness.
- d. Ideal outcomes.
- e. Modifying different student requirements.
- f. Make studying more entertaining.

The researcher can conclude that Blended Learning, as indicated by Klimova et al and Wasis, offers significant benefits and effectiveness in educational settings. These advantages include increased student responsibility and motivation, improved pedagogy through the integration of new technologies, cost-effectiveness in comparison to conventional in-person

instruction, adaptability in instruction and learning, creative teaching methods, prompt feedback, and availability of a large selection of online learning resources. Furthermore, blended learning expands the breadth of education, makes it easier to execute, produces the greatest results, adjusts to the needs of various students, and enhances the attraction of the learning process. When all is said and done, blended learning is a helpful tactic that enhances educational outcomes by fusing the benefits of online and conventional learning methods.

2.2 Review of Related Findings

cost-effectiveness in comparison to conventional in-person instruction, adaptability in instruction and learning, creative teaching methods, prompt feedback, and availability of a large selection of online learning resources. Furthermore, blended learning expands the breadth of education, makes it easier to execute, produces the greatest results, adjusts to the needs of various students, and enhances the attraction of the learning process. When all is said and done, blended learning is a helpful tactic that enhances educational outcomes by fusing the benefits of online and conventional learning methods.

1. Ridayanti (2023) The title is "Blended The Application of Learning in SMA Negeri 4 Selayar's EFL Classroo." Finding out how blended learning was being used in EFL classes was the aim of this study.
2. Examining the advantages and downsides of blended learning in an EFL classroom is the study's key purpose.

3. To comprehend the difficulties in communicating between educators and learners when utilizing blended learning.
4. To learn how students and teachers deal with difficulties in blended learning. The researcher conducted this investigation at SMA Negeri 4 Selayar.

A descriptive qualitative research methodology was used in this study. Fifteen students from SMA Negeri 4 Selayar and two English teachers served as the research subjects. The researcher employed interviews and observations in the classroom as research tools. It becomes clear how crucial components of the implementation in the EFL classroom are the usage of network and internet apps in conjunction with insufficient facilities and infrastructure. According to researchers, SMA Negeri 4 Selayar's use of blended learning is highly pertinent at the moment. The findings of the study were based on information gathered by researchers at SMA 4 Takalar or during fieldwork. the findings obtained by researchers in particular. Blended learning has both benefits and drawbacks, but the disadvantages outweigh the advantages since students struggle to focus and comprehend the content as effectively as they would in an offline environment, and teachers find it more challenging to supervise their students and mark their work. The difficulties encountered are common components of online blended learning. Students are subject to more limitations due of the network and internet connection.

Students occasionally find it difficult to focus on doing the teacher's assigned work during class (offline). By creating lesson plans (learning models)

that are simple for students to understand, teachers can enhance blended learning in English classes. The general conclusions supported by the relevant theory form the basis of the debate. Based on the constructive problem formulation, conclusions and recommendations are separated into three categories.

Dakhi, et al (2020) with the heading "Blended Learning: A 21st Century College Learning Model." Teachers at all educational levels are being forced to alter their behavior and thinking due to the 21st century's rapid advancements in information and communication technologies. This includes committees that assist teachers in achieving their teaching objectives. The Blended Learning Model, which combines technology with instruction, is the best strategy. This strategy blends traditional classroom instruction with online learning. This model's ability to boost student involvement at any time and location is one of its strongest points. The education system has seen significant changes as a result of the rapidly expanding integration of technology, and both students and instructors now possess better digital abilities. Additionally, technology can affect how people connect, learn, and think. In order to provide a dynamic learning environment, technological advancements motivate educators to comprehend and apply technology in teaching and learning activities.

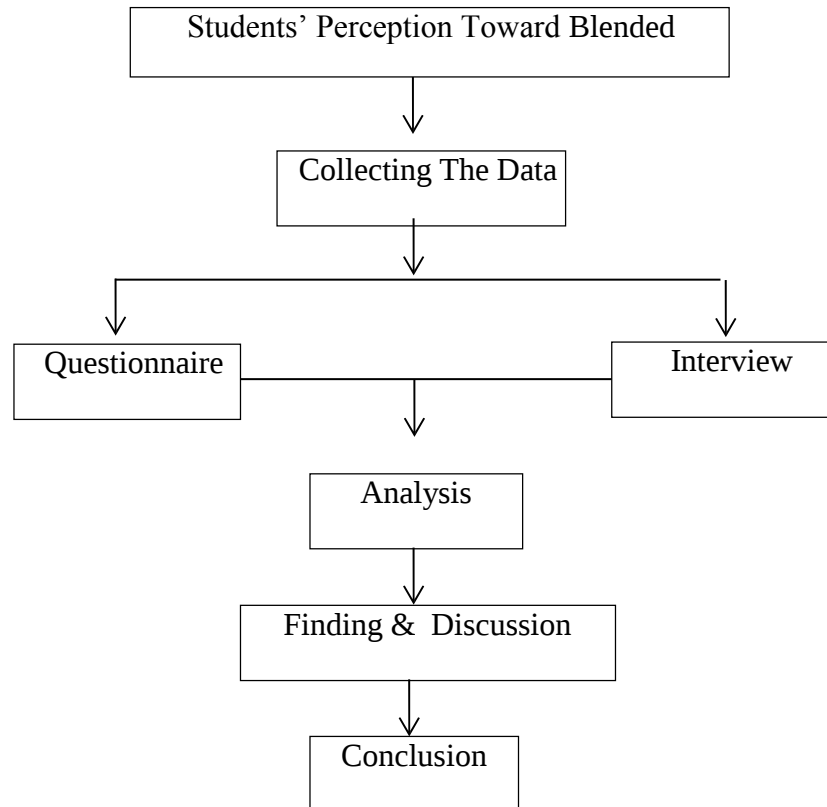
Suriaman (2022) with the title is " An Analysis of How Indonesian Students View Blended Learning in English" The study made an effort to examine Tadulako University students' opinions regarding blended learning in English training. The findings demonstrated that blended learning, which combines in-person instruction in the classroom with Moodle-based instruction,

was a contemporary method of learning that made it easy to learn English at any time or place. The majority of respondents said that the best way to improve their self-directed learning was through blended learning. Through blended learning, they can gain a thorough understanding of the subject, and pupils are happy while utilizing it to teach English. It is possible to get the conclusion that using blended learning to teach English is beneficial. By creating lesson plans (learning models) that are simple for students to understand, teachers can enhance blended learning in English classes.

Although the second study also concentrated on blended learning implementation, it was carried out at the school level as opposed to the university. In the first study, the researchers looked at how blended learning is implemented. This study program's teaching and learning technique is engaging and pleasant. However, the researchers in this study just examined how students felt about the experience by using the blended learning strategy.

2.3 Conceptual Framework

Figure 1. Conceptual Framework



The researcher wants to know how sixth According to the above conceptual framework figure, Pasir Pengaraian University English department students' opinions of blended learning during the semester. The researcher examines interviews and questionnaires based on perception. Chapter 4 describes the test's outcome, and Chapter 5 presents the research's findings and debate.

CHAPTER III

RESEARCH METHODOLOGY

This chapter outlines the study's design, including the potential study site, data collection and evaluation techniques, and a successful strategy to employ with University Pasir Pengaraian sixth semester college students taking the English examination program. This chapter describes the study's direction and the steps the researcher could take to collect data.

3.1 Research Design

This research design will use a descriptive qualitative as this study's sole goal is to ascertain How do sixth-semester English study program students feel about blended learning. Qualitative research, according to Pasir Pengaraian University.

Widoyoko (2012:2), explains how things are founded on facts and expressed in words or assertions. Finding the outcome of the analysis of what the researcher wishes to notice is the goal of qualitative research, which includes qualitative descriptive studies.

3.2 Setting of the Research

This study's placement in the English department's sixth semester class at Universitas of Pasir Pengaraian. The research began by distributing questionnaires in class and continued by conducting interviews 2 times.

3.3 Population

(2010, p. 173) Arikunto A population is a fixed or collection of all components processing one or more qualities of interest. The sixth semester English examine application college students, who the researcher finds fascinating, make up the study sample in this instance. in the academic year 2024–2025. In the sixth semester, there were twenty-three pupils.

1. Participant

In this study, the investigator employed There are twenty-three students enrolled in the sixth semester of the English study program.

3.4 Instrumentation of the Research

To gather data for this study, the researcher would employ an interview and a questionnaire.

1. Questionnaire

According to Siniscalco & Auriat, (2005) the questionnaires consist of two sessions. Participants were required to fill up personal information in the first section, including name, gender, class, and date. In this research, students answer the questions in the questionnaire that consist of 15 questions about students' Perception of blended learning. According to Gay (1981:432) stated, the likert scale is an instrument that asks an individual to respond to a statement by four indications strongly agreed (SA), agree (A), disagree(D), and strongly disagree (SD). The following are the indicator of a questionnaire.

Table 3.1
Score Item Positive and Negative answer

No	Alternative	Answer	Score	
	Caption	Option	(+)	(-)
1	Strongly agree	SA	4	1
2	Agree	A	3	2
3	Disagree	D	2	3
4	Strongly disagree	DS	1	4

The Likert scale questionnaire part contains 15 items from three sub-indicators. According to Walgito (2010:m102-104), Perception has the following indicators:

Table 3.2
Blueprint of Research Questionnaire

Variable	Indicator	No. items	Positive Statement	Negative Statement
Students' Perceptions Toward Blended Learning	Absorption	1-5	1,3,5,	2,4,
	Understanding	6-10	6,8	7,9,10
	Evaluation	11-15	11,13,15	12,14

- a) The individual's absorption of external stimuli or objects.

The five senses receive and process stimuli or objects independently, not in tandem. The brain will produce an image, reaction, or impression as a result of the five senses' absorption.

- b) Understanding of the object.

After the image occurs in the brain, the image is organized, classified, and interpreted so that Understanding or Understanding of an object is formed.

- c) Individual assessment or Evaluation of the object.

An evaluation of the person is created following the formation of understanding. Even when the thing is the same, people compare their newly gained understanding with standards or criteria that are subjectively owned by them. Perception is therefore personal.

Table 3.3
Table of Questionnaires Statement

No	Statements	Indicators
1	Lecturers are more effective in the teaching and learning process when they use blended learning.	Absorption
2	Blended learning makes learning English more tedious.	
3	Learning English in Blended Learning is easier	
4	Learning English in Blended Learning is more difficult	
5	Teachers create textbooks on technical assistance for in-person instruction in blended learning.	
6	In blended learning, instructors create a wealth of technical support materials (such as links) for online courses.	Understanding
7	In addition to in-person interactions, blended learning can enhance communication with instructors using online platforms like email and others.	
8	I am inspired to investigate material-related topics using the blended learning approach.	
9	With the Blended Learning method, I can learn anytime, anywhere to improve my abilities	
10	With the Blended Learning method I can complete assignments anywhere and at any time	
11	The Blended Learning method makes me more interested in learning	Evaluation
12	The Blended Learning method helps me manage my time better	
13	Learning English in Blended Learning makes me more active in learning	
14	Learning English in Blended Learning makes	

	me independent and responsible for my learning	
15	Learning English in Blended Learning makes me focus on deeper learning	

2. Interview

The purpose of the interview is to learn more about students' perspectives and to bolster the responses to the questionnaire. According to Harding (2013), an interview gives the researcher the chance to ask probing questions to delve further into the thoughts of the respondents while also listening to their opinions or experiences for a while.

In this research, the researcher conducted interviews to be answered by students the interview has 5 questions and conduct interviews with 23 students. The following are interview questions:

1. When do you think is the right time to use the blended learning method?
2. How do you feel about mixed learning in comparison to non-blended approaches?
3. When compared to non-blended approaches, which is simpler to learn via blended learning?
4. In your opinion, what are the benefits and drawbacks of the mixed learning approach?
5. Who do you think will benefit most from learning the blended learning method?

3.4 Procedure of the Research

The procedure for collecting data in this research is as follows:

1. Introduction

The researcher will first introduce herself to the class and make sure everyone understands. After that, the researcher gets everything ready to conduct an interview and a questionnaire in order to plan the steps they would take. focuses on the application of the instrumentation, including what, where, when, and how.

2. Collecting the data

At this point, the researcher visits the classroom, asks the students to complete the questionnaire, conducts an interview, and gathers each student's paper individually.

3. Analyzing the data

After collecting data from students' answers sheets, the researcher will analyze.

4. Conclusion

And the last, the researcher will conclude the data that are being collected.

3.5 Technique of Collecting the Data

In the first stage, the researcher prepares the questionnaire and interview. The interview and questionnaire consist of 15 questions. In the second, the researcher will distribute questionnaire sheets to be answered by students, after students

answered the questionnaire, the researcher would conduct interviews with students individually. In the next, answer all the interview questions based on their experiences.

Previously the researcher had validated the statements in the questionnaire with 3 expert validators, the result validated the item should be improved. Those 3, 7, 5 items must be corrected using more effective language so students can easily understand how to choose the statements. Then the second validator a negative statement is needed to balance and strengthen the result of students' answers. Everything is fixed and got validation from all validators. To see all the validation proof, the researcher attached Appendix II.

Following that, the researcher will examine the questionnaire and interview results before transcribing each student individually. In order to get additional responses from the students, the researcher also conducted written interviews. The researcher will determine the outcome and explain the students' perception in the fifth. In the last step, the researcher will draw conclusions regarding how sixth semester University of Pasir Pengaraian students perceive blended learning.

3.6 Technique of Analyzing the Data

Following data collection via student interviews and questionnaires, the researcher then begins the data analysis process. The first step is to process the questionnaire results using formulas appropriate for the Likert scale, which aims to measure the respondents' perceptions or attitudes toward the questions asked.

The Likert scale typically has value ranges. The average value or frequency distribution of replies in each category is then determined by calculating terms like Strongly disagree, disagree, agree, and very agree.

Next, the researcher also conducts an analysis of the interview data conducted with the students. The interview results are then elaborated and analyzed qualitatively, identifying key themes that emerged from the conversation and looking for relevant relationships or patterns related to the research objectives. This analysis aims to provide a deeper understanding of students' perceptions, experiences, or views that are not covered in the questionnaire.

By combining the analysis of both the questionnaire and interview results, the researcher can gain a more comprehensive understanding of the phenomenon being studied and draw more accurate conclusions based on evidence. Meanwhile, the interview data will be analyzed using Miles and Huberman's flow model (1992). The data reduction, display, and conclusion are some of the model's components that need to be examined. Data reduction is the first. It involves selecting, concentrating, and condensing the unprocessed information from documents, observations, interviews, and other qualitative sources (Miles et al., 2014).

The second step is to present the data. At this stage, the researcher will select information in the form of essays, tables, pictures, classifications, and more. The data is shown so that the researcher may understand what is happening in the current data and consider what to do next. In this study, the interview data will be presented as a narrative. Finally, the conclusion is drawn

and verified. After presenting the data, the researcher will make inferences based on the study questions.

To assess the information from the questionnaire and interviews, the researcher will convert the data into a proportion calculation. As per Sudijono (2011:43):

$$\text{Which are: } P = \frac{F}{N} \times 100\%$$

P = Percentage number

f = Frequency of alternative answers

N = number of samples

From the calculation above formula using generated data in the form of percent (%), the classification score is then converted into a classification in terms of percentage as the following:

Table 3.3
The Scale of Students' Perception

Level of Mastery	Letter Case	Value	Criterion
76-100	A	4	Excellent
56-75	B	3	Good
41-54	C	2	Fair
Less Than 40	D	1	Poor

(Widoyoko, 2012: 115)