English Teacher's And Students Responses To Learning English Using Blended Learning At Senior Vocational School

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ABSTRACT

Due to Covid-19, students are required to study online at home, and currently, in the New Normal Era, student learning at school is allowed to study face-to-face although they must remain careful. Learning in current conditions has changed, and teachers must be able to adapt and develop learning models which could make it less complicated for students to understand the material being taught. Therefore, the present Blended Learning learning model is one model to overcome this problem. The Blended Learning model is a learning process that utilizes various approaches, namely by utilizing various kinds of media and technology offline and online. This study aims to determine the response to the application, problems, and solutions using the Blended Learning model in English subjects, as well as the problems faced by the teacher and how to overcome the application of the model. The sample of this studies is 7 teachers who teach English subjects and have implemented the Blended Learning learning model and 45 students from various majors at SMKN 2 Tuban. This research is a type of qualitative descriptive research with data collection techniques using questionnaires and interviews.

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INTRODUCTION

The New Normal Era is a term that is known as the era after Covid 19 pandemic where students can return to school face-to-face while still using the provisions according to health protocols. To carry out online learning, the teaching methods, and facilities used by teachers when teaching also change. Subject teachers including English subject, teachers must find methods and strategies to teach during pandemic conditions because students are required to study at home. There are many ways to carry out distance learning through several online learning media, which is a learning process that utilizes and uses the internet network. Students can interact and communicate with teachers using several applications such as Google Classroom, video conference, telephone or live chat, zoom, or via

WhatsApp group (Sari, Tusyantari, & Suswandari, 2021). With online learning, students can study anywhere and anytime and have flexibility in learning time even from a distance, so students do not need to come to school to study (Putri, Rahhayu, Suswandari, & Ningsih, 2021). In the new normal period, although students are allowed to enter offline learning, learning cannot run optimally because learning hours are reduced so the material cannot be completed according to the time required. With such a short time, the teacher needs to summarize the material according to the time given, while students are expected to be able to understand the material in such a short time.

So that students do not get bored when studying at home, teachers must be more creative and provide fun learning activities to attract more students' attention. Therefore, teachers must have the ability and skills to master Information and Communication Technology (ICT) so that online learning can take place well, run fun, and is not boring (Triassanti et al., 2022). Therefore, there is a need for a strategy to be able to overcome these problems. To overcome this, it can be done by combining the teaching process in the network (online) and outside the network (offline) which is called blended learning.

Blended learning based on concept (Sharma, 2010), first introduced around 1990 concerning language teaching which is given three definitions, namely a combination of face-to-face teaching and online teaching, a combination of technology, and a combination of methodologies. He asserts that the first definition is the classic view of mixed learning, where traditional face-to-face language teaching lessons are mixed with periods providing additional course material via an online platform (Al Thaqafi, 2020). Course materials used in virtual classrooms consist of various synchronous and asynchronous tools, chats, and discussion blogs and are accessed through virtual management systems such as blackboards. The second definition refers to courses in which no face-to-face interaction occurs between the instructor and students because teaching is delivered in a remote learning setting, via email and online virtual classes. Learning with blended learning can create a new, fun atmosphere, and students are more independent in doing their assignments when participating in learning the usage of the combined using learning model (Hénard & Roseveare, 2012) because students focused method is emphasizes not on teacher centered approach, in which students are required to be dominant to have a more active role than teacher during the learning process.

Based on (Mathews, 2008) stated at present, educators' opinions about powerful teaching is teacher-centered are shifting to being student-centered. This can be interpreted as using various activities within the language learning process can be an alternative to create student-centered learning and can also foster student interest in learning. Consequently, there's a need for a strategy to be able to overcome these problems.

The blended learning model is a method of combining learning methods offline and online where this method can be synergized for the continuity of the education process. Several studies have proven that blended learning can increase student engagement in learning and provide a good experience for learning (Anthony et al., 2020) and (Dahmash, 2020). To explore and finds the students problem, it is necessary to combine two different learning methods and models (Sriwichai, 2020) because both, offline learning in class and online learning will motivate them to be more self-disciplined and responsible for the lessons they carry out, especially in learning English. Previous research explained that the application of the Blended Learning model could increase student interest in learning during the Covid-19 pandemic (Rahmani, 2022) where there is a mixed learning process,

of course using technology-based media that attracts the attention of students during the learning process also this combined learning process continues to follow the times because students grow and develop in this high-tech era like today. Several studies on Blended Learning activities reported the students and teachers problems in the implementation related to technology issues, the difficulty of carrying out online tests, and the limitations of learning resources used in learning (Dahmash, 2020) which at this time must be accustomed and aware of the sophistication of technology, therefore both students and teachers must learn about technology for the sake of smooth learning. The perception about integrating Blended Learning and creating an environment with a combination of the online and offline learning was studied, the teachers should regularly provide it using both modes the online and the face to face session (Bukhari & Mahmoud Basaffar, 2019).

The purpose this article is to find out the responses of students and teachers that Blended Learning is a learning model to overcome problems and solutions during the new normal era for English subjects at SMKN 2 Tuban.

METHODS

This study applies is a descriptive qualitative research in which the data where taken from the interviews with English teachers at SMKN 2 Tuban and a questionnaire.has been provided by the researcher. The descriptive method of research is to gather information about the present existing condition. The aim of descriptive research is to answer question concerning to the current situation of the research (Lexy, n.d.) .

Qualitative research is research that deals with ideas, perceptions, opinions, beliefs of people to be studied and all of them cannot be measured by numbers. The theory used in this study is not forced to obtain a complete

FINDINGS

Inside the conditions of the New Normal era to enhance the learning process, the system used when teaching is a combination of online and offline learning which is commonly known as the Blended Learning model.

The Teachers Responses on the interview

The writer interviewed the English Teachers at SMKN 2 Tuban. The writer gave oral questions to the teachers as follow:

1. What kind of application do you use for teaching English in blended learning?

Answer : The teachers stated that they used four applications, Telegram Apps, WhatsApp Apps, GoogleMeet Apps and Zoom Meeting Apps. Mostly Zoom Meeting Apps.

From the answer of interview above, it can be concluded that the teacher use two application for teaching English using Blended Learning. The applications are Telegram Apps and Zoom Meeting Apps.

2. Do the students enjoy with the application do you use for teaching English in blended learning?

Yes, they are enjoy with the teaching English but they often complain about the signal connection and confused to use the application, especially Zoom Meeting Apps.

Based on the teacher's answer, the writer concluded that the students enjoy with the teaching English in blended learning. Howefer the students often complained with the signal connection because it effected the teaching learning process.

3. How about your students responses for teaching English in blended learning?

Answer : I think the responses is Positive. They responses is good but sometimes they are not actively in communicating because the students feel bored and sometimes are not interesting to join in the online Class. Therefore, students are happier if teacher is teaching by offline.

From the answer of interview above, it can be concluded that the students responses for teaching English in blended Learning is positive and the students are not actively in communicating because the students feel bored and not interest to join the class.

4. What are the difficulties that you find when teaching English in blended learning ?

Answer : The difficulties is the signal connection sometimes, because the connection is error and not so fast makes the students bored and lazy to pay attention to the teacher. But overall is good if teaching English by face-to-face.

The writer concluded that the difficulties that the teacher find when teaching English in Blended Learning is about signal connection. Because the teaching English by online, signal connection is very important during teaching learning.

The Students Responses on the Interview

There are ten multiple choice questionnaire. The items are about the students" opinion of applying Blended Learning in teaching learning and the responses of the students in teaching English by online based on the result of the questionnaire is Negative, so they prefer to be taught offline. The detailed information can be seen follow :

1. I better understand offline learning

Based on solution above, it can be concluded that eighteen students (42,2%) strongly agree, twenty three students (55,6%) agree, and one students (2,2%) disagree.

2. I am happy if English learning process is carried out with Blended Learning.

Based totally on solution above, it shows that nineteen students (44,4%) strongly agree, twenty students (46,7%) agree, three students (4,45%) disagree , and three students (4,45%) strongly disagree.

3. When students carry out blended learning, the teacher gives assignments and collected directly (offline).

Primarily based on answer above, it could be visible that thirtynine students (84,4%) agree, and six students (15,6%) disagree.

4. When students carry out blended learning, the teacher gives assignments and the answers are sent on social media (WhatsApp, Telegram, Google Classroom, etc).

Based on answer above, it can be seen that four students (8,9%) strongly agree, thirty five students (73,3%) agree ,and six students (15,6%) disagree.

5. Students be able to concentrate when learning is carried out by offline.

Based on answer above, it can be seen that sixteen students (35,6%) strongly agree, and twenty nine students (64,4%) agree.

6. I am more active in participating in face-to-face learning.

Based on answer above, it shows that seven students (22,2%) strongly agree, thirty three students (71,5%), five students (5,3%) disagree, and one student (1,3%) strongly disagree.

7. I actively ask and answer teacher questions in blended learning.

Based on answer above, it can be seen that twenty two students (48,9%) agree, twenty one students (46,7%) disagree, and two students (4,4%) strongly disagree.

8. I have difficulty using the application (Zoom, Telegram, GoogleMeet, etc) during online learning.

Based on answer above, from the respond four students (8,9%) strongly agree, twenty four students (57,8%) agree, nine students (20%) disagree, and eight students (13,3%) strongly disagree.

9. I often got signal problems when online learning.

Based on answer above, it can concluded that twelve students (28,9%) strongly agree, twenty four students (55,6%) agree, eight students (13,3%) disagree, and one student (2,2%) strongly disagree.

10. Teachers burden the students with too many task to do during online learning.

From the answer nine students (22,2%) strongly agree, twenty seven students (60%) agree, four students (8,9%) disagree, and four students (8,9%) strongly disagree.

DISCUSSION

Blended learning is a learning method where is combined offline learning or face to face learning process in class with online leraning which is commonly called e-learning such as video conference Zoom, Telegram, Google Classroom, via chat, and etc. According to (Putri et al., 2021), the use online learning, can make students easier to learn because they can study anywhere and anytime and have flexibility in learning time even from a distance. Based on results and findings of data analysis in this research, the responses of blended learning in English classes is full of challenges during and after the pandemic which is called the new normal era and the use of various applications and media by teachers in the classroom can increase students' enthusiasm to participate in the learning process, both offline and online in blended learning.

In the previous research that found blended learning to be effective in helping students learning in the class (Rahmani, 2022). This learning uses technology-based learning media and learning theories in the learning process. Blended learning can be done with extensive technology based media without having to leave face to face leraning in the classroom by combining traditional or face to face learning eith e-learning. So that the students do not feel bored during the learning process. The implementation of blended learning creating an environment with combination of offline and online leaning can affect such as conditions, and characteristics of students and teachers (Bukhari & Mahmoud Basaffar, 2019). Blended learning can boost students and teachers interest, increase interaction even in online learning, and help the learners become more independent in receiving both online and offline learning with flexible time and avail online platform.

CONCLUSION

The differences experienced by the learning carried out in the new normal are different from the learning carried out usually before the full offline implementation right now. Blended Learning can combine offline learning and online learning by utilizing technological traits inside the modern technology as it is today. For students, the application of the blended learning model getting to know version could have a reasonably correct impact on the learning procedure in order that   they can understand the material in a developing way rather than just applying online learning. Blended Learning also makes it easier to learn English subjects, the limitations of technological facilities because there is no signal in the area where the students of SMKN 2 Tuban live, the students reluctance to learn the learning material developed by the teacher. For this case, teacher and students need to accoporate so that blended learning could run smoothly and both teachers and students should continue to improve their mastery of technology because this learning strategy still needs a lot of development so that it can continue to be used even though the current state of school learning has entered the New Normal era where the students are already active face to face to receive material from the teacher in their school.

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