Students' Perception Toward Implementation Of Blended Learning Method In English Language Teaching (ELT) After Pandemic at Forth Semester Students of English Department at Fatoni University

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ABSTRACT

The purpose of this study is to learn what the fourth semester English Department students at Fatoni University think about using blended learning in the teaching of English as a second language (ELT). This study used a closed-ended questionnaire with 16 statements and 7 numbers for Focus Group Discussions as part of its descriptive method of data collection. Purposive sampling was used to collect the data from a class of 21 students. This study's findings revealed that students had a favorable opinion of applying the BL method to ELT. The respondents' positive evaluation was based on their knowledge of the received BL method of instruction. It is clear from the survey that the students enjoy learning when the lecturer uses the BL method. In addition, the advantage of the BL method for the students increased their interest in studying. Additionally, it is evident from the survey responses from the students that they benefited from the approach, one of which was a rise in their level of engagement and responsibility in their studies.

learning.Keyword: Students' Perception, Blended Learning, English Language Teaching.

1. INTRODUCTION

Coronavirus Disease (COVID-19) has been formally classified as a worldwide disease outbreak by the World Health Organization. Currently, we are in the new normal period. The "New Normal" is a time when new routines are followed while adhering to safety precautions (Rohana & Syahputra, 2021). One of the effects of this new normal policy is in the area of education. The educational system has changed since Pandemic. In order to teach and learn English, all Thai schools and universities, including Fatoni University, are currently using e-learning. Even while e-learning has given students more freedom to acquire information and may make studying more enjoyable, it started to lose credibility owing to any challenges that students and teachers may encounter. While most students struggle to adjust to the system of e-learning, manage their time, and maintain their motivation, it is true that students must be independent and self-regulated during the process (Rooney, 2003).

In accordance with technological advancements and growing digitalization, the blended learning paradigm has gained acceptance across the globe for use in educational programs (Ossiannilson, 2017). However, advances in information technology are

increasingly expanding learning opportunities and offering resources for students, allowing them to get the most out of combining online and traditional (face-to-face) learning (Li, et al. 2020). Additionally, the term "blended learning" is no longer a fresh one in Thailand. It has proven to be well-liked in education and is still in use today. Alammary, et al. (2014) contends that there is mounting evidence that blended learning can get over the numerous drawbacks of both face-to-face and online instruction, including the state of affairs following COVID-19. When seen historically, integrated learning is a dynamic process. On the other hand, blended learning strategies are becoming more and more popular. Ossiannilsson (2017) suggested that in order to advance a culture of quality in blended learning and for the future of education, the blended learning ecosystem should be adopted as a paradigm. Additionally, this supersedes assumptions, the technical concept used in blended learning. According to Macdonald (2008), blended learning is a rather popular issue right now, but just like the word "e-learning," everyone has a different interpretation of what it entails. Since BL is a relatively new technique, not all professors use it as a teaching strategy. There are a number of reasons why lecturers don't use BL, including the fact that their facility doesn't support it or the fact that they continue to employ the traditional teacher-centered method of instruction.

Today, blended learning is widely used in teaching and learning activities, particularly at Fatoni University. Since June 1, 2021, blended learning has been employed in all lectures at Fatoni University. This includes both online and in-person instruction. From the above statements, the researcher was interested to know Students' perception toward Implementation of blended learning method in English language teaching (ELT) after pandemic at Forth semester students of English department at Fatoni University in academic year 2022. The researcher chooses a descriptive qualitative research design as the method to study the students' perception.

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

1. How is the blended learning process in English Language Teaching after pandemic at Fatoni University?
2. What are the students' perceptions toward implementing of Blended Learning method in English Language Teaching after pandemic at Fatoni University?

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 is made up of the words learning (studying) and blended (mix). A formal or informal educational program called blended learning combines traditional classroom instruction with online digital media. Santosh (2013) defines blended learning as a formal educational program in which a student learns at least partially through online content delivery and instruction with some element of student control over time, place, path, and/or pace. Blended learning involves effectively integrating ICT into course design to improve the teaching and learning experiences for students and lecture by allowing them to engage in ways

that would not typically 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)

According to the needs of the students, the lecturer may use a variety of teaching strategies in ELT that involve the students in the learning process, foster critical thinking, and improve their language proficiency. The authority, demonstrator, facilitator, delegator, and hybrid or blended are some of the ELT teaching methods that lecturers may employ. Osguthorpe and Graham (2003) in Larsen (2012) identified six reasons for using BL, including pedagogical richness, access to knowledge, social interaction, personal agency, cost-effectiveness, and ease of revision.

2. METHODS

Based on the title, the researcher chose the Descriptive Qualitative method as the design method because it was comparable to collecting the data from the students' perception. The subjects in this research are students of English Department in the fourth semester of Fatoni University especially class B there are 21 students. The researcher used the Purposive Sampling technique to collect the data. Collect the data that will be analyzed first. The researcher used a Google survey form to analyze the questionnaire data in order to obtain the results. The percentage of respondents who strongly agree, agree are neutral, disagree, or disagree strongly will be automatically displayed in the questionnaire analysis. Second, the FGD data were used to further inform the questionnaire data in order to analyze the data from the FGD in light of Creswell's (2009) sequential explanation. The questions' answers primarily served as the basis for organizing and identifying the FGD data. In the research instrument, researcher used two instruments to collect data, including Questionnaire and focus group discussion FGD. The researcher's first tool will be a questionnaire. A close-ended question is used in each of the 16 statements that make up the questionnaire. The sixteen sentences were taken directly from Sri Sherli Novianti Talis, 2018. A Likert scale is used by the researcher to collect student survey responses. Typically, the Likert scale offers five scale options: SA strong agree, A agree, N neutral, D disagree, and SD strongly disagree. For Focus group discussions (FGD) will be the researcher's second instrument, following the questionnaire. Focus Group Discussion (FGD) was used in this study as a technique to collect data by using tools that made it easier for the researcher to do so.

3. RESULTS

In this section, the researcher provides an explanation of what she discovered while conducting the study by analyzing and interpreting the data to address the research question. She also discusses the students' attitudes toward the use of blended learning in English language teaching following the pandemic among the fourth-semester English Department students at Fatoni University.

a) Research question number 1 is about the blended learning process in English Language Teaching after pandemic at Fatoni University.

The result of this aspect has aimed to answer the second subsidiary research question "How is the blended learning process in English Language Teaching after pandemic at Fatoni University?" It consisted of 4 closed-ended Question and 4 questions for FGD. There were several items to know the process of using Blended learning in ELT.

In response to question number 1, it was determined that this type of process received

generally positive feedback and that the results were nominally consistent. Nevertheless, some respondents were found to be less in disagreement with the statement that lecturers who use blended learning also provide face-to-face students with technical support. Even though the student still agreed with it, the item 2—"In blended learning, the lecturers provide extensive information (e.g. g., links) on technical assistance for online instruction in.

The final component of the second research question reveals that almost all respondents strongly agree, but some disagree that blended learning can improve communication with their lecturer, not only face-to-face but also automatically (via email or other online media). The researcher collected data and then held focus group discussions to learn more about students' perceptions.

FGD Question Number 1

The question number 1 was aimed to know the process of Blended Learning method using during the class run: Since when did you recognize that you use blended learning?

> *"at my University starts using blended learning starting from 1 July 2021. In fact, it was previously have used but after pandemic come blended learning is used more often until now".Afeefah Yacharat*

From transcription above its mean that at University starts using blended learning starting from 1 July 2021. In fact, it was previously have used but after pandemic come blended learning is used more often until now.

FGD Question Number 2

The question number 2 was aimed to know the *"*How many time that your lecture always uses BL in a week"

> *"In my class, by using Blended learning there is 2 or 3 time in a week by using BL it's depending on to the lecture". Ubaidah Weahama*

From transcription above some of students said that at their class there are 2 or 3 time in a week by using BL, it's depending on to the lecture.

FGD Question Number 3

The FGD question number 3 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?"

> *"the lecture always use Google meet, Google classroom, Jamboard, G-mail, Line, Link/website are media that the lecturer used in online learning" Afeefah Kateh*
> *"While, book and projector are media that the lecturer used in offline or face-to-face learning"Haslisya Toma*

From the question number three, in this question there are two students answered with different question. The lecture used some media both online and offline learning. The students that Google meet, Google classroom, Jamboard, G-mail, Line, and Link/website are media that the lecturer used in online learning. And some students stated that book and projector are media that the lecturer used in offline or face-to-face learning. The question related to item 2 and 3 from closed-ended question. Its mean that the lecturer was responsible to provide the

materials either offline or online learning so, it is easy for the students got the material and support them in learning.

FGD Question Number 4

The FDG question number 4 was aimed to know the process of the using 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?"

> *"In BL method makes me more efficient and effective, and it made the students easily in learning when the lecturer cannot come to the class, the lecturer informs the students and gave the students task or assignment and asked them to send in via online learning. So that, it is more efficient because did not damage both of me and lecturer. I can improve my communication with the lecturer, not just in the face-to-face class course but also in via online learning. It is easier to interact with the lecturer. Ibtisam Pohsa*

From the question number four, in this question the Students gave positive perception, and the answered quite similar. There are 4 students answer the question. Moreover, 5 another student gave different perception. The students agree if the lecture implementing BL in teaching and learning process. The students stated that BL method more efficient and effective, and it made the students easily in learning. They stated that en example when the lecture cannot come to the class, and the lecture informs the students and gave the assignments and asked them to send via online learning so that, it is more efficient because did not damage both of both of students and lecture. Moreover, there are some students gave a different perception. They stated that BL was good or not, it depends on the lecture who implemented it. If the lecture made them interest, they can enjoy in learning by accepting the method.

b) Research question number 2 is about the students' perception toward implementing blended learning method in English Language Teaching (ELT) At Fatoni University.

The result of this aspect has aimed to answer the second subsidiary research question "what are the students' perceptions toward implementing Blended Learning method in English Language Teaching (ELT) at the Forth semester students English Department, Fatoni University". It consisted of 12 closed-ended questions and 3question for FGD.

It was noted in item 5 that this method garnered favorable responses and had nominally consistent results, but some respondents disagreed that blended learning had improved lecturers' ability to teach and facilitate learning. The results of item 6 revealed that while the majority of English Department fourth semester students disagreed with the statement that blended learning is boring, some of them did. The majority of students were found to be strongly in agreement with item 7, with the exception of a few who only agreed that learning English through blended learning is more practical. Item 8 revealed that the majority of students did not agree that learning English through blended learning is more challenging. Additionally, it was revealed in Item 9 that the majority of students strongly agreed that the blended learning approach motivated students to explore materials related to the course material. According to item 10, the majority of students agreed that using a blended learning approach, they could learn whenever and wherever they wanted to improve their skills. Item 11 revealed that the majority of students agreed with the blended learning approach because it allowed for assignment completion at any time or location. The majority of students were neutral when it came to the blended learning method, but Item 12 demonstrated that this made students more likely to be interested in learning. The majority of

students agreed, as evidenced by item number 13, that the blended learning approach helped them better manage their time. Item 14: When asked if blended learning made them more active learners, the majority of students answered in the negative. Item 15 demonstrated that the majority of students were defiant about how learning English through blended learning had made them more self-motivated and in charge of their education. The final question indicated that most students were unconcerned about how blended learning helped them concentrate on in-depth learning when they were learning English. The researcher collected data and then held focus group discussions to learn more about students' perceptions.

FGD Question number 5

The FGD question number 5 was aim to know students perception about the problem that they faced during the learning process by used BL method: Do you have any problem during the lecturers using Blended Learning method in their teaching? If you have or no, please mention it by following the reason!"

> *"I do not have any problem with BL method because nowadays technology has important role in education. I need to know more information about the material, not just in the book but also in the internet. I also felt freely to looking for knowledge".Surainee Yusof*

> *"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 has problem in online side."*

In response to question number five, a few students state that they do not find the BL method to be problematic. The use of technology in education today, they claimed, is crucial. I need more details about the subject, not just what is in the book but also what is on the internet. They added that they felt free to seek out information. In addition, the responses of 4 students vary. They claimed that poor networking was the issue they had. When the lecture gave a task for online learning, the lecture had a limited time for the students to submit it. If the network was bad, they could not send their assignment or task to the lecture. Consequently, the students' online issue.

FGD Question number 6

The FGD question number 6 was aimed to know the students perception of BL especially in management time, this question related to the number 13 of closed-ended questionnaire: is this Blended Learning method made your learning time wasted in vain?"

> *"I can learn anytime and anywhere by accepted BL method. I got the material even they did not come to the class. Because sometimes I felt that, I 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 replaced it by online learning, and I would not felt that they came to the campus to spend much time for nothing. So that, I think that BL method is one of good solution that should be applied in this 21st century." Haswanee Thingpom*

According to the answer to question no. 6, seven students concur with Haswanee's responses. She claimed that she can learn using the recognized BL method at anytime and anywhere. Despite the fact that they were absent, she still received the material. Because of this, she occasionally visited the campus but the lecturer did not visit the class and she did not receive the lecture's information. Online education could take the place of the lecture, and she would no longer feel as though her trip to the campus was a waste of time. She believes that

the BL method is one of the best solutions to be used in the twenty-first century as a result.

FGD Question number 7

This FDG question number 7 was aimed to know more about student perception of the benefits of BL method for the students besides the 8 items from closed-ended questionnaire: what is benefit of Blended Learning method for you during process in the class?"

> *"By using BL I can learned anytime and anywhere by used Hand phone; studied easier; I can improve my communication with the lecturer whenever and wherever". Weafirdaus Soh*
> *"with BL it's can give me new experience in learning by used technology for online learning; Made my time more precious, more active and become self-driven and responsible over learning" Afeefah Kateh*

There are six students who concur with Weafirdause soh and Afeefah kateh's responses to question number 7 They mention that they can learn at any time and from any location by using a hand phone, which also made studying easier and allowed them to communicate with lecturers more effectively. They also mention that using technology for online learning has given them a new learning experience and made their time more valuable, active, and responsible for their own education.

4. DISUCCION

According to the results that have been presented, both questionnaire and FGD responses indicate that respondents had a favorable opinion of the application of the BL method in ELT. It is evident from the questionnaire and focus group data. The in-depth responses to the research questions are provided below.

The first research question was answered in terms of how blended learning was implemented in English Language Teaching following the pandemic at the fourth semester English Department, Fatoni University. This section focuses solely on the university's fourth class's transition to blended learning on July 1, 2021. In actuality, blended learning was utilized in the past, but since the pandemic, it has become more popular. In class B, a variety of tools and media are used during lectures for blended learning, including Google Meet, Google Classroom, Jamboard, Gmail, Line, and Link/website. The lecturer provided the materials for both offline and online learning, despite using a book and a projector for offline or in-person instruction. So that it is simple for the students to access the material and help they learn.

The response to the second research question was that students at Fatoni University's fourth semester English Department have positive perceptions of the Blended Learning method's implementation in ELT. The students' perception of their feelings as a result of using BL in their learning process is what led to the positive response. The majority of students are fine and even thankful when receiving the BL method, according to the questionnaire. In addition, they gained new learning experiences because both face-to-face and online learning can be monotonous.

The fact that the course was delivered in a blended format, according to the students, made it easier to follow and improved their learning. The online content was clear and easy to understand, and the materials were provided. The online activities improved interactions and were well-planned in terms of their duration and objectives. To ensure a connection between the two elements, it is critical that the course's intended learning objectives and the online activities match. Nisha and Priya (2014) also noted that BL necessitates an intentional approach to instructional design in order for the program to be blended in design, not just in

delivery, based on the student perception that was similar to the previous finding. With the BL method, students were able to learn at anytime and anywhere, which increased their interest in the subject matter and helped them better manage their time. According to Melbourne (2012), the appeal of BL for students is flexibility and the ability to study whenever and wherever they want.

Additionally, it encouraged students to take an active role in their education and helped them develop a sense of independence and responsibility. For instance, in online learning, when the lecturer assigned a task and set a time limit, it is the responsibility of the students to complete it within the allotted time. It is a possible method for teaching students discipline and responsibility.

5. CONCLUSION

Based on the research's findings and subsequent discussion, it can be said that: Some of the study's participants had positive perceptions of the BL method's implementation in ELT, while others had negative perceptions. They learned by using the received BL method, which is where they got their positive and negative judgments from the resonance. As can be seen from the student questionnaire and the FGD portion, most of the students agreed that they enjoy learning when the lecturer uses the blended learning approach, though some of them disagree that learning English through blended learning is boring. Additionally, there are numerous advantages of the BL method for the students that increased their interest in studying.The fact that the students benefited in some ways from the method is also clear from the focus group discussions and questionnaires they completed. One of them was the students' increased involvement and accountability in their education. Students who use this method will benefit from its implementation and its many benefits. So that, the lecturer can see that the students need more variation in learning, such as using the BL method.

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