MEDIATING MULTILINGUALISM IN ENGLISH LANGUAGE CLASSROOM: PROSPECTS AND CHALLENGES

Students' perception toward the implementation of blended learning method in English language teaching (ELT) at XI grade SMAN 19 Kabutapen Tangerang

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Abstract

This research objective was to find out how students in XI Grade SMAN 19 Kabupaten Tangerang felt about using the blended learning approach to teach English as a second language and what benefits it provided to the students. Data collection for this study, which included interviews, closed-ended questionnaires, and open-ended questionnaires, took place over the course of two week. A purposive sample technique was used to gather the data from the 36 students in the XI IPA 2 Class. To ascertain the students' viewpoint, the closed-ended survey's answers were translated into percentages and assessed. the description only covered the lessons that might be gained from the interview and open-ended questionnaire. The findings of this study demonstrated that students had a favorable opinion of the use of blended learning in the teaching of English. The respondents' positive evaluation of the blended learning method was based on their own learning experiences. When the teacher used the blended learning method, they found the learning experience enjoyable. This study also shows that they benefited greatly from the blended learning approach. They became more eager to study, be more responsible and engaged as well, thanks to the blended learning approach.

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

Introduction

In this era, where the Covid 19 recovery period has already occurred, several teaching staff have used Blended learning in the learning process and are starting to get used to using this method. There are also many teachers and students who do not know anything about blended learning and also the benefit that students will get in using blended learning, especially in English Language Teaching. There are various types of blended learning, according to Santosh (2013) there are 6 forms in blended learning, Station rotation, Lab rotation, Remote blended learning, Flex, Flipped classroom, and Individual rotation.

Nowadays, learning and teaching processes that use ICT can be presented with two models named E-Learning and Blended Learning (BL). E-Learning is learning that utilizes technology to access

curriculum learning outside of traditional classes. There were many terms used to describe about E-Leaning, one of which is the use of internet technology to improve performance and also knowledge, Ruiz (2006). Blended learning is when some of the conventional face-to-face training is replaced with online instruction. Blended learning blends features of traditional face-to-face instruction with concurrent virtual education. An effective blending of various delivery modalities, instructional models, and learning styles, Procter (2003). The two areas of concern, education and technology education, are combined in blended learning. That is to say, BL included both online and offline learning. In order to achieve the best effective learning experience, BL strategically blended online with conventional face-to-face class sessions.

In English Language Teaching (ELT), especially on the era of recovery from the covid pandemic, Minister of Nadiem Makarim talked about the "Merdeka Belajar" where the learning process at schools should use the Blended Learning method to achieve the goals of the existing curriculum. The independence of learning includes the teacher and students are given the freedom to innovate, the freedom to learn independently and creatively. There are several approaches for adopting blended learning, including the rotation model, the flex model, the a la carte model, and the enhanced virtual model. According to Macdonald (2008), blended learning is a current hot issue, but much like the word "e-learning," everyone has a different interpretation of what it entails. Although it has lately gained widespread use in education, the first references to blended learning were made in the workplace and in industry. BL is a new tool to achieve the objectives of the learning process, but there are some teachers who do not implement blended learning in the learning method. There are several reasons why teachers do not use the blended learning method, one of which is the lack of facilities or still use the traditional technique of education, especially the teacher-centered approach. In the teacher-centered method, the instructor first described the book's content before asking the students about it. In a classroom where the most recent ICT advancements in the learning process are not used, teacher-centered activities are often carried out. Students may find the learning process boring since they are not taught about ICT technologies.

Based on the preliminary observation in SMAN 19 Tangerang Regency, especially for Eleventh grade, not all teachers implement BL as a learning process, especially in ELT. Only a few teachers use BL for the learning process. This teacher stated that BL is very good for students especially Flipped classroom method because it provides various variations in the learning process. BL can also be implemented in other subjects on English language teaching. Yet, one of the teachers said that the implementation of this method has not been fully implemented.

Several previous studies carried out by Sherli (2018), Stephen (2019), and Angkana Tongpoon-Patanasorn and Cynthia White (2020) show that good opinion on the application of the BL approach in ELT. The respondents' positive assessment was based on their knowledge gained through the BL approach. Blended Learning also have many benefits for the student made them more interested in

learning English, the student become more active and responsible in learning. However, in this study there are several differences from previous study.

The researchers are curious about how students perceive the use of blended learning in English language instruction at SMAN 19 Kabupaten Tangerang students in the eleventh grade based on the above statement. The researcher's method of choice for examining the students' perceptions was a descriptive qualitative research design.

Research methodology

The researchers decided on descriptive qualitative research as the method since it is consistent with gathering information about students' perceptions. A descriptive research approach entails gathering data to test hypotheses or provide answers to queries about the accurate state of the study's subject. The descriptive approach aims to identify the nature of the situation as it stands at the time of the investigation while also obtaining the phenomenon's present condition.

Research has been carried out in SMAN 19 Tangerang Regency, which is located in Jl. Raya Kresek Desa No.KM. 1,5, Saga, Kec. Balaraja, Kabupaten Tangerang, Banten. in this school there are several classes, there are 9 classes in 11th grade. This school is also a favorite school in the Tangerang Regency area. The size of the class room is large and is filled with about 35 people and above. Each class is equipped with speakers that hang on the wall in front of the class as a place for announcements and a whiteboard. This school also has internet facilities that can be accessed by all students. Internet connection is used by students and teachers in the learning process.

The researchers utilized a questionnaire, an interview, and documentation to gather data. The participant was given a questionnaire by the researchers that had five open-ended questions and fifteen closed-ended questions. The students were given 60 minutes to respond to the questionnaire in their own words. In order to learn more about the advantages of the BL approach and compare it to the students' responses, the researchers also spoke with the teacher who utilized it in that class. Additionally, the researchers documented every step of the study process.

Researchers collected data from the students using a Likert scale. A Likert scale is a tool for giving qualitative data a numerical value so that statistical analysis may be done on it. Likert scales typically include five options: strongly agree ("SA") (5), agree ("A") (4), undecided ("UnD") (3), disagree ("DS") (2), and severely disagree ("SDS") (1); however, they can occasionally have 10 or more. This study's questionnaire statements are in the form of closed-ended questions. In qualitative research, an interview is a dialogue where questions are posed in order to gather data. The questionnaire-based interview structure includes a sequence question. Because of this, the researchers spoke with the BL method teachers in this instance to compare the statistics on student perception and learn more about its advantages in that particular class. Five title-related questions made up the questions, and there is documentation for support data, do the document that have been included is a picture of the data collection procedure.

The researchers used certain techniques for doing data analysis in his study. Gather the data first before you examine it. Next, categorize the response in accordance with the inquiries. In addition, the researchers contrast it with the instructor interview. The researchers utilize percentages from the questionnaire data to evaluate it using the following formula:

$$\frac{x}{y} \times 100 = \text{.... }\%$$

Note :   X = Part

   Y = Whole   (Sudjana, 2001:128)

After the step, the last is make conclusion

Result and discussion

The results of data analysis were obtained using a questionnaire about students' perceptions of the blended learning method in teaching English (ELT) at SMAN 19 Tangerang Regency, XI IPA 2. The discussion focused on how the study results should be interpreted.

The data from this research were taken from 15 closed ended questions and also 5 open ended questions. The participants taken in this study were students from SMAN 19 Tangerang Regency in class XI Science 2, who were chosen by using purposive sample.

During the preliminary observation, the teacher implements blended learning in the English class that he teaches in class, which includes reading, speaking, and listening lessons. For example, when learning English reading material, the teacher provides reading text on Google Classroom and requires students to download and prepare it as learning material. When teaching listening, students are paired with other students to make a dialogue and it is recorded and then uploaded to Google Classroom. Some activities are also conducted by blended learning, such as making class announcements, providing video links for students to take notes and discussing material in class. The teacher use google classroom for online learning.

Students give positive responses to online learning in Google Classroom, they feel they can study anywhere and anytime, they can learn without having to come to school, they can download learning materials easily, access past learning, and they can do assignments when outside the home, cafe, even on vacation. Google Classroom which stores all the assignments that students do, it makes them able to work easily and makes students not afraid of being left behind if there is an assignment given. Through online learning, they can access learning easily, such as power point presentations, and video clip links. Then, they become more comfortable to ask questions when they do not understand the learning material.

Student No. 3: I like learning blended learning because I can access learning materials anywhere, and I also feel like I never forget if there is an assignment because I know where to check the assignments given.

Student No. 15: Blended learning makes me free; I can study anytime and make everything easier. I can learn when I want and stop whenever I want, when doing assignments, I sometimes stop when I'm not ready or feel dizzy and continue when I'm ready.

Student No. 34: I feel embarrassed when I ask questions in class and don't dare to ask, but because the discussion is done online, I dare to ask when I don't understand or also answer questions that the teacher asks during the online learning process.

Talking about the benefits of blended learning, there are so many, as mentioned earlier, blended learning is a learning that makes teachers and students comfortable and has enough time in the learning process. Then, teachers can easily upload learning materials and can be accessed at any time by students. become a convenience when the learning process is carried out online. the teacher said that, learning using blended learning made the enthusiasm of students increase, students became more active in asking questions and made students more relaxed and also ready for offline learning, that's because the material was given before the learning process in class was carried out.

Results from both questionnaires, as shown in the findings, indicate that respondents had a favorable opinion on the application of the BL approach in ELT. The results of surveys reveal it. The in-depth responses to the research questions were provided below.

The first study question, "How do students perceive the use of blended learning in English language teaching (ELT) at SMAN 19 Tangerang district, particularly in XI IPA 2 class?" had a favorable response. The students' perspective of how they felt after using the BL approach in their learning process is what led to the favorable reaction. According to the survey, the majority of students are content and even appreciative of the BL technique. Additionally, they gained fresh learning experiences because both face-to-face and online learning are boring. Patanasorn and White (2020) claimed that there was no resistance on the part of teachers or students. Teachers and students were ready for this new form of learning in English language classes.

Students also reported that they thought the hybrid structure of the course made it easier to follow and improved their learning. The web content was clear and easy to follow, and the supplies were provided. The interactions were boosted by the online activities, which were also well-framed in terms of their duration and aims. To ensure a relationship between the two elements, it is critical that the course's planned learning objectives and the online activities match. Additionally, Sherli (2018) claimed that BL needs a deliberate approach to instructional design such that the program is blended in design, not only in delivery, based on the perspective of the students that was comparable to the prior results.

The second study question's result is "Yes," with students responding favorably when asked about the advantages of the blended learning approach in English language teaching (ELT). Since they may learn at any time and from any location, students who utilize the BL method are more motivated in their studies and are better able to manage their time. According to Melbourne (2012), the attractiveness of BL for students is flexibility and the opportunity to learn whenever.

The students become more engaged, self-driven, and accountable for their learning as a result of it as well. For instance, in online learning, when the lecturer assigned a task and set a time restriction, it is the responsibility of the students to do it within the allotted time. It may be a useful strategy for teaching students' discipline and responsibility. Stephen (2019) claimed that Blended learning is able to increase the level of communication between students and teachers, and their responsibility. According to Angkana Tongpoon-Patanasorn and Cynthia White (2020) what is lacking at this point is teacher training in designing successful blended courses for language learning, going beyond the use of blended learning as a course management system, and sufficient student preparation to engage successfully in blended learning.

Conclusion

The respondents of this study had a favorable opinion on the application of the BL approach in ELT. The responders' good evaluation was based on their knowledge of the received BL way of learning. According to the students' responses to the questionnaire, they agreed that they like learning when the lecturer uses the BL approach. The students' increased enthusiasm in studying was another benefit of the BL approach. Students' responses to a survey show that the technique had several advantages for them, one of which was that they were more engaged and responsible learners.

Students that adopt this strategy will gain a number of advantages from the BL method. In order for the lecturer to recognize that the students need more variety in their learning, the BL technique is applied.

Suggestion

In light of the examination of the data's findings, the researchers recommended that, the professor provides the students with more difficult reading assignments so they may study more effectively using the blended learning approach. For other researchers, fresh cases involving a flaw or weakness in the blended learning approach that the study's participants experienced can be investigated. Researchers hope that this research can be useful for teachers to find out students' perceptions of learning using Blended Learning, and also make a contribution to future research on Blended Learning.

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