

## **STUDENTS' PERCEPTIONS TOWARD THE USE OF BLENDED LEARNING IN TEACHING ENGLISH OF ENGLISH EDUCATION DEPARTMENT STUDENTS AT UIN ALAUDDIN MAKASSAR**

**Siti Juhairiyah**

*Universitas Islam Negeri Alauddin Makassar*  
[iyyah727@gmail.com](mailto:iyyah727@gmail.com)

**Mardiana**

*Universitas Islam Negeri Alauddin Makassar*  
[mardiana@uin-alauddin.ac.id](mailto:mardiana@uin-alauddin.ac.id)

**Sitti Nurpahmi**

*Universitas Islam Negeri Alauddin Makassar*  
[sitti.nurpahmi@uin-alauddin.ac.id](mailto:sitti.nurpahmi@uin-alauddin.ac.id)

**Nur Aliyah Nur**

*Universitas Islam Negeri Alauddin Makassar*  
[nuraliyahnur@uin-alauddin.ac.id](mailto:nuraliyahnur@uin-alauddin.ac.id)

### **ABSTRACT**

The purpose of this research is to find out students' perception toward the use of blended learning. The research question of this research was "what is the students' perceptions toward the use of blended learning in teaching English at the English Education Students in UIN Alauddin Makassar?". The research sample and population are the English Education Department students with total number of populations were 98 students. This research applied a quantitative method with survey design, using total sampling where the data collected with online questionnaires. The questionnaires were formed by the researcher, using theories from some experts such as a theory about the learners' knowledge by (Macdonald, 2008), a theory about the effectiveness of blended learning and theories about the benefits of blended learning by (Debra and John, 2010) and (Brown in Buket and Meryem, 2008). The data was analyzed by using the frequencies of Likert Scale and finding the mean score. The findings showed that the highest percentage of students' response on the students' perception toward the use of blended learning in teaching English was in the statement 9 namely "I like to learn at my own phase, that is why blended learning is interesting" with 82.24% which is from the effectiveness of blended learning, one of the aspects of question that are included in the questionnaires. And the lowest percentage was in the statement 18 namely "There is no difference between blended learning and any other methods" with 34.69% which also is the same aspect of question as the highest percentage, but was a unfavorable statement. Based on the research findings, the majority of students gave positive responses toward the use of blended learning in teaching English from the aspect of the effectiveness of blended learning itself and the mean score of students' perceptions toward the use of blended learning was 3.47 which came from 67 positive responses.

**Keywords:** Students' Perception, Blended Learning

### **INTRODUCTION**

**T**he processes of teaching and learning are of course the big part of education. In teaching and learning processes, we figured that there are many ways, methods that can be applied, such as blended learning. The first question asked by most people when hearing about blended

learning, of course, is just “What is blended learning?” Even though blended learning has become so popular in corporate and higher education settings, there is still quite a bit of ambiguity about what is meant when the term is used.

The academics appreciate that both face-to-face and online learning environments have a variety of pros and cons. In an effort to capitalize on the advantages of both instructional modalities and minimize the disadvantages, academicians have begun to blend elements of these two separate learning environments. Such form of educational delivery is universally called as “Blended Learning” and can include many different ways of combining pedagogical approaches in order to produce optimal learning outcomes (Driscoll, 2002; Boyle, 2003; Dziuban, Hartman, & Moskal, 2004).

Blended learning is a part of the ongoing convergence of two archetypal learning environments. On the other hand, we have the traditional face-to-face learning environment that had been around for centuries and we also have distributed learning environments that have begun to grow and expand in exponential ways as new technologies have expanded the possibilities for distributed communication and interaction. In the past, these two archetypal learning environments have remained largely separate because they have used different media/method combinations and have addressed the needs of different audiences.

Isti'anah (2017) also states on her research under the title “The Effect of Blended Learning to the Students' Achievement in Grammar Class”, blended learning is believed to improve students' understanding in learning second language. The employment of offline and online activities is expected to give better outcome than the traditional face-to-face activities.

Her article presents how blended learning was applied in an English Grammar class and whether it significantly improved students' achievement after the treatment. Her research concluded that blended learning is effective to assist the students to learn English grammar. Her research also involved pre-questionnaire and post-questionnaire to understand students' responses on the use of blended learning. In the end of the semester, most students found that online activities help them comprehend and practice material. Students' reflective journals also revealed that blended learning was able to improve their understanding and interest in learning English grammar.

## **REVIEW OF LITERATURE**

### **Perception**

The nature of perception refers to the interpretation of sensory data. In other words, sensation involved detecting the presence of a stimulus whereas perception involved understanding what the stimulus means. For example, when we saw something, the visual stimulus was the light energy reflected from the external world and the eye becomes the sensor. This visual image of the external thing became perception when it was interpreted in the visual cortex of the brain. Thus, visual perception refers to interpreting the image of the external world projected on the retina of the eye and constructing a model of the three-dimensional world.

According to Forgas and Melamed (1976), perception is "the process of information extraction on cognitive structures and the processes that determine how humans interpret their surroundings". Stewart, Tubbs, and Sylvia Moss (1990), agrees, "Perception is an active process as one selectively perceives, organizes and interprets what one experiences. According to Reitz (2000) perception includes all processes by an individual which receiving information about environment. The information received by seeing, hearing, feeling, tasting and smelling. Where, the perception can be affected by three classes of variables, exactly the objects, environment, and the perceiver.

According to Derryberry & Tucker (1994) The word perception comes from the Latin word perception meaning receiving, collecting, and action of taking possession, apprehension with the mind or senses and perception is the first step in social cognition, commonly considered the first step in perception.

### ***Definition of Perception***

Humans are created differently; each individual has different perception. The existence of differences between individuals with each other by liking one object and some who do not like the object, it really depends on how the individual responds to the object with its perception. Aristotle stated about perception is the associated with a change in a sense-organ and this is caused by the object of perception (Simo Knuutilla, 2008).

The researcher gives an argument about Aristotle's theory of perception that changes in the sense-organ and this is caused by the object of perception which means that everyone has feeling if likes or dislikes for the intended object. The preceding that has been explained that every human being has an opinion or feeling each depends on their objects. By specifying the object has been listed in Gibson's theory that is the basis of Gibson's theory is the conviction that our perception is determined by optical flows (optic arrays), Gibson determined (Structured) by objects, enter his sensors (Andej Demuth, 2003).

### ***Students' Perception***

Perception is someone's thought about something that they learn to measure how their attitude toward using something, whether they agree or disagree about the method or about something that they have learned (Hong:2003). It means that students have their own opinion toward something that they get from teaching and learning process and how they reach toward it. Students' perceptions are students' point of view toward something that happened in learning process inside or outside the classroom, and produced them with suggestions or arguments for teacher or classmate to improve their learning process (Shidu, 2003: 15).

Adediwura, (2007:165-167) in his academic journal elaborate the theories of perception by taking some experts' explanations. First, they take the theories as postulated by Allport (1966) that defines perception as the way people judge or evaluate others. The second, Eggen theories (2001) that sees perception from the cognitive dimension as the process by which people attach meaning to experiences. It means that the perception comes after people attend to certain stimuli in their sensory memories.

However, perception will influence the information that enters working memory.

According to Chudler, the perception is the awareness familiarity regarding what we sense (May & Chudler, *Sensation and Perception*). In fact, most attitudes, behaviors, and adjustments are determined by their perceptions. Montague said that students' perception is the students feeling about something (Marjorie Montague, 1997). In this case, this study would like to know the students' perception toward the use of blended learning.

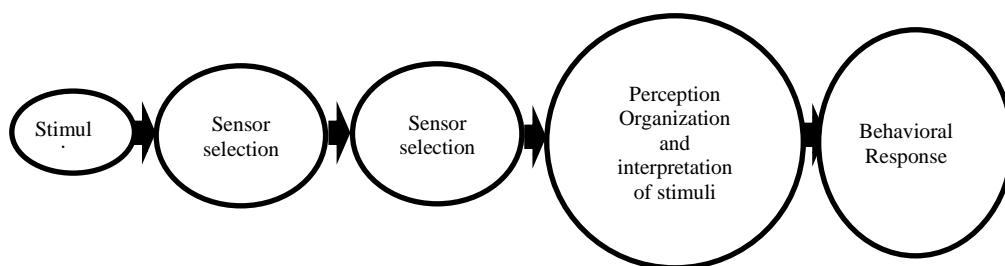
***The Importance of Students' Perception***

In knowing the perception of students is very important because this is also means for teachers or lecturers to evaluate after knowing the results of students' perceptions. As stated by Chen, the students' perception is really important for evaluating the teaching effectiveness (Yining Chen & Leon B Hoshower, 2003). Knowing the perception of the students, teachers or lecturers can change what the students dislike and can improve what has been liked by the students, whether or not is about how to teach or how to deliver material to the students their selves. According to Petegem's study, the students' perception is the important account to measure the learning outcomes (Van Petegem et al). Freiberg and Stein stated that the students' perception is the solution of components and indicators in explaining the classroom conditions. Therefore, the students' perception is important in both estimation and teaching development purpose.

***Perceptual Process***

According to Sari (2016:12), a perceptual process is a step which is used by people to interpret information. According to Altman in Sari (2016:12), the perceptual process can be seen as diagram follow:

**Figure 1. The Perceptual Process**



Based on the diagram, the perceptual process starts from stimuli which are elected by our sensory receptors to be interpreted. The data from stimulus are elected by individual sensor and people can interpret the sensory message. Information which is interpreted can be different on some factors. That is why each student may have different perceptions on their teacher's performances.

***Factor that Influences Perception***

In process of perception, many factors would be influence how is perception would be. Sarwono (2001) said that different perception would be caused as below:

***a. Attention***

Usually, people have not received all of stimulus from environment in one time, but people would

be focusing their attention on just one or two subjects. The different focus of people with another people would be caused the different perception.

**b. Set**

It is expectation people from stimulus that would be received. Example, a runner who ready in line "start" have set that he would hear sound of gun as sign to begin. The different set would be caused the different perception.

**c. Needs**

Temporary needs or permanent needs from people itself would be influenced their perception. Example, students who will finish their thesis as soon as possible will have different perception to their lecturer than students who did not have necessary at the same lecturer.

**d. System Value**

System value that happens in society would be influenced their perception. For instance, students who have lower education than their lecturer would have high respect to them.

**e. Self-concept**

It would be influenced their perception which introvert person or extrovert person have different perception toward their lecturer in the same time.

**Blended Learning**

Blended Learning consist of two words, blended (mix) and Learning (studying). Blended learning is an education program formal or informal that combines online digital media with traditional classroom methods. Santosh (2013) define that Blended Learning is a formal education program in which a student learns at least in part through online delivery of content and instruction with some element of student control over time, place, path, and/or pace. Melbourne (2012) define Blended learning that combines teaching and learning methods from both of face-to-face, mobile and online learning and that it includes elements of both synchronous and asynchronous online learning options.

In addition, Mohammed (2015) define that blended learning courses have some face-to-face class meetings, but also have some class sessions that are replaced with online instruction. The methodology behind blended learning is to combine classroom learning with mobile learning and online learning. It also has different names like mixed learning, hybrid learning, blended e-learning, melted learning, etc. Blended learning is about effectively integrating ICT into course design to enhance the teaching and learning experiences for students and lecture by enabling them to engage in ways that would not normally be available or effective in their usual environment, whether it is primarily face-to-face or distance mode (Debra and John, 2010).

Definitions of blended learning range from the very broad where practically any learning experience that integrates some use of ICTs qualifies, to others that focus on specific percentages of online curriculum and face-to-face instruction. Most people agree that blended learning combines teaching and learning methods from both face-to-face, mobile and online learning and that it includes elements of both synchronous and asynchronous online learning options.

The integration of new mobile technologies and online media is proving highly effective in helping schools meet the expectations of 21st century learners while addressing the challenges of limited resources and the special needs of many students. However, not everyone is happy with the term blended learning. Oliver and Tingwell (2003) in their article "*Can blended learning be redeemed?*" argue that blended learning is ill-defined and muddled as a description of particular forms of teaching with technology. They argue that the term blended learning may be redundant and gratuitous, as the practice of mixing traditional classroom methods with technology is widespread.

Although there are a wide variety of definitions of blended learning, most of the definitions in the literature are just variations of a few common themes. Based on literature review, Graham, Allen, and Ure, (as cited in Bonk and Graham (2003, p.4) found three most commonly mentioned definitions of blended learning: (1) blending instructional modalities (or delivery media), (2) blending instructional methods, and (3) blending online and face-to-face instruction.

According to Bonk and Graham, the first two defines blended learning so broadly that they encompass virtually all learning systems. Isn't it very difficult to find any learning system that does not involve multiple instructional methods, instructional technology and delivery media?

Defining blended learning in either of these two ways waters down the definition and does not get at the essence of what blended learning is and why it is exciting to so many people. The third definition, which emphasizes on the blend of online and face-to-face instruction, more accurately reflects the historical emergence of blended learning systems.

The third definition above, which "takes the best of both worlds and creates an improved learning experience for the student" (Elearnspace, 2005), is considered the most common interpretation at the present day. Friesen (2012) accentuated that from 2006 to the present, blended learning has been understood as a combination of face-to face and technology-mediated instructional forms and practices. This is in line with most currently proposed definitions.

Garrison & Vaughan (2008: p. 42), for instance, emphasize that "The basic principle of blended learning is that face-to-face oral communication and online written communication are optimally integrated such that the strengths of each are blended into a unique learning experience congruent with the context and intended educational purpose. Koohang (2009) accentuates that blended learning is "a mix of traditional face-to-face instruction and e-learning.

Watson (2008) states that blended learning combines online delivery of educational content with the best features of classroom interaction and live instruction to personalize learning, allow thoughtful reflection, and differentiate instruction from student to student across a diverse group of learners.

## **METHOD**

In this study the researcher used quantitative method with survey approach. According Aliaga and Gunderson (2000), quantitative research is collecting numeral data to get information about some of phenomena that are analyzed in particular statistic using mathematically based methods. Surveys

provide a means of measuring a population's characteristics, self-reported and observed behaviour, awareness of programs, attitudes or opinions, and needs. It is done to investigate the students' perceptions toward the use of Blended Learning. This research conducted at UIN Alauddin Makassar located in Samata, Gowa. It was because the researcher is the student of English Education Department at UIN Alauddin Makassar and have been in some classes that applied blended learning. The researcher used Total Sampling. Total Sampling is a type of purposive sampling technique that involves examining the entire population that have a particular set of characteristics (specific attributes/traits, experience, knowledge, skills, exposure to an event, etc.). whilst total population sampling is infrequently used, there are specific types of research where total population sampling can be very useful. In this research, the sample is three classes of the eighth semester English Department which are 1,2, 3,4 and 5,6 class.

**Instruments**

For data collection, the researcher used questionnaire as instrument. According to Arikunto (2006), questionnaire is a set of written question that is given to respondents to get information about their personal report. According to Johnson and Christensen (2004), questionnaires are used to obtain information about thoughts, feelings, attitudes, beliefs, values, perceptions, personality and behavioural intention. The form of questionnaire is close-ended questions, the questionnaire consists of 18 questions, it is divided into three purposes of questions, first is about learner's knowledge about Blended Learning, second is about the effectiveness of Blended Learning and the last is about the benefits of Blended Learning.

**Procedures**

In collecting the data, the researcher gave questionnaire for 98 students through online questionnaire, considering Covid-19 that has been going on for almost a year now. Researcher asked the students to make sure that the questionnaire was filled appropriately and help them in understanding the questionnaire if they didn't understand about it, and take the questionnaire after they have finished to fill it. Finally, the questionnaire will be checked whether all items are completely answered. All gathered data will be evaluated and analyzed for the purpose of the research.

The researcher used Likert scale to measure the answer of the questionnaires. The Likert scale is used to measure attitudes, opinions, and perceptions of a person about social phenomena. The answer of each instrument item using the Likert scale has a gradation of positive to very negative (Gay, 2012), which consist of:

**Table 1. Gradation of Likert Scale**

Components	Score	
	Positive	Negative
Strongly Agree	5	1
Agree	4	2
Neutral	3	3
Disagree	2	4
Strongly Disagree	1	5

**Data Analysis**

In analyzing the data, the researcher used a quantitative data analysis technique by using statistical method.

## FINDINGS AND DISCUSSION

The data gained through close-ended questionnaire that consisted of 18 numbers. The participants of this study were 98 English Education's students at the eighth semester who were chosen by using total sampling.

Based on the research question, which is "How is the students' perceptions toward the use of blended learning in Teaching English in English Education Department students at UIN Alauddin Makassar?" which consist 18 close-ended questions which occurred in google form questionnaire.

**Table 2. Range and Criteria of Students' Perceptions Toward the Use of Blended Learning**

Range	Categories	Total Respondent	Percentages
1.0 – 1.8	Strongly negative	0	0%
1.8 – 2.6	Negative	0	0%
2.6 – 3.4	Neutral	31	31.63%
3.4 – 4.2	Positive	67	68.36%
4.2 – 5.0	Strongly positive	0	0%
<b>Total</b>		98	100%

Based on the result above, the result of students' perceptions toward the use of blended learning in teaching English was positive with the mean score **3.47** and total respondents who answered were **67**.

This research was conducted in order to find out the students' perceptions toward the use of blended learning in teaching English in English Education Department at UIN Alauddin Makassar by distributing an online questionnaire.

Students' perceptions toward the use of blended learning in teaching English based on the questionnaire's result was positive where the total of respondents were 98 students chosen automatically from English Education Department students at UIN Alauddin Makassar. The students believe that blended learning is effectively positive in order to help their process of learning English. This was proven based on the data that 0% student choose Strongly Disagree which consist 0 student and 68.36% choose Positive which consist 67 students.

## CONCLUSION

Based and on findings and discussion, it can be concluded that: This research was conducted in order to investigate students' perceptions toward the use of blended learning in teaching English at UIN Alauddin Makassar. It was started by distributing questionnaires.

The questionnaire was formed starting from a systematic blueprint by listing various types. There are learners' knowledge about blended learning, the effectiveness of blended learning and the benefits of blended learning. The result of the questionnaire concluded that using blended learning in teaching English had 3.47 the positive perception from 98 students.



## REFERENCES

- Adediwura, Bada Tayo. (2007). *Perception of Teacher Knowledge, Attitude, and Teaching Skills as Predictor of Academic Performance in Nigerian Secondary Schools*. Educational Research and Review Vol. 2.
- Adu Gyamfi Samuel and Patrick Ohemeng Gyasse. (2015). *Students' perception of blended learning environment: A case study of the University of Education, Winneba, Kumasi-Campus, Ghana*.
- Allport, GW. (1996). *Pattern and Growth in Personality*, London.
- Anastasiades Panagiotes. (2012). *Blended Learning Environments for Adults: Evaluations and Frameworks*, University of Crete, Greece.
- Amalia Rosa, *Students' Perception of Online Assessment Use in Schoology in EFL Classroom*, Surabaya, 2018.
- Asst. Prof. Dr. Eryilmaz Meltem, *The Effectiveness of Blended Learning Environments*, Atılım University, Turkey, 2015.
- Dr. Watterson Jim, *Blended Learning (A synthesis of research findings in Victorian education)*, Melbourne, 2012.
- Debra and John, *Getting Started with Blended Learning*. Griffith Institute for Higher Education: Griffith University, 2010.
- Eric G. *What is your Teaching Style? 5 Effective Teaching Methods for Your Classroom*. Concordia University: Portland, 2013 <http://education.cuportland.edu/blog/teaching-strategies/5-types-of-classroom-teachingstyles/> (Accessed on February, 8th 2017)
- Elliot, S.N., Kratochwill, T.R., Cook, J.L. & Travers, J.F, *Educational psychology: effective learning*. Boston:McGraw Hill, (2000).
- Grundmeyer Anthony Trent, *A qualitative study of the perceptions of first year college students regarding technology and college readiness*, Iowa State University Capstones, (2012).
- Graham R. Charles, *Blended Learning Systemd: Definition, Current Trends, and Future Directions*, Brigham Young University, 2006.
- Hashmi K. Furqan, Mohamed Azmi Hassali, Adnan Khalid, Fahad Saleem, Hisham Aljadhey, Zaheer Ud Bin Badar, Mohammad Bashaar, *A Qualitative Study Exploring Perceptions and Attitudes of Community Pharmacists About Extended Pharmacy Service in Lahore, Pakistan* (2017).
- Houston Sam, *Data Analysis in Mixed Rese 51 4 Primer*, State University, 2011.
- Hong, K-S.Ridzuan, A. A, & Kuek, M-K. *Students' Attitudes Toward the use of the Internet for Learning: A study at University in Malaysia*, Educational Technology & Society, (2003).
- Jennifer Patterson, *The 7 Most Important Benefits of Blended Learning*, 2016.
- John, W.C, *Educational Research (Planning, conducting and evaluating Quantitative and Qualitative Research)*. Pearson Education: United State of America, 2012.
- Khoir Mohammad, *The Language Attitude of Students of English Department UIN Sunan Kalijaga Towards English*, Yogyakarta, 2014.

- Kocoglu Zeyneb, Yesim Ozek & Yesim Kesli, *Blended Learning: Investigating its potential in an English language teacher training program*, Yeditepe University, 2011.
- Kolb M Sharon, *Grounded theory and the constant comparative method: Valid research strategies for educators*, USA (2012).
- Macdonald, Janet. *Blended Learning and Online Tutoring Planning Learner Support and Activity Design*. Gower e-Book: England, 2008.
- Melbourne, *Blended Learning a synthesis of Research findings in victorian education 2006-2011. Ultranet and Digital Learning Branch: State of Victoria*, 2012.
- Mills E. Geoffrey, Lorraine R. Gay, *Educational Research: Competencies for Analysis and Applications*, 2016.
- Nugrahaeni Jati, *Students' Perceptions toward Teacher's Talk in English Classroom (The study at the eleventh-grade students of SMKN Jenawi Karanganyar in the academic year of 2017/2018)*, Surakarta, (2018).
- Purvis S Rachel, Traci H Abraham, Christoper R Long, M Kathryn Stewart, T Scott Warmack, Pearl Anna McElfish, *Qualitative Study of Participants' Perceptions and Preferences Regarding Research Dissemination*, Arkansas, (2017).
- Shantakumari Nisha and Priya Sajith, *A Study of Student's Perception of Blended Learning in certificate courses of Gulf Medical University*, Department of Psychology, 2014.
- Shand Kristen and Susan Glassett Farrelly, *THE ART OF BLENDING: BENEFITS AND CHALLENGES OF BLENDED COURSE FOR PRESERVICE TEACHERS*, Humboldt State University, 2015.
- Sugiyono, *Metode Penelitian Kuantitatif, Kualitatif, dan R&D*, Bandung, (2003)