STUDENTS' PERCEPTION ON BLENDED LEARNING IN ENGLISH EDUCATION STUDY PROGRAM SRIWIJAYA UNIVERSITY

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PALEMBANG

2023

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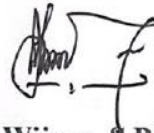
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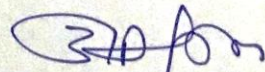
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DECLARATION

I, the undersigned,

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Certify that Thesis entitled "Students' Perception on Blended Learning In English Education Study Program Sriwijaya University" is my own work and I did not do any plagiarism or inappropriate quotation against the ethic and rules commended by the Ministry of Education of Republic Indonesian Number 17, 2010 regarding plagiarism in higher education.

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Palembang, 20 March 2023

Undersigned,

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DEDICATION AND MOTTOS

This thesis is dedicated to:

My lovely family. My father and my mother who always pray for me, and my country, Indonesia.

MOTTOS

يَا أَيُّهَا الَّذِينَ آمَنُوا اسْتَعِينُوا بِالصَّبْرِ وَالصَّلَاةِ إِنَّ اللَّهَ مَعَ الصَّابِرِينَ

"Believers, seek assistance in patience and prayer, Allah is with those who are patient."

(QS. Al Baqarah : 153)

ACKNOWLEDGEMENTS

بِسْمِ اللّٰهِ الرَّحْمٰنِ الرَّحِيْمِ

In the name of Allah SWT, the most Gracious and the most Merciful, all praises belong to Allah SWT Almighty, The lord of the Universe, for all the blesses, the writer had completed her academic requirements. Then the writer says peace be upon to Prophet Muhammad SAW, may peach and salawat salam be given to him.

For my beloved family, Mr. President Joko Mulyono, the first lady Mrs. Elya Martati and my beloved sister Hafizah P Pratiwi who always give me uncountable love, care, advices, and supports. So much thank you for praying all days and all nights also for both material and spiritual to accomplish this thesis.

This thesis was written and intended to fulfill one of the requirements for getting an Undergraduate degree of the English Education Department of Faculty Education and Teacher Training, Sriwijaya University. The writer realizes that this thesis is still far from being perfect; therefore, constructive criticisms and suggestions are needed to improve the paper. The writer wishes to express her sincere thanks and deep gratitude to:

1. Alhenri Wijaya, S.Pd., M.Pd., the writer's supervisor who had given guidance, critics, advice, encouragement, and motivation to the writer from the beginning of writing thesis until the final stages of this thesis. The writer apologizes for weaknesses because of bothering his time and asking many questions.

2. All lecturers and staffs of English Education Study Program Faculty of Teacher Training and Education Sriwijaya University, who had given knowledge, information and guidance of this thesis and thank you for contributions and support during the courses.

3. All Sixth Semester Students of English Education Study Program at Sriwijaya University "SEESPA 2020" who are willing to help me in this research, especially for 7 students who are willing to be interviewed in this research.

4. PLP Family, especially for Shelvy and Elin, for accompany the writer for one month, all the wondrous moment we spent in Tanjung Batu will not be forgotten, and also Salsa, my unforgettable roommate and Dhila, my bestfriend who always listen to the writer's complaints and give encouragement in completing this thesis until this day, and all of my beloved friends that cannot be mentioned one by one.

5. The amazing classes ever, A&B Indralaya Class 2019, thanks for memorable 8 semesters, especially for Rita and Yogi, greatly thank you for answering all the writer's questions during the writing of this thesis, your help means a lot to the writer, wishing you more succsess in the future.

6. All of the people who cannot be mentioned by the writer one by one who have the role on finishing this thesis, Thank you.

The perfection only belongs to Allah. Criticisms, comments and suggestions are really appreciated to improve the thesis. May Allah SWT Almighty, the lord of universe bless us, aamiin.

Indralaya, 20 March 2023
The Writer

Aulia Sari

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STUDENTS' PERCEPTION ON BLENDED LEARNING IN ENGLISH EDUCATION STUDY PROGRAM SRIWIJAYA UNIVERSITY

ABSTRACT

Blended learning has become a recent trend in the education field ever since the effects left by Covid-19 on the educational system. By revealing and exploring how and what English Education students felt and experienced in blended learning affected their learning activity, this study is expected to become an evaluation material for the government, campus, lecturers, as well as the students in improving the implementation of blended learning. The total of 74 English Education students of Sriwijaya University participated in this study. The qualitative analysis from the result of questionnaire and interview reveals that blended learning was going well, more efficient and convenient. Hence, learning activity in blended learning becomes more interesting, promotes time management, students' motivation and active participation. However, some issues especially happened in online parts are still being a concern for further improvement.

Keywords*: Blended Learning,Students' Perception, Online Learning, Offline Learning, and English Learning.*

CHAPTER I
INTRODUCTION

This chapter presents (1) the background of the study, (2) the problems of the study, (3) the objectives of the study, and (4) the significance of the study.

1.1 Background of the Study

In the age of globalization, English is an essential means of communication that everyone should master since it is the most spoken language in the world (Kita Ngatu & Basikin, 2019). As a worldwide language, English provides an opportunity for people worldwide with different first languages to communicate easily. Therefore, English is not only used as a means of communication but also as an easy way to adapt to this era (Shobikah, 2017). Good English skills put someone in prestigious high status and enable them to interact in many fields such as business, economics, politics, society, and technology.

By its importance, English is involved to a required subject in school. Technological advances also require students to master English language skills. In this regard, many schools are competing to create technology-based learning programs. Learning English has also become more accessible nowadays (Lam Kieu et al., 2021). The advancement of the internet due to globalization has allowed students learning English wherever they are to keep learning and associating with each other (Cong-Lem, 2018). Recently, teachers communicate with students through chat groups and social media when they cannot hold face-to-face classes so that students can access the material provided whenever they want.

The full use of many applications and social media in teaching and learning English is usually carried out in online learning. Recently, online learning which has been implemented while the covid-19 pandemic will gradually be replaced by blended learning. In fact, blended learning has been applied in many countries as a method of learning by schools and universities since the 1980s (Rahim, 2019). However, since the decline of Covid 19 cases in Indonesia, many universities are re-implementing blended learning replacing online learning

in their learning activities. This situation gives a big chance for blended learning to influence all the learning activities that are usually done in online learning.

At the time when online learning was still implemented thoroughly online at Sriwijaya University, students carried out all online learning activities through Sriwijaya University Learning Management System. Presentation activities and drama performances for English literature classes were also conducted online. The use of social media, such as WhatsApp and Instagram, and other supporting applications, such as Zoom and Google Classroom, play a significant role in online learning at Sriwijaya University. In addition, Sriwijaya University has a web named e-learning UNSRI for students to fill out attendance lists and upload assignments given by lecturers according to schedule. There are also learning materials on the UNSRI e-learning page that students can access. Teachers also often use the e-learning teleconferencing feature to hold online meetings with students. However, with the implementation of blended learning, students can discuss with lecturers what meetings require them to have face-to-face meetings.

On the other hand, since blended learning has become a recent trend in the education field, many researchers are interested in exploring it more. Many of the previous studies focused on how blended learning impact students' English skill, such as speaking (Ehsanifard et al., 2020), listening (Caruso et al., 2017), grammar (Al Bataineh et al., 2019), and writing (Wahyuni, 2018). All of the studies mentioned above applied blended learning and proved blended learning as an effective way to improve students' scores and comprehension in English skills. It shows that blended learning is really crucial in the English learning process. However, these studies did not reveal and explore how and what students felt and experienced in blended learning affected their English skills.

In addition, most of the newest previous studies explored how the implementation of blended learning affects specific English skills only (e.g Agung et al., (2020);Akuratiya & Meddage, (2021);Rojabi, (2020)), but a few studies explored how students' perceptions of blended learning after turnover from online learning after Covid-19. How blended learning influences students' English skills need to be explored by enriching students' perceptions of blended learning in

English learning. Students' perceptions are expected to illustrate how and what aspects of blended learning help improve their English skills.

Since the students are the primary role, they experienced blended learning and improved English skills as the impact of blended learning; it is necessary to explore their thoughts on blended learning in English learning, especially after full online learning conditions while the Covid-19 pandemic. Some studies involved other perceptions, such as teachers' perceptions (Mulyono et al., 2021), staff perceptions (Anthony Jnr, 2022) also combine both teachers and students (Tongpoon-Patanasorn & White, (2020);Attard & Holmes, (2020); Rasmitadila et al., (2020)) and staff and students perceptions on blended learning (Holmes & Prieto-Rodriguez, 2018). In addition, blended learning was also explored at the level of senior high school (Harrell & Wendt, 2019). However, this study only focuses on students' perceptions in the university level.

In view of the fact that students directly deal with blended learning method, than students' perception will give a clear idea regarding the blended learning implementtation. The plus and minus of blended learning will also be revealed from the perception of students' experiences during blended learning. This can become an evaluation material for the government, campus, lecturers, and students in increasing the implementation of blended learning at universities. Based on the issues explained, the writer is interested in exploring the problems above in research entitled **"Students' Perception on Blended Learning in English Education Study Program Sriwijaya University."**

1.2 The Problems of the Study

Based on the background above, the study is formulated in the following questions:

1. How is the implementation of blended learning in English Education Study Program Sriwijaya University?

2. How are students' perceptions on the blended learning in English Education Study Program Sriwijaya University?

3. How does the blended learning affect students of English Education Study Program Sriwijaya University?

1.3 The Objectives of the Study

The objective of this study are as follows:

1. To find out the implementation of blended learning in English Education Study Program Sriwijaya University.

2. To find out students' perceptions on blended learning in English Education Study Program Sriwijaya University.

3. To find out the affect of blended learning on students of English Education Study Program Sriwijaya University

1.4 The Significance of the Study

This study will give beneficial contributions as follows:

1. Practically, this study is expected to be helpful and valuable for both teachers and students in teaching and learning activities related to the use of blended learning in English Education Study Program.

2. Theoretically, this study is expected to be useful for developing the implementation of blended learning mainly in English Education Study Program Sriwijaya University.

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