

Students' Perspective toward Blended Learning to Learn English at Vocational School

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Abstrak

Penyebaran Corona Virus (COVID 19) telah mengubah sistim pengajaran Bahasa Inggris di sekolah menengah. Untuk mengatasi penyebaran COVID 19 maka pengajaran bahasa Inggris dilaksanakan secara online. Salah satu metode yang diterapkan di SMK N 3 Payakumbuh adalah metode Blended Learning. Penelitian ini bertujuan untuk mendeskripsikan perspektif siswa SMK terhadap Blended Learning dalam pengajaran bahasa Inggris. Rancangan penelitian ini menggunakan rancangan deskriptif. Populasi penelitian ini adalah siswa kelas X SMK N 3 Payakumbuh. Purposif sampling teknik digunakan dengan jumlah sample 60 orang siswa. Instrumen yang digunakan untuk mengumpulkan data yaitu angket yang sudah memperhatikan validitas dan reliabilitas. Berdasarkan analisis data, hasil penelitian ini adalah siswa SMK N 3 Payakumbuh memiliki perspektif yang positif terhadap pembelajaran bahasa Inggris dengan menggunakan Blended Learning. Kesimpulan penelitian ini adalah siswa SMK N 3 Payakumbuh memiliki perspektif yang positif terhadap Blended Learning dalam belajar bahasa Inggris ditinjau dari motivasi belajar, proses pembelajaran, dan content bahasa Inggris.

Kata Kunci: *Perspective, learning English, Blended Learning*

Abstract

The spread of the Corona Virus (COVID 19) has changed the English teaching system in secondary schools. To overcome the spread of COVID 19, English teaching is carried out online. One of the methods applied at SMK N 3 Payakumbuh is the Blended Learning method. This study aims to describe the perspectives of vocational students on Blended Learning to learn English. The design of this study uses a descriptive design. The population of this research is students of class X SMK N 3 Payakumbuh. A purposive sampling technique was used with a sample of 60 students. The instrument used to collect data is a questionnaire that has considered validity and reliability. Based on data analysis, the results of this study are that students of SMK N 3 Payakumbuh have a positive perspective on learning English by using Blended Learning. The conclusion of this study is that students of SMK N 3 Payakumbuh have a positive perspective toward Blended Learning to learn English in term of learning motivation, learning processes, and English content.

Kata Kunci: *Perspective, learning English, Blended Learning*

PENDAHULUAN

The outbreak of COVID-19 in Indonesia forced people to spend most of their time at home. It made the purpose of learning English in SMK could not be achieved properly. The uncertainty of when the pandemic will end had forced teachers to use digital technology to teach and accomplish learning objectives. This is the moment when blended learning becomes the solution to the problem. Teachers have been trying to mix online and offline learning in the teaching and learning process to cover the students' need and to improve their language skills and the demand to pass the examination.

During the pandemic era from August until October 2021, the researcher observed that learning activities in SMK N 3 Payakumbuh were carried out using blended learning asynchronously. The implementation of blended learning is the Payakumbuh government's response to the Instruction of the Minister of Domestic Affairs Number 37 of 2021. It states that the implementation of learning can be done

through limited offline learning that is carried out by a maximum capacity of 50% (fifty percent) and/or distance learning.

Blended learning is one of the methods that combine face-to-face learning and online learning. According to Kerres & DeWitt in Uğur *et al* (2011), blended learning is the combination of technology-based learning with face-to-face learning. In addition, blended learning is the integration of classroom face-to-face learning with online learning. (Garrison & Kanuka, 2004; Krasnova, 2015; Wardani (2018).

Blended learning gives advantages in the learning process between online learning and offline learning. It can build a good student character (Dhull & Beniwal, 2019). Nurhadi (2020) stated that in blended learning the students have the opportunity to interact socially and negotiate with their friends or teachers, the students have sufficient time to learn, and students are guided to attend the learning process with full attention by the teacher, and the students learn an ideal atmosphere where there are low stress or anxiety levels. Kusairi in Wardani (2018) stated that there are some advantages of blended learning, namely; (1) students become more flexible in studying subject matter independently by utilizing material available online, (2) students can communicate or discuss with teachers or other students which do not have to be done in class (face to face), (3) online learning activities that are carried out by students can be managed and controlled properly by the teacher, (4) teachers can add enrichment materials through internet facilities, (5) Teachers can ask students to read the material or take tests that are done before learning. (6) teachers can administer quizzes, provide feedback, and make effective use of test results.

There are two types of blended learning, namely synchronous and asynchronous. Synchronous blended learning is the opposite of asynchronous blended learning. Synchronous Learning is learning that is carried out with a real-time communication system where lecturers can convey material in class directly to students. Thus, lecturers can still conduct face-to-face learning both in face-to-face learning rooms (live-synchronous learning) and virtual synchronous learning rooms. The word synchronous means "same time", so synchronous learning is a learning method where teachers and students are at the same time, there is direct contact both offline and online, either via the internet or intranet. (Misnawati, 2020; Arfan *et al* 2021, Sevima.com 2021).

Research about blended learning has been conducted by researchers. Shantakumari & Sajith (2015) state that blended learning is less stressful and more effective compared to offline learning processes. They found that students who use blended learning courses have a positive perception of the process and content of blended learning. In addition, Rachman *et al* (2021) find that blended learning could improve students' language skills. They found that students think that blended learning has advantages of around 77% and weaknesses of around 23%. Uğur *et al* (2011) conducted a research entitled "Students' Opinions on Blended Learning and its Implementation in Terms of Their Learning Styles". The purpose of the research is to examine students' views on blended learning and its use concerning Kolb's learning style. The result is students' views on the use of blended learning and implementation are "very" positive in some aspects, namely; easy-to-use web environment, online environment, content, face-to-face sessions, and assessment of content. Another research was conducted by Shantakumari & Sajith (2015) entitled "Blended Learning: The Student Viewpoint". Its aim at determines the students' perceptions toward blended learning which in turn will determine their satisfaction and the efficacy of the courses offered. The result of this research is the mean scores of the questionnaire across the three domains (gender, age, and course enrollment) indicated a positive perception of blended learning.

After implementing the Blended Learning in SMK N 3 Payakumbuh, it is necessary to know the students' perspective on learning English using blended learning. Rachman *et al* (2021) stated that perspective can be defined as the way a person in seeing something which can be the foundation for thinking and perceiving something, while perception can be defined as the point of view toward something and as one of the philosophical meanings in which each person will have a different meaning and subjectively on it. In addition, according to Merriam-Webster (2022), perspective means a mental view or prospect. Another definition of perspective is the way you "see" things as a result of who you are and what you do. Dandelion (2021) stated that knowing a perspective will help to understand situations from other positions, considering other beliefs, experiences, and viewpoints.

Students' perspectives can be seen from three aspects. They are students' motivation, learning

process, and learning content. Harmer in Riyanti (2019) stated that motivation means a kind of internal drive that encourages someone to do something to achieve something. According to Adisty (2020), ideal learning is learning that can encourage students' creativity, make students active, and achieve learning goals. Hidayati *et al* (2020), stated that access to learning content has a big contribution to students' learning potential. Ease in access to the learning content can make it easier for students to reread the material whenever they need it.

The perspective gives a better understanding and greater empathy. It also reduces bias, judgment, and conflict. Furthermore, Shantakumari & Sajith (2015) state that research on students' perspectives toward blended learning is essential to ensure that high-quality learning is achieved.

Based on the reasons above, it is necessary to conduct research about the students' perspective toward blended learning to learn English. The purpose of the research is to find out students' perspectives toward blended learning to learn English at SMK N 3 Payakumbuh. The specific purposes of this research are to find out students' perspectives regarding the motivation learning, the learning process, the content toward blended learning to learn English at SMK N 3 Payakumbuh.

METODE

In this research, the researcher used descriptive research. The researcher described the students' perspective toward blended learning. According to Refnita (2018), descriptive research involves collecting data to test hypotheses or to answer questions concerning the current status of the subject of the study. Descriptive research is designed to give information and a clear illustration. In this case, the point of descriptive research was to collect and accumulate the basic data descriptively to make the description of students' perceptive toward blended learning.

The population of this research is the tenth-grade students at SMK N 3 Payakumbuh who have learned English by using blended learning. There are 568 students. The researcher took sample from the population because the population is large. The researcher used purposive sampling technique. According to Arikunto (2010), the purposive sampling is a sampling technique carried out by taking the subject that is not based on strata, random or regional, but based on a specific purpose. According to Gay in Mahmud (2019), the number of samples for descriptive research is at least 10% from the number of populations. Because the number of populations is 568, so at least there are 56,8 (57) students as sample. The number of sample is 68 students.

In this research, the researcher used subject-completed instruments by using a questionnaire to collect the data. The researcher designed the questionnaire by using a closed-ended questionnaire because every statement that has been prepared represents every indicator that was studied. The form instrument was designed as a checklist form.

The researcher designed the questionnaire by combining positive statements and negative statements. According to Widoyoko (2018), the checklist questionnaire should be designed by combining the negative and the positive statements, so it led the students to read every statement carefully. It also reduced the students' tendency for filling the same certain column. So from the three-domain, that researcher focused on, there were be positive statements and negative statements in it.

The instrument should be valid and reliable. To test the reliability of the questionnaire, the researcher used a Cronbach alpha analysis. Arikunto (2010) states that the Alpha formulation could be used to find out the reliability of instruments when the instruments have scores not only 1 and 0. For example, a questionnaire that uses a Likert scale (1-2-3-4-5) or essay form. Before using Alpha formula, the researcher should find total of variants item and total variants score. To find total variants item, the researcher used this formula;

$$\sum \sigma i^2 = \sum (x^2) - \frac{\sum x^2}{n}$$

Where :

$\sum \sigma i^2$: Total of variants item

x : Students' score

n : Total sample

While to find the total variants score, the researcher used this formula;

$$\sigma t^2 = \sum (\sum xs)^2 - \frac{(\sum xs)^2}{n}$$

Where :

σt^2 : Total variants score

xs : Total score

n : Total sample

After finding total variants score and total variants item, the researcher used Cronbach alpha Formula to find the reliability, here is the formula;

$$\alpha = \left(\frac{k}{k-1} \right) \left(1 - \frac{\sum \sigma i^2}{\sigma t^2} \right)$$

Where :

α : Reliability of the instrument

k : Total of items

$\sum \sigma i^2$: Total of variants item

σt^2 : Total variants score

The last the researcher classified the students' perspective by using criteria based on Putra *et al*, (2021). The classification is;

Classification of the Students' Perspective

Criteria Formula	Classification
$X \geq Mi + 1,5 SDi$	Very Positive
$Mi + 1,5 SDi > X \geq Mi$	Positive
$Mi > X \geq Mi - 1,5 SDi$	Negative
$X < Mi - 1,5 SDi$	Very Negative

Where :

Mi = Mean Ideal

SDi = Standard Deviation Ideal

X = Total Score

The calculation are;

$$Mi = \frac{1}{2} (\max score + \min score)$$

$$SDi = \frac{1}{6} (\max score - \min score)$$

The researcher calculated the percentage of students who have positive perspective and who have negative perspective by using the following formula established by Sugiyono (2011) :

$$\text{The percentage} = \frac{\text{the students who have very positive/positive/negative/very negative perspective}}{\text{the total number of students}} \times 100$$

HASIL DAN PEMBAHASAN

HASIL

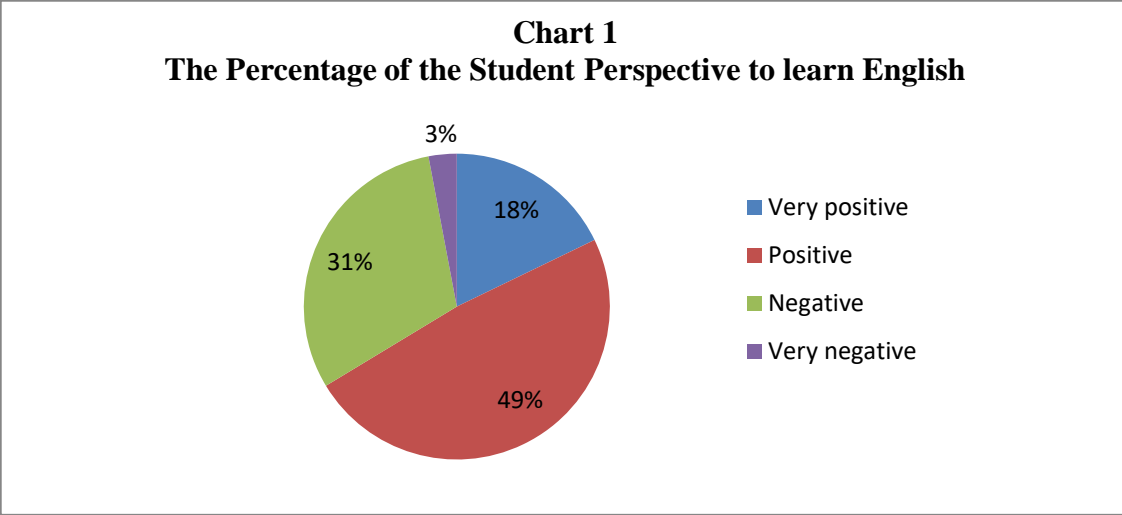
The researcher describes four finding of the research. They are students' perspectives toward blended learning to learn English at SMK N 3 Payakumbuh, students' perspectives regarding the learning motivation toward blended learning to learn English at SMK N 3 Payakumbuh, students' perspectives regarding the learning process toward blended learning to learn English at SMK N 3 Payakumbuh, and students' perspectives regarding the content toward blended learning to learn English at SMK N 3 Payakumbuh.

1. The Students' Perspective toward Blended Learning to Learn English

After analyzing the data, the highest scores that the students got is 124 and the lowest one is 69. To classify whether the students have positive or negative perspective, the researcher used the classification as on the chart.

Based on the classification, it was found that there are 12 students (18%) who have a very positive

perspective toward blended learning to learn English at SMK N 3 Payakumbuh. There are 33 students (49%) who have positive perspective toward blended learning to learn English at SMK N 3 Payakumbuh. Then there are 21 students (31%) who have negative perspective and there are 2 students (3%) who have very negative perspective toward blended learning to learn English at SMK N 3 Payakumbuh. To be clear

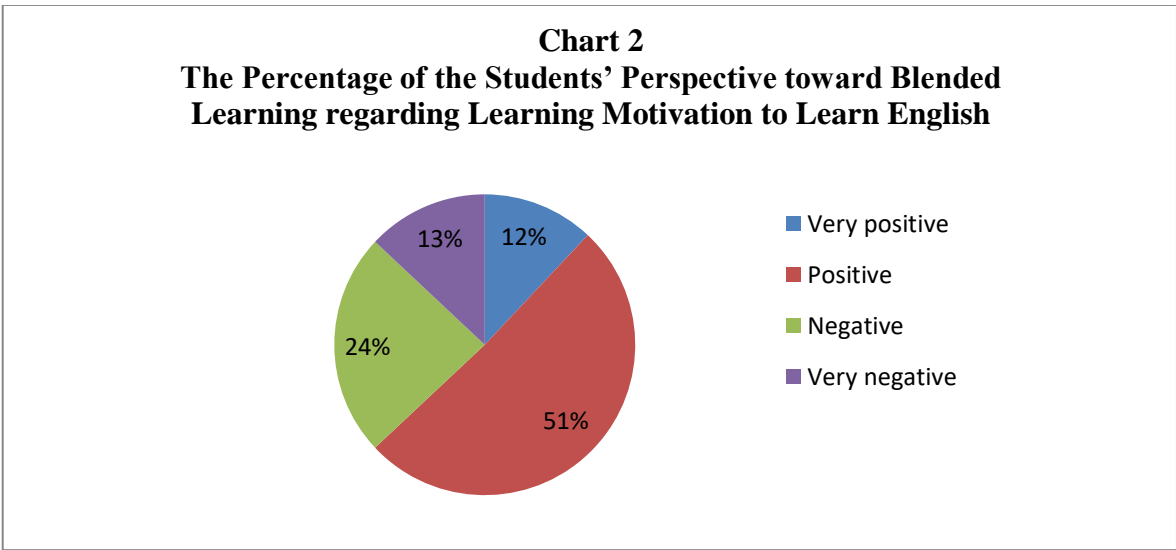


Based on the chart, although there are not more than half of students who have positive perspective, but the students’ perspective still dominates by the positive perspective. There are so small numbers of students who have very negative perspective regarding learning process toward blended learning to learn English.

2. The Students’ Perspectives Regarding the Learning Motivation toward Blended Learning to Learn English

Based on the result of the score analysis, it was found that the highest score that students got is 42 and the lowest one is 24. To classify the tenth grade students' perspective regarding learning motivation toward blended learning to learn English at SMK N 3 Payakumbuh, the researcher referred to the classification

The result of the data analysis showed that there are 8 students (12%) who have a very positive perspective and 35 students (51%) who have positive perspectives. While there are 16 students (24%) who have negative and there are 9 students (13%) students who have very negative perspectives regarding learning motivation toward blended learning at SMK N 3 Payakumbuh. To be clear, see the chart below.

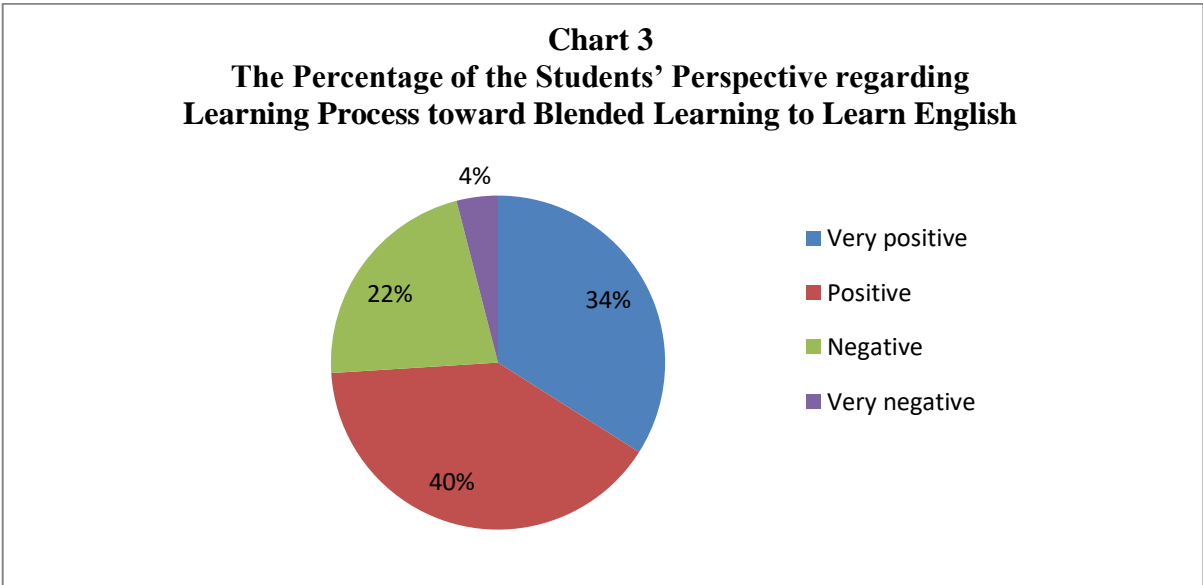


Based on the chart above, the researcher found more than half of students have positive perspectives and there is so small number of students who have very negative perspective toward blended learning regarding the learning motivation to learn English.

3. The Students’ Perspectives Regarding the Learning Process toward Blended Learning to Learn English

Based on the result of the score analysis, it was found that the highest score that students got was 41 and the lowest one was 18. To classify the tenth grade students' perspective regarding learning process toward blended learning to learn English at SMK N 3 Payakumbuh, the researcher referred to the classification that the researcher made.

The result of the data analysis shows those 23 students (34%) have very positive and 27 students (40%) have positive perspective. While there are 15 students (22%) who have a negative perspective, there are 3 students (4%) students who have very negative perspective regarding the learning process toward blended learning at SMK N 3 Payakumbuh. To be clear, see the chart below:

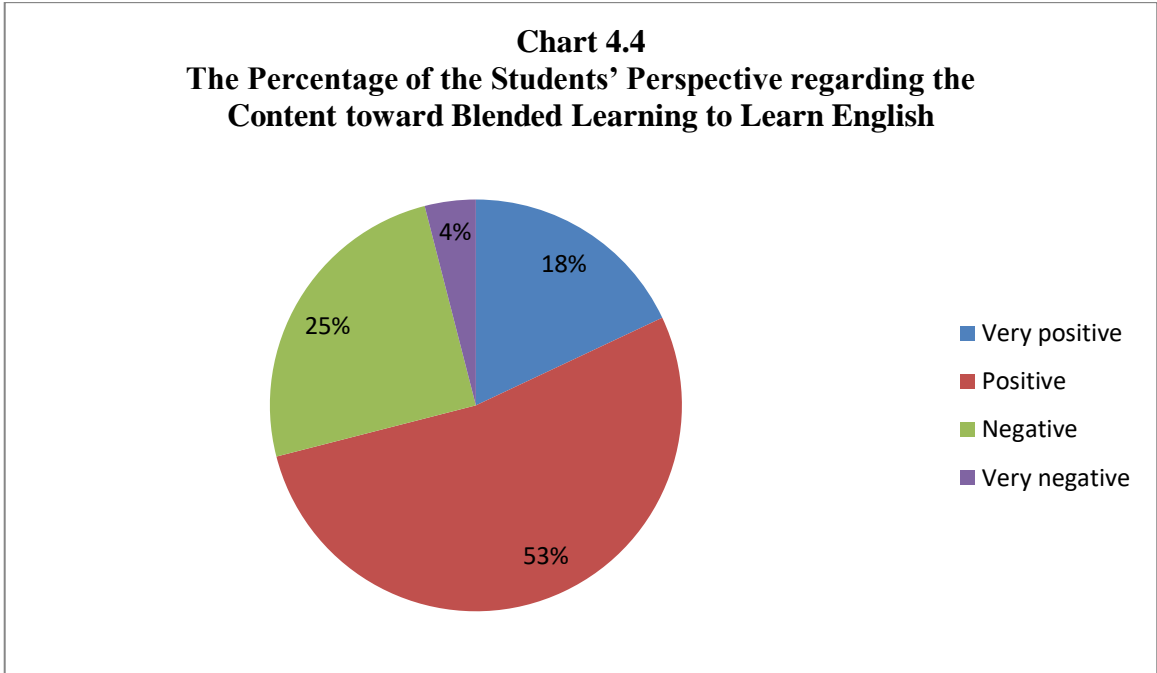


Based on the chart above, although there are not more than half of students who have positive perspective, but the students’ perspective still dominates by the positive perspective. There are so small number of students who have very negative perspective regarding learning process toward blended learning to learn English.

4. The Students’ Perspectives regarding the Content toward Blended Learning to Learn English

Based on the result of the score analysis, it was found that the highest score that students got is 44 and the lowest one is 20. To classify the tenth grade students' perspective regarding the content toward blended learning to learn English at SMK N 3 Payakumbuh, the researcher referred to the classification that the researcher made.

The result of the data analysis shows those 12 students (18%) who have very positive and 36 students (53%) have positive perspectives. While there are 17 students (25%) who have negative perspective, there are 3 students (4%) who have very negative perspective regarding the content toward blended learning at SMK N 3 Payakumbuh. To be clear, see the chart below:



Based on the chart above, the researcher found more than half of students have positive perspective and there is so small number of students who have very negative perspective. There are slightly different number of students between the very positive perspective and negative perspective.

Discussion

Below is the discussion of the result. Each of the result will be discussed.

1. The Students' Perspective toward Blended Learning to Learn English

Referring to the first finding above, 49% of students have positive perspective toward blended learning to learn English at SMK N 3 Payakumbuh. Although there are not more than half of students who have positive perspective, but the students' perspective still dominates by the positive perspective. In line with the result of the first related study conducted by Ugur *et al* (2011) that the senior students from the Department of Information and Document Management, Hacettepe University have very positive opinion toward blended learning. It is proved by the mean score of the students' opinion toward blended learning is 8.34 (on a scale of 1-10) that means the students have a highly positive opinion of the blended learning method.

2. The Students' Perspectives regarding the Motivation Learning toward Blended Learning to Learn English

Referring to the second finding above, there is 51% of students have positive perspective. There are more than half students have positive perspective regarding learning motivation toward blended learning to learn English at SMK N 3 Payakumbuh. Furthermore, there are still 13% of students have very negative perspectives regarding learning motivation toward blended learning at SMK N 3 Payakumbuh.

Based on the data from the questionnaire, the researcher found that students are very motivated to discuss with their friends and the teacher during the learning process and the process of working on assignments. From the results of the total score on items 1 and 2 from the questionnaire, it can be concluded that students tend to be more motivated in learning English by using blended learning than by learning English offline. These results are in line with the results of research from Rachman *et al* (2021), where 74% of students stated that they are motivated to learn English using blended learning and 82% of students feel happy and enjoy when learning English using blended learning.

3. The Students' Perspectives regarding the Learning Process toward Blended Learning to Learn English

Referring to the third finding above, there are 40% of students who have positive perspective.

Although there are not more than half of students who have positive perspective, the number of students who have positive perspective still dominates the percentage of students' perspective regarding learning process toward blended learning to learn English.

Based on the data from the questionnaire, the researcher found that students enjoy learning English using blended learning because the duration of learning was not too long compared to the offline learning process. Students also stated that by learning English using blended learning, the interaction between students to teachers and students to students during class became more intense. In line with research conducted by Shantakumari & Sajith (2015), 41% of students agree and 31% strongly agree using blended learning can improve their interaction with the teacher. In addition, there are 48% of students agree that 24% of students strongly agree that implementing blended learning in their course could improve their interaction with their classmates.

SIMPULAN

In general, students have positive perspective toward blended learning to learn English at SMK N 3 Payakumbuh. It is proved by the data that 49% of students have positive perspective toward blended learning to learn English at SMK N 3 Payakumbuh. So, the teachers are suggested to use blended learning as a variation of learning process to teach English. Besides, the teacher also should develop their skills using technology to support the learning process at school.

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