

SATISFACTION OF SENIOR HIGH SCHOOL STUDENTS TOWARDS THE IMPLEMENTATION OF ENGLISH BLENDED LEARNING

David Berthony Manalu¹⁾ Hanna Cristina Rumahorbo²⁾ Winda Septrili Hutagalung³⁾ Edith Afrillia Hasibuan⁴⁾ Meli Astri Demak Siahaan⁵⁾

^{1,2,3,4,5}Department of English Education, University of HKBP Nommensen Pematangsiantar, Pematangsiantar, Indonesia

ABSTRACT

This research was aimed to find out the implementation of blended learning in teaching English. The design of this research was a survey research that was conducted in SMA Negeri 4 Pematangsiantar. The research instrument was 20 items of closed-ended questionnaire in order to find students' satisfaction towards the implementation of English blended learning. The sample of this research was 102 students in the tenth grade of 2021/2022 Academic Year. It was found that the respondents were satisfied towards the implementation of English blended learning. The students considered that the blended learning was monotonous because it was just like the face-to-face learning. The teacher needed to add some activities to cope this problem. In conclusion, English blended learning has encouraged students to do collaborative, innovative, and creative learning.

Keywords: *English Language Teaching, Blended Learning, Students' Satisfaction.*

INTRODUCTION

The development of technology has changed the function of schools, which previously served as face-to-face learning become online learning (Handelsman, et al. 2007). The implementation of online learning has been increasingly applied since the Covid-19 pandemic started. Entering 2020, the world was shaken by Covid-19 outbreak that spreads so quickly all over the world, including Indonesia. The first Covid-19 case in Indonesia was confirmed on March, 2020. It pushed Indonesian government to make efforts and to take a regulatory policy in coping the corona virus. The government issued stay-at-home orders which restrict people from leaving their homes for anything other than essential activity, especially the teaching and learning activities.

The online learning system has been implemented for more than two years. There were many things and challenges faced by teachers during the time. Herliandry et al. (2020) found the challenges that teachers faced in conducting online learning. The readiness of teachers to interact with students by online was the first challenge that they had to face. Demands to develop creative learning made teachers should be able to operate various learning management system, such as Whatsapp Group, Google Classroom, Microsoft, and Quipper so that the learning objectives were achieved. Besides, the online learning demands the teacher's role in evaluating the effectiveness of learning that is customized to the needs of students.

However the implementation of online learning is not optimal. The condition of the area in Indonesia's diversity causes not all areas are covered by internet

service and the distribution of the internet network is slow anytime (Khasanah et al., 2020). Students who live in areas where the internet network is inadequate would be difficult to do online learning. Besides, teachers' limited ability in operating technology (Afip, 2021). These problems affected on how teachers evaluate their students' learning progress.

As a result, the online learning system widened the Indonesia's education gap. To cope this serious problem by responding to the current Covid-19 Pandemic condition, the government issued new policy that is the implementation of limited face-to-face learning. The limited face-to-face learning uses blended learning approach where the students are divided into two groups. Since blended learning is the combination of face-to-face learning and online learning, the capacity of students is limited up to 50% from the amount of the students in one class. The implementation of this approach refers to the policy for the implementation of Restrictions on Community Activities (PPKM) in each region.

Based on the informal interview with the students at SMA Negeri 4 Pematangsiantar, most of them claimed that they found it difficult to blended learning, but some of them were not. They think that blended learning is not effective due to the short duration for each lesson. The researcher also asked students if the blended learning barrier was ineffective. The obstacle is that some students who follow the online learning, while the rest of them follow the limited face-to-face learning in school find it difficult to understand the material being given, since it cannot be explained in person and in detail by the teacher. From this phenomenon the researcher is interested to conduct the study with the title, "Students' Perceptions towards English Blended Learning at SMA Negeri 4 Pematangsiantar".

METHODS

This research was used a quantitative method. Meanwhile the research design was a survey research. The population was the tenth grade at SMA Negeri 4 Pematangsiantar in the academic year 2021/2022. The amount of classes in the tenth grade was 11 classes and each class has 36 students. According to Sugiyono (2017), sample is part of the number and characteristics possessed by the population. A sample is done because researchers have limitations in conducting research both in terms of time, energy, funds, and a very large population. So the researchers took a truly representative sample. The technique of sampling used in this research was simple random sampling. Simple random sampling was taking sample members from the population that is carried out randomly without pay attention to the strata in the population. The researchers took 3 classes in the tenth grade as the sample for the research data, namely X PMIA-3, X PMIA-6, and X PMIA-8.

In this research, the researchers used questionnaire as the instrument for the data collection. Questionnaire is a technique of data collection that is carried out by giving a set of written questions to respondents to answer. There are two types of questionnaires, namely closed and open. The questionnaire used in this research was a closed questionnaire which the answers have been provided, so that respondents only need to choose and answer directly (Sugiyono, 2010). Result conducted from each instrument using the Likert scale which has a significant

amount of positive and negative to describe the answer. To describe students' perceptions towards English blended learning, the researchers determined the minimum score and the maximum score to get the class interval.

RESULT AND DISCUSSION

Results of overall data analysis obtained maximum score was 408 and minimum score is 102. The researcher got the interval value which was 76,5. Then the data was categorized into four categories, namely very satisfied, satisfied, dissatisfied, and very dissatisfied. Distribution table of Students' Perceptions towards English Blended Learning at SMA Negeri 4 Pematangsiantar research results can be categorized as below:

Table 1. Description of Students' Perceptions towards English Blended Learning

Interval Score	Category	Total	Percentage(%)
332 - 408	Very Satisfied	1	5
255,5 - 331,5	Satisfied	17	85
179 - 255	Dissatisfied	2	10
102 - 178,5	Very Dissatisfied	0	0
Total		20	100

Result shows that the students are satisfied towards English blended learning.

Table 5. Descriptive Statistics on Students' Perceptions towards English Blended Learning

Item	Responses								N	Score	Criteria
	VS (4)		S (3)		U (2)		VU (1)				
	Freq	%	Freq	%	Freq	%	Freq	%			
1	9	8,82	46	45,10	42	41,18	5	4,90	102	263	Satisfied
2	11	10,78	53	51,96	32	31,37	6	5,88	102	273	Satisfied
3	7	6,86	64	62,75	25	24,51	6	5,88	102	276	Satisfied
4	22	21,57	50	49,02	27	26,47	3	2,94	102	295	Satisfied
5	22	21,57	51	50,00	23	22,55	6	5,88	102	293	Satisfied
6	21	20,59	55	53,92	20	19,61	6	5,88	102	295	Satisfied
7	12	11,76	56	54,90	29	28,43	5	4,90	102	279	Satisfied
8	14	13,73	57	55,88	21	20,59	10	9,80	102	279	Satisfied
9	7	6,86	46	45,10	34	33,33	15	14,71	102	249	Dissatisfied
10	25	24,51	65	63,73	8	7,84	4	3,92	102	315	Satisfied
11	18	17,65	75	73,53	7	6,86	2	1,96	102	313	Satisfied

After the researcher analyzed the collected data, the results of validity test can be seen in the table below.

Table 2. Result of Validity Test

Statement	R-table Value	R-count Value	Conclusion
1	0,195	0,504	Valid
2	0,195	0,552	Valid
3	0,195	0,609	Valid
4	0,195	0,732	Valid
5	0,195	0,625	Valid
6	0,195	0,573	Valid
7	0,195	0,561	Valid
8	0,195	0,710	Valid
9	0,195	0,659	Valid
10	0,195	0,670	Valid
11	0,195	0,541	Valid
12	0,195	0,526	Valid
13	0,195	0,679	Valid
14	0,195	0,555	Valid
15	0,195	0,529	Valid
16	0,195	0,701	Valid
17	0,195	0,593	Valid
18	0,195	0,618	Valid
19	0,195	0,486	Valid
20	0,195	0,585	Valid

The test of this reliability is done by using the Cronbach's Alpha. If the value is $\geq 0,6$ the measurement will be considered as reliable.

Table 3. The Alpha Cronbach Value (Konting et al. 2009)

Alpha Cronbach Value	Interpretation
$\alpha \geq 0,9$	Excellent
$0,9 > \alpha \geq 0,8$	Good
$0,8 > \alpha \geq 0,7$	Acceptable
$0,7 > \alpha \geq 0,6$	Questionable
$0,6 > \alpha \geq 0,5$	Poor
$0,5 > \alpha$	Unacceptable

Discussion

The research problem of this research was investigating students' perceptions towards English blended learning at SMA Negeri 4 Pematangsiantar. To answer the research question, the researchers distributed questionnaires. The questionnaires were distributed to the students of tenth grade at SMA Negeri 4 Pematangsiantar which consist of three classes, namely X PMIA-3, X PMIA-6, and X PMIA-8. The total number of the students are 102 students. In collecting the data, the researchers created the questionnaire in the form of Google Form and distributed it through students' Whatsapp Groups. The use of technology makes the English teaching effective (Baytak et al., 2011). Covid-19 Pandemic made teachers and students do their teaching and learning activities online from home by utilizing the technology. The researchers also collected the data by using the technology to make it effective. The questionnaires consist of twenty statements

which related to English blended learning. It discusses about the learning process, teacher's capability, and facility.

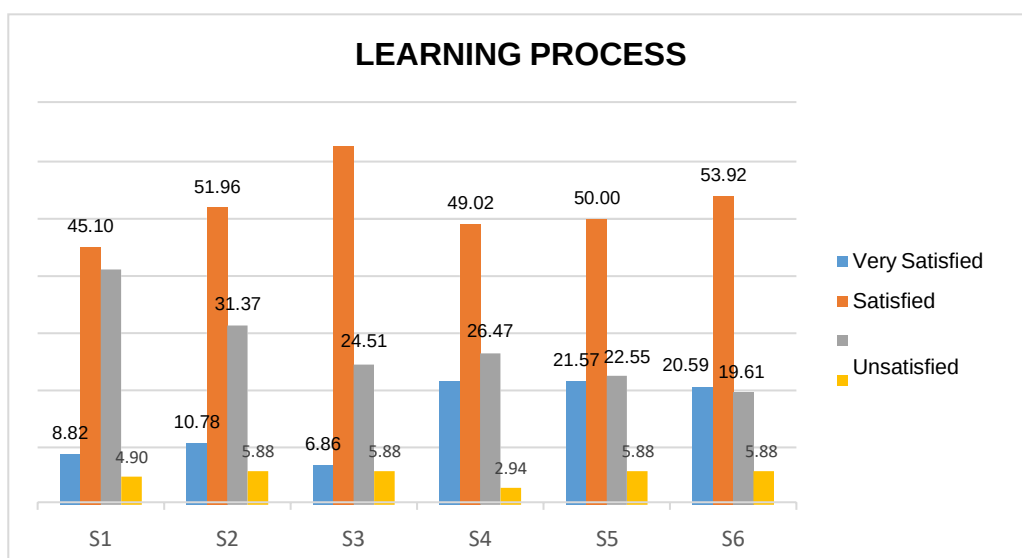


Diagram 1. Responses towards Learning Process

Diagram 1 showed the students' responses towards English learning process with blended learning method. In statement 1, 8,82% of respondents were very satisfied, 45,10% were satisfied, 41,18% were unsatisfied, and 4,90% were very unsatisfied. This data indicated that the English blended learning were conducted well only for half of the students. The rest of the students were having trouble in studying online, like the slow internet problem. In statement 2, 10,78% of respondents were very satisfied, 51,96% were satisfied, 31,37% were unsatisfied, and 5,88% were very unsatisfied. This data indicates that the English blended learning were implemented on time, both online and offline, but sometimes the teacher only prioritized the offline learning in school. In statement 3, 6,86% of respondents were very satisfied, 62,75% were satisfied, 24,51% were unsatisfied, and 5,88% were very unsatisfied. This data indicated that the English blended learning could make the students understand well about the learning material. In statement 4, 21,57% of respondents were very satisfied, 49,02% were satisfied, 26,47% were unsatisfied, and 2,94% were very unsatisfied. This data indicated that the English learning materials were provided completely through *Whastapp* or *Google Classroom* by the teacher. In statement 5, 21,57% of respondents were very satisfied, 50% were satisfied, 22,55% were unsatisfied, and 5,88% were very unsatisfied. This data indicated that students could access the English material easily that was shared on *Whatsapp* or *Google Classroom*. In statement 6, 20,59% of respondents were very satisfied, 53,92% were satisfied, 19,61% were unsatisfied, and 5,88% were very unsatisfied. This data indicated that students could collect their English task through *Whatsapp* or *Google Classroom* without having any problem. From Diagram 1, it can concluded that students were satisfied with the English blended learning process.

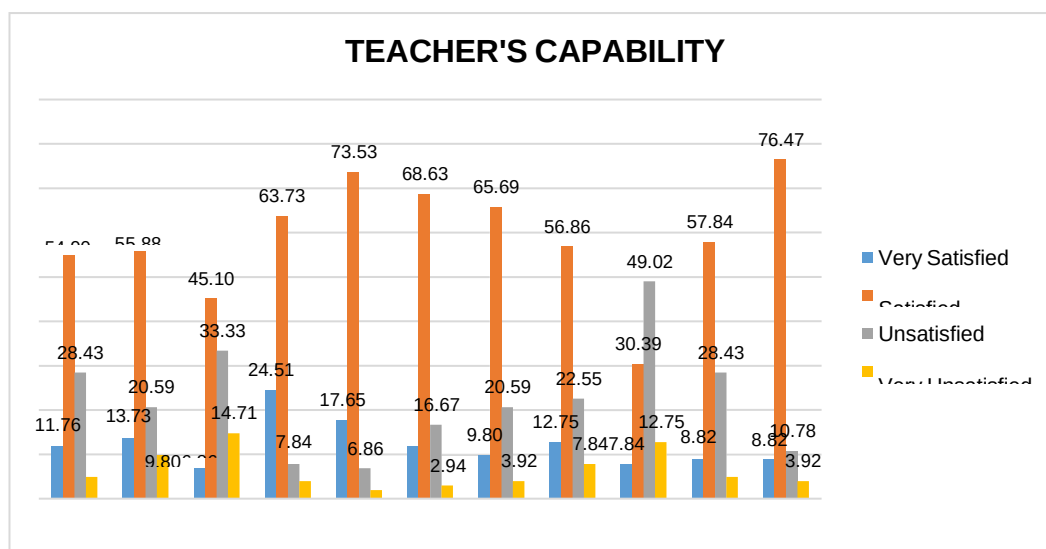


Diagram 2. Responses towards Teacher's Capability

Diagram 2 showed the students' responses towards the teacher's capability in conducting Englishblended learning. In statement 7, 11,76% of respondents were very satisfied, 54,90% were satisfied, 28,43% wereunsatisfied, and 4,90% were very unsatisfied. This data indicated that the teacher explained the English material well, both offline and online. In statement 8, 13,73% of respondents were very satisfied, 55,88% were satisfied, 20,59% were unsatisfied, and 9,80% were very unsatisfied. This data indicated that the learning material given bythe teacher were complete and structured. In statement 9, 6,86% of respondents were very satisfied, 45,10% were satisfied, 33,33% were unsatisfied, and 14,71% were very unsatisfied. This dataindicated that the video given bythe teacher was difficult to understand because ofthe lack of vocabulary. In statement 10, 24,51% of respondents were very satisfied, 63,73% were satisfied, 7,84% were unsatisfied, and 3,92% are very unsatisfied. This data indicates that the teacher always gave the students to ask some questions related to the material in the classroom. In statement 11, 17,65% of respondents were very satisfied, 73,53% are satisfied, 6,86% are unsatisfied, and 1,96% were very unsatisfied. This data indicated that the teacher also gave the answer for every question that the students ask. In statement 12, 11,76% of respondents were very satisfied, 68,63% were satisfied, 16,67% areunsatisfied, and 2,94% are very unsatisfied. This data indicates that the teacher gave the same opportunity for the students to ask some questions who studied online from home through *Whatsapp* or *Google Classroom*.

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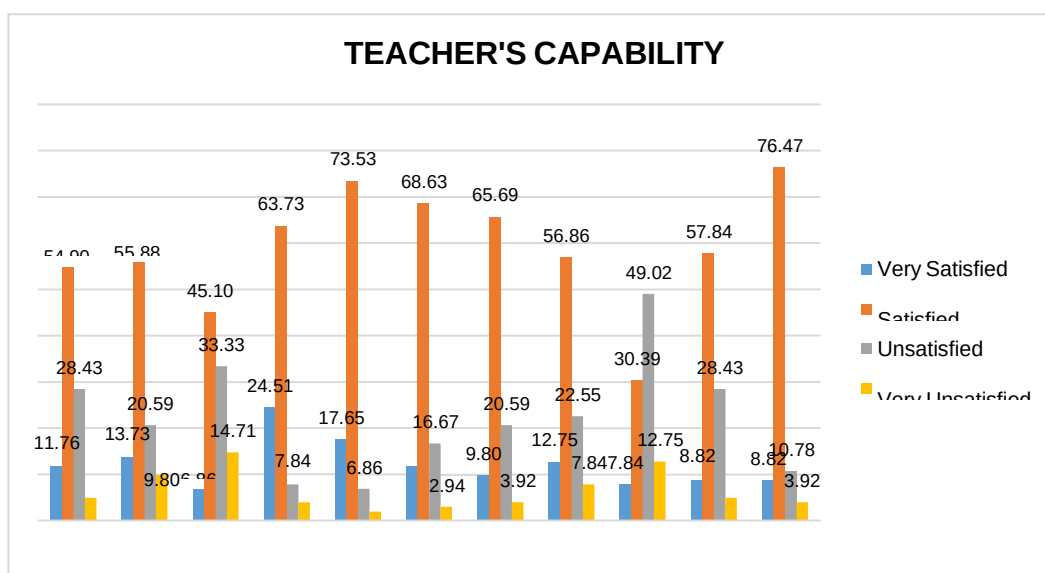


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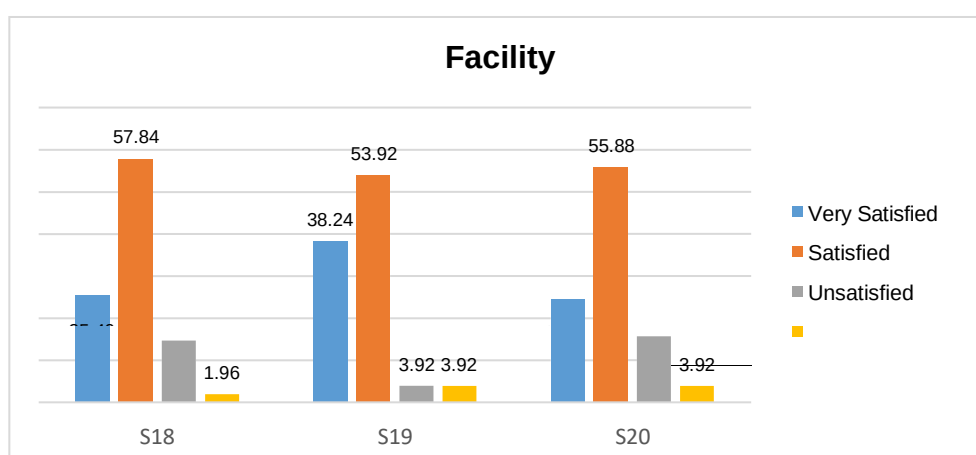


Diagram 3. Responses towards Facility

Diagram 3 showed the students' responses towards facility in English blended learning. In statement 18, 25,49% of respondents were very satisfied, 57,84% were satisfied, 14,71% were unsatisfied, and 1,96% were very unsatisfied. This data indicated that the students have adequate devices such as, phone and laptop to support the English blended learning. In statement 19, 38,24% of respondents were very satisfied, 53,92% were satisfied, 3,92% were unsatisfied, and 3,92% were very unsatisfied. This data indicated that the teacher and the students always followed the health protocols in school. In statement 20, 24,51% of respondents were very satisfied, 55,88% were satisfied, 15,69% were unsatisfied, and 3,92% were very unsatisfied. This data indicated that the students could easily use *Whatsapp* and *Google Classroom* without having any problems. From Diagram 3, it can be concluded that the students are satisfied with the facility of the English blended learning.

CONCLUSION

Implementing Blended Learning model in teaching English combines offline and online learning. Students were satisfied with the learning process that the teacher conducted during Covid-19 Pandemic. However, the teacher's capability in implementing the English blended learning was good enough. Some students were able to learn English independently in an asynchronous way, but some were not. The learning environment was still monotonous because the teacher did not create various activities to increase students' English competency. For the facility, students were very satisfied. When they went to school for offline learning, all of them followed the health protocols. When they studied from home, they barely experienced problems to use the features on *Whatsapp* and *Google Classroom* to support the online learning method. Though this research is questionnaire based, a brief conclusion may be generated that English blended learning really helped students to study English in the midst of Pandemic, both offline and online learning.

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