The Implementation of Blended Learning in English Learning

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Abstract

This research was conducted to analyze the implementation of blended learning. This study focused on the implementation of blended learning in English Subject in the first semester of Economic Study Program UNIHAZ Bengkulu academic year 2019/2020 that amounted to 25 students. The aim of this study is to describe how blended learning is implemented in the teaching and learning of English subject in Economic Study Program. The implementation of blended learning model in teaching and learning of English subject consist of the plan, the model integration, the involvement of learning content and adjective. Observation on the implementation of blended learning was done two stations of learning, consisting independent work and online learning. online learning is blended learning model that is used in learning. The model is balanced in combining face-to-face and online learning. The learning motivation scores in the cycles 2 can be from the data of learning motivation questionnaire that have six indicators. Based on the data observation, the high motivation score was being able to defend opinion (77, 10%) in the teaching and learning in this study program was enjoying and interesting.

Keywords: blended learning; English learning

Introduction

The most basic process that can determine whether the world of education is running well or not is the learning process. Learning itself can be defined as a condition designed in such a way by the teacher in order to create teaching and learning communication interactions between teachers, students and other learning components in order to achieve the desired learning objectives. Teaching with the expository method is considered to emphasize more on students memorizing material rather than thinking. Whereas in learning English, it should not only be limited to memorizing, but also include logic, reasoning, analysis, problem solving, communication and so on. In addition, students also tend to be passive and less enthusiastic in the learning process, because there is only one source of information with a pattern of delivering material that is too monotonous. This can result in low student achievement.

Based on the above conditions, an innovation can be carried out in various aspects, such as the approach and learning method, the learning media used, the time and place of learning. The purpose of the innovations carried out are, among others, to assist the student learning process and to motivate

students to be more active in the learning process (Budinisngsih, 2012: 13). In the end, innovation is expected to improve student learning outcomes, one of which is using a learning method called the Mixed Learning Method or what the writer will later call the Blended Learning Method. Rusman (2012: 57) states that two main elements are mixed, namely classroom lessons and online learning.

With this mixing, both teachers and students are expected to get better benefits compared to using only one element. Teachers can convey not only classroom learning material, but multimedia material which is a combination of text, images, audio and video to their students. This can attract students' interest in learning and the message to be conveyed can be more easily accepted by students.

In the Blended Learning method, the teacher acts more as a guide and facilitator. Whereas learning is more focused on student learning activities (Student Centered Approaches) by combining various elements that influence each other so that learning objectives can be achieved.

According to Thorne (2003: 115), blended learning is a combination of learning using multimedia technology, vitual classroom, CD ROM, video streaming, and email. All of this combined with traditional forms of Classroom training and one-on-one training. The sense of conclusion to be drawn that the blended learning ombines online learning with traditional media in the form of fae to face. The benefits of blended learning according to Dodon Yendri (2011), Azwandi, et al. (2019), Handayani, et al. (2020) and Anggitasari, et al. (2020) are improve learning outcomes, reducing the cost learning, increase the ease of learning.

Research Methodology

The subject of this research was students of first semester at the research was classroom action the first semester of Economic Study Program UNIHAZ Bengkulu academic year 2019/2020 that amounted to 25 students. This research was classroom action research. According to Emzir (2012: 47) in general the process of action research. In the form of a four stages procedure. The four stages are: planning phase, the stage of taking action, the development phase, and the stage of reflection. This stage is carried out in at least two cycles of observation interview and self assessment techniques: the data analysis technique used is descriptive qualitative by narrating each result of data analysis that has been done reducing, presenting, and conclusion.

Based on the research that was been carried out, it can be concluded that their students are more ready to accept learning, an orderly impression and self-maturation can be seen in this learning, students become able to control the number of learning experiences that accur and were owned, the development of skills and insight and relate materials to one another, can change themselves to the best performance/performance, student performance, student self-management, and self-motivation and self-assessment. This is in accordance with the objectives of self directed learning.

Data collection tecniques using written test, questionnaire. These tests used a researcher to find out students' learning outcome. This data analysis was conducted to compare between implementation and the results gained in cycle 1 and 2. The data obtained from questionnaire and test showed students Economy learning motivation and learning outcome.

Finding

Cycle 1

From the data questionnaire learning motivation on the first cycle it was noted that there were six indicators. The data observation can be seen below:

Table 1. Sores Learning Motivation Cycle 1

No.	INDICATORS	SCORES
1.	Always being encouraged	72,82%
2.	Diligence in doing the task	71,40 %
3.	Showing Interesting	75,07%
4.	Being able to defend opinion	77,10%
5.	Not easy to let go of these belief	74,00%
6.	Diligene to locate	73,05%

If depicted into a diagram form, the scores learning motivation cycle 1, was:

Figure 1: Sores Learning Motivation Cycle 1
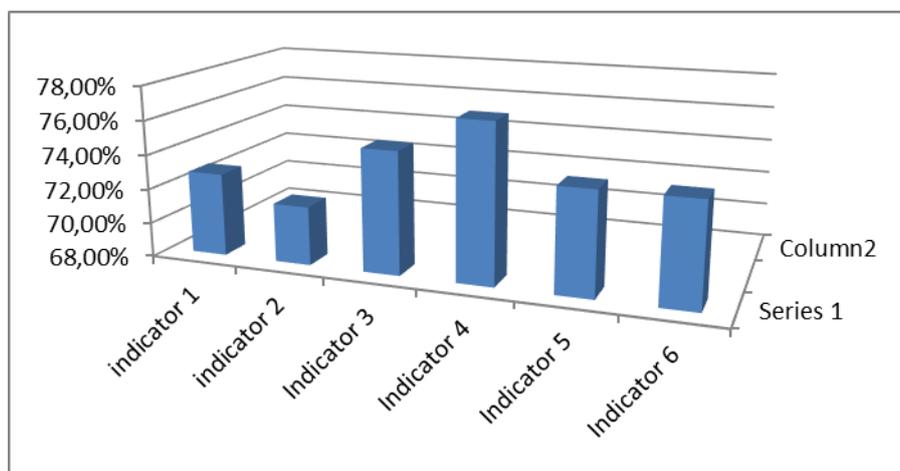
From the data above, it was shown that had not reached the specified minimum criteria score. The learning motivation scores in the first cycles can be from the data of learning motivation questionnaire., they were: Being able to defend opinion (77, 10%), Showing Interesting (75,07%), Not easy to let go of these belief (74,00%), Diligence to locate (73,95%), Always being encouraged (72,82%), Diligence in doing the task (71,40%).
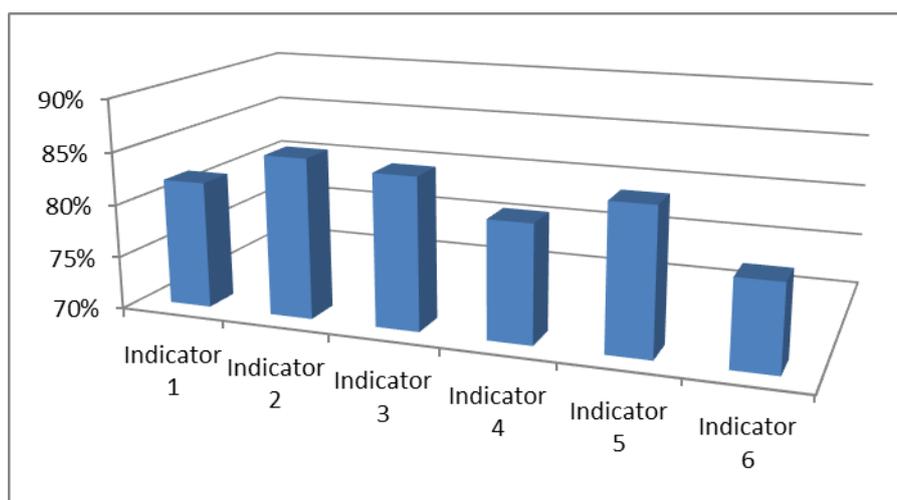
Cycle 2

Based on the data observation on the second cycle, the learning process and was taken place in the classroom using blended learning model, the obtain data showed:

Table 2. Sores Learning Motivation Cycle 2

No.	INDICATORS	SCORES
1.	Always being encouraged	82,00%
2.	Diligence in doing the task	85,12%
3.	Showing Interesting	84,32%
4.	Being able to defend opinion	81,06%
5.	Not easy to let go of these belief	83,61%
6.	Diligence to locate	78,11%

Figure 1: Sores Learning Motivation Cycle 2

From the data above, it was shown that had not reached the specified minimum criteria score. The learning motivation scores in the first cycles can be from the data of learning motivation questionnaire., they were: Being able to defend opinion (77, 10%), Showing Interesting (75,07%), Not easy to let go of these belief (74,00%), Diligence to locate (73,95%), Always being encouraged (72,82%), Diligence in doing the task (71,40%). This was different from the cycle where there six indicators that had not reached the minimum criteria.

If described in table, the percentage of students' completion study can be seen in the following:

Table 3. The Minimum Scores and Maximum Scores Each Cycles

Description	Cycle 1	Cycle 2

	Pre-Test	Post Test	Pre-Test	Post Test
Min. Score	50	70	60	76
Max.Score	75	85	78	90
Avarage Score	87,5	77,5	69	83

1. The student minimum score in pre-test of cycle 1 was 50; while it increased to 70 in post-test of cycle 1.

2. The student minimum score in pre-test of cycle 2 was 60; it increased to 76 in post-test of cycle 2.

3. The student maximum score in pre-test of cycle 1 was 75; it increased to 85 in post-test cycle 2.

4. The student maximum score in pre-test of cycle 2 was 78; it was increased to 90 in post-test.

From the data observation, it is showed that indicators the assessment that occurred in the cycle 1 and the cycle 2 showed the learning process by using blended learning model more efficient, effective, and also more motivated learned because students obtained more materials other than those presented by the teacher in the classroom.

Discussion

Based on the data in cycle 1, it showed the learning motivation was being able to defend opinion (77,10%) was not yet efficient. The minimum scores in learning motivation diligence in doin the task category (71,40%). Observation English learning in Economy Program done by the researcher based on the results of pre test and post test cycle 1. The data in cycle 2 showed that students learning motivation was already effective.it could be seen from the score in diligence in doing the task (82,12%).

From the research that had been seen carried out observation, implementation, and evaluation of learning English using blended learning model at both the cycle 1 and cycle 2 showed an increase in the learning motivation. For more details, the comparison data of cycle 1 and cycle 2 had been described above. In the cycle 2, it concluded that the maximum score in post test was 90. Based on the data, the increase of learning motivation scores in the cycle 1 and cycle 2 can be seen from the data of questionnaire. If viewed from the average of percentage in the cycle was 74%.

From the comparison of minimum scores and maximum scores each cycle showed that the decrease and increase assessment indicators that occurred in the cycle 1 and cycle 2. Studies have shown blended learning can be engaging ang effective teaching approach for students from diverse backgrounds, including English challenges who benefit from having material presented a variety of made. Based the data post test scores showed that learning process more effective and efficient.

Studies have shown that because blended learning incorporates multiple methods of instruction from an assortment of perspective, it proves to have an effective learning outcome for most students. Blended learning model also gives learners a centralized place to access learning materials. In a traditional lecture scenario, students have to take notes in order to save information for later. While note-taking can help learners organize and remember material, it can also be a distraction from the lecture content. Learners without good note-taking skills, who have a hard time hearing the professor, or who can't write fast enough to keep up can fall behind.

The posttest helped learners test their knowledge, show them where they needed to focus study time, and even improve the outcome students. The lecturer can run posttest in class, but they still need to grade them, and this is both time consuming and leads to a delay between when a learner takes a test and when they receive feedback. Online test can test learner knowledge more efficiently, and they even allow for multiple attempts if a learner wants to really drill themself on the information.

Blended learning model was a more effective option than either in-person or online alone. It is more efficient for teachers, more effective for students, and more rewarding to both. Organizations that learn to embrace the benefits of online learning can create stronger programs and achieve better outcomes

Conclusion and Suggestion

Based on the result of this research and the discussion in chapter IV, the following are the conclusion that can be drawn:

1. Implementation of blended learning model in Economy Program UNIHAZ Bengkulu can improve the English learning motivation. Students' motivation increased of being able to defend opinion (77, 10%), the low of percentage was Diligence in doing the task (71,40%) in cycle 2.

2. Blended learning model is flexible, and can be implemented in a variety of ways, when examining blended learning models, its' important to keep the student needs, teacher comfort, and available resources in mind.

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