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## English As A Foreign Language (Efl) Students' Perception Of Blended Learning At Iain Palangkaraya

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### Abstract

This research aimed to explore the perception of English as a Foreign Language (EFL) students of blended learning at IAIN Palangka Raya. The survey method was used in this research. The participants of the research were 51 students in the fifth semester at English Education Department of IAIN Palangka Raya. Questionnaire was carried out to get the data about the EFL students' perception of blended learning. The result of the research indicated that EFL students in the fifth semester at IAIN Palangka Raya got positive perception of blended learning. Most students perceived positive perceptions of belief and motivation and also effectiveness and benefit of blended learning.

*Keywords: Students, Perception, Blnded Learning, EFL Student*

### Abstrak

Penelitian ini bertujuan untuk mengeksplorasi persepsi bahasa Inggris sebagai Bahasa Asing (EFL) siswa pembelajaran campuran di IAIN Palangka Raya. Metode survei digunakan dalam penelitian ini. Partisipan penelitian ini adalah 51 mahasiswa semester lima di Jurusan Pendidikan Bahasa Inggris IAIN Palangka Raya. Kuesioner dilakukan untuk mendapatkan data tentang persepsi siswa EFL tentang blended learning. Hasil penelitian menunjukkan bahwa mahasiswa EFL semester lima di IAIN Palangka Raya mendapat persepsi positif tentang blended learning. Sebagian besar siswa merasakan persepsi positif tentang keyakinan dan motivasi serta efektivitas dan manfaat pembelajaran campuran.

*Kata kunci: Persepsi Siswa, Blended Learning, Siswa EFL*

## INTRODUCTION

COVID-19 pandemic has struck many countries around the world, including Indonesia. Some aspects, such as education have been affected by this pandemic. During this pandemic, people all over the world are forbidden to leave their homes. They have to keep social distancing when doing some activities, belonging as studying at home.

Besides, after two years COVID-19 happens the situation little by little becomes normal again. Some schools and colleges have changed their system from online learning to blended learning. Blended learning is a method of learning that combines face-to-face instruction with computer-mediated instruction (Wang et al., 2021). In line with that, Rahim (2019) states blended learning is used as an applicable approach of education while it is a combination of traditional approaches of face-to-face education with technological-integrated approaches. Blended learning can be used instead of traditional or online learning because it builds up a stronger sense of engagement and community than traditional face-to-face or fully online teaching and learning methods (Albiladi & Alshareef, 2019).

One of the colleges that changed their method of teaching and learning process from online learning to blended learning is IAIN Palangka Raya. According to the interview of one IAIN Palangka Raya student on 12<sup>th</sup> June 2022, she said that there is an online also offline methods when they are learning. Perception is a process of how the information acquired through the sensory receptors (such as eyes, ears, nose, and skin) is converted into a perception of what we think, see, hear, smell, taste, or touch (Nursanti, 2016). Furthermore, knowing the EFL students' perception in the class is important to motivate the students to learn about English. As lecturers and teachers, we can choose the appropriate method such as blended learning based on the students' perception. The students can learn English easier and make them understand more about English.

Based on the explanation above, the researcher would conduct research at IAIN Palangka Raya. The researcher wants to know about the students' perception of blended learning. The title of this research is "English as a Foreign Language (EFL) Students' Perception of Blended Learning at IAIN Palangka Raya".

### Relevant Theories

#### English as a Foreign Language (EFL)

According to Si (2019) EFL is regarded as English as a Foreign Language. EFL refers to those who learn English in non-English speaking countries. (For example, Indonesian people who learn English in their country are EFL learners). Moreover, EFL students learn English as a Foreign language, then English is not the dominant language. Learning a foreign language is for tourism, communicating with native speakers, reading foreign journals, etc. (Prayatni, 2019).

In this research the EFL students will be students of fifth semester students at English Education Department of IAIN Palangka Raya in academic year 2020.

## Perception

According to Destrianti et al. (2019) perception is the process of people about how to select, organize, interpret the input of information, and create a picture of the overall meanings. Moreover, perception is a process that is preceded by sensing. Sensing in here means a process received from the stimulus by individuals through the receiver. But the process does not stop there, the stimulus is passed on by the nerve to the brain as the center of the nervous system and the next process is a process of perception (Marus & Sudirman, 2020).

Perception is a phase of the total process of action which allows us to adjust our activities to the world we live in (Sofian Hadi et al., 2021). Here, the students' perceptions can be described as the developed opinion after having a certain experience that needs adjustment. The students' perceptions become a benchmark in the success of blended learning as a method in the English as a Foreign Language (EFL) class.

## Blended Learning

According to Ali & Sofa (2018) blended learning is defined as an enriched, student-centered learning experiences made possible by the harmonious integration of various strategies, achieved by combining face-to-face interaction with ICT. Furthermore, blended learning is a combination of face-to-face instruction in classroom and technology-mediated learning, or a support of traditional teaching by using internet-based technology such as chat rooms, discussion groups, podcasts, and self-assessment tools (Sriwichai, 2020). Besides, blended learning can be defined as the mixture of methods used for designing a learning experience, it is a way of using technologies through integration of traditional face to face and online in learning (Mezaal et al., 2021).

So, it can be concluded that blended learning is a learning model that combines face-to-face and non-face-to-face where online-based lessons or E-Learning becomes a media that has an important role in the process of learning and teaching. This learning model is also a combination of conventional and modern system learning. Through blended learning students will experience a new learning experience.

According to Friesen (2012) the models of blended learning that are frequently used: (1) the rotation model, in which online engagement is combined or rather, embedded, within a range of face - to - face forms of instruction in a cyclical manner; (2) the flex model, in which multiple students are engaged primarily online, but under the supervision of a teacher who is physically present; (3) the self - blending model, in which students choose different courses to take independently, but do so in a setting where a supervising teacher and other students are co - present; (4) the enriched - virtual model, in which online, virtual experiences are seen as being enriched only periodically through arrangements of physical co - presence.

## RESEARCH METHOD

The survey method was used in this research. Survey research designs are procedures in quantitative research in which investigators administer a survey to a sample or to the entire population to describe the population's attitudes, opinions, behaviors, or characteristics (Cresswell, 2015). Then, the researcher used a questionnaire as the instrument in this research.

## RESULT AND DISCUSSION

### Student's Belief and Motivation of Blended Learning

After the data about students' beliefs and motivation of blended learning were analyzed, the overall result from this indicator can be seen below:

Table 1 Belief and Motivation of Blended Learning

No	Answer	Percentage
1	Strongly Agree	13%
2	Agree	60%
3	Disagree	25%
4	Strongly Disagree	2%
Mean		2.83
Meaning		Good

According to table 1.1 above, it was found that the students with 13% answered strongly agree and the students 60% chose agree. Then, the students with 25% answered disagree and the students 2% chose strongly disagree. After all the scores of the student's answers from nine statements in this indicator were calculated, it was found that the mean score was 2.83. It can be concluded that most students agreed with the highest percentage, which was 60%. Based on the mean score, most students attained a positive perception of belief and motivation of blended learning.

Blended learning provides a flexible learning platform, endorses EFL learners' motivation toward authentic language learning practices, and leads to better academic achievement (Rahim, 2019). Furthermore, the students perceived that they got motivation when the lecturer used blended learning in EFL class. It is related to the research of Aji et al. (2020), which stated that the implementation of blended learning are flexible, motivated, interactive and improved ICT skills.

## Effectiveness and Benefit from blended learning

After the data about students' perception of effectiveness and benefit from blended learning method were analyzed, the overall result from this indicator can be seen below:

Table 2 Effectiveness and Benefit from blended learning

No	Answer	Percentage
1	Strongly Agree	14%
2	Agree	54%
3	Disagree	31%
4	Strongly Disagree	1%
Mean		2.80
Meaning		Good

From table 1.2 above, it was found that the students with 14% answered strongly agreed and the students with 54% chose agree. Next, the students with 31% answered disagree and the students 1% chose disagree. Then, after all the scores of the students' answer from fifteen statements in this indicator were calculated, it was found that the mean score was 2.80. It can be concluded that most students agreed with the percentage which was 54%. Based on the mean score, most of them perceived the effectiveness and benefit of blended learning positively.

This aligns with (Mezaal et al., 2021) research which reported that blended learning strategy is more effective and useful than a traditional one. Moreover, P.H. et al., (2019) stated that blended learning offers a lot of promising potential in helping learners to acquire and improve their English language competence. The study conducted by Rao (2019) also pointed out that blended learning provides a simultaneous independent and collaborative learning experience for university students.

## The Overall Result of Students' Perception

By comparing the responses from the two indicators of EFL students' perception of blended learning, the result of the students' perception was positive in terms of belief and motivation with the mean score 2.83. Then, the second indicator namely effectiveness and benefit of blended learning also had positive perception with the mean score 2.80. After that, the overall responses from two indicators were calculated. The result can be seen below:

Table 3 The Overall Result of Students' Perception

No	Answer	Percentage
1	Strongly Agree	13%
2	Agree	56%
3	Disagree	29%
4	Strongly Disagree	2%
Mean		2.81
Meaning		Good

The result of the students' perception showed that the highest percentage agreed with 56%. Then, after all the scores of the students' answer from 24 statements of two indicators were calculated, it was found that the mean score of the students' perception was 2.81. According to this, it can be concluded that most EFL students agreed that they attained a positive perception of blended learning.

## CONCLUSION AND SUGGESTION

According to the research result and discussion above, it was found that most of the students had a positive perception of belief and motivation of blended learning with the mean were 2.83. Most students also positively perceived the effectiveness and benefit of blended learning with the mean were 2.80. From the overall result, it can be concluded that most students in the fifth semester at English Education Department of IAIN Palangka Raya in academic year 2020 had a positive perception of blended learning with a mean of 2.81.

First, for the lecturers. Based on the result of this research, the researcher recommends the lecturers to apply blended learning in EFL class. The lecturers can make the variation learning using both methods in blended learning. With a flexible method like blended learning, the students can easily understand more about English. Second, for the students. The students should take advantage of using blended learning in EFL class. Moreover, blended learning can facilitate and help the students be more motivated and make it easier to understand English lessons. The last for the other researchers. The researcher expects that this research will be useful and gives benefit for other researchers. Moreover, the result can be used as a reference or inspiration to conduct further research related to the EFL students' perception of blended learning.

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