

The Effectiveness of Blended Learning in Teaching English Based on the ICT

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Abstract

This research aimed to describe the effectiveness of Blended Learning in teaching English. This research was qualitative and focused on evaluating learning using Blended Learning. The data collection techniques used in this research were observation, questionnaires using the Google Form application, and unstructured interviews. The results of the research were obtained and analyzed qualitatively. Based on the results Blended learning was more effective than online learning and face-to-face in terms of the student's learning outcomes. The use of Blended learning can be applied by doing 50/50, which means 50% of online and offline learning, 50% face-to-face learning, 75/25, 75% online and offline learning, 25% face-to-face learning, or 25/75, 25% online learning. and offline 75% face-to-face learning with the location of the learning time.

Keywords: *blended learning, face-to-face, online, offline.*

Introduction

Learning is said to be effective if the learning increases interest and motivation in student learning to be more active. According to (Reiser, 2001), effective learning is learning in which students acquire specific skills, knowledge, and attitudes and are learning that students enjoy. So that there are changes in cognitive, affective, and psychomotor aspects as evidenced by an effective learning process that is active, not passive, convert not overt, complex and not simple, influenced by individual differences of students in various learning contexts with criteria; mastery accuracy, speed to work, transfer rate of learning, retention rate (Psbb, 2020), learning needs to be planned and designed optimally in order to meet expectations and goals. Therefore, to produce effective learning, the following learning designs are needed; 1) Learning is carried out with real experience and an authentic environment because this is needed to enable a person to process learning (learning to understand, learn to work, and carry out real activities) to the fullest. 2) The content of learning must be designed to be relevant to the characteristics of students because learning has functioned an adaptive mechanism in the process of construction, deconstruction, and reconstruction of knowledge, attitudes, and abilities. 3) Provide media and learning resources needed. Availability of media and learning resources that enable students to gain concrete, broad, and deep learning experiences. This needs to be pursued by lecturers who are professional and care about the success of student learning. 4) Assessment of student learning outcomes is carried out in a formative manner as a diagnosis to provide a continuous learning

experience and within the framework of lifelong continuing education (Rinantanti et al., 2019).

Learning applied in various schools is still a lot of teachers use traditional learning that still uses learning that prioritizes face-to-face between teachers and students even though in the world of work and the business world they have been faced with a life based on information and communication technology (ICT) which makes it easier for lecturers and students to do lessons. The Internet in the context of ICT is a broad resource for learning. The internet has also become a means of fast and inexpensive communication through various social networking sites such as twitter and Facebook. If lecturers do not update themselves on ICT developments, then they can compete with social media (Dakhi et al., 2020). So, the lecturer must update the information. In addition to having the ability to convey teaching content face-to-face, lecturers must also have knowledge and skills in developing computer-based learning resources and skills in using the internet, then can combine two or more of these learning methods. A lecturer can start learning with a structured face-to-face, then proceed with offline or online computer-based learning (Means et al., n.d.).

Technological developments with the application of online and offline in learning. Online learning is a renewal of learning by developing media using internet networks(Garcia & Yousef, 2022). The use of online media is one solution to make students able to understand the subject matter well. This is in accordance with the research of which shows that there is a positive influence on the use of e-learning on students' motivation and learning achievement. Online learning using online media has been implemented at Megarezky University since the start of work from home on March 16, 2020 during the COVID-19 pandemic. The online media used are YouTube, Whatsapp group, Google Classroom, and Zoom. Online learning is a learning model used by distance learning (distance learning). Learning materials can be visualized in a more interesting and dynamic form. By using various variations of learning, it can increase students' enthusiasm for learning (Of & Century, n.d.).

One form of learning model activity in Blended Learning is individualized learning, where students can learn independently by accessing information or subject matter online via the internet. A learning can be said to be blended learning if it fulfills the three components, namely 1) online learning; 2) face-to-face learning; and 3) self-study (Studies, 2022) . By implementing the three components, it has completed the learning process, which does not mean it can only be applied in online learning, but there must be face-to-face meetings to deliver learning materials that have not been delivered during online learning. In addition, independent learning is also needed to train students' mindset and independence. According to (Hidayah et al., 2023) states that blended learning in online learning activities needs to present interesting teaching materials, for example in the form of videos and animations. Based on the development of technology that can be used to support the learning process, currently there is no single learning method that is ideal for all types of learning, because each technology has its own advantages. Therefore, different learning methods are needed for different learning characteristics. To meet all learning needs with various characteristics of different learners, the approach through blended learning is the most appropriate. Blended learning enables learning to be professional to address learning needs in the most effective, efficient and highly attractive way. (Article, 2023).

Methods

This research used descriptive research to describe the effectiveness of blended learning using offline and online learning for English education students. The population of this study were all students of English education who became respondents in this study, namely as many as 20 Megarezky University students who chose to use simple random sampling technique by considering population homogeneity. This research used three instruments, namely observation, interviews, and students' perception questionnaires. The subjects in this research were 6 lecturers and 20 students of English Education for the 2021/2022 academic year. Data were collected according to the research object, namely: (1) implementation of blended learning through observation, interviews, (2) students' perceptions of learning through questionnaires. The data was then analyzed descriptively.

Result and Discussion

Result

Based on the results of observations made in the ongoing learning process in the classroom, lecturers run lectures using a collaborative method between face-to-face lectures and online lectures. This shows that learning using blended learning is a learning model that combines face-to-face methods with online learning models that have been used by lecturers. 1. Face to face lectures the face-to-face lecture session is run by the lecturer at the initial meeting of the lecture. In this session, the lecturer starts the lecture by explaining about the RPS and the lecture contract, introducing the courses taught by the lecturer, and giving an introduction to the lecture. Through the lecture contract, the lecturer explains the learning model which is combined with the face-to-face lecture model which is combined with the online lecture model. Here the lecturer introduces the type of learning application used, namely the use of Google Classroom and Zoom. After the lecture runs in several meetings, face-to-face lecture sessions are used by lecturers as a time to discuss with lecturers and students with other students. 2. Online Lecture The form of online lectures is carried out by lecturers in three meetings, namely at the third, sixth, and twelfth meetings. Online lecture activities are not carried out in the classroom at the same time. Lecturers give students permission to be outside the classroom with a note that they must be online. And lecturers remain on campus. Through the Google Classroom account, student lecturers can still interact and be involved in the learning process. Lecturers continue to deliver lecture materials both through the Zoom application and Google Classroom, both in the form of learning materials and lecture assignments that have been sent via Google Classroom. Students can attend lectures and do assignments, as well as submit assignments through Google Classroom.

Through the use of Google Classroom, lecturers can manage and utilize lecture time more optimally and carry out learning and teaching activities with virtual assistance through the Google Classroom application, so that learning can run effectively. This shows that the lecturer has implemented the blended learning method based on the Google Classroom application and has shown effectiveness in learning, even though the lecturer and student do not meet each other directly or carry out face-to-face lectures. 3). Collaborative Lectures (Blended-learning) Collaborative lectures are combined sessions between face-to-face and online lectures. This is called blended learning. Based on the results of observations that have been carried out on the lecturers for each subject. In this session, lecturers and students are involved in

discussion activities. In order to support the smooth running of the activities, the lecturer asks students to bring their own laptops or use a mobile phone that has the Google Classroom application downloaded through the Google Classroom account. In this activity, in addition to joint discussions with lecturers and students, discussions were also held with other students and students. This shows that there has been an increase in the learning atmosphere and interaction between fellow students and has increased the effectiveness value of the blended learning method based on the ICT.

Discussion

The Effectiveness Blended Learning

According to (Fandos-Herrera et al., 2023), effective learning is learning in which students acquire specific skills, knowledge and attitudes and are learning that students like. So, there are changes in the cognitive, affective and psychomotor aspects as evidenced by an effective learning process Active not passive, Kovert is not overt, complex and not simple, also influenced by individual differences in students in various learning contexts with the criteria; accuracy of mastery, speed of performance, level of transfer of learning, level of retention, learning needs to be planned and designed in a optimally in order to meet expectations and goals.

As English lecturers, they must use variations in teaching to enrich the learning environment of students who are prospective teachers. Blended learning is a learning model that combines face-to-face learning and e-learning which can facilitate the delivery of learning material from lecturers to students. According to (Ginns & Ellis, 2007) blended learning is a learning approach that integrates online and face-to-face learning to produce a more effective learning experience. Blended learning strategies can help bridge the distance between students, institutions by interaction between students both online and offline and increase the effectiveness of learning and teaching experiences for students. Components and relationships in the blended learning system are developed in order to improve learner performance. Blended learning is a framework that is suitable for application in the world of education, especially university students.

Blended learning is the essence of learning combination between conventional forms and online both independently and collaboratively by using information and communication technology infrastructure. this is in accordance with what was revealed by (Kumar, 2008), that what is mixed are two main elements, namely conventional face-to-face class learning (classroom lessons) with online learning.



Figure 1. the blended learning concepts

This figure showed that the combination of conventional learning (face to face) and e-learning which creates a combined form of learning, namely blended-learning. One of the characteristics of blended learning is that blended learning is a learning model that combines various delivery methods, educational models, learning styles, and various technology-based media. Blended-learning is a combination of conventional learning models (face to face), independent learning, and independent learning via online. blended-learning model learning is also supported by an effective combination of

delivery methods, teaching methods and learning styles, and educators and parents of students have an equally important role, namely educators as facilitators, and parents as supporters.

Changes brought about by advances in science and technology in various aspects of life, especially in improving the quality of education. In this case, changes in education and learning must be carried out constantly and as a process that never ends. Education and learning based on technology and information and communication is one example of the results of reforms aimed at improving the quality of education and learning. The lecturer carries out the learning process by using a learning model that is appropriate to the course. A successful learning system requires continuous development, progress, and change.

According to (Ibrahim et al., 2023) along with current technological advances, the use of the internet for learning, one of which is e-learning, which has now been implemented in the world of education. E-learning which is a learning system that combines traditional teaching techniques with technological advances. E-learning is a web-based electronic learning process that can be accessed anywhere. E-learning can also shorten the target time schedule for learning.

The online learning process can provide many uses, namely; a) support the implementation of the learning process that is able to increase students' absorption of the material being taught. 2) increase the active participation of learning participants. 3) improve the participants' independent learning ability without depending on other students. 4) enrich the material through enrichment from various literacy sources. 5) Improving the ability to use and mastery of receiving and conveying information technology. Can this process be done with an e-learning approach? because any changes in behavior that occur must be seen and observed in the form of student reaction actions. Of course, face-to-face is more effective in this approach. Having advantages and disadvantages, of course, starts from the condition of students with different internal backgrounds. The general goal of learning is increasing competence and changing behavior which can be combined in the form of blended learning which is a combination of the advantages of face-to-face and virtual learning.

Based on the results of observations that students also feel happy participating in learning by using Blended learning. They are satisfied with the existence of learning resources that can be accessed anytime and anywhere. They do not have to wait for the lecturer to be in the classroom to obtain learning materials because they can interact with lecturers and students without being bound by time. Blended learning has also proven to be effective in learning English because of the advantages that can be obtained from combining face-to-face learning and online learning. Students feel that the use of blended learning is enjoyable in the classroom. Because the application of blended learning is done digitally and accessed through ICT-based teaching materials. (Kumar, 2008) stated that the use of ICT is required in learning to carry out face-to-face meetings, file storage, discussions, and monitoring. Students can access teaching materials, and lecturers can control student assignments. They are motivated to be able to understand the material studied online (Fajri et al., 2021). This is in line with what was revealed by Vaughan (2007: 81) that blended learning can be implemented effectively, so the potential results that can be obtained in blended learning-based learning are for students to actively participate in learning. In other words, it can be concluded that the learning process using Blended learning was successfully carried out well in teaching English at Megarezky University.

The effectiveness of Blended Learning in teaching English by combining face-to-face and online learning is an alternative solution to overcome the weaknesses of online learning and face-to-face learning to produce effective, efficient and motivating learning series for students. In general, it can be concluded that blended learning in teaching English uses four combinations, namely face-to-face, electronic media, text, audio, video and multimedia and web-based. The effectiveness of web-based independent learning is greater than face-to-face processes. The blended learning composition that is often used is 50% face-to-face learning activities and 50% online learning. There are even those who use 75% face-to-face learning and 25% online learning.

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