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Salam Pak Arfiyan,

Terimakasih atas LoA, selanjutnya kami mohon untuk update apakah ada revisi atau jadwal publikasi.

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Students' behavior on blended language learning

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Abstract: Integrating face to face and online learning are growing rapidly. Recently, blended learning is a model of learning that able to enhance and optimize learning. This paper describes learners' behavior in the implementation of blended learning through the University's Learning Management System (LMS). This model is the combination of face-to-face and online learning which consist of many applications such as student voice recording, user roles, courses, students' assessment, discussion forum, and internal communication. The intensions of this study is to observe the students' behavior on language learning implemented by blended learning model. We further attempt to understand the students' behavior, attitude, and achievement. The participants of this study are 37 students from the first semester of Informatics Technology (IT) department. The students were taught in blended learning approach by using 'eBelajar'. Based on the results of the implementation of blended learning in the teaching and learning process, the researchers found that blended learning was more effective and efficient educational experiences rather than face-to-face learning. The findings of this study also showed that students were satisfied with the use of blended learning in the teaching-learning process, and their academic achievements were also better than expected. It is suggested that the teachers and students can use blended learning for others subjects in order to make the teaching-learning process more alive and make the students feel enjoy in joining the learning processes.

Keywords: Students' behavior; English language learning; blended learning.

One of the teacher's goals of foreign language teaching is comprehended the students' ability in accessing information during the teaching-learning process. Recently, the use of ICT in education used by the teachers and students through the website, social

media, education application, and the contents offers few interactions between teacher and students. The implementation of ICT plays a more important role in current teaching and learning, one of the new approach blended learning has been practiced and implemented by many high institutions all over the world. It can be proved by the number of universities using blended learning is wider. The implementation of ICT in teaching and learning process showed better students' achievement. It confirms several reasons, firstly, the students can be accessing course material anytime and everywhere. Secondly, blended learning gives positive flexibility and convenience in joining the courses. Thirdly, blended learning helps the students to improve their autonomous learning in order to reach their success in foreign language learning. In term of education in general, the use of online distance learning can be actualized in various ways such as mail, social media, and website to conduct online learning. In online distance learning, there are no specific places for the teacher and the students, the learners have their own responsibility for their teaching-learning process.

Moreover, for adult learners who have another job as workers and students, will get a lot of benefit with the flexibility they need to balance their study and work in blended learning. Al-Azawei (2016) stated that blended learning, defined as a combination of face-to-face and online learning. Furthermore, blended-learning as pedagogical model for teaching and learning English as foreign language was successfully through a virtual environment. It requires indeed a real effort to redesign an English course in which face-to-face learning and online learning works together to create the good curriculum and software which contribute to the more effective website product for online distance learning. Blended learning as the new environment in the teaching learning process enriched with face to face and online activities conducting in the same period of learning. Blended learning also offers students with wide variety of discussion, exploring opportunities in their learning experiences. The blended learning is still in development stage in STIKI Malang, it needs more research and development that implementation types of blended learning from different aspects such as effective infrastructure and training of both teachers and learners with efficient skills in teaching and learning. It can also be related to the fact that the students embrace technological progress more naturally than most of the teacher.

Other studies reported that some aspect of the effectiveness of teaching and learning in terms of achievement, satisfaction, behavior, critical thinking skills, learner support, participation, interaction, and retention are related or better than traditional learning. Some studies about blended learning provides to be useful, enjoyable,

supportive, flexible, and give high motivation for the students (Güzer & H. Caner, 2014). However, it is suggested that in order to obtain more conducive environment in learning, teachers should give more encouragement to the students in order to participate actively in online activities, and the teachers have to control students' online activities regularly. The basic argument for the need of integrating ICT into language teaching-learning is to provide pedagogically sound and interesting lessons in blended learning approach that can certainly enrich the language learning experience to the students.

The combination method of teaching has been used in several countries both face-to-face learning and online learning. This strategy has been implemented for more than 20 years, blended learning is not a new approach for effective teaching and learning process (Sharma, 2010). It has also emerged in the learning course and the accessibility of ICT outside the classroom. Besides, it is combining of ICT to accomplish an educational goal and pedagogical approach to producing an optimal learning outcome. In general, the integration of digital tools, materials and techniques with the physical classroom are called blended learning. In a blended course, the students may view lectures, access readings, forum discussion, asking questions, and completing the assignments through online classrooms. It is an instructional shifting of face-to-face learning and online learning into combining those methods become a new strategy which so-called as blended learning.

Some researchers have been done on blended learning in foreign language teaching, researchers found out that this strategy does not only benefit the learners in their language learning but also for language educators. Blended learning, for educators, offers access to global resources and materials that meet with the students' level of interest and knowledge, improved teaching conditions provide more opportunities for collaboration, improve their time efficiency and meaningful professional development.

Blended learning, for the students in this occasion, can increase the students' interest in their own learning process, enables students to learn at their own pace, and also prepare students for future, because blended learning offers some multiple skills for the students, that will help students directly translate their research skills, self-engagement skills, self-learning skills, and of course computer literacy skills for their life skills. This strategy also builds learning environment which mixes the models of online learning and independent working as a whole and concerned with the effort to provide effective language learning experiences. (Sharma, 2010).

Some studies were compared the effectiveness of blended learning format with traditional courses by examining students' learning outcomes as well as the level of their satisfaction reported by educators and learners through course evaluations, focus groups

and interviews. The researchers found out that although the results suggest that blended courses were successful and had satisfaction level over time, however, there was no difference results of the learners' score obtained in the two courses; that is to say, students' learning in both situations was similar. Another research conducted by Comas-Quinn (2011) explored the influence of blended learning by looking at their level of learners' satisfaction and their linguistic competence. The study based on the results of the research concluded that the students' oral competence improved significantly and there was also some progress in learners' skills as well the students' satisfaction.

New learning environments which give the effect to the teaching and learning process still in its early development despite there are many curriculum designers tried to reconstructing learning environment. (Davies, et al. 2013) analyzed 210 schools' projects on creative community for learning, claimed that the physical environment is key to better communication and creativity in the classroom. Their evidence found that a creative environment can contribute to the teacher professionalism and pupil performance. Furthermore, in this paper, we use a real-life data to support our understanding of blended learning in practice for the students of STIKI Malang.

Based on the above explanation, the researchers tried to explore the students' behavior through the implementation of blended learning. The research aims to determine the students' behavior effects of blended learning environment on the academic success in English language classes as well as their motivation in attending the new learning environment. The researchers creating the research questions as follows: "How is the students' behaviors towards the implementation of blended learning?"

METHOD

This study explored the students' behavior and their success within the implementation of blended learning on higher education level in English Foreign Language classes of students in the Informatics Technology Department, a qualitative research design has been implemented to gain the real data for answering the research questions.

There were 37 participants in this study. They were from the first semester students of Informatics technology department of STIKI Malang in the 2018-2019 academic years, who take English course. This study was conducted during one semester, about 14 meetings where the students belong to the blended learning, combining online learning and face-to-face learning during the period. Each meeting consists of 150

minutes by using Learning Management System '*eBelajar*' as an application tool to support this research.

The data collection conducted through a questionnaire which consists of 10 questions with the choice of the answer as follow; the motivation scale developed by using four Point Likert Scale as Strongly Agree, Agree, Neutral, Disagree. Then, the open-ended interview was conducted to 5 students who choose randomly to know their point of view about blended learning in the teaching-learning process. Furthermore, to know the student's achievement, the researchers conducted the English test as the final test for the students in the end of the semester. The test aims to evaluate the expected foreign language level of the students and prepared by the researcher according to the topics in the course book.

FINDINGS

Two models of blended learning recently used in STIKI Malang are a blended online class where the students are able to access the course online and flipped classroom where the students are free to choose the method of learning class within requirements in advance. The findings of this study was based on the results of questionnaire which have been collected in the end of the teaching learning process. The results of questionnaires showed that the students' answers 78.3% out of 37 students are strongly Agree, it means that most of the students were agree with the implementation of blended learning in the teaching and learning process, they got the benefit from the implementation of blended learning in the teaching and learning process. The students feel free to access all the teaching materials anytime they want. The students also strongly agree that the use of blended make them easier to access and understand the content of the teaching learning materials whenever they want. The implemented of blended learning also strongly support with the use of technology in the English foreign language learning process. So, the students use the technology not only for the pleasure but also they use it for learning. The students responsible for their own learning were also increased, it means their autonomous learning were also improved. 15,4 % out of 37 students were agree to the implementation of blended learning in the teaching and learning of English. They said that blended learning give the benefit for them, but they still need the presence of the teacher to clarify the difficulties they found. Another reason is the students still unfamiliar with technology used in the teaching and learning process. Moreover, 4.2% from 37 students were answer neutral; they seem just answer the questionnaire without any sense. They just follow what the lecturer gave, without any doubt. The students also find the difficulties in the use of

technology in the teaching learning process. In other hand, 2.1% from 37 students were said that they were disagree with the implementation of blended learning in the English teaching and learning process. The reason is that they are unfamiliar with blended learning and they cannot understand the learning material well. Perhaps, they are belonging to the students that need much more explanation from the teacher, rather than autonomous learners. They also said that they were unfamiliar to use the technology for learning.

The reasons of blended learning model have been chosen by the researcher in their daily teaching are the first semester students are able to find the video tasks, with the recordings of native language speaker, which is quite encouraging for their own communicative production. Later on, the blended learning presents an opportunity to drill their communicative skills in forums and chats of the virtual environment of the courses. The communicative competence through virtual learning can be developed in the form of a written production in forums and in the form of oral production in chats. The students who present an overview of empirical research into online language learning, online and blended language learners show better results in written production and communication than their counterparts in traditional classrooms.

The innovation of education can be successful by how well the teachers deal with the new ideas and ambiances and of course implement them with the students. The success of learning model especially in the hands of teachers, and in the case of blended learning, on how well they can make the transition from the teachers and students role in the face-to-face classroom to online learning. In practice, the students were recorded by a questionnaire and a short interview. They were stated that they have convenient access to a lecture's both for discussion and consultation of material where the students found the difficulties. Others, they can access any course to a computer and the internet such as video recordings by English native speakers, vocabulary, dictionary and other tools that easily anytime and anywhere. Besides, in terms of satisfaction, the opinions have also differenced. Even though blended learning implies the mix between face-to-face and online learning, the implementation of online component is the one which seems more easily for the students in acquire new skills and knowledge.

The positive value as learners was able to work consistently and independently, of course, this convenience may occur when the blended learning implemented and invited the students as the learner-centered. The following extracts from the interviews showed the ideas of the students' behavior to the perception of blended learning, they express as follows:

“I think by blended learning I have higher engagement and really interesting”

“For sure technology always make learning easy”

“Learning outside the class, anytime and anywhere really unjoyful for me, even I have to submit all the assignment in a timely manner” etc.

In the other side, the students also reported negative comments on blended learning implementation in their learning as follows:

“I could access the teacher completely when I need more assistance and guidance, the instruction given should be understood by myself”

“It is a new learning model for me, and not all students are expert in technology. Quite hard in the beginning”

“I lack motivation in joining the virtual forum and online learning”

The findings showed the independence and autonomy learning in blended learning. There are mentioned above both positive value and negative comment of implementing the blended learning. In short, foreign language teachers who would like to take challenges in implementing the blended learning in their daily teaching should prepare the following tasks: prepare well-organized teaching material; plan the times they need to explain and work on the materials; prepare the well-organized teaching method; monitoring students’ self-checking learning process.

DISCUSSION

The findings of the implementation blended learning by means of success in the English foreign language classes that the English language classes performed in the blended learning environments have different effects by means of students’ behavior. It can be understood, that the blended learning environment, which approaches to more points on the English language students; behavior. That is more effective in increasing success in English classes. Blended learning method has been performed in many educational institutions in online classes and also in-class tuition and successful results have been achieved. (Walker, Brooks & Baepler, 2011) revealed that students taught in a new learning experiences performed better than those taught in traditional classroom. Furthermore, there are some improvement in term of students’ behavior before and after the implementation by means of motivation towards the English foreign language classes. Furthermore, blended learning also improve the students’ autonomous learning. It has been found that the students’ motivation towards English course is available at the subjects attending English classes in blended learning environments. It is also supported by Byers et al. (2014) said that new learning experience giving good impact the students’ attitudes, level of engagement, learning experience, and academic performance. Learning

Management System used in STIKI Malang was a part of the supported tool during the research. The students' perception may vary at the beginning of combining face-to-face teaching and online learning by using ICT. However, students understanding of media used during the teaching-learning become part of the necessary thing in implementing this strategy.

Besides, the negative comment occurs at the beginning of implementation the blended learning. It might be happening because the students are in the beginner level of university. However, by the time and of course teacher assistance the students are able to follow the rule as part of autonomous and independent learning. The students' behavior increasingly improved and gained higher motivation in learning a foreign language. They were able to access any source material and it's supporting through their own computer and the internet, anytime and anywhere. It is also clarified by Warschauer (2000) that there are three requirements to satisfactorily motivate students to successfully participate in such programs, they are; 1) the students must understand the objectives of the course, 2) the objective of the course must be socially relevant to the participants, and 3) the instructional medium used in the course must be appropriate to the aims and level of participants.

CONCLUSION

The opportunities of the blended learning environment and its steps have to be designed in the term of blended learning supplements and constraints, the teacher and the learner have to carry out their tasks and responsibilities. The findings of this study performed that the students attending in blended learning environment have different behavior in English language learning. They were more responsible with their own task and course without any pressure directly from the lecturer. The learners feel free to explore their knowledge about the material without any tension.

The result of implementation blending learning showed the good impact both students' behavior and motivation. It can be proved form the results of questionnaire and interview during the teaching learning process, 78.3% out from 37 students were strongly agree in the implementation of blended learning in English classes. It is expected that the students are invited actively during the teaching-learning through blended learning. The teachers may not only the center of the source material but also invite the students to find out their interesting material related to the topic. It is also suggested that the teachers and students can use blended learning for others subjects in order to make the teaching-learning process more alive and make the students feel enjoy in the learning processes.

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