

STUDENTS' PERCEPTION TOWARD BLENDED LEARNING IN TOEFL CLASS

Siti Tuti Alawiyah
Universitas Nasional
tuti.alawiyah.sta@gmail.com

ABSTRACT

Industry four point zero has made people must change point of view which was previously conventional to the modern one. Including in the field of education, students and lecturers do not need to discuss in classroom everyday but by utilizing sophisticated technology, time and place are not problems anymore. Blended learning is one of the learning method that is combined by onsite learning with online learning. UNAS will apply blended learning for several courses and TOEFL as well. The purposes of the research are 1) knowing students' perception toward blended learning in TOEFL class, 2) knowing the influence of blended learning toward students' motivation in learning TOEFL. Data will be generated by giving online questionnaire to students before final examination. Then data will be analysed descriptively using thematic analysis.

Keywords: Blended Learning, TOEFL class, students' perception

1. INTRODUCTION

Anywhere, anytime we see and hear news about industry four point zero (4.0). All politicians, academics, teachers, practitioners, entrepreneurs, functionaries, and Minister of Higher Education (MENRISTEK DIKTI), are talking about how to facing industry 4.0 in millennium era. Industry four point zero emerges as a trending topic currently in national seminar, public lecturing in campus, President's speech and also most of rector in universities delivering his speech in graduation day. Recently, The Minister of Higher Education Mohammad Nasir (MENRISTEK DIKTI), said in national conference opening (Rakernas) 2018 that conducted in Universitas Sumatera Utara (USU), Medan said that the challenge of industrial revolution 4.0 should be responded by entire functionaries in Ministry of Research, Technology and Higher Education in order to improve Indonesian competitiveness in the globalization era. In his speech he also mentioned KEMENRISTEK DIKTI needed to prepare strategies ways in order to anticipate world changing that dominated by digital device. "Strategies policy has to be formulated in any aspects starting from institutional department, any disciplines curricula, resources, and development of Cyber University, research and development to innovation. I hope in this national conference can gain recommendation of development of science and technology in facing industrial revolution 4.0"

<https://www.ristekdikti.go.id/siaran-pers/pengembangan-ipitek-dan-pendidikan-tinggi-di-era-revolusi-industri-4-0/>

He also explained, there are five necessary elements must be concerned by KEMENRISTEKDIKTI (Ministry of Higher Education) to drive economic growth and competitiveness among nations in the world in era industrial revolution 4.0, namely:

a. Learning preparation system more innovative in Universities such as learning

curriculum adjustments and improving students' ability in data information technology (IT), Operational Technology (OT), Internet of Things (IOT), and Big Data Analytic, integrating physical object, digital and human to produce graduates which are competitive and skillful mainly in data literacy aspect, technological literacy and human literacy.

- b. Reconstruction of institutional policy in higher education which are adaptive and responsive toward the industrial revolution 4.0 in developing interdisciplinary science and study program needed. In addition, *Kemenristekdikti* (Ministry of Higher Education) striving for Cyber University program as a system of learning distance course. It aims to reduce intensity of meeting between lecturers and students. Cyber University later is expected as the solution for children of the nation who live in remote area to reach out higher education with good quality.
- c. Preparation for human resources particularly lecturers, researchers, responsive engineer, adaptive and reliable to deal with industrial revolution 4.0. Moreover, rejuvenation and development of education infrastructure, research, and innovation need to be done in order to prop the quality of education, research, and innovation.
- d. Breakthrough in research and development that support industrial revolution 4.0 and research ecosystem and also development to increase research quality and quantity in Universities, research and development institutions (*Litbang*), LPNK, industry, and society.
- e. Breakthrough innovation and reinforcement innovation system to intensifying industrial productivity and upgrading startup company technology based.

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On another occasion when he attended to give public lecturing in Universitas Mataram Lombok, he said that students are the main actor in encountering the challenging of industrial revolution 4.0. "It is need to be emphasized that students are main role for this nation in facing industrial revolution 4.0. Through lecturers guidance, support from government and society with all adequate facilities they will be able to face industry 4.0 and to give a scent to Indonesia in international world" <https://ristekdikti.go.id/kabar/menristekdikti-mahasiswa-pemeran-utama-menghadapi-era-revolusi-industri-4-0/>

There are still many news that broadcasted by KEMENRISTEKDIKTI regarding industry 4.0. Based on his statements above I assume that we as Indonesians, older or youth, students, lecturers, practitioners, entrepreneurs, even common people must be ready with industry 4.0. Certainly the governments have prepared master plan to assist us facing this era. One of the examples they support universities to develop their educational curriculum system using blended learning as description that learning may not be restricted in space and time or known as distance learning (*pendidikan jarak jauh*) which combine traditional method that is face to face and virtual learning. In advance we know only Universitas Terbuka that provides distance learning because its vision is providing youth who live in remote area to gain higher education.

In fact, at present situation, all universities are required to be more creative, innovative, in utilizing technology to develop educational system. Therefore, lecturers and students are prepared to be active participants in developing education technology based. Ready or not ready, like or dislike we have to take apart in industry 4.0. Mardayanto said "Currently, is known as industrial era which is the usage of cyber collaborated by manufacturing commonly applied..." He added, " some challenges in industrial 4.0 are identified as follows; 1. Increased security on information and technology; 2. Increased reliability and stability of production machinery; 3. Skills improvement; 4. Loss of work due to automation. Therefore, lecturers, education staff, and students have to change. All parties must strive to improve self- competence, keep learning, and able to adjust to the needs of this era.

Nuryatono agricultural economist said "ICT technology advances have also penetrated the universities and causes extraordinary changes in all disciplines. Consequently, universities must change their mindset among others by starting to reformulate a curriculum that is compatible with the demands of the times including starting to change

the teaching and learning process that has been done so far, for example lectures are not only in the form of face-to-face, but can be done online, including providing co-working space for students and lecturers. Changes are also caused because students and prospective students are now generation Z, which is digital native". <https://unej.ac.id/pendidikan-tinggi-wajib-berubah-menghadapi-revolusi-industri-4-0/>

Meanwhile according to Prof. Rudi Wibowo, Postgraduate Director of Universitas Jember, in public lecturing with the theme industrial revolution 4.0 said "There are three literacy needed in industrial revolution 4.0 namely data literacy, technology literacy, and humanities literacy". <https://unej.ac.id/pendidikan-tinggi-wajib-berubah-menghadapi-revolusi-industri-4-0/>

The phenomena of industry 4.0 also give huge influences to private universities where they have to work hard to keep abreast of the age. The entire private universities must prepare all of things to serve high quality education for public. In conjunction with government's instruction and positive attitude from functionary in universities toward the preparation to face industry 4.0, Universitas Nasional is one of the private universities that committed and persistent to establish educational system which refer to industry 4.0. Several steps have been done as conducting seminar industry 4.0, training to lecturers about learning management system, seminar blended learning and how to apply BL method including how to create learning model for students. BL will be fully applied for all subjects in campus. Therefore, in this research I would like to investigate how effective blended learning for TOEFL preparation class as compulsory subject in Universitas Nasional.

Universitas Nasional is the oldest private university in Jakarta. Two of the major missions of Universitas Nasional are first, conducting and developing education which has national standard and able to compete in global rank. Second is conducting education that produces qualified graduates in their areas and they are able to master the development of knowledge and recent technology and they are able to compete in manpower market nationally and internationally. In order to embody those missions university provides the students TOEFL class. It is a compulsory subject for any students in all departments of the faculty in UNAS.

Two credits is given in TOEFL class which is equal with sixteen meetings including middle test and final test. The TOEFL class is opened every semester and the participants are students from any majors of different faculties and they are from various semester or batch. For example, in one class there are sixty students from any majors, new students, students in the third semester and even in

the last semester who joined the TOEFL class. Usually, every semester TOEFL class is opened six up to eight classes. There is a coordinator class who set up TOEFL RPS (rencana pembelajaran satu semester) and recommend other lecturers to use what book that will be used in class. Moreover, most lecturers only give copies of material from TOEFL book or download from internet sources. Unfortunately, internet connection did not work well. Because of that teaching learning process was not conducive.

Most of lecturers admitted that they could not accomplish the materials as written in RPS and during learning process they teach more about part of speech, or focus on reading section. Sometimes they give articles from newspaper or internet. Some problems they faced why they cannot teach correspond to RPS because the amount of students is not ideal to teach every sections of TOEFL, oftentimes many of students do not bring the copies of material, they also seem uninterested in learning TOEFL. According to students which are asked informally why they dislike TOEFL class, they said that the section in TOEFL such as structure and written are very difficult to be understood, the others said the content of vocabularies in TOEFL are not familiar to them. This situation has already happened for years. Obviously, I think it is a very big problems and I feel challenge to overcome this matter. Moreover, in the near future all subjects has to be taught by blended learning. That is why lecturer and all stake holders in campus have many things to do in preparing BL program. Lecturers and team of development curriculum with team of quality assurance prepare designing RPS (rencana pembelajaran satu semester), in other side, BPSI (biro pengelola sistem informasi) they are preparing enhancement of bandwidth system in campus. It is carry out to establish blended learning program successfully.

Regarding the trend issue of blended learning many articles found related to blended learning. There is an article “effective use of virtual learning environment and LMS” (learning management system) explained that how LMS which is getting more advanced in this time with the presence of virtual learning or e- learning. Virtual learning that perceived as learning approach that correspond to development of learners’ character. Learning activities can be conducted by employing information communication and technology (ICT) which involve learners and instructor. This has been unique learning sources that offer interesting learning environment from pedagogic viewpoint and all participants can take apart in various topics discussions and have consultations righteously in real space (Simkova & Stepanek, 2013).

Kaur 2013, said that blended learning is a trend has advantages in forming independence to students, besides the study showed defiance in bl

approach. Similar to the result of the research in an article ‘The Past, Present, and Future of Blended Learning: ‘An in Depth Analysis of Literature’ explained how blended learning will become the most popular approach in future. The study reviewed and analyzed the study that had been in blended learning trough reflection in the past, present, and future. Graham (2006) stated that blended learning will have important role in future and it will be dominated by integrated learning environment. In sum, new development in technology will drive teachers to apply blended learning in their classroom. (Guzer & Caner, 2014)

Therefore, I intend to know the students’ perception toward blended learning method which is applied in TOEFL class. The result of this study will be proposed as recommendation to University whether the program is still necessary to be implemented for students or they need to use another method or might be back to previous method. As the previous one I mentioned that there are problems faced in TOEFL class and I need to investigate the problems. Is blended learning method able to overcome the problems? When I had conversation to students and asked for their opinion regarding blended learning program most of them argued that they do not agree with BL. Because learning TOEFL face to face in class they still do not understand moreover in online.

2. METHODOLOGY

2.1. Research Participants

A total of 115 students from the four programs, they are Economy Faculty, Computer and Technology Faculty, Social Science Faculty, and faculty of health sciences. Yet, only ninety-seven students who have submitted online questionnaire. Mostly students were sixth to eight semesters while taking TOEFL class and they already took general English which provided by their own faculty. The class consists of forty up to eighty students so it is so very big class. There are sixteen meetings in one semester. At first week is onsite class and the second week is online class. (odd meetings are onsite while even meetings are online)

2.2. Data collection and analysis

In order to investigate student’s perception, I gave the students’ online questionnaire trough Google Drive. The questions are in bahasa because I want to make it easier and they can respond them quickly. There are only three questions two of three are yes no questions but they should give the short reason and one question has to be responded in complete answer which already given. The questions were:

- a. *Apakah pembelajaran TOEFL dengan metode blended efektif? Ya atau tidak. Alasannya:* (is TOEFL learning by using

- blended learning effective? Yes or no. your reasons)
- b. Apakah dosen memberikan materi sesuai dengan RPS? Ya atau tidak. Alasannya: (do lecturers give the lesson correspond to RPS? Yes or No. your reasons)
 - c. Kendala apa yang dihadapi dengan metode blended learning? (What hindrances that you faced in blended learning method)
 - i. fasilitas internet yang tidak memadai di rumah dan dikampus (an inadequate internet facilities at home and campus)
 - ii. enggan menggunakan kelas online karena lebih menyukai perkuliahan tatap muka (reluctant to use online classes because they prefer learning face-to-face lectures)
 - iii. tidak ada feedback di kelas online (there is no feedback in the online class)
 - iv. kurang efektif karena TOEFL mata kuliah SKILL (TOEFL lesson is perceived less effective because it is a skill subject)
 - d. “Kurang jelas dan sulit dimengerti” (it is unclear and it is difficult to understand)
 - e. “Karna sulit untuk mengerti dalam pembelajaran sistem online lebih baik pembelajaran sistem tatap muka lebih dapat dipahami dan bisa banyak bertanya dengan rinci sampai benar2 paham”(it is difficult to understand in online system but it is much better learning by face to face method. Because it is easy to be understood and we can ask questions in detail”)
 - f. “Karna ada beberapa materi yg tidak bisa dijelaskan secara online” (because there are some topics that cannot be explained through online”)
 - g. “Karena pasti banyak mahasiswa/i yang kurang paham dengan penjelasan yg diberikan melalui blended learning daripada onsite” (Because surely many students are less familiar with the explanations given through blended learning than onsite)
 - h. “Bagi saya belajarnya kurang efektif karna kita sebagai mahasiswa/i tidak fokus untuk satu titik yaitu belajar dan kurang mudah untuk dipahami. Dengan belajar bertatap muka juga bisa belajar bersosial” (For me, blended learning is not effective because we as students are not focused on one point, that is learning and not easy to understand. By learning face to face you can also learn to be social ”)
 - i. “tidak,karena TOEFL mata kuliah skill” (No. because TOEFL is a skill lesson)
 - j. “belajar bahasa Inggris harus practice” (learning English needs practices)

All the answers given by the students were analysed using thematic analysis. For the purposes of this study and report, pseudonyms are used. The data was analysed to identify students’ perception on TOEFL class which use blended learning method.

Table 1. Apakah pembelajaran TOEFL dengan metode blended efektif? (is TOEFL learning by using blended learning effective)

Themes	Number of Participants	%
Ya/Yes	78	80.4
Tidak/No	19	19.6

3. RESULTS AND DISCUSSION

As shown on table 1. from 97 respondents 80.4 % answered that TOEFL class uses blended learning in un effective while 19.6 % answer that TOEFL class through BL is effective. These are the examples of comments who said that TOEFL class using BL is not effective:

- a. “sulit dipahami” (difficult to understand)
- b. “Menurut saya kurang efektif. Karna alangkah lebih baiknya TOEFL lebih ke praktek langsung. Karna kalo online kita kadang jd males”. (think is ineffective. It is much better TOEFL directly practiced. Because by online make we feel lazy)
- c. “Krn toefl lebih efektif jika tatap muka” (because TOEFL is more effective when face to face)
- d. “Sudah sesuai” (yes. Appropriate)
- e. “Tapi kadang menjelaskannya terlalu cepat jadi bagi saya yang tipe belajarnya visual sedikit sulit untuk mengerti ketika ingin menulis tetapi sudah lanjut ke materi/slide berikutnya” (But sometimes the explanation is too fast, so for me, the type of learning that is visual is a bit difficult to understand when I want to write, but has already gone to the next material / slide ”?)
- f. “Dosen menjelaskan sesuai dengan rps” (lecturers explain the lesson correspond to the RPS)
- g. “Iya sangat sesuai” (yes. Very convenient)
- h. ” dosen sudah sangat sesuai dalam memberikan materi yang sama dengan

On the second question, Students answer that there are 95.9 % or 93 students said that lecturers gave material corresponded to RPS. The following are examples of students’ comments:

- RPS” (lecturers are very suitable in giving the same material as the RPS)
- i. “Iya sesuai karna RPS sangat penting” (Yes, because RPS is very important)

It can be seen on the table 2 below

Table 2. Apakah dosen memberikan materi sesuai dengan RPS? Ya atau tidak. Alasannya:

Themes	Number of Participants	%
Ya/Yes	93	95.9
Tidak/No	4	4.1

The last questions concerning the hindrances faced by the students toward TOEFL class through BL is shown in table 3.

Themes	Number of Participants	%
1. Fasilitas internet yang tidak memadai di rumah dan di kampus. (internet facilities is inadequate at home and campus)	13	13.4
2. Enggan menggunakan kelas online karena lebih menyukai perkuliahan tatap muka (reluctant to use online classes because they prefer learning face-to-face lectures.	44	45.4
3. Tidak ada feedback di kelas online (there is no feedback in the online class)	5	5.2
4. Kurang efektif karena TOEFL mata kuliah SKILL (TOEFL lesson is perceived less effective because it is a skill subject)	35	36.1

4. IV. CONCLUSION

This study focuses on the perception towards blended learning method which is applied on TOEFL class. The participants are students from Economy Faculty, Political and Social Sciences Faculty, Health Science Faculty, and faculty of computer engineering and informatics. The total number of respondents were 115 respondents. Questionnaire were distributed to students via Google form on Google Drive but only 97 students who submitted it.

In terms of efficiency TOEFL class through BL, most often-cited answer (78 students/ 80.4%) said that it is not effective. The reasons are they cannot understand the subject easily when onsite class even less when online class, TOEFL is a skill

subject so BL is not effective, learn English need to be practiced, and BL learning make them lazy.

Regarding the material given to students correspond to RPS or not the fact show us that 95.5 % or 93 of 97 students answered that lectures delivered the subjects is appropriate to the RPS. Mostly answered yes it is appropriate, already appropriate, I think yes it is. A few students answered with explanations such as RPS is very important, the lecturers delivered the subjects corresponded to RPS.

While there are 45.4 % or 44 students stated that the hindrances faced by students because they are reluctant participated in online class and they prefer learning onsite. The two biggest things that faced by students as hindrance in TOEFL class is TOEFL is skill subject so it is in effective if taught by online. Thirteen participants said that internet facilities in campus and in their home are not adequate and five students said that there is no feedback when they are in online session.

Based on the obtained data it can be assumed that TOEFL is preferred studied in conventional way where the lecturers and students met. It consist of listening skill, reading, structured and written skills. It is not a subject that students may read only at home but each skills need to be practiced. If the students do not understand they can ask directly with lecturers or classmates. This is in line with what Wenger (1998) stresses: a learning community can help members to share ideas and learn from each other.

Another finding in the study is 95. 9% respondents stated that the lecturers already explained the RPS firstly. It is assumed that the lecturers have fulfilled their obligation well. But it does not mean blended learning in TOEFL class is understandable. TOEFL is a foreign language and most of students do not have English background. They need to know the strategies how to answer every sections on skills.

In addition to the hindrances, most students answered that students feel a bit lazy to participate in online session, they preferred learning face to face. Here I can assume that every learner has different style in learning methodology. Moreover, the subject given is TOEFL as I mentioned above this subject need more practices and feedback directly. Another hindrances also caused by the internet facilitation.

In short, TOEFL is not strongly recommended to be taught by blended learning method. The data shows us the students' perception toward TOEFL class is more negative rather than positive. If this method still carried out not impossible will affect to students' motivation in learning TOEFL and surely with their score.

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INTERNET SOURCES

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