Students' Attitudes towards Blended Learning Implementation in an EFL

Classroom: The Students Perception

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Abstract

Blended learning has become an education current issue in this modern ear, which most of the students relay their life on the technology instead of education, communication and entertainment. Blended learning is one of the learning approach innovation trough Learning Management System (LMS). Blended learning provides the advantages of online learning and face-to-face classroom. Therefore, blended learning has 6 blended learning factors toward EFL classroom, Technology, Online Learning, Learning Management, Online Interaction, Classroom Learning, and Learning Flexibility. However, this paper presents a research of the students' attitudes towards blended learning implementation in EFL classroom in Islamic private University in Yogyakarta. This is a quantitative research, and 55 questioner items were distributing to 151 EFL student of English Education Department in Islamic private University in Yogyakarta. Hence, the findings show that the technology found as very positive attitude blended learning factors toward EFL classroom. In addition, the technology provides students more exposure to improve the learning target such as video and conferences.

Background of the research

Technology implementation in education has become important and inescapable, not an opulence because its advantages on the learning and teaching process. Blended learning as an innovation learning which combined technology and face-to-face meeting in learning process. Recently, there has been much attention paid to the growing blended learning course in Islamic private University in Yogyakarta. Currently, the effort has been focused on the implementation of blended learning especially in EFL classrooms. Hence, this English Education Department already implemented 85% courses through blended learning. The blended learning implementation are allocated 40% for online learning and 60% for face-to-face meeting. Furthermore, the merging technology in learning known as online learning which included the contents and instructions of education delivered virtually trough the internet (Watson and Kalmon, 2005). In line with Albrecht (2006), blended learning is a combination of both web-based activity and a face-to-face classroom instruction together. Also, Bender (2003) added that blended learning is a various media such as instruction, technology, and event to conduct an optimum program for a specific audience.

Blended learning has 6 factors that influence a positive attituded in the implementation of blended learning in EFL classrooms. According to Meng Tang and

Yen Chaw (2013) concluded that blended learning has six factors towards EFL classrooms such as, classroom learning, online learning, technology, online interaction, learning management, and learning flexibility which influence positive impacts on the implementations of blended learning.

Technology as the highest positive factors of blended learning toward EFL classroom. Meanwhile, technology as the important factors which support the blended learning. As supported by Hariis et al (2009) conluded that ITC internet technology communication is the main tools in blended learning. Besides, Azzian (2010) argued the implementation of technology in blended classroom provides extra resource for the students, and its expected to improve the learner's confidence and competence as well as to develop the learning quality. In line with the previous experts, Yulia (2017) stated that the approachability and mastery of the students towards digital technology are the prerequisites of success on the implementation of blended learning.

In additions the blended learning benefit toward EFL classrooms trough technology factors are encourage students' interest in learning, improve student's language skills and increasing student's motivation to be active in learning. Hence, Abdelhak (2015) added technology in blended learning provides the students interesting activity that can motived the students and improve the language target skills. Furthermore, Bendania (2011) asserted that blended learning implementation which bring technology improve the student's skills on ITC.

Research Methodology

The research conducted a quantitate approach. The quantitative was chosen to find the trends of blended learning factors affects to students' attitudes in blended learning toward EFL classrooms. Also, the research used survey design to find out the students' beliefs and behavior in EFL students' attitudes. The research setting was conducted in Islamic privet university in Yogyakarta which the English Education Department already implemented blended learning 80% of the courses. Meanwhile, in line with the Decree of Rector no 133/SK-UMY/ VII/2018 about blended learning implementation. The research conducted in November 2019 and it took 12 day. The research sample are 151 respondents' batch 20017 which selected form he samples size for probability sample with confidents levels 95% and confident interval 5% for education social. 151 selected respondents obtained from class A, B, D, F which had been shuffled by lottery. The random stratified sampling selected the respondents from the number of the students attendant list 1-37 and 1-38 every selected classes. That can bee seen on the table below.

Research Sample of 151 respondents from class A, B, D and F by random stratified sampling	
Class A	38
Class B	38
Class D	38
Class F	37
Total	151

The research adopted a questioner as data collecting method. There are 55 questioner items which defied into 6 parts. First part, there are 8 items start number (1-8) to identify classroom learning factors of blended learning toward EFL classroom. Second part, provides 10 items in number (9-18) to find out the online learning factor of blended learning. Third, there are 10 items number (20-28) to measure the learning management of blended learning factors toward EFL classroom.

Fourth, provide 10 items numbers (29-38) that addressed to learning flexibility factors of blended learning toward EFL classroom. Fifth, there's 10 items numbers (39-48) to find out the online interaction factors of blended learning. Sixth, provides 7 items number (49-55) which related to technology factors toward blended learning in EFL classrooms. Also, thus questioners used Likert rating scale find the data of blended learning factors use of blended learning consist of 1= strongly disagree 2= disagree, 3= neutral and 4= agree, 5= strongly agree.

Moreover, the questioners were distributed through online mobile survey to be more efficient. The online questioners were in the form of Google Form provided by Google. The researcher shared the link through the WhatsApp group and all the respondents easily accessed the questioners. Also, the researcher come to the classroom to make sure that all the participants answered the questioners.

Table		
The Qualifications Standards on Students' Attitudes towards Learning Aspects		
Soccer (%)	Point	Qualifications
80-100	5	Strongly Agree/ Very Positive
60-79.99	4	Agree / Positive
40-39,99	3	Neutral
20-39,99	2	Disagree / Negative
0-19,99	1	Strongly Disagree / Very Negative

Results and Discussion

The researcher explains the findings and discussion of the research related the tendency of students' attitudes in the implementation of blended learning. As the results found that six factors of blended learning in EFL classroom thus are Classroom learning, technology, learning flexibility, online learning, online interaction, and learning management.

The technical support or technology of blended learning toward RFL classrooms as one of important factors. Technology found as very positive attituded with 4.17 satisfactions score. In line with Harris et al (2009) concluded that IT is the important key in blended learning. Furthermore, the students have to master the technology in order to maximize the learning outcomes. Also, Abdelhak (2015)

asserted that blended learning encourages the students to have intensive technology use in the learning process.

Hence, Azizan (2010) who stated that the utilization of technology in classroom provide extra resources for the students which expected to enhance the student's confidence and competence. In fact, the technology gives some features for assisted the students in learning such as online video and conference. Supported, Smith (2001) mentioned that blended learning is an educating process which applied technology as teaching aids such as high-tech (interne and television) or low-tech (voice mail or conference call) merging with traditional training.

Conclusion

Blended learning is a learning innovation which bring technology and fae-to-face classroom. The previous researchers have conducted the similar research of blended learning implementation in order to maximize the benefit of blended learning outcomes. This study aimed to find out the tendency of the students' perceptions on the blended learning factors in the implementation EFL classroom. Besides, the research adopted the quantitative research using the survey design. The research took place at ELED of private university in Yogyakarta. The total targeted population size was 151 students' batch 2017, and the final respondents were 150 students who filled out the questioners. The research instruments used 55 items of questioners.

There are six factors of blended learning in EFL classrooms such as, learning flexibility, online interaction, online learning, learning management, classroom learning and technology. Furthermore, technology gives very positive attituded of blended learning factors in EFL classroom. As the expert mentioned that technology is the key of blended learning. Hence, technology in blended learning assisted the student in learning such as learning with video for listening the native speakers, learning English trough social media (Facebook, Twitter and others), digital platform and technology web online (Edmodo, Schoology and Moodle).

The fact that technology provide wider resources for the students in learning. Also, trough technology students can learn rapidly any time and place. Also, technology enhance student's competence and confidence. Technology also encourage the student's interaction and discuss with the classmate virtually.

Suggestions

In this study, it is worth to mention that blended learning implementation in EFL classroom is still in the development stage at an Islamic private university in Yogyakarta. Regarding the statement mentioned, it needs to conduct in-depth research and development which can address the types of blended learning from different factors such as institution, teachers, and pedagogical learning. Therefore, the researcher recommends other researchers to conduct the study on the blended learning as a new learning and teaching method of EFL in Yogyakarta.

For institution. This research is beneficial for the institution to facilitate more internet-based instruments such as stronger internet connection, wider internet connection areas, and newest computers in the laboratory to support the teaching and learning process. Additionally, the institution has to do some workshops for the teachers to increase their proficiency in blended learning. Besides, from this research, the institution can provide various references or module texts for the teachers to upgrade new innovation of blended learning instruments.

For the teachers. This research becomes additional information for English teachers to suggest their students in order to make them to be able to maintain and optimize the positive attitude and high actual used of blended learning. In addition, the teachers can design an appropriate activity in their learning through blended learning. By knowing this research, the teachers can understand the students' problem in blended learning, and they are able to give their students more exposure on how to apply appropriate blended learning for their students to be effective in teaching and learning process.

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