

Chapter Four

Results and Discussion

In this chapter, the researcher reports the findings based on the data analysis and the discussions of the findings. Besides, the researcher explains the findings and discussion of the research related the tendency of students' attitudes in the implementation of blended learning. In this chapter, the researcher presents a description of the data, results, and discussion.

Results

The researcher conducted this research at ELED of Islamic private university in Yogyakarta. The respondents of the research were 150 students' batch 2017. The research aimed to answer the research question about "What are the students' attitudes towards blended learning implementation in an EFL Classroom?". The data from students' attitudes included six factors of blended learning in EFL classroom. Besides, the data showed the mean score from the questioner parts of research objectives.

The first result is related to the student's attituded on the factor "Classroom learning". It was found that 4.22 of the students had very positive attituded toward "classroom learning". The second result found that 3.67 on the student's attituded factor "Online leaning", also it had positive attituded. The third result is on the student's attituded factor "Learning management", it was found 3.18 form the data and it showed positive attituded on "Learning management".

Furthermore, the fourth result is related to "Learning flexibility". It found that 3.78 of the students had positive attituded toward "Learning flexibility". The fifth result of the research is related "Online interaction, and it found positive

attituded with the mean score was 3.73. The last result is related to “Technology” found that 4.17 and it had very positive attituded. Therefore, for more detailed information about the students’ attitudes in terms of six factors of blended learning, it is presented in the following table.

Table 8

The Students’ Attitudes in Terms of Six Factors of Blended Learning

| No | Blended learning Factors | Mean Score | Attitudes level |
|----|--------------------------|------------|-----------------|
| 1 | Classroom learning | 4.22 | Very Positive |
| 2 | Online learning | 3.76 | Positive |
| 3 | Learning management | 3.18 | Positive |
| 4 | Learning flexibility | 3.78 | Positive |
| 5 | Online interaction | 3.73 | Positive |
| 6 | Technology | 4.17 | Very Positive |

Discussion

In this chapter, it explained about the results of interpretation from the descriptive statistic. The descriptive statistic was used to answer the research question “What are the students’ attitudes towards blended learning implementation in an EFL Classroom? “. Besides, the researcher collected the highest student’s attitudes in terms of six factors of blended learning, it showed form the all satisfactions mean score in each factor. The total of respondents from

this research was 150 students taken from 4 classes of ELED at an Islamic private university in Yogyakarta.

4.1. The students' attitude towards the Classroom learning factors of blended learning.

In this section, the researcher explained the result of students' attituded factors "classroom learning". Based on the following table showed that 4.22 as the highest of all satisfactions score and the students had very positive attituded toward "classroom learning". In line with Al-Hadidi (2013) who figured out that implementing blended learning provides the advantage for both teachers and students as ongoing feedback for students. Also, blended learning enhances the students' communication and students' interest. Wasoh (2014) asserted that the implementation of blended learning in classroom to enhance the communication and students' interest so that the students do not easily get bored.

4.2. The students' attitude towards the learning Technology or Technical support factors of blended learning.

The technical support or technology of blended learning toward EFL classrooms found that students had very positive attituded. It found 4.17 satisfactions score on "technology or technical support ". Supported, Harris et al (2009) concluded that ICT is the main key in blended learning. As presented on the table, the technical support of blended learning was found that the students should use technologies in learning. The statement mentioned was in line with Abdelhak (2015) who stated that the blended learning guides the students to have the intensive technology use of the learning process. In addition, Azizan (2010) assumed that the utilization of technology in classroom extends the extra

resources for the students, and this is expected to improve the learners' confidence and competence as well as to develop the quality of learning. Besides, the technology gives some features for assisted the students in learning such as online video, and conference. In line with Smith (2001) mentioned that the blended learning is an educating method which uses the technology as teaching aids such as high-tech (internet and television) or low-tech (voice mail or conference call) combing with traditional training.

4.3. Students' attitudes towards Learning flexibility factors of blended learning.

It could be concluded that the students on "learning flexibility" factors had positive attitude, it found 3.78 satisfaction score. The statement mentioned was in line with Badawi (2009) who defined that blended learning as flexible instruments merges the online learning and face-to-face activity. Another expert, Osguthorpe and Graham (2003) argued that blended learning providing flexible instruments. Students need flexible learning instruments to avoid their boredom and blended learning provided flexibility. Ja'ashan, (2015) argued that blended learning engages the educational needs of students such as flexibility. Furthermore, the flexibility encourages the students to exchange in replacing group and individual feedback, responses [in] four specific areas, namely, learners' feedback, strategies, and alternative assessment synchronously or asynchronously. It was in line with Badawi (2009) who defined that blended learning as flexible instruments merges online learning and face-to-face activity. Accordingly, the students' attitude towards the learning flexibility factor of blended learning was presented in the following table.

4.4. Students' attitude towards the online interaction factors of blended learning.

In the finding of online interaction factors of blended learning, found that students had positive attitude toward "online interaction" factors in EFL classroom. It showed from 3.73 satisfaction score on the table. According to Harris et al. (2009), online interaction is the space where the interaction and discussion rise as the crucial learning factor included in the blended learning. Also, the blended learning provides effective interaction and communication, and on-going feedback for the students. In line with Al-Hadidi (2013) who figured out that implementing blended learning provides the advantage for both teachers and students as learning stimulation such as effective cost, maximized communication, on-going feedback for students, various learning resources, and evaluation method.

4.5. Students' attitude towards the online learning factors of blended learning.

As seen in table, the data concluded that students attitude toward "online learning" factors had positive attitude, and found 3.67 satisfaction score. Besides, the finding was similar with previous study conducted by Watson and Kalmon (2005) who pointed out that online learning includes the content and instruction of education delivered basically over the internet. In addition, online learning fulfills the students' needs such as provide detail information, deep understanding and easy access. Howard (2009) asserted that online learning fulfills the needs of introvert students and those who are uncomfortable to share

opinion and ideas in public directly. That way, blended learning improves student's participation virtually using their gadget. In line with, Eshreteh and Siaj (2017) stated that blended learning can improve the students' participation in presentation and engage the students' self-direct learning using their mobile phone during the class.

4.6. The students' attitude towards the learning management factor of blended learning.

Based on the following table, it found that mean satisfaction score of the students' attitude towards the "learning management" factor is 3.18. The fact that the students had positive attitude toward "learning management" in EFL classroom. Besides, the students were able to learn repeatedly through the online learning. From the statement mentioned, it was line with previous research conducted by Tsai (2010) assumed that learning management is a self-regulated learning process in which the students make conscious efforts intended to plan, manage, and direct the learning activities as good as possible to accord the learning responsibility with the teachers. Therefore, the detailed result of the students' attitude towards the learning management factor of blended learning is displayed in the following table.