**UNDERGRADUATE THESIS**
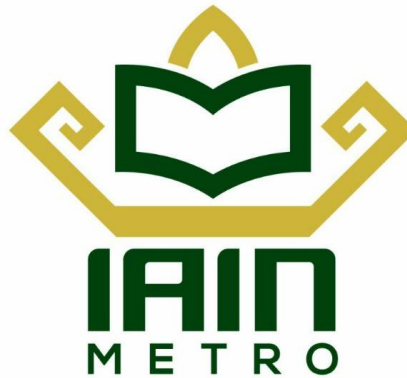
**AN ANALYSIS OF THE STUDENTS' PERCEPTION IN ENGLISH LEARNING USING BLENDED LEARNING METHOD AT SMA N 1 SEKAMPUNG**

**By:**
**TRIANA FEBRIANTI**
**St. Number : 1801072036**



**ENGLISH EDUCATION DEPARTMENT**
**TARBIYAH AND TEACHERS TRAINING FACULTY**

**STATE INSTITUTE ISLAMIC STUDIES OF METRO**
**1444 H/ 2023 M**

# AN ANALYSIS OF THE STUDENTS' PERCEPTION IN ENGLISH LEARNING USING BLENDED LEARNING METHOD AT SMA N 1 SEKAMPUNG

**Submitted to Fulfill Duties and Meet Some Requirements
Obtained a Master of Education (S. Pd)**

**By:
TRIANA FEBRIANTI
St. Number : 1801072036**

**Sponsor : Rika Dartiara, M.Pd.**

**ENGLISH EDUCATION DEPARTMENT
TARBIYAH AND TEACHERS TRAINING FACULTY**

**STATE INSTITUTE ISLAMIC STUDIES OF METRO
1444 H/ 2023 M**

## APPROVAL PAGE

| | |
|---|---|
| Title | : AN ANALYSIS OF THE STUDENTS' PERCEPTION IN ENGLISH LEARNING USING BLENDED LEARNING METHODAT SMA N 1 SEKAMPUNG |
| Name | : Triana Febrianti |
| Students Number | : 1801072036 |
| Department | : English Education |
| Faculty | : Tarbiyah and Teacher Training |

## APPROVED BY:

To be examined in the Munaqosyah in Tarbiyah Faculty of State Institute of Islamic Studies (IAIN) of Metro.

Metro, 12 September 2022

The Head of English Education Department

Sponsor

**Andianto, M.Pd**
NIP.19871102 201503 1 004

**Rika Dartiara, M.Pd**
NIDN. 2015099101

## NOTIFICATION LETTER

Number      :

Appendix    : -

Matter       : **In order to hold the Munaqosyah of Triana Febrianti**

To:

The Honorable the Head of Tarbiyah Department

Of State Institute for Islamic Studies of Metro

*Assalamu'alaikum, Wr. Wb.*

     We have given guidance and enough improvement to research thesis script which is written by:

Name               : Triana Febrianti

Students Number   : 1801072036

Faculty           : Tarbiyah and Teacher Training

Department     : English Education

Title              : AN ANALYSIS OF THE STUDENTS' PERCEPTION IN ENGLISH LEARNING USING BLENDED LEARNING METHODAT SMA N 1 SEKAMPUNG

It has been agreed so it can be continued to the Faculty of Tarbiyah and Teacher Training in order to be discussed on the Munaqosyah. Thank you very much.

*Wassalamu'alaikum Wr.Wb.*

The Head of English Education Department

**Andianto M.Pd**
NIP.1987 102 201503 1 004

Metro, 12 September 2022
Sponsor

**Rika Dartiara. M.Pd**
NIDN. 2015099101

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## NOTA DINAS

Nomor          :
Lampiran       :
Perihal        : **Mohon dimunaqosyahkan Skripsi Triana Febrianti**

Kepada yth,

Dekan Fakultas Tarbiyah dan Ilmu Keguruan

Institut Agama Islam Negeri (IAIN) Metro

*Assalamualaikum Wr. Wb.*

Setelah membaca dan mengadakan bimbingan serta perbaikan seperlunya maka Skripsi yang disusun oleh:

Name             : Triana Febrianti
Students Number  : 1801072036
Judul Skripsi    : AN ANALYSIS OF THE STUDENTS' PERCEPTION IN ENGLISH LEARNING USING BLENDED LEARNING METHODAT SMA N 1 SEKAMPUNG

Sudah kami dapat setujui dan dapat diajukan untuk dimunaqosyahkan, demikian harapan kami atas perhatiannya kami ucapkan terimakasih.

*Wassalamu'alaikum Wr. Wb.*

Metro,  12 September 2022

The Head of English Education Department

**Andianto, M.Pd**
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**RATIFICATION PAGE**
No. B- 0042/In.28·1/D/PP.00·9/01/2023

An Undergraduate thesis entitled: "AN ANLAYSIS OF THE STUDENTS' PERCEPTION IN ENGLISH LEARNING USING BLENDED LEARNING METHOD AT SMA N 1 SEKAMPUNG", written by Triana Febrianti, student number 1801072036, English Education Department, had been examined (Munaqosyah) in Tarbiyah and Teaching Training Faculty on Thrusday, December, 29$^{th}$ 2022 at 10.00 – 12.00 a.m.

**BOARD OF EXAMINERS:**

| | | |
|---|---|---|
| Chairperson | : Rika Dartiara, M.Pd | (.......................) |
| Examiner I | : Drs. Kuryani, M.Pd | (.......................) |
| Examiner II | : Ning Setio Wati, M.Pd | (.......................) |
| Secretary | : Yeasy Agustina Sari, M.Pd | (.......................) |
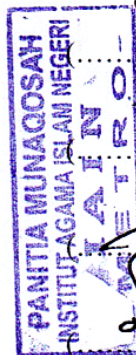
The Dean of Tarbiyah and Teaching Training Faculty,

Dr. Zuhairi, M.Pd
NIP. 19620612 198903 1 006

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# ABSTRACT

## AN ANALYSIS OF THE STUDENTS' PERCEPTION IN ENGLISH LEARNING USING BLENDED LEARNING METHOD AT SMA N 1 SEKAMPUNG

By
Triana Febrianti
SN: 1801072036

The aim of this research are to invastigate the students' perception in English learning using blended learning method and to find out the benefit whether student more comfortblr using blended learning. Here researchers examine students' opinions in learning English using the blended learning method, and what are the benefits of blended learning for the learning process.

The research location was carried out at SMA N 1 Sekampung by distributing questionnaires to students and taking 6 sample respondents, as well as conducting a series of interviews with the English teacher, namely mr. Ikhwanudin, in order to find out the analysis of students' perceptions in learning English using the blended learning method. The research method used is descriptive qualitative

The results of this study are that students agree and experience many benefits from using the blended learning method. So it can be concluded that blended learning has many benefits and can be applied for quite a long time.

*Keyword: Blended Learning. English Learning. Students' Perception.*

**ABSTRAK**

**ANALISIS PENDAPAT SISWA DALAM PEMBELAJARAN BAHASA INGGRIS MENGGUNAKAN METODE BLENDED LEARNING DI SMA N 1 SEKAMPUNG**

Oleh
Triana Febrianti
NPM: 1801072036

Tujuan dari penelitian ini adalah untuk mengetahui pendapat siswa dalam belajar bahasa inggris menggunakan metode blended learning dan untuk menemukan keuntungan dari penggunaan blended learning. Disini peneliti mengkaji pendapat siswa dalam belajar bahasa Inggris dengan menggunakan metode blended learning, dan apa manfaat blended learning untuk proses pembelajaran.

Lokasi penelitian dilakukan di SMA N 1 Sekampung dengan menyebarkan kuesioner kepada siswa dan mengambil 6 sampel responden, serta melakukan serangkaian wawancara dengan guru Bahasa Inggris yaitu Bapak Ikhwanudin untuk mengetahui analisis siswa. persepsi dalam pembelajaran bahasa Inggris dengan menggunakan metode blended learning. Metode penelitian yang digunakan adalah deskriptif kualitatif

Hasil dari penelitian ini adalah siswa setuju dan merasakan banyak manfaat dari penggunaan metode blended learning. Sehingga dapat disimpulkan bahwa blended learning memiliki banyak manfaat dan dapat diterapkan dalam waktu yang cukup lama.

*Kata kunci: Pembelajaran Campuran, Pembelajara, Persepsi Siswa.*

# STATE OF ORIGINLITY

The Undersign:

|  |  |
|---|---|
| Name | : TRIANA FEBRIANTI |
| Std. N | : 1801072036 |
| Departement | : English Education Departement |
| Faculty | : Tarbiyah and Teacher Training Faculty |

States that this undergraduate thesis is orisinil except the certain parts of it quoted from bibilography mentioned.

Metro, December 21, 2022
The Researcher

TRIANA FEBRIANTI

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# ORISINALITAS PENELITIAN

Yang bertandatangan dibawah ini:

      Nama        : TRIANA FEBRIANTI

      NPM        : 1801072036

      Jurusan   : Tadris Bahasa Inggris

      Fakultas  : Tarbiyah dan Ilmu Keguruan

Menyatakan bahwa skripsi ini secara keseluruhan adalah asli dari hasil penelitian penulis, kecuali bagian-bagian tertentu yang dirujuk dari sumbernya dan disebutkan dalam daftar pustaka.

Metro, 21 Desember 2020

Peneliti

TRIANA FEBRIANTI

**MOTTO**

مَنْ خَرَجَ فِى طَلَبُ الْعِلْمِ فَهُوَ فِى سَبِيْلِ اللهِ حَتَّى يَرْجِعَ

"Whoever goes out seeking knowledge, he  is in the way of Allah until he returns"
(HR. Tirmidzi)

# DEDICATION PAGE

Praise and gratitude I pray to Allah SWT, with great gratitude I dedicate this thesis as an expression of my sincere respect and love to:

1. My beloved parents, Mr. Jarno and Mrs. Katmini, who always give the best prayers and always patiently guide me for my success.

2. My two brother Mr. Nuryanto and Mr. Misgiyanto, who have provided all the support that can be given to me, both material and non-material

3. Mam Rika Dartiara as my supervisor, thank you for guiding me in writing this thesis until it is finished

4. My friends, who are happy to help and share knowledge, as well as support during the preparation of the thesis.

5. D'One Residence boarding house residents, who have provided enthusiasm and motivation

6. The almamater of the Faculty of Tarbiyah and Teacher Training at the Metro State Islamic Institute, where I did my studies, has been studying all this time.

7. The last but not least, I wanna thanks me, I wanna thank me for beliving in me, I wanna thank me for doing this hard work, I wanna thank me for having no days off, I wanna thank me for never quiteing.

# ACKNOWLEDGEMENT

Praise be to Allah SWT for his Mercy and Blessing that the researcher is able to accomplish and complete this undergraduate thesis. Realizing that this undergraduate thesis would not be achieved without any help, motivations, advises and supports from many helpful individuals. In this lovely opportunity, the researcher would like sincerely acknowledgement the gratitude.

The first of all, the deepest gratitude would be addressed to my beloved parents, for understanding and supporting me to finish the undergraduate thesis soon, and always pray for me to be a successful person someday (aamiin).

Next, the greatest gratitude would also be addressed to:

1. The first, thanks for Dr. Hj. Siti Nurjanah, M. Ag., PIA, as the Rector of IAIN Metro Lampung.

2. The Second, thanks for Dr. Zuhairi, M.Pd, as the Dean of Tarbiyah and Teacher Training Faculty of State Institute for Islamic Studies of Metro.

3. The third, thanks for Andianto, M.Pd as the Head of English Education Department of IAIN Metro.

4. The fourth, thanks for my advisor, Rika Dartiara, M.Pd within her activities, she was still willing to read this undergraduate thesis.

5. The fifth, thanks for all of yg lecturers in English Education Department of IAIN Metro who always give me knowledge and innformation.

6. The sixth, all of the staff of English Education Department of IAIN Metro who helped the researcher in processing the administration.

7.   The last but not least, thanks for my parents (Mr. Jarno and Mrs. Katmini) and all of my friends in IAIN Metro who always give me support, so I can finish this research.

As human being the researcher realized that there are some weakness in this undergraduate thesis. The researcher would like to apologize for all mistake she has made in this research. The researcher hopes this undergraduate thesis can give advantage for the readers.

Metro, September 10th 2022
Researcher

TRIANA FEBRIANTI
NPM. 1801072036

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# CHAPTER I

# INTRODUCTION

## A. Background of Study

At the end of 2019 it is estimated that a new virus appeared in the province of Wuhan, China, this virus is called Covid-19 or corona virus. Until early 2020, the virus had spread throughout the world and paralyzed all world activities and was declared a pandemic. Indonesia was affected by the virus. All activities are completely paralyzed due to the policy of social distancing, "di rumah aja", and working From Home (WFH). The education sector also feels the impact of the policies made by the government, one of which is the study at home ("belajar di rumah") policy.

After that the government has a new policy, that is re-enacting the face-to-face learning process. In this era, Information and Communication Technology (ICT) has a great impact on human life. Many technologies that have greatly affected our lives in recent years and have changed many things, information technology has the greatest impact, one of which is in the education sector.

Especially at SMA N 1 Sekampung, this school also implements the government's policy and use of technology that has been developed optimally on the sidelines of the learning process. Researcher have made observations for some time, as well as observed several phenomena that occur in the school, such as teachers who have carried out the blended learning process but do not know if the method used is blended learning. So the researcher

decided to use this school as a research object. Here the researcher would analyze student's perceptions of learn English subject with blended learning.

The main function of education is to assist students in the develop students-self, that is the development of all their potential, skills, and personal characteristics in a positive direction, both for themselves and their environment. The educational process doesn't seem to be free from several activities, including of this is learning.

Within the scope of education in schools, students learn to learn everything, both formal and non-formal lessons. The learning process in schools is a public facility owned by the community in order to develop students' insights and develop student characteristics. Some students also think that school time is when they find new friends who can support the development of their characteristics. At school there is not only a learning process but also many other activities such as exciting extracurricular activities.

However, due to the pandemic, all these activities had to be temporarily suspended this was due to the government's study from home policy. Schools are forced to do online learning in order to continue the learning process but reduce human interaction. And when the face-to-face learning process is reapplied, so many teachers teach in the classroom and mix the learning process between online and offline, and this is known as blended learning

Related to the explanation above, the writer conducted a pre-survey to determine the ability of first graders at SMA N 1 Sekampung in learning

English in the current state of the covid-19 pandemicand after the re-implementation of the face-to-face learning process. The pra-survey was conducted on Mei27[th], 2022 based on data on student learning outcomes and interviews conducted with a teacher the writer found there are several problems some of them is a change in the learning system, a change in the learning models, inadequate facilities and infrastructure, internet packagaes that become obstacles when learning online, and accsess information that is constrained by signals.

A change in the learning process, because to the announcement of the Covid-19 pandemic emergency situation, the school also implemented a study at home policy, so at first befor pandemic the school must found for a new learning system that students can use, so that learning can be continues even it doing at home. A change in learning models, means that the school should be also found a new learning models to use in the learning activity even it doing at home.

Inadequate facilities and infrastructure, some schools do not have inadequate facilities and infrastructure, for example limited access for wifi or limited computers. Internet packages that become obstacles when learningfInternet packages that become obstacles when learning, not all students have a stable economic background, sometimes buying internet packages is a very difficult thing for them. and the last is accsess information that is constrained by signals, there are still many places that are not covered by a signal, this is also a problem when learning online

Based on what has been explained above and a pre-survey that has been carried out previously by the writer at SMA N 1 Sekampung, the writer aims to analyze the tendency of students to learn English online. Therefore, in this proposal the author would like to study further by conducting a research entitled **"AN ANALYSIS OF THE STUDENTS' PERCEPTION IN ENGLISH LEARNING USING BLENDED LEARNING METHOD AT SMA N 1 SEKAMPUNG"**.

**B. The Formulation of the Problem**

The formulation of the research problem is focused as follows;

1. What is the students' perception in English learning using blended learning method at SMA N 1 Sekampung?

2. What are the benefits of blended learning method in English learning for the students?

**C. Objective and Benefit of the Study**

1. Objective

    Based on the problem formulation described above, this research has the following objectives;

    a. To invastigate the students' perceptions in English learning.

    b. To find out the benefit whether students are more comfortable using blended learning or just a offline learning.

2. Benefit

There are theoretically and practical benefits from this research as follows;

a. The theoretical benefit

This research can be useful as a source of reference for relevant research on online English learning and this research can be useful as input for increasing knowledge about English learning using a blended learning method in the Covid-19 pandemic and after the re-implementation of the face-to-face learning process at Senior High School.

b. The practical benefits

a) The English teachers, can be implement a blended learning model that can make it efficient the learning process, and help facilitate students to improve learning outcomes.

b) The writer, can increase the knowledge and information about blendede English learning in the Covid-19 pandemic and after the re-implementation of the face-to-face learning process.

**c)** The students, can add the knowledge about blended learning in the Covid-19 pandemic and after the re-implementation of the face-to-face learning process.

**D. Prior Research**

In collecting sources that will be used as references, the writer found several sources that have similarities with the research that will be carried out by the writer. There are three sources that have similarities with the research that will be carried out by the writer.

The first source is a journal written by Buket Akkoyunlu and Meryem Yilmaz Soylu, Department of Computer Education and Instructional Technology, Hacettepe University, Turkey, with tlitte "A Study of Student's Perceptions in a Blended Learning Environment Based onDifferent Learning Styles".

This journal discuss about the rapid growth in the use of learning technologies, particularly the use of the web base technologies and communications have offered educators with many more opportunities to investigate the most suitable learningenvironments for their students' learning styles. The purpose of the present study to examine the students'learning styles and their views on blended learning. The study was conducted with thirty-four students atHacettepe University, Ankara, Turkey. The two instruments were the questionnaire designed to identifystudents' views on blended learning and Kolb's Learning Style Inventory (LSI) to measure students' learningstyles.

Additional data were gathered from achievement scores of students; and records demonstrate students'participation to e – learning environment. Results revealed that students' views on blended learning process,such as ease of use of the web environment, evaluation, face to face environment etc., differ according to theirlearning styles. Results also revealed that the highest mean score corresponds to face to face aspect of theprocess when students' evaluation concerning the implementation is taken to consideration. The

overall findingsshowed no significant differences between students' achievement level according to their learning styles[1].

The journal above has similarities and differences with the title that the researcher will take. The difference between the journal above and the research that the researcher is going to do is that in this study, Buket and Meryem have the aim of examining students' learning styles and their views on blended learning, while here the researcher has a research objective to determine students' perceptions of learning English using the blended learning method. In this journal, Buket and Meryem used college students, while the researchers used high school students as subjects

While the similarities in this study are Buket, Meryem and the researchers both researched about blended learning and both used data collection methods, one of which was in the form of a questionnaire.

The second source is a thesis written by Samuel Adu Gyamfi from University of Education, Winneba, Ghana and Patrick Ohemeng Gyaase from Catholic University College of Ghana, Fiapre, Ghana, in International Journal of Education and Development using Information and Communication Technology(IJEDICT), with tittle "Students' perception of blended learning environment: A case study of theUniversity of Education, Winneba, Kumasi-Campus, Ghana".

This thesis aims to determine the increasing utilization of Information and Communications Technology (ICT) in addressingvarious societal needs has

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[1] Buket Akkoyunlu and Meryem Yilmaz Soylu. "A Study of Student's Perceptions in a Blended Learning Environment Based on Different Learning Styles"*Educational Technology & Society*, 11 (1), 183.

catalysed the need to deploy this all important tool in education indeveloping countries to address the need of the increasing student enrolment in universities. Thisstudy was conducted to assess students' perception of blended learning environment. Theblended learning environment was designed on a Moodle platform using an adaptation of thepractical enquiry model. This intervention was designed to ensure that the benefits of both onlineand face-to-face learning environment were harnessed for the achievement of set pedagogicalgoals.

The study used formative experiment with 75 first year university students who werestudying Communication Skills (CS) and their lecturers as the participants. The experiment wascarried out over two semesters at the University of Education, Winneba – Kumasi Campus in Ghana. The findings showed positive perceptions of student on the blended learningenvironment. However, the problem of slow Internet connectivity and lack of Internet access forsome of the students outside the university campus hindered the effectiveness of the blendedlearning environment for a few students. Improvement in ICT infrastructure and capacity building for lecturers to adopt blended learning approach were recommended[2].

The equation of the journal above with the research that the researcher will do is that they both examine students' perceptions of blended learning. The difference that can be found is that the journal above is a research conducted

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[2] Samuel Adu Gyamfi and friend. "Students' perception of blended learning environment: A case study of the University of Education, Winneba, Kumasi-Campus, Ghana", *International Journal of Education and Development using Information and Communication Technology (IJEDICT),* Vol. 11, Issue 1 (2015). 80

in the scope of the university. The above is a research conducted in the scope of the university, while here the researcher will use the high level, while here the researcher will use the scope of the secondary school scope.

The Third is the journal writen by Nisha Shantakumari and Priya Sajith, Gulf Medical University, Ajman, publish on *Gulf Medical Journal* (2014)with a tittle "A Study of Student's Perceptions of Blended Learning incertificate courses of Gulf Medical University".

This research aims to explore students' perceptions of mixed learning. This cross sectional study was conducted at the Center for Continuing Education and Community Outreach (CCE&CO), Gulf Medical University during the period Jan 2013-Dec 2013. Students' perceptions of the blended learning process, content and ease of use were recorded from a total of 75 students enrolled in the certificate course. offered by CCE&CO using a questionnaire. The Mann-Whitney-U test was conducted to see whether gender affects students' perceptions of blended learning.

The Kruskal-Wallis test was used to assess whether perceptions differed significantly across age categories and study programs. The average score of all questions in the three perception domains is above 3 indicating positive students' perceptions of the blended learning process, blended learning content and ease of use of online content. The distribution of perceptions regarding all 3 domains is the same across gender and age categories. There

are significant differences in the distribution of perceptions across the different study programs students have enrolled in[3].

The journal above has similarities and differences with the research that will be carried out by researchers. The differences found were, among others, in the journal above, Nisha and Priya conducted research with the scope of a university, while the researcher used the scope of a high school. However, both of them have some similarities, both of them collect data using questionnaires and both share about student perceptions.

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[3] Nisha Shantakumari and Priya Sajith, "A Study of Student's Perceptions of Blended Learning in certificate courses of Gulf Medical University", *Gulf Medical Journal* (2014). 184

## CHAPTER II

## THEORITICAL RIVIEW

**A. The Concept of Perception**

1. The Definition perception

   perception is related to the way gain knowledge about objects or events at a certain time so that perception of a person or group different because they have angel different view. The existence of differences between individuals with one another is very dependent on how the individual respons to the object with their perception. Perception is the process in which an individual become aware of and encounters information about something, with reference to the way they perecive their surrondings and then they gather information.

   Perception from the Latin *perceptio, percipio* is the organization, identification, and interpretation of sensory information in order to represent and understand the environment. Perception is the ability to see, hear, or become aware of something through the sense, the way in which something is regarded, understood, or interpreted[4].

   Except in a Oxford Dictionary, there are some definition and perspective of perception pusposed by expert. Qiong said that perception is a process experienced to achieve awarness of undertanding of sensory information[5] .Perception can be defined as the process of providing

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[4]Oxford Advanced Learner's Dictionary. (2015 : New 9th Edition). Oxford : Oxford University Press.

[5]Qiong, O. U. *"A brief introduction to perception. Studies in Literatur and Language"*, 15, no. 4/2017, 18-28.

meaning, interpretation of stimuli and sensation received by individuals, and is strongly influenced internal factors internal and external each individual[6].

Based on the definition of perception above, the researcher can conclude that perception students are the way students interpret something and understand what students feel. This process goes through stages starting from collecting, recognizing, and interpret the sensory information obtained.

Perception have two types that is positive and negative. Positive perception is likely to influence positive intention to pursue a professional accounting qualification[7].Negative perceptions defined the mist attitude of students in adopting social media platforms as learning tools. The negative perception conveyed many challenges for students, such as anxiety, phobia, depression, and loneliness[8].

In addition, According to Qiong there are three stages of the perception process, as follows:

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[6]Hadi Suprapto Arifin, Ikhsan Fuady dan Engkus Kuswarno, "*Factor Analysis that Effect University Student Perception in Untirta About Existence of Region Regulation in Serang City*", Jurnal Penelitian Komunikasi dan Opini Publik21, No.1/Juli 2017, 88-101.

[7] Noor Asidah Abd. Rashid and A.H. Fatima, "Positive and Negative Perceptions of Bumiputra And Non-Bumiputra Students on Professional Qualification", SHS Web of Conferences, EDP Sciences. 2017. P.3

[8] Jhosua Ebere Chukwuere, "Positive and Negative Perception of University Students Using Social Media as Learning Method", North-West University, Mahikeng, South Africa, Psychology and Education, 58(7): 4590-4601 ISSN: 1533-693.2021. P.4591

1. Selection

   The first stage in the process of perception is selection, in this stage the environmental stimulus turns into meaningful experience.

2. Organization

   The second stage in the process of perception is an organization. After getting information from the outside world, information needs to be arranged in a certain way by finding meaningful patterns. There are two characteristics in this stage. First, the organizing process provides the structure of human perception. In this stage, raw stimuli from the outside world are placed into meaningful experiences of structured humans. Second, the process shows that human perception has stability. In other words, after selecting a stimulus and putting it into a category, the selected stimulus becomes more durable.

3. Interpretation

   The third stage in perception is interpretation, that is referred to the process of attaching meaning to what is chosen by the stimulus. However, each person will give a different interpretation despite getting the same stimulus[9].

Human perception is actually divided into two, namely the perception of the object (physical environment) and human perception, human

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[9]Ibid. hal. 18

perception is often called social perception. Perception of the physical environment is not the same, in a different sense, because it is influenced by several factors, including:

a. Background experience

b. Cultural background

c. Psychological background

d. Background values, beliefs, and expectations.

e. Set up a factual sense tool where information is up to the person through that door.

**B. The Concept of Blended Learning**

1. The Definition of English Learning

Learning itself is a translation of English "Instruction", which is part of two main activities, namely a learning process and a teaching process, then the two main activities are combined into one whole activity, namely teaching and learning which later became more popular with the term Learning. Thus, to understand the nature of learning, one must first understand each of its parts, namely the nature of learning and teaching.

Learning is aninherently social process, where different strategies for effective learningcan be implemented[10]. In ELT there are some methods that the lecturer may implementing in the classroom based on the students need, and it may use in teaching engages students in learning process and helps them develop critical thinking skills and also language skills.

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[10] Strobl 2007 in Ahmed and friends, "Blended Learning in higher education: current and future challenges in surveying education". *Issues in Educational Research*, 23(2), 2013. Special Issue(Accessed on Agust, 22th 2022)

While people disagree about the exact nature of learning, the following is a general definition of learning that is consistent with a cognitive focus and that captures the criteria that most education professionals consider to be central to learning. Learning is an enduring change in behavior, or in the capacity to behave in a given fashion, which results from practice or other forms of experience[11].

Based on the understanding of learning above, teaching is basically an activity to manage the learning environment so that students can interact with students to achieve learning objectives. The purpose of learning is behavior change (knowledge, attitudes, skills). The notion of teaching is based on the understanding of learning that has been described previously, namely changebehavior resulting from interaction with the learning environment. Therefore, the instructor manages the learning environment so that the learning process takes place. From the notion of learning and teaching, then if it is combined into "learning", it means a process of interaction between students and the learning environment to achieve learning objectives.

While English is the official language of the world or commonly called the global language because it is used as a national language by most countries in the world, which means that most of the world's population uses English as their everyday language. And also English is an international language, which means that everyone must learn and master

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[11]Shuell 1986 in Dale H. Schunk, *Learning Theories: An Educational Perspective*, 6th ed (Boston: Pearson, 2012).

English in order to socialize with the international world, especially in this era of globalization. In Indonesia, the existence of English is still seen as a foreign language, but it occupies an important position in the daily life of our society. This is clearly seen in the world of education in Indonesia. English is one of the subjects taught to students from elementary to college level.

When studying English, of course as a student, he has experience anobstacle in learning, where the obstacle can cause student learning outcomes tobe less than optimal. And this is not only experienced by students but alson happens to anyone who wants to learn English. In the process of learningEnglish, students must master four skills, namely listening, speaking, reading,and writing.

2. The Definition of Online Learning

In online learning technology all teaching and learning processes that are normally done in the classroom are done live but virtual means at the same time a teacher teaches in front of a computer that is in one place, while students follow the lesson from other computers in different places. Course material can be obtained free of charge in the form of files that that can be downloaded, while interactive teachers and students in the form of assignments or discussions can be done intensively in the form of discussion forums and emails.

Online learning is the use of internet networks in the learning process. With this, students have the flexibility of time to study, can study anytime

and anywhere. Students can interact with the teacher using several applications such as classrooms, video converence, telephone, or live chat, zoom or via WhatsApp group[12].

In another source online learning can defined as online learning is an open learning environment by considering aspects of learning and perhaps using internet and web-based technology to facilitate the learning process and build meaningful knowledge. All of these terms refer to the distance between students and educators or instructors, where students utilize computer technology to access subjectmatter, interact with educators and other learners, and obtain some form of assistance available to students[13].

From some of the conclusions above, it can be concluded that online learning is a flexible learning process for students, using existing technologies such as browsing applications, virtual videos, telephone, live chat, zoom, or via WhatsApp groups.

a. The Characteristics of Online Learning

Based on the explanation above, there are several characteristics of online learning as follows:

1) In online learning students no longer need a special place and time to study, but students can learn anywhere and anytime according to the opportunities each student has individually.

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[12] Isman 2020 in Rosalina, Purnama, and Tirtanawati, "ANALYSIS OF ENGLISH ONLINE LEARNING DURING COVID-19 PANDEMIC THROUGH GOOGLE MEET," 1.
[13] Ibid, 10.

2) In the learning process students no longer only have access to textbooks and other printed learning resources, but to digital information sources, which can be accessed through cyberspace.

3) Students and teachers can enhance classroom learning improve classroom learning by accessing information from a unity of sources (databases, libraries, special interest groups), communicating via computer with other students or with experts in special subject areas, and exchanging information/data .

4) Teachers and students can access electronic documents to enrich their learning. Students can actively participate because online learningprovides an interactive learning environment. Students can connect electronic information to their projects and papers, making it a "living" document with a hypertext button.

5) Because computers have the ability to send information on a variety of media (print, video, and sound and music recordings) computers have become libraries without limits. As students can communicate quicklywith text, images, sound, data and video can change the role of teacher and student.

Online learning allows teachers to be geographically separated from students, they can learn with other students in classrooms throughout the world. Online learning also have plus and minus, advantages and dissadvantages as follows

1) Online learning has several advantages as follows:

   a) Learning is not limited by place and time so that anytime students can access the learning process.

   b) Students in this learning process must be active so that the online learning process is a student-centered process.

   c) Save on education costs (infrastructure, equipment, books, official travel).

   d) Train students to be more independent in gaining knowledge.

   e) Professional online help.

2) Online learning has several disadvantages as follows:

   a) Dissemination of information that is not appropriate, the internet makes it possible to present material or material that is inappropriate for students to enjoy because it does not fit their level of development, for example cigarette and alcohol advertisements or topics that may be too high for their understanding and too mature for their viewing. Thus the need for strict control and supervision. There is no organization or agency that controls activities on multiple computer networks. Control is on each individual. This is where the role of the teacher is needed, the teacher must indicate which sites contain information that is really useful for students so that they must be "visited".

   b) Copyright, because information is so easily accessed, it's so easy for someone to download files quickly. Therefore, students can make a

paper or project by violating someone's copyright that is not their work.

c) Very fast website growth, it is estimated that several thousand new websites add to the internet every day. This growth makes finding information really difficult. To help search for information, several commercial companies and universities provide search engines that follow the web network and reply to search results that match what is sought.

d) Support, good technical support must be available. Without that support and good management, computer networks can die quickly. Problems with a network can cripple a laboratory or even shut down an entire school and company. Technical supervisors are needed to build and maintain networks.

e) Lack of quality control, uers must be critical thinkers and readers who know how to value information. Everything that is sent on the internet is not a "teaching". Anyone can post anything on the web, including information that is not important, wrong, or incorrect.

3. The Concept of Offline Learning

a. The Definition of Offline Learning

In a Big Indonesian Dictionary, the meaning of the word *Luring* (offline) comes from acronim "outside the network", which means being disconnected from a coumputer network (offline)

Offline learning can be done by studying through books on in person meeting. The types of offline learning activities are the actifity of watching news as a learning resources, students collect assignment in the form of documents, where offline learning does not take advantages of internet network, computer, or other media[14].

In another words, face-to-face learning is needed implementing offline learning. In implementeing offline learning the teacher can provide stimulants of learning material.

b. Offline Learning Strategies

Offline Learning (face-to-face) is a learning models that is still being carried out and is very often used in the learning process. Face-to-face learning is a form of conventional learning models, which seeks to convey knowledge to students in one room to learn. Offline learning has characteristics, namely planned, place-based and social interactions.

Offline learning is usually carried out in classroom where there is a syncrhronous communications model, and there is active interactions between students and theachers, and with other students. In offline learning, the teachers or students will use various methods in the learning process to make the learning process more active and interesting. Various form of learning methods that are usually used in

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[14] Andasia Malyana 2020 in Riska Ramdani, "The Comparison Between Student's Learning Outcomes in Offline and Online Learning at SMK Negeri 1 Pinarang", (IAIN Parepare, 2021), p 20

offline (face-to-face) learning are: 1) lecture method, 2) assignment method, 3) question and answer method, 4) demonstration method[15].

4. Concept of Blended Learning

    a. The Deffinition of Blended Learning

    Blended consist of two words, blended (mix) and Learning (studying).Blended learning is an education program formal or informal thatcombines online digital media with traditional classroom methods. Melbourne define that blended learning is the combines teaching and learning methods from both of face-to-face, mobile and online learning and that it includes elements of both synchronous andasynchronous online learning options[16]. In another source define that blended learning courses have some face-to-face classmeetings, but also have some class sessions that are replaced with online instruction[17].

    The methodology behind blended learning is to combine classroomlearning with mobile learning and online learning. It also has differentnames like mixed learning, hybrid learning, blended e-learning, melted learning.

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[15]Tabrani Rusyan, *Ilmu Pendidikan*, (Bandung: Remaja Rosdakarya, 1990)

[16] Melbourne, *" Blended Learning a synthesis of Research findings in victorian education 2006-2011"*. Ultranet and Digital Learning Branch : State of Victoria. 2012

[17] Mohammed, M.N.H.J. 2015. *"Perceptions and Attitudes towards Blended Learning for English Courses: A case Study of Students at University"*. of Bishahttp://files.eric.ed.gov/fulltext/EJ1075497.pdf(Accessed on Agust, 22th 2022)

Some of method teacher may use in ELT, those are authority, demonstrator, facilitator, delegator and hybrid or blended[18]. In ELT, there are several methodologies Osguthorpe and Graham in Larsen , identified six reasons for using blended learning:

1) Pedagogical richness

2) Access to knowledge

3) Social interaction

4) Personal agency

5) Cost-effectiveness

6) Ease of revision[19]

b. Form of Blended Learning

A blended model generally dictate which of the six (6) forms of Blended Learning:

1) Face-to-face Driver

Face-to-face driver is a blended learning model in which lecture deliver most of the curriculum. Lecture lead the class in a lecturefollowing an established protocol taking precedence and technologybeing a secondary thought. However, they also produce onlineresources to supplement or revise course material which students canstudy at home, in the classroom or in a technology lab.

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[18] G. Eric, *"What is your Teaching Style? 5 Effective Teaching Methods for Your Classroom"*, Concordia University : Portland. 2013. http://education.cuportland. edu/blog/teachingstrategies/5-types-of-classroom-teachingstyles/(Accessed on Agust, 22th 2022)

[19] Larsen, L.J.E. 2012. Teacher and Students Perspectives on a Blended Learning Intensive English Program with writing course. Iowa State University (Accessed on Agust, 22th 2022)

2) Rotation

In the Rotation model of blended learning: within a given course, astudent rotates on a fixed schedule between learning online in a one-toone,self-paced environment and sitting in a classroom with atraditional face-to-face teacher.

3) Flex

Flex model of blended learning features an online platform thatdelivers most of the curricula. It's the model where most of thelearning is done online and the face-to-face model exists to provide onsitesupport for a flexible and adaptive, as required basis through inpersontutoring sessions and small group sessions.

4) Online Lab

Online lab was a model of blended learning that characterizes programs that rely on an online platform to deliver the entire course but in a brick-and-mortar lab environment. The entire course and teaching are done online. Lecture interact with students through pre-recorded videos, audio and video conferences or discussion forums and email.

5) Self-Blend

The Self - Blend model is a fully individualized approach that allows students to choose to take one or more courses online to supplement their traditional school's catalog. Maximum part of the

learning is done online, but the student will still attend face-to-face classes.

6) Online Driver

Online Driver involves online platform as well as lecture to deliver the curricula. Students work from remote locations most of the time and come to school for optional or required face-to-face classes.

c. Procedure of Blended learning

The concept of BL (Blended Learning) may be intuitively apparent and simple, the practical application is more complex. Blended learning is not an addition that simply builds another expensive educational layer. It represents are structuring of class contact hours with the goal to enhance engagement and to extend access to Internet-based learning opportunities. Most important,blended learning is a fundamental redesign that transforms the structure of, and approach to, teaching and learning. The key assumptions of a blended learning design are:

1) Thoughtfully integrating face-to-face and online learning

2) Fundamentally rethinking the course design to optimize student engagement

3) Restructuring and replacing traditional class contact hours

d. The Benefits of Blended Learning

Since blended learning combines the best of face-to-face instruction and computer-mediated instruction, it provides many benefits. Osguthorpe & Graham identified six potential benefits blended learning can offer. First, blended learning presents pedagogical richness. Some blended learning systems, for instances, are designed to let learners go through three phases, i.e.

1) online self-paced learning to acquire background information,

2) face-to-face learning lab focused on active learning and application experiences instead of lecture, and

3) online learning and support for transferring the learning tothe workplace environment.

Second, blended learning opens access to knowledge. Third, blended learning facilitates social interaction. Fourth, blended learning facilitates personal agency. Fifth, blended learning offers cost-effectiveness and provides an opportunity for reaching a large, globally dispersed audience in a short period of time with consistent, semi personal content delivery[20].

In the practical level, by moving part of face-to-face learning to blended learning, travel expenses can be reduced, and by moving some of media-rich content to face-to-face learning, the cost for material

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[20]Osguthorpe & Graham 2006 in Paralindung Pardade, *"Blended Learning for ELT"*, Journal of English Teaching, 2(3). 2012 (Accsessed on Sept, 10th 2022)

development and infrastructure rigging can be reduced. Finally, blended learning provides ease of revision.

a)  Advantages of Blended learning

From a pedagogical perspective, blended learning aims to incorporate the best aspects of face-to-face classroom learning experiences with the best of mobile and online learning experiences.

This allows:

(1)  an increase in learning outcome measures and lowering of attrition rates compared to fully online courses

(2)  an opportunity for students to practise technology skills in navigating online course materials and creating their own digital content for assessment

(3)  an increase in student-teacher and student-student interaction through the use of communication tools like discussion forums, blogs and shared web content on the electronic whiteboard

(4)  the ability to reserve face-to-face time for interactive activities, such as higher-level discussions, small group work, debates, demonstrations, or lab activities.

For students, the appeal of blended learning includes:

(1)  flexibility and the freedom to learn anytime, anywhere

(2) some level of control over the pacing of their learning. Difficult concepts can be reviewed as often as necessary

(3) more engaging content that they can create and use their own initiative, and networks to shape

(4) the opportunity to engage and draw on expertise that would otherwise not be available to them without costly travel, such as virtual conferencing with zoo/museum/galley staff or virtual excursions to overseas historical or culturally significant landmarks.

b) Disadvantages of Blended Learning

There are some disadvantages of blended learning;

(1) The technology challenge infrastructure

Building the essential infrastructure eithin an educational instruction or particular class. Acquiring software technology and hardware for blended learning program can be costly.

(2) The technology challenge mentaly

The teach resources employed in blended learning need to be reliable, easy to use, and unanimously accepted by all stakeholders of learning process.

(3) Pace of advancement

What primarily looks like an upside turns into a downside when we come to review spesific learning scenarios.

(4) Negative impavt on teacher overwork

It's hard to disagree that there's significant amount of extra teacher's work involved in the primary stages.

(5)  Negative impact on students cognitive load

New to the blended learning model, some teacher may start overdelivering content and educational activities.

(6)  The plagiarism and creditibility problem

It's hard to withstand the tamptation of looking up things on the web or getting instant tips from fellow students. This may effect fair assessment and quality of course work.

# CHAPTER III

# RESEARCH METODOLOGY

## A. Types and Characteristic of Research

1. Types of Research

There are two types of research methods that can be used by researchers, namely qualitative methods and quantitative methods. Qualitative is a research method that relies on elaboration and description, while quantitative is a research method that relies on numbers and calculations. In this research design of this study has been conducted by using descriptive qualitative research.

Qualitative research is an approach for exploring and understanding the meaning individuals orgroups ascribe to a social or human problem. The process of research involves emerging questionsand procedures, data typically collected in the participant's setting, data analysis inductively buildingfrom particulars to general themes, and the researcher making interpretations of the meaning of thedata. The final written report has a flexible structure. Those who engage in this form of inquirysupport a way of looking at research that honors an inductive style, a focus on individual meaning,and the importance of rendering the complexity of a situation.[21]

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[21] Jhon W Creswell. "*Research Design Qualitative, Quantitative, and Mixed Methods Approaches"* 4th Edition. (United State of America: SAGE publication), 2014. p. 32

According to Creswell, qualitative research is for exploring and understanding the meaning individual or group considered to social or human problem [22]. It can be said that qualitative research means investigate and understanding the problem of human or social by individual or groups.

The aim of a qualitative descriptive study is a comprehensive summary, in colloquial terms, of a particular event experienced by an individual or group of individuals[23].

Descriptive qualitative research is pure data derived in the code generated from the data during the study. Like research that uses other qualitative approaches, generally descriptive qualitative studies are characterized by simultaneous data collection and analysis[24].

Descriptive qualitative analysis involves describing the common underlying characteristics of data. Descriptive qualitative research is useful because it can provide important information regarding the average member of a group[25].

So it can be concluded that the descriptive qualitative research method is an approach to explore and understand the meaning of certain individuals and social groups, with a comprehensive summary in everyday terms, and using pure data derived in the code generated during

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[22]Ibid, p.4

[23]Vickie A and Clinton E, "Qualitative Descriptive Research: An Acceptable Design," (Pacific Rim International Journal of Nursing Research, 2012), v.16, p. 255

[24] Ibid, p. 256

[25]Geoffrey Marczyket. al., Essentials of Research Design and Methodology (USA: John Wiley & Sons, Inc. 2005), 16.

the study by collecting data and analyzing data systematically. simultaneous

2. Characteristic of Research

Based on the problem formulation of this research, the researcher use a qualitative descriptive approach. This research design is used to answer current problems in the current situation. Descriptive research means Research that intended to explain the phenomenon or individual, Situation or group characteristics certain accurately. In other words, descriptive research is carried out to describe a set of events or current state of the population.

The main purpose of descriptive research is to provide a clear and accurate description of the material and phenomena that are being provided.

B. **Data Resource**

The source of the data in this study is an English teacher, Mr. Ikhwan and students of class X High School which consist of two classes, namely X Mia 1 Ada and X Mia 2.

According to the source, the data is divided into 2 parts, namely primary source and secondary source.

1. Primary Source

Primary source is data obtained directly from first source . The writer will use survey and observation methods in collecting primary data. The survey method is a data collection method using oral and

written questions. The researcher will conduct an interview with one of the English teachers to obtain primary data. Then the writer will also use the observation method in collecting primary data. The writer will conduct observations on online English learning activities at SMA N 1 Sekampung, East Lampung district. From these primary sources, data was collected on students' perceptions of learning English using blended learning method.

2. Secondary Source

Secondary source is data that already exists or has been collect by other people or agencies and is ready to be use by the third person . In collecting data on students' perceptions of English learning using blended learning method at SMA N 1 Sekampung, researcher not only use primary sources as theoretical references but also use secondary sources. The researcher obtain this secondary data by applying for permission relate to the implementation of this research.

C. The Data Collection Techniques

In this reaserch, reasercher useing quistionare, interview, and documentation for data collection technique.

1. Questionare

The questionnaire method will use to determine the response of teachers' perceptions and student perceptions of English learning using blended learning method. Researchers collect data byusing a written question sheet consisting of several statements to be answered by the

respondent. The reason the researcher use the questionnaire in this study, because the researcher can be able to obtain an appropriate picture of what will happen through the respondent's answers and had advantages in using it.

2. Interview

Interview is activity that involves interviewer and interviewee where the interviewer will give some questions to be answer by interviewee. The researcher use this interview to find out data about students' perception of the media use by teacher in teaching English[26]. In this study, the purpose of the interview was to record students' opinions or feelings about learning English using blended learning method. By conducting interviews, researcher are expect to obtain more data so that they can understand how students perceive.

The writerin this study, use the interview method to the respondents. Researchers interviewed respondents at SMA N 1 Sekampung by asking the reasons for the answers in their own words.

3. Documentation

Qualitative researcher may use written documents or other artifacts to gain an understanding of the phenomenon under study[27]. In addition to conducting interviews, researchers will also collect data through documentation. The Oxford Advanced Learner's Dictionary of Current

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[26]Marwana Ambo Lele,. "*The Students' Perception of the Media Used byTeacher in Teaching English (Descriptive Research at the Eighth Grade Students of SMP Muhammadiyah 12 Makassar).*" (Makassar : Universitas Muhammadiyah Makassar, 2019) 33.

[27] Ibid, p.432

English defines documentation in 2 terms, namely "documentation or being documented", and "documents given as evidence or proof of something". Thus documentation can mean:

    a. Documentation process.

    b. Documented circumstances or results.

    c. A collection of documents as evidence or accountability for something.

Documentation studies are need to sharpen research analysis relate to student perceptions.

## D. The Data Validity Technique

In general, the term data triangulation can only be found in qualitative research as one of the validation techniques of a study. The writer will check the validity of the data, the aim is to get valid data so that it will produce correct research conclusions.

In this study, the writer use the technique of triangulation of data sources. Source triangulation is a testing process to test the credibility of the data by checking the data that has been obtained through several data sources.

There are 3 sub types of data sources, namely:

1. Source of people, means that data is collected or obtained from different people who carry out the same activity.

2. Source of time, means data collected or obtained at different times.

3.  Source space, means data collected or obtained in different places[28].

Based on the above technique, in this study the writer will compare the data obtained from primary sources, with data obtained from secondary sources. In this case the writer will compare the data obtain from interviews with data obtain from documentation with students of SMA N 1 Sekampung.

## E. The Data Analysis Technique

The important part in research study is analyzing data, because the result becomes a conclusion from all of the research. Analysis of data means studying the tabulated material in order to determine character facts or meanings. It involves breaking down existing complex factors into simple parts and putting the parts together in new arrangements for the purpose of interpretation. Qualitative data generally take the form of words (descriptions, observations, impressions, recordings, and the like). The researcher must organize and categorize or code the large mass of data so that they can be described and interpreted. In qualitative research, data analysis includes of two aspects, the aspects consists of text analysis and involve developing a description and themes.

The researcher would apply Miles and Huberman model to analyze the data[29]. Data analysis by Miles and Huberman model conducts the following steps[30]:

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[29]Michael Huberman M. and Miles, Data Management and Analysis Methods, In N. K. Denzin and Y.S Lincoln (Eds.): Thousand Oaks, CA: Sage, 1994), 429

[30] Ibid.

a.  Data collection is the step when the researcher gather all data which are used to complete the research.

b.  The researcher reduces the data he had gotten by summarizing and choosing specific things.

c.  To display the data, the researcher usually uses graphics, figures, or charts. The display should be able to describe the content entire the data.

d.  Lastly, the researcher verifies his research by making conclusion of data findings.

1.  Data Collection

The first step in the qualitative data analysis stage is data collection, writer collect data by conducting quistionare, interviews and documentation. The writer will interview students of class X Mia 1 and X Mia 2 SMA N 1 Sekampung who were selected randomly. However, if the results of quistionare and interviews with several students have not reached a conclusion, the writer will add more respondents until a patent conclusion is obtained. From the quistionare and interview, it is hoped that writer will get data about students' perceptions of online English learning during the pandemic. The second data collection method is documentation. Writer used this documentation method to find data about the profile of SMA N 1 Sekampung, student data, school facilities and infrastructure.

2. Data Reduction

   After primary data anad secondary data collection is done by shorting the data, create themes, categorize, focus data according to the field, discarding, compiling, data in a how to and make summaries in a unit analysis, after that the data is checked again and group them according to the problem under study.

   At this stage, the writer selects and simplifies data from quistionare and interviews iregarding students' perceptions in Englis learning using blended learning method, making it easier for writer to present data. Furthemore, after reducing the data, the writer displays the data in the form of description.

3. Data Display

   From the analysis is done by presenting data in the narrative form, where the writer discribe the data finding in form of chart sentence description, the realitionship between categories sequential and systematic.

   In the process of reducting and displaying data, it is based on the formulation of reaserch problems that focus on;

   a. What is the student's perception in english learning using blended learning method at SMA N 1 Sekampung?

   b. What the benefits of blended learning methotd in English learning for the students?

This step is carried out by presenting a structured set of information and the possibility of drawing conclusions, because the data obtained during the qualitative research process is usually in the form of a narrative, thus requiring simplification without reducing the content. After displaying the data, conclusions are drawn.

4. Conclusion/Verification

Although the conclusion data has been described in the reduction, it is not permanent and there is still the possibility of addition and subtraction. So that at this stage the conclusions have been found in accordance with the evidence of the data obtained in the field accurately. Starting with data collection, data selection, data triangulation, data categorization, data description and drawing conclusions. Data obtained from quistionare, interviews and documentation will be presented in clear language to avoid bias.

Drawing conclusions begins after the data has been collected by making temporary conclusions. In other words, the conclusions can be said to be analyzed continuously and their validity verified to obtain perfect conclusions about students' perception in English learning with using blended learning method in SMA N 1 Sekampung.

# CHAPTER IV

# FINDING AND DISCUSSION

## A. Research Finding

1. Description of Research Location

   a. The History of SMA N 1 Sekampung

   SMA Negeri 1 Sekampung is located on Jalan Raya Sekampung, Desa Hargomulyo, Kec. Sekampung, Kabupaten East Lampung, with accreditation level A. The establishment of this school cannot be separate from the results of the people's hard work and aspirations of the kec. The whole village, especially the residents of Desa Hargomulyo, who have contribute their energy, time and thoughts so that what has been desire for a long time can come true.

   SMA Negeri 1 Sekampung was establish and operational in 2004, while the inauguration was held on September 29 2004 at the same time as the inauguration of high school principals in East Lampung. SMA N 1 Sekampung stands on a land area of 14,175 m2 and with a status letter at that time in the form of a Akta Hibah, which Alhamdulillah the status of the letter was certifie as belonging to the Government of Provinsi Lampung.

   Thus, we have compiled the history of the founding of SMA Negeri 1 with all the existing limitations so that it can be useful in preparing research related to our school.

b. Vision, Mission of SMA N 1 Sekampung

    1) Vision SMA Negeri 1 Sekampung

"Creating students who excel, are disciplined, polite and pious and have a healthy environmental perspective"

Indicators:

The vision have six Indicators, that is disciplined in the field of study and discipline, achievement in academic and non-academic fields, be polite in the social field, fear of the one and only God, and creating a clean, beautiful, and physically and mentally healthy environment

    2) Mission SMA N 1 Sekampung

        a) Carry out the learning process optimally.

        b) Exploring students' abilities to excel according to their potential, both academic and non-academic

        c) Increase self-awareness in students to know their duties and obligations.

        d) Fostering a spirit of discipline in students.

        e) Improving ethics in students so they can be polite to others.

        f) Implement participatory, transparent and accountable management

        g) Minimizing sources of inorganic waste

2. The Student's Perception in English Learning using Blended Learning Method at SMA N 1 Sekampung

Presentation of Student's Perceptions in English Learning using Blended Learning Method at SMA N 1 Sekampung is the findings of researchers from the results of distributing questionnaires to students at the school which the researchers then describe as follows;

The first discussion is about students' perceptions in learning English using the blended learning method that they have done. Here students are ask to provide some of their perceptions about the advantages and disadvantages of learning English using the blended learning method. About 6 out of 6 respondents state that they use the blended learning method as a learning method. They implement blended learning after the government decide to study in schools with the 50:50 method, after which it was continue until now.

Most of the students' answers agreed that the learning process was held using the blended learning method, but there are some students who also feel uncomfortable using this method, the subject teacher also said that by using the blended learning method, the time use was more flexible and efficient. Below are present the answers of students and teacher interviews to the questionare and interviews that have been conduct;

For the first statement, regarding the benefits of technological developments for the learning process, out of 6 respondents 5 of them

agreed and 1 of them stated strongly agreed, it can be concluded that the respondents agreed to the first point.

Then for the second statement regarding learning to take advantage of technological developments to make students more flexible in learning, all 6 of the respondents answered agree, it can also be concluded that the respondents agreed to the second point.

Then for the third statement regarding the teacher may use more than one learning method, of the 6 respondents who were examined 5 of them answered agree and 1 of them answered disagree.

After that for the fourth statement regarding the utilization of technological developments which should be used in all school subjects to increase student learning interest, out of the 6 respondents studied 5 of them answered agree and 1 of them answered strongly agreed, here it can be concluded that the six respondents agreed to the fourth point.

Next is the fifth statement regarding students who prefer to use books as learning media, in this statement from 6 respondents 5 of them answered agree and 1 of them answered disagree.

Then the sixth statement contains the willingness of students if assignments and daily tests are submitted in hard file form to the teacher, from 6 respondents taken 1 of them answered agree and 5 of them answered disagree, it can be concluded that most students do not like it when assignments are collected in hard form files.

For the next statement related to the learning process carried out by the teacher in the classroom, in this statement 6 respondents gave their responses, 2 of them agreed, 3 of them answered strongly agreed and one person answered disagree, it can be concluded that most students agreed on the point this seventh.

Furthermore, the eighth statement regarding the willingness of students to study at school and socialize with friends, out of the 6 respondents studied 2 of them answered agree, 3 of them answered strongly agree and only 1 respondent answered strongly disagree, it can be concluded that the majority of respondents agreed to point eight.

Turning to the ninth statement related to students who prefer to use the internet network as a learning medium, out of the 6 respondents who were examined 4 of them answered agree, 1 of them answered strongly agreed and 1 other answered disagree, it can be concluded that respondents liked point nine.

Next is the tenth statement regarding the willingness of students to carry out daily tests using Googleform so that the use of time and place is more efficient, out of 6 respondents 4 of them answered agree, 1 other answered strongly agreed and only one respondent answered disagree, so it can be concluded that the majority of respondents agree on the tenth point.

Then the eleventh statement regarding students who don't really like it when assignments are sent via Google form, out of 6 respondents, 4 of them answered agree, 1 of them answered strongly agreed and only 1

respondent answered disagree. It can be concluded that the majority of respondents agreed to the eleventh point.

Then moving on to the twelfth statement regarding the teacher sending assignments via the WhatsApp group more often, out of 6 respondents, 3 respondents answered agree one respondent answered strongly agree, while only 2 respondents answered disagree, it can be concluded that the majority of respondents agreed to the twelfth point.

Furthermore, the thirteenth statement regarding teachers who can implement online and offline learning, out of 6 respondents 4 of them answered agree and 2 others answered disagree, so it can be concluded that the majority of respondents agreed to the thirteenth point.

Almost towards the last statement, in the fourteenth statement there is a statement that information technology is important in the integration of online and offline learning, out of 6 respondents 5 of them agreed and 1 of them answered disagree, it can be concluded that the majority of respondents agreed to the fourteenth poin.

The last is the fifteenth statement about the material which is explained directly in front of the class, and assignments are sent virtually, from 6 respondents 4 of them agreed and 2 of them answered disagree, it can be concluded that the majority of respondents agreed to the last point.

From the students' responses above, it can be concluded that students are comfortable using the blended learning method, because they can still interact and socialize with friends and teachers, but can still carry out the

learning process in a more efficient time and place. However, some students also think that learning using the old method, using books and collecting assignments and tests in the form of hard files is more efficient, because the teacher can see the results of students' work physically.

3. The Benefits of Blended Learning Method in English Learning for the Students

In addition to analyzing student perceptions, the questionnaire is also used to find out the benefits of blended learning, combined with interviews conducted with English teachers, with the following results;

The following are the results of student contributions in answering the questionare in the form of statements submitted by researchers to several different students;

The first discussion is about students' perceptions in learning English using the blended learning method that they have done. Here students are ask to provide some of their perceptions about the advantages and disadvantages of learning English using the blended learning method. About 6 out of 6 respondents state that they use the blended learning method as a learning method. They implement blended learning after the government decide to study in schools with the 50:50 method, after which it was continue until now.

Most of the students' answers agreed that the learning process was held using the blended learning method, but there are some students who also feel uncomfortable using this method, the subject teacher also said

that by using the blended learning method, the time use was more flexible and efficient. Below are present the answers of students and teacher interviews to the questionare and interviews that have been conduct;

For the first statement, regarding the benefits of technological developments for the learning process, out of 6 respondents 5 of them agreed and 1 of them stated strongly agreed, it can be concluded that the respondents agreed to the first point.

Then for the second statement regarding learning to take advantage of technological developments to make students more flexible in learning, all 6 of the respondents answered agree, it can also be concluded that the respondents agreed to the second point.

Then for the third statement regarding the teacher may use more than one learning method, of the 6 respondents who were examined 5 of them answered agree and 1 of them answered disagree.

After that for the fourth statement regarding the utilization of technological developments which should be used in all school subjects to increase student learning interest, out of the 6 respondents studied 5 of them answered agree and 1 of them answered strongly agreed, here it can be concluded that the six respondents agreed to the fourth point.

Next is the fifth statement regarding students who prefer to use books as learning media, in this statement from 6 respondents 5 of them answered agree and 1 of them answered disagree.

Then the sixth statement contains the willingness of students if assignments and daily tests are submitted in hard file form to the teacher, from 6 respondents taken 1 of them answered agree and 5 of them answered disagree, it can be concluded that most students do not like it when assignments are collected in hard form files.

For the next statement related to the learning process carried out by the teacher in the classroom, in this statement 6 respondents gave their responses, 2 of them agreed, 3 of them answered strongly agreed and one person answered disagree, it can be concluded that most students agreed on the point this seventh.

Furthermore, the eighth statement regarding the willingness of students to study at school and socialize with friends, out of the 6 respondents studied 2 of them answered agree, 3 of them answered strongly agree and only 1 respondent answered strongly disagree, it can be concluded that the majority of respondents agreed to point eight.

Turning to the ninth statement related to students who prefer to use the internet network as a learning medium, out of the 6 respondents who were examined 4 of them answered agree, 1 of them answered strongly agreed and 1 other answered disagree, it can be concluded that respondents liked point nine.

Next is the tenth statement regarding the willingness of students to carry out daily tests using Googleform so that the use of time and place is more efficient, out of 6 respondents 4 of them answered agree, 1 other

answered strongly agreed and only one respondent answered disagree, so it can be concluded that the majority of respondents agree on the tenth point.

Then the eleventh statement regarding students who don't really like it when assignments are sent via Google form, out of 6 respondents, 4 of them answered agree, 1 of them answered strongly agreed and only 1 respondent answered disagree. It can be concluded that the majority of respondents agreed to the eleventh point.

Then moving on to the twelfth statement regarding the teacher sending assignments via the WhatsApp group more often, out of 6 respondents, 3 respondents answered agree one respondent answered strongly agree, while only 2 respondents answered disagree, it can be concluded that the majority of respondents agreed to the twelfth point.

Furthermore, the thirteenth statement regarding teachers who can implement online and offline learning, out of 6 respondents 4 of them answered agree and 2 others answered disagree, so it can be concluded that the majority of respondents agreed to the thirteenth point.

Almost towards the last statement, in the fourteenth statement there is a statement that information technology is important in the integration of online and offline learning, out of 6 respondents 5 of them agreed and 1 of them answered disagree, it can be concluded that the majority of respondents agreed to the fourteenth poin.

The last is the fifteenth statement about the material which is explained directly in front of the class, and assignments are sent virtually,

from 6 respondents 4 of them agreed and 2 of them answered disagree, it can be concluded that the majority of respondents agreed to the last point.

Apart from the results of the students answering the questionare distributed by the researcher to the students, the researcher also conducted a series of interviews with English teachers, and the results of the interviews can be concluded as follows;

Learning English at SMA N 1 Sekampung since the implementation of 50% online and 50% offline has used a blended learning learning system. This method is more time and space efficient because of the use of Android which can be taken anywhere. Assignments can be sent via the whatsapp group, daily tests can be carried out via googleform, and students can easily access the e-dictionary and e-grammarly, so that students can experience the benefits of technological developments.

From the results of the questionare above, it can be stated that according to several students from SMA N 1 in the same village, there are several advantages of the blended learning method, namely;

a. Is an implementation of the utilization of existing technological developments

b. More efficient time and place or location

c. Can use more than one learning method

d. Effective and efficient if done together with the right learning method

Based on the results of the questionare above, it can be found that some shortcomings of blended learning according to some students of SMA N 1 Sekampung, among others

a.  Learning is signal constrained

b.  Some assignments are handed over directly to the teacher

c.  Teachers are more likely to send assignments via WhatsApp groups

d.  The teacher must design the learning process to make it more interesting

From the results of filling out a questionnaire conducted by 6 respondents, as well as interviews conducted with Mr. Ikhwanudin, it can be concluded that the blended learning method has many advantages, they are more comfortable using the blended learning process because it is more time and place efficient, and can improve one's abilities, understand and apply technological developments. Even though there are some deficiencies in this learning process, for example internet network disturbances and so on.

## B. Discussion

Based on the results of filling out the questionnaire conducted by 6 of 6 students, as well as interviews conducted with Mr. Ikhwanudin as the English teacher, said "yes" that he has carried out a blended learning process for English subjects at SMA N 1 Sekampung. This is in line with the Circular of the Minister of Education, Culture, Research and Technology (Mendikbudristek) Number 3 of 2022 concerning the application of limited

PTM (Face to Face Learning) provisions. In accordance with the opinion of experts Brian Tomlinson and Claire Whittaker who said that Blended learning is a combination of technology and learning in the classroom, SMA N 1 Sekampung students carry out face-to-face learning and limited online learning. 5 out of 6 students feel comfortable learning using the blended learning method even though in practice it is not as good as regular face-to-face learning. There are still some difficulties experienced by students such as the teacher's lack of explanation of material during online learning, inadequate facilities, applications/websites that often have errors and also signal problems. However, there are also many benefits that students get from this blended learning method. Such as blended learning can save time, can save on transportation costs and other expenses, easy access to material on the internet, students become more independent and creative, can use various learning methods, and are effective and efficient when done together with proper learning method.

The learning media used by the teacher in explaining English material are android and classrooms. While applications that are often used for learning media are WA, Google forms and E-Learning. From the media used, the teacher is competent in designing learning resources by combining books, multimedia and learning resources. according to Wasis D. Dwiyogo's opinion in the blended learning element which says that professional and competent teachers can design any learning resources that can be accessed to be combined with books, multimedia, and learning resources.

The teacher has also evaluated learning during blended learning. Evaluation is one of the elements in blended learning that cannot be abandoned by the teacher. 5 out of 6 respondents agreed that when teachers combine online and offline learning processes, because they have efficient time and place to do the assigned assignments, they can also seek answers from various sources. Meanwhile, 1 of them answered that they did not agree when the teacher carried out the learning process in a blended manner due to facilities and signal constraints.

The lesson plan is arranged systematically by the teacher. The teacher also arranges a learning schedule between online and face-to-face learning where the learning process is carried out offline, and assignments and daily tests are sent via whatsapp groups and google forms. Therefore, the blended learning model can be said to be the current learning solution.

# CHAPTER V

## CONCLUSION AND SUGGESTION

### A. Conclusion

Most of the students' answers agreed that the learning process was held using the blended learning method, but there are some students who also feel uncomfortable using this method, the subject teacher also said that by using the blended learning method, the time use was more flexible and efficient.

From the results of filling out a questionnaire conducted by 6 respondents, as well as interviews conducted with Mr. Ikhwanudin, it can be concluded that From the results of filling out a questionnaire conducted by 6 respondents, as well as interviews conducted with Mr. Ikhwanudin, it can be concluded that the blended learning method has many advantages, they are more comfortable using the blended learning process because it is more time and place efficient, and can improve one's abilities, understand and apply technological developments. Even though there are some deficiencies in this learning process, for example internet network disturbances and so on.

### B. Suggestion

Based on the research that has been done, there are several things the writer would like to convey as follows:

1. For the school, it is better to re-equip facilities in the form of wifi, in order to make it easier for students to access the internet network during the learning process.

2. For teachers to implement a belnded learning system, not only in English subjects and in certain classes.

3. For educational institutions, it can be used as material for consideration in determining new policies in the world of education. For example, it can be used as a basis for preparing learning that is integrated with the values of educational technology.

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# APPENDICES

**KEMENTERIAN AGAMA REPUBLIK INDONESIA**
**INSTITUT AGAMA ISLAM NEGERI METRO**
**FAKULTAS TARBIYAH DAN ILMU KEGURUAN**
Jalan Ki. Hajar Dewantara Kampus 15 A Iringmulyo Metro Timur Kota Metro Lampung 34111
Telepon (0725) 41507; Faksimili (0725) 47296; *Website*: www.tarbiyah.metrouniv.ac.id; *e-mail*: tarbiyah.iain@metrouniv.ac.id

Nomor    : B-1330/In.28/J/TL.01/04/2022
Lampiran : -
Perihal   : **IZIN PRASURVEY**

Kepada Yth.,
KEPALA SMA N 1 SEKAMPUNG
di-
Tempat

*Assalamu'alaikum Wr. Wb.*

Dalam rangka penyelesaian Tugas Akhir/Skripsi, mohon kiranya Saudara berkenan memberikan izin kepada mahasiswa kami, atas nama :

Nama       : **TRIANA FEBRIANTI**
NPM        : 1801072036
Semester   : 8 (Delapan)
Jurusan    : Tadris Bahasa Inggris
Judul      : AN ANALYSIS OF PROCLIFITY IN ENGLISH LEARNING WITH ONLINE CLASS DURING A PANDEMIC IN FIRST GRADE AT SMA N 1 SEKAMPUNG

untuk melakukan prasurvey di SMA N 1 SEKAMPUNG, dalam rangka meyelesaikan Tugas Akhir/Skripsi.

Kami mengharapkan fasilitas dan bantuan Saudara untuk terselenggaranya prasurvey tersebut, atas fasilitas dan bantuannya kami ucapkan terima kasih.

*Wassalamu'alaikum Wr. Wb.*

Metro, 11 April 2022
Ketua Jurusan,

**Andianto M.Pd**
NIP 19871102 201503 1 004

**PEMERINTAH PROVINSI LAMPUNG**
DINAS PENDIDIKAN DAN KEBUDAYAAN
**SMA NEGERI 1 SEKAMPUNG**
**AKREDITASI A**
**NPSN : 10806079    NSS : 301120403011    NIS : 300110**

*Alamat : Jl. Raya Sekampung, DesaHargomulyoKec. SekampungKab. Lampung TimurKodePos 34182 Website :sman1sekampung.sch.id*

Nomor      : 421.3/272/V.01/SMAN.1/2022
Lampiran   : -
Hal        : Izin Penelitian

Kepada Yth,
Wakil dekan I
Institut Agama Islam Negeri Metro
Di tempat

Dengan hormat,
Berdasarkan surat dari Institut Agama Islam Negeri Metro dengan Nomor : B-1330/In.28/J/TL.01/04/2022 tertanggal 11 April 2022 tentang izin Penelitian mahasiswa :

|              |                                                      |
|--------------|------------------------------------------------------|
| N a m a      | : TRIANA FEBRIANTI                                    |
| NPM          | : 1801072036                                         |
| Jurusan      | : Tadris Bahasa Inggris                              |
| Fakultas     | : Tarbiyah dan Ilmu Keguruan                         |
| Judul        | : AN ANALYSIS OF PROCLIFITY IN ENGLISH LEARNING WITH ONLINE CLASS DURING A PANDEMIC IN FIRST GRADE AT SMA N 1 SEKAMPUNG |

Pada dasarnya kami Kepala SMA Negeri 1 Sekampung tidak berkeberatan dan memberikan izin penelitian kepada mahasiswa tersebut diatas.
Demikian surat izin ini dibuat,untuk dapat dipergunakan dengan sebagaimana mestinya

Sekampung, 27 Mei 2022
Kepala Sekolah

HERMAN GAHARU, S.Pd. M.M.
NIP. 19760522 200801 1 009

**KEMENTERIAN AGAMA REPUBLIK INDONESIA**
**INSTITUT AGAMA ISLAM NEGERI METRO**
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## Ratification Page

The Research Proposal entitled: AN ANALYSIS OF THE STUDENTS PERCEPTION IN ENGLISH LEARNING USING BLENDED LEARNING METHOD AT SMA N 1 SEKAMPUNG, written by: Triana Febrianti, Student Number: 1801072036, English Education Department, had been examined (Proposal Seminar) in Tarbiyah and Teacher Training Faculty on Tuesday, November 1st 2022 at 07.30 – 09.00 WIB.

### BOARD OF EXAMINER

Chairperson　　: Rika Dartiara, M.Pd　　　　　　　(...............................)
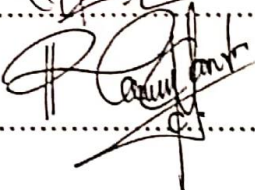
Examiner I　　 : Dr. Dedi Irwansyah, M.Hum　　　 (...............................)

Examiner II　　: Trisna Dinillah Harya, M.Pd　　　 (...............................)

Secretary　　　 : Ronald Candra, M.Pd　　　　　　(...............................)

Head on English Education Department

**Andianto, M.Pd**
NIP. 198710222015031004

**KEMENTERIAN AGAMA REPUBLIK INDONESIA**
**INSTITUT AGAMA ISLAM NEGERI METRO**
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Nomor      : B-4953/In.28.1/J/TL.00/11/2022
Lampiran   : -
Perihal    : **SURAT *BIMBINGAN SKRIPSI***

Kepada Yth.,
Rika Dartiara (Pembimbing 1)(Pembimbing 2)
di-
    Tempat
*Assalamu'alaikum Wr. Wb.*

Dalam rangka penyelesaian Studi, mohon kiranya Bapak/Ibu bersedia untuk membimbingmahasiswa :

| | | |
|---|---|---|
| Nama | : | **TRIANA FEBRIANTI** |
| NPM | : | 1801072036 |
| Semester | : | 9 (Sembilan) |
| Fakultas | : | Tarbiyah dan Ilmu Keguruan |
| Jurusan | : | Tadris Bahasa Inggris |
| Judul | : | AN ANALYSIS OF THR STUDENTS PERCEPTION IN ENGLISH LEARNING USING BLENDED LEARNING METHOD AT SMA N 1SEKAMPUNG |

Dengan ketentuan sebagai berikut :
1. Dosen Pembimbing membimbing mahasiswa sejak penyusunan proposal s/d penulisan skripsi dengan ketentuan sebagai berikut :
   a. Dosen Pembimbing 1 bertugas mengarahkan judul, outline, alat pengumpul data (APD) dan memeriksa BAB I s/d IV setelah diperiksa oleh pembimbing 2;
   b. Dosen Pembimbing 2 bertugas mengarahkan judul, outline, alat pengumpul data (APD) dan memeriksa BAB I s/d IV sebelum diperiksa oleh pembimbing 1;
2. Waktu menyelesaikan skripsi maksimal 2 (semester) semester sejak ditetapkan pembimbing skripsi dengan Keputusan Dekan Fakultas;
3. Mahasiswa wajib menggunakan pedoman penulisan karya ilmiah edisi revisi yang telah ditetapkan dengan Keputusan Dekan Fakultas;

Demikian surat ini disampaikan, atas kesediaan Bapak/Ibu diucapkan terima kasih.

*Wassalamu'alaikum Wr. Wb.*

Metro, 21 November 2022
Ketua Jurusan,

**Andianto M.Pd**
**NIP 19871102 201503 1 004**

Dokumen ini telah ditandatangani secara elektronik. Untuk memastikan keasliannya,silahkan scan QRCode.

**RESEARCH INSTRUMENT**

**AN ANALYSIS OF THE STUDENTS' PERCEPTION IN ENGLISH LEARNING USING BLENDED LEARNING METHOD AT SMA N 1 SEKAMPUNG**

**QUESTIONNAIRE (For the students')**

SS : Sangat Setuju (Strongly Agree)

S : Setuju (Agree)

TS : Tidak Setuju (Disagree)

STS : Sangat Tidak Setuju (Strongly Disagree)

List of Statement

| No | Questionare | Answer | | | |
|---|---|---|---|---|---|
| | | S | SS | TS | STS |
| 1. | The development of technology is very useful in the learning proses. (Perkembangan teknologi sangat bermanfaat bagi proses pembelajaran). | | | | |
| 2. | Learning utilize the technological developments makes students more flexible in learning. (Belajar memanfaatkan perkembangan teknologi membuat siswa lebih fleksibel dalam belajar). | | | | |
| 3. | Teacher can use more than one learning method, for example blend between online and ofline learning. (Guru boleh menggunakan lebih dari satu metode pembelajaran, contohnya menggabungkan pembelajaran online dan offline). | | | | |
| 4. | Utilization of technological development is used in all subject school, in order to increase | | | | |

| | | | | | |
|---|---|---|---|---|---|
| | student interest in learning.<br><br>(Pemanfaatan perkembangan teknologi digunakan dalam semua mata pelajaran sekolah, guna meningkatkan minat belajar siswa). | | | | |
| 5. | Student prefer to learn by using books as a learning media.<br>(Siswa lebih menyukai belajar dengan buku sebagai media belajar). | | | | |
| 6. | The assignments and dialy test are submit directly in form of hard files to teacher.<br>(Tugas serta ulangan harian diserahkan dalam bentuk hard file kepada guru). | | | | |
| 7. | The Teacher Conduct the learning process in the classroom.<br>(Guru melakukan proses pembelajaran di dalam kelas) | | | | |
| 8. | Studying at school and socializing with all friends.<br>(Belajar di sekolah dan bersosialisasi dengan teman-teman). | | | | |
| 9. | Student prefer to use the internet network as one of the learning media.<br>(Siswa lebih suka menggunakan jaringan internet sebagai salah satu media belajar) | | | | |
| 10. | Students carry out daily test using Google Form, so student have more flexible time.<br>(Siswa melaksanakan ulangan harian menggunakan Google Form, sehingga siswa lebih memiliki waktu yang fleksibel). | | | | |
| 11. | Student not realy like that the assignment send | | | | |

| | | | | | |
|---|---|---|---|---|---|
| | via Google Form.<br><br>(Siswa tidak terlalu suka jika tugas dikirimkan melalui Google Form). | | | | |
| 12. | Teacher are offten send assignment via WhatsApp.<br><br>(Guru lebih sering mengirimkan tugas melalui WhatsApp). | | | | |
| 13. | The teacher blend between online and offline learning.<br><br>(Guru menggabungkan antara pembelajaran online dan offline). | | | | |
| 14. | Information technology is importan in blended between online and offline learning.<br><br>(Teknologi informasi merupakan hal yang penting dalam penggabungan pembelajaran online dan offline). | | | | |
| 15. | The material is explained directly in front of the class, and assignments are send virtually.<br><br>(Materi dijelaskan secara langsung di depan kelas, dan tugas dikirimkan secara virtual) | | | | |
| 16. | Student like the blended method between online and offline learning, because students are richer in information sources.<br><br>(Siswa menyukai metode campuran antara pembelajaran online dan offline, dikarenakan siswa lebih kaya akan sumber informasi). | | | | |
| 17. | The implementation of a marger between online and offline learning provides many benefits.<br><br>(Diterapkan penggabungan antara belajar online dan offline memberikan banyak manfaat). | | | | |

| No. | Statement | | | | |
|-----|-----------|---|---|---|---|
| 18. | Having quite a lot of knowledge due to the blended of online and offline learning. (Memiliki pengetahuan yang cukup luas dikarenakan penggabungan antara belajar online dan offline). | | | | |
| 19. | The blend between online and offline learning further shortens the time. (Penggabungan antara pembelajaran online dan offline lebih mempersingkat waktu). | | | | |
| 20. | Student become more active and not to be pasive also. (Siswa menjadi lebih aktif dan tidak menjadi pasif lagi) | | | | |

**INTERVIEW (For the teacher)**

1. Do you use Blended Learning method in all subjects?
2. Why you choose Blended learning Method in your teaching?
3. What tool or media do you use in a blended learning in your teaching?
4. How much time online and face-to-face learning you use in your teaching?
5. What is benefit for students in Blended learning according to your opinion?

ANGKET QUESTIONNAIRE

PERSEPSI SISWA TERHADAP PEMBELAJARAN BAHASA INGGRIS

MENGGUNAKAN METODE BLENDED LEARNING

Nama    : ANDILA

Kelas   : X   IPA   2

QUESTIONNAIRE (For the students')

SS      : Sangat Setuju (Strongly Agree)

S       : Setuju (Agree)

TS      : Tidak Setuju (Disagree)

STS     : Sangat Tidak Setuju (Strongly Disagree)

List of Statement

| No | Questionare | Answer | | | |
|---|---|---|---|---|---|
| | | S | SS | TS | STS |
| 1. | The development of technology is very useful in the learning proses. (Perkembangan teknologi sangat bermanfaat bagi proses pembelajaran). | ✓ | | | |
| 2. | Learning utilize the technological developments makes students more flexible in learning. (Belajar memanfaatkan perkembangan teknologi membuat siswa lebih fleksibel dalam belajar). | ✓ | | | |
| 3. | Teacher can use more than one learning method, for example blend between online and ofline learning. (Guru boleh menggunakan lebih dari satu metode pembelajaran, contohnya menggabungkan pembelajaran online dan offline). | ✓ | | | |

| | | | | | |
|---|---|---|---|---|---|
| 4. | Utilization of technological development is used in all subject school, in order to increase student interest in learning.<br><br>(Pemanfaatan perkembangan teknologi digunakan dalam semua mata pelajaran sekolah, guna meningkatkan minat belajar siswa). | ✓ | | | |
| 5. | Student prefer to learn by using books as a learning media.<br><br>(Siswa lebih menyukai belajar dengan buku sebagai media belajar). | ✓ | | | |
| 6. | The assignments and dialy test are submit directly in form of hard files to teacher.<br><br>(Tugas serta ulangan harian diserahkan dalam bentuk hard file kepada guru). | ✓ | | | |
| 7. | The Teacher Conduct the learning process in the classroom.<br><br>(Guru melakukan proses pembelajaran di dalam kelas) | | | ✓ | |
| 8. | Studying at school and socializing with all friends.<br><br>(Belajar di sekolah dan bersosialisasi dengan teman-teman). | ✓ | | | |
| 9. | Student prefer to use the internet network as one of the learning media.<br><br>(Siswa lebih suka menggunakan jaringan internet sebagai salah satu media belajar) | ✓ | | | |
| 10. | Students carry out daily test using Google | | | | |

| | | | | | |
|---|---|---|---|---|---|
| | Form, so student have more flexible time. (Siswa melaksanakan ulangan harian menggunakan Google Form, sehingga siswa lebih memiliki waktu yang fleksibel). | | ✓ | | |
| 11. | Student not realy like that the assignment send via Google Form. (Siswa tidak terlalu suka jika tugas dikirimkan melalui Google Form). | | | | ✓ |
| 12. | Teacher are offten send assignment via WhatsApp. (Guru lebih sering mengirimkan tugas melalui WhatsApp). | ✓ | | | |
| 13. | The teacher blend between online and offline learning. (Guru menggabungkan antara pembelajaran online dan offline). | ✓ | | | |
| 14. | Information technology is importan in blended between online and offline learning. (Teknologi informasi merupakan hal yang penting dalam penggabungan pembelajaran online dan offline). | | | ✓ | |
| 15. | The material is explained directly in front of the class, and assignments are send virtually. (Materi dijelaskan secara langsung di depan kelas, dan tugas dikirimkan secara virtual) | ✓ | | | |

# ANGKET QUESTIONNAIRE
## PERSEPSI SISWA TERHADAP PEMBELAJARAN BAHASA INGGRIS
## MENGGUNAKAN METODE BLENDED LEARNING

Nama : Dina Ayu Wulandari

Kelas : X IPA 2.

## QUESTIONNAIRE (For the students')

SS : Sangat Setuju (Strongly Agree)

S : Setuju (Agree)

TS : Tidak Setuju (Disagree)

STS : Sangat Tidak Setuju (Strongly Disagree)

List of Statement

| No | Questionare | Answer | | | |
|---|---|---|---|---|---|
| | | S | SS | TS | STS |
| 1. | The development of technology is very useful in the learning proses. (Perkembangan teknologi sangat bermanfaat bagi proses pembelajaran). | | ✓ | | |
| 2. | Learning utilize the technological developments makes students more flexible in learning. (Belajar memanfaatkan perkembangan teknologi membuat siswa lebih fleksibel dalam belajar). | ✓ | | | |
| 3. | Teacher can use more than one learning method, for example blend between online and ofline learning. (Guru boleh menggunakan lebih dari satu metode pembelajaran, contohnya menggabungkan pembelajaran online dan offline). | ✓ | | | |

| | | | | | |
|---|---|---|---|---|---|
| 4. | Utilization of technological development is used in all subject school, in order to increase student interest in learning.<br><br>(Pemanfaatan perkembangan teknologi digunakan dalam semua mata pelajaran sekolah, guna meningkatkan minat belajar siswa). | | ✓ | | |
| 5. | Student prefer to learn by using books as a learning media.<br><br>(Siswa lebih menyukai belajar dengan buku sebagai media belajar). | ✓ | | | |
| 6. | The assignments and dialy test are submit directly in form of hard files to teacher.<br><br>(Tugas serta ulangan harian diserahkan dalam bentuk hard file kepada guru). | | | ✓ | |
| 7. | The Teacher Conduct the learning process in the classroom.<br><br>(Guru melakukan proses pembelajaran di dalam kelas) | | ✓ | | |
| 8. | Studying at school and socializing with all friends.<br><br>(Belajar di sekolah dan bersosialisasi dengan teman-teman). | | ✓ | | |
| 9. | Student prefer to use the internet network as one of the learning media.<br><br>(Siswa lebih suka menggunakan jaringan internet sebagai salah satu media belajar) | | ✓ | | |
| 10. | Students carry out daily test using Google | | | | |

| | | | | | | |
|---|---|---|---|---|---|---|
| | Form, so student have more flexible time. (Siswa melaksanakan ulangan harian menggunakan Google Form, sehingga siswa lebih memiliki waktu yang fleksibel). | ✓ | | | | |
| 11. | Student not realy like that the assignment send via Google Form. (Siswa tidak terlalu suka jika tugas dikirimkan melalui Google Form). | ✓ | | | | |
| 12. | Teacher are offten send assignment via WhatsApp. (Guru lebih sering mengirimkan tugas melalui WhatsApp). | ✓ | | | | |
| 13. | The teacher blend between online and offline learning. (Guru menggabungkan antara pembelajaran online dan offline). | ✓ | | | | |
| 14. | Information technology is importan in blended between online and offline learning. (Teknologi informasi merupakan hal yang penting dalam penggabungan pembelajaran online dan offline). | ✓ | | | | |
| 15. | The material is explained directly in front of the class, and assignments are send virtually. (Materi dijelaskan secara langsung di depan kelas, dan tugas dikirimkan secara virtual) | ✓ | | | | |

# ANGKET QUESTIONNAIRE
## PERSEPSI SISWA TERHADAP PEMBELAJARAN BAHASA INGGRIS
## MENGGUNAKAN METODE BLENDED LEARNING

**Nama** : Kiki Hidayatul Fikriyah

**Kelas** : X IPA 1

### QUESTIONNAIRE (For the students')

SS : Sangat Setuju (Strongly Agree)

S : Setuju (Agree)

TS : Tidak Setuju (Disagree)

STS : Sangat Tidak Setuju (Strongly Disagree)

List of Statement

| No | Questionare | Answer | | | |
|---|---|---|---|---|---|
| | | S | SS | TS | STS |
| 1. | The development of technology is very useful in the learning proses.<br><br>(Perkembangan teknologi sangat bermanfaat bagi proses pembelajaran). | √ | | | |
| 2. | Learning utilize the technological developments makes students more flexible in learning.<br><br>(Belajar memanfaatkan perkembangan teknologi membuat siswa lebih fleksibel dalam belajar). | √ | | | |
| 3. | Teacher can use more than one learning method, for example blend between online and ofline learning.<br><br>(Guru boleh menggunakan lebih dari satu metode pembelajaran, contohnya menggabungkan pembelajaran online dan offline). | √ | | | |

| | | | | | |
|---|---|---|---|---|---|
| 4. | Utilization of technological development is used in all subject school, in order to increase student interest in learning.<br><br>(Pemanfaatan perkembangan teknologi digunakan dalam semua mata pelajaran sekolah, guna meningkatkan minat belajar siswa). | ✓ | | | |
| 5. | Student prefer to learn by using books as a learning media.<br><br>(Siswa lebih menyukai belajar dengan buku sebagai media belajar). | ✓ | | | |
| 6. | The assignments and dialy test are submit directly in form of hard files to teacher.<br><br>(Tugas serta ulangan harian diserahkan dalam bentuk hard file kepada guru). | | | ✓ | |
| 7. | The Teacher Conduct the learning process in the classroom.<br><br>(Guru melakukan proses pembelajaran di dalam kelas) | ✓ | | | |
| 8. | Studying at school and socializing with all friends.<br><br>(Belajar di sekolah dan bersosialisasi dengan teman-teman). | ✓ | | | |
| 9. | Student prefer to use the internet network as one of the learning media.<br><br>(Siswa lebih suka menggunakan jaringan internet sebagai salah satu media belajar) | ✓ | | | |
| 10. | Students carry out daily test using Google | | | | |

| | | | | | |
|---|---|---|---|---|---|
| | Form, so student have more flexible time. (Siswa melaksanakan ulangan harian menggunakan Google Form, sehingga siswa lebih memiliki waktu yang fleksibel). | | | | ✓ | |
| 11. | Student not realy like that the assignment send via Google Form. (Siswa tidak terlalu suka jika tugas dikirimkan melalui Google Form). | ✓ | | | | |
| 12. | Teacher are offten send assignment via WhatsApp. (Guru lebih sering mengirimkan tugas melalui WhatsApp). | | | | ✓ | |
| 13. | The teacher blend between online and offline learning. (Guru menggabungkan antara pembelajaran online dan offline). | ✓ | | | | |
| 14. | Information technology is importan in blended between online and offline learning. (Teknologi informasi merupakan hal yang penting dalam penggabungan pembelajaran online dan offline). | ✓ | | | | |
| 15. | The material is explained directly in front of the class, and assignments are send virtually. (Materi dijelaskan secara langsung di depan kelas, dan tugas dikirimkan secara virtual) | ✓ | | | | |

# ANGKET QUESTIONNAIRE
## PERSEPSI SISWA TERHADAP PEMBELAJARAN BAHASA INGGRIS MENGGUNAKAN METODE BLENDED LEARNING

Nama : Amanda Putri

Kelas : X IPA 1

## QUESTIONNAIRE (For the students')

SS : Sangat Setuju (Strongly Agree)

S : Setuju (Agree)

TS : Tidak Setuju (Disagree)

STS : Sangat Tidak Setuju (Strongly Disagree)

List of Statement

| No | Questionare | Answer | | | |
|---|---|---|---|---|---|
| | | S | SS | TS | STS |
| 1. | The development of technology is very useful in the learning proses. (Perkembangan teknologi sangat bermanfaat bagi proses pembelajaran). | √ | | | |
| 2. | Learning utilize the technologica' developments makes students more flexible in learning. (Belajar memanfaatkan perkembangan teknologi membuat siswa lebih fleksibel dalam belajar). | √ | | | |
| 3. | Teacher can use more than one learning method, for example blend between online and ofline learning. (Guru boleh menggunakan lebih dari satu metode pembelajaran, contohnya menggabungkan pembelajaran online dan offline). | √ | | | |

| | | | | | |
|---|---|---|---|---|---|
| 4. | Utilization of technological development is used in all subject school, in order to increase student interest in learning.<br><br>(Pemanfaatan perkembangan teknologi digunakan dalam semua mata pelajaran sekolah, guna meningkatkan minat belajar siswa). | ✓ | | | |
| 5. | Student prefer to learn by using books as a learning media.<br><br>(Siswa lebih menyukai belajar dengan buku sebagai media belajar). | | | ✓ | |
| 6. | The assignments and dialy test are submit directly in form of hard files to teacher.<br><br>(Tugas serta ulangan harian diserahkan dalam bentuk hard file kepada guru). | | | ✓ | |
| 7. | The Teacher Conduct the learning process in the classroom.<br><br>(Guru melakukan proses pembelajaran di dalam kelas) | ✓ | | | |
| 8. | Studying at school and socializing with all friends.<br><br>(Belajar di sekolah dan bersosialisasi dengan teman-teman). | | ✓ | | |
| 9. | Student prefer to use the internet network as one of the learning media.<br><br>(Siswa lebih suka menggunakan jaringan internet sebagai salah satu media belajar) | ✓ | | | |
| 10. | Students carry out daily test using Google | | | | |

| | | | | | |
|---|---|---|---|---|---|
| | Form, so student have more flexible time. (Siswa melaksanakan ulangan harian menggunakan Google Form, sehingga siswa lebih memiliki waktu yang fleksibel). | ✓ | | | |
| 11. | Student not realy like that the assignment send via Google Form. (Siswa tidak terlalu suka jika tugas dikirimkan melalui Google Form). | ✓ | | | |
| 12. | Teacher are offten send assignment via WhatsApp. (Guru lebih sering mengirimkan tugas melalui WhatsApp). | | | ✓ | |
| 13. | The teacher blend between online and offline learning. (Guru menggabungkan antara pembelajaran online dan offline). | | | ✓ | |
| 14. | Information technology is importan in blended between online and offline learning. (Teknologi informasi merupakan hal yang penting dalam penggabungan pembelajaran online dan offline). | ✓ | | | |
| 15. | The material is explained directly in front of the class, and assignments are send virtually. (Materi dijelaskan secara langsung di depan kelas, dan tugas dikirimkan secara virtual) | | | ✓ | |

# ANGKET QUESTIONNAIRE

## PERSEPSI SISWA TERHADAP PEMBELAJARAN BAHASA INGGRIS
## MENGGUNAKAN METODE BLENDED LEARNING

Nama : _Defa Irawan_

Kelas : _X IPA²_

## QUESTIONNAIRE (For the students')

SS : Sangat Setuju (Strongly Agree)

S : Setuju (Agree)

TS : Tidak Setuju (Disagree)

STS : Sangat Tidak Setuju (Strongly Disagree)

List of Statement

| No | Questionare | Answer | | | |
|---|---|---|---|---|---|
| | | S | SS | TS | STS |
| 1. | The development of technology is very useful in the lea.ning proses. (Perkembangan teknologi sangat bermanfaat bagi proses pembelajaran). | √ | | | |
| 2. | Learning utilize the technological developments makes students more flexible in learning. (Belajar memanfaatkan perkembangan teknologi membuat siswa lebih fleksibel dalam belajar). | √ | | | |
| 3. | Teacher can use more than one learning method, for example blend between online and ofline learning. (Guru boleh menggunakan lebih dari satu metode pembelajaran, contohnya menggabungkan pembelajaran online dan offline). | √ | | | |

| | | | | | |
|---|---|---|---|---|---|
| 4. | Utilization of technological development is used in all subject schoo:, in order to increase student interest in learning.<br><br>(Pemanfaatan perkembangan teknologi digunakan dalam semua mata pelajaran sekolah, guna meningkatkan minat belajar siswa). | V | | | |
| 5. | Student prefer to learn by using books as a learning media.<br><br>(Siswa lebih menyukai belajar dengan buku sebagai media belajar). | V | | | |
| 6. | The assignments and dialy test are submit directly in form of hard files to teacher.<br><br>(Tugas serta ulangan harian diserahkan dalam bentuk hard file kepada guru). | | | V | |
| 7. | The Teacher Conduct the learning process in the classroom.<br><br>(Guru melakukan proses pembelajaran di dalam kelas) | | V | | |
| 8. | Studying at school and socializing with all friends.<br><br>(Belajar di sekolah dan bersosialisasi dengan teman-teman). | | V | | |
| 9. | Student prefer to use the internet network as one of the learning media.<br><br>(Siswa lebih suka menggunakan jaringan internet sebagai salah satu media belajar) | | | V | |
| 10. | Students carry out daily test using Google | | | | |

## ANGKET QUESTIONNAIRE
## PERSEPSI SISWA TERHADAP PEMBELAJARAN BAHASA INGGRIS
## MENGGUNAKAN METODE BLENDED LEARNING

Nama : NADIN PRATIWI

Kelas : X IPA 1

### QUESTIONNAIRE (For the students')

SS : Sangat Setuju (Strongly Agree)

S : Setuju (Agree)

TS : Tidak Setuju (Disagree)

STS : Sangat Tidak Setuju (Strongly Disagree)

List of Statement

| No | Questionare | Answer | | | |
|---|---|---|---|---|---|
| | | S | SS | TS | STS |
| 1. | The development of technology is very useful in the learning proses. (Perkembangan teknologi sangat bermanfaat bagi proses pembelajaran). | ✓ | | | |
| 2. | Learning utilize the technological developments makes students more flexible in learning. (Belajar memanfaatkan perkembangan teknologi membuat siswa lebih fleksibel dalam belajar). | ✓ | | | |
| 3. | Teacher can use more than one learning method, for example blend between online and ofline learning. (Guru boleh menggunakan lebih dari satu metode pembelajaran, contohnya menggabungkan pembelajaran online dan offline). | | | ✓ | |

| | | | | | |
|---|---|---|---|---|---|
| 4. | Utilization of technological development is used in all subject school, in order to increase student interest in learning.<br><br>(Pemanfaatan perkembangan teknologi digunakan dalam semua mata pelajaran sekolah, guna meningkatkan minat belajar siswa). | ✓ | | | |
| 5. | Student prefer to learn by using books as a learning media.<br><br>(Siswa lebih menyukai belajar dengan buku sebagai media belajar). | ✓ | | | |
| 6. | The assignments and dialy test are submit directly in form of hard files to teacher.<br><br>(Tugas serta ulangan harian diserahkan dalam bentuk hard file kepada guru). | | | ✓ | |
| 7. | The Teacher Conduct the learning process in the classroom.<br><br>(Guru melakukan proses pembelajaran di dalam kelas) | | ✓ | | |
| 8. | Studying at school and socializing with all friends.<br><br>(Belajar di sekolah dan bersosialisasi dengan teman-teman). | | | | ✓ |
| 9. | Student prefer to use the internet network as one of the learning media.<br><br>(Siswa lebih suka menggunakan jaringan internet sebagai salah satu media belajar) | ✓ | | | |
| 10. | Students carry out daily test using Google | | | | |

| | | | | | |
|---|---|---|---|---|---|
| | Form, so student have more flexible time. (Siswa melaksanakan ulangan harian menggunakan Google Form, sehingga siswa lebih memiliki waktu yang fleksibel). | ✓ | | | |
| 11. | Student not realy like that the assignment send via Google Form. (Siswa tidak terlalu suka jika tugas dikirimkan melalui Google Form). | | | ✓ | |
| 12. | Teacher are offten send assignment via WhatsApp. (Guru lebih sering mengirimkan tugas melalui WhatsApp). | ✓ | | | |
| 13. | The teacher blend between online and offline learning. (Guru menggabungkan antara pembelajaran online dan offline). | | | ✓ | |
| 14. | Information technology is importan in blended between online and offline learning. (Teknologi informasi merupakan hal yang penting dalam penggabungan pembelajaran online dan offline). | ✓ | | | |
| 15. | The material is explained directly in front of the class, and assignments are send virtually. (Materi dijelaskan secara langsung di depan kelas, dan tugas dikirimkan secara virtual) | ✓ | | | |

**INTERVIEW (For the teacher)**

1. Do you use Blended Learning method in all subjects?
2. Why you choose Blended learning Method in your teaching?
3. What tool or media do you use in a blended learning in your teaching?
4. How much time online and face-to-face learning you use in your teaching?
5. What is benefit for students in Blended learning according to your opinion?

**Answer**

1. For English lessons, starting from the 2020 pandemic, blended learning is used, 50 percent face-to-face learning is used online, especially when carrying out daily tests using the Google form.

2. Because the blended learning method is simpler, because the media that children bring is Android media, where we can send learning materials via the WhatsApp group, and the tests can be done directly using the Google form, where the grades that the children produce can be directly visible and remedial is immediately carried out when the resulting value does not meet the assessment criteria

3. Because it is related to blendee learning, we use android media, incidentally 100% of students in class have android, and dictionaries are also accessed via android (e-dictionary), as well as grammar based on android

4. So blended learning, for online is usually used for sending assignments and daily tests, then face to face learning is carried out in classrooms 50% online 50% offline

5. Because blended learning is based on IT technology students can better understand IT developments, learning is simpler because Android is an item that can be carried anywhere, so they can study anywhere

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Jalan Kl. Hajar Dewantara Kampus 15 A Iringmulyo Metro Timur Kota Metro Lampung 34111
Telepon (0725) 41507; Faksimili (0725) 47296; *Website*: www.tarbiyah.metrouniv.ac.id; *e-mail*: tarbiyah.iain@metrouniv.ac.id

Nomor : B-5046/In.28/D.1/TL.00/11/2022
Lampiran : -
Perihal : **IZIN RESEARCH**

Kepada Yth.,
KEPALA SMA N 1 SEKAMPUNG
di-
    Tempat

*Assalamu'alaikum Wr. Wb.*

Sehubungan dengan Surat Tugas Nomor: B-5045/In.28/D.1/TL.01/11/2022, tanggal 23 November 2022 atas nama saudara:

Nama : **TRIANA FEBRIANTI**
NPM : 1801072036
Semester : 9 (Sembilan)
Jurusan : Tadris Bahasa Inggris

Maka dengan ini kami sampaikan kepada saudara bahwa Mahasiswa tersebut di atas akan mengadakan research/survey di SMA N 1 SEKAMPUNG, dalam rangka meyelesaikan Tugas Akhir/Skripsi mahasiswa yang bersangkutan dengan judul "AN ANALYSIS OF THE STUDENTS PERSCEOTION IN ENGLISH LEARNING USING BLENDED LEARNING METHOT AT SMA N 1 SEKAMPUNG".

Kami mengharapkan fasilitas dan bantuan Saudara untuk terselenggaranya tugas tersebut, atas fasilitas dan bantuannya kami ucapkan terima kasih.

*Wassalamu'alaikum Wr. Wb.*

Metro, 23 November 2022
Wakil Dekan Akademik dan
Kelembagaan,

**Dra. Isti Fatonah MA**
NIP 19670531 199303 2 003

**KEMENTERIAN AGAMA REPUBLIK INDONESIA**
**INSTITUT AGAMA ISLAM NEGERI METRO**
**FAKULTAS TARBIYAH DAN ILMU KEGURUAN**
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Telepon (0725) 41507; Faksimili (0725) 47296; Website: www.tarbiyah.metrouniv.ac.id, e-mail: tarbiyah.iain@metrouniv.ac.id

## S U R A T   T U G A S
Nomor: B-5045/In.28/D.1/TL.01/11/2022

Wakil Dekan Akademik dan Kelembagaan Tarbiyah dan Ilmu Keguruan Institut Agama Islam Negeri Metro, menugaskan kepada saudara:

| | | |
|---|---|---|
| Nama | : | **TRIANA FEBRIANTI** |
| NPM | : | 1801072036 |
| Semester | : | 9 (Sembilan) |
| Jurusan | : | Tadris Bahasa Inggris |

Untuk :

1. Mengadakan observasi/survey di SMA N 1 SEKAMPUNG, guna mengumpulkan data (bahan-bahan) dalam rangka meyelesaikan penulisan Tugas Akhir/Skripsi mahasiswa yang bersangkutan dengan judul "AN ANALYSIS OF THE STUDENTS PERSCEOTION IN ENGLISH LEARNING USING BLENDED LEARNING METHOT AT SMA N 1 SEKAMPUNG".

2. Waktu yang diberikan mulai tanggal dikeluarkan Surat Tugas ini sampai dengan selesai.

Kepada Pejabat yang berwenang di daerah/instansi tersebut di atas dan masyarakat setempat mohon bantuannya untuk kelancaran mahasiswa yang bersangkutan, terima kasih.

Dikeluarkan di : Metro
Pada Tanggal : 23 November 2022

Mengetahui,
Pejabat Setempat

Wakil Dekan Akademik dan
Kelembagaan,

Juwita Astuti, S.Pd
NIP. 19840109 2009052001

**Dra. Isti Fatonah MA**
NIP 19670531 199303 2 003

**PEMERINTAH PROVINSI LAMPUNG**
DINAS PENDIDIKAN DAN KEBUDAYAAN
**SMA NEGERI 1 SEKAMPUNG**
**AKREDITASI A**
NPSN : 10806079       NSS : 301120403011       NIS : 300110

*Alamat : Jl. Raya Sekampung, Desa Hargomulyo Kec. Sekampung Kab. Lampung Timur Kode Pos 34182 Website : sman1sekampung.sch.id*

Sekampung, 28 November 2022

Nomor       : 421.3/487/V.01/SMAN.1/2022
Perihal      : Izin Research

Kepada
Yth. Ketua Jurusan,
Fakultas Tarbiyah dan Ilmu Keguruan
Institut Agama Islam Negeri Metro
Di-
        Tempat

Dengan Hormat,
Berdasarkan Surat Nomor: **B-5046/In.28/D.1/TL.00/11/2022** Tanggal 23 November 2022 Perihal Permohonan Izin Research atas nama mahasiswa :

Nama            : **Triana Febrianti**
NPM             : 1801072036
Semester      : 9 (Sembilan)
Jurusan        : Tadris Bahasa Inggris
Judul            : An Analysis Of The Student Perception In English Learning Using Blended
                     Learning Methot At SMA Negeri 1 Sekampung.

        Bersama ini kami sampaikan bahwa mahasiswa tersebut diatas kami Izinkan untuk melaksanakan Research di sekolah kami.
Demikian izin penelitian ini kami sampaikan untuk dapat dipergunakan sebagaimana mestinya.

Kepala SMA Negeri 1 Sekampung
Provinsi Lampung

HERMAN BAHARU, S.Pd. M.M.
NIP. 19760522 200801 1 009

**KEMENTERIAN AGAMA REPUBLIK INDONESIA**
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**KARTU KONSULTASI BIMBINGAN PROPOSAL MAHASISWA**
**FAKULTAS TARBIYAH DAN ILMU KEGURUAN**
**IAIN METRO**

Nama : TRIANA FEBRIANTI          Jurusan : TBI
NPM : 1801072036                 Semester : 9

| No | Hari/ Tanggal | Pembimbing | Materi yang dikonsultasikan | Tanda Tangan Dosen |
|---|---|---|---|---|
| 1. | 01/22 /08 | | - Bimbingan Bab I <br> - Backgroud <br> - Prior Research | |
| 2 | 02/22 /08 | | - add theory chapter ii <br> - Use guiden book. <br> - Revise technical writing <br> - add theory in Chapter iii elaborate. | |
| 3 | 22/22 /08 | | - add / inreach theory chapter ii <br> - make sure the problem come | |
| 4 | 22/22 /09 | | - title pages <br> - add table of contents. <br> - See guiden book. | |

Mengetahui
Ketua Jurusan TBI

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NIP.198711022015031004

Dosen Pembimbing

**Rika Dartiara, M.Pd**
NIDN.2015099101

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**INSTITUT AGAMA ISLAM NEGERI METRO**
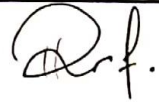**FAKULTAS TARBIYAH DAN ILMU KEGURUAN**
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Telepon (0725) 41507; Faksimili (0725) 47296; Website: www.tarbiyah.metrouniv.ac.id; e-mail: tarbiyah.iain@metrouniv.ac.id

**KARTU KONSULTASI BIMBINGAN PROPOSAL MAHASISWA**
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NPM : 1801072036               Semester : 9

| No | Hari/ Tanggal | Pembimbing | Materi yang dikonsultasikan | Tanda Tangan Dosen |
|---|---|---|---|---|
| 5. | 15/09 '22 | | - enrich your theory add weakness and strength of blended learning. - add some concept of learning. than elaborate. | |
| 6. | 29/09 '22 | | Use future tense. in chapter III. Revise all. | |
| | | | Acc for seminar | |

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**FAKULTAS TARBIYAH DAN ILMU KEGURUAN**
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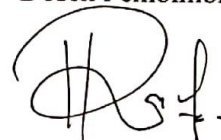NPM  : 1801072036               Semester : 9

| No | Hari/ Tanggal | Pembimbing I | Materi yang dikonsultasikan | Tanda Tangan Dosen |
|----|---------------|--------------|------------------------------|--------------------|
| 1. | 15. Nov 2022 | | Revise Quistioner. add . | |
| 2. | 17. Nov 2022 | | Acc Ald Continue to do Research. | |

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NIP 198711022015031004

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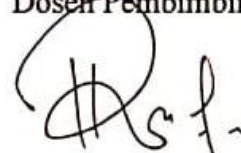Nama : TRIANA FEBRIANTI
NPM : 1801072036

Jurusan : TBI
Semester : 9

| No | Hari/ Tanggal | Pembimbing I | Materi yang dikonsultasikan | Tanda Tangan Dosen |
|---|---|---|---|---|
| | 12/12 2022 | | - check tenses<br>- revise abstract<br>- revise chapter IV<br>- complete all . | |
| | 21/12 2022 | | revise abstract.<br>see me soon . | |

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**IAIN METRO**

Nama : TRIANA FEBRIANTI          Jurusan : TBI
NPM : 1801072036                 Semester : 9

| No | Hari/ Tanggal | Pembimbing I | Materi yang dikonsultasikan | Tanda Tangan Dosen |
|----|---------------|--------------|------------------------------|--------------------|
|    | 2/ 2022 /2    |              | Acc for munaqosyah. Prepare all. |                |

Mengetahui                                      Dosen Pembimbing
Ketua Jurusan TBI

**Andianto, M.Pd**                              **Rika Dartiara, M.Pd**
NIP 198711022015031004                          NIDN. 2015099101

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**SURAT KETERANGAN BEBAS PUSTAKA**
**Nomor : P-1731/In.28/S/U.1/OT.01/12/2022**

Yang bertandatangan di bawah ini, Kepala Perpustakaan Institut Agama Islam Negeri (IAIN) Metro Lampung menerangkan bahwa :

| | | |
|---|---|---|
| Nama | : | Triana Febrianti |
| NPM | : | 1801072036 |
| Fakultas / Jurusan | : | Tarbiyah dan Ilmu Keguruan/ Pendidikan Bahasa Inggris |

Adalah anggota Perpustakaan Institut Agama Islam Negeri (IAIN) Metro Lampung Tahun Akademik 2022 / 2023 dengan nomor anggota 1801072036

Menurut data yang ada pada kami, nama tersebut di atas dinyatakan bebas administrasi Perpustakaan Institut Agama Islam Negeri (IAIN) Metro Lampung.

Demikian Surat Keterangan ini dibuat, agar dapat dipergunakan seperlunya.

Metro, 22 Desember 2022
Kepala Perpustakaan

Dr. As'ad, S. Ag., S. Hum., M.H., C.Me.
NIP.19750505 200112 1 002

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Yang bertanda tangan di bawah ini. Ketua Jurusan Tadris Bahasa Inggris Fakultas Tarbiyah dan Ilmu Keguruan (FTIK) Institut Agama Islam Negeri (IAIN) Metro menerangkan bahwa:

| | | |
|---|---|---|
| Nama | : | Triana Febrianti |
| NPM | : | 1801072036 |
| Jurusan | : | Tadris Bahasa Inggris |

Telah menyelesaikan administrasi peminjaman buku pada Jurusan/Prodi Tadris Bahasa Inggris.

Demikian surat keterangan ini dibuat untuk digunakan sebagaimana mestinya.

Metro, 21 Desember 2022
Ketua Jurusan TBI

**Andianto, M.Pd.**
NIP. 1987 1102 201503 1 004

**Pict 1. Explain how to answer the questionare**



**Pict 2. Explain how to answer the questionare**

**Pict 4. Explain how to answer the questionare**



**Pict 5. Explain how to answer the questionare**

**Pict 6. Explain how to answer the questionare**



**Pict 7. Explain how to answer the questionare**

# AN ANALYSIS OF THE STUDENTS' PERCEPTION IN ENGLISH LEARNING USING BLENDED LEARNING METHODAT SMA N 1 SEKAMPUNG

*by* Triana Febrianti 4 St. Number : 1801072036

# UNDERGRADUATE THESIS
# AN ANALYSIS OF THE STUDENTS' PERCEPTION IN ENGLISH LEARNING USING BLENDED LEARNING METHOD AT SMA N 1 SEKAMPUNG

**By:**
**TRIANA FEBRIANTI**
**St. Number : 1801072036**
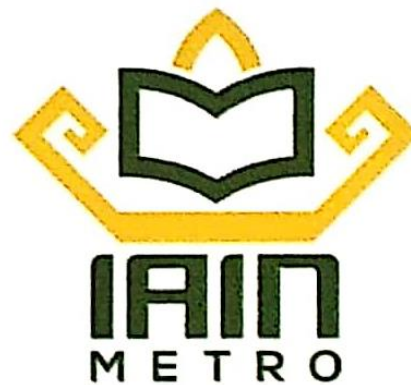


**ENGLISH EDUCATION DEPARTMENT**
**TARBIYAH AND TEACHERS TRAINING FACULTY**

**STATE INSTITUTE ISLAMIC STUDIES OF METRO**
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# AN ANALYSIS OF THE STUDENTS' PERCEPTION IN ENGLISH LEARNING USING BLENDED LEARNING METHODAT SMA N 1 SEKAMPUNG

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# CURICULUM VITAE



The researcher was born in the village of Negeri Katon, Kecamatan Margatiga, Kabupaten Lampung Timur, Provinsi Lampung on February 11, 2000, the last daughter of the couple Mr. Jarno and Mrs. Katmini. The Researcher have two older brother, the first brother name is Misgiyanto and the second one is Nuryanto.

Researcher have the first school at RA Ma'arif NU 31 Hargomulyo and finish it in 2007, and join in the elementary school at SD N 2 Hargomulya and was end in 2012, then have a junior high school at SMP N 2 Sekampung also in Hargomulyo and finish the education in 2015, after that the researcher have senior high school at SMA N 1 Sekampung and that is have in also in Hargomulyo then complete it in 2018.

After that the resercher continue the study at the Metro State Islamic Institute (IAIN) Faculty of Tarbiyah and Teacher Training, Departement of English Education (TBI) starting in semester 1 in 2018 for have a undergraduate education.