

CHAPTER IV

RESEARCH FINDINGS

This chapter presented the findings obtained from the research. The focus of this research is on the result of the implementation of Blended Learning in teaching English. The data collected from the interview was identified and analyzed. Based on result of the data analysis, it revealed that:

1. The Implementation of Blended Learning in Teaching English at SMPN

1 Tulungagung

Based on the result of the data analysis, it revealed the implementation of blended learning in the aspect of Learning Process (F2F Learning and Online Learning), Collaboration and Assessment.

1) Learning Process (F2F Learning and Online Learning)

The blended learning process consists of two stages, including conventional learning or commonly called face-to-face and online learning. Face to Face (F2F) Learning is where the teacher and the student meet in a set place for a set time, for either one-on-one learning or, most commonly, in-class lessons similar to what happens in school. While Online learning is a learning that uses the internet, intranets and extranets, or learning that uses a computer network that is directly connected and has a wide scope. Based on the results of observations, face-to-face classes and online classes schedules at SMPN 1 Tulungagung are carried out at

the same time, where 50% of students study in class and 50% of students study at home.

Based on the results of observations, before starting the class, the teacher opened the face to face classroom and then continued the opening of the online classroom through a virtual meet using Google Meet or by sending an opening text via Google Classroom. The material used in face to face class and online class are from guidebooks/LKS from schools or files from teachers that have been uploaded by teacher to Google Classroom. However, in the online classroom, teachers, and students do not always meet at every meeting, only a few times, and the rest is the teacher gives assignments to collect in Google Classroom.

The material delivery process done in offline class is done as usual, teacher ask students to open the guidebooks/LKS or the file that teacher send in Google Classroom. Then, teacher give the explanation and stimulate the students to response teacher question in discussion session. This is similar with the online class, but sometimes teacher only gives the short text explanation or send video tutorial for students via google classroom. While, the assessment process done by giving task to students to complete and collected to Google Classroom This can be seen from the results of interviews with teachers 1 as follows:

”..... biasanya saya memberikan materi untuk anak-anak kelas online melalui Google Classroom. Kadang saya share file ppt, atau materi tugas atau video dari youtube yang bisa diakses oleh siswa baik yang di rumah.maupun di sekolah. Proses pembelajaran yang utama menggunakan media Google Classroom, kalau penilaiannya pakai quizziz”

Translate:”..... usually I give materials for children in online classes through Google Classroom. Sometimes I share ppt files, assignment materials, or videos from youtube that can be accessed by students both at home and at school. The main learning process uses Google Classroom media, while the assessment uses Quizziz”

From the result of the interview above, blended learning in SMPN 1 Tulungagung utilizes the internet network and Learning Management System (LMS); defined as software designed to create, distribute, and manage the delivery of learning materials; with accessibility, connectivity, flexibility, and the ability to create various types of learning interactions. Blended learning in SMPN 1 Tulungagung has flexibility in the learning process. Flexibility in blended learning is the freedom for students to determine how students are involved in learning activities. Students can choose the time, place, or even the learning tools they use in learning.

Flexibility in blended learning greatly facilitates students in the learning process. Based on the result of interview and observation, it revealed that the learning process in SMPN 1 Tulungagung had flexibility in terms of time, place and material. Students can determine their own time, place and material for study. They can study at home, in a cafe, even on the go. In addition, the school also does not determine their study hours outside the face to face lesson. Students will find it easier to choose the time and place to study this makes students feel more comfortable when they can study at a time and place that they think is effective. Students also can choose resources of material they used for learning. Not only from the teacher, students can got materials form internet or website. In addition, the students could wider their knowledge by take advantage of the internet

access. Flexibility of learning tools and mobility of the lesson seemed to be appreciated by the students. This can be seen from the results of interviews with teachers 1 as follows:

"..... Menurut saya blended learning itu fleksible, karena siswa itu bisa langsung mengikuti pelajaran kapan saja dan di mana saja, juga mereka punya waktu yang lebih banyak untuk mengerjakan soal karena dikerjakan dirumah, sehingga mereka dapat memahami pelajaran lebih baik. Jika di kelas saja untuk memahami pelajaran sangat terbatas waktunya ya."

Translate; "..... I think blended learning is flexible because students can immediately follow lessons anytime and anywhere, they also have more time to work on questions because they are done at home, so they can understand the lesson better. If only in class to understand the lesson, the time is very limited, right."

The flexibility of time that students have in learning allows students to manage when they can study and how long they can study. Because only students themselves understand their convenience in learning online to understand the material or do assignments from the teacher. Choosing the right time for students can maximize the learning process.

Meanwhile, the flexibility of the place means that students don't have to worry about always having to come to school to study. Students can study while traveling, at home, or even in public places such as libraries or reading gardens. The freedom to choose a place to study can facilitate student access in learning.

Because students have the freedom to choose their own learning style, time and place, as well as the media and material used for learning, the implementation of blended learning makes students to have the opportunity to study independently (self learning). Self learning is a

student readiness or willingness to learn independently which consists of an attitude component that takes the initiative to learn with or without the help of others who can formulate learning objectives, identify learning resources, select and implement appropriate learning strategies and evaluate learning objectives.

The ability to learn independently is one of the characters that play a role in forming individuals who have the ability to learn for life (lifelong learning). This can be obtained by applying the principle of independent learning in learning. Based on the results of interviews and observations with teachers, it revealed that there is an opportunity of blended learning that is students can conduct self-learning at home, so that students can develop their potential and knowledge independently. Because independent learning is very useful for students to understand themselves and can reflect on the independent learning process. It can be seen from the result of interview with teacher 1, she said:

“... dari segi proses pembelajaran siswa itu mendapat peluang untuk belajar secara mandiri sehingga mereka itu bisa mengembangkan potensi dan kemampuan mereka secara mandiri di rumah dalam belajar.”

Translate: “... in terms of the learning process, students have the opportunity to study independently so that they can develop their potential and abilities independently at home in learning.”

In addition, Teacher 2 said:

“...siswa memiliki peluang untuk mengeksplorasi kemampuan mereka dengan memanfaatkan teknologi internet dan aplikasi dalam mengembangkan wawasan.”

Translate: “...students have the opportunity to explore their abilities by utilizing internet technology and applications in developing insights.”

The opportunity for students to study independently at home is Students can learn according to their wishes, expectations and motivations. Students can explore important topics better so that it will improve the learning process. Students can plan and assess their own learning outcomes. Students will be more active in learning so as to produce deeper learning. At this time students are encouraged to think not just memorize what they have learned so that they can develop critical thinking skills. Increase students' sense of responsibility for the learning process, can evaluate their learning achievements

However, in the implementation of blended learning, it is inseparable from problems. Because the learning process is very dependent on the internet and devices. The internet and tools in the learning process are one of the main supporting tools that bridge the success of online and face-to-face learning processes.

Blended learning which consists of online and face-to-face learning, utilizing digital media and the internet as tools to support the learning process. Based on the results of interviews and observations, it revealed that the weakness of learning process of blended learning is the dependence of the learning process on the internet and devices. The blended learning process is very dependent on the internet, especially in online learning. Because learning resources, collection of assignments, and assessments are carried out digitally. If the internet connection is not stable, the learning process will be hampered and will delay learning time, making it less efficient. Teacher 1 stated that he provided data packages

independently for the smooth running of the learning process. Because the online and face-to-face learning processes are scheduled at the same time, if the internet network is not supported, the learning process will be much disrupted and become less than optimal. Teacher 2 also revealed that because material used by students in face-to-face and online classes is the same, so learning in class also requires a supporting internet network. In addition, the devices used such as gadgets or laptops are also very influential, because both students and teachers need devices in the teaching and learning process. If the device is damaged, or laggy, it will seriously hinder learning. It can be seen from the result of interview with Teacher 1 and 2, as follows:

Teacher 1 said:

“Kalau menurut saya blended learning sangat bergantung pada jaringan internet dan perangkat pembelajaran seperti laptop, HP. Di dalam proses pembelajaran blended, antara kelas online dan kelas offline jadwalnya bersamaan, sehingga membutuhkan waktu yang lama dalam prosesnya. Kalau internetnya putus-putus, atau bermasalah pembelajaran tidak bisa berjalan secara maksimal. Makanya kami sebagai guru biasanya menyediakan paket datainternet sendiri supaya proses pembelajaran bisa lebih efisien.”

Translate: “In my opinion, blended learning is very dependent on the internet network and learning devices such as laptops and cellphones. In the blended learning process, online classes and offline classes are scheduled at the same time, so it takes a long time to process. If the internet is intermittent, or if there is a problem, learning cannot run optimally. That's why we as teachers usually provide our own internet data packages so that the learning process can be more efficient.”

Teacher 2 said:

“Menurut saya proses pembelajarannya itu sangat bergantung dengan jaringan internet ya, Jadi kalau jaringan internetnya itu lemot pembelajarannya bisa terhambat. Apalagi siswa di kelas online maupun yang ada di rumah semuanya materi didapatkan dari saya ya melalui

forum Google classroom, Jadi mereka perlu mendownload dulu. Kalau di sekolah wi-fi bermasalah atau mereka tidak ada jaringan internet, sangat mengulur waktu. Dalam menjelaskan materi juga internet suka putus-putus jadi materinya itu tidak tersampaikan secara maksimal. Selain itu proses tanya jawab juga cukup terhambat kalau pas Internetnya lagi lemot akhirnya diskusi dipindahkan ke forum Google Class tidak dengan menggunakan Google Meet.”

Translate: “In my opinion, the learning process is very dependent on the internet network, so if the internet network is slow, learning can be hampered. Moreover, for students in online classes and those at home, all of the material is obtained from me, yes, through the Google classroom forum, so they need to download it first. If at school there is a problem with wi-fi or they don't have an internet network, it's very time-consuming. In explaining the material, the internet also likes to break up so the material is not conveyed optimally. In addition, the question and answer process is also quite hampered if the internet is slow, finally, the discussion is moved to the Google Class forum instead of using Google Meet.”

The learning process that relies on the internet and devices makes learning run less than optimal. Therefore, in the learning process, stable internet support and adequate devices are needed so that teachers and students can learn more comfortably.

2) Collaboration

In the implementation of blended learning which is done in two ways, that are face-to-face classes and online classes, it creates interaction and collaboration in the learning. Collaboration is the interactions and communication between teacher and students. Collaboration can be in the form of communication in forums, discussions, chat rooms, etc. Based on observations, students in offline classes interact more with the teacher directly, because the teacher is in the same room with the students. Whereas in online classes, teachers can only interact by asking questions and then answering students through virtual meetings using Google Meet

or online discussion through Google Classroom. In online and offline/F2F classes, teachers can ask questions and then provide explanations that can be responded to by students so that it creates interaction in the learning process. Implementation of blended learning in SMPN 1 Tulungagung develop better collaboration between teachers and students.

Based on the result of interview, Teachers 1 and 2 both argue that in blended learning the collaboration between teachers and students are the emergence of interaction and communication that trains students' abilities to socialize, express opinions, work together, and respect each other, both in face-to-face learning and online learning. This can be seen from the results of interviews with teacher 1&2, as follow:

Teacher 1 said:

“.... ada diskusi atau kerjasama dalam pembelajaran sekarang itu guru bisa berkomunikasi dengan murid baik dalam diskusi online maupun di dalam kelas. Kita bisa saling bertukar pikiran kemudian menyelesaikan persoalan bersama.”

Translate: “.... there is discussion or collaboration in learning now that teachers can communicate with students both in online discussions and in class. We can exchange ideas and then solve problems together.”

Teacher 2 said:

“Menurut saya kolaborasi dalam belajar online maupun di kelas itu dapat meningkatkan kemampuan siswa untuk berinteraksi dan bersosialisasi. Jadi siswa itu bisa berkomunikasi dengan teman-temannya dan saling bertukar pikiran untuk menyelesaikan tugas atau memecahkan masalah ya. Kalau dengan guru yang hampir sama kelebihanannya itu bisa meningkatkan komunikasi antara guru dan siswa.”

Translate: “I think that collaboration in online and classroom learning can improve students' ability to interact and socialize. So students can communicate with their friends and exchange ideas to complete assignments or solve problems. If the teacher has almost the same

advantages, it can improve communication between teachers and students.”

Collaboration between teacher and students improve students' knowledge and skills due to social interactions with other people. Students not only learn and understand the material from the teacher, but can develop their knowledge by discussing and exchanging ideas. So that the output of student learning is maximized.

Besides that, the collaboration in blended learning makes students can socialize with their teachers and friends. Socializing can be defined as a communication process and interaction process that students do to learn, adapt, participate and function in a learning environment.

Socialization occurs not only once in a lifetime, but continuously and alternately adapting to changes that occur in schools. Based on the interview and observation, it revealed that collaboration in blended learning creates opportunities for students to socialize with their teachers and students in school. A student must have the ability to socialize with friends to be able to interact with friends and with teachers. By socializing, students can live well in school in accordance with their expectations at school. For this reason, the ability to socialize with other students is very necessary. With the ability to socialize with friends, they are able to recognize themselves, their position and role with other friends. Students are able to understand themselves and the environment at school, as well as the system of life at school, both norms, traditional values and customs in socializing at school. With the socialization

process, students knew how to behave in the learning environment both with teachers and with other students. It can be seen from the result of interview with teacher 1 and 2, as follow:

Teacher 1 said:

“Dari segi kolaborasi siswa itu bisa mendapatkan peluang untuk bersosialisasi dan mengembangkan potensinya untuk berinteraksi dengan lingkungan belajar mereka, sehingga mereka tidak hanya mempelajari materi pelajaran tapi juga bersosialisasi dengan teman”

Translate: "In terms of collaboration, students can get opportunities to socialize and develop their potential to interact with their learning environment, so that they not only learn the subject matter but also socialize with friends"

Teacher 2 said:

“Kalau pada aspek kolaborasi dengan teman maupun dengan guru, siswa itu memiliki peluang untuk berkomunikasi ya dengan lingkungan belajar mereka sehingga mereka merasa kemampuannya untuk berdiskusi mengungkapkan pendapat kemudian menghargai sesama.”

Translate; “In the aspect of collaboration with friends and with teachers, students have the opportunity to communicate with their learning environment so that they feel their ability to discuss, express opinions, and respect others.”

On the other hand, in the implementation of blended learning, there was some students that less active in participate on the collaboration with the teacher. A few number of students didn't involved on the collaboration process. Whereas, the collaboration process need students to interact more with the teacher in learning.

Based on the results of the interview and observation, it revealed that there was a few number of students that do not active contributing themselves in collaboration. Teacher 1 said that in collaboration, there are a few students who are quite passive in learning so they don't really

participate in learning activities. The passive students didn't want to interact or gave respons to the teacher when the teacher give some questions or try to communicate with them. So teachers need to stimulate them to dare to answer, or express opinions. It can be seen from the result of interview with Teacher 2, as follow:

“....sayangnya masih ada yang pasif di kelas. Siswanya itu tidak terlalu mau berkomunikasi atau berinteraksi sehingga proses diskusi atau kerjasama itu jadi kurang maksimal, Karena mereka yang pasif tidak mau berpartisipasi dalam kegiatan atau motivasinya kurang lah dalam kegiatan yang memerlukan kerjasama atau berkomunikasi dengan teman.”

Translate: “....unfortunately there are still passives in class. Students do not really want to communicate or interact so that the discussion or collaboration process is less than optimal because those who are passive do not want to participate in activities or their motivation is lacking in activities that require cooperation or communicating with friends.”

In addition, Teacher 1 said:

“....pada diskusi online masih ada siswa yang tidak begitu aktif, dia tidak begitu berpartisipasi dalam pembelajaran. Beberapa kali saya temui laporan dari siswa bahwa ada siswa ini siswa itu yang tidak begitu bisa diajak kerja sama dalam menyelesaikan tugas secara kelompok.”

Translate: “....In online discussions there are still students who are not very active, they don't really participate in learning. Several times I have come across reports from students that there are students who are not very cooperative in completing assignments in groups.”

3) Asessment

In the implementation of blended learning at SMPN 1 Tulungagung, teachers did more online assessments using application. Online asessment is the process of collecting information about students' learning and performance through online media. All the assignments conveyed to the students in the form of online tasks.

The assessment is carried out by the teacher using tests or assignments. From the results of interviews and observations it was found that the teacher did an online assessment, using an application called Quizizz. It is an application that contains questions that can be used for practice and daily tests. The teacher can create questions in the application and then share the question link for students to work on. In the opinion of the teachers, digital assessment using the application greatly facilitates the assessment process both in terms of time and the output. Because the assessment using the app is very easy, students can immediately understand their wrong answers and instantly get the final score of their re-examination. It can be seen from the results of interviews with teachers 1, she said:

“Kalau dari segi penilaiannya pada sistem pembelajaran sekarang itu penilaiannya itu menggunakan Quizizz ya, jadi bisa dilakukan secara digital, sehingga tidak perlu menyiapkan lembar kertas untuk penilaian harian atau ujian. Nantinya itu bisa muncul langsung di aplikasinya, jadi saya bisa langsung memberikan output kepada siswa bagaimana hasil dari penilaian tugas-tugas atau penilaian harian siswa. Siswa juga bisa melihat langsung berapa nilai ujian mereka, bisa langsung melihat mana jawaban mereka yang salah, jadi mereka bisa mengoreksi secara langsung hasil belajar mereka....”

Translate: “In terms of the assessment in the current learning system, the assessment uses Quizizz, yes, so it can be done digitally, so there is no need to prepare paper sheets for daily assessments or exams. The other values can appear directly in the application, so I can immediately provide output to students on how the results of the assessment of assignments or student daily assessments are. Students can also see directly what their test scores are, can immediately see which answers they have wrong, so they can directly correct their study results....”

In addition, Teacher 2 said:

“...kemudahan yang bisa kita dapatkan itu kita bisa melakukan penilaian secara digital menggunakan aplikasi, sehingga prosesnya itu bisa berjalan lebih mudah. Sebab jika penilaian di kelas membutuhkan lembar kertas, jadi perlu mencetak lembar soal dan jawaban, Sistematikanya lebih panjang lah ya. Jadi bisa lebih paperless atau menghemat kertas, juga menghemat biaya untuk mengeprint soal dan lembar jawaban....”

Trasnlate: “... the convenience that we can get is that we can do digital assessments using an application so that the process can run more easily. Because the assessment in class requires a sheet of paper, so it is necessary to print out the question and answer sheets, the systematics is longer, yes. So it can be more paperless or save paper, it also saves costs for printing questions and answers sheets....”

Based on the results of interviews with teacher 2, it revealed that online assessment reduces the use of paper or paperless so that it is more cost-effective. In addition, the systematics are also easier, making it simpler for teachers to make assessments. Thus, it can be said that online assessment contributed to the success of the paperless policy.

But unfortunately there is still weakness in the assessment aspect in the implementation of blended learning. The weakness of assessment in blended learning is Academic Dishonesty. Academic dishonesty or academic misconduct is any type of cheating that occurs in relation to a formal academic exercise.

Academic dishonesty is a big concern for teachers when dealing with student assessments. Based on the result of interview and observation, it revealed that there were students who were dishonest in doing assignments or exams. The desire to excel in academic achievement is natural and understandable, therefore students will do anything; study hard, focus on their assignments and projects, and prepare for exams.

However, not all students have the same way of getting high grades. They tend to take shortcuts and commit academic dishonesty in completing their assignments, projects and exams. Because the assessment is done online, students could work together with friends to get the answers. Does not rule out the possibility of students copying answers or cheating so that their work or assignments can be completed immediately. Therefore, teachers need to always remind their students to avoid academic dishonesty and inform them what kind of punishment that might be given to them if they did. It can be seen from the result of interview with teacher 1, as follow:

“....pada segi penilaian itu itu bisa saja siswa jadi tidak jujur dalam mengerjakan soal, karena penilaiannya secara online menimbulkan kemungkinan bagi siswa untuk mencontek sehingga hasilnya itu tidak 100% murni kemampuan siswa. Seringkali saya temukan jawaban itu serupa antara siswa satu dengan yang lainnya...”

Translate: "...In terms of assessment, it could be that students are dishonest in doing the questions because the online assessment creates the possibility for students to cheat so that the results are not 100% pure of students' abilities. Often I find the answers are similar from one student to another..."

The practice of academic dishonesty: cheating and plagiarism are mostly done by students when assigned to do daily assessments and assignments. Written tests and assessments provide information about student achievement as well as assurance of whether they actually did it themselves or with the help of others.