

CHAPTER IV RESEARCH FINDINGS AND DISCUSSION

A. Research Findings

Based on the data, researcher findings about students' perceptions of blended English learning during the covid-19 pandemic. During the covid-19 pandemic place of MU is a school that use a blended learning approach, which includes English topic. Mrs. AA states that the school use a blended learning model during the pandemic since the government requested an online system during the pandemic. Then, at students of MU to understand the school subject and employ blended learning, With a three-day online and three-day offline. Mrs. AA is Mrs. Annisa Arifiani.¹

1. Students Perceptions Toward Face to Face English Learning During Covid-19 Pandemic

The following are the study's findings in the form of student responses to interview questions and those contained in the questionnaire sheet:

a. Students' Perceptions Toward Comprehension Level

Understanding means not only having to, but also requiring that the subject of study use materials that have been understood.² In this research, understanding refers to a students capacity to explain or describe back information gained from the teacher regarding a lesson.

An assessment of the tasks offered by the teacher can be used to determine the comprehension level of students' participating in English learning during the pandemic. One of place students of MU, MDS, stated that there was no progress in understanding during the

¹ AA, The Interview From The Researcher, Interview 1, Transcript, 12, January, 2022.

² Devi Afriyuni Yonanda, *peningkatan pemahaman siswa mata pelajaran PKn tentang sistem pemerintahan melalui metode m2m (mind mapping) kelas IV MI Mambaul Ulum Tegalondo Karang plosa Malang*, *Jurnal Cakrawala Pendas* 3, no. 1 (2017): 57.

pandemic and that they were often still puzzled about the information delivered by the teacher. MDS is Muhammad Deni Saputra.³

This statement is reinforced by SN, This face to face learning despite its limitations has helped us in terms of understanding lessons which during online learning are very difficult for us to understand. SN is Siti Nurhayati.⁴ Furthermore, KS stated that the level of students' understanding of English material gradually began to improve because face to face learning had been reinstated after online learning was very difficult for students.⁵

Based on the results of the interview, most students' level of understanding in English learning is easier to understand with face to face learning where the material explained directly by the teacher and if there is something that has not been understood, it can be directly explained asked and explained again by the teacher.

b. Students' Perceptions Toward Delivery of Materials

One of the primary responsibilities of a teacher is to deliver subject matter. The quality of content delivery is determined by certain skills such as communication, media use, and mastery of learning materials. Teacher must deliver material in a language that is easily understood by students.⁶

Because the hours of English sessions are limited during the pandemic covid-19, the teacher ability to impart the English lessons cannot be maximized.⁷ The teacher simply gave a brief explanation when giving the

³ MDS, The Interview From The Researcher, Interview 2, Transcript, 12, January, 2022.

⁴ SN, The Interview From The Researcher, Interview 3, Transcript, 12, January, 2022.

⁵ KS, The Interview From The Researcher, Interview 4, Transcript, 12, January, 2022.

⁶ AA, The Interview From The Researcher, Interview 1, Transcript, 12, January, 2022.

⁷ RG, The Interview From The Researcher, Interview 5, Transcript, 11, January, 2022.

topic. The rest of the students' must be pushed to be more engaged, and the teacher must keep an eye on them.⁸

SN added that, the teacher conveyed the content via power point, and the teacher practiced it so that I could better grasp the material being taught. A quiz was then held, and anyone who answered correctly received a prize. SN is Siti Nurhayati.⁹ FA agrees with the statement SN opinion. FA stated that the material offered was simple for students to understand and that games were used to break up the monotony of learning. FA is Fina Agustin.¹⁰ Based on data reality the material offered is simple for students to understand and games are used to break the boredom of learning.

However, this is not the case with AZJ's statement. AZJ claimed that learning English was not enjoyable because his teacher only instructed him to read books and complete a few assignments, all of which were explained to him by the teacher. AZJ is Aulia Zahrotul Jannah.¹¹

c. Students' Perception Toward Students' and Teacher Feedback

During the course of learning English, there is a lot of interaction between students and teacher. There are students who are active and teacher who are inert in class. We hold talks, ask questions, and play games so that all students can participate.¹²

When teacher are learning English, the teacher pays close attention to them. One of them is the teacher response to students who have questions or concerns

⁸ AA, The Interview From The Researcher, Interview 1, Transcript, 12, January, 2022.

⁹ SN, The Interview From The Researcher, Interview 6, Transcript, 12, January, 2022.

¹⁰ FA, The Interview From The Researcher, Interview 7, Transcript, 13, January, 2022.

¹¹ AZJ, The Interview From The Researcher, Interview 8, Transcript, 11, January, 2022.

¹² AA, The Interview From The Researcher, Interview 1, Transcript, 12, January, 2022.

about classes or assignments.¹³ During the covid-19 pandemic, teacher contact with students face to face learning by following tight health precautions, wearing masks, and washing hands.¹⁴

The contact of teacher with students via imparting material directly during face to face learning, according to MM. MM is Muhammad Mulyo.¹⁵

According to the preceding remark, face to face learning interaction and feedback between teacher and students is quite well.

2. Students Perceptions Toward Online Learning During Covid-19 Pandemic

a. Students Perceptions Online Learning Media

Anything that can be utilized to deliver messages or information in the teaching and learning process in order to pique students' interest in learning is referred to as learning media. When learning online, students' of MU uses WhatsApp groups, Google Classroom, and occasionally Google Meet and Zoom. Then, during face to face learning employing media in general, such as textbooks, presentations, discussions, powerpoint, and quiz.¹⁶

YouTube, TikTok, and Google Translate are some of the technologies used media to learn English and decipher challenging terminology, and I think used this media make students' learning more fun and easy to understand.¹⁷ According to GAS, online English learning media such as YouTube and Google Translate can be used to comprehend terms that are difficult to

¹³ SN, The Interview From The Researcher, Interview 6, Transcript, 12, January, 2022.

¹⁴ FA, The Interview From The Researcher, Interview 8, Transcript, 11, January, 2022.

¹⁵ MM, The Interview From The Researcher, Interview 9, Transcript, 11, January, 2022.

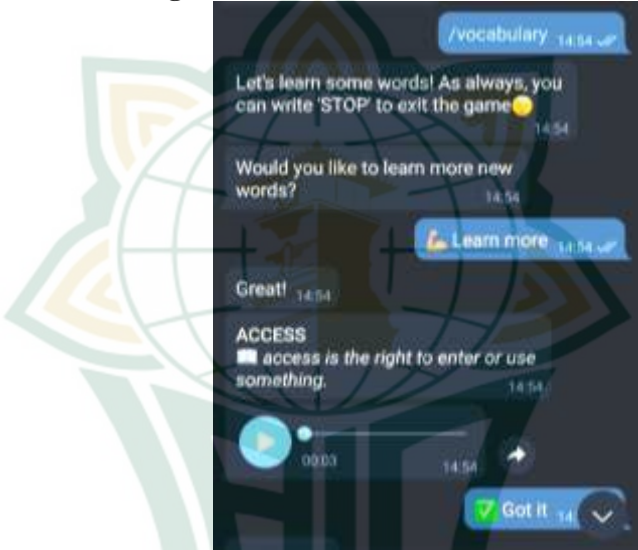
¹⁶ AA, The Interview From The Researcher, Interview 1, Transcript, 12, January, 2022.

¹⁷ YI, The Interview From The Researcher, Interview 10, Transcript, 11, January, 2022.

understand. GAS is Gita Ainus Sakia.¹⁸ Online learning allows students to be creative in the task of making videos on Tik Tok and YouTube.¹⁹

Based on the statement, learning media has a significant impact on students when studying English lesson. It is simple for students to understand the lesson when they use engaging learning media.

b. Students’ Perceptions Toward The Process of Learning



Picture 4.1 Online Learning

After all students have completed the subject matter, the stages of the English language online learning process begin, commencing with filling in online absences. After then, students are given assignments and the teacher conducts a question-and-answer session.²⁰ According to NA, the online learning

¹⁸ GAS, The Interview From The Researcher, Interview 11, Transcript, 11, January, 2022.

¹⁹ MM, The Interview From The Researcher, Interview 9, Transcript, 11, January, 2022.

²⁰ MM, The Interview From The Researcher, Interview 12, Transcript, 11, January, 2022.

method for English teachers offers voicenotes via WhatsApp and typically gives tasks via the linked link. NA is Nurul Azizah.²¹

Learning tenses, listening, reading, and writing are all part of the online English learning process, according to AZJ. AZJ is Aulia Zahrotul Jannah.²² Stage 1: students are absent first; stage 2: when the student has done, the subject teacher is required to offer material via voicenote or video; and stage 3: students are frequently assigned the duty of summarizing and translating.²³

However, students do not understand the content offered by the teacher and have little interest for learning English online.²⁴ The online English learning method causes us students to have difficulty understanding the information, to have more assignments, to have quotas run out soon, and to have signal troubles.²⁵

Online learning is more enjoyable since they can better comprehend and enrich the subject. You can immediately ask the teacher if there is something you do not understand.²⁶ Question and answer sessions during face to face English classes make learning more enjoyable, as do songs that pique students' interest in the language and keep them from becoming bored.²⁷

²¹ NA, The Interview From The Researcher, Interview 13, Transcript, 13, January, 2022.

²² AZJ, The Interview From The Researcher, Interview 14, Transcript, 13, January, 2022.

²³ GAS, The Interview From The Researcher, Interview 17, Transcript, 13, January, 2022.

²⁴ SN, The Interview From The Researcher, Interview 15, Transcript, 13, January, 2022.

²⁵ GAS, The Interview From The Researcher, Interview 16, Transcript, 11, January, 2022.

²⁶ YI, The Interview From The Researcher, Interview 21, Transcript, 13, January, 2022.

²⁷ KS, The Interview From The Researcher, Interview 22, Transcript, 11, January, 2022.

B. DISCUSSION

Following the facts in presenting the data, the next step in this research is to analyze the obtained power utilizing descriptive qualitative data analysis in a clear and precise manner. The following are the findings of the researcher investigation.

1. Students Perceptions Toward Face to Face English Learning During Covid-19 Pandemic

Learning is a complex aspect of activity and cannot be fully explained. In simple terms, learning can be interpreted as a product of the ongoing interaction between development and life experience. In essence, learning in meaning complex is the conscious effort of a teacher to teach students directing student interaction with resources other learning with the intention that the goal can be achieved. At MU also applies face to face English learning. Face to face learning process occurs when students and teacher meet face to face in a room. In class activities provide a technical explanation. The percentage calculation is based on 30% of a semester's total time. On the development of blended learning, learning is employed for 5 months in one semester, then the face to face phase is held three times in one week. During the individual study phase, students' will gather and meet with the teacher multiple times on the web or in person according to a set timetable. The procedure of starting advance is designed to help students with any challenges they may have while learning it.

Based on the analysis conducted from the research data at MU, students' perceptions of face to face learning during the covid-19 pandemic, can be explained as follows:

a. Students' Perceptions Toward Comprehension Level

Understanding is derived from the term "understanding," which means "to comprehend," while KBBI defines it as "a method of comprehending or comprehending."²⁸. In this research, understanding refers

²⁸ Devi Afriyuni Yonanda, *peningkatan pemahaman siswa mata pelajaran PKn tentang sistem pemerintahan melalui metode m2m (mind*

to a student's capacity to explain or describe back information gained from the teacher regarding a lesson.

Understanding means not only having to, but also requiring that the subject of study use materials that have been understood. If it is like that, you will learn more basic things, but in reality, many subjects in schools have a comprehension component. For example, it has been reported that students study late at night the night before an exam in the morning. However, if you ask them two or three days later what they forgot, it indicates that the subject of study or the students do not have a strong adhesive understanding of how to absorb materials learnt into a concept or a full understanding.²⁹

During the covid-19 pandemic, students' at MU had varying levels of comprehension in English lessons. Based on the research data above, students' perceptions toward comprehension level state, face to face learning despite its limitations has helped us in terms of understanding lessons which during online learning are very difficult for us to understand. Furthermore, the level of students' understanding of English material gradually began to improve because face to face learning had been reinstated after online learning was very difficult for students.

Most of students' understanding level at MU in English learning is easier to understand with face to face learning where the material explained directly by the teacher and if there is something that has not been understood, it can be directly explained asked and explained again by the teacher.

b. Students' Perceptions Toward Delivery of Materials

Learning is more interesting and enjoyable when there is a relaxed atmosphere, no pressure, and students feel safe. This increases interest in learning, students are fully engaged, students' have devoted attention, and the learning environment is interesting, full of excitement,

mapping) kelas IV MI Mambaul Ulum Tegalondo Karang plosa Malang, *Jurnal Cakrawala Pendas* 3, no. 1 (2017): 57.

²⁹ Devi Afriyuni Yonanda, *peningkatan pemahaman siswa*, 57.

causing feelings of joy, and the creation of high concentration. Temporary when confronted with a stressful circumstance, students' have a sense of being threatened, a sense of fear, a sense of helplessness, a lack of excitement, students' become lethargic and uninterested, resulting in monotony and boredom, a monotonous learning environment, and learning failure.³⁰

Teacher must have strategies in place to ensure that students learn effectively and efficiently, achieving the desired outcomes. As a teacher, education personnel must be able to master the classroom situation so that a fun learning environment is created, and a quality learning process is produced. A teacher who needs a good method of delivering subject matter, who is able to provide positive impact on student learning outcomes, so it takes the ability of teachers to apply teaching methods that are in accordance with the characteristics of the student is required.³¹

The role of all parts of the school, including instructors, parents, and students, is critical in assisting children in achieving their goals.

c. Students' Perceptions Toward Students' and Teacher Feedback

In the teaching and learning process, interaction-based instruction between teachers and students, or vice versa between students and teachers. During this engagement, the teacher carries out teaching activities as the students learn. This teaching and learning exercise is made up of two components, one of which is interaction.

In the teaching and learning process, a positive relationship between teachers and students is essential. Students will find it easier to accept and learn subject matter if professors and students engage in effective

³⁰ Chusnu Syarifa Diah Kusuma, *Integrasi Bahasa Inggris Dalam Proses Pembelajaran, Jurnal Efisiensi-Kajian Ilmu Administrasi* XV, no. 2 (2018): 47.

³¹ Mardiah Kalsum Nasution, *Penggunaan Metode Pembelajaran Dalam Peningkatan Hasil Belajar Siswa, Jurnal Ilmiah Bidang Pendidikan* 11, no. 1 (2017): 13.

interaction activities. Furthermore, student learning facilities influence students' academic progress and are one of the ways to boost students' motivation to learn.³²

In teaching and learning activities, interactions between the teacher and students at MU as well as interactions between fellow students are good communication so that, it will lead to changes in good student behavior with domain dimensions of originality, taste, and intention.

2. Students' Perceptions Toward Online Learning During Covid-19 Pandemic

a. Students' Perceptions Toward Online Learning Media

Media is one of the influential factors in a teaching and learning process because the media can assist students in conveying messages in learning materials so that learning objectives are achieved. Media is related to the learning process. Learning media includes tools that are used to convey the content of learning materials.³³ In carrying out blended English learning at MU also uses learning media to support student learning. Learning media are learning resources that can assist teachers in student insight. Teacher can use various types of learning media to provide knowledge to students'.³⁴

The application of online learning can increase students' learning attention during the learning process. During learning activities, the learning media used at MU are WhatsApp group, google classroom, zoom meeting, instagram, youtube, tik tok because the learning system during this pandemic is online. The online learning process is very much different from face

³² Lalu Moh. Fahri dan Lalu A. Hery Qusyairi, *Interaksi Sosial Dalam Proses Pembelajaran*, PALAPA 7, no. 1 (2019): 154.

³³ Umi Farida, *Persepsi Siswa Dalam Pemanfaatan Media Gambar Pada Pembelajaran Biologi Kelas X MIPA di SMA Negeri 1 Muaro Jambi* (Thesis, UIN Sultan Thaha Saifuddin Jambi, 2019): 10-12.

³⁴ Teni Nurrita, *Pengembangan Media Pembelajaran Untuk Meningkatkan Hasil Belajar Siswa*, Misykat 03, no. 01 (2018): 174.

to face because each teacher does not meet directly with students but only toward handphone. So the teacher applies different and varied learning strategies such as sending videos by making questions or pictures to guess the answers, in order to attract students' attention so that learning runs optimally, so that learning is not too monotonous. Students' perceptions of the use of blended learning media in the form of Instagram, YouTube, tik tok, stated that with online media they were helped in the learning process, made it easier for students to understand the subject matter, involved students in operating the media, and make students active and creative.

b. Students' Perception Toward Online English Learning at MU

Perception is one of the responses that humans have that determines the process of receiving information. Rakhmat argues that perception is an experience experienced by every human being that gives birth to the meaning of the message, which can also be classified as perception.³⁵ In this research, the researcher discussed students' perceptions toward blended English learning at a private senior high school in Kudus.

This learning is also applied at MU which applies the online English learning during the pandemic in 2021. The learning process is a primary school activity. Ifan author Arief S Sadiman defines learning as "organized attempts at manipulating learning resources in order for students to engage in the learning process."³⁶ Learning is simply a process that involves organizing the environment around teacher so that it can flourish and encourage students to participate in the learning process.

³⁵ Erlina Sulistiyawati, "*Persepsi Siswa Terhadap Pembelajaran Daring Pada Mata Pelajaran Bahasa Indonesia di Madrasah Aliyah Negeri 2 Surakarta*," (Skripsi, IAIN Surakarta, 2020), 9.

³⁶ Ifan Junaedi, Proses pembelajaran yang efektif, *JISAMAR* 3, no. 2 (2019): 24.

There are various differences in learning, such as the presence of students who can absorb the subject content, as well as teacher who are slow to digest the subject matter. Second, differences cause teachers to tailor learning tactics to each student's unique circumstances. If "changing" is the nature of learning, then "regulation" is the nature of learning.³⁷

The teacher used a online learning to educate during the covid-19 pandemic at MU. Because the teacher believe that online learning will be able to address the needs of the participants teacher in learning during the pandemic. The implementation stage of online English learning at MU, it is:

- 1) Greeting.
- 2) Attendance. The teacher fills in attendance by giving a list of names and then students fill in their names.
- 3) The teacher explains the material to the students.
- 4) The teacher provides opportunities for students if there is subject matter that has not been reached.
- 5) The teacher gives assignments to students. Assignments are usually in the form of essay, looking for difficult English word, summarizing the material, and doing student worksheet.
- 6) Closing.

The Covid-19 outbreak has not diminished, learning will continue to take place at each other's homes. Learning via an online network is one option for continuing for education. According to the definition, online learning is a style of learning that necessitates the use of an internet network with connectivity, accessibility, flexibility, and the ability to create a variety of learning activities. Students' and teacher will understand and acquire associated skills technology to aid process learning as a benefit of online learning.

Adaptation in all facets of life continues to this day, despite the pandemic. Education is a vital factor that requires attention, especially because the quality of

³⁷ Aprida and Muhammad Darwis, *Belajar dan Pembelajaran* 3, no. 2 (2017): 337.

the next generation prepared toward education determines the nation's destiny. Investing in the health, education, and development of the next generation's children benefits them during their lives, as well as society as a whole. When the number of covids is still high, online learning is a viable option. Now that we have moved on to face to face learning, schools must be well-prepared since face to face learning must coexist with covid today. Because focusing solely on online learning is no longer sufficient.³⁸

The perception of students at MU toward the online English learning considers that online learning is an alternative or learning solution during the covid-19 pandemic. During online learning, the teacher always checks the completeness of the student's health protocol. The implementation of subject learning, has completed the online learning stage, it is seeking information, obtaining information, and integrating knowledge. With the online English learning, the teacher will conduct an assessment as usual, it is an assessment of attitudes, knowledge, and skills.

The assessment comes from observed student attitudes towards online learning. As observed on the assignments given through the Whatsapp group, as well as doing the questions in the book. The teacher has a journal about appreciating student attitudes. Observing skills assessment through practical activities carried out face to face. The teacher also evaluates students' performance on assignments or results certain products.

Likewise with Nunung who stated the merger of learning between online can be produce learning effective and efficient. Effective, online learning is insight enhancement balance and knowledge and skill improvement, while attitude can be obtained from online and offline learning. Efficient, facilitator can arrange materials teach in the form of multimedia only once and can be used many times. Even so, there are

³⁸ Sy. Rohana and Andi Syahputra, *Model Pembelajaran Blended Learning Pasca New Normal Covid-19*, At-Ta'dib 13, no. 1 (2021): 57.

students' who do not like online learning because they are comfortable with face to face learning before the covid-19 pandemic and besides that when online learning there are many obstacles such as running out of quota, difficult signaling, lots of assignments.³⁹



³⁹ Nunung Nurhadi, Blended Learning dan Aplikasinya di Era New Normal Pandemi Covid-19 19, no. 2 (2020): 216.