EFL STUDENTS' PERCEIVED IMPACTS OF BLENDED LEARNING ON THEIR LANGUAGE LEARNING STRATEGIES AND ACHIEVEMENTS

THESIS

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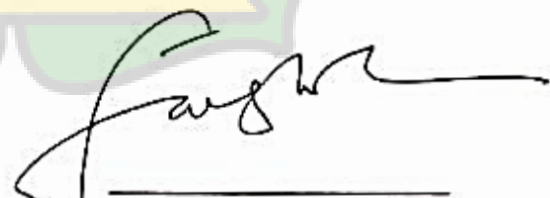150203115

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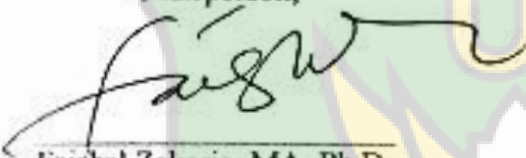
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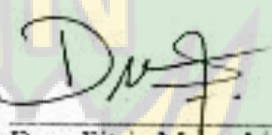26 July 2022

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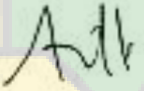Based on Examiners,

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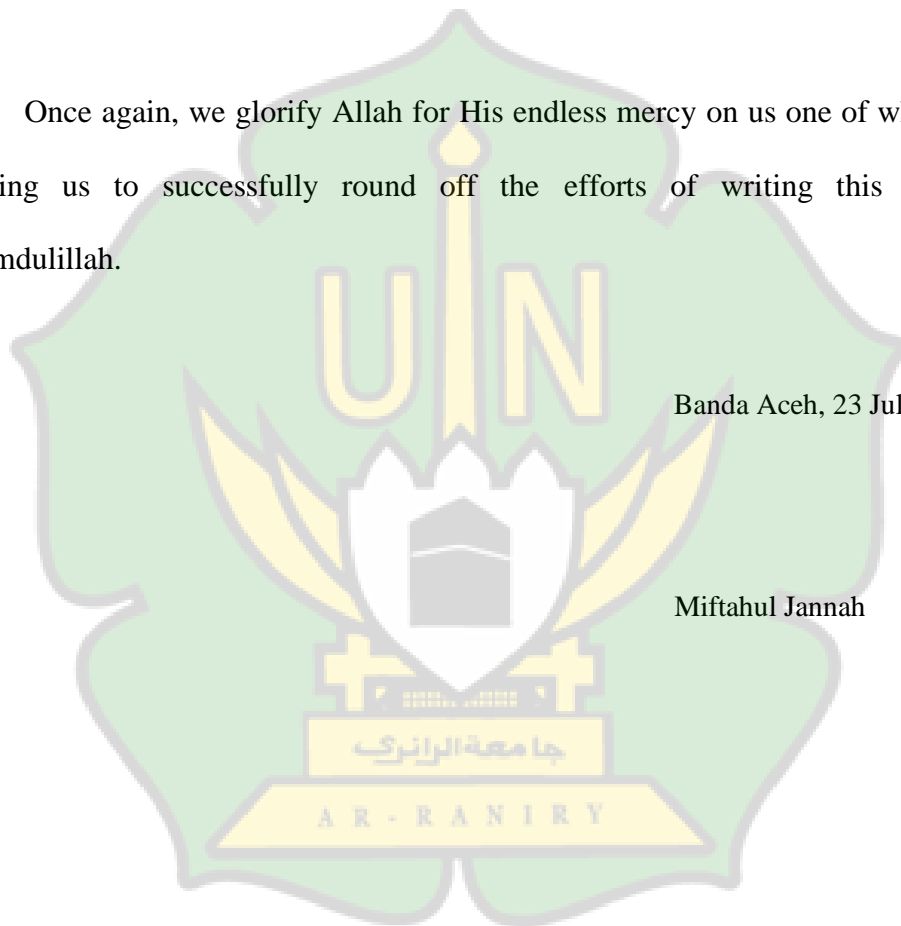
ABSTRACT

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Thesis working title : EFL Students' Perceived Impacts of Blended Learning on Their Language learning Strategies and Achievement

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       Blended learning is one of the contemporary teaching-learning models that has been widely implemented in many countries. However, many English teachers in various contexts, including those teaching in Indonesia, fail to benefit from this new teaching model as they still depend on conventional face-to-face teaching. Therefore, this study seeks to compare the impacts of the implementation of blended learning versus traditional face-to-face learning at a secondary high school in Langsa, Indonesia. This qualitative case study took place at a junior high school in Langsa, Aceh Province. Semi-structured interviews were conducted with the selected students from the school. The data were analyzed using the general analytic procedure and coded into conceptual themes or the main idea on the basis of the research questions. The findings show students faced some challenges faced by students in terms of networking, lack of learning engagement, learning instruction, material, and method. There were no significant changes in their English language learning strategies in Blended Learning implementation. They used the same strategies in online and face-to-face learning; metacognitive strategy, memory, and social strategies with a small scope. Also, that there is no significant improvement in students' achievement in blended learning implementation. In conclusion participants of this study preferred traditional learning instead of Blended Learning in their learning process.

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CHAPTER I

INTRODUCTION

A. Backgrounds of the Study

In this digital era, education has undergone very significant changes. Where, the use of technology has played a substantial role in the educational system and has changed the learning environment in the classroom (Tayebinik & Puteh, 2012). One of the benefits of technology use in education is that technology can provide many opportunities for students to study anywhere and anytime without any limitations of space and time (Istiningsih & Hasbullah, 2015). In this case, the educational institutions start to gain a new model of teaching to fulfill some learning objectives such as linking their students' needs to new technological institutions, providing more effective learning activities, and promoting a motivating environment (Tayebinik & Puteh, 2012). Therefore, there is a need for new innovation in education so that learning is more interesting and meets the needs of students (Nadziroh, 2017).

Since technology development has played significant role in education, the face-to-face method and interaction with teachers are also the essential elements in the learning process. Face-to-face learning can benefit students in rural areas more because they usually do not have advanced technology (Ramos-Morcillo et al., 2020). In addition, face-to-face interactions in the classroom allow more immediate interaction among peers in terms of discussions and work checking.

Therefore, the traditional face-to-face learning model is still very much relevant and preferable.

In addition, it cannot be denied that face-to-face learning assist students to have direct communication with their teachers at the school (Serhan, 2020). Since teachers have a role in shaping the character of students, especially in the current digital era, as well as optimizing the process of habituation and development of literacy in the classroom and its integration in learning. (Sutarman, Wardipa, and Mahri, 2019). The roles of teachers are also as the role models in action, attitude or character and inspiration and passion for students (Lubis, 2019). Therefore, the elements of teachers in learning process is important to fulfill educational goals in this digital era.

In order to fulfill all above elements of learning to reach educational goals, educators now commonly opt for a blended learning approach because students would enjoy the benefits of in-person and online interactions at once. Blended learning is one of the modern teaching-learning models that has been widely implemented in this age (Ahmad, 2011, as cited in Al Qudah et al., 2018). Blended learning as the combination of multiple media delivery, and it is designed to complement each other and promote learning and application-learned behavior (Khan, 2005).

Blended learning has positively impacted teaching-learning results (Garrison, & Vaughan, 2008, as cited in Rafiola et al., 2020). Blended learning has brought some benefits in terms of the learning-teaching process to encourage students to study everywhere and anywhere by using their devices. Blended

learning also leads to learning interaction outside the classroom. As a result, students can interact with their teachers even outside the school.

Furthermore, through blended learning implementation, teachers can adjust their teaching styles to prepare students to create a learning environment according to each student's learning style. They can help students face challenges in the future as technology develops (Sinaga, 2019). Blended learning has brought a positive environment to students' language skills (Mofrad, 2017). Additionally, blended learning allows students to study in their own space and time. Moreover, students can have an opportunity to take responsibility for their studies (Olejarczuk, 2014).

Since the COVID-19 pandemic hit the world, school closures had to be carried out to curb the spread of the COVID-19 virus. Every school in Indonesia, for instance, has been forced to implement online learning since the Ministry of Education has declared that students should study at home during the pandemic. More than 60 million students in Indonesia have been temporarily absent from school since the start of the pandemic. This condition has unprecedented impacts on the sustainability of their education (Sikirit, 2020).

Since the start of this pandemic, people have been encouraged to enter a new life model stage, namely the new normal with disciplined processes to maintain human survival (Utari et al., 2020). Like the rest of the world, this condition also impacts the education aspects in Indonesia. Students may not necessarily gain knowledge in class only but can do so anytime and anywhere

through various online learning technologies. Therefore, blended learning will continue to be applied to maintain the goals of education in the new normal.

In applying blended learning, of course, many things need to be considered, such as infrastructure facilities, application systems, and contents. However, due to the sudden implementation of blended learning, or purely online learning, there will be many impacts on the learning process for students and teachers during the pandemic. While there have been studies on the potential of blended learning, studies on the contributions of blended learning on ELT during the pandemic within the context of rural area in Aceh, Indonesia, are rare. Several studies that conducted in Aceh were focus on higher education. For example, a study by Nisa (2020) on Plant Anatomy course, Akhiar and Muazzinah (2021) on the effectiveness of the implementation of online learning during pandemic in UIN Ar-Raniry and Safura (2021) about Muhammadiyah University students' perception of online learning during pandemic.

Therefore, this study aims to delve deeper into the students' perspectives on and contributions of blended learning approach toward English language learning during this new normal.

B.   Research Questions

Specifically, this study seeks to answer the following research questions:

1.   What are the students' perceive impact on the implementation of blended learning in their school?

2.   How does blended learning impact students' language learning strategies?

3.   What impacts does blended learning approach have on students' achievements in the EFL classroom?

C.   Research Objective

This study investigates the impacts of blended learning in EFL classrooms. There are several objectives in this study:

1. To explore the students' perceive impacts on the implementation of Blended Learning in their school.
2. To identify the impacts of blended learning approach on students' language learning strategies.
3. To identify the impacts of blended learning in improving students' achievement in the EFL classroom.

D.   Research Implications

This study expectedly contributes to the current body of knowledge. Particularly, the study will offer additional insights into how blended learning in-person learning affect the EFL teaching-learning process from within the context of Indonesia.

This study would further inform the Ministry of Education and Culture stakeholders on the importance of promoting technology integration among teachers and students in schools. This kind of promotion can be in the form of teachers' training in other provinces in Indonesia. It is also expected that the Ministry of Education and Culture can develop more of the blended learning platform that has been there as additional materials for students and teachers.

Specifically, this study can be a reference to the benefits of the usage of technology in developing students' English skills. Students will know how to develop their English skills by using open learning sources on the internet. Students will not spend their time on useless activities while they are using their own technology devices. In addition, it is expected that the implementation of blended learning is not only during the pandemic of COVID-19 but also can be implemented continually.

E.   Terminology

For this study, the following definitions of terms are used.

1.   Blended Learning

Blended learning is a concept of learning that innovatively integrates teaching and ICT implementation to support learning in the classroom and include online and offline learning tools (Dangwal & Lalima, 2017). Blended learning is a natural evolution of e-learning that applies various multimedia tools to solve teaching-learning problems and achieve distinguished teaching. It is a modern learning-based ICT application (Kehsta & Harb, 2013). It can be concluded that Blended learning is a modern type of teaching-learning by implementing ICT tools and non-ICT tools as well as offline and online modes of learning. Blended learning is to achieve various problems in the teaching and learning process.

2. **Students' Achievement**

Students' achievement is the result achieved by students in studying the subject in school or another educational place where the learning takes place (Hawadi, 2001, as cited in Rensi & Sugiarti, 2010).

3. **Language Learning Strategies (LLS)**

Learning strategies are steps or actions taken by a learner to aid in acquiring, storing, and retrieving information (Rebecca, 1990). Basically, language learning strategies are steps taken by learners to enhance their own language learning. These strategies are specific methods or techniques consciously used by individual learners to facilitate the comprehension, retention, retrieval, and application of information for language learning and acquisition (Rebecca, 1990).

4. **Student's Motivation**

Students' motivation is an "internal drive" that encourages a person to do activities to achieve something (Harmer, 2007). Motivation can come from extrinsic motivation and intrinsic motivation. Extrinsic motivation is formed by outside factors, while intrinsic motivation is from a person itself. Furthermore, He stated that the sources of a students' motivation are from society, family and friends, teachers, and methods. Those sources can also influence students in the language classroom.

CHAPTER 2
LITERATURE REVIEW

A.   Definition of Blended Learning.

Blended learning is one of the learning models where technology is used during the teaching and learning process. Some experts define blended learning in various concepts. Khan (2005) describes blended learning as the combination of multiple media delivery, and it is designed to complement each other and promote learning and application-learned behavior.

Blended learning can be a part of online learning. Most experts illustrated that online learning is a learning experience through technology. In online learning, students attend formal courses and programs that are online based, where the students are more flexible in learning and how fast they progress through the material (Palevich, & Honeck, 2017). The Clayton Christensen Institute (as cited by Palevich, & Honeck, 2017) describes blended learning as a formal education program in which a student learns through online learning where the students can learn anywhere and anytime, brick-and-mortar location away from home in a part of supervision and students will experience integrated learning for a course.

Blended learning combines multiple delivery media that are designed to complement each other and promote learning and application-learned behavior. Blended learning programs may include several forms of learning tools, such as real-time virtual/ collaboration software, self-paced Web-based courses, electronic performance support systems (EPSS) embedded within the job-task environment, and knowledge management systems. Blended learning mixes various event-based

activities, including face-to-face classrooms, live e-learning, and self-paced learning. This often is a mix of traditional instructor-led training, synchronous online conferencing or training, asynchronous self-paced study, and structured on-the-job training from an experienced worker or mentor.

B.   Blended Learning Models

According to Clayton (2017), the majority of blended learning schools and programs are divided into one of four models. The first model is the Rotation Model. These model courses or subjects that are rotated by students are fixed schedules or based on teacher direction among learning modalities. At least one of them is online learning, while others may involve activities such as class instruction, group discussion, projects and etc. The rotation model includes station rotation, lab rotation, flipped classroom, and individual rotation. The second model is Flex Model; this model lets students move fluid schedules based on the students' needs. In this case, online learning is the backbone of student learning, and even offline instruction may be used in learning activities. Teachers only provide supporting instruction flexibly as a basis then students work through course content based on the curriculum.

A La Carte Model is the third model. The La Carte model allows students to take an online course with an online record instructor, while the face-to-face is still available. A La Carte provides students with more flexibility on the schedule. The last model is the Enriched Virtual Model. This model provides online full-time for students to complete the course. In this model, almost all the instruction

will be online at home or school, where the face-to-face is just a requirement of attendance. Figure 2.1 shows the basic models of blended learning.
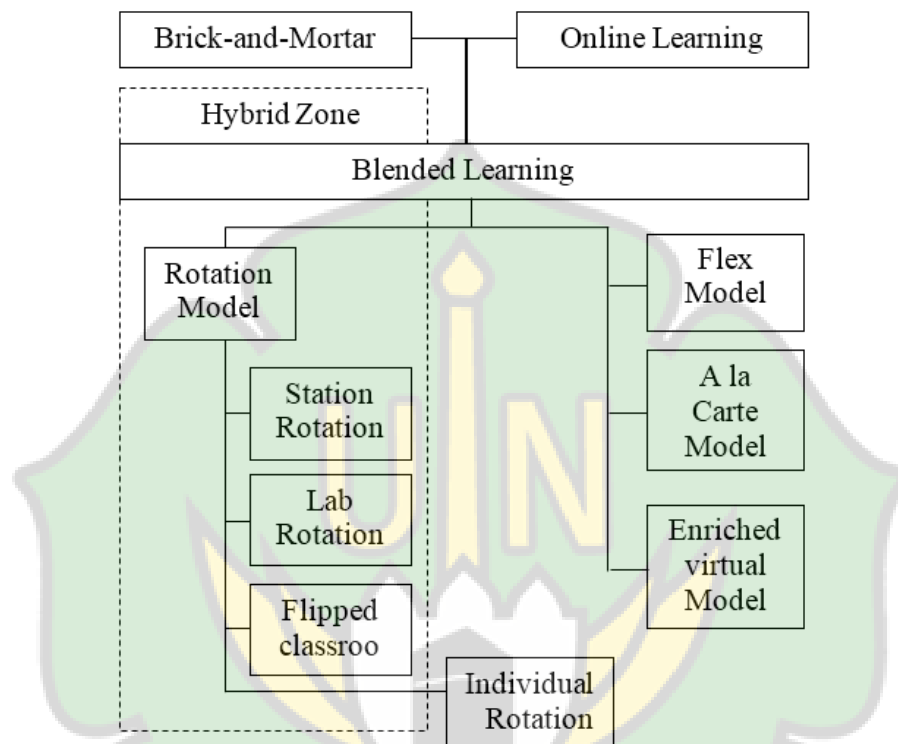
Figure 2.1: Blended learning model

1. Blended Learning Implementation in Classroom

Several blended learning studies have been conducted in various research methods and subjects in schools or universities. Blended learning implementation in schools has positively impacted students in terms of achievement. For example, Yaghmour's (2016) study showed that there is a statistical difference on items of achievement test for third-grade students in mathematics combined between the performances of the participants of the two groups in favor of the experimental group, which was taught with the use of the

blended learning strategy. Besides, a study conducted by Gambari, Shittu, Ogunlade, and Osunlade (2018) also showed that a blended learning group showed a better performance than the other two groups, conventional and an e-learning group. In addition, based on the study results, gender is not influenced in learning performance while applying blended learning.

Another experimental study was conducted by Sultonova and Mardibekov (2021) to compare the effectiveness of blended learning strategies with traditional classroom-based approaches to learning Arabic. The result of the study shows that blended learning gave students positive learning outcomes, and blended learning is a more effective way of imparting knowledge. A survey by Al-Qudah et al. (2018) also shows that blended learning positively improves students' cognition in mastering the fitness elements in physical education courses more than the conventional learning.

There are also some non-experimental studies to seek the benefits and the strength of Blended Learning implementation in education. An investigation study was implemented by Istifci (2017) on Foreign Languages; students described that students liked the flexibility of online learning but liked better face-to-face communication with an educator and classmates. The online platforms of course books, students' ideas were different. The participants were mostly positive about implementing online language learning platforms. Besides, students show positive attitudes and perceptions towards the blended learning implementation.

Further, a study conducted by Yusni and Yasa (2019) indicated positive responses from lecturers of a major public Islamic university in Aceh towards

digital technology usage in the teaching and learning process. Even the easiness usage level is still relatively low compared to their perception in terms of technology usage. They also stated that support from policymakers is needed to achieve technology usage globally in the educational process.

In the implementation of blended learning, several things are of particular concern so that the implementation of Blended learning meets the learning objectives. Technical equipment support and budget are the elements that must be focused on Blended Learning implementation (Wong et al. 2020) as it is known that internet speed, budget, location, and accessibility are the most common challenge in implementing Blended Learning, leading to open learning resources as the alternative in developed countries as the cost is free and easy to access. In addition, lack of teacher training can be the main obstacle in facing blended learning (Comas-Quinn, 2011). Therefore, besides infrastructure and facilities, teacher readiness for blended learning is also the main concern in blended learning applications.

2. **Blended Learning Implementation in EFL Classroom.**

The blended learning model also has been implemented widely in EFL classrooms with various methods and variables. Blended learning greatly impacts teaching and learning the English language (Hashemi,2020). Here, an experimental study has been conducted by Hijazi and AlNatour (2020) to measure blended learning's impact on students' motivation in learning English and their achievements. The result of the study showed a positive impact on students'

motivation through Blended learning implementation in the experimental group. Also, blended learning positively impacts some English learning aspects such as vocabulary, spelling, pronunciation, or any other aspects.

Implementing both modes of learning, face-to-face and online learning, encouraged students' motivation to be more self-disciplined and responsible in learning (Sriwichai, 2020) and Uspayanti, 2020). Also, both learning modes encouraged students to set learning plans and goals. Furthermore, Nurharjanto (2020) stated that implementing technology in teaching English skills can develop students' learning strategies in writing skills. The use of technology could help students improve their performance in the classroom.

C.   Motivation.

Academics have defined motivation as a state of desire to initiate or satisfy a need or want. The psychological definition refers to the initiation, direction, intensity, and persistence of behavior towards a need. (Sucaromana, 2013). Harmer (2007) stated that motivation is an "internal drive" that encourages people to do activities to achieve something. He mentioned motivation could come from extrinsic motivation and intrinsic motivation. Extrinsic motivation is formed by outside factors, while intrinsic motivation is from itself. Furthermore, He stated that the sources of a student's motivation are society, family and friends, teachers, and methods. Those sources can also influence students in the language classroom.

Moreover, a teacher may also face students' motivation that may cause some of the students to have good intrinsic and extrinsic motivation or maybe

low; even the teachers also do not have full responsibilities for student's motivation. However, Harmer mentioned three areas that can influence students' motivation.

1. "Goals and goal-setting." Teachers should recognize the long-term and short-term goals of learning.

2. "Learning environment."

3. Interesting classes." Creative and various materials and practice to keep them engaged is a significant influence to increase students' motivation. (p. 51-54)

A well-known theory of motivation distinguishes between intrinsic and extrinsic motivation. As Ryan and Deci (2000) define it, intrinsic motivation is "doing something because it is inherently interesting or enjoyable", whereas extrinsic motivation is "doing something because it leads to a separable outcome." Pintrich and Schunk (2002), (cited in Carreira, 2012, pp. 39-40), said that intrinsic motivation is the "motivation to engage in an activity for its own sake". In contrast, extrinsic motivation is the "motivation to engage in an activity as a means to an end."

D.   Student Achievements

Academic achievement is defined as a measure of how well an individual has achieved a particular goal that is the focus of his or her activities in the classroom environment, especially in school, or university (Steinmayr et. al, 2014). Student Achievement is influenced at various levels, including personal

factors of the student, interaction with others, and ultimately the system surrounding the student (Bertolini et. al,2012). In other words, intrinsic such as age, aptitude, motivation, and personality, and extrinsic factors are the main factors that can influence students' academic achievement such as social factor, input, and interaction (Pertiwi et, al, 2016). However, Soedarto (1985, cited by Lianisari, n.d) describes three aspects of factors that influence students' achievement, those are:

1. Instrumental input such as curriculum, program, teachers, and the sources in teaching learning process.

2. Raw input: Economic family condition influences the students' achievement.

3. Environmental input such as social environment, physical environment and culture.
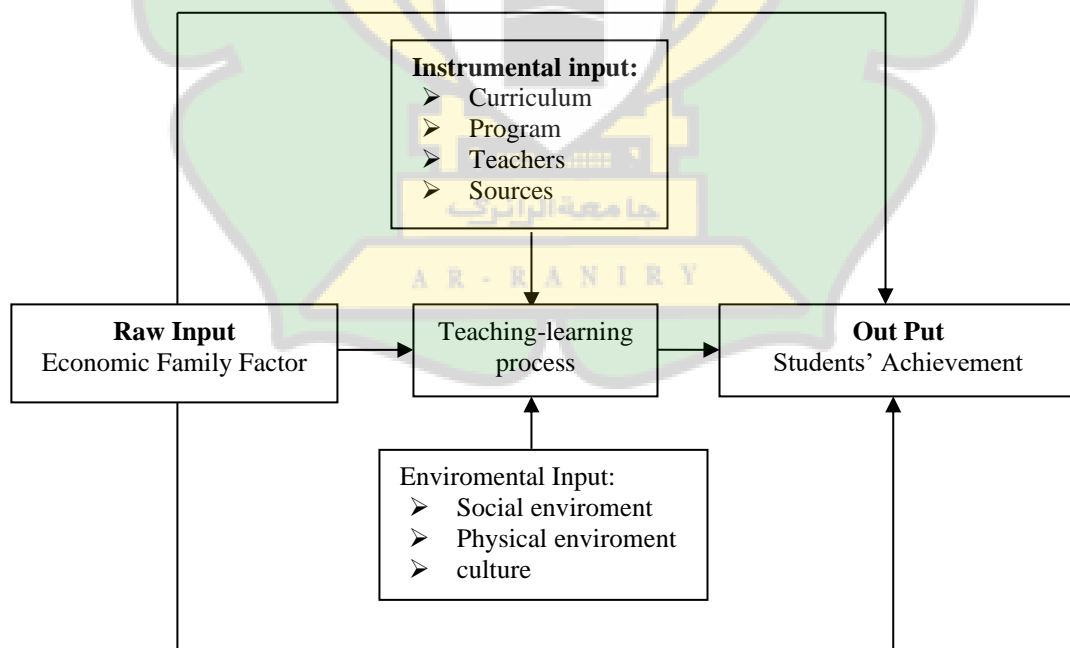
Figure 2.2. the factors of Students' achievement (Soedarto, 1984)

Factors that impact students' achievement, especially in students' academic performance in English have been presented in several studies. El-Omari (2016) stated that attitudinal, socioeconomic, social, and extra-curricular have a significant relationship to students' achievement in English language learning. Another study conducted by Risfayanti et. al (2017) found that teacher performance and classroom interaction are the dominant factors in influencing students' academic achievement in learning English. Therefore, the teacher needs to give positive support for student achievement and positive outcomes (Chairunnisa et. al, 2017).

Since the recent studies focused on several factors of achievement, I conducted also a study to seek the implementation of Blended Learning impact on students' achievement where the students faced some difficulties in learning due to pandemic issues with their economic low background. This study focused on students' achievement factors, instructional environment, and family background.

E.   Language Learning Strategies

Language Learning Strategies (LLS) has been one of the popular topics in the field of second and foreign language acquisition. Numerous studies have contributed to our understanding of the importance and roles of LLS in language acquisition. LLS can be defined as "operations employed by the learner to aid the acquisition, storage, retrieval, and use of information (Rebecca, 1990). The strategies are specific actions the learners take to make language learning easier, faster, more enjoyable, more self-directed, more effective, and more transferable

to new situations (Rebecca, 1990). Oxford described the feature of LLS objectives. They are:

1. LLS contributes to the main goal of language learning of communicative competence; and

2. Allow learners to become more self-directed and independent learners.

Communicative competence consists of four elements: grammatical, sociological, discourse, and strategic competence. The competencies also comprise language skills of listening, reading, speaking, and writing. In the end, the main goal of communicative competence is to be able to communicate in real situations. The second feature of the LLS objective is to become a self-directed learner because teachers will not always be around to guide them in using the language outside the classroom (Rebecca, 1990).

Besides the two features of the LLS objectives, Rebecca (1990) listed other features that outline the LLS. The strategies;

1. Expand the role of teachers.

2. Are problem-oriented.

3. Are specific actions taken by the learner?

4. Involve many aspects of the learner, not just cognitive.

5. Support learning both directly and indirectly.

6. Are not always observable.

7. Are often conscious.

8. Can be taught.

9. Are flexible.

10. Are influenced by a variety of factors.

There are two major language learning strategies; direct and indirect strategies. Direct strategies are memory strategy, cognitive strategy, and compensation strategy. Meanwhile, indirect strategies categories are metacognitive strategies, affective strategies, and social strategies (Rebecca, 1990). In Oxford elaboration of LLS, cognitive strategy is the mental strategy learners implement in acquiring their learning. Then, memory strategy is the implication of storing the information, while compensation strategy is the strategy that learners use to overcome the gap of knowledge to continue the communication. Furthermore, metacognitive is a strategy that encourages learners to adjust their learning. Meanwhile, the effective strategy focuses on the learners' emotions, such as their confidence, while the social strategy helps the learners improve interaction with the target language. The details of the classification of language learning strategy by Oxford are mentioned as follows.

Table 2.1 *Language Learning Strategies*

Type (Class)	Group	Sets
Direct Strategies	Memory Strategies	Creating Mental Linkages
		Applying Images and Sounds
		Reviewing Well
		Employing Action

	Cognitive Strategies	Practicing
		Receiving and Sending Messages
		Analyzing and Reasoning
		Creating Structure for Input and Output
	Compensation Strategies	Guessing Intelligently
		Overcoming Limitations in Speaking and Writing
Indirect Strategies	Metacognitive Strategies	Centering your learning
		Arranging and Planning Your Learning
		Evaluating Your Learning
	Affective Strategies	Lowering Your Anxiety
		Encouraging Yourself
		Taking Your Emotional Temperature
	Social Strategies	Asking Question
		Cooperating with Other
		Empathizing with Others

According to Lestari's (2020) research, the most frequent strategy used by students is metacognitive strategies followed by social and compensation strategies, while effective strategies become the least strategy used by the students. However, most of the students may not recognize that they have their own types of LLS in learning a language, and also, they may not know what the LLS itself is. Therefore, it is recommended that students should have an awareness of the types of LLS that they use (Chang, Liu, & Lee, 2007).

F.   Situating This Present Study

This research study differs from previous studies because it explores the perceive impact of blended learning through different perspectives where the students are from rural areas and low-income families. These students are facing learning challenges during the pandemic. In addition, a previous study has discussed the impact of blended learning through quasi-experimental and quantitative methods. Yet, this study will look in-depth at the implementation of blended learning in the new normal period of the COVID 19 pandemic in secondary schools using the qualitative method.

CHAPTER 3
RESEARCH METHODOLOGY

A.   Research Design (Qualitative)

The methodology for conducting this study follows the steps of qualitative research methods. Fraenkel et al. (2012) stated that qualitative research refers to the study that investigates the quality of the relationship of a particular situation, materials, and activities. Bogdan and Biklen (2003) point out some characteristics of qualitative research such as:

1. It has an "actual setting" as the direct source of data, and the researcher is the key instrument. So the study is conducted in a naturalistic setting.

2. The data in the qualitative study are collected in the form of words or pictures than in numbers, and the qualitative findings should be presented descriptively.

3. The researchers focus on the process rather than simply with outcomes or products. In this case, the word "how" becomes the main question that is raised in qualitative research.

4. The researchers tend to analyze their data inductively. They do not formulate the hypothesis as evidence.

5. "How people make sense out of their lives is a major concern to qualitative researchers," So the meaning of their behaviors in life or in a certain context is important (Fraenkel et al., 2012).

A qualitative study follows certain steps in conducting the study as the following:

1. "Identification of phenomenon to be studied,"

2. "Identification of the particular in the study,"

3. "Generation of hypotheses,"

4. "Data collection,"

5. "Data analysis," and

6. "Interpretation and Conclusion." Fraenkel et al., (2012).

B.   Case Study Approach

A case study is a detailed examination of one set or a single subject, a single repository of documents, or one particular event (Merriam, 1998; Yin, 1989; Stake, 1994, as cited by Bogdan & Biklen, 2003). It is an approach of the qualitative method where researchers focus on a unit of study known as a bound system (e.g., individual teachers, a classroom, or a school) (Gay, Mills & Airasian, 2012).

A case study approach is adopted if the researcher wants to address a single issue by raising questions such as "what happened?" or an explanatory question such as "how, or why did something happen?". It can also be used if the researcher wants to study the process behind a single issue taking place (Gay, Mills & Airasian, 2012).

Usually, a case study can be characterized by some features such as particularistic, descriptive, and heuristic. Particularistic means that the case study focuses on a particular phenomenon. The data findings in the case study are

described in the narrative form that includes a "thick description" of the case study phenomenon. In addition, heuristics refers to a study that can "illuminate the reader"s understanding of the phenomenon under study" beyond the reader"s original knowledge (Gay, Mills & Airasian, 2012).

This research used the case study approach. The phenomenon that focuses in this study is to explore deeper into the students' perspectives on and contributions of blended learning approaches toward English language learning during this new normal. To address the phenomenon, I conducted the interviews with students who have experienced study during pandemic and new normal. In this case, the purpose of this study is to identify the model of blended learning implemented and its impact on students' achievement and language learning strategies.

C. Source of Data

1. Interview

An interview is commonly used as one of the popular methods of collecting data in qualitative research. It is considered one of the most important sources of case study information (Yin, 2003). The aims of conducting an interview are assessing the data's credibility and gathering information. In this study, I conducted semi-structured interviews. The interview questions were open-ended questions with some follow-up questions from my side. The participants were asked some questions regarding their perception of Blended learning implementation that impact their language learning strategies and achievements.

2. Interview Protocol

The instrument used in this study was a set of interview questions for the participants. Interview questions were divided into three sections that are related to the research question of this study; students' perception, blended learning impact on students' Language Learning Strategies, and the impact of blended learning in improving students' achievement in the EFL classroom.

3. Ethical Consideration

All participants were given a consent form prior to the interview. The consent form contained some basic information regarding the researcher and the purpose of the study, along with the individuals" rights as informants of the study. The informants were ensured that the confidentially of their identity, the name of the institution that they belong to, and any other names that they might mention during the interview would not be disclosed to anyone.

4. Validation

As the interview was conducted in the Indonesian language, the Indonesian version of the instrument's items was validated by the experts in Instructional Technology. The items of the interview were validated by the school principle in the school that this research took place. The experts made critical observations and gave various comments as well as suggestions to improve the interview questions. Furthermore, the interview questions were translated into English. The translated version was validated by two language experts who understand the content of the interview questions.

5.   Pilot Testing of Interview Questions

The Indonesian version of the interview items was subjected to pilot testing in a school, which is not included in the list of the real participants. The purpose of pilot testing is to identify the weaknesses of items in the interview questions, which will be replaced and rephrased before finalizing the interview question items.

6.   Participants

This research took place in one of the state secondary Schools in the Langsa area that has implemented both models of learning, blended learning, during the COVID 19 outbreaks pandemic.

Generally, this school has good enough facilities to support the teaching-learning process, especially in language teaching-learning programs. For example, this school has good internet access, laboratory, and library facilities. Besides, this school has a good level in terms of accreditation which is B. In addition the selective school is chosen in this study, because this school did not fully implemented online learning during COVID 19 due to the low number of study group in each class.

Due to the explanatory nature of this study, purposive sampling was adopted. The participants of this study are three students in selective schools in Langsa, East Aceh district. The chosen criteria of participants focus in this study are the students from low economic family income background and also they have experienced blended learning during pandemic COVID 19. The purpose of

selection is to explore deeply the perceive impact of Blended learning implementation cowith their economic condition difficulties.

D.   Data Analysis Method

For data analysis, the data were analyzed using the overview of the data analysis process from Cresswell and Cresswell (2018). Cresswell and Cresswell (2018) mentioned that four steps must be followed from the specific to the general, and involve multiple levels of analysis:

1. "Organize and prepare the data for analysis." In this first step, the interview and other data were transcribed, scanned, cataloged, sorted, and arranged into various types depending on the sources of information.

2. "Read or look at all the data." In this following step, the process of getting the main ideas, and general ideas from the data. Usually, writing notes in the margin is needed in order to get the main issue of the data.

3. "Start coding all of the data." Coding is a organizing process of data by highliting some phrases into some words and labeled to the same codes and grouped together into meaningful categories.

4.   "Generate a description and themes." This is the followed coding steps to generate a description of categories or themes for analysis. Description is used in rendering of information from the data. The use of coding also for generating a themes or categories in a research. These themes are the major finding in qualitative study and are often used as headings in the finding section of studies.

CHAPTER 4

FINDINGS AND DISCUSSION

A. Introduction

This chapter describes the key findings in the comparison of the impacts of blended learning in EFL classrooms investigation. The findings are arranged in the order of the research questions. The research questions of the study aimed to find out the students' perception of the implementation of Blended Learning, to identify the impacts of blended learning approach on students' language learning strategies, and to identify the impacts of blended learning in improving students' achievement in the EFL classroom.

B. Findings

1. Research Question One: Students' perceptions towards blended learning implementation in school.

In this first part of the interview, several questions were asked to students regarding their perceptions and preferences towards the implementation of Blended Learning. Based on the interview, three Participants responded that they prefer traditional learning for reasons such as social interaction obstacles, networking issues, and learning material.

a. Lack of Learning Engagement.

There are several statements from participant that indicate to the lack of learning engagement. First, Participant 1 mentioned that she was unable to reach her teachers to ask about any matters related to subject difficulties during online lessons. Also, she found it difficult to interact with her classmates if they attended online classes. This was vividly stated by the participant:

I like offline (learning), because when we study online (learning) for example, if we don't understand (the material)... (I1-2)

It's better traditional (learning), because we can mingle with our friends in class. (I1-8)

... if we go online, we can't meet with school friends every day. Same teacher too. For example, if we are offline, we can have fun and chit chat with friends. If we are online, we are at home only. (I1-20)

Similarly, participant 2 also addressed lack of learning engagement issues as obstacles in online learning. She preferred a traditional class instead of an online class as she was able to understand the instruction and ask the teacher if she could not understand the material. This was vividly stated by the participant:

Not too much, because lack of understanding in blended learning, we cannot fully understand in learning. So, it is better we study with face-to-face. (I2-2)

(Prefer) traditional class, because it makes me understand more about the subject. We can directly ask if anyone does not understand it is not necessary to go through the internet. (I2-4)

In addition, lack of learning engagement became the main issue that was raised by Participants 3. He did not prefer online classes because he could not be able to have social interaction with his friends.

"No, because there are too many obstacles... Also we can not meet with friends." (I3-8)

Based on their statements above, they pointed out that they preferred face-to-face learning because it was easy for them to interact with their teacher if they needed to ask about subject difficulties. In addition, they also stated that she could not have a good interaction with they classmate when they attended online classes. In short, all participants prefered traditional classroom in learning process as they can do interaction with their teachers and friends easily.

b. Signal and Internet Networking Issue.

Participant 1 and 3 addressed the networking issue during the online class. Sometime they do not have enough internet data package to access the online classroom. Participant 1 claimed that During online classes, sometimes she got a problem with low internet connection and she did not have enough internet package to access online classes. As Participant 1 vividly said:

"Then sometimes there is limited internet data package, sometimes it's (the network) an error." (I1-2)

In addtion, Participant 3 also stated that he prefered traditional classroom instead of online classroom. Because in traditional class, they did not need internet

connection, that became obstacles in learning process. As Participant 3 vividly said:

"Traditionally... No need internet signal..." (I3-4)

"No, because there are too many obstacles. Such as missing material, no signal, running out of internet package..." (I3-8).

Based on their statements above, another reason they prefered tradtional classromm because they faced internet networking issue during online classroom. They assumed that face-to-face learning is easier for them as they do not need to prepare good internet package and signal.

c. Learning Instruction, Methods and Materials

Participant 1 addressed the issue regarding learning material comprehension and learning methods. She sometimes could not understand the fullness of learning instruction in the online class. Also, she was not able to understand when the teacher translated the material and instructions which is in English. This was vividly stated by the Participant:

"Depends on the lesson. For example, the material is not too difficult (I can) understand." (I1-4)

Hmm, in terms of translating because it's a bit difficult via online. (I1-12)

Sometimes, for example, at ... (name of school) from ... (name of school e-earning school platform) is already online. The teacher just told me to log in to the e-learning. Later that's all there later the task is English. All there is no translation there. (I1-14).

Based on the statement above, she said that sometimes she could not fully understand difficult learning materials, especially when she need to translate the instruction into Bahasa Indonesia, and also her teacher only gives instruction to enter an e-learning system where there were several tasks need to be done by students.

Furthermore, Participant 2 also confessed that she cannot focus on the instruction in an online class as she felt that learning instruction in an online class was not understandable and the condition of the class did not seem serious. This was vividly stated by the Participant:

"No, because if we learn English with Blended Learning, the explanation is not understandable and the learning process doesn't seem serious when the learning uses Blended Learning." (I2-6)

Similar to the previous Participants, Participant 3 gave almost the same opinion regarding learning comprehension. In the first statement, Participant 3 gave the middle position towards Blended Learning implementation as he still could understand the teacher's explanation in the online class. This was vividly stated by the Participant:

"Quite like, because our teacher is nice and easy to understand the material, because teacher's explanation is understandable." (I3-2)

Also, Participant 3 gave his positive perspective that Blended Learning implementation was able to encourage him to find other various learning sources.

Yes…. Maybe even a little. Because we can look for it from other sources. (I3-6)

However in the next statement, participant 3 still prefered traditional learning as he could more understand the instruction rather than in online classroom. Because in traditional classroom he did not face networking issue during his teacher's instruction. This was vividly stated by the Participant:

> "Traditionally. Because more understandable easily and the explanation is clearer without obstacles such as lack of explanation due to low internet signal..." (I3-4)

Based on all the participants' statement, they prefered traditional learning without online mode learning as they could understand the learning material and instruction easily. Except participant 3 that give some positive feedback towards the implementation of Blended Learning in terms of online learning mode. Where he enjoyed teachers' instruction in online learning and also, Blended learning encouraged him to search other sources for learning.

2. Research Question Two: Blended learning impacts on students' language learning strategies.

Based on the second section of interview, Participants addressed how Blended learning impact to their language learning strategies. They mentioned several strategies that they used in learning English for both these type of learning. Based on the interview, three Participants gave response that they addressed three types of language learning strategies; metacognitive, memory and social strategies. All these three type of strategies they applied in face-to-face learning and online learning.

a. Metacognitive Strategies

In this part of interview, participants mention several sets of metacognitive strategies such as concerning their learning by concerning on teachers' explanation, and arranging Learning. Participant 1 explained the strategies that usually she used in learning English. She usually listen to and follow the teacher's instructions. This was vividly stated by the Participant:

"listen to the teacher's explaination… the teacher explained, right?..." (I1-2)

Furthermore, participant 1 used other model of metacognitive strategies in Blended Learning. She used more than one devices to assist her in learning where one device she used to help her access the source such as through Google. This was vividly stated by the Participant:

"Yeah... For examples there are two cellphones at home, one is to log in to e-learning, the other is to access google." (I1-39)

Similar to Participant 1, Participant 3 also mentioned that he just listened teacher's explanation and instruction and try to understand the instructional material in learning English. This was vividly stated by the Participant:

"Listening and comprehension (of the instruction) and asking not understandable question." (I3-10)

In terms of metacognitive strategies, two participants apply the same methods in both learning mode. Listening and following teacher's explanation and instruction are the main strategies that implemented by students in encouraging and adjusting their learning.

b. Memory Stragtegies.

In this part of interview, participants applied several sets of memory strategies that help students gain and process new information or vocabularies. Participant 1 explained the strategies that usually she used in learning English. She usually used a dictionary to translate vocabulary. This was vividly stated by the Participant:

"Using a dictionary…"

"...the teacher explained, right? Then, half will be translated..." (I1-22)

Based on the statement above, she used a dictionary to translate the English words into the Indonesian language to make her understand the instruction and the material easily.

In this part of interview, Participant 2 explained the strategies that usually she used in learning English. She usually used a dictionary, memorizing vocabularies and translating vocabularies. This was vividly stated by the Participant:

"Using dictionary, my target is one day 5 words." (I2-10)

Almost similar strategy that she used in Blended learning, She use translation method in order to understand the instruction in learning video. This futher was vividly stated by the Participant:

"When the teacher provide learning video, there will be a text in the video.

So I will look for (the meaning) difficult words." (I2-12)

Based on the statement above, Participant 2 put target that she must memorize five vocabularies for one day. Then, still using dictionary to translate the words

was commonly applied by her. Furthermore, she also said that, her teacher gave some instructional videos for English class. Translation was still the strategy that Participant 1 used to understand the materials.

On the other hand, Participant 3 mentioned that he played game online in English. Through this strategy, he can gain new capability in English language. Through this strategy, he can gain new capability in English language. This was vividly stated by the Participant:

"...Playing game online in English so I can learn new vocabularies." (I3-12)

In order to storing the information as the memory strategy, all participants try to learn and understand English vocabulay by translating them into their native language. Most of them need dictionary to assist them in understanding English vocabulary.

c. Social Strategies

In this part of interview, participants applied several sets of social strategies throuh interaction with others. Based on the finding from the interview, only participant 3 that implemented social strategies in his English language learning strategy. Participant 3 mentioned that about asking to some difficult learning materials to his teacher. This was vividly stated by the Participant:

"Listening and comprehension (of the instruction) and asking not understandable question." (I3-10)

In this case, participant 3 sets asking question with his teacher as social strategies to help the him improves interaction with the target language.

d. Language Learning Strategis between Online and Face-to-Face Learning.

In the last of the second section of the interview, Participant 1 repeated her statement that she could not understand the full learning materials and instruction if she attended online class. During her online classes, her teacher did not full give instruction and explanation regarding the materials, especially when she must do task in e-learning platform with time limitation. This was vividly stated by the Participant:

"Yes, lack of understanding" (I1-43)

"....in the e-learning there is a limited time, for example if only two hours, even we cannot finish we must sent it." (I1-47)

"...it's difficult to have online learning, because our teacher did not give explanation." (I1-49)

Interestingly, she stated that during the normal study after the pandemic, students in that school were allowed to bring mobile phones by following a regulation that they only brought mobile phones if their teacher with a specific subject allowed them to bring them. Then, their phones must be given to their teacher before and after the class. In this case, her English teacher allowed her to bring a mobile phone for English class. However, the teacher must collect the phones before school starts and after the English class finishes. In this case,

students only can use their mobile phones during English class only for learning purposes. This was vividly stated by the Participant:

We were told specifically for English lessons, you could bring cellphones. But we leave it to teacher. Something like that. Later, during the English lesson, the cellphone will be given back. If there is no English lesson, then we don't bring it. (I1-30)

In addition, participant 2 vividly said that, there was no improvement in terms of her language learning strategies in online learning. She found herself become more difficult in learning through online class. Blended learning does not contribute any impact on her language learning strategies.

"No changes, even online is more difficult in learning." (I2-14)

Furthermore, Participant 3 stated that, there is no significance differences in his language learning strategies for both learning mode between Blended Learning. In short, he said the difference was only in the way of instruction. This was vividly stated by the Participant:

"Not also... because the learning is just a different way of delivering it." (I3-14)

Based on the findings of the second section of interview, there is no significant impact on students' learning strategies in Blended Learning implementation. These three participants confessed that they got more difficulties in learning when they must attend online learning.

3. The Impact of Blended Learning in Improving Students' Achievement in the EFL Classroom.

Based on the last section of the interview, Participants addressed how Blended learning impact their achievement in learning English. All the Participants mentioned that there was no improvement in their achievement between these learning modes for various reasons.

Participant one mentioned that her achievement did not improve between Blended Learning. She assumed that online learning is more difficult than traditional learning, because her teacher did not give any clear instruction in online classes. This was made worse if there was a problem with the internet networking. This was vividly stated by the Participant:

"...it's difficult to have online learning, because our teacher did not give explanation. Even for example we use zoom with video call teacher can explain. But, sometime we have problem with error networking." (I1-49)

Participant two also gave the similar statement. Student feels her achievement decrease during online learning. It is due to less face-to-face communication and interaction with her teacher. She preferred face to face learning that she can do interaction with her teacher easily. This was vividly stated by the Participant:

"Nope, because I prefered offline so that I can communicate with the teachers." (I2-16)

However, Participant three still had a hope that his achievement can improve in Blended Learning mode if there were no challenges that he mentioned

before and the instructional material was easy to be understood. This was vividly stated by the Participant:

"Maybe it can, if maybe there are no obstacles in the material we can understand it easily." (I3-16)

Based on the explanation above, it can be concluded that all these Participants gave negative opinions about their achievement if Blended Learning was implemented. They stated that there was no significant improvement in terms of students' achievement in the implementation of Blended Learning.

Table 4.1. Generatic theme (Preception)

Mode Of Learning	Preception	
	Preferness	Reason
Blended Learning	Offline	• Social Interaction difficulties
		• Networking issue
		• Learning material and instruction understanding

Table 4.2. Generatic theme (Language Learning Strategies)

Mode Of Learning	Language Learning Strategies	
	Online	Offline
Blended Learning	• Online	• Metacognitive
	• Metacognitive	• Memory
	• Social	

Table 4.3. Generatic theme (Achievements)

Mode Of Learning	Achievements	
	Result	Reason
Blended Learning	No significant improvement since facing difficulties in learning	No significant since there is time limitation
		Learning material difficulties

C. DISCUSSION

1. Challenges in the implementation of blended learning

The findings indicate that challenges in implementing blended learning include lack of learning engagement, networking problems, learning material, and instruction comprehension. Those challenges have become obstacles for students to comprehend the learning instruction and materials in Blended Classroom. A study by Ahmed et al. (2021) revealed that internet speed, budget, location, and

accessibility are the most common challenge in implementing Blended Learning, especially for students in developed countries. As a result, students in this school prefer to choose the traditional learning model.

Teacher's performance also becomes an issue in this study where the students stated that they could understand teacher's instruction properly in traditional learning instead of Blended Learning. In this case, a lack of teacher training can be the main obstacle in implementing blended learning (Comas-Quinn, 2011). Therefore, teacher readiness for blended learning is also the primary concern in blended learning applications (Broke, 2017).

It can be concluded that students in this study prefer traditional methods instead of Blended Learning as they found challenges in implementing blended learning.

2. Blended learning impact on students' LLS.

Based on research question number two and related interview questions, Memory strategies, Metacognitive, and Social strategies are commonly used by the students in learning English. They used to memorize the English vocabulary in order to enrich their English vocabulary. Besides, they also use the translation method to understand the vocabulary of English. This method is also one of the memory strategies in learning English.

Students also apply metacognitive strategy through concern for their teacher's instruction. However, it seems still passive activities as they only listen without any action or response to their teacher's explanation. In addition, Social

strategies are also used by the student through discussions with their friends about learning in class.

However, based on the interview, students responded that there is no significant impact on their LLS when Blended Learning is implemented. Unfortunately, they were not able to improve their LLS as they could not have social interactions, learning material that was not easy to understand, and time limitations. They found it more difficult in learning with Blended Learning implementation.

3. The impact of blended learning in improving students' achievement in the EFL classroom.

There was only a short conclusion towards the third research question that Blended learning also does not positively contribute in improving students' achievement in learning English. They repeated the same reason they faced challenges in Blended learning implementation, such as complex materials and instruction, less social interaction, and networking problems. These contradicted the majority of the finding of previous research that mentioned blended learning impact positively on students' achievement, such as research conducted by Yaghmour (2016) on achievement tests for third-grade students in mathematics, Sultonova (2021) for Arabic classroom, and Al-Qudah et al. (2018) for students' cognitive in mastering the fitness elements in physical education.

It can be concluded that, based on the interview, students gave negative responses towards the implementation of Blended Learning and they believed blended learning does not have positive impacts on their achievement and LLS.

CHAPTER 5

CONCLUSIONS, LIMITATIONS, AND RECOMMENDATIONS

A. Conclusions

After conducting a case study with three participants in Junior High School in Langsa, I concluded the result of the research based on the analyzing data. The results of the study is explained below.

Based on the result of the study, I concluded that blended learning that was implemented during the pandemic COVID 19 did not contribute any positive impacts on students' English language learning strategies and achievement. The implementation of Blended learning in this school had some challenges faced by students in terms of networking, lack of learning engagement, learning instruction, material, and method. Participants of this study preferred traditional learning instead of Blended Learning in their learning process.

Next, participants confessed that there were no significant changes in their English language learning strategies in Blended Learning implementation. They used the same strategies in online and face-to-face learning; metacognitive strategy, memory, and social strategies with a small scope. They used the translation method using a dictionary and memorizing vocabulary as a memory strategy in storing their information from their learning. Then, they only listen and follow the instructional material from teachers. Also, only one participant used a social strategy by asking question to help him improve his interaction with the target language.

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Finally, the finding shows that there is no significant improvement in students' achievement in Blended learning implementation. These contradict majority of the results of the previous study that mentioned Blended learning assist students in improving academic achievement.

It can be concluded that the implementation of Blended learning cannot be a success without concerning several factors; technology tool selection, instructional design, source (Brooke, 2017), infrastructure and facilities, teacher readiness (Chen and Yao, 2016), and meets the learning objectives (Wong et al. 2020).

B. Limitations

There were two limitation types that occurred during conducting the study; limitation time and dealing with the students as participant. The first barrier in this study was unsuitable time. Data collection was conducted during the Ramadhan school program. At this time, only few of students attended this program in school. As there were only a few students came to school for the program, I only got a very short number of sudents who agreed to be interviewed.

C. Recomendations.

Based on the finding of this study, I propose some recommendations that hopefully can be applied by teachers or other researchers who interested similar research.

This study is still needed further discussion by the next researcher to find the impact of Blended Learning on students' language learning strategies with different research methods and samples.

Also, it is expected that this study can help teachers if they want to implement blended learning programs. They must be well prepared and must reach students' needs and learning objectives in conducting blended learning program.

I am as the researcher of this study, understand that this research is not perfect. I still need many corrections, comments, and critics for the improvement of this final project are always open-heartedly welcomed.
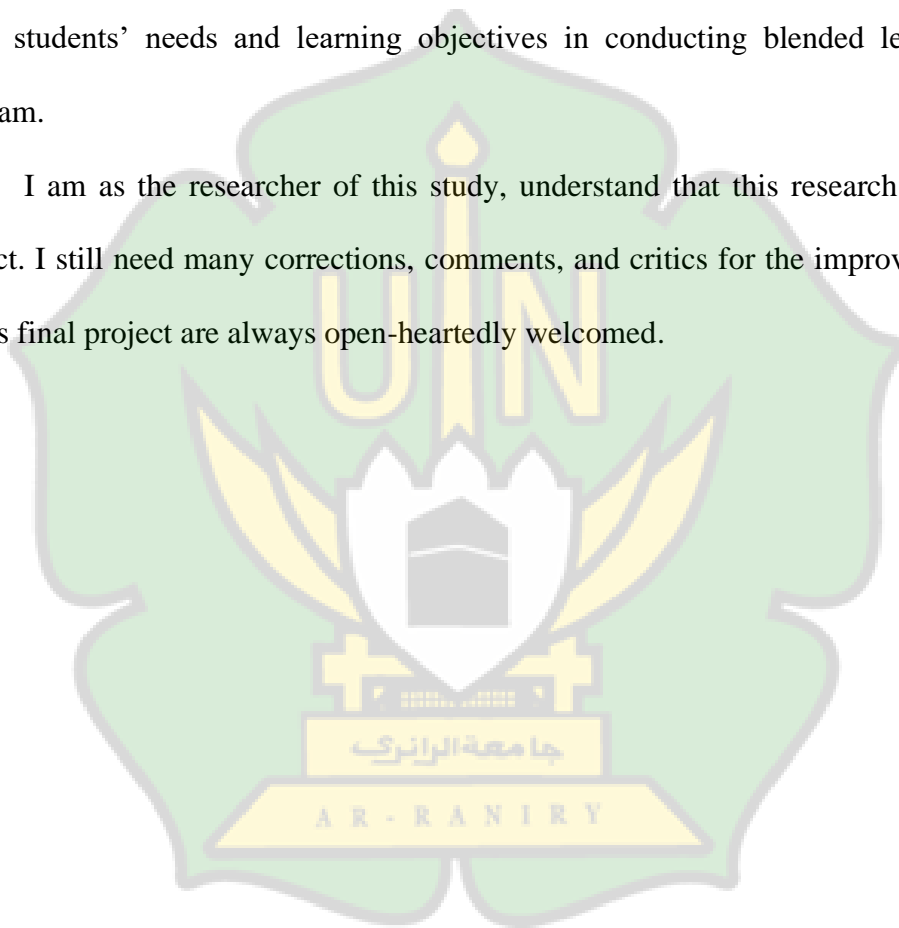
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SURAT KEPUTUSAN DEKAN FAKULTAS TARBIYAH DAN KEGURUAN UIN AR-RANIRY
Nomor : B-2216/UN.08/FTK/KP.07.6/02/2022

TENTANG
PENGANGKATAN PEMBIMBING SKRIPSI MAHASISWA FAKULTAS TARBIYAH DAN KEGURUAN
UIN AR-RANIRY

DEKAN FAKULTAS TARBIYAH DAN KEGURUAN UIN AR-RANIRY

Menimbang : a. bahwa untuk kelancaran bimbingan skripsi dan ujian munaqasyah mahasiswa pada Fakultas Tarbiyah dan Keguruan UIN Ar-Raniry Banda Aceh, maka dipandang perlu menunjuk pembimbing skripsi tersebut yang dituangkan dalam Surat Keputusan Dekan;

b. bahwa saudara yang tersebut namanya dalam surat keputusan ini dipandang cakap dan memenuhi syarat untuk diangkat sebagai pembimbing skripsi.

Mengingat : 1. Undang-undang Nomor 20 Tahun 2003, tentang Sistem Pendidikan Nasional;
2. Undang-undang Nomor 14 Tahun 2005, tentang Guru dan Dosen;
3. Undang-undang Nomor 12 Tahun 2012, tentang Pendidikan Tinggi;
4. Peraturan Pemerintah Nomor 74 Tahun 2012 tentang Perubahan atas Peraturan Pemerintah RI Nomor 23 Tahun 2005 tentang Pengelolaan Keuangan Badan Layanan Umum;
5. Peraturan Pemerintah Nomor 4 Tahun 2014, tentang Penyelenggaraan Pendidikan Tinggi dan Pengelolaan Perguruan Tinggi;
6. Peraturan Presiden RI Nomor 64 Tahun 2013; tentang Perubahan IAIN Ar-Raniry Banda Aceh Menjadi UIN Ar-Raniry Banda Aceh;
7. Peraturan Menteri Agama RI Nomor 12 Tahun 2014, tentang Organisasi dan Tata Kerja UIN Ar-Raniry Banda Aceh;
8. Peraturan Menteri Republik Indonesia No. 21 Tahun 2015, tentang Statuta UIN Ar-Raniry;
9. Keputusan Menteri Agama Nomor 492 Tahun 2003, tentang Pendelegasian Wewenang, Pengangkatan, Pemindahan dan Pemberhentian PNS di Lingkungan Departemen Agama Republik Indonesia;
10 Keputusan Menteri Keuangan Nomor 293/KMK.05/2011 tentang Penetapan Institut Agama Islam Negeri Ar-Raniry Banda Aceh pada Kementerian Agama sebagai Instansi Pemerintah yang Menerapkan Pengelolaan Badan Layanan Umum;
11 Keputusan Rektor UIN Ar-Raniry Nomor 01 Tahun 2015, tentang Pendelegasian Wewenang kepada Dekan dan Direktur Pascasarjana di Lingkungan UIN Ar-Raniry Banda Aceh;

Memperhatikan : Keputusan Sidang/Seminar Proposal Skripsi Prodi Pendidikan Bahasa Inggris Fakultas Tarbiyah dan Keguruan UIN Ar-Raniry Tanggal 04 Januari 2022

MEMUTUSKAN

Menetapkan :
PERTAMA Menunjuk Saudara:
1. Prof. Dr. T. Zulfikar, M.Ed.   Sebagai Pembimbing Pertama
2. Faishal Zakaria, MA, Ph.D   Sebagai Pembimbing Kedua
Untuk membimbing Skripsi :
Nama   : **Miftahul Jannah**
NIM   : **150203115**
Program Studi : **Pendidikan Bahasa Inggris**
Judul Skripsi : **EFL Students' Perceived Impact on the Implementation of Blended Learning and Conventional Learning**

KEDUA : Pembiayaan honorarium pembimbing pertama dan kedua tersebut diatas dibebankan pada DIPA UIN Ar-Raniry Banda Aceh Tahun 2020; No.025.04.2.423925/2020, tanggal 12 November 2019.

KETIGA : Surat keputusan ini berlaku sampai akhir semester Ganjil Tahun Akademik 2022/2023

KEEMPAT : Surat Keputusan ini berlaku sejak tanggal ditetapkan dengan ketentuan segala sesuatu akan diubah dan diperbaiki kembali sebagaimana mestinya apabila kemudian hari ternyata terdapat kekeliruan dalam penetapan ini.

Ditetapkan di: Banda Aceh
Pada Tanggal: 14 Februari 2022
Dekan,

Muslim Razali

Tembusan
1. Rektor UIN Ar-Raniry (sebagai laporan):

Nomor   : B-3826/Un.08/FTK.1/TL.00/03/2022
Lamp   : -
Hal   : ***Penelitian Ilmiah Mahasiswa***

Kepada Yth,
Kepala Sekolah SMP Negeri 5 Langsa

Assalamu'alaikum Wr.Wb.
Pimpinan Fakultas Tarbiyah dan Keguruan UIN Ar-Raniry dengan ini menerangkan bahwa:

Nama/NIM   : **MIFTAHUL JANNAH / 150203115**
Semester/Jurusan : XV / Pendidikan Bahasa Inggris
Alamat sekarang   : Jl. Lingkar Kampus Unsyiah Gampoeng Limpok, Kec. Darussalam Kab. Aceh Besar

Saudara yang tersebut namanya diatas benar mahasiswa Fakultas Tarbiyah dan Keguruan bermaksud melakukan penelitian ilmiah di lembaga yang Bapak/Ibu pimpin dalam rangka penulisan Skripsi dengan judul ***Efl Students' Perceifed Impacts of Blended Learning and Conventional Learning Towards Their Language Learning Strategiesand Achievements***

Demikian surat ini kami sampaikan atas perhatian dan kerjasama yang baik, kami mengucapkan terimakasih.

Banda Aceh, 16 Maret 2022
an. Dekan
Wakil Dekan Bidang Akademik dan Kelembagaan,

Berlaku sampai : 16 April 2022

Dr. M. Chalis, M.Ag.

PEMERINTAH KOTA LANGSA

DINAS PENDIDIKANDAN KEBUDAYAAN

SEKOLAH MENENGAH PERTAMA (SMP) NEGERI 5 LANGSA

Alamat : Jln. A. Yani Gg. Putri Gp. Teungoh Kode Pos 24411 Telp. (0641) 21728 Langsa

SURAT KETERANGAN TELAH MELAKUKAN PENELITIAN
Nomor : 422/ 062 /2022
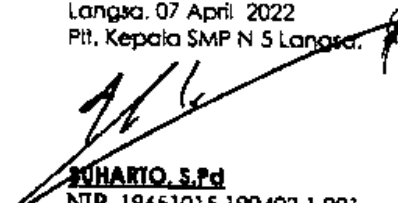
Kepala Sekolah Menengah Pertama (SMP) Negeri 5 Langsa dengan ini menerangkan bahwa :

Nama	: MIFTAHUL JANNAH
NIM	: 150203115
Jurusan /Prodi	: Pendidikan Bahasa Inggris
Alamat	: Jln. Lingkar Kampus Unsyiah Gampong Limpok, Kec.Darussalam Kab.Aceh Besar
Judul	: EFL Students' Perceived Impacts of Blended Learning and Conventional Learning towards Their Language Learning Strategies and Achievements

benar yang namanya tersebut di atas telah selesai melaksanakan Penelitian dari tanggal 06 April sampai dengan tanggal 07 April 2022 pada SMP Negeri 5 Langsa.

Demikianlah surat keterangan ini dibuat agar dapat dipergunakan seperlunya.

Langsa, 07 April 2022
Plt. Kepala SMP N 5 Langsa,

SUHARTO, S.Pd
NIP. 19651015 199403 1 021

APPENDIX 5: INFORMED CONSENT FORM

Informasi Peneliti:

Nama Saya Miftahul Jannah, dan saya adalah peneliti untuk penelitian ini. Saya merupakan mahasiswa S1 di UIN Ar-Raniry Banda Aceh jurusan Pendidikan Bahasa Inggris. Sekarang ini, saya sedang melakukan penelitian untuk skripsi saya mengenai Dampak Blended Learning tehadap kemampuan siswa dan strategi pembelajaran dalam belajar Bahasa Inggris. Hasil penelitian ini akan dijadikan sebagai rujukan tentang fenomena Pembelajaran Bahasa Inggris.

Penelitian ini berbentuk wawancara dengan delapan pertanyaan yang berkenaan dengan tujuan penelitian. Beberapa pertanyaan yang akan ditanyakan adalah sebagai berikut:

1. Apa adik suka dengan pembelajaran Blended learning? (Kenapa)
2. Lebih baik mana pembelajaran Blended learning atau secara tradisional di kelas? (kenapa)
3. Apakah pembelajaran Blended learning membantu adik dalam belajar Bahasa Inggris? (kenapa)
4. Apa adik berkeinginan kalau guru menggunakan pembelajaran Blended Learning selain pembelajaran dalam kelas untuk kedepannya? (Kenapa)
5. Strategi apa yang adik lakukan saat belajar Bahasa Inggris?
6. Strategi apa yang adik lakukan saat belajar Bahasa Inggris Blended Learning?
7. Apakah ada perubahan atau perbedaan dalam strategi belajar Bahasa Inggris secara Blended Learning dan offline? (Kenapa/Bagaimana)
8. Apakah adik merasa pembelajaran Blended Learning bisa membantu meningkatkan prestasi belajar Bahasa Inggris? (Kenapa/Bagaimana)

Informasi untuk Partisipan:

Partisipan dalam studi ini bersifat relawan. Partisipan berhak untuk tidak menjawab apabila ada pertanyaan yang tidak semestinya untuk dijawab. Partisipan juga berhak untuk mengulang pertanyaan atau bertanya balik apabila ada pertanyaan interview yang tidak dipahami.

Hasil interview akan menjadi bagian dari hasil penelitian dari peneliti. Data penelitian akan dijaga kerahasiannya. Nama sekolah dan nama partisipan tidak akan tertera. Percakapan interview akan direkam sebagai record data. Partisipan boleh menghubungi peneliti bila ada pertanyaan mengenai penelitian ini melalui 082351563787.

Saya bersedia menjadi partisipan dalam studi ini, dan telah membaca semua pernyataan dalam form ini.

_____

Nama

_____   _____

Tanda Tangan   Tanggal

Interview Protocol Siswa

Assalamu'alaikum warrahmatullah wabarakatuh dan Selamat pagi. Sebelum kita memulai wawancara ini, saya sangat terima kasih atas waktu adik berikan untuk berpartisipasi dalam studi saya ini. Perkenalkan nama saya Miftahul Jannah, saya mahasiswa akhir strata satu di UIN Ar-Raniry dengan jurusan Bahasa Inggris. Wawancara ini bertujuan untuk melengkapi data tugas akhir saya dengan judul penilitian saya EFL students' perceived impacts of Blended Learning and Conventional Learning towards their language learning strategies and achievement.

Tujuan penelitian ini adalah untuk melihat dampak yang adik dapatkan sebagai siswa selama pembelajaran campur maupun secara tradisional, dalam hal strategi pembelajaran Bahasa Inggris siswa. Blended Learning sebagaimana kita ketahui bahwa system pembelajaran yang mencampurkan pembelajaran daring dan luring secara bersamaan yang tentu berbeda dengan pembelajaran tadisional yang sebagaimana sudah ada.

Pertanyaan interview dalam Bahasa Indonesia dan bisa dijawab dalam Bahasa Indonesia. Juga, akan direkam demi keabsahan data. Setelah data di analisa, rekaman akan dihapus. Data informan juga akan dirahasiakan sebagai kode etik penelitian. Apabila ada pertanyaan yang kurang jelas, adik dapat menanyakan ulang agar pertanyaan mudah dipahami. Tidak ada limit dalam wawancara ini. Jadi, adik boleh berkenan untuk meminta waktu untuk berpikir dalam memberi jawaban. Bahkan adik bisa meminta untuk berhenti sejenak dalam sela wawancara.

Adik boleh memberi pendapat sebebasnya dalam interview, karena input yang anda berikan akan sangat bermanfaat dalam penelitian ini maupun referensi kedepannya. Berikut pertanyaan interviewnya:
1. Apakah adik suka dengan pembelajaran Blended learning? (Kenapa)
2. Lebih baik mana pembelajaran Blended learning atau secara tradisional di kelas yang guru adik terapkan? (kenapa)
3. Apakah pembelajaran Blended learning membantu adik dalam belajar Bahasa Inggris? (kenapa)
4. Apa adik berkeinginan kalau penggunaan pembelajaran Blended Learning selain pembelajaran dalam kelas untuk kedepannya? (Kenapa)
5. Strategi apa yang adik lakukan saat belajar Bahasa Inggris dengan tatap muka?
6. Strategi apa yang adik lakukan saat belajar Bahasa Inggris dengan daring?
7. Apakah ada perubahan atau perbedaan dalam strategi belajar Bahasa Inggris yang diterapkan oleh adik secara Blended Learning? (Kenapa/Bagaimana)
8. Apakah adik merasa pembelajaran Blended Learning bisa membantu meningkatkan prestasi belajar Bahasa Inggris? (Kenapa/Bagaimana)

Interview Transcription of Informant I

Name : Informant 1 (I1)

Place : School Library

Date : 7 April 2022

Discourse Unit	Researcher (R) Interviewee (I1)	Transcription	Remark
1	R	Adik kan udah pernah belajar online sama offline selama di sekolah. Jadi bagi adik ini lebih suka belajar online atau offline? *You've studied online and offline in school. So, do you prefer to study online or offline?*	
2	I1	Suka offline, karena kan kalau misalnya online nanti kalau ada yang kurang paham susah nanya. Trus kadang enggak ada kuota jaringan kadang itu eror. *I like offline (learning), because when we study online (learning) for example, if we don't understand (the material), it's not easy to ask. Then sometimes there is limited internet data package, sometimes it's (the network) an error.*	
3	R	Berarti karena masalah jaringan sama kuota gitu. Kalau dari segi materinya adek bisa paham enggak kalau belajar secara online. *That means it's a network problem and internet data package. In terms of the material, can you understand if you study online?*	
4	I1	Tergantung pelajarannya. Kalau misalnya materinya enggak terlalu susah bisa di mengerti. *Depends on the lesson. For example, the material is not too difficult (I can) understand*	
5	R	Kalau misalnya… khususnya ini untuk Bahasa Inggris, enak online atau	

		offline?
		For example… especially for English, is it better online or offline?
6	I1	Offline, karena kan guru juga bisa nerjemahin... jelasin juga. Kalau online kan agak ribet.
		Offline, because the teacher can also translate (the material), and explain it too. If (we do) online (learning) it's a bit complicated.
7	R	Trus bagi adek lebih enak belajar secara tradisional di kelas atau online.
		Then, according you, it's better to study traditional in class or online.
8	I1	Lebih enaknya tradisional karena kan bisa berbaur sama teman-teman di kelas.
		It's better traditional (learning), because we can mingle with our friends in class.
9	R	Apa pembelajaran secara online bisa membantu adek dalam belajar Bahasa Inggris?
		Does online learning help you in learning English?
10	I1	Kurang.
		Not enough.
11	R	Kurangnnya dimana?
		Where is the lack?
12	I1	Hmm dari segi menerjemahkan karena kan agak susah kalau melalui online.
		Hmm, in terms of translating because it's a bit difficult via online.
13	R	Kalau secara online gurunya ngasi pelajarannya itu gimana?
		How did the teacher provide the (learning) material in online mode?
14	I1	Kadang kalau misalkan **** dari **** emang udah online juga. Itu guru

		Cuma nyuruh log in ke e-learning gitu. Nanti itu semua disitu nanti tugasnya Bahasa inggris. Semua enggak ada terjemahan di situ. *Sometimes, for example, at **** (name of school) from ****(name of school) is already online. The teacher just told me to log in to the e-learning. Later that's all there later the task is English. All there is no translation there.*	
15	R	Oh berarti full English semua gitu ya. *Oh, it's all full English, right?*	
16	I1	Iya, setiap hari kan ada mata pelajarannya itu jam 8 di suruh log in kerjain terus nanti dikirim terus. Nanti di situ keluar nilainya terus, berapa benernya gitu. *Yes, every day there are subjects, at 8 o'clock, the teacher told to log in, and then I have to work on it, after that the task should be sent on that e-learning, then the result will come out.*	
17	R	Ohh gitu… Bagi adik berkeinginan enggak kalau pembelajaran blended learning ini diterapkan secara terus menerus di dalam kelas kedepannya. *Oh that's right… Do you expect that blended learning should be applied continuously in the classroom in the future.*	
18	I1	Enggak. *No*	
19	R	Enggaknya kenapa? *Why not*	
20	I1	Kan kalau misalkan melalui online kan itu kita enggak bisa jumpa tiap hari sama kawan sekolah. Sama guru juga. Jadikan kalau misalkan kita offline itu kan bisa main gitu sama teman terus cerita-cerita. Kalau online kan kita di rumah sendiri.	

		For example, if we go online, we can't meet with school friends every day. Same teacher too. For example, if we are offline, we can have fun and chit chat with friends. If we are online, we are at home only.	
21	R	Ohh gitu… strategi yang adek lakukan saat belajar Bahasa Inggris dengan cara tatap muka apa aja? *Oh I see… what are strategies you do when you learned English face-to-face?*	
22	I1	Menggunakan kamus, dengerin guru jelasin… kan guru jelasin tu. Nanti sebagian diterjemahin. Nanti sisanya baru siswa yang ngerjain. Telah menggunakan kamus karena kan enggak boleh menggunakan HP. *Using a dictionary, listen to the teacher's explaination… the teacher explained, right? Then, half will be translated. And then the students will do the task for the the rest. We used a dictionary because we can't use cellphones.*	
23	R	Ohh berarti selama sekolah ini enggak boleh menggunakan apa tu teknologi gitu? *Oh, does that mean that during this school you can't use technology?*	
24	I1	Gak… karena kan enggak dibolehin sama sekolah. *No... because it's not allowed at school.*	
25	R	Ohh berarti sekolah enggak membolehin bawa HP. *Ohh, that means the school doesn't allow you to bring cellphones.*	
26	I1	Gak… menggunakan kamus. *No... We use dictionary.*	
27	R	Jadi full dengan kamus, papan tulis gitu? *So, full dictionary usage, and blackboard?*	
28	I1	Karena kan kalau menggunakan kamus agak susah, gak cukup waktunya, enggak siap.	

		Yes, Because it's a little bit difficult to use a dictionary, not enough time to finish.	
29	R	Kalau dari gurunya aa enggak yang pakek teknologi? *Is there any teacher using technology?*	
30	I1	Kadang ada. Nanti dibilangnya khusus pelajaran Bahasa Inggris boleh bawa HP. Nanti titipin ke ibu. Kayak gitu. Nanti pas pelajaran Bahasa Inggrisnya HP-nya dibagiin. Kalau enggak ada pelajaan Bahasa Inggrisnya ya enggak bawa. *Sometimes yes there are. We were told specifically for English lessons, you could bring cellphones. But we leave it to teacher. Something like that. Later, during the English lesson, the cellphone will be given back. If there is no English lesson, then we don't bring it.*	
31	R	Berarti begitu udah habis jam Bahasa Inggris kumpul balik ke gurunya? *So, it means after the English lesson, your phone must give it back to your teacher?*	
32	I1	Iya… Hp-nya dibalikkin lagi ke guru. *Yes, our phone will be returned back to teacher.*	
34	R	Berarti Cuma Bahasa Inggris aja yang ada pakek teknologi. *So, it means, technology only used for English lesson.*	
35	I1	Ho oh iya… *Yes...*	
36	R	Kalau pelajaran lain enggak ada? *What about other lesson?*	
37	I1	Enggak…	

		No...	
38	R	Kalau secara daring, strategi yang adek lakukan saat belajar Bahasa Inggris apa? *what are strategies you do when you learned English online?*	
39	I1	Kan gitu. Misalkan ada dua HP di rumah yang satu untuk log in ke e-learning, yang satunya buka google. *Yeah,. For examples there are two cellphones at home, one is to log in to e-learning, the other is to access google.*	
40	R	Berarti pakek google ya? *So, it means, you use google?*	
41	I1	Hehehe iya… *Hehehe iya...*	
42	R	Bagi adek ada enggak perubahan yang adek rasakan dalam yang adek rasakan dalam strategi belajar Bahasa Inggris yang diterapkan secara…. *For you, there are changes that you feel in the English learning strategies that are applied routinely….*	
43	I1	Ada… Kurang paham. *Yes, lack of understanding*	
44	R	Secara online berarti kurang paham. *Through online means lack of understanding.*	
45	I1	Heem *Yes*	
46	R	Kurang paham gimana maksudnya?	

		What do you mean lack of understanding?	
47	I1	Kan full itu Bahasa Inggris semua kan kalau HP satu lagi dibawa dari rumah dipakek. Itu agak kesulitan karena kalau dalam e-learnig itu menggunakan waktu misalnya Cuma dua jam, itu siap enggak siap ya udah kirim terus. *It's all full in English, if one phone is not there are at home, it's quite difficult because in the e-learning there is a limited time, for example if only two hours, even we cannot finish we must sent it.*	
48	R	Bagi adek, bisa enggak pembelajaran Blended Learning ini membantu meningkatkan prestasi belajar Bahasa Inggris? *According to you, Does blended learning help you to improve your English learning achievement?*	
49	I1	Hehehe enggak… susah kalau misalkan belajar online karena kan guru kan enggak jelasin. Kalau misalkan pakek zoom tukan kayak video call gitu guru jelasin. Tapi kan kadang ada hambatan dari jaringan eror gitu. *Hehehe nope... it's difficult to have online learning, because our teacher did not give explanation. Even for example we use zoom with video call teacher can explain. But, sometime we have problem with error networking.*	
50	R	Trus, kalau materi yang guru beikan itu dari bentuk missal dari video atau teks atau gimana? *Then, What kind of learning material that teacher provide, video, text or how?*	
51	I1	Teks. *Text.*	
52	R	Teks? *Text?*	
53	I1	Iya…	

		Yes...	
54	R	Kayak video penjelasan dari teks itu enggak ada? *Is there any explanation video from that text?*	
55	I1	Enggak ada… Jadi semua di situ ya ada teksnya. Nanti ada kayak essay gitu, nanti dijawab harus menggunakan Bahasa Inggris kayak misalkan ada bikin kartu greeting card gitu. Kartu ucapan bikinnya tu harus divideoin, nanti dikirim melalui e-learning enggak boleh menggunakan WA. *Nope... All with the text. Then, there will be an essay for that, mut be answered in English, for example, creating a greeting card. then we have to make a video of the greeting card, then it will be sent via e-learning, we can't use WA.*	
56	R	Kalau misalkan kayak pembuatan greeting card itu enggak ada dijelasin dulu sama gurunya? *For example, if it's like creating a greeting card, is it not explained by teacher?*	
57	I1	Enggak ada. Itu penjelasan pakek Bahasa Inggris semua. *Nope... even the explanation is in English.*	
58	R	Jadi penjelasannya itu Cuma dari teks itu aja? *So, all the explanation is only in the text?*	
59	I1	Iya. Nanti ujung-ujungnya disuruh bikin. *Yes. In the end, we were told to do it only.*	
60	R	Berarti kalau dari gurunya. Misalkan ini ada guru ni anak-anak kita hari ini buat greeting card gitu enggak dijelasin dulu greeting card tu apa? *That means from the teacher. For example, students, today we will create greeting cards, the teacher did not explain what is the greeting card?*	

61	I1	Gak… jadi kan ada group WA gitu. Nanti ibuk tu bilang jam 8 udah bisa log ini ni ibuk ada ngasi tugas di e-learning disebelum soal itu lah. Nanti greeting card tu apa. Tapi menggunakan Bahasa Inggris semua enggak ada terjemahannya. *Nope... So, we had group WA. our teacher said that at 8 we must to log in. Our teacher have given an assignment in e-learning before that question. What will the greeting card be then? But all in English there is no translation.*	
62	R	Berarti e-learning tu materinya udah ada langsung gitu sama penjelasannya. *It means that the e-learning material is already there, and the explanation is there.*	
63	I1	Iya. Tapi Bahasa Inggris semua. *Yes. But all in English.*	
64	R	Dan dalam bentuk teks? *And all in text form?*	
65	I1	Iya... *Yes...*	
66	R	Bukan guru yang jelasin? *It is not from teacher's explanation?*	
67	I1	Gak… enggak ada video penjelasan dari guru. *Nope... there is no video explanation from teacher.*	
68	R	Kalau daerah adek tinggal ada pernah kesulitan jaringan gitu? *Is there any networking problem in your area?*	
69	I1	Pernah. Karena kan kayak desa gitu sulit mendapatkan jaingan mesti kayak dataran tinggi dikit, tepi sungai, kayak gitu, agak manjat ke balai-balai gitu	

		baru bisa dapat jaringan. *Yes ever. Because the area is like village and get network problem. So, we must go to higher land, by rivers, or must on the top of building, so we can get the network.*	
70	R	Ohh gitu… Makasih dek atas waktunya. *Ohh I see... Thank you for your time sis...*	
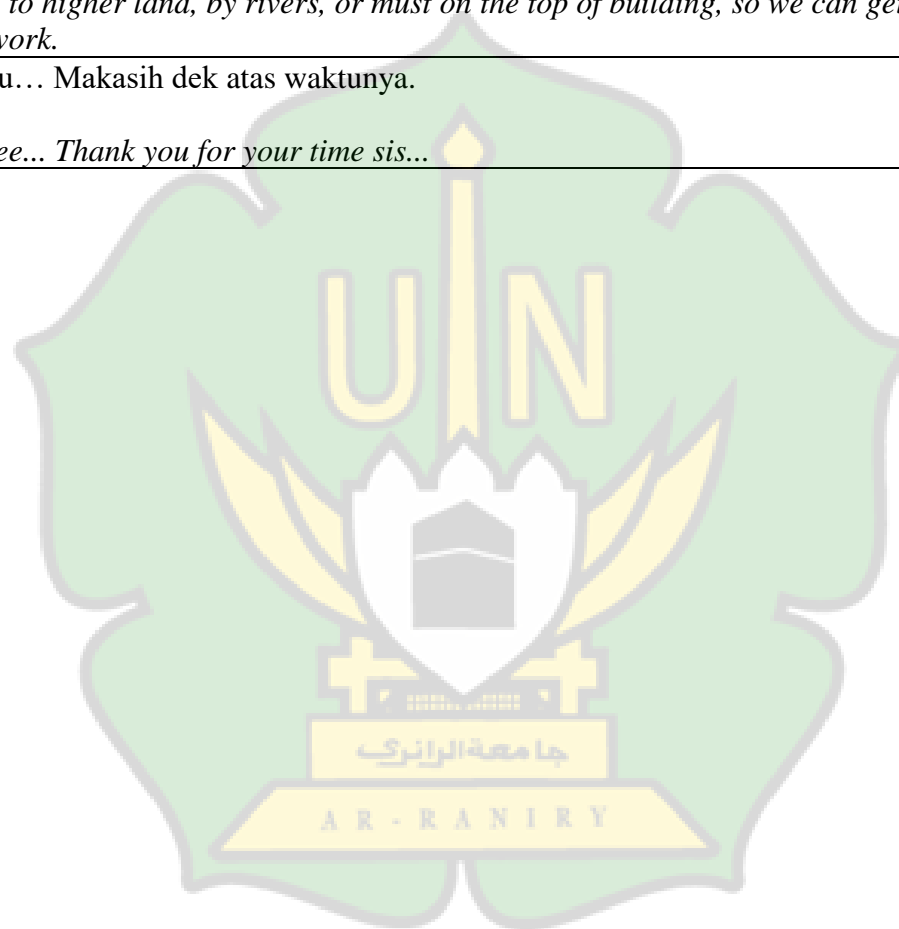
Interview Transcription of Informant II

Name : Informant 2 (I2)

Place : School Library

Date : 7 April 2022

Discourse Unit	Interview Questions (IQ) Interviewee (I2)	Transcription	Remark
1	IQ	Apa adik suka dengan pembelajaran Blended learning? (Kenapa) *Do you like Blended Learning? (Why)*	
2	I2	Kurang suka, karena kurang paham dengan pembelajaran Blended Learning belajarnya itu kurang mengerti. Jadi lebih enaknya itu belajar secara tatap muka. *Not too much, because lack of understanding in blended learning, we cannot fully understand in learning. So, it is better we study with face-to-face.*	
3	IQ	Lebih baik mana pembelajaran Blended learning atau secara tradisional di kelas? (kenapa) *Which one do yo prefer blended learning or traditional class.*	
4	I2	Secara tradisional di kelas, karena lebih mengerti dan lebih paham. Kita bisa langsung menanyakannya jika ada yang tidak mengerti tidak perlu melalui internet. *Traditional class, because it makes me understand more about the subject. We can directly ask if anyone does not understand it is not necessary to go through the internet.*	
5	IQ	Apakah pembelajaran Blended learning membantu adik dalam belajar Bahasa	

		Inggris? (kenapa)	
		Does Blended learning help you in learning English? (why)	
6	I2	Tidak, karena jika belajar Bahasa Inggris dengan pembelajaran Blended Learning penjelasannya kurang mengerti dan belajarnya itu seperti tidak serius. Jika pembelajarannya menggunakan Blended Learning.	
		No, because if we learn English with Blended Learning, the explanation is not understandable and the learning process doesn't seem serious when the learning uses Blended Learning.	
7	IQ	Apa adik berkeinginan kalau guru menggunakan pembelajaran Blended Learning selain pembelajaran dalam kelas untuk kedepannya? (Kenapa)	
		Do you prefer if teacher use Blended Learning in the future? (Why)	
8	I2	Tidak juga… ya enggak enak kak online… enaknya offline.	
		Not also... we don't like online, better is offline.	
9	IQ	Strategi apa yang adik lakukan saat belajar Bahasa Inggris?	
		What are strategies that you use in learning english?	
10	I2	Lihat kamus, saya targetkan satu hari 5 kata.	
		Using dictionary, my target is one day 5 words.	
11	IQ	Strategi apa yang adik lakukan saat belajar Bahasa Inggris Blended Learning?	
		What are strategies that you use in Blended Learning classroom?	
12	I2	Ketika guru kasih video pembelajaran, nantikan ada teksnya dari video itu nanti yang saya cari kata yang paling payah.	
		When the teacher provide learning video, there will be a text in the video. So I will look for (the meaning) difficult words.	
13	IQ	Apakah ada perubahan atau perbedaan dalam strategi belajar Bahasa Inggris	

		secara Blended Learning dan offline? (Kenapa/Bagaimana)	
		Is there any changes and different in learning English between Blended Learning and offline? (Why/how)	
14	I2	Enggak ada perubahan malah online lebih payah saya belajarnya.	
		No changes, even online is more difficult in learning.	
15	IQ	Apakah adik merasa pembelajaran Blended Learning bisa membantu meningkatkan prestasi belajar Bahasa Inggris? (Kenapa/Bagaimana)	
		Does blended learning help you to improve your English learning achievement? (Why/How)	
16	I2	Enggak bisa, karena memang lebih enak offline bisa langusng komunikasi sama gurunya.	
		Nope, because I prefered offline so that I can communicate with the teachers.	
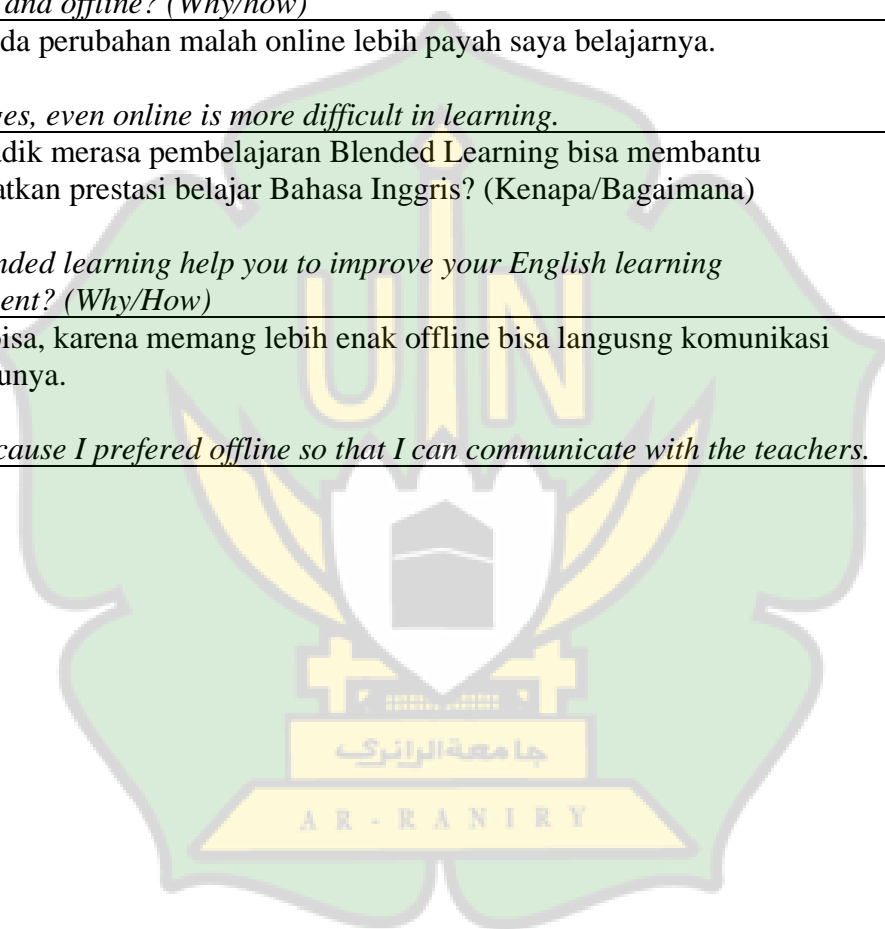
Interview Transcription of Informant III

Name : Informant 3 (I3)

Place : School Library

Date : 7 April 2022

Discourse Unit	Interview Questions (IQ) Interviewee (I3)	Transcription	Remark
1	IQ	Apa adik suka dengan pembelajaran Blended learning? (Kenapa) *Do you like Blended Learning? (Why)*	
2	I3	Lumayan suka, karena gurunya asik dan ya bisa dipahami materinya karena penjelasannya yang mudah dimengerti. *Quite like, because our teacher is nice and easy to understand the material, because teacher's explanation is understandable.*	
3	IQ	Lebih baik mana pembelajaran Blended learning atau secara tradisional di kelas? (kenapa) *Which one do yo prefer blended learning or traditional class.*	
4	I3	Secara tradisional. Karena akan lebih mudah untuk memahaminya dan lebih jelas penjelasannya tanpa hambatan seperti kurang jelas penjelasannya karena tidak ada sinyal dan saat tradisional yang tidak diketahui bisa ditanya dan dijelaskan kembali. *Traditionally. Because more understandable easily and the explanation is clearer without obstacles such as lack of explanation due to low internet signal, and in traditional we can ask directly if we find something difficulties.*	
5	IQ	Apakah pembelajaran Blended learning membantu adik dalam belajar Bahasa	

		Inggris? (kenapa) *Does Blended learning help you in learning English? (why)*	
6	I3	Ya…. Mungkin walaupun sedikit. Karena kita bisa mencarinya dari sumber lain. *Yes…. Maybe even a little. Because we can look for it from other sources.*	
7	IQ	Apa adik berkeinginan kalau guru menggunakan pembelajaran Blended Learning selain pembelajaran dalam kelas untuk kedepannya? (Kenapa) *Do you prefer if teacher use Blended Learning in the future? (Why)*	
8	I3	Tidak, karena terlalu banyak hambatan. Seperti ketinggalan materi, tidak ada sinyal, kehabisan kuota dan terkadang penjelasan tidak jelas, serta susah untuk bertanya. Juga tidak bisa jumpa dengan kawan-kawan. *No, because there are too many obstacles. Such as missing material, no signal, running out of internet package, and sometimes unclear explanations, and it's not easy to ask the questions. Also we can not meet with friends.*	
9	IQ	Strategi apa yang adik lakukan saat belajar Bahasa Inggris? *What are strategies that you use in learning english?*	
10	I3	Mendengarkan dan memahaminya serta bertanya yang tidak dimengerti. *Listening and comprehension (of the instruction) and asking not understandable question.*	
11	IQ	Strategi apa yang adik lakukan saat belajar Bahasa Inggris Blended Learning? *What are strategies that you use in learning english in Blended Learning?*	
12	I3	Ya… mendengarkan dan berusaha mengerti apa yang dibahas. Main game online yang ada Bahasa Inggrisnya, jadi bisa belajar vocab baru. *Yes... Listening and try to understand what discussed. Playing game online in*	

		English so I can learn new vocabularies.	
13	IQ	Apakah ada perubahan atau perbedaan dalam strategi belajar Bahasa Inggris secara Blended Learning dan offline? (Kenapa/Bagaimana) *Is there any changes and different in learning English between Blended Learning and offline? (Why/how)*	
14	I3	Tidak juga… karena ya pembelajarannya hanya beda cara penyampaiannya. *Not also... because the learning is just a different way of delivering it.*	
15	IQ	Apakah adik merasa pembelajaran Blended Learning bisa membantu meningkatkan prestasi belajar Bahasa Inggris? (Kenapa/Bagaimana) *Does blended learning help you to improve your English learning achievement? (Why/How)*	
16	I3	Mungkin bisa, jika mungkin tidak ada hambatan dalam materi kita dapat memahaminya dengan mudah. *Maybe it can, if maybe there are no obstacles in the material we can understand it easily.*	

Generating Main Ideas

Informant 1

1	2	3	4	5	6	7
Interview Question	**Super-Ordinate** **Keywords of the questions**	**Sub-ordinate** **Main point conversation (Not a summary)**	**Elaboration** **Examples from verbal to support the sub-ordinate**	**Occurrence** **Main Ideas transferred as keyword(s) based on summary on the sub-ordinate facts (3)**	**Frequency of occurrence**	**Ordering of discourse unit**
RQ 1	**What are the students' perception towards the implementation of Blended Learning and Conventional Learning in their school?**					
Apa adik suka dengan pembelajaran Blended learning? (Kenapa)	Likes/Dislikes	Experience of Blended Learning	Suka offline, karena kan kalau misalnya online nanti kalau ada yang kurang paham susah nanya. Trus kadang enggak ada kuota jaringan kadang itu eror. *I like offline (learning), because when we study online (learning) for example, if we don't understand (the material)....* Tergantung pelajarannya. Kalau misalnya materinya enggak terlalu susah bisa di mengerti. *Depends on the lesson. For example, the material is not too difficult to understand.* Offline, karena kan guru juga bisa nerjemahin jelasin juga kalau online kan agak ribet.	Social interaction And Networking. Learning Comprehensive Translation Method		I1-2 I1-4 I1-6

			Offline, because the teacher can also translate (the material), and explain it too. If (we do) online (learning) it's a bit complicated.			
Lebih baik mana pembelajaran Blended learning atau secara tradisional di kelas? (kenapa)	Student's preferences	Experience of learning between BL and full traditional.	Lebih enaknya tradisional karena kan bisa berbaur sama teman-teman di kelas. *It's better traditional (learning), because we can mingle with our friends in class.*	Classmate interaction		I1-8
Apakah pembelajaran Blended learning membantu adik dalam belajar Bahasa Inggris? (kenapa)	The usefull of Blended Learning in English classroom		Kurang. *Not enough.* Hmm dari segi menerjemahkan karena kan agak susah kalau melalui online. *Hmm, in terms of translating because it's a bit difficult via online.* …. guru Cuma nyuruh log in ke e-learning gitu. Nanti itu semua disitu nanti tugasnya Bahasa inggris. Semua enggak ada terjemahan di situ. *The teacher just told me to log in to the e-learning. Later that's all there later the task is English. All there is no translation there.*	Translation		I1-10 I1-12 I1-14
Apa adik berkeinginan kalau guru menggunakan pembelajaran Blended Learning	Blended Learning application in the future.	Student agree or disagree towards BL in the future	…melalui online kan itu kita enggak bisa jumpa tiap hari sama kawan sekolah. Sama guru juga. Jadikan kalau misalkan kita offline itu kan bisa main gitu sama teman terus cerita-cerita. Kalau online	Social Interaction		I1-20

			kan kita di rumah sendiri.			
selain pembelajaran dalam kelas untuk kedepannya? (Kenapa)			*... if we go online, we can't meet with school friends every day. Same teacher too. For example, if we are offline, we can have fun and chit chat with friends. If we are online, we are at home only.*			
RQ 2	**How do blended learning and conventional learning impact students' Language Learning Strategies?**					
Strategi apa yang adik lakukan saat belajar Bahasa Inggris?	Language Learning Strategies.	Students' LLS in learning English.	Menggunakan kamus, dengerin guru jelasin… kan guru jelasin tu. Nanti sebagian diterjemahin…

Using a dictionary, listen to the teacher's explaination… the teacher explained. Then, half will be translated. And then the students will do the task for the the rest. We used a dictionary because we can't use cellphones.

…. nanti dibilangnya khusus pelajaran Bahasa Inggris boleh bawa HP. Nanti titipin ke ibu. Kayak gitu. Nanti pas pelajaran Bahasa Inggrisnya HP-nya dibagiin…

We were told specifically for English lessons, you could bring cellphones. But we leave it to teacher. Something like that. Later, during the English lesson, the cellphone will be given back. | Dictionary and Translation method

School's support to use Technology | | I1-2

I1-30 |
| Strategi apa yang adik lakukan saat belajar Bahasa | Language Learning Strategies in | Students' LLS in learning English in Blended Learning. | Misalkan ada dua HP di rumah yang satu untuk log in ke e-learning, yang satunya buka google…. | Use more than one device and online sources. | | I1-39 |

Inggris Blended Learning?	Blended Learning		*For examples there are two cellphones at home, one is to log in to e-learning, the other is to open google.*			
Apakah ada perubahan atau perbedaan dalam strategi belajar Bahasa Inggris secara Blended Learning dan offline? (Kenapa/Bagaimana)	LLS differences between during online and offline	Student's experience in applying LLS	Kurang paham… Kan full itu Bahasa Inggris semua… susah kalau misalkan belajar online karena kan guru kan enggak jelasin … e-learnig itu menggunakan waktu misalnya Cuma dua jam….	Comprehension Time limitation		
RQ 3	**How is the impact of blended learning and conventional learning in improving students' achievement in the EFL classroom?**					
Apakah adik merasa pembelajaran Blended Learning bisa membantu meningkatkan prestasi belajar Bahasa Inggris? (Kenapa/Bagaimana)	Students' achievement	Student feels her achievement decrease during online learning.	enggak… susah kalau misalkan belajar online karena kan guru kan enggak jelasin. Kalau misalkan pakek zoom tukan kayak video call gitu guru jelasin. Tapi kan kadang ada hambatan dari jaringan eror gitu.	Less comprehension Networking problem		

Generating Main Ideas

Informant 2

1	2	3	4	5	6	7
Interview Question	Super-Ordinate Keywords of the questions	Sub-ordinate Main point conversation (Not a summary)	Elaboration Examples from verbal to support the sub-ordinate	Occurrence Main Ideas transferred as keyword(s) based on summary on the sub-ordinate facts (3)	Frequency of occurrence	Ordering of discourse unit
RQ 1	**What are the students' perception towards the implementation of Blended Learning and Conventional Learning in their school?**					
Apa adik suka dengan pembelajaran Blended learning? (Kenapa)	Likes/Dislikes	Experience of Blended Learning	Kurang suka, karena kurang paham dengan pembelajaran Blended Learning belajarnya itu kurang mengerti. Jadi lebih enaknya itu belajar secara tatap muka.	Learning Comprehensive		
Lebih baik mana pembelajaran Blended learning atau secara tradisional di kelas? (kenapa)	Student's preferences	Experience of learning between BL and full traditional.	Secara tradisional di kelas, karena lebih mengerti dan lebih paham. Kita bisa langsung menanyakannya jika ada yang tidak mengerti tidak perlu melalui internet.	Social interaction and learning comprehensive.		
Apakah	The useful of	Blended learning	Tidak, karena jika belajar Bahasa	Less focus		

pembelajaran Blended learning membantu adik dalam belajar Bahasa Inggris? (kenapa)	Blended Learning in English classroom	help them in learning.	Inggris dengan pembelajaran Blended Learning penjelasannya kurang mengerti dan belajarnya itu seperti tidak serius			
Apa adik berkeinginan kalau guru menggunakan pembelajaran Blended Learning selain pembelajaran dalam kelas untuk kedepannya? (Kenapa)	Blended Learning application in the future.	Student agree or disagree towards BL in the future	Tidak juga… ya enggak enak kak online… enaknya offline.	Decision		
RQ 2	**How do blended learning and conventional learning impact students' Language Learning Strategies?**					
Strategi apa yang adik lakukan saat belajar Bahasa Inggris?	Language Learning Strategies.	Students' LLS in learning English.	Lihat kamus, saya targetkan satu hari 5 kata.	memorizing		
Strategi apa yang adik lakukan saat belajar Bahasa Inggris Blended Learning?	Language Learning Strategies in Blended Learning	Students' LLS in learning English in Blended Learning.	Ketika guru kasih video pembelajaran, nantikan ada teksnya dari video itu nanti yang saya cari kata yang paling payah.	Finding difficult words		
Apakah ada perubahan atau perbedaan dalam strategi belajar Bahasa Inggris secara Blended Learning dan	LLS differences between during online and offline	Student's experience in applying LLS	Enggak ada perubahan malah online lebih payah saya belajarnya.	Difficult in learning.		

offline? (Kenapa/Bagaimana)						
RQ 3	**How is the impact of blended learning and conventional learning in improving students' achievement in the EFL classroom?**					
Apakah adik merasa pembelajaran Blended Learning bisa membantu meningkatkan prestasi belajar Bahasa Inggris? (Kenapa/Bagaimana)	Students' achievement	Student feels her achievement decrease during online learning.	Enggak bisa, karena memang lebih enak offline bisa langusng komunikasi sama gurunya.	Less comprehension and communication		

Generating Main Ideas

Informant 3

1	2	3	4	5	6	7
Interview Question	Super-Ordinate

Keywords of the questions | Sub-ordinate

Main point conversation (Not a summary) | Elaboration

Examples from verbal to support the sub-ordinate | Occurrence

Main Ideas transferred as keyword(s) based on summary on the sub-ordinate facts (3) | Frequency of occurrence | Ordering of discourse unit |
RQ 1	**What are the students' perception towards the implementation of Blended Learning and Conventional Learning in their school?**					
Apa adik suka dengan pembelajaran Blended learning? (Kenapa)	Likes/Dislikes	Experience of Blended Learning	Lumayan suka, karena gurunya asik dan ya bisa dipahami materinya karena penjelasannya yang mudah dimengerti.	Learning Comprehensive and instruction		
Lebih baik mana pembelajaran Blended learning atau secara tradisional di kelas? (kenapa)	Student's preferences	Experience of learning between BL and full traditional.	Secara tradisional. Karena akan lebih mudah untuk memahaminya dan lebih jelas penjelasannya tanpa hambatan seperti kurang jelas penjelasannya. Dan tidak ada sinyal dan saat tradisional yang tidak diketahui bisa ditanya dan dijelaskan kembali.	Learning comprehensive and Networking problem.		

Apakah pembelajaran Blended learning membantu adik dalam belajar Bahasa Inggris? (kenapa)	The useful of Blended Learning in English classroom	Blended learning help them in learning.	Ya…. Mungkin walaupun sedikit. Karena kita bisa mencarinya dari sumber lain.	Looking for other resources		
Apa adik berkeinginan kalau guru menggunakan pembelajaran Blended Learning selain pembelajaran dalam kelas untuk kedepannya? (Kenapa)	Blended Learning application in the future.	Student agree or disagree towards BL in the future	Tidak, karena terlalu banyak hambatan. Seperti ketinggalan materi, tidak ada sinyal, kehabisan kuota dan terkadang penjelasan tidak jelas, serta susah untuk bertanya. c	Networking problem

Social interaction | | |
| **RQ 2** | **How do blended learning and conventional learning impact students' Language Learning Strategies?** | | | | | |
| Strategi apa yang adik lakukan saat belajar Bahasa Inggris? | Language Learning Strategies. | Students' LLS in learning English. | Mendengarkan dan memahaminya serta bertanya yang tidak dimengerti. | Listening skill, and translating the difficult words | | |
| Strategi apa yang adik lakukan saat belajar Bahasa Inggris Blended Learning? | Language Learning Strategies in Blended Learning | Students' LLS in learning English in Blended Learning. | Ya… mendengarkan dan berusaha mengerti apa yang dibahas. Main game online yang ada Bahasa Inggrisnya. | Listening skill and comprehension.

Online game | | |
| Apakah ada perubahan atau perbedaan dalam strategi belajar Bahasa Inggris secara Blended Learning dan | LLS differences between during online and offline | Student's experience in applying LLS | Tidak juga… karena ya pembelajarannya hanya beda cara penyampaiannya. | Learning performance | | |

offline? (Kenapa/Bagaimana)						
RQ 3	**How is the impact of blended learning and conventional learning in improving students' achievement in the EFL classroom?**					
Apakah adik merasa pembelajaran Blended Learning bisa membantu meningkatkan prestasi belajar Bahasa Inggris? (Kenapa/Bagaimana)	Students' achievement	Student feels her achievement decrease during online learning.	Mungkin bisa, jika mungkin tidak ada hambatan dalam materi kita dapat memahaminya dengan mudah.	Less comprehension		

APPENDIX H: GENERATING THEME

Informant Information

Informant code	Gender	Grade
I1	Female	9th
I2	Female	9th
I3	Male	9th

RQ1	What are the students' perceptions towards the implementation of Blended Learning and Conventional Learning in their school?			
Interview Question 1	Apa adik suka dengan pembelajaran Blended learning? (Kenapa)			
Informant 1	Informant 2	Informant 3	Sub-theme	Theme
Offline: Susah untuk bertanya apabila ada yang tidak paham dalam pembelajaran online

Kesulitan jaringan dan kuota internet

Materi yang kadang tidak dimengerti | tidak paham dalam pembelajaran online | Lumayan suka dengan online: Penjelasan guru juga mudah paham. | | Social interaction difficulties

Networking problem

Learning material

Learning instruction |
| Interview Question 2 | Lebih baik mana pembelajaran Blended learning atau secara tradisional di kelas? (kenapa) | | | |
| Informant 1 | Informant 2 | Informant 3 | Sub-theme | Theme |
| Offline: Guru menerjemahkan secara langsung

Bersosialisasi dengan teman kelas. | Tradisional: lebih mengerti dan lebih paham

Bertanya langsung pada guru | Tradisional: lebih mengerti dan lebih paham

Adanya hambatan sinyal dan kuota internet | | Social interaction difficulties

Learning instruction

Networking problem |
| Interview Question 3 | Apakah pembelajaran Blended learning membantu adik dalam belajar Bahasa Inggris? (kenapa) | | | |
| Informant 1 | Informant 2 | Informant 3 | Sub-theme | Theme |

Kurang membantu: Sulit saat melakukan terjemahan Bahasa Inggris. Instruksi pembelajaran yang full English Menggunakan sistem elearning. Dengan penliaian instan	kurang mengerti belajarnya itu seperti tidak serius	Sedikit; bisa mencari sumber belajar lainnya.		Comprehension Learning sources Learning instruction
Interview Question 4	Apa adik berkeinginan kalau guru menggunakan pembelajaran Blended Learning selain pembelajaran dalam kelas untuk kedepannya? (Kenapa)			
Informant 1	Informant 2	Informant 3	Sub-theme	Theme
Tidak: Kurangnya berinteraksi dengan teman kelas.	Lebih suka offline	Tidak: Jaringan dan kuota, Penjelasan yang tidak paham Susah untuk bertanya Tidak bersosial dengan teman		Less social interaction Networking problem Learning instruction Preferences

RQ2	How do blended learning and conventional learning impact students' language learning strategies?			
Interview Question 1	Strategi apa yang adik lakukan saat belajar Bahasa Inggris?			
Informant 1	Informant 2	Informant 3	Sub-theme	Theme
Menggunakan kamus **dengerin guru jelasin**	Menggunakan kamus Menghafal kosa kata	**Mendengar** **Memahami** Bertanya yang tidak paham		Memory Strategies **Metacognitive Strategies** Social Strategies
Interview Question 2	Strategi apa yang adik lakukan saat belajar Bahasa Inggris Blended Learning?			
Informant 1	Informant 2	Informant 3	Sub-theme	Theme
Menggunakan lebih dari satu gawai/alat teknologi **Browsing google**	Menerjemahkan kata sulit dari materi video	**Mendengar** **Memahami** Main game online		**Metacognitive Strategies** Memory Strategies
Interview Question 3	Apakah ada perubahan atau perbedaan dalam strategi belajar Bahasa Inggris secara Blended Learning dan offline? (Kenapa/Bagaimana)			
Informant 1	Informant 2	Informant 3	Sub-theme	Theme
Lebih terburu waktu Kurangnya instruksi dari guru **Materi dari guru yang kurang dipahami**	Tidak ada perubahan; Mengalami kesulitan dalam belajar. Tidak ada komunikasi dengan guru.	Tidak ada; karena hanya beda cara penyampaian		Time limitation Less learning instruction **Learning material** Communication

RQ3	How is the impact of blended learning and conventional learning in improving students' achievement in the EFL classroom?		
Interview Question 1	Apakah adik merasa pembelajaran Blended Learning bisa membantu meningkatkan prestasi belajar Bahasa Inggris? (Kenapa/Bagaimana)		
Informant 1	Informant 2	Sub-theme	Theme
Tidak: Kurangnya interaksi dengan guru **Banyak materi yang tidak paham** Kesulitan mencari jaringan.	Tidak: Kurangnya interaksi dengan guru	Tidak; **Banyak materi yang tidak paham**	Less learning instruction **Learning material** Networking