STUDENTS' PERCEPTION AND TEACHERS' PERCEPTION OF USING BLENDED LEARNING ON EFL LESSON AT THE SECOND SEMESTER IAIN BUKITTINGGI 2019/2020

THESIS

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ABSTRACT

Ari Saputra Ramadhani, 2316.070. Students' Perception and Teachers' Perception of Using Blended Learning on EFL Lesson at IAIN Bukittinggi Academic Year 2019/2020. A Thesis, English Education Department, State Islamic Institute of Bukittinggi, 2020.

This research was done to discover students' perception and teachers' perception of using blended learning (face to face learning and online learning) on EFL lesson. It has been done on English Education Departments students and English lecturer at IAIN Bukittinggi because all of the students followed the teaching and learning process by using blended learning. The problems are some students felt bored when studied through online learning, had problems with a lot of online subjects, and had limited time to study.

This research was a survey research. The data were collected by using questionnaire. The population of this research was second, fourth, and sixth semester of English Education Department students and English teachers. The researcher used random sampling technique to determine the sample. The sample was 121 respondents in academic year 2019/2020. To analyze the data, the researcher calculated the percentage of each statement given by the students, found out the mean of each sub variable and made conclusion with level rating quality.

The result of the research: first students' perception and teachers' perception on material of blended learning was 70.04% and 81.43% with good rating quality. Second students' perception and teachers' perception on content creation of blended learning was 63.11% with average rating quality and 81.43% with good rating quality. Third students' perception and teachers' perception on communication of blended learning was 67.50% and 67.14% with good rating quality. Fourth students' perception and teachers' perception on assessment of blended learning was 66.54% and 68.57% with good rating quality. Fifth students' perception and teachers' perception on administration of blended learning was 75.31% and 67.14% with good rating quality. The total of mean percentage was 70.80% with good rating quality. It can be concluded that the students and the teachers had good perception about the used of Blended learning.

Keywords: **students' perception, teachers' perception, blended learning**

ABSTRAK

Ari Saputra Ramadhani, 2316.070. Persepsi Siswa dan Persepsi Guru dalam Menggunakan Blended Learning pada Pembelajaran EFL di IAIN Bukittinggi Tahun Ajaran 2019/2020. Skripsi, Jurusan Pendidikan Bahasa Inggris, Institut Agama Islam Negeri Bukittinggi, 2020.

Penelitian ini dilakukan untuk mengetahui persepsi siswa dan persepsi guru tentang penggunaan blended learning (pembelajaran tatap muka dan pembelajaran online) pada pembelajaran EFL. Hal tersebut dilakukan kepada mahasiswa Jurusan Pendidikan Bahasa Inggris dan dosen Bahasa Inggris di IAIN Bukittinggi karena semua mahasiswa mengikuti proses belajar mengajar dengan menggunakan blended learning. Permasalahannya adalah beberapa siswa merasa bosan saat belajar melalui pembelajaran online, mengalami masalah dengan banyaknya mata pelajaran online, dan waktu belajar yang terbatas.

Penelitian ini merupakan penelitian survei. Pengumpulan data dilakukan dengan menggunakan kuesioner. Populasi dalam penelitian ini adalah siswa dan guru Bahasa Inggris Jurusan Pendidikan Bahasa Inggris semester dua, empat, dan enam. Peneliti menggunakan teknik random sampling untuk menentukan sampel. Sampel pada penelitian ini berjumlah 121 responden pada tahun ajaran 2019/2020. Untuk menganalisis data, peneliti menghitung persentase dari setiap pernyataan yang diberikan oleh siswa, mengetahui mean masing-masing sub variabel dan membuat kesimpulan dengan level rating quality.

Hasil penelitian: Persepsi pertama siswa dan guru terhadap materi blended learning sebesar 70,04% dan 81,43% dengan kualitas penilaian baik. Persepsi siswa II dan persepsi guru tentang pembuatan konten blended learning 63,11% dengan kualitas rating rata-rata dan 81,43% dengan kualitas rating baik. Persepsi siswa III dan persepsi guru tentang komunikasi blended learning 67,50% dan kualitas rating baik 67,14%. Persepsi siswa keempat dan persepsi guru terhadap penilaian blended learning adalah 66,54% dan 68,57% dengan kualitas penilaian baik. Persepsi siswa kelima dan persepsi guru tentang penyelenggaraan blended learning sebesar 75,31% dan 67,14% dengan kualitas penilaian baik. Total persentase rata-rata adalah 70,80% dengan kualitas penilaian yang baik. Dapat disimpulkan bahwa siswa dan guru memiliki persepsi yang baik tentang penggunaan Blended learning.

Kata kunci: persepsi siswa, persepsi guru, blended learning

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Bukittinggi, Oktober 2020

The writer

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CHAPTER 1

INTRODUCTION

A. Background of the Problem

Currently, rapid development of technology has brought educational field to industrial revolution 4.0. Many technologies influenced our life greatly in recent years and changed many things. Information, communication and technology (ICT) has the greatest impact in the society. According to Daniels in Srivastava ICT become within a very short time, one of the basic building blocks of modern society[1]. ICT was not only the growing in specific educational activities, but also it will be the secondary option to improve the effective and meaningful educational process. ICT played an important role in education sector; it was base technologies and other advanced computer software was being widely adopted to deliver education elements of different courses to students.

Nowadays, teaching and learning process integrated with ICT can be carried out in two model namely E-Learning and Blended Learning (BL). E-learning was learning utilizing electronic technologies to access educational curriculum outside of a traditional classroom. There were many terms used to describe E-learning that delivered online via the internet, ranging from: Distance Education, to computerized electronic learning, online learning, internet learning and many others. Blended Learning was where a portion of the traditional face-to-face instruction replaced by

[1]*IOSR Journal of Research & Method in Education (IOSR-JRME) e-ISSN: 2320–7388,p-ISSN: 2320–737X Volume 1, Issue 4 (May. –Jun. 2013), PP 03-08*

web-based learning. Blended Learning brought traditional physical classes with elements and virtual education together.

According to Grgurovic, blended learning is combination between face-to-face method and the use of computer in teaching learning process[2]. In line with Grgurovic, Krasnova stated that blended learning is a method of teaching that combine the most effective face-to-face teaching techniques and online interactive collaboration, both constituting a system that functions in constant correlation and forms a single whole[3]. Meanwhile, Bersin stated that blended learning is a combination of different training "media" (technologies, activities, and types of events) to create an optimum training program for a specific audience. Bersin uses the term blended learning as traditional instructor-led training being supplemented with other electronic formats where blended learning programs use many different forms of e-learning, perhaps complemented with instructor-led training and other live formats[4]. It is clear that blended learning is model of teaching and learning activity which combines face-to-face and online learning. In other words in the blended learning classroom teacher does not always use blackboard or whiteboard but also teacher can use many variety medias and technologies.

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[2]Grgurovic, M. *Blended Learning in an ESL Class:A Case Study*, 2011. 29 (1), p. 100

[3]Krasnova T. A Paradigm Shift: *Blended Learning Integration in Russian Higher Education. Procedia– Social and BehavioralSciences,* 2015, no. 166, pp. 399–403. DOI:10.1016/j.sbspro.2014.12.543

[4]Bersin Josh : Blended learning *: Research Reports and Examples of Best Practices,* (Estonia, university of tartu. 2007),p.9

Like the previuos theories about blended learning a lot of experts state that blended learnind is a combination between face to face learning and online learning. The students dan teacher doing learning process in th classroom and the learning process combine with online learning where the teacher and students can study enywhere and enytime. Face to face learning also callad as conventional learning. According to Djamarah conventional learning method is a traditional learning method or it is also called the lecture method, because this method has always been used as a means of oral communication between teachers and students in the learning process[5]. In history learning the conventional method is characterized by a lecture accompanied by an explanation as well as a division of tasks and exercises.

In other hand According to Hartley in Reza E-learning is the type of learning and teaching that allows the delivery of teaching materials to students by using the internet media or computer network[6]. Khan said that online instruction as an innovative approach to delivering an instruction and materials of learning to a remote audience using the web as the media[7]. Besides, Anderson state that another term used for online learning include E-learning, virtual learning, internet learning, distance

[5]Djamarah, Syaiful Bahri. *Psikologi Belajar*, Jakarta, Rineka Cipta, 2011. P.2

[6] Reza Rossytawati.(2018). *A survey study of students perception in using google classroom in English language education departement of islamic university of indonesia*. UII Yogyakarta. p. 8

[7] Ghadiri, Khan., Qayoumi, M. H., Junn, E., Hsu, P., & Sujitparapitaya, S. (2013). *The Transformative Potential of Blended Learning Using MIT edX's 6.002x Online MOOC Content Combined with Student Team-Based Learning in Class. Environment*, *8*(14).

learning etc[8]. In short we know that e learning is a learning process where the teacher and students use internet connection and eloctronik.

In English Language Teaching (ELT), especially in higher education, BL makes it easy for students to study, because of it, blended learning also has face-to-face learning it is able to improve students' attitude toward learning ICT. Higher education institutions must address changing expectations associate with the quality of the learning experience and the wave of technological innovation. According to MacDonald Blended Learning was something of a hot topic nowadays, but like the term e-learning, everyone has a different understanding of what it means. Early references to blended learning come from industry and workplace learning, although recently it has become more widely adopted in higher education (HE) institutions. BL was a relatively new tool and not all the lecturers implement it as teaching methodology. There were several reasons why lecturers do not use BL, such as, the facility does not support BL or they still using the traditional teacher-centred approach in teaching process. The teacher-centred approach was where the lecturer is explains the material from a book and after that ask the students questions. Teacher-centred activities usually happen in the classroom but often donot use the new ICT innovations in teaching and learning process. Students do not get to learn about ICT technologies and may even become bored.

[8] Anderson terry. (2008). Foundations of Educational Theory for Online Learning. *The Theory and Practice of Online Learning*, 15–44.

When the researcher did the observation at the second, forth, and sixth semester of English Education Department Students at IAIN Bukittinggi academic year 2019/2020 on 2 march 2020, the researcher found information that the students had studied face to face in the class with the lecture for several meeting. The teacher gave the students syllabus and the students learned the topic before came to the class. During the classroom activities the lecture explained the material well and gave time to ask if the students did not understand with the topic. Sometimes they had classroom presentation where the students present the certain topic and they discussed each other. Also the students had test and assessment where they had to finish them in the classroom. When world faced by pandemic Covid 19, all aspect in this world stopped even teaching and learning process. The students, lecturer, teacher, could not go to school, by the result they must study at home. They did the online teaching and learning process at home through whatssApp group, Google classroom, google drive, zoom meeting and many more. Online learning change their way in study. Student should have smart phone or laptop, mobile data or internet connection so that many problems came during online learning processed. A lot of online learning was faced by students such as by using whatsapp Group, Zoom meeting and so on so that the students felt bored to study. Besides the students had many subjects to learn and must follow all the subjects and full fill the tasks from the lecture. Meanwhile, students had different condition. First, some of them live in small village with bed internet connection event they had to go outside of the village to look for internet connection so that the students had limited time to study. Second, the students had a lot of tasks

from the lecturer and they had deadline to submit the tasks, sometimes they were late to submit it because many tasks to be done and internet connection problem. Third, some of the students live under the economic average so that they had to spend a lot of money to buy mobile data to follow the class. Meanwhile they used one mobile phone with their sister or brother so that, they have limited time to study because they use one mobile phone together.

Additionally, the researcher did the interview to both of teacher and students and he got the additional data that lecturer used Google Drive to save the task, whatsapp group to communication, and zoom to webinar. Through this research, the researcher would like to know the students' perception when they used face to face learning and online learning.

Inshort based on the background of the problem above, the researcher is interested to conduct the research about *students' perseption and teachers' perception of using blended learning in EFL lesson at IAIN Bukittinggi academic year 2019/2020.*

B. Identification of the Problem

Based on the background of the problem above, there are some problems occurred in teaching and learning English, can be identified as follows:

1. The students felt bored when studied through online learning
2. The students had problems with a lot of online subjects

3. The students had limited time to study

C. Limitation of the Problem

To avoid misunderstanding and clarify the problem, it is necessary to make the limitation of the problem. In this research, the researcher limits on discussing about students' perseption and teacher perception of using blended learning (face to face learning and online learning) in EFL lesson at the second semester at IAIN Bukittinggi 2019/2020.

D. Formulation of the Problem

In accordance with the limitation of the problem, the problem in this research is formulated with the following questions:

1. What are the students' perceptions on Blended Learning in EFL lesson at the second semester IAIN Bukittinggi?
2. What are the teachers' perceptions on Blended Learning in EFL lesson at the second semester IAIN Bukittinggi?

E. Purpose of the Research

The purposes of this research are:

1. To know the students' perceptions on blended learning in EFL lesson at the second semeter IAIN Bukittinggi
2. To know the teachers' perceptions on blended learning in EFL lesson at the second semeter IAIN Bukittinggi

F. Significance of the Research

This research is significant because it is very useful and gives the good contributions for Lecturer, English Study Program students, and researcher.

1. For the Lecturer, they have wider and deeper understanding of teaching by using blended learning.
2. For the university students, they can improve their knowledge about using blended learning in teaching.
3. For the researcher, it could give more knowledge about teaching English by using blended learning, and it is submitted to obtain Strata one (S1) on English Education Section of IAIN Bukittinggi.

G. Definition of the Key Terms

In order to understand, the key terms used in this research, they are defined as follows:

1. Blended learning is a process of integrated combination of traditional learning (face-to-face) with online approach (online teaching)
2. Face to face learning also called Conventional learning method is a traditional learning method or it is also called the lecture method, because this method has always been used as a means of oral communication between teachers and students in the learning and learning process
3. Online learning/ E-learning is the type of learning and teaching that allows the delivery of teaching materials to students by using the internet media or computer network.

4. Perception is the ability to see, hear or become aware of something through the senses.

CHAPTER II

REVIEW OF RELATED LITERATURE

A. Review of Related the Theory

1. Perception

a. The Nature of Perception

Perception is the process that takes place within the individual that begins with the receipt of excitatory until it is realized and understood by the individual, so that the individual can recognize himself and his surroundings[9]. Through perception, individuals try to rationalize the environment and objects, people and events in it. Perception is an internal process to select, evaluate and organize stimuli from the external environment. Jalaluddin Rahmat said that an individual perception on objects, events or relationships is obtained by inferring information and determine the message[10]. The process involves the interpretation process based on the experience of an event or object. Based on the definition above, it can be concluded that perception is a process of how a person is selecting, organizing and interpreting information inputs and the existing experiences and then interpreting them to create the whole description means. In other words, the perception is the way to change our physical energy of the environment into a meaningful experience.

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[9]Bimo Walgito, *PengantarPsikologi Umum*, (Yogyakarta.: Andi Offset, 2002), p.69
[10]Jalaluddin Rahmat, *Psikologi Komunikasi*. (Bandung: Remaja Rosdakarya, 2003), p.51

b. Factors Affecting Perception

According to Walgito, there are several factors that affect perception[11], namely:

1. Performers Perception.

   The interpretation of an individual to an object will be heavily influenced by personal characteristics, such as attitudes, motives, interests or interests, past experiences, and expectations. Needs or motives stimulate perception. Examples such as a builder will pay more attention to perfection if people than a cook, a man preoccupied with personal problems can be hard to devote attention to other people, etc., shows that influenced by interest.

2. Targets or objects of perception.

   Movement, sound, size, and other attributes of the target will shape the way we view it. For example, an image can be viewed from different perspectives by different people. In addition, adjacent objects will be perceived together anyway. Examples are accident twice in ice skating rink in a week can make a perceive ice skating as a sport is dangerous. Another example is the tribe or the same sex, likely perceived to have the same or similar characteristics.

3. Situation.

[11]Bimo walgito, Op.Cit, p.101

The situation also affects the perception of us. For example, a woman had reason might not be too 'seen' by the man when he was in the mall, but if he was in the market, it's quite possible that the men would see.

According to David Krech and Richard Crutcfield in Jalaluddin Rahmat, the factors that determine the perception are divided into two, namely: functional factors and structural factors.[12]

a) Functional Factors

Functional factors are factors derived from the needs, past experience and other things which include what we refer to as personal factors. Factors that determine the perception is functional objects that meet the individual goals that do perceptions. Determining the perception is not a form or type of stimuli, but the characteristics of those who respond such stimuli.

b) Structural Factors.

Structural factors are factors derived solely from the physical nature of the stimulus to the nerve effects on the nervous system caused by individuals. Structural factors determine the perception of Gestalt theory if we want to understand an event cannot examine the factors that separate but look at the overall relationship.

c. Students' perception

[12]Jalaludin, R. Op.Cit. p.23

Humans are created differently, each individual has different perceptions. The existence of differences between individuals with each other by liking one object and some who do not like the object, it really depends on how the individual responds to the object with its perception. Aristotle stated perception is the associated with a change in a sense-organ and this is caused by the object of perception.[13] The researcher gives an argument about Aristotle's theory of perception that changes in the sense-organ and this is caused by the object of perception which means that everyone has feelings of likes or dislikes for the intended object. The preceding paragraph that the researcher explained that every human being has an opinion or feeling each depends on theirs object. As an example, there are three judges who are choosing a singer audition. There was a woman who was singing in a melodious and kind voice, but there was only one jury who liked the singer, the other two juries did not like the singer because they thought her voice could be said standard and ordinary.

From the example here it can be concluded that the three judges have different opinions and feelings by looking at one object. By specifying the object has been listed in Gibson's theory that is the basis of Gibson’s theory is the conviction that our perception is determined by

[13]Simo Knuutilla, Pekka Karkkainen *Theories of Perception in Medieval and Early Modern Philosophy*(Finland: Springer, 2008), 1.

optical flows – optic arrays, Gibson believed that a human perceives objects (their sensory qualities) in a way by which packets of information — arrays determined (structured) by objects, enter his sensors.[14] According to Chudler, the perception is the awareness familiarity regarding what we senses[15], In fact, most attitudes, behaviors, and adjustments are determined by their perceptions. Montague said that student's perception is the student feeling about something[16].

From the explanation above we can conclude that perception is someone opinion, judgment, and view related object, phenomena or things. In this case, this study would like to know the students' perception and teachers' perception of using blended learning in EFL lesson at the second semester IAIN Bukittinggi 2019/2020.

d. The Importance of Students' Perception

In knowing the perception of students is very important because this also means for teachers or lecturers to evaluate after knowing the results of student perceptions. As stated by Chen, the student's perception is really important for evaluating the teaching effectiveness[17]. After knowing the perception of students, teachers or lecturers can change

[14]Andej Demuth, *Perception Theories*(Sloakov: Edicia kognitivne studia, 2003), 25.
[15]May and Chudler, *Sensation and Perception.*
[16]Marjorie Montague, "Student Perception, Mathematical Problem Solving, and Learning Disabilities". *Pennsylvania State Univ.* Vol. 8 No. 1, 1997.
[17]Yining Chen and Leon B Hoshower, "Stydent Evaluation of Teaching Effectiveness: An Assessment of Student Perception and Motivation". *Carfax Publishing*. Vol. 28 No. 1, 2003.

what is not liked by students and can improve what has been liked by students, whether it is about how to teach or how to deliver material to students. Therefore, student's perception is very important, especially for teachers or lecturers. According to Petegem, the student perception is the important account to measure the learning outcomes[18]. Beside, Freiberg and Stein stated that the students' perception is the solution of components and indicators in explaining the classroom conditions. Therefore, student's perception is very important not only for estimation but also for teaching development purpose.

e. Types of Perceptions

In identifying the student's perception, there were kinds of perception divided into two, there are; positive and negative perceptions. Self-perception has to act by all personal acts, think, and do about themselves, their capabilities and their bodies. It is also prejudiced by the reaction of others to them. This perception, in turn influences the behavior each individual obtain and choices each human being makes all the way through life.[19] According to Catherine there are types of perception:

[18]Van Petegem et al, "Student Perception as Moderator for Student Wellbeing".
[19]Catherine E. Burns, Ardys M. Dunn, Margaret A. Brady, Nancy Barber Starr, Catherine G. Blosser, *Pediatric Primary Care Fift Edition* (United States of America: Library of Congress Cataloging, 2009), 304.

a. Positive perception is a valuable present that prepares the self-confidence and power to catch on the world, to endure crises, and to focus outside oneself. It increases the construction of relationship and giving to others.

b. Negative perception is disposed to focus on their own desires, trying to acquire and proved their self-worth.

f. The Process of Perception

According to Bimo Walgito, the perception through a process, namely through the following phases[20]:

1. An object or raises target stimulus, the stimulus is subsequently captured by the sensory organs. This process takes place naturally, associated with the physical aspect. The process is called faulty world processes.
2. Stimulus an object received by the sensory organs, and then distributed to the brain through sensory nerves. Process of transferring stimulus to the brain is called a psychological process which is normally functioning sensory organs.
3. Brain stimulus to further process that the individual realizes that the object is received by the senses. This process is also called a psychological process. In this case, there is a perception process in

[20]Walgito, Op.Cit, p.90

which individuals learn and recognize an object based on the instrument senses stimulus.

2. Blended learning

a. The Nature of blended learning

Blended learning is a mix of the traditional face-to-face and the on-line learning so that instruction occurs both in the classroom and on-line. It is essential to point out that the on-line component becomes a natural extension of the traditional classroom learning[21]. According to Sharma, blended learning is a process of integrated combination of traditional learning (face-to-face) with web based online approach (online teaching)[22]. In line with Sharma, Alya defines blended learning as the purposeful of traditional model (face-to-face) and online learning[23]. Li Zhingan, *et al*. also stated that blended learning as the combination of traditional classroom-based approach and e-learning for delivering instruction[24]. Based on statements from the expert above the researcher sees that blended learning is a teaching and learning activity where

[21]John Watson, Blending Learning: The Convergence of Online and Face-to-Face Education. (North American : Nacol, 2008), p.3

[22]Pete Sharma, Key Concept in ELT „Blended Learning", *ELT Journal*, 2011, Vol. 64/4, p. 456

[23]Jesica S. Alya, Blended Learning as New Approach to Social Work Education, *Journal of Social Work Education*, 2009, Vol. 45, No. 2, p. 277

[24]Zhingang Li *et al*, Switching to Blended Learning: The Impact on Students" AcademicPerformance, *Journal of Nursing Education and Practice*, 2014, Vol. 4, No. 3, p. 246

traditional technique (face-to-face) combine with technology (online learning).

1. Face to face learning

a. The nature of face to face learning

Face to face learning is a leaning model which still used and very common used in learning process.[25] Face to face learning is one of conventional model learning to deliver and transfer knowledge to the student. Conventional learning is study focus on student so that, teacher as knowledge transfer more active than the student[26]. Face to face learning usually conducted in the classroom where the teacher and the students directly interaction each other. So that during face to face learning process, the teacher will use various kinds of method in learning process in other to make learning process more active and interest.

The characteristics of the conventional learning approach are as follows:

1) Educators only convey factual information and less problematic in the process learning.
2) The interactions occur between educators and students are more one-way (only from teachers to students).

[25]Siti Istiningsih, hasbullah : *Blended Learning, Trend Strategi Pembelajaran Masa Depan*. Jurnal Elemen, Vol. 1 No: 1 Januari 2015, P.53

[26]Siti Istiningsih, hasbullah : *Blended Learning, Trend Strategi Pembelajaran Masa Depan*. Jurnal Elemen, Vol. 1 No: 1 Januari 2015, P. 53

3) In the learning process, educators often give indoctrination to students. Also less provide opportunities to think critically and creatively.
4) The learning material presented is more likely cognitive (knowledge) only, less giving material that is affective and psychomotor.
5) Learning strategies, methods and techniques used educators tend to be single and monotonous.
6) The assessment uses more test techniques, both written or oral

Conventional approaches are usually educator-centered like the educator-centered lecture method, that is generally found in schools around the world. Method this is very effective (advantages) especially for:

1. Provide information if they are difficult to findget information elsewhere.
2. Can present information more quickly.
3. Generating interest in information.
4. Suitable for students who follow learning techniquesby listening.

Besides the advantages, the conventional method also haslearning challenges include:

1. This method cannot be accepted by all students well, only learners can learn either way listen only to those who are able to receive.
2. Maintaining the motivation of learners is often over whelming difficult. This method tends to use less critical thinking.

b. Methods in conventional learning

There are several types of learning methods conventional :

1. In conventional learning educators oftenlet the students dominate group or depend on the group.
2. In conventional learning, individual accountability often neglected so that the tasks are often just done by one of the group members, meanwhile the other members are relatively passive or just comfortable.
3. In conventional learning, it is generally a group learning that is formed is homogeneous.
4. In conventional learning, group leaders often determined by the educator or educators let each group chooses its leader in their own way.
5. In conventional learning, social skills often not taught directly.
6. In conventional learning, monitoring through observation and intervention are often carried out by the educator onwhile group study is in progress.
7. In conventional learning, educators often do notpay attention to group processes that occur within study groups.
8. In conventional learning, it is often more emphasized on completion of the task.

c. Steps in Conventional learning model

Steps to be prepared forcarry out conventional learning models, namely;

1) Phase 1: preparation, namely by creating learning conditions learners
2) Stage 2: The implementation stage
   a. Educator activities
      - Educators convey the material to be taught
      - Provide opportunities for students toconnect and compare that material received.
      - Giving assignments to students tomake a conclusion
   b. Activities of students
      - Listening to the explanations given by the participants students.
      - Asking questions if the material is not clear
      - Giving conclusions about the material received
   c. Stage 3: Evaluation
      a. Educator activities, namely providing an assessment for students' understanding of the material that has been taught
      b. Activities of students, namely working on the questions given learners

Conventional learning is learning which in general is the center of learning for educators. Characteristic Conventional learning is the role of the educator teacher and educator and tend to be active where the

participants are students are only as objects of education. Process Conventional learning begins with the meeting between learners and teachers to carry out the learning process teaching, in general conventional learning using simple methods, called by lecturing.

2. Online learning

a. The nature of E-learning

E-learning is learning process which is done by using electronic media or utilizing the technology. E-learning focuses on the usage of technology in the field education and learning. E-learning refers to the use of advanced technology of information communication in the learning process where advanced technology consists of electronic media. The development of computer and internet utilization in education has developed rapidly. According to Hartley E-learning in Reza is the type of learning and teaching that allows the delivery of teaching materials to students by using the internet media or computer network.[27] In line with Hartley, Khan said that online instruction as an innovative approach to delivering an instruction and materials of learning to a remote audience using the web as the media.[28] Besides, Anderson state that another term used for online learning include E-

[27] Reza Rossytawati.(2018). *A survey study of student's perception in using google classroom in English language education departement of islamic university of indonesia*. UII Yogyakarta. p. 8

[28] Ghadiri, K., Qayoumi, M. H., Junn, E., Hsu, P., & Sujitparapitaya, S. (2013). The Transformative Potential of Blended Learning Using MIT edX's 6.002x Online MOOC Content Combined with Student Team-Based Learning in Class. *Environment*, *8*(14).

learning, virtual learning, internet learning, distance learning etc[29]. Osubor and Chiemake said that E-learning is learning or education via the internet, network, and standalone computer[30].

Form various definition before, we can conclude that the system or the concept of education which utilize information system technology in the process of teaching and learning can be referred as an E-learning or online learning because learning by connected internet, network or using standalone computer.

b. Characteristics of E-Learning

According to Indrakusuma and Putri, there are four characteristics of E-Learning which are explained as follows:

1. The attractiveness of students to learning material does not depend on the instructor/learner, because students construct their own knowledge through teaching materials delivered through the web site interface.
2. Sources of knowledge are everywhere and can be easily accessed by everyone. This is due to the globalized nature of the Internet media and can be accessed by anyone who is connected to it.
3. Learners/educational institutions function as mediators/mentors.

[29] Anderson terry. (2008). Foundations of Educational Theory for Online Learning. *The Theory and Practice of Online Learning*, 15–44.

[30] Osubor, V. I., & Chiemeke, S. C. (2015). E-Learning Functional Model : A Technology-Based Teaching Method For Providing Access To Sustainable Quality Education ., *8*(2).

4. Obtained from a restructuring of education system policies, curriculum and management that can support the application of Information and Communication Technology for education optimally. [31]

The four characteristics above are what distinguish E-Learning from conventional learning activities. In E-Learning, students' comprehension of learning material no longer depends on the teacher/student, because students process their own knowledge through teaching materials delivered through the E-Learning application interface. In E-Learning too, sources of knowledge are scattered everywhere and can be easily accessed by everyone.

c. Benefits of E-learning

There are three benefits of E-Learning which are explained as follows:

1. Cost efficiency. E-learning is able to provide cost efficiencies for the administration of its implementation, efficiency in the provision of facilities and also physical facilities to be able to learn as well as cost efficiency for expenditures namely transportation costs and needs.
2. Flexible. The e-learning gives flexibility in choosing the time and place to be able to access the trip.
3. Learn to be independent. E-learning provides opportunities for students to independently hold the entire procession in the learning process.[32]

[31] Indrakusuma, A. H., & Putri, A. R. 2016. *E-Learning: Teori dan Desain.* Tulungagung: STKIP PGRI Tulungagung.

b. The importance of blended learning

The real importance and significance in blended learning lies in its potential. Blended learning represents a real opportunity to create learning experiences that can provide the right learning at the right time and in the right place for each and every individual, not just at work, but in schools, universities and even at home[33]. It can be truly universal, crossing global boundaries and bringing groups of learners together through different cultures and time zones. In this context blended learning the researcher assumes that blended learning can become one of the most significant developments of the 21st century.

c. The procedures of the blended learning

Blended learning strategy shared learning facilities for those who need additional material, when they less satisfied with conventional learning in class, because with blended learning they can easily get new materials even more up to date from various sources and even experts from all parts of the world. Steve Slemer suggested six stages in designing and organizing blended learning so that the results are optimal, including (1) Determining the types and materials of teaching materials, (2) Blended learning designs are that are going to be use, (3) Set the on-line learning format, (4) Test the

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[32] Indrakusuma, A. H., & Putri, A. R. 2016. *E-Learning: Teori dan Desain.* Tulungagung: STKIP PGRI Tulungagung.

[33]Kaye Thorne.*Blended Learning: How to Integrate Online and Traditional Learning*(London :Kogan Page, 2003), p.18

designs that already made, (5) Organize blended learning well, and (6) Prepare evaluation criteria for the implementation of blended learning[34].

The complete explanation for designing and organizing blended learning can be seen as follows;

a) Determine the kinds and materials of teaching materials. Educators must understand exactly what teaching materials are relevant to distance education which is partly done face to face and online or web based learning.

b) Determine the design of the blended learning used. It is intended that the learning design that is made is truly relevant and facilitates the learning system face to face and long distance, rather than making it difficult for students or other education personnel in carrying out education. The things that need to be considered in making blended learning design are (1) how the teaching material is presented, (2) which instructional material is compulsory to be studied and what is recommended for enriching knowledge, (3) how students can access the two components learning is done, (4) what supporting factors are needed, for example what software is used, whether it is needed by group or individual work.

c) Set the online learning format. There are several online learning format that can be use by the researcher to present the online lesson; Google

[34]Sjukur, Sulihin B. 2012. *Pengaruh Blended Learning terhadap Motivasi Belajar dan Hasil Belajar Siswa Tingkat SMK*. Jurnal pendidikan Vokasi, Vol 2, Nomor 3,

classroom, Facebook, email. In this case the researcher use Google Classroom for the online learning.

d) Test the draft made. This test is done to find out whether this learning system has been running well or not. Starting from effectiveness and efficiency, it is very important to pay attention to whether it is difficult for students and teachers or even really makes learning easier.

e) Organize blended learning well. Previously there had been socialization from the teacher or lecturer regarding this system. Starting from the introduction of the tasks of each component of education, how to access teaching materials, and others. The teacher or lecturer here serves as a promotion officer, because those who take part in the implementation of blended learning are biased from the parties themselves and even from other parties.

f) Prepare criteria for evaluating. Examples of evaluations carried out are (a) Ease to navigate, (b) Content / substance, (c) Layout / format / appearance, (d) Interest, (e) Applicability, (f) Cost effectiveness / value[35].

Specifically, Slemer[36] suggested steps to design and organize the blended learning to have an optimal result. (a) Explained the material face to face to students, (b) explain the material online to students and set the online

[35]Sjukur, Sulihin B. 2012. *Pengaruh Blended Learning terhadap Motivasi Belajar dan Hasil Belajar Siswa Tingkat SMK*. Jurnal pendidikan Vokasi, Vol 2, Nomor 3,

[36]https://www.academia.edu/36128186/pembelajaran_berbasis_blended

learning (pdf, fb, email, etc), (c) organized blended learning strategy well, (d) give task conventionally and online (e) evaluation.

d. The strengths of blended learning

Teaching language in 50 EFL students in meaningful, creative, and collaborative way without turning the blended class into a circus is a huge challenge, particularly in a learning environment where students are encouraged to take an active role. Blended instructional model using traditional resource and online technology for learning purposes are not new[37].In informal education such as courses, blended learning model is their usual learning model. A lot of courses have employed this learning model because it gives opportunities for development of teachers, learners and learning itself. Those opportunities can increase students' motivation and responsibility, a student-centered approach based on individualization, and also accepting the new and dynamic learner's and teacher's roles[38].

Furthermore, Krasnova and Sidorenko state that blended learning can be used to achieve the following pedagogical goals.

1) To prepare students for independent and productive activity where can develop several skills. Those skills are constructive and algorithmic thinking, creative thinking due to decreasing amount of reproductive

[37]Joy Egbert and Elizabeth Hanson Smith *ed*, *CALL Environment Research, Practice and Critical Issue*, Second Edition, (Washington: Teachers of English to Speaker of Other Languages, Inc, 2007) p. 404

[38]Kristina Mullama, Blended Learning in Language and Interpreter Training, *ICT for Language Learning 6th Edition*, 2013.

activity, communicative skills on the basis of performing team projects, ability to find solutions in computer-simulated situations, research skills, and skills of information culture and information processing.

2) To implement the social order which includes preparing specialists to working with information technologies, and preparing specialists to independent long life learning by means of information technologies.
3) To intensify all levels of the educational process which includes increasing effectiveness and teaching quality due to the use of information technologies, exposing and using stimuli of cognitive activity promotion, and deepening interdisciplinary connections[39].

e. Designing Blended Learning Program

Blended instruction is a mix of synchronous settings (face-to-face) and synchronous setting, in which the teacher and students are not together in same time. When not meeting in class, students use online courseware to work on assignments at times convenient for them[40].

A Schematic description of blended learning In Planning for a blended course of this sort, it is important to examine the traditional and

[39]Tatiana Krasnova and Tatiana Sidorenka, Blended Learning in Teaching Foreign Language, *ICT for Language Learning 6th Edition*, 2013.
[40]Sharon E. Smaldino, *et al*, *Instructional Technology and Media for Learning*, Tenth Edition, (Edinburg: Person Education Limited, 2014), p. 101

online components available and the tools that will be needed. To create checklist is by considering the following question.

1) Do school, institution and classroom have the online tools and the internet access which are needed for teaching online class?
2) What Multimedia equipment/online tools will be used to present an activity?
3) What sort of online activities are the teachers going to be conducted?
4) How the time and places of the online meeting will be arranged?
5) How the instructional events will be planned to fulfill the need for variety and complexity in learning?[41]

Then here are following guidelines should help language teachers in choosing the right blend:

1) To provide opportunities for collaboration
2) To provide the learning content (for example: syllabus, lessons plan) in all the different media types to be used (online and offline)
3) To provide learner support (for example technical question, how to use, guidelines)
4) To understand all the type of technologies that can deliver learning (e.g., be able to operate multimedia equipment, manage online tools, have technical support in hands).
5) To provide feedback and opportunities for learner self-assessment[42].

[41]Joy Egbert and Elisabeth Hanson-Smith, *op. cit,* p. 411—412

Many things that teachers can do for teaching in online learning, here Ko and Rossen provides some practical suggestion that teachers can do for teaching in online learning to support traditional course:

1) Posting lectures online
2) Using a discussion board
3) Using online testing tools
4) Providing online counseling, advice, mentoring, and support
5) Assessing group project
6) Using web as the presentation medium
7) Web-based exercise
8) Online team teaching[43].

f. The advantages of Blended Learning Strategy

Blended learning is important because it breaks down the traditional walls of teaching, ones that don't work for all students and now with access to present day technologies and resources we can tailor the learning experience for each student. Blended learning also offers flexible time frames that can be personalized to each person, offering them the ability to learn at their own pace[44]. The advantages of blended learning strategy for students and teacher can be seen as follows:

1. Advantages Of Blended Learning For Teachers

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[42]Joy Egbert and Elisabeth Hanson-Smith, *op. cit*, p.406
[43]Susan Ko and Steve Rossen, *op. Cit.*, pp. 241—257
[44] https://www.teachthought.com/technology/the-benefits-of-blended-learning/

a) Blended learning offers flexibility in terms of availability – Anytime, anywhere. In other words, eLearning enables the student to access the materials from anywhere at any time.
b) Access to global resources and materials that meet the students' level of knowledge and interest.
c) Self-pacing for slow or quick learners reduces stress, increases satisfaction and information retention.
d) E-learning allows more effective interactions between the learners and their instructors through the use of emails, discussion boards and chat room.
e) Students have the ability to track their progress.
f) Students can also learn through a variety of activities that apply to many different learning styles.
g) E-learning could improve the quality of teaching and learning as it supports the face-to-face teaching approaches.
h) Teaching is less expensive to deliver, more affordable and saves time [45].

2. Advantages of Blended Learning For Students.

a) Increase student interest: when technology is integrated into school lessons, learners are more likely to be interested in, focused on, and excited about the subjects they are studying. Subjects that might be monotonous for some – like math and science, while also increasing information retention.

[45] https://www.teachthought.com/technology/the-benefits-of-blended-learning/

b) Keep students focused for longer: The use of computers to look up information & data is a tremendous lifesaver, combined with access to resources such as the internet to conduct research. This engagement and interaction with the resources keeps students focused for longer periods then they would be with books or paper resources, this engagement also helps develop learning through exploration and research.

c) Provides student autonomy: The use of blended learning materials increases a student's ability to set appropriate learning goals and take charge of his or her own learning, which develops an ability that will be translatable across all subjects.

d) Instill a disposition of self-advocacy**:** Students become self-driven and responsible, tracking their individual achievements**,** which helps develop the ability to find the resources or get the help they need, self-advocating so they can reach their goals.

e) Promote student ownership: Blended learning instills a sense of 'student ownership over learning' which can be a powerful force propelling the learning, It's this feeling of responsibility that helps the feeling of ownership.

f) Allow instant diagnostic information and student feedback: The ability to rapidly analyze, review and give feedback to student work, gives the teacher the ability to tailor his teaching methods and feedback for each student while improving time efficiency.

g) Enables students to learn at their own pace: Due to the flexibility of blended learning and the ability to access internet resources allows students to learn at their own pace, meaning a teacher can help speed up the learning process or give more advanced resources if necessary.

h) Prepares students for the future: Blended learning offers a multitude of real-world skills, that directly translate into life skills[46].

3. Learning Management System

Learning Management System is a software program which connects with a file that contains an explanation regarding to users, courses and content[47]. The learning management system also provides online training based learning activities, and this system can also be used for fully online or partly blended (face to face) subject. Schmidt stated face-to-face courses that use a LMS to complement activities are habitually referred to as an enhanced web course[48].Gibbons stated that LMSs are well-known in literature with some dissimilar names, including Course Management System (CMS), Virtual Learning Environments (VLE) and E-learning courseware. Moreover, this system known as the Learning Management System (LMS) is usually widely used among educators at universities or colleges, and LMS can also be used in schools or universities as an online learning medium.

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[46] https://www.teachthought.com/technology/the-benefits-of-blended-learning/

[47]Yefim Kats, *Learning Management System Technologies and Software Solutions for Online Teaching*(United States of America: IGI Global, 2010), 1.

[48]Dr Desmond W. Govender, "Perception of Learners of a Learning Management System to Support Teaching and Learning Using the Diffusion of Innovation Theory". *Mediterranean Journal of Social Sciences.* Vol. 5 No. 8, May 2014, 377

Billings stated that the Learning Management System (LMS) is a comprehensive integrated software package of variety of tools for the delivery and management of courses. Henderson also stated that LMS will automate the handling of Course catalog, Course delivery, Students enrollment and tracking, Assessments and quizzes[49]. Based on those opinions it can be conclude that LMS is software which in it contains the features needed for the learning process. By using the LMS can help teachers or lecturers to conduct online teaching and learning activities and teachers can also interact with students

a) Features of Learning Management System (LMS)

The use of LMS has features in which LMS features are highly influential in the learning process using LMS, there are several features available within the LMS, Dabbagh & Bannan- Ritland identifies the most common features of LMS by categorizing them as pedagogical tools for: content creation, communication, assessment, administration.[50]

1) Content Creation

Content Creation and display tools are providing teachers or lecturers to generate subject content by embedding text / HTML editors or uploading documents, spread sheets, presentations, pictures,

[49]A. M. Riad, "A Service Oriented Architecture to Integrated Mobile Assessment in Learning Management Systems". *Turkish Online Journal of Distance Education*. Vol. 9 No. 2, 2008, 201
[50]Yefim Kats, *Learning Management System*……2

animations, audio or video to Learning Management System (LMS). Hyperlink will redirect to websites or documents that are outside the LMS. There is also a place for students to submit materials, namely assignments or drop boxes where this place is also assigned to their teacher or lecturer for assessment and feedback. Here, teachers or lecturers can systematize the content into folders and subfolders and to view or embed individual folders and content teachers or lecturers can use content release features; so it can provide control for lecturers when the content can be seen by students.[51]

2) Communication

Communication tools have been found in LMS features to be able to interact into the subject between teacher-student and student-student. Asynchronous (non real-time) tools include course announcements, students web pages, e-mail to instructors and class members, threaded discussion boards, wikis, blogs, and file sharing. Synchronous (real-time) tools also found characteristics in the LMS include text chat, whiteboard, and sharable web browser. Groups of students can be placed in virtual teams or groups, which include text chat, threaded discussion and file sharing where this ability will only be visible to members of the group and by teachers or lecturers.[52]

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[51]Yefim Kats, *Learning Management System*……*2*
[52]Yefim Kats, *Learning Management System*……*2*

3) Assessment

Assessment tools provide instructors in various ways to test, survey and track student accomplishments and activities in the course. Regular instruments incorporate a test/assessment manager for manufacturing and spreading the exams, a source for making divergence case of questions. What's more address the test group or bank will save the questions that can be utilized for various tests. The questions in test (and choice in a question of multiple-choice) can be disordered and can be displayed one by one or at a time. Teachers can offer a time point of accumulation for tests and can determine the kind and the total of feedback students approve for right and wrong answers. The tests can be assessed, not assessed or sent as anonymous surveys with combined results. As stated by Kvavnik and Caruso the electronic value book to arrange student tasks and to show student quality is a feature of almost every LMS and is the LMS feature that is most highly appreciate by students.[53] Less appreciated by students, but it is highly appreciated by the teachers, is the capability to track student activity in the LMS, include the login, time and certain place visited.[54]

4) Administration

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[53]Management Association, Information Resources, *Virtual Learning Environments: Concepts, Methodologies, Tools and Application* (United States of America: Information Science Reference, 2012), 35.

[54]Yefim Kats, *Learning Management System*……..3

The tools of administration for teachers include to the control panels with the capability to arrange the circumstance to the content creation, assessment and communication tools, the alteration of the appearance to the course, creates the tool, capacity and sources available or unavailable to user, arrange archives and displace or copy the content. The tools of administration for LMS arrangers permit them to take care of the user's creation of accounts and courses, register of teachers and students to the courses, allowed and not allowed of accounts and courses, and the activity's tracking in the system.[55]

b) Assessment in Language Teaching

At the end of the learning process conducted in a college is always carried out the process of assessment of the learning outcomes of all students. In the assessment process that occurs at the end of the college is not just about giving the value of numbers or letters, but there are several stages in the assessment. Assessment is a tool to measure a student's understanding of material taught.36 Assessment is an attempt to decide what students know and what they can do.[56]

There are number of ways of teachers could identify or assess students' progress, they can use either paper based assessment or online assessment.

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[55]Yefim Kats, *Learning Management System*……..……3
[56]Daniel P Shepardson, *Assessment in Science A Guide*……..54

a) Paper Assessment

In the world of education there must be assessment, where assessment is used to assess students' understanding of the material that has been taught. In this case, at school or in universities all teachers must use assessment, and the kind of assessment that is often used that is paper based assessment Paper assessment has been widely used for many years at school, but with the development of technology, nowadays some of teacher changes from paper assessment to online assessment.

b) Online assessment

In this digital era, assessment can be used with technology or can be said as an online assessment. The use of online assessment is now widely used among schools and universities in the world, especially in Indonesia. Because my research focuses on online assessment, it is important to know how teachers or students should do online assessment. Bergstrom and Lopes stated that online assessment is the way of using the Internet for informing, analyzing, and reporting content of the exam and, when properly used, it can greatly increase the efficacy of online learning.[57] Online assessment prepares distance of the students with the capability to act the learning needs, value the outcomes of learning activity, and accelerate learners to the professional

[57]Mary Hricko and Scott L. Howell, *Online Assessment and Measurement Foundations and Challenges* (USA: Information Science Publishing, 2006), 48.

credentialing by utilizing an efficient delivery framework of the Internet.[58]

Swearingen stated that the assessments can classify into three extensive categories, depending on their general use. They can be utilized in prior to, during, and following learning as:

a. Diagnostic Assessment found the learner strength and shortcomings. This assessment can be able to identify certain personality characteristics or traits for example the motivation for success, personality form, establish the compatibility for certain forms of work or trade, or permit individuals to self-value their capability to finish the assignments or exhibit knowledge of a particular subject area. Conveyed as knowledge practice tests, diagnostic assessments organize before to a train or education program can be used for identifying learner strengths and shortcomings or, in the type of filtering tests, it can be used to establish suitable course placement. Diagnostic test can also be used by the employers for identifying the individual training need and upgrade the skills of employees at the workplace, because the diagnostic tests need the horde and storage of learner information

[58]Mary Hricko and Scott L. Howell, *Online Assessment and Measurement*……..49

for an aspect purpose, diagnostic assessments often includes mechanisms for collecting user data and detailed reporting tools.[59]

b. Formative Assessment held during the learning process. Formative assessments involve the delivery from multiple choice or short answer of tests managed at the end from chapter of a textbook, learning module, or other learning benchmark in a college or training program. Feedback is almost always provided during or after sending this rating, and opportunities for self-recovery can also be available. Formative assessments can give teachers data that can be used to guide the progress of individual students, increase the curriculum, or serves as a starting point for the remediation loop that arranges specific learning modules based on the outcomes of their assessment. Formative assessments usually considered a low test and writing good questions, including the creation of detail prescriptive feedback, very important for the successful use of this assessment.[60]

c. Summative Assessment frequently held in the middle or ending of a learning or evaluation program and can be used for high stake, evaluation, certification, and assessment. Summative certification, licensure and some cognitive ability tests are given with the aim of

[59]Mary Hricko and Scott L. Howell, *Online Assessment and Measurement*……..49
[60]Mary Hricko and Scott L. Howell, *Online Assessment and Measurement*……..50

identifying the best candidates to be given some type of credential. Summative assessments almost always shipped in a proctored area. They are continually reasoned "high stakes" because their results have affection a learner's capability to advance in the course, accept some forms of accreditation, or take allowance to professionally rehearse a learned skill. As a result, Summative judgments usually require applicants to authenticate their identity before assessment by requiring them to show proof of identity or class registration status.[61]

B. Review of Related Study

To support this research, the researcher found some relevant previous researches related to this research. First study was conducted by Buket and Meryem about students' perception in a blended learning environment based on different learning style found that as evaluation of the students' perceptions in learning style and blended learning environment are relatively new field. The result showed that significant differences in students' views on blended learning style. It should not mean "anything will do" but the online course mush be developed well in order to enable learning occur.[62]

Second, the research conducted by Brenda M, Wright about blended learning : Student Perception on face to face and online EFL lessons. The study

[61]Mary Hricko and Scott L. Howell, *Online Assessment and Measurement Foundations and Challenges* (USA: Information Science Publishing, 2006), 50.
[62]International Journal Of curriculum and instraction IJCI, 11(1) (2019) 125-140

exposed 112 Malaysian undergraduate EFL students' responses to an online lesson as part of an English grammar course, and investigates common student perceptions of theonline lesson as compared with face-to-face lessons. Questionnaires using qualitative (Likert scalequestions) and quantitative (open-ended questions) approaches provided data for content analysis todetermine common student perceptions, with particular reference to motivation and interest. Ingeneral, more students associated in-class lessons with higher motivation and more interest, due tobetter understanding, valued classroom interaction with the lecturer and peers, and input from the lecturer. Students preferring the online lesson cited speed and convenience of study and flexibility of time and place of study as reasons for their choice. Skilful implementation of online lessons can enhance a language course but should not undermine the value of face-to-face instruction with EFLteachers.[63]

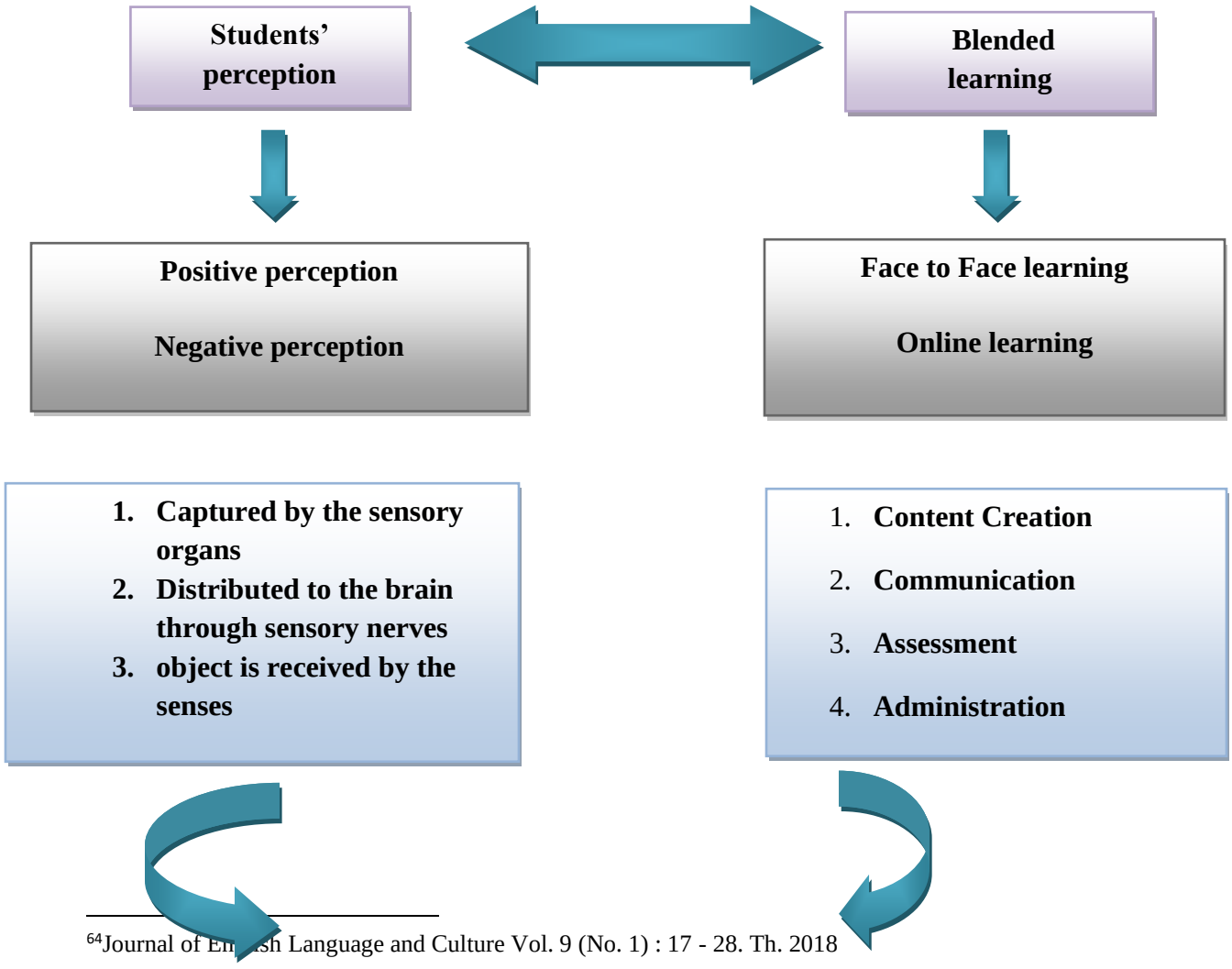
Third, the research conducted by Magdalena Kartikasari Tandy Rerung the following study is designed to find out the students‘ perceptions towards the use of both online and face-to-face learning in listening and speaking classroom. There are 30 students from the 1st and 3rd semester of English Language and Culture Departement and they joined the class for 1 semester. Online learning platform used was taken from Cambridge Learning Management System integrated with Unlock 2 and Unlock 4 books as the source of learning. The

[63]Indonesian journal of applied linguistic, vol. 7 no. 1, may 2017, pp. 64-71

result shows that most of the students see online learning as an alternative tool to help them during their learning process.[64]

C. Conceptual Framework

The conceptual frame work that used in this research can be drawn as follows:



[64]Journal of English Language and Culture Vol. 9 (No. 1) : 17 - 28. Th. 2018

Questionnaire

1. What are the students' perceptions on Blended Learning in EFL lesson at the second semester IAIN Bukittinggi 209/2020?
2. What are the teachers' perceptions on Blended Learning in EFL lesson at the second semester IAIN Bukittinggi 2019/2020?

The conceptual framework above described the research which had been conducted by the researcher. The research which described about the students' perception toward the implementation of blended learning in English Language Teaching and also the benefit of it. In English Language Teaching, the lecturer was facilitator. In teaching, the lecturer used Blended Learning in the form of online and offline (face-to-face) learning. And the research described the students' perception and teachers' perception of using Blended Learning. The students' perception could be as evaluation for the lecturers, so that the lecturers could apply new method or the best based on the students need, such as Blended Learning.

CHAPTER III

RESEARCH METHOD

A. Design of the Research

The design of this research is a survey research. According to Gay survey research is the research that involves collecting data to test hypothesis or to answer questions about people's opinions on some topic or issue.[65] Survey research can be used to gather information about a group's beliefs, attitudes, behaviors, and demographic composition[66]. Survey data are collected by asking members of a population a set of questions, which can be administered in a questionnaire that is mailed or emailed or in an interview over the phone or in person.[67] Hence, survey research is a research that is used to get the information about people opinions, beliefs and also perceptions. This is the reason of the researcher to collect information about students' perception and teachers' perception of using blended learning in EFL lesson at the second semester IAIN Bukittinggi 2019/2020

B. Population and Sample

1. Population

Margono said the population is the totality of research object as a source of the data that has specific characters in a research or study[68]. According to

[65]L.R. Gay, Geoffrey. E Mills, and Peter. W. Airasian, *Educational Research (Competences for Analysis and Aplication Tenth Edition)* Pearson Education. P. 183
[66] L.R. Gay, Geoffrey. E Mills, and Peter. W. Airasian, *Educational Research (Competences for Analysis and Aplication Tenth Edition)* Pearson Education. P. 183
[67]Ibids. P. 185
[68]Margono,*Metodologi Penelitian Pendidika*, Jakarta: PT. Rineka Cipta, 2007, p. 118

Sugiona, population were the generalized areas that consist of object or the subject that has certain quality and characteristic that set by the researcher to learn and take the conclusion.[69] The population can be defined as totality of the presumable whole grade, result for counting and measuring the research about the certain features from the whole group which is wanted to find out its features.

The population of this research is all of the second Semester English Education Department State Islamic Institute of Bukittinggi.The population is described in the following table:

Table 3.1 The Population of the English Education Department State Islamic Institute of Bukittinggi Academic Year 2019/2020

No	**Classes**	**The Students**
1.	2017	104
2.	2018	93
3.	2019	145
Total		**342**

Source : English Education Department secretary, 15 October 2020.

For this table, the population are 342 students that are the total of the students in the four classes of the Second Semester English Education Department State Islamic Institute of Bukittinggi.

[69]Loc.cit p.215

2. Sample

Sample is a part of population that want to be researched. Sample must be able to represent the population[70] A lot of techniques in determining the sample. In this research, the researcher will use simple random sampling to determine the sample. According to Gay, Mills, and Airasian simple random sampling is the process of selecting the sample in several ways that all individuals in the defined population have an equal and independent chance of selection for the sample[71]. Moreover, Sugiyono also explain that simple random sampling is a sample in which the sample taken randomly from the population without considering level of its population.[72]

To decide sample, the reseacher use Stephen ISAAC and William B. Michael formula as follow :

$$s = \frac{x^2.N.P.Q}{d^2(N-1) + x^2.P.Q}$$

s : sample

X 2 : 3,841

N : population

P : proporsi in population (0,5)

[70]Priyono, *Metode PenelitianKuantitatif,* (Surabaya : Zifatama, 2008),p.104

[71] L.R. Gay, Geoffrey. E Mills, and Peter. W. Airasian, *Educational Research (Competences for Analysis and Aplication Tenth Edition)* Pearson Education. P. 185

[72]Sugiyono, *Metode Penelitian Pendidikan Pendekatan Kuantitatif, Kualitatif, dan R&D.* Bandung: Alfabeta, Maret, 2017. P. 82

Q : 1-P

d 2 : degree of precision (1%, 5%, atau 10%)

Based on the formula above, the result of sample using 10% degree precision as follow:

$$s = \frac{3.841 \,.\, 342 \,.\, 0{,}5 \,.0{,}5}{0.1^2(342-1) + 3{,}841 \,.\, 0{,}5 \,.0{,}5}$$

$$s = \frac{328{,}405{,}5}{13{,}41 + 0{,}96025}$$

$$s = \frac{328{,}405{,}5}{341{,}96}$$

$$s = 96$$

In conclusion the sample in this research are 96 students second semester IAIN Bukittinggi.

C. Instrument of the Research

The instrumentation is one of important parts and as a tool in the research. Sugiyono states that the instrument research is the tool that can use to measure the phenomenon and social either that capable of control.[73] According to Gay, Mills, and

[73]Sugiyono, Metode Penelitian Kuantitatif kualitatif dan R&D, edisi ke-11, Bandung: Alfabeta.2010.p 102

Airasian, surveys generally takes one of the two forms questioners and interviews.[74] In this research the researcher will use questioner.

Questionair is the technique of data collection which gave some questions with some alternative answers for respondent. According to Arikunto, questionnare is a list of question given to others who are willing to respond in accordance with user request.[75]The questioner will use Likert Scale. Likert Scale is used to measure attitude, opinion, and perception from individual or group about social phenomenon.[76]Acording to John likert scale is a method of ascribing quantitative value to qualitative data, to make item enable to statistical analysis. Likert Scale usually have five potential choices (strongly agree "SA" (5), agree "A" (4), undecided "UnD" (3), disagree "DS" (2), strongly disagree "SDG" (1). The statements of questioner of this research consist of close-end question form. The statements of questioner allow the respondents to answer the question.

1) Validity

Validity is the properness of a test to measure what should be measured in accordance to the particular criteria.Validity is used to know how far the instrument valid to be applied in the research. According to Siregar, validity indicates how far the instrument is able to measure what should be

[74]L.R. Gay, Geoffrey. E Mills, and Peter. W. Airasian, *Educational Research (Competences for Analysis and Aplication Tenth Edition)* Pearson Education. P. 186

[75]Arikunto. *Prosedur Penilitian Suatu Pendekatan Praktik.* (Jakarta: Rhineka Cipta, 2010) p.194

[76]Sugiyono, *Metode Penelitian Pendidikan Pendekatan Kuantitatif, Kualitatif, dan R&D.* Bandung: Alfabeta, Maret, 2016. P. 134

measured.[77]To measure validity of the test, the researcher will use expert judgment validity. It is used to measure the validity of the questioner by the researcher. It can be concluded that if the item is valid so that the items can be used in measuring students' perception on blended learning at the second semester of IAIN Bukittinggi.

2) Reliability

Realiability is the instrument which is trustworthy to be applied in a research. Siregar says that reliability is aimed to know how consistent the measurement result; although, it has been measured for twice or more.[78] To measure reliability, the researcher uses product moment formula suggested by Sudaryono, Margono, and Rahayu as follow :[79]

$$r_{xy} = \frac{N\sum xy - (\sum x)(\sum y)}{\sqrt{\{(N\sum x^2 - (\sum x)^2)\ (N\sum y^2 - (\sum y)^2)\}}}$$

Descriptions :

R = coefficient corelation of reliability

N = Number of students

x = First score

y = Second score

[77]Syofian Siregar. *Metode Penelitian Kuantitatif.* (Jakarta: Kencana Prenada Media Group, 2013) p.46
[78]Syofian Siregar. *Metode Penelitian Kuantitatif.* (Jakarta: Kencana Prenada Media Group, 2013) p.55
[79]Sudaryono, Gaguk Margono, and Wardani Rahayu. *Pengembangan Instrumen Penelitian Pendidikan.* (Yogyakarta: Graha Ilmu, 2013) p.127

D. Technique of Data Collection

In collecting the data the researcher will give the questioner to the students that consist of 20 closed-ended questions. In giving questioner the researcher will do the following steps:

1. The researcher gives the online questioner to the students.
2. The researcher gives the time to fill the questioner.
3. The researcher collects the online questioner.
4. The researcher analyses the data
5. The researcher classifies the answers base on the questions.
6. The researcher gets the data and make conclusion.

E. Technique of Data Analysis

Technique of data analysis in this study is to answer the question in research question used descriptive quantitative analysis that gave an overview of the results by using the table of frequencies. The data in this research were analyzed by using the formula to get the point of the research. According to Arikunto, data analysis is meant by processing data obtained that use the formulator rules that are applicable to research or design approach taken[80].

This data were analyzed through instrument to get the research result after collect the data. In describing the data of the students' perception of using blended learning (face to face learning and online learning) on EFL lesson at IAIN Bukittinggi, the researcher followed these following steps:

[80]Suharsimi, Arikunto. *Prosedur Penelitian. (*Jakarta:Rineka Cipta) p.236

1. The researcher collected the questionnaire.
2. The researcher tabulated the data from the students' answer
3. The researcher calculated the percentage of the data. The researcher used technique for analysing the data by using the formula that suggested by Sudijono, as follows:[81]

   $P = \frac{f}{n}$ x 100%

   Where: P = percentage of the result

   f = frequency of total score

   n = total amount of the sample

4. Then, the researcher found mean of the data by using formula that suggested by Sudijono as follow:[82]

   $Mx = \frac{\sum x}{n}$

   Where: Mx = mean

   $\sum x$ = total of the percentage

   n = amount of items

5. Data interpretation

   After found the mean of the data, the researcher calculated all the percentages gotten from each indicator and to gain the data interpretation

[81]Anas Sudijono, *Pengantar Statistik Pendidikan*,(Jakarta: PT Raja Grafindo,2014). P.43

[82]Ibid., p.80

for each indicator. To see the data percentage result of the data got can be seen in the data interpretation below:[83]

Table 3.2 Data Interpretation of Rating Quality

Very good	41-50%
Good	31-40%
Moderate	21-30%
Poor	11-20%
Bad	0-10%

Source: Anas Sudijono

Table 3.3 shows that the interpretation of rating quality they are: very good, good, moderate, poor and bad. For instance, if the indicator gets the highest mean score in range 0-10%, it is means that this indicator has bad condition. If the indicator gets the highest mean score in range 11-20%, it is means that this indicator has poor condition. And if the indicator gets the highest mean score in range 21-30%, it is mean that this indicator has moderate condition. Next, if the indicator gets the highest mean indicator score in range 31-40%, it means that the indicator has good condition. The last if the indicator gets the hghest mean score in range 41-50%, it is means that this indicator has very good condition

6. Making the conclussion

[83] Anas Sudijono,,.p.38

The last step, the researcher made the conclusion from this research that is taken from the higher mean score. It is as a general perception of the students on the teacher's nonverbal communication.

CHAPTER IV

FINDING AND DISCUSSION

A. Finding

In this chapter, the researcher would like to analyses and interprets the data collected to answer the research question; what are the students' perceptions on Blended Learning in EFL lesson at IAIN Bukittinggi 2019/2020? and what are the teachers' perceptions on Blended Learning in EFL lesson at IAIN Bukittinggi 2019/2020? The finding is intended to know the students' perception and teachers' perception of using blended learning (face to face learning and online learning) on EFL lesson at IAIN Bukittinggi academic year 2019/2020. The collected data of this research is based on the percentage of the students' answers and teachers' answers toward questionnaires given. The questionnaires consist of 20 item for the students and 10 items for the lecturer. This is a kind of close questionnaire where the answer has been provided to be chosen by the samples. The questionnaire has been spread to 121 samples of English education students and English lecturer at IAIN Bukittinggi academic year 2019/2020.

In technique of the data anlysis, the procedures that were used by the researcher after collecting the data through questionnaire are calculating percentage of the data, finding mean of the percentage, make explanation and conclussion. After collecting the data from questionnaire, the researcher identifying and classifying the students' perception and teachers' perception of

using blended learning (face to face learning and online learning) on EFL lesson at IAIN Bukittinggi academic year 2019/2020.

1. Description of the Data

a. Students' Perception

The data of this research is gotten based on questionnaire that distributed by the researcher to English education department students and English lecturer at IAIN Bukittinggi. The researcher was distributed at 16 October 2020 to English education department students and English lecturer at IAIN Bukittinggi. The description of the data about students' perception of using blended learning (face to face learning and online learning) on EFL lesson at IAIN Bukittingi academic year 2019/2020 as follows :

Table 4.1 The Result of Students' Perception of Using Blended learning (face to face learning and online learning) on EFL lesson at IAIN Bukittinggi 2019/2020

No	Statement	Answer	Frequency	Percentage
1.	It is easy to understand the material by face to face learning because if I don't understand, I can ask the lecturer directly.	Strongly Agree	79	**69,3%**
		Agree	29	25,4%
		Neutral	4	3,5%
		Disagree	2	1,8%
		Strongly Disagree	0	0%

2.	It is difficult to understand the material by face to face learning	Strongly Agree	4	3,5%
		Agree	8	7%
		Neutral	28	24,6%
		Disagree	50	**43,9%**
		Strongly Disagree	24	21,1%
3.	Face to face learning is interesting because lecturer use power point to explain material	Strongly Agree	22	19,3%
		Agree	46	**40,4%**
		Neutral	42	36,8%
		Disagree	4	3,5%
		Strongly Disagree	0	0%
4.	Face to face learning is boring because lecturer doesn't provide the media in teaching (such as animation, power poin, presentation, etc)	Strongly Agree	3	2,6%
		Agree	14	12,3%
		Neutral	29	25,4%
		Disagree	61	**53,5%**
		Strongly Disagree	7	6,1%
5.	By face to face learning, I can improve my communication with the lecturer (I can communicate actively)	Strongly Agree	51	**44,7%**
		Agree	48	42,1%
		Neutral	13	11,4%
		Disagree	2	1,8%
		Strongly Disagree	0	0%
6.	It is difficult to communicate with the	Strongly Agree	1	0,9%

	lecturer by face to face learning (I become a passive learner)	Agree	8	7%
		Neutral	29	25,4%
		Disagree	69	**58,8%**
		Strongly Disagree	9	7,9%
7.	Face to face learning force me to complete the assignment on lime in the class	Strongly Agree	1	0,9%
		Agree	4	3,5%
		Neutral	33	28,9%
		Disagree	70	**61,4%**
		Strongly Disagree	6	5,3%
8.	Face to face learning help me to do assignment because I can discuss with my friend	Strongly Agree	53	**46,5%**
		Agree	46	40,4%
		Neutral	14	12,3%
		Disagree	0	0%
		Strongly Disagree	1	0,9%
9.	Face to face learning is interesting because I can meet with lecturer and friends and interact each other	Strongly Agree	75	**65,8%**
		Agree	28	24,6%
		Neutral	9	7,9%
		Disagree	2	1,8%
		Strongly Disagree	0	0%
10.	In face to face learning, I had to focus on learning process (students study	Strongly Agree	31	27,2%
		Agree	59	**51,8%**

	in classroom)	Neutral	23	20,2%
		Disagree	1	0,9%
		Strongly Disagree	0	0%
11.	It is difficult to understand the material by online learning because if I don't understand the material, I can not ask the lecturer directly	Strongly Agree	31	27,2%
		Agree	47	**41,2%**
		Neutral	25	21,9%
		Disagree	9	7,9%
		Strongly Disagree	2	1,8%
12.	Online learning is easy because I can study anytime and anywhere	Strongly Agree	9	7,9%
		Agree	38	33,3%
		Neutral	45	**39,5%**
		Disagree	18	15,8%
		Strongly Disagree	4	3,5%
13.	Online learning is more interesting than face to face learning because I use WhasApp Group, google classroom, zoom and webinar, etc	Strongly Agree	1	0,9%
		Agree	13	11,4%
		Neutral	39	34,2%
		Disagree	48	**42,1%**
		Strongly Disagree	13	11,4%
14.	Online learning is boring because I always interact with mobile phone (WhasApp Group, google classroom,	Strongly Agree	38	**33,3%**
		Agree	36	31,6%
		Neutral	30	26,3%

	zoom and webinar, etc)	Disagree	7	6,1%
		Strongly Disagree	3	2,6%
15.	I become self-driven and responsible by online learning	Strongly Agree	6	5,3%
		Agree	33	**28,9%**
		Neutral	49	43%
		Disagree	22	19,3%
		Strongly Disagree	4	3,5%
16.	It is difficult to communicate with lecturer by online learning (I become a passive learner)	Strongly Agree	22	19,3%
		Agree	51	**44,7%**
		Neutral	31	27,2%
		Disagree	8	7%
		Strongly Disagree	2	1,8%
17.	Online learning is flexible because I can do my assignment anytime and anywhere	Strongly Agree	13	11,4%
		Agree	37	34,2%
		Neutral	48	**42,1%**
		Disagree	13	11,4%
		Strongly Disagree	1	0,9%
18.	It is easy to submit the assignment in online learning (such as Google drive, etc)	Strongly Agree	7	6,1%
		Agree	38	33,3%
		Neutral	43	**37,7%**
		Disagree	25	21,9%

		Strongly Disagree	1	0,9%
19.	I can manage my time effectively in online learning	Strongly Agree	5	4,4%
		Agree	21	18,4%
		Neutral	55	**48,2%**
		Disagree	28	24,6%
		Strongly Disagree	5	4,4%
20.	It is flexible to study by online learning, because I can study everywhere.	Strongly Agree	15	13,2%
		Agree	41	36%
		Neutral	49	**43%**
		Disagree	7	6,1%
		Strongly Disagree	2	1,8%

The table above describes about the students' perception of using blended learning (face to face learning and online learning) on EFL lesson at IAIN Bukittinggi academic year 2019/2020 in all indicator. The highest percentage is on perception number 1 "It is easy to understand the material by face to face learning because if I don't understand, I can ask the lecturer directly." in option "strongly agree" with the percentage is 69,3%. And the lowest percentage is on perception number 1" It is easy to understand the material by face to face learning because if I don't understand, I can ask the lecturer directly." in obtion "strongly disagree" with the percentage is 0% .

2. Analysis the data

The researcher would like to describe students' perception of using blended learning (face to face learning and online learning) on EFL lesson at IAIN Bukittinggi academic year 2019/2020. They are five indicators in the questionnaire that will be explained as follow:

1. Material

The first indicator of the questionnaire is material in blended learning (face to face learning and online learning). Material in blended learning is core of learning tough by the teacher or lecturer to the student trough face to face learning and blended learning. In the first indicator, there are four items that can be seen in the statement number one, two, eleven, and twelve.

Table 4.2 The Percentage of Students' Answer for Material in Blended Learning (Face to Face Learning and Online Learning)

No.	Statement Number	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
1.	Statement 1	**69,3%**	25,4%	3,5%	1,8%	0%
2.	Statement 2	3,5%	7%	24,6%	**43,9%**	21,1%
3.	Statement 11	27,2%	**41,2%**	21,9%	7,9%	1,8%
4.	Statement 12	7,9%	33,3%	**39,5%**	15,8%	3,5%
Total of Percentage		**107,9%**	106,9%	89,5%	69,4%	26,4%
Mean		**26,9%**	26,7%	22,3%	17,3%	6,6%

Table 4.2 shows the mean score of students' perception in material of blended learning. There are 26,9% respondents who answered strongly agree for the material used by the teacher or lecturer in blended learning on EFL

lesson at IAIN Bukittinggi, 26,7% respondents who answered agree for the material used by the teacher or lecturer in blended learning on EFL lesson. 22,3% respondents who answered neutral for the material used by the teacher or lecturer in blended learning on EFL lesson. 17,3% respondents who answered disagree for the material used by the teacher or lecturer in blended learning on EFL lesson. 6,6% respondents who answered strongly disagree for the material used by the teacher or lecturer in blended learning on EFL lesson.

For specific information, there are four items of questionnaire which relate to the material in blended learning. Based on the highest percentage for each statement, this aspect can be concluded in some cluster perception. In the first statement, a few respondents answered strongly agree that the teacher or lecturer used material in blended learning in EFL lesson with the highest percentage (69,3%). The second statement, a few respondents answered disagree that the teacher or lecturer used material in blended learning in EFL lesson with the highest percentage (43,9%). The third statement, a few respondents answered agree that the teacher or lecturer used material in blended learning in EFL lesson with the highest percentage (41,2%). The fourth statement, a few respondents answered neutral that the teacher or lecturer used material in blended learning in EFL lesson with the highest percentage (39,5%).

In generally, it is concluded that the students' perception on material of blended learning on EFL lesson with the highest mean score is strongly agree option as much as 26,9%. Nevertheless, as much as 71,1% for other perception.

In other word, the students strongly agree that the teacher or lecturer delivers good material in blended learning on EFL lesson. In other word, the lecturer delivers good material so that the material taught by the lecturer can be understood by the students. Hence, this aspect has good condition, so the lecturer should maintain this aspect well.

2. Content Creation

The second indicator of the questionnaire is content creation of blended learning. Content creation is providing teachers or lecturers to generate subject content by embedding text / HTML editors or uploading documents, spread sheets, presentations, pictures, animations, audio or video to Learning Management System (LMS). In content creation there are four items that can be seen in the statements bellow;

Table 4.3 The Percentage of Students' Answer for Content Creation in Blended Learning (Face to Face Learning and Online Learning)

No.	Statement Number	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
1.	Statement 3	19,3%	**40,4%**	36,8%	3,5%	0%
2.	Statement 4	2,6%	12,3%	25,4%	**52,5%**	6,1%
3.	Statement 13	0,9%	11,4%	34,2%	**42,1%**	11,4%
4.	Statement 14	**33,3%**	31,6%	26,3%	6,1%	2,6%
Total of Percentage		56,1%	95,7%	**122,7%**	104,2%	20,1%
Mean		14,0%	23,9%	**30,6%**	26,0%	5.0%

Table 4.3 shows the mean score of students' perception in content creation of blended learning. There are 14,0% respondents who answered strongly agree for content creation used by the teacher or lecturer in blended learning on EFL lesson at IAIN Bukittinggi, 23,9% respondents who answered agree for the content creation used by the teacher or lecturer in blended learning on EFL lesson. 30,6% respondents who answered content creation for the material used by the teacher or lecturer in blended learning on EFL lesson. 26,0% respondents who answered disagree for the content creation used by the teacher or lecturer in blended learning on EFL lesson. 5,0% respondents who answered strongly disagree for the content creation used by the teacher or lecturer in blended learning on EFL lesson.

For specific information, there are four items of questionnaire which relate to the content creation in blended learning. Based on the highest percentage for each statement, this aspect can be concluded in some cluster perception. In the first statement, a few respondents answered agree that the teacher or lecturer used content creation in blended learning in EFL lesson with the highest percentage (40,4%). The second statement, a few respondents answered disagree that the teacher or lecturer used content creation in blended learning in EFL lesson with the highest percentage (52,5%). The third statement, a few respondents answered disagree that the teacher or lecturer used content creation in blended learning in EFL lesson with the highest percentage (41,2%). The fourth statement, a few respondents answered strongly agree that

the teacher or lecturer used content creation in blended learning in EFL lesson with the highest percentage (33,3%).

In generally, it is concluded that the students' perception of the use content creation in blended learning on EFL lesson with the highest mean score is neutral option as much as 30,6%. Nevertheless, as much as 69,4% for other perception. In other word, the students answer neutral that the teacher or lecturer used contents creation in blended learning on EFL lesson. In other word, the lecturer sometime used content creation in blended learning. Hence, this aspect has neutral condition, so the lecturer should develop and maintain this aspect well.

3. Communication

The third indicator of the questionnaire is communication in blended learning. Communication can be defined as interact into the subject between teacher-student and student-student. Asynchronous (non real-time) tools include course announcements, students web pages, e-mail to instructors and class members, threaded discussion boards, wikis, blogs, and file sharing. In content creation there are four items that can be seen in the statements bellow;

Table 4.4 The Percentage of Students' Answer for Communication in Blended Learning (Face to Face Learning and Online Learning)

No.	Statement Number	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree

1.	Statement 5	**44,7%**	42,1%	11,4%	1,8%	0%
2.	Statement 6	0,9%	7%	25,4%	**58,8%**	7,9%
3.	Statement 15	5,3%	28,9%	**43%**	19,3%	3,5%
4.	Statement 16	19,3%	**44,7%**	27,2%	7%	1,8%
Total of Percentage		56,1%	**122,7%**	107%	86,9%	13,2%
Mean		14,0%	**30,6%**	26,7%	21,7%	3,3%

Table 4.4 shows the mean score of students' perception of communication in blended learning. There are 17,5% respondents who answered strongly agree for content creation used by the teacher or lecturer in blended learning on EFL lesson at IAIN Bukittinggi, 30,6% respondents who answered agree for the communication used by the teacher or lecturer in blended learning on EFL lesson. 26,7% respondents who answered communication for the material used by the teacher or lecturer in blended learning on EFL lesson. 21,7% respondents who answered disagree for the communication used by the teacher or lecturer in blended learning on EFL lesson. 3,3% respondents who answered strongly disagree for the communication used by the teacher or lecturer in blended learning on EFL lesson.

For specific information, there are four items of questionnaire which relate to the communication in blended learning. Based on the highest percentage for each statement, this aspect can be concluded in some cluster perception. In the first statement, a few respondents answered agree that the teacher or lecturer used communication in blended learning in EFL lesson with the highest percentage (44,7%). The second statement, a few respondents

answered disagree that the teacher or lecturer used communication in blended learning in EFL lesson with the highest percentage (58,8%). The third statement, a few respondents answered neutral that the teacher or lecturer used communication in blended learning in EFL lesson with the highest percentage (43%). The fourth statement, a few respondents answered agree that the teacher or lecturer used communication in blended learning in EFL lesson with the highest percentage (44,7%).

In generally, it is concluded that the students' perception of the use communication in blended learning on EFL lesson with the highest mean score is agree option as much as 30,6%. Nevertheless, as much as 69,4% for other perception. In other word, the students answer agree that the teacher or lecturer used communication in blended learning on EFL lesson. In other word, the lecturer used communication in blended learning. Hence, this aspect has good condition, so the lecturer should develop and maintain this aspect well.

4. Assessment

The fourth indicator of the questionnaire is assessment in blended learning. Assessment tools provide instructors in various ways to test, survey and track student accomplishments and activities in the course. Regular instruments incorporate a test/assessment manager for manufacturing and spreading the exams, a source for making divergence case of questions. In content creation there are four items that can be seen in the statements bellow;

Table 4.5 the percentage of students' answer for assessment in blended learning (face to face learning and online learning)

No.	Statement Number	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
1.	Statement 7	0,9%	3,5%	28,9%	**61,4%**	5,3%
2.	Statement 8	**46,5%**	40,4%	12,3%	0%	0,9%
3.	Statement 17	11,4%	34,2%	**42,1%**	11,4%	0,9%
4.	Statement 18	6,1%	33,3%	**37,7%**	21,9%	0,9%
Total of Percentage		64,9%	111,4%	**121%**	94,7%	8%
Mean		16,2%	27,8%	**30,2%**	23,6%	2%

Table 4.5 shows the mean score of students' perception in assessment of blended learning. There are 16,2% respondents who answered strongly agree for assessment used by the teacher or lecturer in blended learning on EFL lesson at IAIN Bukittinggi, 27,8% respondents who answered agree for the assessment used by the teacher or lecturer in blended learning on EFL lesson. 30,2% respondents who answered neutral of assessment used by the teacher or lecturer in blended learning on EFL lesson. 23,6% respondents who answered disagree for the assessment used by the teacher or lecturer in blended learning on EFL lesson. 2% respondents who answered strongly disagree for the assessment used by the teacher or lecturer in blended learning on EFL lesson.

For specific information, there are four items of questionnaire which relate to the assessment in blended learning. Based on the highest percentage for each statement, this aspect can be concluded in some cluster perception. In the first statement, a few respondents answered disagree that the teacher or

lecturer used assessment in blended learning in EFL lesson with the highest percentage (61,4%). The second statement, a few respondents answered strongly agree that the teacher or lecturer used assessment in blended learning in EFL lesson with the highest percentage (46,5%). The third statement, a few respondents answered neutral that the teacher or lecturer used assessment in blended learning in EFL lesson with the highest percentage (42,1%). The fourth statement, a few respondents answered neutral that the teacher or lecturer used assessment in blended learning in EFL lesson with the highest percentage (37,7%).

In generally, it is concluded that the students' perception of the use assessment of using blended learning on EFL lesson with the highest mean score is agree option as much as 30,2%. Nevertheless, as much as 69,8% for other perception. In other word, the students answer neutral that the teacher or lecturer used assessment in blended learning on EFL lesson. In other word, the lecturer used assessment in blended learning. Hence, this aspect has neutral condition, so the lecturer should develop and maintain this aspect well.

5. Administration

The fifth indicator of the questionnaire is administration of using blended learning. The tools of administration for teachers include to the control panels with the capability to arrange the circumstance to the content creation, assessment and communication tools, the alteration of the appearance to the course, creates the tool, capacity and sources available or unavailable to user,

arrange archives and displace or copy the content. . In administration there are four items that can be seen in the statements bellow;

Table 4.6 The Percentage of Students' Answer For Administration in Blended Learning (Face to Face Learning and Online Learning)

No.	Statement Number	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
1.	Statement 9	**65,8%**	24,6%	7,9%	1,8%	0%
2.	Statement 10	27,2%	**51,8%**	20,2%	0,9%	0%
3.	Statement 19	4,4%	18,4%	**48,2%**	24,6%	4,4%
4.	Statement 20	13,2%	36%	**43%**	6,1%	1,8%
Total of Percentage		110,6%	**130,8%**	119,3%	33,4%	6,2%
Mean		27,6%	**32,7%**	29,8%	8,3%	1,55%

Table 4.6 shows the mean score of students' perception of assessment in blended learning. There are 27,6% respondents who answered strongly agree for administration used by the teacher or lecturer in blended learning on EFL lesson at IAIN Bukittinggi, 32,7% respondents who answered agree for the administration used by the teacher or lecturer in blended learning on EFL lesson. 29,8% respondents who answered neutral of administration used by the teacher or lecturer in blended learning on EFL lesson. 8,3% respondents who answered disagree for the administration used by the teacher or lecturer in blended learning on EFL lesson. 1,55% respondents who answered strongly disagree for the administration used by the teacher or lecturer in blended learning on EFL lesson.

For specific information, there are four items of questionnaire which relate to the administration in blended learning. Based on the highest percentage for each statement, this aspect can be concluded in some cluster perception. In the first statement, a few respondents answered strongly agree that the teacher or lecturer used administration in blended learning in EFL lesson with the highest percentage (65,8%). The second statement, a few respondents answered agree that the teacher or lecturer used administration in blended learning in EFL lesson with the highest percentage (51,8%). The third statement, a few respondents answered neutral that the teacher or lecturer used administration in blended learning in EFL lesson with the highest percentage (48,2%). The fourth statement, a few respondents answered neutral that the teacher or lecturer used administration in blended learning in EFL lesson with the highest percentage (43%).

In generally, it is concluded that the students' perception of the use administration of using blended learning on EFL lesson with the highest mean score is agree option as much as 32,7%. Nevertheless, as much as 67,3% for other perception. In other word, the students answer agree that the teacher or lecturer used assessment in blended learning on EFL lesson. In other word, the lecturer used administration in blended learning. Hence, this aspect has good condition, so the lecturer should maintain this aspect well.

b. Teachers' perception

The data of this research is gotten based on questionnaire that distributed by the researcher to English education department lecturers at IAIN Bukittinggi. The researcher was distributed at 16 October 2020 to English education department English lecturer at IAIN Bukittinggi. The description of the data about teachers' perception of using blended learning (face to face learning and online learning) on EFL lesson at IAIN Bukittingi academic year 2019/2020 as follows :

Table 4.7 the Result of Teachers' Perception of Using Blended learning (face to face learning and online learning) on EFL lesson at IAIN Bukittinggi 2019/2020

No	Statement	Answer	Frequency	Percentage
1.	Using Face to face learning is easier than online learning in explaining the material in the class	Strongly Agree	4	**57,1%**
		Agree	2	28,6%
		Neutral	1	14,3%
		Disagree	0	0%
		Strongly Disagree	0	0%
2.	I used many varieties of media in face to face learning such as power point,	Strongly Agree	1	14,3%
		Agree	3	**42,9%**

	animation, poster, etc	Neutral	3	**42,9%**
		Disagree	0	0%
		Strongly Disagree	0	0%
3.	Face-to-face learning is very interesting because I can communicate (interact) directly with students	Strongly Agree	3	42,9%
		Agree	4	**57,1%**
		Neutral	0	0%
		Disagree	0	0%
		Strongly Disagree	0	0%
4.	face-to-face learning is more effective and efficient than online learning in conducting assessments for the students	Strongly Agree	1	14,3%
		Agree	4	**57,1%**
		Neutral	1	14,3%
		Disagree	1	14,3%
		Strongly Disagree	0	0%
5.	Face-to-face learning is more attractive than online learning because I can manage classroom well	Strongly Agree	1	14,3%
		Agree	4	**57,1%**
		Neutral	2	28,6%
		Disagree	0	0%
		Strongly Disagree	0	0%
6.	Using Online learning (trough whatssApp group, zoom meeting, google classroom, google drive, cisco	Strongly Agree	0	0%
		Agree	1	14,3%
		Neutral	4	**57,1%**

	Webex, etc) is easier than face to face learning in explaining the material	Disagree	2	28,6%
		Strongly Disagree	0	0%
7.	I used many varieties of media in online learning such as power point, animation, poster, etc	Strongly Agree	0	0%
		Agree	6	**85,7%**
		Neutral	1	14,3%
		Disagree	0	0%
		Strongly Disagree	0	0%
8.	Online learning is very interesting because I can communicate directly (feedback) with students	Strongly Agree	0	0%
		Agree	2	28,6%
		Neutral	3	**42,9%**
		Disagree	2	28,6%
		Strongly Disagree	0	0%
9.	Online learning is more effective and efficient than face to face learning in conducting assessments for the students	Strongly Agree	0	0%
		Agree	1	14,3%
		Neutral	6	**65,7%**
		Disagree	0	0%
		Strongly Disagree	0	0%
10.	Online learning is attractive because I can arrange classroom activities such as content creation, assessment and communication tools, the alteration of	Strongly Agree	1	14,3%
		Agree	2	28,6%
		Neutral	4	**57,1%**
		Disagree	0	0%

	the appearance to the course, create the tool, capacity and sources available or unavailable to user, arrange archives and displace or copy the content	Strongly Disagree	0	0%

The table above describes about the trachers' perception of using blended learning (face to face learning and online learning) on EFL lesson at IAIN Bukittinggi academic year 2019/2020 in all indicator. The highest percentage is on perception number 7 "I used many varieties of media in online learning such as power point, animation, poster, etc." in option "agree" with the percentage is 85,7%. And the lowest percentage is on perception number 1 until number 10 in obtion "strongly disagree" with the percentage is 0% .

Analysis the data

The researcher would like to describe teachers' perception of using blended learning (face to face learning and online learning) on EFL lesson at IAIN Bukittinggi academic year 2019/2020. They are five indicators in the questionnaire that will be explained as follow:

1. Material

The first indicator of the questionnaire is material in blended learning (face to face learning and online learning). Material in blended learning is core of learning tough by the teacher or lecturer to student trough face to face learning and

blended learning. In the first indicator, there are four items that can be seen in the statement number one and six.

Table 4.8 The Percentage of Teachers' Answer for Material in Blended Learning (Face to Face Learning and Online Learning)

No.	Statement Number	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
1.	Statement 1	**57,1%**	28,6%	14,3%	0%	0%
2.	Statement 6	0%	14,3%	**57,1 %**	28,6%	0%
Total of Percentage		**57,1%**	42,9%	71,4%	28,6%	0%
Mean		**57,1%**	21,45%	35,7%	28,6%	0 %

Table 4.8 shows the mean score of teacher's perception of material in blended learning. There are 57,1% respondents who answered strongly agree for the material used by the teacher or lecturer in blended learning on EFL lesson at IAIN Bukittinggi, 21,45% respondents who answered agree for the material used by the teacher or lecturer in blended learning on EFL lesson. 35,7% respondents who answered neutral for the material used by the teacher or lecturer in blended learning on EFL lesson. 28,6% respondents who answered disagree for the material used by the teacher or lecturer in blended learning on EFL lesson. 0% respondents who answered strongly disagree for the material used by the teacher or lecturer in blended learning on EFL lesson.

For specific information, there are two items of questionnaire which relate to the material in blended learning. Based on the highest percentage for each statement, this aspect can be concluded in some cluster perception. In the

first statement, a few respondents answered strongly agree that the teacher or lecturer used material in blended learning in EFL lesson with the highest percentage (57,1%). The second statement, a few respondents answered neutral that the teacher or lecturer used material in blended learning in EFL lesson with the highest percentage (57,1%).

In generally, it is concluded that the teachers' perception of material in blended learning on EFL lesson with the highest mean score is neutral option as much as 35,7%. Nevertheless, as much as 64,3% for other perception. In other word, the lecturer neutrals that the teacher or lecturer delivers good material in blended learning on EFL lesson. In other word, the lecturer delivers good material so that the material taught by the lecturer can be understood by the students. Hence, this aspect has good condition, so the lecturer should maintain this aspect well.

Table 4.9 The Percentage of Teachers' Answer for Content Creation in Blended Learning (Face to Face Learning and Online Learning)

No.	Statement Number	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
1.	Statement 2	14,3%	**42,9%**	42,9%	0%	0%
2.	Statement 7	0%	**85,7 %**	14,3%	0%	0%
Total of Percentage		14,3%	**128,6%**	57,2%	0%	0%
Mean		14,3%	**64,3%**	28,6%	0%	0%

Table 4.9 shows the mean score of teacher's perception in content creation of blended learning. There are 14,3% respondents who answered strongly agree of the used content creation in blended learning on EFL lesson at IAIN Bukittinggi, 64,3% respondents who answered agree of the used content creation in blended learning on EFL lesson. 35,7% respondents who answered neutral of the used content creation in blended learning on EFL lesson. 0% respondents who answered disagree of the used content creation in blended learning on EFL lesson. 0% respondents who answered strongly disagree of the used content creation in blended learning on EFL lesson.

For specific information, there are two items of questionnaire which relate to the used of content creation in blended learning. Based on the highest percentage for each statement, this aspect can be concluded in some cluster perception. In the first statement, a few respondents answered agree and neutral of the used content creation in blended learning in EFL lesson with the highest percentage (42,9%). The second statement, a few respondents answered agree of the used content creation in blended learning in EFL lesson with the highest percentage (85,7%).

In generally, it is concluded that the teachers' perception of the used content creation in using blended learning on EFL lesson with the highest mean score is agree option as much as 64,3%. Nevertheless, as much as 35,7% for other perception. In other word, the teachers agree with the used of content creation in blended learning on EFL lesson. In other word, the lecturer used

good content creation in blended learning. Hence, this aspect has good condition, so the lecturer should maintain this aspect well.

Table 4.10 The Percentage of Teachers' Answer for Communication in Blended Learning (Face to Face Learning and Online Learning)

No.	Statement Number	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
1.	Statement 3	42,9%	**57,1%**	0%	0%	0%
2.	Statement 8	0%	28,6%	**42,9%**	28,6%	0%
Total of Percentage		42,9%	**85,7%**	42,9%	28,6%	0%
Mean		**42,9%**	42,8%	42,9%	28,6%	0%

Table 4.10 shows the mean score of teacher's perception in communication of blended learning. There are 42,9% respondents who answered strongly agree of the used communication in blended learning on EFL lesson at IAIN Bukittinggi, 42,8% respondents who answered agree of the used communication in blended learning on EFL lesson. 42,9% respondents who answered neutral of the used communication in blended learning on EFL lesson. 28,6% respondents who answered disagree of the used communication in blended learning on EFL lesson. 0% respondents who answered strongly disagree of the used communication in blended learning on EFL lesson.

For specific information, there are two items of questionnaire which relate to the used of communication in blended learning. Based on the highest percentage for each statement, this aspect can be concluded in some cluster perception. In the first statement, a few respondents answered agree of the in

the used communication in blended learning in EFL lesson with the highest percentage (57,1%). The second statement, a few respondents answered neutral of the used communication in blended learning in EFL lesson with the highest percentage (42,9%).

In generally, it is concluded that the teachers' perception of the used content creation in using blended learning on EFL lesson with the highest mean score is strongly agree and neutral option as much as 42,9%. Nevertheless, as much as 57,1% for other perception. In other word, the teachers agree with the used of communication in blended learning on EFL lesson. In other word, the lecturer used good communication in blended learning. Hence, this aspect has good condition, so the lecturer should maintain this aspect well.

Table 4.11 The Percentage of Teachers' Answer for Assessment in Blended Learning (Face to Face Learning and Online Learning)

No.	Statement Number	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
1.	Statement 4	14,3%	**57,1%**	14,3%	14,3%	0%
2.	Statement 9	0%	14,3%	**65,7%**	0%	0%
Total of Percentage		14,3%	71,4%	**80,0%**	14,3%	0%
Mean		14,3 %	35,7%	**40,0%**	14,3%	0%

Table 4.11 shows the mean score of teacher's perception in assessment of blended learning. There are 14,3% respondents who answered strongly agree of the used assessment in blended learning on EFL lesson at IAIN Bukittinggi, 35,7% respondents who answered agree of the used

assessment in blended learning on EFL lesson. 40,0% respondents who answered neutral of the used assessment in blended learning on EFL lesson. 14,3% respondents who answered disagree of the used assessment in blended learning on EFL lesson. 0% respondents who answered strongly disagree of the used assessment in blended learning on EFL lesson.

For specific information, there are two items of questionnaire which relate to the used of assessment in blended learning. Based on the highest percentage for each statement, this aspect can be concluded in some cluster perception. In the first statement, a few respondents answered agree of the in the used assessment in blended learning in EFL lesson with the highest percentage (57,1%). The second statement, a few respondents answered neutral of the used assessment in blended learning in EFL lesson with the highest percentage (65,7%).

In generally, it is concluded that the teachers' perception of the used assessment in using blended learning on EFL lesson with the highest mean score is neutral option as much as 40,0%. Nevertheless, as much as 60,0% for other perception. In other word, the teacher neutral with the used of assessment in blended learning on EFL lesson. In other word, the lecturer used good assessment in blended learning. Hence, this aspect has good condition, so the lecturer should maintain this aspect well.

Table 4.12 The Percentage Of Teachers' Answer For Administration In Blended Learning (Face To Face Learning And Online Learning)

No.	Statement Number	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
1.	Statement 5	14,3%	**57,1%**	28,6%	0%	0%
2.	Statement 10	14,3%	28,6%	**57,1%**	0%	0%
Total of Percentage		14,3%	80,7%	**85,7%**	0%	0%
Mean		14,3%	40,3%	**42,8%**	0%	0%

Table 4.12 shows the mean score of teacher's perception in administration of blended learning. There are 14,3% respondents who answered strongly agree of the used administration in blended learning on EFL lesson at IAIN Bukittinggi, 40,3% respondents who answered agree of the used administration in blended learning on EFL lesson. 42,8% respondents who answered neutral of the used administration in blended learning on EFL lesson. 0% respondents who answered disagree of the used administration in blended learning on EFL lesson. 0% respondents who answered strongly disagree of the used administration in blended learning on EFL lesson.

For specific information, there are two items of questionnaire which relate to the used of administration in blended learning. Based on the highest percentage for each statement, this aspect can be concluded in some cluster perception. In the first statement, a few respondents answered agree of the in the used administration in blended learning in EFL lesson with the highest percentage (57,1%). The second statement, a few respondents answered neutral of the used administration in blended learning in EFL lesson with the highest percentage (51,7%).

In generally, it is concluded that the teachers' perception of the used administration in using blended learning on EFL lesson with the highest mean score is neutral option as much as 42,8%. Nevertheless, as much as 57,2% for other perception. In other word, the teacher neutral with the used of administration in blended learning on EFL lesson. In other word, the lecturer used good administration in blended learning. Hence, this aspect has good condition, so the lecturer should maintain this aspect well.

B. Discussion

Based on the description and analysis of the data discussed preciously,it is found that mostly the students chose "strongly agree" as their answer for the questionnaire statements. Based on the table of percentage score, 0% in strongly disagree option as the lowest and 69,3% as the highest in strongly agree option. The answer for teacher' perception, mostly the teacher chose "agree" as their answer for the questionnaire statements. Based on the table of percentage score, 0% in strongly disagree option as the lowest and 85,7% as the highest in agree option.

Blended learning (face to face learning) is kind of teaching used by the lecturer on EFL lesson at IAIN Bukittinggi academic year 2019/2020. According to Sharma, blended learning is a process of integrated combination of traditional learning (face-to-face) with web based online approach (online

teaching)[84]. Online training based learning activities, can also be used for fully online or partly blended (face to face) subject set on learning management system. Billings stated that the Learning Management System (LMS) is a comprehensive integrated software package of variety of tools for the delivery and management of courses. There are five features of learning managements system on blended learning such as material, content creation, communication assessment, and administration.

The first is material. Material in blended learning is core of learning tough by the teacher or lecturer to student trough face to face learning and blended learning. Based on the data was obtained from the questionnaire, students' perception of material in blended learning is good with mean percentage 26,9%. Besides, teachers' perception of material in blended learning is also good with mean percentage 35,7%. In other word, the used of material in blended learning is well because mostly both of the students and the teacher answer strongly agree and neutral.

The second is content creation. Content creation or display tools are providing teachers or lecturers to generate subject content by embedding text / HTML editors or uploading documents, spread sheets, presentations, pictures, animations, audio or video to Learning Management System (LMS). Hyperlink will redirect to websites or documents that are outside the LMS. There is also a place for students to submit materials, namely assignments or

[84]Pete Sharma, Key Concept in ELT „Blended Learning", *ELT Journal*, 2011, Vol. 64/4, p. 456

drop boxes where this place is also assigned to their teacher or lecturer for assessment and feedback. Based on the data was obtained from the questionnaire, students' perception of content creation in blended learning is good with mean percentage 30,6%. Besides, teachers' perception of content creation in blended learning is very good with mean percentage 64,3%. In other word, the used of content creation in blended learning is well because mostly both of the students and the teacher answer neutral and agree.

The third is communication. There are four statements in the questionnaire related communication. Based on the data was obtained from the questionnaire, students' perception of communication in blended learning is good with mean percentage 30,6%. Besides, teachers' perception of communication in blended learning is very good with mean percentage 42,9%. In other word, the used of content creation in communication is well because mostly both of the students and the teacher answer agree and strongly agree.

The fourth is assessment. There are four statement in questionnaire related to assessment. Based on the data was obtained from the questionnaire, students' perception of assessment in blended learning is good with mean percentage 30,2%. Besides, teachers' perception of assessment in blended learning is also good with mean percentage 40,0%. In other word, the used of

assessment in blended learning is well because mostly both of the students and the teacher answer neutral

The fifth is administration. Based on the data was obtained from the questionnaire, students' perception of administration in blended learning is good with mean percentage 32,7%. Besides, teachers' perception of administration in blended learning is very good with mean percentage 42,8%. In other word, the used of administration in blended learning is well because mostly both of the students and the teacher answer agree ang neutral

In conclusion, the students' perception of using blended learning on EFL lesson at IAIN Bukitinggi academic year 2019/2020. First, the students' perception about material of using blended learning is 26,9% and the teachers' perception is 35,7%. Based on percentage, it can be interpreted that the students have moderate perception on this indicator, and the teachers have good perception in this indicator. Second, the students' perception about content creation of using blended learning is 30,6% and teacher' perception is 64,3%. Based on percentage, it can be interpreted that the students have good perception on this indicator, and the teacher have very good perception in this indicator. Third, the students' perception about communication of using blended learning is 30,6% and the teacher's perception is 42,9. Based on percentage, it can be interpreted that the students have good perception on this indicator and the teacher have very good presentation on this indicator. Fourth, the students' perception about assessment of using blended learning is

30,2% and teacher's perception is 40,0. Based on percentage, it can be interpreted that the students have good perception on this indicator, and the teachers have good perception on this indicator. Fifth, the students' perception about administration of using blended learning is 32,7% and teacher perception is 42,8. Based on percentage, it can be interpreted that the students have good perception on this indicator and the teachers have very good perception on this indicator. Over all, the students' perception and teacher perception of using blended learning on EFL lesson at IAIN Bukittinggi academic year 2019/2020 is good quality.

CHAPTER V

CONCLUSION AND SUGGESTION

A. Conclusion

Based on the findings and discussion that have been presented in the previous chapter about students' perception of using blended learning (face to face learning and online learning) on EFL lesson at IAIN Bukittinggi academic year 2019/2020. The researcher concludes that there are four indicators; material, content creation, communication, assessment, and administration. First, the percentage of students' perception and teacher' perception about material of using blended learning are 26,9% and 35,7. Second, the percentage of students' perception and teachers' perception about content creation of using blended learning are 30,6% and 64,3. Third, the percentage of students' perception and teachers' perception about communication of using blended learning is 30,6% and 42,9. Fourth, the percentage of students' perception and teacher perception about assessment of using blended learning are 30,2% and 40,0. Fifth, the percentage of students' perception and teachers' perception about administration of using blended learning are 32,7% and 42,8

From the various indicators above, students' perception of using blended learning (face to face learning) on EFL lesson at IAIN Bukittinggi academic year 2019/2020 was good quality.

B. Suggestion

Having finished conducting the research, there are some suggestions that might be useful which are proposed as follow:

1. It is hope that the English teacher always trying to use blended learning in the classroom in other to combine the learning style.
2. In this research is an input or consideration for many people especially who concerns in English education section and other educational institution.
3. The researcher suggests to the have a revision and follow up the discussion.
4. The researcher suggests to the next researcher will be research in other setting to have variation research as the researcher assumes that this research is conducted in different place, it will give different results.

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