Students' Experience of Blended Learning
in English Speaking Class:
A Retrospective Study

A FINAL PROJECT

Presented as Partial Fulfillment of the Requirements

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proposed by:

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DECLARATION OF ORIGINALITY

I hereby declare honestly, that this final project as a prerequisite for the Bachelor's degree that I wrote does not contain the work of others, except those mentioned in quotations and references, as befits a scientific paper. If my statement is invalid in the future, I strongly agree to accept academic sanctions in the form of revocation of my paper and the degree I obtain from the paper.

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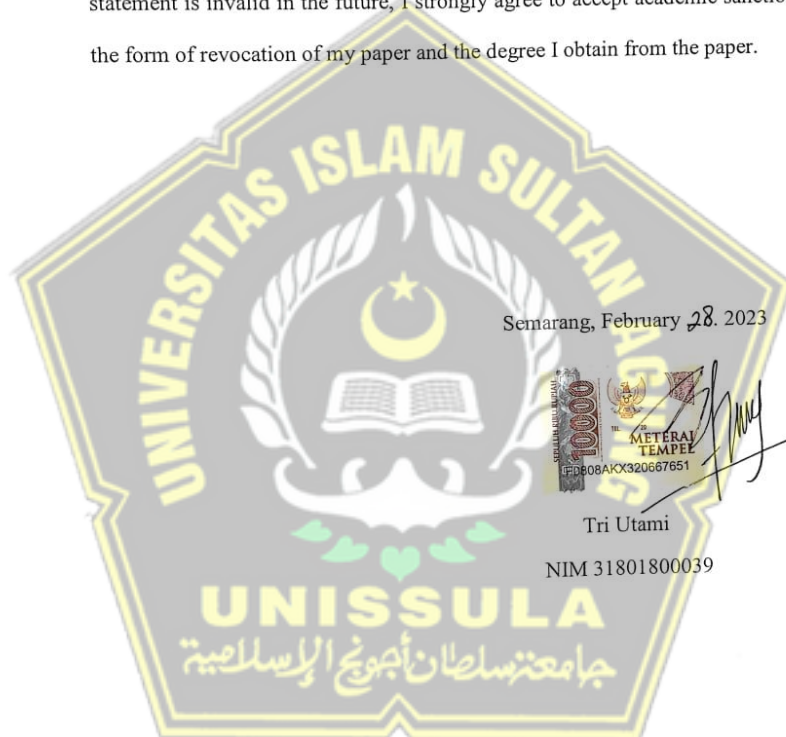
ABSTRACT

Utami, Tri (2023). Students' Experience of Blended Learning in English Speaking Class : A Retrospective Study. Program Studi Pendidikan Bahasa Inggris, Final Project, Universitas Islam Sultan Agung. Pembimbing : Dr. Kurniawan Yudhi Nugroho, S.Pd., M.Pd.

The COVID-19 pandemic forces us to move faster in terms of learning innovation because the teaching and learning process has changed significantly due to the COVID-19 pandemic. The aim of the study was to identify and explan on the experiences of learning participants in implementing blended learning during the past Covid-19 pandemic as a reference for future improvements. This study applied a qualitative approach with a thematic analysis design. This study focused on students in one of the private Islamic schools in Indonesia. The participant in this study were 10 students who have been chosen from 23 students. All of the participants did an interview to gather information about their experiences in blended learning class. Based on the interview, the students highlited that blended learning process has still many things that need attention and improvement regarding the obstacles that often and repeatedly occur during the application of blended learning such as: technical constraints related to learning media, weak internet networks in schools, a passive learning atmosphere that tends to be boring, as well as the teacher's ability to convey and process material according to the blended learning method.

Keywords : Covid-19 Pandemic, English Speaking, Blended Learning.

INTISARI

Utami, Tri (2023). Pengalaman Siswa tentang Blended Learning di Kelas Berbicara Bahasa Inggris: Sebuah Studi Retrospektif. Program Studi Pendidikan Bahasa Inggris, Skripsi, Universitas Islam Sultan Agung. Pembimbing : Dr. Kurniawan Yudhi Nugroho, S.Pd., M.Pd.

Pandemi COVID-19 memaksa kita untuk bergerak lebih cepat dalam hal inovasi pembelajaran karena proses belajar mengajar telah berubah secara signifikan akibat pandemi COVID-19. Tujuan dari penelitian ini adalah untuk mengidentifikasi dan menjelaskan pengalaman peserta pembelajaran dalam menerapkan blended learning pada masa pandemi Covid-19 yang lalu sebagai acuan untuk perbaikan ke depan. Penelitian ini menggunakan pendekatan kualitatif dengan desain analisis tematik. Penelitian ini berfokus pada siswa di salah satu sekolah Islam swasta di Indonesia. Partisipan dalam penelitian ini adalah 10 siswa yang telah dipilih dari 23 siswa. Semua peserta melakukan wawancara untuk mengumpulkan informasi tentang pengalaman mereka di kelas campuran. Berdasarkan wawancara yang dilakukan terhadap siswa yang disoroti dalam proses blended learning, ditemukan bahwa masih banyak hal yang perlu diperhatikan dan terus ditingkatkan terkait kendala yang sering dan berulang kali terjadi selama penerapan blended learning seperti: kendala teknis terkait media pembelajaran, lemahnya jaringan internet di sekolah, suasana pembelajaran pasif yang cenderung membosankan, serta kemampuan guru dalam menyampaikan dan mengolah materi sesuai dengan metode blended learning.

Kata Kunci : Pandemi Covid-19, English Speaking, Blended Learning.

MOTTO

Alhamdulillah for yesterday

*Wa Syukurilah for today*

Wa Nikmatilah for tomorrow

(Tri Utami)

DEDICATION

This final project is dedicated with affection, love, and gratitude to:

1. My dear late Grandma, Thank you for everything that I can't say in words. Al-Fatihah!

2. My beloved family, especially my Mom, Dad, Granpa, and Uncle Tomo, have given endless prayers, motivation, support, patience, and everything.

3. My partner Reynaldi Stanley, has accompanied me through critical and very emotional times for the last two years.
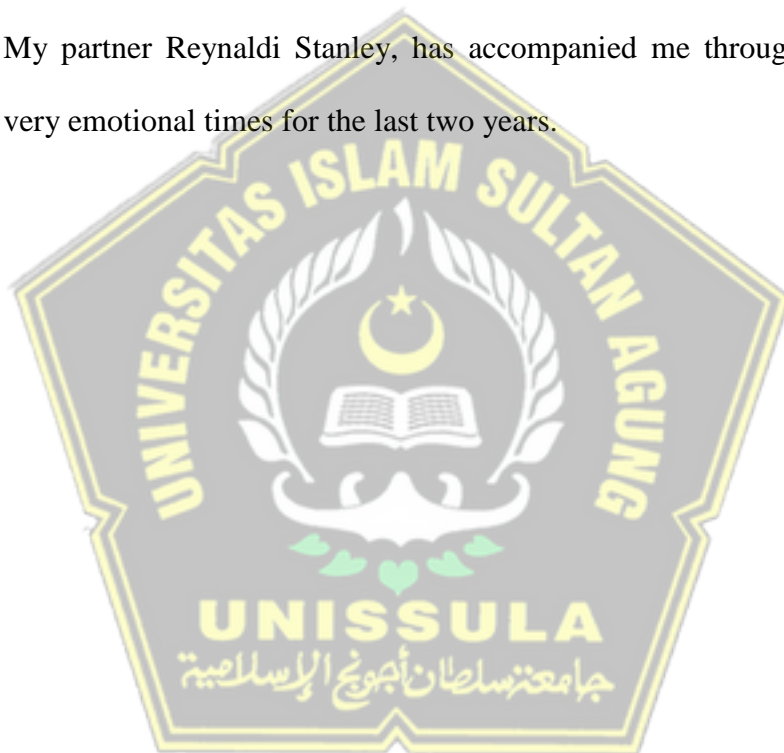
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TABLE OF CONTENT

CHAPTER 1

INTRODUCTION

In this chapter, eight contents are presented, including: Background of the Study, Reason for Choosing the Topic, Statement of the Problem, Objective of the Study, Limitation of the Study, Significance of the Study, Definition of the Key Terms, and Organization of the Study.

1.1   Background of the Study

The COVID-19 pandemic was caused by the corona virus which has existed since the end of 2019. The World Health Organization (WHO) has concluded that COVID-19 has been assigned as a pandemic that happens throughout the world (Arun Zanke et al., 2020). The World Health Organization (WHO) has also declared a COVID-19 pandemic since March 11th, 2020. In Indonesia since June 6, 2020, there have been 646.192 schools, 62.561.660 students, and 3.147.870 teachers who have been directly affected by the crisis (World Bank, 2020).

Since COVID-19 entered Indonesia, various schools, campuses, and educational institutions have implemented online learning policies to ensure the continuity of the teaching and learning process. The COVID-19 pandemic forces us to move faster in terms of learning innovation because the teaching and learning process has changed significantly due to the COVID-19 pandemic. This has also resulted in encouragement to make innovations in the field of education that are more suitable during the pandemic.

Currently, innovation is also developing from various sectors of life. Because not only health problems are affected by the Covid-19 pandemic, but also have an impact on other sectors including the education sector (Nugroho & Sakhiyya, 2022). As we know, to prevent the spread of Covid-19, the government issued a mandatory physical distancing policy (Aubrey & Dahl, 2008; Clements & Sarama, 2003; Kumi-Yeboah et al., 2020). Besides that the Ministry of Education recommends schools and universities to carry out the *Pembelajaran Jarak Jauh (PJJ)* or remote learning. This is where the important rules of parents, teachers, and students synergizing to optimize learning through the use of technology.

In the current era of technological advancement, many media can be used, such as printed media, electronic media, and educational media which are prepared to facilitate learning. Learning media with a touch of information and communication technology is known as the concept of E-learning (Basilaia & Kvavadze, 2020). E-learning utilizes the use of digital media to accommodate the learning process in class ((Arkorful, 2014). While according to Rosenberg (2001), E-learning depends on internet technology and is typically a networked form of learning based on a more general concept of learning which transcends the traditional paradigms. The use of the E-learning model makes it easier for students to access lesson materials, discuss, and exchange opinions with teachers anywhere and anytime. In addition, teachers can also prepare references via the internet that can be accessed independently by students so that they can increase their knowledge. Combining learning models as above is often referred to as Blended Learning.

Blended learning is a learning facility that combines various models of learning delivery, teaching models, learning styles, and teaching media between teachers and students. According to Castro (2019), stated that blended learning is a method of creating a learning environment suitable for students in tertiary institutions. Blended learning can be seen as a combination of learning that combines web-based communication, video, audio, synchronous, and asynchronous with face-to-face learning (Quevedo, 2011). Blended learning has advantages in the accessibility of learning so that it will have an impact on the ease of students in learning access the subject matter so that students can improve their learning outcomes and teachers can send video or learning materials through computers by using internet access for students in blended learning. However, in its application it is not uncommon for students to experience problems, considering that the application of blended learning requires an internet connection and learning media as a teaching and learning tool. In fact, previous studies have compiled a list of obstacles to blended learning such as a lack of support for student learning facilities, a lack of technology and computer skills, and inadequate technological resources (Tshabalala et al., 2014).

For the reasons above, this paper aims to review what has happened during the past Covid-19 pandemic in the world of education so that it can become a reference for future improvements. This is because quite a lot of students feel helped by this learning innovation, but not a few also experience problems in implementing the learning transition.

1.2   Reasons for Choosing the Topic

Blended learning provides the best opportunity to learn from transitional classes to E-learning during the COVID-19 pandemic. Blended learning is considered effective and has a positive impact on several areas of learning (Isda et al., 2021; Rahayu & Iswari, 2021; Sukirman et al., 2022). However, from several studies that have been conducted, no one has seen any deficiencies in the application of this method. it is necessary to have this retrospective study as a reference for future improvements.

1.3   Statement of the Problems

`   Based on the topic of the research, the problem of the research is: how do the participants of the study voice their experience about the use of blended learning during the past covid-19 pandemic?

1.4   Objective of the Study

Based on the statement of the problems above, the objective of the research is: to identify and explanation on the experiences of learning participants in implementing blended learning during the past Covid-19 pandemic as a reference for future improvements.

1.5   Limitation of the Study

The scope of this research is the application of blended learning. The author describes data about experience in speaking classes in using students' blended learning methods. This research focuses on particpants of the study of Islamic private school in Indonesia, and will describe students' experiences using

blended learning during the past Covid-19 pandemic. Some of the experiences that will be described include:

1. The implementation of blended learning.

2. The application of technological media

3. The effect of blended learning on social interaction

4. Student expectations

1.6 Significance of the Study

The results of this study are expected to be an alternative solution to learning methods amid the Covid-19 pandemic. This study provides some benefits, including;

a. For teachers

The results of this study are expected to help teachers to find out what are the obstacles for students in implementing the blended learning method so that it makes it easier for teachers to correct deficiencies in the learning method.

a. For institutions

Become a reference for institutions to improve aspects that are felt to be less than optimal both in terms of learning facilities & infrastructure, help improve operational standards for blended learning methods, and pay more attention to the resources of educators and students to achieve maximum results in its application.

1.7 Definition of Key Terms

1. Covid-19 Pandemic

   Coronavirus is a group of viruses originating from the Orthocronavirinae subfamily in the Coronaviridae family with a characteristic spike-shaped crown on its surface (Wu et al., 2020).

2. English Speaking Classes

   English speaking class is a learning tool to improve accuracy and fluency in English. Accuracy consists of the use of vocabulary, grammar, and pronunciation through several activities and fluency in speaking (Muluk et al., 2021).

3. Blended Learning

   Blended learning is a learning method in which a student receives some learning online as well as face-to-face learning. Students access learning independently and these student learning modalities are interconnected so that students get an integrated learning experience (Watson & Murin, 2014).

1.8 Organization of the Study

In this study, the writer describes the research in 5 chapters. Each chapter describes a different problem and is adapted to the topic raised in the research.

Chapter 1: Introduction, including the following sub-chapters: The background of the study contains a description of the background on the topic the writer is researching, and further the Reasons for Choosing the Topic, the

Statement of the Problems, the Objectives of the Study for an explanation of the results to be achieved, the Limitation of the Study, the Significance of the Study contains a description of the benefits of the research results, furthermore the Definition of Key Terms, and the last one is the Organization of the Study.

Chapter 2: Literature Review, contains a theoretical study that is reviewed from a literature review, and is presented in the form of a qualitative description. So that the reader can understand what theory is used in this study.

Chapter 3: Research Method, including the following sub-chapters: Design of the Study that explains the type of research and what approach the writer used in the research, and further Subject of the Study, Data of the Study, Instrument of the Study, Technique for Collecting Data, Data Collecting Procedure, and the last one is Data Analysis.

Chapter 4: Presenting research results and discussion; consisting of an analysis of the results of interviews and discussion.

Chapter 5: Presenting conclusions and suggestions based on the discussion

CHAPTER II

LITERATURE REVIEW

This chapter presents a review of the relevant literature that discusses the Covid-19 Pandemic, English speaking, and Blended Learning.

2.1 COVID-19 Pandemic

Corona virus is a new virus that appears and infects human respiration and is known as Severe Acute Respiratory Syndrome Coronavirus 2 (SARS-CoV-2) (Lai, 2020) . Many victims are infected with this virus, the symptoms are the same as SARS and MERS, but this virus is easier to develop. Symptoms include shortness of breath, chest pain, fever, cough, and loss of taste or smell. Indonesia is one of the countries affected by this pandemic. As of November 24, 2021 in Indonesia, there were 4.254.443 confirmed positive cases of Covid-19 with 143,766 deaths and 4.102.700 patients had recovered throughout Indonesia (Kemenkes RI, 2021). This proves that the COVID-19 pandemic that occurs in almost all parts of the world is very dangerous and has a major impact on humans.

Humans are social creatures who always interact so that the spread of COVID-19 is getting faster. So that social restrictions are imposed in society. because the affected sufferer will experience mild to acute shortness of breath which can even lead to death, the patient also has the potential to transmit these symptoms to others. Because of this, community activities are disrupted and require everyone to carry out their activities in their respective homes. In addition

to having an impact on social relations between communities, COVID-19 has also greatly impacted the economy and the world of education in Indonesia.

The impact of the COVID-19 pandemic is very visible in the field of education in Indonesia. Accordding to Kurniawati (2021), There are two impacts that affect education in Indonesia caused by COVID-19. First, the Covid-19 pandemic requires students to study independently with parental guidance at home. As a result, because students are less prepared, they have low motivation in online learning. Students who are accustomed to studying in class with friends are required to study at home and make most students bored. The second impact, students lose their social life. The habit of interacting directly in class automatically decreases due to social distancing and online independent study rules. Then due to this pandemic, educational institutions must begin to change educational strategies, prepare media, facilities and infrastructure and increase the capacity of educators to be able to use new technology.

Students experience negative and positive experiences during Covid19 pandemic. According to Tümen Akyıldız (2020), stated that students experience paths positives and negatives of the COVID-19 pandemic. Many students expressed disadvantages during distance education such as lack of interaction, communication, infrastructure issues, time management, traditional educational habits, and many experienced problems in asking questions to employers. However, students also expressed advantages for distance education such as flexibility of time and place. According to Akcil & Bastas (2021), stated that

overall the study found the COVID-19 pandemic had more negative than positive impacts on students' lives. Students noted several adverse factors such as low reviews, poor public awareness, lack of adequate technical equipment, with the biggest impact being inadequate teacher qualifications.

Further research by Syauqi et al (2020), provide more information about student experiences involving teachers. This study found that teachers did not manage distance learning in line with students' expectations, distance learning had not had an effective effect on increasing students' knowledge, and learning materials designed and managed were not in accordance with students' expectations. In conclusion, this research found experiences involving distance learning to be ineffective, and still need improvement.

2.2   English Speaking

This sub-chapter discusses the meaning of english speaking, and Common Obstacles in Learning to Speak English.

2.2.1 Definition of English Speaking

Speaking is an interactive process by providing information and receiving information (Kosar, Gulten., & Bedir, 2014). Speaking can be stated as a skill to turn thoughts and feelings into meaning to be conveyed. So that speaking can interpreted as an action to convey what is thought. While classroom management greatly determines the success of students in the teaching and learning process (Cruickshank, Jenkins, & Metcalf, 2006). This is because the class is the most effective tool in the instructional process. Furthermore, the process of learning to

speak will becomes easier if students are involved actively communicating. Besides that a good class will help in improve student learning experience, as well as a positive impact on student achievement (Muluk et al., 2021).

Studies show that the teacher's role greatly influences class characteristics in interaction (Dagarin, 2004; Rido & Sari, 2018). Interaction involves teachers and students in carrying out two-way communication and active participation between teachers and students in the classroom (Rido et al., 2020; Tsui et al., 2001). Speaking requires learning in a second language or a foreign language to know about how to produce speech not only linguistically connected but also pragmatically appropriate (Uso´-Juan & Martı´nez-Flor, 2006).

Even though many strategies and approaches have been developed, the students' speaking skills still show unsatisfactory results. According to Harmer (2007), there are three main reasons for students to be encouraged to speak in English class. First, because speaking activities can provide opportunities to practice speaking in real life. Second, speaking assignments where students try to use the language they know as feedback between the teacher and students so they know what they want to convey. Third, through speaking, students have the opportunity to be active in various elements of the language they have mastered. Therefore, the English class will have character if teachers and students are able to bring two-way communication during the teaching and learning process and bring a more lively atmosphere in the process.

2.2.2   Common Obstacles in Learning English

Constraints in students' speaking skills result in low students' motivation in learning English. There are four things that affect students' speaking skills, namely pronunciation, vocabulary, grammar and language cultural background which are often obstacles in English-speaking classes (Hamsia, 2018). Barriers to students' speaking ability can be overcome if students are able to at least master basic vocabulary, grammar, and correct pronunciation. In addition, students must also have the desire to start and learn it.

There are several ways that can be done to overcome obstacles in speaking class, for example improving the learning environment, students must create a learning environment that supports learning English so that the learning atmosphere feels more comfortable and not because of compulsion. Then be diligent in memorizing vocabulary, meaning that the more vocabulary you memorize, the easier it will be pronounce. The next step is to start getting used to speaking English in everyday life, especially when interacting with friends. And lastly get used to practice it. Exercises can be done independently in front of a mirror or with friends in the school environment.

2.3   Blended Learning

In this sub-topic discusses the definition of blended learning, and the advantages and disadvantages of blended learning.

2.3.1   Definition of Blended Learning

Blended learning is a hot topic in education, because of the development of information and communication technology that affects learning models (Limbong, 2017). It can be applied by utilizing various online learning media that are ideal for solving problems (Keshta & Harb, 2013). Therefore, it can be concluded that blended learning is a learning innovation by combining face-to-face learning and online learning using technology and information media.

Currently, there are many online learning media that have been implemented to support classroom learning. According to Singh (2021), stated that blended learning provides opportunities to utilize synchronous media (group chats, and web conferencing) and asynchronous tools (such as social networks, email and discussion boards). In its application the teacher can provide feedback when learning face-to-face and also use various learning media that are used easily without wasting time.

The blended learning method is considered capable of providing students with an independent learning experience. In addition, Blended learning is able to provide wider learning opportunities with a more flexible learning environment (Thorne, 2003). It becomes more flexible because teachers and students can access learning materials anywhere and anytime, so it does not make learning difficult, especially during a pandemic. Based on the explanation above, blended learning is really effective to be applied during a pandemic, where we need a learning method that can make it easier for educators and students to access learning either from home or at school.

2.3.2   Components of Blended Learning

In this sub-chapter, the blended learning component will be discussed. The blended learning component is divided into two, namely online learning and face-to-face learning.

1. Online learning

Online learning is distance learning by utilizing the reach of technology, computer-based learning, web-based learning, virtual learning, and digital collaboration (Urdan & Weggen, 2000). Online learning is already familiar to us. In its development, it is known as e-learning which is part of the concept of blended learning. In Indonesia, the application of online learning is more often applied, especially since the Covid-19 pandemic that hit our country, online learning is one solution for the Indonesian education world to continue to carry out the teaching and learning process in the midst of pandemic disaster. Online learning is a teaching and learning experience using video, audio, images, communication texts and software that uses the internet network (Basilaia & Kvavadze, 2020). Online learning is effectively applied in the teaching and learning process by utilizing digital media to transfer learning materials from teachers to students. In addition, the learning media used can be adapted to the needs of students in the class. The types of media that can be used in online learning include:

   a.   Google Meet

The Google Meet application is a product from Google that can be used for video communication services. This application is the latest version of the two previous versions, namely Google Hangouts and Google Chat. This app is easily accessible and can be used for multiple participants (Singh & Soumya, 2020).

b. Zoom

The Zoom application is software that can be used for study or meetings by combining video conferencing, online meetings, chat, to mobile collaboration (Laili & Nashir, 2020). The zoom application can be installed using a computer or mobile phone. Making it easier for students who do not have a computer. This proves that this application is very suitable for use in the application of blended learning methods that require online learning media.

c. YouTube

According to Li et al (2020),Youtube is an online source of information that can be accessed by more than 2 billion users, users can access it easily and can obtain information in the form of audio-visual at the same time. This is the advantage of YouTube compared to other social media platforms. This website allows its users to view, upload and share videos. YouTube can be used as an online learning medium because students can access videos uploaded by teachers via YouTube or access various other videos.

d. Whatsapp

Whatsapp is an application that can be used in learning because students can easily exchange information with fellow students via chat, and are faster in online interactions between students and teachers (Pratama & Kartikawati, 2017). This application can be an option in the application of blended learning methods. This application is very easy to use and is not paid, it only requires an internet connection like media applications in general.

Those are some examples of online learning media that can be used. Of course, there are many other online learning media and their use can be adapted to the needs of learning. In the use of various learning media, it is hoped that teachers can choose learning media that are easy to use, making it easier for students to access learning materials using these media.

2. Face-to-Face Learning

Face-to-face learning is a learning activity by interacting directly, learning is done through conversations to build communicative actions together using language, emotions, expressions, and social dimensions (Dohen et al., 2010). Beside that, face-to-face learning methods commonly used include:

a. Lecture Method

The lecture method is an oral explanation by the teacher to students. The students listen carefully then take notes on things that are considered important. The lecture method is indeed often

encountered in face-to-face learning in class so that the teacher becomes the main facilitator in providing learning information.

b. Question and Answer Method

The question and answer method is a learning method in the form of questions that must be answered from the teacher to the student or from the student to the teacher. Questions are given about understanding the material that has been delivered. this method is very effective for reviewing students' understanding of learning.

c. Discussion Method

The discussion method is a learning method by confronting students with a problem. This method aims so that students can find solutions to these problems through discussions either between individuals or groups. This method can be used to hone students' ability to think critically.

d. Demonstration Method

The demonstration method is a learning method with the teacher practicing or showing students about a process. The way it works is to show a certain object being studied. So that this method can really help students in using a media and practicing it.

Based on the information above, face-to-face learning requires interaction between teachers and students in the classroom using various learning methods that are considered effective. It is important to use this method to transfer learning in the classroom and enhance online learning that has taken place. It would be

nice if the method used in this face-to-face activity pays attention to the needs of students in the class.

2.3.3   The Steps of Blended Learning

According to Bath & Bourke (2011), there are four steps that must be considered in implementing blended learning, namely: planning, designing and developing the blended learning elements, implementing, reviewing and evaluating the design.

The first is planning a blended learning model. In planning learning, the thing that needs to be considered is determining learning materials that are in accordance with the curriculum. Teachers must understand the right teaching materials to be applied in mixed learning. Teaching materials will be a guide in achieving learning objectives. Then create a mixed learning plan that facilitates face-to-face and distance learning systems. The thing that needs to be considered in making a mixed learning design is to make learning materials that can be simplified and make it easier for students to access learning. Teachers should also consider what software students are familiar with to use in learning as a medium for delivering learning materials. Furthermore, the teacher must also know the character of the students. It becomes important in planning the teacher must know how the experience and motivation of students in learning which can later affect student learning outcomes.

The second consideration is designing and developing the blended learning elements. At this stage the teacher must describe what the learning objectives are,

what learning activities will be carried out and how the technical assessment will be used. Even at this stage the teacher must test the learning design that has been made by paying attention to whether the design is in accordance with the blended learning system. Then consider whether the learning design can provide convenience for students and teachers in its implementation. If it does not meet the criteria, then the learning design deserves to be reconsidered.

Furthermore, the third is implementing. The implementation is done by familiarizing students in the distance learning system. It aims to make students familiar with blended learning and encourage students to study independently. And in applying blended learning, it is necessary to instill a leadership attitude. Leadership attitude in dividing time and taking the time to try to improve the quality of learning.

And the last is reviewing and evaluating the design. Evaluation is carried out to correct deficiencies in the application of learning design. Things that need to be considered in the evaluation include: The ease of students in accessing the information provided during learning, the suitability of teaching materials with learning objectives, students' understanding of the instructions and information presented, seeing how much students are interested in learning the material provided, how far the teaching materials can be applied in learning, and the last is how much it costs so that the less costs incurred the more effective it is done.

In conclusion, it is very important to know and apply the steps in the implementation of blended learning. We have to pay attention to every step

starting from planning to determine teaching materials in accordance with the curriculum, designing and developing the blended learning elements, implementing to familiarizing students in the distance learning system, reviewing and evaluating the design. These steps will be very helpful in achieving the learning objectives of blended learning as a new alternative learning method.

2.3.4 Pros and Cons of Blended Learning in ELT Classroom

Various studies have shown that blended learning has pros and cons, one of them according to Widiara (2018), this level of effectiveness is proven by several pros: the first, using media and internet networks allows students to learn and access learning easily independently. Second, students can carry out learning discussions outside the classroom both online and offline making it easier for students both individually and in groups to carry out learning interactions. third, the teacher can distribute material before the lesson begins through learning media such as WhatsApp or YouTube so that students can learn the material earlier before the meeting.

From the pros of blended learning there are also cons that become obstacles in its application include: the first is technological literacy which can be a real problem for both students and teachers. Not all digital resources are reliable and easy to use. The second is a challenge for teachers because they have to adapt to new methods before continuing to students and choose the most suitable syllabus to use. Unfortunately, not all teachers are willing to do. Third, students experience cognitive load when faced with too many educational activities and

content through digital media (Hunt, 2016). Like any other method, blended learning has a bright and dark side. The combination of online and face-to-face learning can be beneficial if applied wisely. Although not all students are ready for independent study, there are always ways to balance it.

After knowing some of the pros and cons of the blended learning method, the thing that must be done is to maximize the existing strengths to support learning and minimize these deficiencies by making appropriate learning strategies and meeting the standardization of learning English. So that in the subsequent application of the blended learning method this really can be a solution in the midst of a situation of technological and information development in the world of education, especially English-speaking classes which require students to practice and hone their skills in English.

2.4   Retrospective Study

The application of different learning methods or processes in educational development can be improved with reflection as a starting point. In order to reflect on the numerous processes that have taken place, a retrospective analysis was carried out using data regarding past events. Creating a picture or description of a situation through thinking back on the past is the primary goal of descriptive retrospective (Notoadmodjo, 2005). Often, after discovering the results, researchers will compare the data with those of earlier investigations.

A retrospective study has the following benefits: it is more affordable; it requires less time than other research procedures; and it provides for detailed

analysis of research-related topics using data gathered from individuals or groups. While the disadvantages that can be taken into account, for instance, cannot be used to calculate a specific amount or ratio, it is challenging to select an appropriate control group, and it is possible that incomplete data will result because factors and risks are only identified after a situation has already occurred.

2.5   Previous Studies

There are previous studies that related with this study. The previous studies used are from

The first study was entitled "Blended Learning: Student Experiences" was done by (Meyer et al., 2014). The purpose of the study was to evaluate student experiences with Blended Learning (BL) with the focus on development and delivery across Schools at EIT. This research covers five undergraduate degree programs: Nursing, Business, Computing, Social Sciences and Māori Studies were chosen as participants. There are 42 students respondents in the first semester and 34 in the second semester. The result of the study was that most students are satisfied with the implementation of BL, and made useful suggestions for institutions and teachers on how to enhance their learning experience. BL is very meaningful to implement but it is important to remember that teachers must arrange learning activities according to the learning level of students. It is identified by the students that mostly done by the teacher correctly. Some teachers do but need to improve their skills in using technology effectively.

The second study was entitled "An Eight-year Retrospective Study in Flipped Pharmacokinetics Courses" by (Persky & Dupuis, 2014). Participants in this study are students in higher education and health science education. The objective of the study is to assess the impact on student performance of increased active learning strategies in a foundational pharmacokinetics course and a clinical pharmacokinetics course over an 8-year period. Design of the study was used in this study including the process of a foundational pharmacokinetics course with a lecture-with-active-learning (LAL) format was redesigned to a recitation-format (REC) using smaller groups of students (ie, the class divided into thirds) and eventually to a team-based learning (TBL) format. The lecture-based clinical pharmacokinetics course was redesigned to a case-based learning (CBL) format to encourage preclass preparation with class time used for application; this course format underwent minor redesigns over an 8-year period. The result showed that increasing the amount of active learning in the foundational and clinical courses resulted in increased learning as measured by examination performance. Students were able to successfully learn the foundational aspects of he discipline through self-directed learning but this did require student-friendly material that could be completed efficiently with opportunities to self-assess. Increasing student accountability or using cooperative learning may come at a cost in terms of overall student satisfaction with courses, but evaluations can still remain positive.

The third study was entitled "Learning Experiences Using Blended Learning On EFL Learners At Sulawesi Barat University" by (Sudewi, 2020). This study aim to determine learning experiences and difficulties/challenges using

blended learning models in EFL learners at the University of Sulawesi Barat and the type of ethnographic research that focuses on case studies. The subjects in this study are students or learners of English as a foreign language (EFL) at the University of Sulawesi Barat. Data collection methods are observation, interviews, and questionnaires addressed to EFL students. The findings shows that blended learning method made students more excited because can done everywhere, less embarrassing felt, flexible, motivate to active in learning, simplify and speed up the process of nonstop communication. Furthermore, difficulties/challenges faced by all subjects using the method was network connection an four varying categories emerged and these included: managing time, technical issues, novelty of the learning experience, and learning style.

In the previous studies above, there are several similarities that are related to students' experiences in using blended learning methods and the application of a retrospective study. However, there are also some differences in previous studies such as the subject and the objectives of the study. Therefore, with these similarities and differences, it is important to do this research to explanation on students' experiences regarding the blended learning method as a reference for future improvements.

CHAPTER III

METHOD OF THE STUDY

In this chapter, research method is discussed including: Design of the Study, Participant of the Study, Instrument of the Study, Data Collecting Procedure, and Data Analysis.

3.1 Design of the Study

The method used in this study is a qualitative method with a retrospective study. Qualitative research is more aimed at achieving an in-depth understanding of a particular organization or event and examining the situation that occurred (Denzin & Lincoln, 2018). Therefore, it can be stated that qualitative methods emphasize more on explanations in research and do not rely on statistics in research. Then this research will be supported by a retrospective study, which is research that looks back to see the data that have been collected from previous events (Powell & Sweeting, 2015).

3.2 Participant of the Study

This research will be conducted on students at one of the private Islamic schools in Indonesia. Participants were selected based on their experience participating in blended learning in speaking classes. Further, the subject of this study is explained in terms of population and sample, as follows:

3.2.1 Population

The population consist of individuals, groups, or organizations which study results can be transfered and are the main group to be the research objective (Casteel & Bridier, 2021)**.** The population in this study were 11th graders.. Participants had an average age of 17-18 years.

3.2.2 Sample

The sample is the group of units from which the population is drawn (Casteel & Bridier, 2021). There were 23 students in the class, and there were 10 participants who participated in this interview. In selecting the students as a sample, they were randomly selected using convenience sampling (the researcher announces the study, and participants choose themselves if they wish to participate).

Table 3. 1 *Participants' Demographics: Age Range, Educational Background, Gender*

| Participants	Category	N
Age range	<16	0
	16 - 18 years	9
	19 – 20 years	1
Educational Background	Senior high school degree	10
Gender	Male	5
	Female	5

3.3   Instrument of the Study

This study uses a list of interviews as an instrument to collect research data. Interviews were given to find out the backgrounds of the students and help the writer dig up information related to the experiences of the students in implementing blended learning in the speaking class. For validity testing, the author uses expert judgment, where the term refers to an assessment technique made based on certain criteria or expertise obtained through certain knowledge or fields, disciplines, etc (Cabero-Almenara et al., 2020).

3.4   Data Collecting Procedure

This research collected feedback obtained from students about their experiences implementing blended learning after the COVID-19 pandemic. To obtain research data, the authors conducted interviews regularly. An interview is a method of collecting data by asking questions directly to informants. The interview method can be used to find out problems that are not obtained through observation by asking and answering questions directly to respondents, then recording the answers obtained with a recording media (Raco, 2018). This interview was conducted to find out how the respondent's experience is related to the problem under study. The results of the interviews were used to analyze the data descriptively.

3.5   Data Analysis

The collected data were analyzed using thematic analysis Braun & Clarke (2006), the process of data analysis in this study begins with the results of interviews and documentation of the data that has been obtained. The data that has been obtained is then coded, reviewed, and categorized into themes. Guided by our research question, these analytical processes focused on students' experiences in implementing blended learning after the COVID-19 pandemic. The results of the analysis and categorization will then be developed into themes to explain participants' experiences about blended learning conditions during the COVID-19 pandemic and explain the needs and expectations of students regarding the application of blended learning methods for learning when needed.
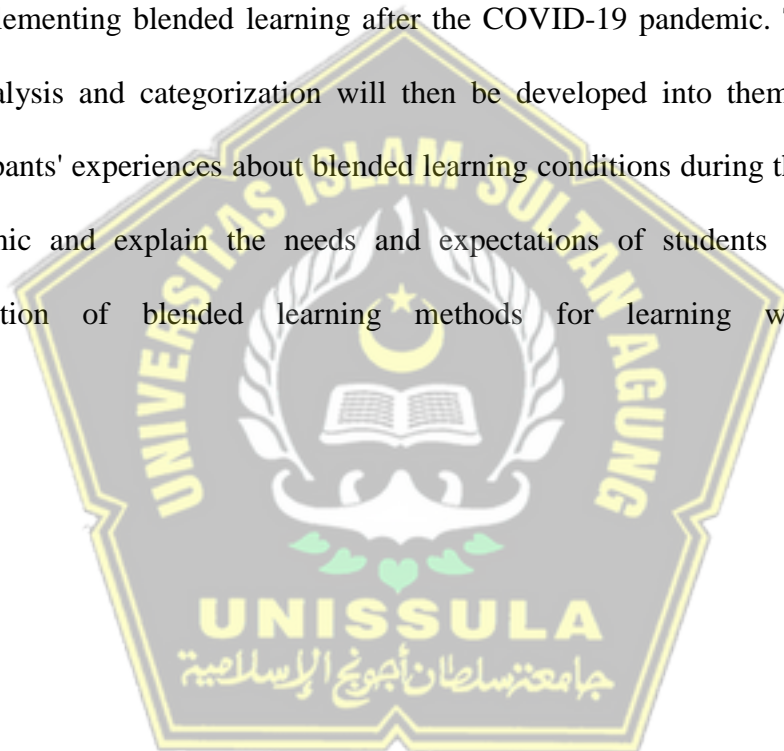
CHAPTER IV

FINDINGS AND DISCUSSION

The result of the study is presented in this chapter. This chapter is divided into two main sections: data analysis and research discussion. Data analysis presented research results collected through interviews. And the discussion related to the interpretation of data analysis in this study.

4.1   Findings

This chapter consists of a report on the findings that have been collected during the research procedure. This research were collected feedback obtained from students about the experience of implementing blended learning after the Covid-19 pandemic. To obtain research data, the writer conducted interviews significantly. This interview was conducted to find out how students' experiences related to the problem under study.

Interviews were conducted with 10 students and had participated in blended learning during the last pandemic at a private high school in Indonesia. Respondents consisted of 5 male and 5 female in english speaking classes. The data were analyzed in order to draw a conclusion about the objective of the study. Research described the findings into four parts. They would be described as follows: students' experience about participating in blended learning, the application of technological media in blended learning, the effect of blended learning on social interaction, and the student expectations.

1.   Students' experiences about participating in blended learning

One of the students explained his experience while doing blended learning.

The student explained:

> I don't think it's effective. Because each student has their own unique characteristics. Starting from their learning style, and how they understand the knowledge that has been given. Especially when online learning because there are students who find it difficult to understand learning if it is not explained directly. Then during the pandemic I feel more bored, doing assignments is just a formality, more often copying friends' assignments.

Based on the interviews above, this study obtained data that 9 out of 10 students felt ineffective in conducting learning during the Covid-19 pandemic. The learning styles of students who tend to be different make distance learning difficult to do. There are students who understand self-learning, but there are also those who have to be explained directly by the teacher in class. During the interview, students also gave other reasons why learning during a pandemic was considered ineffective. One student explained that it was not only the student's learning style that was an obstacle, but also technical problems in its implementation:

> Ineffective because the focus is divided. When studying at home there are often internet problem and feel sleepy. So once when the class was only absent and did not participate in learning

Even some students gave the same explanation, it was revealed that students very clearly chose face-to-face learning as a whole, but if they are required to choose

due to situations and conditions that do not allow then blended learning can be a solution that helps students learn compared to online learning. As one student said:

> I Prefer face-to-face. However, if forced due to circumstances, blended learning is better than online because there is an opportunity to be face-to-face.

According to students, blended learning provides opportunities for students to conduct face-to-face learning which allows students to access shared learning in class without constraints and allows students to interact directly with teachers or classmate in class.

In the next question, one of the students explained the blended learning process during the pandemic. Learning is carried out as usual. The teacher explains lessons in class for students who are at school and explains online for students who study at home at the same time. Teachers provide learning media such as cameras and learning applications that make it possible to access them online for students who take part in learning at home. However, it is undeniable that in practice, blended learning is different from face-to-face learning. The difference can be seen in terms of learning time. One student gave his statement:

> The application at that time in terms of time was different from the usual learning. For example, enter at 7 am and leave at 12 noon. Then further learning online at home. The entry schedule is also based on absences (odd-even).

It didn't stop there, the students also explained about the learning time that they felt was not enough to receive all the material during the blended learning process.

Study time is considered ineffective because it is shorter than usual study time.

one student explained:

> There are some teachers who explain things that are not clear or not deep. Because there is limited study time. In addition, there are results-oriented teachers, while students really need a process to get those results.

Furhermore, students tell how the learning evaluation takes place while using blended learning:

> There is no evaluation. If students don't ask, the teacher doesn't explain anything at the end of the lesson.

Some of the students also suspected that evaluation was not carried out at the end of the lesson because study time was very limited and required them to wait for additional explanations online. It can be concluded in the interview above, students gave their answers and experiences while implementing blended learning in English-speaking classes which were felt to be less effective.

2.   The application of technological media in blended learning

The interview results found that all students agreed with the existence of technological media in blended learning. They explained that technological media was very helpful in completing assignments at home and made it possible to keep abreast of learning during a pandemic. In addition, students also benefit from using various learning applications with the help of technological media. One student mentioned his experience when using various applications for learning:

> I used Google Meet, Google classroom, and Zoom. I usually also look for learning references via Youtube and Tiktok.

Students feel more intense with technological media while implementing blended learning. They can explore unlimited information beyond learning via the internet. And they feel more independent in completing learning at home

Besides the benefits that students get related to media technology in the interview above, students also get challenges in practice. The first challenge is the misuse of technology media by students. Students think that actually misusing technology media when learning blended learning is a bad habit that is difficult to overcome. One of the students gave the following description:

> There are a number of things that I don't agree with, for example when taking online exams using mobile phones or other applications, many students misuse the media for other things, such as looking for answers on the internet. Whereas if the written exam minimizes the level of cheating during the exam.

In addition, students also revealed in interviews about the technical constraints on the use of technological media that they felt while participating in blended learning. The technical obstacles that often occur are the poor quality of learning media such as cameras and videos and poor school internet networks. Most of the students gave the same information as follows:

> There are often wi-fi problems at school so that learning video don't reach friends who study online at home. In addition, the camera also sometimes won't turn on and we only listen to the teacher's voice without video.

It can be concluded that indeed technological media has an important role for learning if its application is accompanied by facilities that support learning optimally.

3.   The effect of blended learning on social interaction

According to one student during an interview, while implementing blended learning students are required to keep their distance and limit direct interactions with friends or teachers at school. In addition, students communicate more intensely via cell phones than face to face, so that many students feel that during blended learning the relationship between students and teachers is different from before. One of the students told how his relationship with his classmates during blended learning was:

> Yes, there is a gap. For example, when we talk via phone, we are quite close, but it turns out that when we meet face to face, we are not familiar. Awkward and unexpected.

In fact, it is not uncommon for misunderstandings to occur in communication between students. Students feel that communicating by phone or chat is clearly different from communicating face to face. Information given to classmates can be interpreted differently from the intent to be conveyed. Besides that, the habit of keeping a distance during blended learning also affects the character of students to become more individualistic. The case was seen when students found group assignments. Students only complete their respective assignments without any discussion. Students feel they can complete assignments independently without having to touch or discuss them via chat. The absence of discussions in the classroom reduces the interaction between students or teachers during the application of blended learning.

4.   Student expectations

This study described some of the student expectations conveyed during the interview. The expectations that most arise are regarding learning facilities,

especially learning media and the internet. This expectation is supported by technical problems that have repeatedly occurred. One student expressed his hope:

> Improving learning media for online friends, for example cameras used in class because the quality is not clear, microphones whose voice is also not clear and the internet network is unstable. So the learning facilities must be improved.

Students also expressed their hopes regarding existing human resources. Both his ability as a student in receiving learning and the teacher's ability to utilize media technology. One student said that:

> For teachers, it's best if teaching doesn't get complicated. Don't give too much work, because all subjects must have assignments. In addition, it is easier to communicate with students via cellphone so that students do not wait days for answers. The most important thing is that teachers must be more millennial. For example, there are several teachers who don't know how to use technology or zoom, so students teach in class. Apart from that, the socialization of using the new application to students must also be clear so that no students are left behind in lessons or quizzes.

Students realize that not all of them can easily adapt to using the blended learning method during a pandemic. Starting from learning styles to students' capacity to accept the material taught in class. Students tend to feel bored and sometimes do not follow the lessons as they should. So that, one of the students expressed his hopes during the interview about the way the teacher delivers learning material to make it more interesting and builds a lively atmosphere in the classroom. In addition, students also hope that the teaching materials or learning materials delivered are truly in accordance with what they need. Students complain because in practice there are still teachers who don't explain the material or only give

assignments to students via WhatsApp. And based on that case, all students hope that the teacher can explain the material first then give assignments.

Meanwhile, with regard to students' interest and enthusiasm in learning, some students also expressed the following expectations:

> Suggestions for institutions, more emphasis on the learning needed by students according to their interests. To help students develop and be enthusiastic in learning. For example, I personally have an interest in religion, so I can apply blended learning to recite the Qur'an.

With the above expectations, students really hope that educators or educational institutions better understand the situation of their students. And if possible improvements in terms of learning facilities are also highly expected.

4.2   Discussion

The main objective of this study is to identify and explain the experiences of learning participants in implementing blended learning during the past Covid-19 pandemic as a reference for future improvements. To find out the experiences of students, the author has conducted interviews with 10 students from one of the private high schools in Indonesia and collected information. This discussion section aims to discuss findings from what students experience about the theme and how their experiences can be useful to support better educational progress, especially with regard to the application of blended learning methods as an alternative for future learning. Based on the findings above, the authors have investigated the results and problems found in the implementation of blended learning. The writer classifies the data into 4 aspects. The data collected is very diverse, so the classification is based on students' experiences while participating

in blended learning during the past Covid-19 pandemic, the application of technological media in blended learning, the effect of blended learning on social interaction, and students expectations.

Based on the interview results, there are so many things that must be considered regarding the application of blended learning to achieve the expected expectations. Obstacles that occur during implementation start from the lack of socialization regarding the blended learning method to both students and teachers, so that there are still students or teachers who do not apply this method optimally. Especially socialization to educators regarding the importance of using technology and how to determine the appropriate material to be applied in blended learning. Then the most common obstacle is regarding learning facilities ranging from learning media and internet quality that need to be improved. In addition, students also often feel bored and unable to accept all the material presented with a very short learning time than usual.

However, behind the constraints that the students presented, it turned out that students had high hopes for the application of the blended learning method in the future because it was considered a solution that could help students deal with learning in certain circumstances if needed. The highest expectation is to maximize the use of technological media in learning which provides a broader experience than what students have gained in class via the internet which can be accessed easily using various technological media. Besides that, students also have the highest expectations regarding internet facilities in schools which are still considered sub-optimal, building a learning atmosphere with interactive activities,

and increasing the teacher's role in managing and delivering more interesting learning materials. This expectation shows that clear goals and expectations, quality of materials, and collaboration that occurs during discussions can be significant predictors of student performance.

CHAPTER V

CONCLUSION AND SUGGESTION

This chapter is the epilogue, it consisted of conclusions and suggestions. Conclusions provide the main findings of the study, while suggestions provide further views on what to do next.

5.1 Conclusion

Based on students' experiences in participating in blended learning during the past Covid-19 pandemic, they had a perspective that there are still many things that need attention and continue to be improved regarding the obstacles that often and repeatedly occur during the application of blended learning such as: student learning styles that tend to be different, technical constraints related to learning media, weak internet networks at school, the learning atmosphere is passive and tends to be boring, and the teacher's ability to convey and process material according to the blended learning method still needs to be improved. In addition, limited face-to-face learning during blended learning is also an obstacle in understanding learning material. And not infrequently for students who experience problems in social interaction. Blended learning can be an effective learning solution and alternative because it is considered to provide a new color and allows students to explore their experiences in using technological media if it is supported by adequate learning facilities and human resources as expressed by students' expectations. This will have a huge impact in the midst of increasingly developing technological developments and require students to be more independent in learning.

5.2   Suggestion

Blended learning has benefits and obstacles. Starting from the implementation process, the media used and the human resources themselves. Naturally, blended learning has many obstacles. However, for the blended learning method to be effective, efficient, and provide optimal benefits, it needs support from all aspects. Starting from the government, educational institutions, teachers, students and parents. The problem that often occurs is internet connection problems. To support better education in Indonesia, the government could provide and ensure that all educational institutions optimally provide educational services by looking at what problems often occur, such as in the application of this blended learning method. In addition, there is a need for training for teachers so they can keep abreast of current technological developments to maximize the management of material and apply it in class. Likewise cooperation is expected for students to start getting used to learning independently with the opportunities provided in searching for unlimited information through internet media under the supervision of parents to ensure that it is used properly. And the most important thing is, building a conducive classroom atmosphere for both students in class or those doing online learning at home with significant attention to the needs and pedagogical and psychological conditions of students. after that the teacher can review student understanding by always evaluating learning consistently.

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