



## Students' Perception toward the Implementation of Blended Learning in Essay Writing Class of the Third Semester Students English Department Universitas Negeri Padang

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### Abstract

*The purpose of this study is to find out students' perceptions of Blended Learning in Essay Writing class as well as its benefit for the students. This research used descriptive method. The population are 142 third semester students in Essay Writing Classes of English department student year 2021. A total of 83 students were selected using quota sampling method. The data collection technique used in this research was a questionnaire with 6 indicators through google form application. As a result, the study's findings indicated that the majority of English Department essay writing class students had favourable perceptions of the way blended learning had been implemented. The students concur that the usage of blended learning enhances students' essay-writing skills, which results in improved performance in essay-writing classes. However, the students still encounter an obstacles such as shifting from online to offline to online class and accessing virtual classes. Moreover, blended learning has benefits in terms of time, outcomes, effectiveness and efficiency, and communication.*

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## INTRODUCTION

Information and communication technologies, as well as education, have significantly advanced as a result of globalization. One of the most intriguing information and communication technology tools to use in the classroom is the internet. Particularly after the Covid-19 virus epidemic, the usage of the internet in the educational system is becoming more and more important. The Minister of Education and Culture has advised that all educational institutions use online learning by March 24, 2020, in order to preserve the wellbeing of Indonesian students, teachers, and other workforce members. However, educational institutions

are permitted to conduct offline learning for a predetermined amount of time as the pandemic passes and a vaccine is developed.

Project-based learning, the daring method, the luring method, the home visit method, and blended learning were among the suggested teaching strategies by the Minister of Education and Culture in 2020. One of the learning strategies that will be used throughout this new policy era is blended learning. Additionally, according to Kemendikbud (2021), blended learning offers the best chance to learn from classroom to online learning transitions.

According to Stein and Graham (2014), blended learning is an effective, adaptable, and successful combination of online and face-to-face learning. Hinkelman, (2018) defines blended learning as learning activities that use face-to-face instruction for the remaining 55% and online learning for the other 45%. Based on researcher preliminary research in English Department Universitas Negeri Padang, Essay Writing Class is the one of the classes that used blended learning for the third semester students 2021.

Blended learning offers some benefits for the present pandemic situation, including improving the allure of learning and being more effective and efficient (Lalima et al, 2017). Despite these benefits, blended learning has certain drawbacks, such as the extensive variety of media required (Husamah, 2014). As a result, when the infrastructure is inadequate, it can be difficult to apply. Due to the fact that this type of instruction has just recently been implemented, there are discrepancies in how the blended learning approach is perceived and understood by the students.

Organizing and interpreting a large variety of stimuli into a psychological experience that gives meaning to one's environment is the process of perception, according to Gibson (2012). Since they might affect a student's attitude and motivation, perceptions of students are important. Understanding how students perceive things is important because it enables lecturers or professors to assess ideas after learning how students perceive things.

Özet (2014) asserts that assessing student perceptions is crucial for determining how effective a lesson is. When it comes to how to educate or how to offer content to students, the lecturer can change what students dislike and boost what they appreciate after learning about their opinions. Students' perceptions are also crucial to their performance because they are at the center of every learning process (Sinaga 2018). Since it enables the instructor to evaluate students' abilities and recognize and address students' difficulties, the student's perspective is crucial to the teaching and learning process.

In relation to this research, the following studies have been conducted by other researchers: In the first place, Ali's research from 2007 with the title *Analysis of the Impact Implementation of Blended Learning Method (Combination Classroom Learning and E Learning)*. The study concentrated on the effects of the blended learning approach. Second, Buket and Meryem (2008) discovered that evaluating students' views of learning styles and blended learning environments is a relatively new topic. Their research focused on students' perceptions in a blended learning environment based on different learning styles.

Gyamfi & Gyaase (2015) found in their research on blended learning that it was difficult to use web-based resources since some students had trouble with internet access and the slow speed of connectivity on campus..

Furthermore, Pre-Service EFL Teachers' Perception of Blended Learning was the subject of a study by Pardede (2020), which concentrated on this viewpoint. However, no studies have examined how students perceive blended learning in essay-writing classes. In order to close the perception gap regarding blended learning, it is considered vital to undertake research on students' perceptions toward its implementation in essay writing classes.

Thus, there are two research question for this research: 1. What are the students' perceptions toward the implementation of Blended Learning method in Essay Writing Class? 2. What are the benefits of Blended Learning in Essay Writing Class?

## **METHOD**

This method is descriptive since it aims to discover how students in an essay writing class perceive blended learning. According to Suharsimi (2010), a descriptive method is a way of gathering data about a phenomenon or an event that occurs at the moment of research and is geared at seeking to describe the phenomenon seen in its current state.

83 students from the English department of Universitas Negeri Padang's third semester are the sample for this study. A questionnaire was used by the researchers as the instrument for data collection. The researcher contacted experts to examine the instruments' items to determine whether their content and goals were accurate and suitable for use, in order to establish the validity of the instruments. Following a modification, the researcher collects the data using the Google Forms app.

There are a total of 20 statements in the questionnaire, which is separated into 6 sections: time, outcomes, effective and efficient, process, shifting from online to offline to online, and facilities. The questionnaire data is shown on 1 to 5 ranges, from being strongly disagree to strongly agree. To find out the score of each statement in the questionnaire, data are scored quantitatively using likert scale: After the data was scored, the average value was determined or calculated using arithmetic calculations utilizing the mean by Gay (1981:298). After calculating the data, the researcher analyzed the category of questionnaire through the interval score. Then, the researcher classified the data based on the claims and conducted an analysis.

## **RESULT AND DISCUSSION**

### ***Research Findings***

#### ***Students Perception of Blended Learning in Essay Writing Class***

There are a total of 20 questions for this indicator. Six sub-indicators made up the indicator: time, outcomes, effective and efficient, process, shifting from offline to online to offline and facilities. Here are descriptions of these six sub-indicators:

#### ***Time***

Time was the first sub-indicator. There are three statements in this sub-indicator that are represented by statements 1, 2, and 3.

**Table 1.** Students’ perception of blended learning in term of time

No	Statements	Respondent Answer					Sum	(%)	Mean	Category
		SA (5)	A (4)	N (3)	D (2)	SD (1)				
1.	Blended Learning gives more flexible time in learning an essay writing.	42	31	8	2	0	362	87%	4,3	Good
2.	Blended Learning gives students more time to understand the topic and do the assignments.	26	42	12	3	0	340	81%	4,0	Good
3.	Offline class in Blended Learning provides the students time to learn about essay writing in detail.	22	33	19	9	0	317	76%	3,8	Good
<b>Total</b>								81%	4,0	Good

Table 1 shows that out of the three statements, statement number one received the highest average score, 4,3, followed by statement number two with 4,0 and statement number three with 3,8. All of the statements have good responses from the students , yielding a final grade of 4,0. In other words, most students concur that they have more freedom to study how to write an essay in detail and complete their assignments whenever they choose.

**Outcomes**

Outcomes was the second sub-indicator. There are three statements in this sub-indicator that are evident in statements 4, 5, and 6.

**Table 2.** Students’ perception of blended learning in term of outcomes

No	Statements	Respondent Answer					Sum	(%)	Mean	Category
		SA (5)	A (4)	N (3)	D (2)	SD (1)				
4.	Blended Learning improve the students’ competence in writing essay.	11	27	29	12	4	278	66%	3,3	Fair
5.	Blended Learning leads the students to the better achievement in Essay Writing class.	14	35	23	10	1	300	72%	3,6	Good
6.	Blended Learning improves students' ability in evaluating their essay.	30	39	10	4	0	344	82%	4,1	Good

<b>Total</b>	73%	3,6	Good
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Table 2 shows that of the three statements, statement number 6 had the highest average score of 4,1, followed by statement number 5 with a score of 3,6, and statement number 4 with a score of 3,3. The majority of students think that blended learning improves their ability, which results in improved accomplishment, as seen by the positive replies to both statements 4 and 10. However, students fairly responded to statement number 1, with some students agreeing that using a blended learning method helped them become better essay writers while the rest of them were the disagree with this statement. In the other word some student do not think their competence in writing an essay increasing by using blended learning method.

### *Effective and Efficient*

The third sub-indicator was effective and efficient. In this sub-indicator there are four statements that can be seen in the statement number 7, 8, 9 and 10.

**Table 3.** Students' perception of blended learning in term of effective and Efficient

No	Statements	Respondent Answer					Sum	(% )	Mean	Category
		SA (5)	A (4)	N (3)	D (2)	SD (1)				
7.	Blended Learning method is a solution for various learning styles, learning proficiency, as well as learning ability of the students in Essay Writing class.	15	32	25	9	2	298	71%	3,5	Good
8.	Blended Learning makes the students more focused to correct mistakes in their essay writing.	25	32	20	5	1	324	78%	3,9	Good
9.	Students can construct their thinking more carefully.	30	37	10	6	0	340	81%	4,0	Good
10.	Blended Learning sharpens the students' ability in analyzing and synthesizing their essay.	17	38	22	6	0	315	75%	3,7	Good
<b>Total</b>								76%	3,7	Good

Table 3 reveals that out of the four statements, statement number 9 had the greatest average score, 4, followed by statement number 8, statement number 9, statement number 10, and statement number 7, which had the lowest average score, 3,5. The pupils good responses to each statement, yielding a final grade of 3,7. To

put it another way, the majority of students concur that the blended learning method is effective and efficient for teaching essay writing.

**Process**

Process, specifically the process of producing an essay, was the fourth sub-indicator. There are three statements in this sub-indicator that are visible from statements 11 to 15.

**Table 4.** Students’ perception of blended learning in term of process

No	Statements	Respondent Answer					Sum	(%)	Mean	Category
		SA (5)	A (4)	N (3)	D (2)	SD (1)				
11.	Blended Learning give the students more time in arranging their thought in essay writing steps.	28	33	20	2	0	336	80%	4,0	Good
12.	It easier to share students’ drafting results with their friends or lecturer to receive comments on their work.	38	29	14	2	0	352	84%	4,2	Good
13.	The students get the critiques from their lecturers and friends faster through online class in Blended Learning method.	26	31	18	7	1	323	77%	3,8	Good
14.	Blended Learning makes editing the essay writing process easier.	42	32	9	0	0	365	87%	4,3	Good
15.	It is easier for the students to submit their final revision to the lecturer through Blended Learning.	32	29	16	6	1	334	80%	4,0	Good
<b>Total</b>								81%	4,0	Good

Based to Table 4, out of the five statements, statement number 14 had the highest average score 4,3, followed by statements number 12 with average score 4,2, then the statements number 11 and 15 with average score 4,0, and the last one statement number 13 with average score 3,8. All of the statements have good responses from the students with the final score 4,0. Based to Table 4, out of the five statements, statement number 14 had the highest average score, 4,3, followed by statements number 12 and 15 with average scores 4,0, respectively, and statement number 13 with an average score of 3,8. The pupils gave thoughtful solutions to each statement, yielding a final grade of 4,0. In other words, the majority of students

concur that using a blended learning method has a beneficial effect on the essay-writing process.

### *Shifting from online to offline to online*

The fifth sub-indicator was shifting from online to offline to online. In this sub-indicator there are two statements that can be seen in statement number 16 and 17.

**Table 5.** Students' perception of blended learning in term of shifting from online to offline to online

No	Statements	Respondent Answer					Sum	(%)	Mean	Category
		SA (5)	A (4)	N (3)	D (2)	SD (1)				
16.	The students have no difficulty in shifting from online classes to offline classes.	22	19	18	19	5	283	68%	3,4	Fair
17.	The students have no difficulty in shifting from offline classes to online classes.	16	23	25	16	3	282	67%	3,3	Fair
<b>Total</b>								68%	3,3	Fair

Based on Table 4, out of the five statements the highest score was statement number 16 with average score 3,4, followed by statements number 17 with average score 3,3. Both of the statements have fair responses from the students with the final score 3,3. In other words, while some students agree that switching classes from online to offline to online is not difficult, the remaining students disagree, indicating that switching classes is challenging.

### *Facilities*

The sixth sub-indicator was facilities of blended learning method. In this sub-indicator there are three statements that can be seen in statement number 18, 19 and 20.

**Table 6.** Students' perception of blended learning in term of facilities

No	Statements	Respondent Answer					Sum	(%)	Mean	Category
		SA (5)	A (4)	N (3)	D (2)	SD (1)				
18.	Campus authority has provided adequate facilities for Blended Learning method for the students.	20	25	25	12	1	300	72%	3,6	Good
19.	The use of Learning Management System make it easier for students to carry out the online learning	28	32	19	4	0	333	80%	4,0	Good

	process.									
20.	Students have no problem in accessing virtual classes.	6	14	16	21	26	202	48%	2,4	Bad
<b>Total</b>								66%	3,3	Fair

From the Table 6, it can be seen that among two statements, the highest score was statement number 19 with average score 4,0, followed by statements number 18 with average score 3,6, and the lowest score was statement number 20 with average score 2,4. Both statements number 18 and 19 have good responses from the students means most of the students agree the facilities are adequate and make it easier for students to do online learning. However, most of the students disagree with statement number 20, means most of them have a problem in accesing virtual classes during online learning.

The following Table summarizes how the students' perception about blended learning in essay writing class:

**Table 7.** Students Perception of Blended Learning in Essay Writing Class

No	Sub Indicator	Mean	(%)	Category
1.	Time	4,0	81%	Good
2.	Outcomes	3,6	73%	Good
3.	Effective and Efficient	3,7	76%	Good
4.	Process	4,0	81%	Good
5.	Shifting from online to offline to online	3,3	68%	Fair
6.	Facilities	3,3	66%	Fair
<b>Total</b>		3.6	74%	Good

From the Table 7, it can be seen most of the response from the students are good, means students have a good perception in terms of time, outcomes, effectiveness and efficiency and process of writing an essay using blended learning method. However, two of the sub-indicator: shifting from online to offline to online and facilities have a fair reponse from the students, means half of the student have good perception of these sub-indicator while the rest of them not. After calculating all of the data, the total average for indicator 1 was 3,6 (74) means the students have good perception toward the implementation of Blended Learning method in Essay Writing Class.

***The Benefits of Blended Learning***

There are 10 questions in total for this indicator. The indicator was divided to four sub-indicator: time, outcomes, effective and efficient, and communication . These four sub-indicator will be explained below:



**Time**

The first sub-indicator was time. In this sub-indicator there are three statements that can be seen in the statement number 21, 22 and 23.

**Table 8.** The benefits of blended learning in term of time

No	Statements	Respondent Answer					Sum	(%)	Mean	Category
		SA (5)	A (4)	N (3)	D (2)	SD (1)				
21.	Students get more time in the classroom for creative and cooperative learning	14	33	28	7	1	301	72%	3,6	Good
22.	Students can learn Essay Writing anytime, anywhere to increase their writing skills.	35	31	16	1	0	349	84%	4,2	Good
23.	Blended Learning method helps the students to manage their time better.	17	33	23	9	1	305	73%	3,6	Good
<b>Total</b>								76%	3,8	Good

From the table 8, it can be seen that among three statements, the highest score was statement number 22 with average score 4,2, followed by statements number 21 and 23 with average score 3,6. All of the statements have good responses from the students with the final score 3,8. In the other word, most of the students agree they have benefits in term of time by using blended learning method.

**Outcomes**

The second sub-indicator was outcomes. In this sub-indicator there are two statements that can be seen in the statement number 24 and 25.

**Table 9.** The benefits of blended learning in term of outcomes

No	Statements	Respondent Answer					Sum	(%)	Mean	Category
		SA (5)	A (4)	N (3)	D (2)	SD (1)				
24.	Blended Learning makes the students more fluency in using technology.	31	39	12	1	0	349	84%	4,2	Good
25.	Blended Learning makes the students become self-driven and responsible over learning essay writing.	21	36	21	5	0	322	77%	3,8	Good
<b>Total</b>								80%	4,0	Good

Based on the table 9, out of among two statements, the highest score was statement number 24 with average score 4,2, followed by statements number 25 with average score 3,8. Both of the statements have good responses from the students with the final score 4,0. In the other word, most of the students agree they have benefits in term of outcomes by using blended learning method. Students became more fluence in using technology, and also become self-driven and responsible in learning essay writing.

**Effective and Efficient**

The third sub-indicator was effective and efficient. In this sub-indicator there are three statements that can be seen in the statement number 26, 27 and 28

**Table 10.** The benefits of blended learning in term of effective and efficient

No	Statements	Respondent Answer					Sum	(%)	Mean	Category
		SA (5)	A (4)	N (3)	D (2)	SD (1)				
26.	It is easier for students to access the learning materials.	30	36	16	1	0	344	82%	4,1	Good
27.	Blended Learning provides more opportunity for the students to improve and access more learning levels.	24	33	24	2	0	328	79%	3,9	Good
28.	Blended Learning method makes the students financially efficient.	19	23	30	8	3	296	71%	3,5	Good
<b>Total</b>								77%	3,8	Good

Based on the table 10, out of three statements, the highest score was statement number 26 with average score 4,1, followed by statements number 27 with average score 3,9 and the last was statement number 28 with average score 3,5. All of the statements have good responses from the students with the final score 3,8. In the other word, most of the students agree they have benefits in term of effectiveness and efficiency by using blended learning method. Students have easier access to essay writing learning materials thus they can improve their learning levels. Moreover students do not have to spend a lot of cost in blended learning method.

### Communication

The fourth sub-indicator was communication. In this sub-indicator there are two statements that can be seen in the statement number 29 and 30.

**Table 11.** The benefits of blended learning in term of communication

No	Statements	Respondent Answer					Sum	(% )	Mean	Category
		SA (5)	A (4)	N (3)	D (2)	SD (1)				
29.	Blended Learning improve communication between the lecturer and the students.	18	29	27	8	1	304	73%	3,6	Good
30.	Blended Learning increase the students' interaction and satisfaction in Essay Writing class.	14	22	40	6	1	291	70%	3,5	Good
<b>Total</b>								71%	3,5	Good

Based on the table 11, out of two statements, the highest score was statement number 29 with average score 3,6, followed by statements number 30 with average score 3,5. Both of the statements have good responses from the students with the final score 3,5. In the other word, most of the students agree they have benefits in term of communication by using blended learning method. This method improve communication between students with lecturer and students with students thus their satisfaction is increasing in learning essay writing.

The following table summarizes the benefits of blended learning in essay writing classes:

**Table 12.** The benefits of blended learning in essay writing class

No	Sub Indicator	Mean	(%)	Category
1.	<b>Time</b>	3,8	76%	Good
2.	<b>Outcomes</b>	4,0	80%	Good
3.	<b>Effective and Efficient</b>	3,8	77%	Good
4.	<b>Communication</b>	3,5	71%	Good
<b>Total</b>		3,7	76%	Good

Table 12 shows, out of all of the sub-indicator have good response from the students. After calculating all of the data, the total average score was 3,7 (76%) means blended learning method give benefits for students in terms of time, outcomes, effectiveness and efficiency and communication.

## **Discussion**

### ***Students perception of blended learning in Essay Writing class.***

The results demonstrate that students' perceptions toward blended learning in essay writing classes are good. The students' responses were based on their experience in using blended learning as learning method in essay writing class. Related to previous research, Juhairiyah et al. (2021) in their study "Students' Perceptions Toward The Use Of Blended Learning In Teaching English Of English Education Department Students At Uin Alauddin Makassar," found that, based on the questionnaire's results, students had a positive opinion of the use of blended learning in teaching English. The pupils believe that their efforts to learn English will be greatly aided by blended learning. This outcome was aligned with the author's finding that students considered blended learning to be helpful in their study of essay writing.

Another study about cooperative-blended learning by Sulisworo et al. (2016), face-to-face instruction was outperformed by blended learning in terms of student learning achievement. The highly motivated students would thus have superior learning outcomes in blended learning. This is consistent with the this study's result that using blended learning helps students develop their own motivation, which improves their performance in essay-writing classes.

In their study "Students' Perceptions of the Implementation of Blended Learning in a Large English Class" Ali and Sofa (2018) discovered that students can improve their language abilities through blended learning, especially in reading and writing. Furthermore, Sriwahyuni (2019), in her study titled "The Effectiveness Of Blended Learning Model On Students' Writing Competence," found that implementing the Blended Learning Method assisted students in improving their writing abilities. The similarity with this study is that it likewise revealed that students' proficiency in essay writing increased as a result of blended learning. Additionally, the researcher discovered that using this method helps students become better at analyzing, synthesizing, and evaluating their essays.

The researcher discovered that using a learning management system (LMS) like Google Classroom or e-learning UNP helps students complete their online learning process in essay writing class. These results are similar to those of Perdede (2019), who conducted a study titled "Pre-service EFL Teachers' Perception of Blended Learning." The findings demonstrate that participants valued learning through the use of an online learning management system (LMS), not only for the ease, flexibility, and immediate access it offers, but also for the increased engagement and independence it fosters as well as for the enhancement of their technical and information literacy skills.

However, the researcher also discovered that students have some difficulty such as shifting between classes and accessing virtual class due to internet access. This is similar with previous finding by Gyamfi & Gyaase (2015), they found that using online resources for blended learning programs was challenging since some students experienced problems with internet access and the slow speed of connectivity on the campus of the university.

In conclusion, the previous studies above are similar with the findings of this research. The researcher also found that the students have a good perception toward

implementation of blended learning in essay writing class. However, the students still face some difficulties during its implementation.

### **The Benefits of Blended Learning in Essay Writing Class.**

The findings show blended learning has several benefits in essay writing class. Blended learning has benefits in terms of time, outcomes, effectiveness and efficiency, and communication.

Related to the findings of a related study by Idris et al. (2019) published in his journal "The Effect of Blended Learning to the Students' Achievement in English Special Class," It appears that blended learning has several benefits for both students and teachers. Blended learning can support the development of learning outcomes, access flexibility, a sense of community, the effective use of resources, and student happiness. Additionally, rather of merely giving immediate feedback to those participating in class, it might do so for all students.

This findings are similar with these research findings. The researcher also found that students can learn essay writing whenever and wherever they choose to develop their skills, due to blended learning's ability to help them manage their time more effectively. The results also indicated that students felt the blended learning strategy was financially efficient. Blended learning also makes it easier for students and the lecturer to communicate while taking a lesson on essay writing. Both students and the instructor are more engaged and satisfied with the essay writing class as a result.

### **CONCLUSION**

The researcher draws a number of conclusions from the data and analysis that were presented in the previous chapter regarding the students' perceptions of the use of blended learning in essay writing class. Students initially have a good impression of blended learning in terms of time, results, effectiveness and efficiency, as well as the essay-writing process. Second, some students find it difficult to switch from offline to online and online to offline lectures. Third, the majority of students struggle to access virtual classrooms because they lack internet connectivity. Fourth, blended learning give benefits for the students in terms of time, outcomes, effectiveness and efficiency and also communication.

From the various sub-indicators, most of them gave good response. In the other word, students' perception toward the implementation of blended learning in essay writing class at English Department Universitas Negeri Padang was good

Based on the research findings and discussion, the researcher has some recommendations for the next researcher who wants to look into the same topic as this research. The following researcher is encouraged to do research in a novel setting in order to conduct a variation study because they believe that if the study is carried out in a different setting, the results will change.

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