

## CHAPTER IV

### FINDINGS AND DISCUSSION

#### A. Findings

This section described the implementation of blended learning in the studying of English during the covid-19 pandemic in the English Education Department of the State Islamic University of Antasari Banjarmasin.

#### 1. The implementation of blended learning in the studying of English during the covid-19 pandemic in English Education Department of State Islamic University of Antasari Banjarmasin

Blended Learning in Studying English at the English Education Department of Antasari State Islamic University Banjarmasin was divided into two stages. The first stage in blended learning was the face-to-face stage in the classroom. The second stage in blended learning was online learning.

##### a. Face to face learning (Interview with lecturer A)

No	Activity	Explanation
1	Pre-activity	Before starting the learning the lecturer said salam to the students in the class. The lecturer provided the media such as laptop, LCD, etc. Then listed the attendance of the students.

<b>2</b>	<b>While Activity</b>	The material is explained by the lecturer then asked the students to give the example related to the material. Besides, the presentation and discussion were carried out as usual.
<b>3</b>	<b>Post Activity</b>	The lecturer asked the students randomly and suddenly without any preparation after finishing the lesson.

**b. Online Learning (Interview with lecturer A)**

Table 3

<b>No</b>	<b>Activity</b>	<b>Explanation</b>
<b>1</b>	<b>Pre-activity</b>	The lecturer provided the online classroom such as made a group application (WhatsApp group) to facilitate the teaching and learning activity. The lecturer asked the students to list their attendance.
<b>2</b>	<b>While Activity</b>	A presentation on WhatsApp and there were also questions and answers. Coupled with supporting materials, the students were given such as youtube videos and sources from the website and asked them to watch the video that was sent and then discussed with their classmates and also summarized

the video.

**3 Post Activity** The lecturer gave the task to the students.

Based on interview data, the lecturer had a syllabus in learning English, the lecturer more often add the material was taken from some sources such as youtube videos, websites, dan books in pdf form because it was easier to determine popular themes nowadays. In face to face method, the lecturer used the media in the classroom such as whiteboard, board marker, LCD, and Laptop. While in online learning, the lecturer implemented WhatsApp group, Google Classroom, Google Meet, and Youtube.

**c. Face to face learning (Interview with lecturer B)**

Table 4

No	Activity	Explanation
1	<b>Pre-activity</b>	Before starting the learning the lecturer said salam to the students in the class. The lecturer listed the attendance of the students then the lecturer opened the lesson by reciting Basmallah together. The lecturer provided media such as laptop, LCD, etc.
2	<b>While Activity</b>	Then explained the material to the students and asked them to make presentations and discussions in the class.
3	<b>Post Activity</b>	The lecturer concluded the material and told the students about the next material they

were going to learn.

**d. Online Learning (Interview with lecturer B)**

Table 5

<b>No</b>	<b>Activity</b>	<b>Explanation</b>
<b>1</b>	<b>Pre-activity</b>	The lecturer created a Whatsapp group and invited the students that the lectures would be held online.
<b>2</b>	<b>While Activity</b>	The lecturer explained about the parts of the lesson plan, then the students practiced making lesson plans and making learning videos based on the lesson plans they had made.
<b>3</b>	<b>Post Activity</b>	The lecturer asked the students to send the learning videos on Youtube.

Based on interview data, in the face-to-face method, the lecturer used the media in the classroom such as whiteboard, board marker, LCD, and Laptop. While in online learning, the lecturer implemented WhatsApp group, Google Classroom, Google Meet, and Youtube.

e. **Face to face learning (Interview with lecturer C)**

Table 6

<b>No</b>	<b>Activity</b>	<b>Explanation</b>
<b>1</b>	<b>Pre-activity</b>	Before starting the learning the lecturer said salam to the students in the class. The lecturer provided the media such as laptop, LCD, etc. Then listed the attendance of the students.
<b>2</b>	<b>While Activity</b>	The lecturer explained the material, then the students showed the presentation and discussion related to the material.
<b>3</b>	<b>Post Activity</b>	The lecturer did review material at the end of the study to recall the memory of the students to the explanation.

f. **Online Learning (Interview with lecturer C)**

Table 7

<b>No</b>	<b>Activity</b>	<b>Explanation</b>
<b>1</b>	<b>Pre-activity</b>	The lecturer made some group applications and prepared the material in a kind of PPT, video, link of source material for explaining the material.
<b>2</b>	<b>While</b>	The lecturer used telegram and WA for class discussion, google meet for explaining the

<b>Activity</b>	material and students' presentation.
<b>3 Post Activity</b>	A kind of written test, presentation, and making video were given by the lecturer. The lecturer used google classroom for submitting students' assignments. Besides, the lecturer also used Quizizz for giving Quiz to the students as their evaluation.

Based on interview data, in the face-to-face method, the lecturer used the media in the classroom such as whiteboard, board marker, LCD, and Laptop. While in online learning, the lecturer implemented Telegram, WhatsApp group, Google Classroom, Google Meet, and Quizizz. The lecturer added supporting material such as PPT, video, link of source material and shared those in the online classroom. The students were asked to discuss and summarize the material that the lecturer gave.

**2. Advantages and Disadvantages of the implementation of blended learning in studying English during covid-19 pandemic**

According to the results of the interview by using WhatsApp that Blended Learning method had advantages and disadvantages in teaching and learning activities.

**a. Advantages and disadvantages using blended learning (Interview with lecturer A)**

Table 8

<b>Method</b>	<b>Advantages</b>	<b>Disadvantages</b>
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<b>Face to face</b>	The material was difficult to handle by the lecturer directly and the students could understand.	Learning in class was limited because the source of truth was only with the lecturer.
<b>Online learning</b>	Independence learning of students was developed, the more independent they were in looking for materials, they could learn other things easily.	The students still had limitations in internet signal and finance to buy internet quota
	Students were not only focused on the lecturer, so they had the opportunity to open the widest possible access to books, YouTube videos, other internet sources, and they could ask experts.	

According to the table of interpretations, the blended learning method was very good for improving the students' independent learning. Students had more opportunities by opening the widest access to books and other internet resources or asking experts. Independence learning was very good for them, they did not only depend on the lecturer but they could find the material and understand it on their own.

Independence learning was more effective materially and theoretically in forming understanding than being explained by others.

**b. Advantages and disadvantages using blended learning (Interview with lecturer B)**

Table 9		
Method	Advantages	Disadvantages
<b>Face to face</b>	Students could understand the material because it was explained directly	The consultation time was not flexible and limited for the students while learning the process in the class.
<b>Online learning</b>	The consultation time was more flexible.	It was time-consuming to correct the students' tasks because the consultation was online.

According to the table of interpretations, blended learning had advantages in the face-to-face meeting, the material could be understood by students while in online learning, the time was more flexible for students, such as consultation with the lecturer about the material they would present in the next meeting..

**c. Advantages and disadvantages using blended learning (Interview with lecturer C)**

Table 10

<b>Method</b>	<b>Advantages</b>	<b>Disadvantages</b>
<b>Face to face</b>	The lecturer could explain the material clearly and could be understood by the students.	The students had limited time to do the practice and to finish their assignment
<b>Online learning</b>	The students had a large time to study and do the assignment	Sometimes, low connection when the lecturer did the online meeting made the explanation unclear and sometimes they did not understand and misunderstanding occurred.

Based on the table of interpretations, blended learning was a useful method in the learning activity during the covid-19 pandemic. The students had a large time to study and do the assignment, while in the class they had limited time to do the practice and to finish their assignment.

## **B. Discussion**

### **1. Analysis of the implementation of blended learning in the studying of English during covid-19 pandemic in English Education Department of State Islamic University of Antasari Banjarmasin**

This section presented the justification of theories constructed from the research findings and theories proposed by experts. The most thing in

success of teaching learning process is method used. The covid-19 pandemic has forced the lectures to be adaptable to change, while at the same time to become innovative and creative in utilizing digital technology. The use of blended learning is one the most recommended alternative. Based on theoretical review, Claypole believes that in BL instructor should play the position of a model, so, in order to create an effective blend in EFL/ESL instructing need to be “learner-centered however teacher-triven”. The focal point need to be put on mastering the language and creativity, now not on the enhancement of the learner’s technological skills. The technological know-how improves, develops, and adjustments so tons the applications and tools that teachers use.

In order to reach the goals of teaching and learning process, the lecturer at English Education Department has to concern the various teaching and interesting face to face and online classroom situation. Based on interviews that have been conducted by the researcher to the lecturer, the lecturer stated that students in English Education Department had a variety of characters and abilities. However, the students came to English Education Department with different levels of English Language Proficiency. The students at English Education Department stated that their lecturers were very kind and friendly. They also joked in every meeting in the class, so that the students awere not bored in teaching learning activities.

BL is more than a mixture of face-to-face and online teaching and learning, and it consists of 13 components-a menu for a blend: Face-to-face teaching, Student’s work with course content, such as printed material, online and offline resourses, Pair and group work, Group discussions and brainstorming, Use of e-library / digital library, Virtual classrooms, Online testing and evaluation (including immediate feedback by peers and instructors), E-tuition (a guidance in cyber space), Educational blogs, Webinars, YouTube lectures, Learning through video

and audio recordings (such as animated videos or documentaries), Virtual Laboratories (Lalima & Dangwal; 2017, p. 131). Based on the theory above, English Education Department at State Islamic University of Antasari implemented Blended Learning with face to face teaching for 7-8 meetings in February until March, and during covid-19 pandemic continued by Online Learning through videos and audios in virtual classroom. The lecturer also used group discussion and online assessment.

In the online learning process, various platforms could be used in online learning such as the learning management system (LMS), WhatsApp, Google Class, the Zoom application or YouTube. Various platforms that are already available can help smoothing the learning process (Gunawan, 2020, p. 61-70). Based on the theory above, the lecturers at English Education Department applied WhatsApp, Youtube, Google class and Zoom as a media to continue learning process during covid-19 pandemic.

Blended Learning is very beneficial to continue the learning process during pandemic era. It is in line with (Marsh, 2013) that stated it supports and encourages independent and collaborative learning, provides flexible study, anytime or anywhere, to meet learners' needs and helps students develop valuable and necessary twenty-first century learning skills.

From the implementation, the characteristic or type of teaching and learning activities of Blended Learning at English Education Department was that students improved their independence learning. Students found the material or understood it on their own and other some sources given by lecturer.

Generally, the English material that should be mastered by learners of English Education Department was not different from other general universities. Through interviews and documentary conducted by the

researcher to the lecturers, learning materials used in this Blended Learning had been prepared by the lecturer those were; syllabus, youtube videos, websites, books in pdf form and others.

At English Education Department, the teaching learning activities in the class especially in implementing the Blended Learning method were also supported by some media, such as whiteboard, boardmarker, LCD, and Laptop. While in online learning, the lecturer implemented WhatsApp group, Google Classroom, Google Meet, Youtube, Telegram, Quizizz etc. Through interviews and documentary conducted by the researcher to the students, they stated that the medium of teaching in the face to face and online classroom were very useful and supporting their learning, although it needed to be completed.