



**STUDENTS' PROBLEMS IN LEARNING ENGLISH
THROUGH BLENDED LEARNING ENVIRONMENT**

THESIS

*Submitted to English Teaching Department of Faculty of
Tarbiyah and Teacher Training of IAIN Batusangkar
as A Requirement for Completion of Study*

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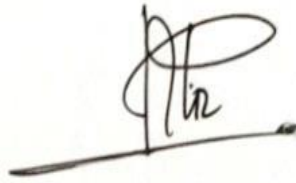
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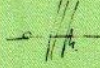

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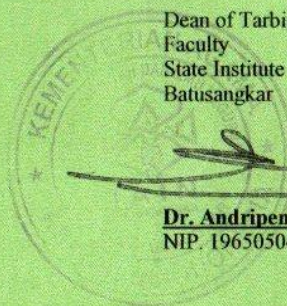
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ABSTRAK

ANNISA OKTAFITRION, NIM 1730104007 Judul Skripsi: **“STUDENTS’ PROBLEM IN LEARNING ENGLISH THROUGH BLENDED LEARNING ENVIRONMENT”**. Jurusan Tadris Bahasa Inggris, Fakultas Tarbiyah dan Ilmu Keguruan, Institut Agama Islam Negeri Batusangkar.

Penelitian ini dilatar belakangi dengan munculnya berbagai permasalahan yang dihadapi oleh mahasiswa semester ke satu Jurusan Tadris Bahasa Inggris dalam pembelajaran campuran atau *blended learning* yaitu adanya perkuliahan dengan sistem *online* dan tatap muka yang diterapkan di Jurusan Tadris Bahasa Inggris. Adapun tujuan penelitian ini adalah untuk mengetahui permasalahan yang dialami mahasiswa dalam belajar menjalankan pembelajaran campuran atau *blended learning* ini.

Jenis penelitian ini adalah *descriptive qualitative*, rancangan *phenomenology*. Informan untuk penelitian ini berjumlah delapan orang, yaitu mahasiswa semester ke satu Jurusan Tadris Bahasa Inggris TA. 2021/2022 yang mengalami permasalahan dalam belajar *blended learning*. Yang mana mereka terpilih disaat melakukan wawancara dengan cara menggunakan *purposive sampling*. Untuk instrumen penelitiannya, penelitian ini menggunakan triangulasi waktu. Dimana wawancara dilakukan dua kali untuk mendapatkan informasi yang akurat. Setelah mereka diwawancarai, data dianalisa dengan menggunakan teori Miles and Huberman (1994:10) yaitu dengan cara: mereduksi data, menyajikan data, serta memverifikasi data dan menarik kesimpulan.

Berdasarkan analisis data, dapat disimpulkan bahwa terdapat tujuh masalah yang dihadapi oleh mahasiswa dalam proses pembelajaran campuran yaitu : 1) Mahasiswa memiliki waktu istirahat yang sangat singkat dari satu mata pelajaran ke mata pelajaran lainnya, 2) Mahasiswa memiliki pemahaman materi yang buruk 3) Mahasiswa memiliki masalah jaringan internet, 4) Mahasiswa terlambat masuk kelas, 5) Mahasiswa terkendala Biaya (kuota internet), 6) Mahasiswa memiliki kesulitan berinteraksi dengan teman sekelas dan, 7) Mahasiswa menghadapi perubahan jadwal yang cepat.

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CHAPTER I

INTRODUCTION

A. Background of the Problem

In this class-based learning, learners are required to be in the same space and time with classmates and teachers to carry out learning activities. For example, if the learner cannot attend the lesson, the learner will lose the opportunity to gain new skills and knowledge. If classroom-based learning is used as the main strategy in learning, of course, students will make teachers a source of knowledge and skills they want. even though the teacher himself is not the only source or facilitator in delivering learning, especially in this digital era. where learning resources can be accessed using internet-based information technology.

Curriculum development occurs along with the times. The era of the digital revolution requires every individual to master information and communication technologies to optimize human capabilities according to the times. To answer these challenges, many things have been pursued by various educational institutions. One way is to create learning innovation. Access to obtain a variety of information is not a difficult thing to do in this digital era. So even in the world of education, learning by using technology and information continues to be developed to learn digital literacy for every individual. Blended learning is one of the e-learning systems which was implemented in higher education. Blended learning is a combination of conventional learning with digital media-based learning Atua cyberspace. Learning through blended learning, students can access materials and information that have been uploaded on the website whenever and wherever that has been provided by each other.

According to Later (2005) From an educational perspective, blended learning means courses that integrate online with traditional face-to-face class activities in a planned pedagogically valuable manner; and where a portion of face-to-face time is replaced by online activity. It is primarily focused on

integrating two separate paradigms, the classroom – synchronous, and online –asynchronous

Blended learning is primarily implemented in virtual learning environments (VLE), according to Bourne & Seaman (2005), with the VLE in this paper being an adapted variation of the Moodle platform. The primary goal of implementing blended learning environments should be to create a richer learning experience for motivated students by combining face-to-face sessions with appropriate online activities, resulting in a multimodal overload that can accommodate various study techniques and learning styles (Picciano, 2009). In higher education and corporate contexts, the phrase blended learning is still relatively new. Blended learning in higher education has been defined by Heinze and Procter (2004) as follows: Blended learning is defined as learning that is supported by the efficient mix of various means of delivery, teaching models, and learning styles, and is built on open communication among all participants in a course.

Blended learning is an essential way for educating the public that is becoming increasingly popular. It can be seen in a variety of educational settings, including higher education, training, and government settings. Blended learning combines traditional classrooms with the internet to create a cost-effective, time-flexible, geographically convenient, and universally accessible learning experience. It is less expensive since it makes use of fewer resources, such as tutor time and student transportation costs. It is open to all since people of all ages can use the internet to learn about anything at any time. It raises interactivity between students and students with their academics, which improves the quality of education. Students can make use of technology to help them grasp all aspects of information.

Blended learning allows for both self-and cooperative learning, and so merges all of these with active learning based on modern technology. Blended learning, according to Sayed and Baker (2014), also allows students to experience diverse cultures, directs them toward research and surveys, provides timely feedback, and simulates direct engagement with tutors.

Blended learning, like online learning, does not have a set daily schedule, but it does help learners avoid boredom. It serves to maintain learners' motivation to learn, resulting in a sense of fulfillment and acceptability.

Blended learning in higher education is a widely discussed phenomenon that rapidly has increased in the 21st century and as pointed out by Garrison & Kanuka (2004) the adoption of blended learning approaches in higher education is an inevitable fact. From being an experimental concept in distance education courses, blended learning environments are today part of mainstream education. At the Institute of State Islamic Batusangkar precisely English Teaching Department since the pandemic, all administration, activities, and learning have been carried out online, but for the student, the academic year 2020/2021 and 2021/2022 used blended learning for learning.

In the English Teaching Department, blended learning is done using a week of face-to-face and a week doing online. This rule applies to all types of courses. Whether the courses require a lot of practice or not. Students will run a full week with face-to-face learning with lecturers. During face-to-face learning, students will be given material according to the syllabus. It can be said that students are still given the same portion in the provision of material. As well as online learning. In giving assignments, lecturers sometimes do more online and also by collecting their assignments online. Face-to-face meetings are given more emphasis on the material. This blended learning is also sometimes decided by the lecturer if there are several conditions such as the lecturer being unable to attend because of illness or other needs at face-to-face hours, the lecturer will change to online. Materials and assignments will be done online. there were indeed some students who get low grades and some of them was failed and she said that this course was also quite difficult to follow online because it requires a lot of money to provide internet connection. In addition, the lecturer used learning methods that were still new to them at that time.

As a preliminary study, the researcher has conducted interviews with six students who have participated in blended learning in the first semester of

the English Teaching Department. They said following this blend there were several obstacles they experienced. It can be seen from the lack of understanding of the material that they get in the learning process and there are also some of their scores which can be said to be low in some subjects. Lecturers play an important role in the success of the blended learning process. Teachers should spend more time developing the course platform, posting instructional resources, responding to inquiries, and grading students' online work in Ma'arop and Embi (2016). The obstacle is when the learning schedule is sometimes changed by the lecturer. Namely, when the online learning schedule should be changed to face-to-face or otherwise. But more often learning that should be face-to-face is replaced with online if the relevant lecturer is unable to attend face-to-face classes. Another problem that arises is that learning is not maximized with blended learning. English teaching department is a department that should be practiced a lot to maximize learning outcomes but that maximization is hampered by the ongoing learning that is done online. The internet is also a problem when students study online. When there is an internet problem, the material received is not optimal. So that the learning outcomes obtained are also certainly not optimal. It makes students have to ask again when the class is face to face.

By doing blended learning has an impact on students. Of course, there are problems with it. From all the semesters in the English Teaching Department, there are only two semesters that take part in this blended learning, namely the third semester and first semester. Intended for the other semesters still running by online. Thus, researchers took first-semester students as research informants. Where students become confused in doing this learning model. Especially early semester students who have just attended lectures that run blended learning. Malelak, Taneo, and Ufi's research (2021), students have difficulty in doing assignments, because since online learning the assignments have become many, different from offline learning. There are also many teachers who use the assignment method and

the assignment is not accompanied by a clear explanation. This makes students more unmotivated and difficult to do assignments. Therefore, the researcher raised the title of the study in the hope of knowing the problems of students in carrying out this blended learning so that later this research will also be useful so that these problems are not experienced by students again in the future. This research takes first semester students as the object of the research. Thus, in this research, the researcher is interested in conducting a study on "Students' problems in learning English through blended learning environment".

B. Research Focus

Based on the background of the problem above, this research focused on Student' problems in learning English through blended learning environment in the first-semester English teaching department 2021/2022 academic year.

C. Research Question

Based on the research focus above, the research question in this research is "what are Students' problems in learning English through blended learning environment at first-semester English teaching department 2021/2022 academic year?".

D. Purpose of the Research

Based on the research question above, the purpose of this research is to find out Students' problems in learning English through blended learning environment in the first-semester English teaching department 2021/2022 academic year

E. Definition of Key Terms

1. Students' Problems

Students' problems are some obstacles in blended learning environment in the first-semester English teaching department 2021/2022 academic year.

2. Learning English

Learning English is what people do when they want to use the English language which is in English Teaching Department at the Institute of Islamic State Batusangkar.

3. Blended Learning Environment

In this research, blended learning means combines face-to-face learning with online learning, in which students can, in part, control the time, pace, and place of their learning that conducted at first-semester English teaching department 2021/2022 academic year.

F. Significance of the Research

Based on the purpose of the research above, the significance of this research is as follows:

1. The students

This research is expected to give some evaluations and information for students who follow English class and they can overcome the difficulties that usually find in blended learning.

2. The teachers

This research can give some information for the teachers who teach English classes related to students' problems in learning English through blended learning environment and find the best solutions to the problems.

3. The researcher

The researcher who conducted this research would get benefit from these results, it may give the researcher some valuable information about

Students' problems in learning English through blended learning environment.

CHAPTER II

REVIEW OF RELATED LITERATURE

A. Review of Related Literature

1. Teaching and Learning English

a. Definition of Teaching English

According to Muliawati (2013:11), teaching English is guiding and facilitating learning, enabling the learner to learn, setting the conditions for learning, imparting instruction, leading in the study of something, supplying knowledge, knowing, or understanding, teaching or helping students learn or how to perform something.

In particular, teaching English is focused on the speaker's uncontrollable power to share language and the reader's uncontrollable responses to what they read (Brindley, 1994:5). The work of English teaching entails a constant push for alternative ideas, challenging receiver opinions, eliciting detailed personal replies, and fostering debate. The special relationship that a teacher has with his or her students is based on democratic openness, not on knowing all the answers.

Muliawati (2013:2) defines professional teaching as addressing a set of objectives for a specific group of students at a specific time in the school and community setting. It entails striking a balance between direct instruction and orchestrating the activities of individuals and groups of students in order to develop student skills and learning strategies while also learning curriculum content.

In conclusion, there are so many ways to help students in learning. By teaching English students can use English effectively in the process of learning activity and improve the creativity of every student. Then, teaching professionals means, developing students' skills and strategies for learning.

b. Principles in Teaching English

Muliawati (2013:12) mentions several language teaching principles, including: To begin, language teaching is based on the concept of language as communication. Language is viewed as a social tool that students use to make meaning: students communicate about something to someone, either orally or in writing, for some purpose. Second, as with the first language, diversity is recognized and accepted as a part of language development and is used as English as a foreign language. Third, students' competency is evaluated in relative terms rather than absolute terms. Fourth, multiple languages are recognized as a continuum model for learning and teaching.

Furthermore, Walter (2004) offers some language teaching principles:

- 1) Language serves a purpose.

Language is used and has a purpose and function in real-world interaction, and it is acquired through meaningful and interactive interactions.

- 2) Language and culture are intertwined.

Different cultures have different language patterns and usage. Some variations reflect a culture's norms and value beliefs. Learning a language is learning a culture.

- 3) Language evolves and varies.

Language differs depending on the person, situation, and purpose. Language varies by region, social class, and ethnic group, and it evolves over time to meet the changing needs of the language user.

- 4) Language skills develop independently.

Authentic language use frequently necessitates the use of multiple language domains at the same time. The teacher should put it into practice on a regular basis.

- 5) Native language proficiency aids in the acquisition of school languages.
- 6) Students' ability to efficiently acquire both social and academic aspects of a second language is directly affected by their native language proficiency.

Both of these principles will be useful to the teacher when teaching a language. All of them should be considered by English teachers when selecting material, theme, topic, and teaching technique. The teacher should focus on the students' goals and needs during the learning process in order for them to be able to use English communicatively.

c. Learning English

English is the International Common Tongue. English is the most wellknown unknown dialect. This implies that two individuals who come from various nations. That is the reason everybody needs to get familiar with the language to connect on an international level. Talking it will assist you with speaking with individuals from nations everywhere in the world. Not only English-speaking ones. The British Council extends that by 2020 two billion individuals on the planet will consider English. Learning English is significant as it empowers you to communicate effectively with your kindred worldwide residents. (Nishanthi, 2018).

English also increases intelligence because we learn a language that is not our native language, which is the growth of our brain intelligence, especially for children. For children, this is an excellent stimulus for them to learn English as a foreign language in its golden age (Hakim & Chiani, 2019). In addition to educating the brain, learning English also makes it easier for us to have relationships because we can easily communicate with strangers. And also English

makes it easier for us to understand technology so that we can continue our education to a higher level easily.

In learning English, we often have difficulty. This difficulty has been acknowledged by many countries, especially if we only know about it as adults. Some of the reasons or factors from the English language itself are, first, there is an exception from the rules that should be. The three pronunciation of words is sometimes strange and different. The fourth is that many words sound the same but have different meanings. The sixth is synonyms, which are synonyms that cannot always replace other synonyms in a sentence. And the last one is Idiom. The Idiom itself is a unique saying that is sometimes difficult to understand.

d. Method in Learning English

Every university is under pressure to constantly improve the methods of applied learning. The existence of the must be acknowledged as a significant source of innovation in this field of study. Every educational institution is being pushed to be more creative and original when it comes to developing learning approaches. Many institutions and universities are perplexed about how to determine this strategy. There are a variety of strategies that can be used for distant learning. Following are some of the learning strategies that many professionals advocate:

1) Online Method

E-learning is a term used to describe online learning. According to Abdurrahman and Andes (2020), online learning occurs either through the use of a network or through the use of a network while learning outside of it. This means that during the Covid-19 epidemic, teachers and students can master science and technology through online learning. The online technique, also known as online learning, is considered the most appropriate

strategy during a pandemic. Because all students are required to use gadgets at home and the internet in order to access lesson materials.

The term "online learning" is used by Wahyuningtyas (2017) to refer to e-learning. Elearning was designed with distant learning in mind. Students and teachers are separated by distance and time in distant learning. Furthermore, since the advent of internet technology, this learning has been a type of innovation in the field of education. With the advent of the internet, computer programs have become more diverse, allowing for multi-modal remote learning. Zoom, WhatsApp, and other instant messaging apps are among the platforms used in this technique. As a means of conveying information, receiving information, and completing tasks. We've got you covered, whether it's in the form of photographs, films, or scientific studies.

2) Project Based Learning

According to PBL World (n.d), Project-based learning or the development of study groups during a pandemic, is the second recommended learning technique. As a result, a study group can be formed by a group of pupils. This strategy will boost student participation as well as their inventiveness when it comes to completing schoolwork. It's only that this strategy is better suited to places that are yellow or green in color.

3) Home Visit Method

It is also possible to use the home visit approach, which is used by a number of schools in Indonesia at the SD (Elementary School) and SMP (Junior High School) levels. The teaching personnel, specifically the teacher, comes to the Students' house or location to present learning material using this distance learning method. This method was performed to overcome the internet device's and network's constraints.

4) Offline Method

You can also use offline learning methods or approaches outside the network, aka face to face, in the event of a pandemic. This approach can be used in areas that are yellow or green in color. However, stringent adherence to health procedures is required, as is a limit on the number of students. For example, because each class has a restricted number of students or students, class schedules can be arranged to avoid congestion.

5) Integrated Curriculum

The next method is an integrated curriculum, which is a learning method that emphasizes project-based learning. Each class will be given a project to complete that is related to the course content. This strategy will need the formation of study groups by both students and students. Similarly, lecturers and teachers will communicate with lecturers between courses in order to provide projects, as it may involve a combination of numerous courses at the same time.

6) Blended Learning

The next option is blended learning, which incorporates both online and face-to-face learning at the same time. This strategy is particularly well-suited for use because it can improve students' interpersonal and cognitive capacities. In the midst of a pandemic, there are a variety of approaches that can be used to carry out learning activities. Each has benefits and drawbacks, and selecting which learning methods should be used can be tailored to the specific circumstances in order to be most effective.

2. Blended Learning

a. Definition of blended learning

According to Pardede (2012:167), blended learning, which first appeared in the early twenty-first century, was primarily founded on e-learning. As a result, a discussion on the nature of blended learning

might most likely begin with a definition of e-learning. Blended learning, Smith (2001) defines distance education as "a method of educating at a distance that combines traditional (or face-to-face) education or training with technology (high-tech, such as the internet and television, or low-tech, such as conference calls and voice mail." State of Karnosva (2014) Blended learning is a teaching style that blends the most successful face-to-face teaching techniques with online interactive collaboration, resulting in a system that is always in sync and functioning as a unified whole. It refers to the variety of possibilities made available by combining the Internet and digital media with traditional classroom formats that require instructor and student physical attendance.

Blended Learning courses integrate classroom and online learning activities and use of many resources to enhance student learning outcomes and address critical institutional issues. Garrison (2004) stated blended learning blends the greatest characteristics of online educational content delivery with the best elements of classroom interaction and live instruction to customize learning, allow deliberate reflection, and differentiate instruction from student to student across a diverse population of learners. The aims of blended learning from different perspectives:

- 1) Holistic Approach – It refers to the use of multiple media to convey teaching. It can include incorporating instructional material into a distance learning setting or a typical classroom. It also encompasses any combination of asynchronous and synchronous media that aids in the delivery of education. Westfall & Holden (2006)
- 2) From a pedagogically valuable standpoint, blended learning refers to courses that mix online with traditional face-to-face class activities in a planned pedagogically value manner, and where online activity replaces a portion of face-to-face time. Its primary goal is to

integrate two distinct paradigms: synchronous classroom instruction and asynchronous internet instruction. Laster (2005)

- 3) Pragmatic approach - Courses that are taught both in and out of the classroom, and that employ a variety of pedagogic methodologies.
 - a) Using instructional technology or not, to blend diverse pedagogical techniques such as constructivism, behaviorism, and cognitive learning approaches to generate an optimal learning outcome.
 - b) To integrate face-to-face instructor-led programming with any type of instructional technology, such as CDs, videos, or web-based training.
 - c) To blend or combine instructional technologies with actual job responsibilities in order to achieve a harmonious learning and working environment. Blended learning (2009).
- 4) Corporate training - The use of a variety of instructional media to offer a single course or curriculum, such as a sales training course that includes pre-reading, lectures, and role-playing exercises. Wexler (2008).
- 5) CLO - Chief learning officer perspective - Implementing a learning strategy that incorporates several delivery modalities (both synchronous and asynchronous) to offer the best possible learning solution for the target audience. Peters (2009)

There are three key reasons to employ a blended approach to training, according to Graham (2006): (1) improved learning effectiveness, (2) enhanced accessibility and convenience, and (3) cost-effectiveness. Educators typically employ blended learning approaches to examine and contrast the advantages and disadvantages of fully conventional settings against completely distributed settings.

"Almost any mix of technologies, pedagogies, and even job responsibilities" is what the term "blended learning" refers to. Instead of focusing on combining various theoretical methods, they may not

discuss technology at all. Instead of focusing on web-based technologies, they may not mention technology at all. This definition emphasizes that information and instruction must be delivered over the internet, meaning that a traditional face-to-face course in which students are encouraged to conduct internet research is not considered blended learning. The term "supervised brick-and-mortar site" refers to the fact that the "face-to-face" component does not have to be traditional classroom interaction.

To summarize, the definition of blended learning is teaching technique that integrate face-to-face learning and online learning, as effectively using technology for teaching sources.

b. The benefit of blended learning

According to Bonk & Graham (2006), clarified benefits blended learning can offer:

- 1) Blended learning presents pedagogical wealth. Some blended learning systems, for instance, are designed to let learners go through three phases:
 - a) Online self-paced learning to acquire background information,
 - b) Face-to-face learning focused on active learning and application experiences instead of a lecture,
 - c) Online learning and support for transferring the learning to the workplace environment.
- 2) Blended learning opens access to knowledge.
- 3) Blended learning facilitates social interaction.
- 4) Blended learning facilitates personal agency.
- 5) Blended learning is cost-effective and allows for the distribution of consistent, semi-personal content to a big, geographically dispersed audience in a short time. On a practical level, travel expenses can be lowered by transferring some face-to-face learning to blended learning, and material development and infrastructure installation

costs can be reduced by moving some media-rich content to face-to-face learning.

In the teacher discuss forum (2013), there are several benefits of blended learning:

- 1) Students are learning through the use of digital tools in their daily life. Students will be able to make meaning of their learning experiences, including digital encounters, if blended learning methodologies are incorporated into all elements of education.
- 2) The use of a blend of digital and non-digital tools is common within the workplace, and employers expect graduates to be competent with digital tools.
- 3) The number of people who own a mobile device is rapidly increasing. These technologies can be efficiently used by blended learning approaches to encourage anytime, anywhere learning. Potential applicants, present students, employees, and external stakeholders will expect you to demonstrate an integrated use of blended learning methodologies..
- 4) External publication of digital learning materials will raise the profile of the campus and attract many prospective new students to join the university.
- 5) The use of a diverse set of internal and externally sourced (open educational) learning resources broadens students' learning opportunities.
- 6) Innovation, creativity, and piloting of new approaches to blended learning will help the campus to maintain and expand its distinct edge, as well as to provide opportunities for professional development for employees.

Students might also benefit from blended learning if they want to improve their technology skills. Jonassen et al. (2003) conclude that there is an increasing demand for students at the tertiary level to develop their technological abilities, which is a market requirement.

Technology is getting more integrated into the instructional frameworks of universities as its importance in the modern world grows. Blended courses may create a motivating learning environment, adaptable in terms of learning time, location, and other factors because young people are particularly interested in technology. Blended learning is utilized to increase learners' writing abilities, according to Adas & Bakir (2013). Students' integrated skills are developed through the combination of technology and face-to-face instruction, which can help to establish a communicative learning environment with meaningful outcomes.

To conclude, the benefit of blended learning are blended learning opens access to knowledge, blended learning is cost-effective, students are learning through the use of digital tools, help the campus to maintain and expand its distinct edge, improve students technology skills, and integrate students skill in learning English.

c. Models of blended learning

According to Staker and Horn (2013), states there six models that can be used in conducting blended learning:

- 1) Face-to-face model. This model is equipped with online learning. While studying in class, students also use the internet to get others resources.
- 2) Rotation model. In this model students do an overnight rotation of the learning process. i.e. online work and class-based mobility.
- 3) Flexible models. Students learn by online with individually tailored schedules supported by face-to-face with teachers as needed.
- 4) Online lab models. students complete study manually by taking additional courses online on campus.
- 5) Self-blend models. almost the same as the fourth model but students take additional off-campus courses online.
- 6) Virtual models. learning is done by online, but there are occasional face-to-face visits.

Graham (2006) identified four aspects, four levels, and three types of blended learning models. The four dimensions were real/virtual space, synchronous/asynchronous time, sensory richness (high, all senses/low, text-only), and humanness (high human, no machine/low human, high machine). All of this is linked to the concept of blended learning, which is characterized by bimodal delivery. The levels were activity, course, program, and institution. There are three sorts of blends: enabling blends, which focus on accessibility and flexibility; enhancing blends, which aim to supplement traditional pedagogy; and transformative blends, which aim to revolutionize pedagogy.

In summarize, there are nine models of blended learning; face-to-face model, rotation model, flexible mode, online lab model, self-blend model, virtual model, enabling blends, enhancing blends, and transformative blend.

d. Principles of Blended Learning

There are several expert who stated the principles of blended learning that we should know before conducting it. According to Teacher meeting in University Of Leeds (2013), the principles of blended learning:

- 1) Program-focused: all blended learning approaches which support learning and enhance the student experience should be considered by program teams to ensure consistency in the student experience.
- 2) Educationally appropriate: technology intervention should be curriculum focussed and aligned to the learning strategy. Approaches should be consistent with current educational literature and describe inappropriate documentation such as specifications and reviews.
- 3) Research-based: use of technologies and digital material should support students' understanding and experience of the research underpinning their discipline and their learning.

- 4) Optimizing contact time: use of technology and digital materials within, and outside the classroom should enhance learning during contact time.

While in Rossett et al. (2015), there are four principles of blended learning:

- 1) High-quality content: all digital learning materials, whether created in-house or acquired from open educational resources, should be current and appropriate for the intended audience.
- 2) Learning places: Existing physical spaces should be used in innovative and effective ways to improve learning.
- 3) Skill development: To improve employment, graduate-level digital literacy skills should be cultivated.
- 4) Available and Accessible: all tools and digital resources should be developed with mobile technology in mind, and should be made available ahead of time to all students.

In conclude, the principles of blended learning are program-focused, educationally appropriate, research-based, optimizing contact time, high-quality content, learning place, skill development, and available and accessible.

e. Components of the Blended Learning

A blended learning model can be used as a guide in evaluating and integrating separate components that would result in the instructional-sound learning situation. According to Kaur (2013), the components were:

- 1) Learning environment

A synchronous or asynchronous learning environment can exist. Each learning environment has its own set of benefits and drawbacks. The goal of blended learning is to maximize the use of resources to achieve the instructional goal and learning objectives by leveraging the specific positive attributes of each environment.

2) Media

The term "media" refers to vehicles that merely deliver content. Some instructional media, on the other hand, may be better suited to facilitating a synchronous or asynchronous learning environment than others, but no medium is inherently better or worse. While the delivery medium may have no effect on the desired content, the medium you choose may influence how you create the material to take advantage of the medium's unique features.

Table 1.1 The use of media in blended learning.

Live face-to-face (formal) Instructor - led classroom Workshops Coaching/mentoring On-the-job (OTJ) training	Live face-to-face (informal) Collegial connections Work teams Role modeling
Virtual collaboration /synchronous Live e-learning classes E-mentoring	Virtual collaboration/ asynchronous E-mail Online bulletin boards Listservs Online communities
Self-paced learning Web learning modules Online resource links Simulations Scenarios Video and audio CDs/DVDs Online self-assessment Workbooks	Performance support Help systems Print job aids Knowledge databases Documentation Performance/decision support tools

Source: Strategies for Building Blended Learning Rossett, Douglass, and Frazee

3) Instructional

It is used to select the most effective instructional strategies for achieving the learning objectives. These techniques are byproducts of learning objectives and serve to ensure learning objectives are met while also facilitating learning transfer. While implementing blended learning, it is critical to maintain instructional quality. As a result, learning objectives do not have to be sacrificed when developing a blended learning solution.

So, there are three component of blended learning. They are learning environment, media, and instructional. Learning enviroment means the goal of blended learning. Media means how the to deliver blended learning such as face-to-face, online claas, self-paced learning, and performance support. While instructional means strategies for achieving the learning objectives.

f. Challenges of Blended Learning

Ma'arop and Embi (2016), described Blended learning is a physical and cognitive burden. Teachers must devote more time to designing the course platform, uploading instructional materials, responding to questions, and assessing students' online outputs. As a result, it increases their workload, such as the amount of time required.

Teachers must have the necessary knowledge and skills to mix the appropriate blending in the teaching and learning process. As a result, the use of technology tools should best meet the needs of learners while ensuring the appropriateness of the right blended learning nature of the course affects students' way of discovering learning. As a result, some academics have a negative attitude toward the blended-based approach.

In Benson et al. (2011), The use of a blended learning environment should not be limited to assignment submission bins or file uploads; rather, teaching and learning discussions (e.g., synchronous and/or asynchronous) can be integrated as a physical classroom extension. Despite these challenges, the benefits that a blended learning environment can bring to the teaching and learning environment are important to consider, as various studies show that it provides flexibility, improves learning autonomy, and accessibility, and thus reduces the teaching and learning gap that exists between teachers and students.

According to Aldosemani et al. (2018), some of the challenges that teachers face with the use of blended learning include a lack of

faculty training and support, language barriers, and poor promotion incentives for blended learning initiation. It was mentioned, for example, that the use of language texts in LMS in the Saudi context is presented in English, so faculty members are having difficulty academically communicating with their students and colleagues because English is not their primary or secondary language. It was also revealed that technological infrastructures such as a lack of computers, an internet connection, and LMS instability prevent blended learning from taking place in the country.

In conclude, the challenges of blended learning are teacher must devote more time to designing the course platform, teacher must have the necessary knowledge and skill to mix learning process, blended learning enviroment should not be limited to assigment bins or file uploads can be integrate asa physical classroom extension and lack of faculty training and support.

g. Blended learning strategy

There are several factors that determine success in conducting blended learning. several experts expressed their opinions about the strategies in conducting blended learning. In Yaghmour(2016), the strategies in blended learning are,

1) Communicating and guidance

Because the learner in this method does not know when he will need help, and the equipment, tools, and applications required to assess his skills, blended learning should include instructions concerning the learner's behaviors, activities, and expectations, as well as methods for diagnosis and tasks recommended for the learner, and written and well-specified roles.

2) Collective work

Every individual must be convinced that participation of all students as a team, with specific roles assigned to each member, is essential

3) Encouraging innovative work

It refers to technological. Technological means available in blended learning make this possible, blended learning encourages self-learning and group learning through class interactions that encourage innovation and improve work.

4) Flexible choices

Blended learning allows students to access information and answer questions regardless of time, place, or previous learning. As a result, blended learning should include a variety of flexible options that allow students to select those that best suit their needs.

5) Students participation

The teacher should assist his students in selecting the appropriate blend (online learning, individual work, traditional lecturing, reading printed materials, e-mail). The teacher also motivates students and ensures that they select activities that will lead to mastery and maximum efficiency.

While in Al-Basheer and Al-Hasanat (2013) also stated their belief of the strategies in blended learning:

- 1) Continuous communication: a quick means of communication should be available for both learners and instructors for guidance all the time, and network communication among students should be available for sharing information, solving problems, and sharing applications.
- 2) Repetition: it allows learners to hear the same message from several sources, in various forms and different times, in blended learning the repetition is one of the most important aspect and one of the variables that contribute to make blended learning success.

As a result, a class can be provided both traditionally and online. In addition, program supervisors can host a seminar on the topic at a later date, and video conference on the same topic can be used, in addition to talking and e-mails. Self-administered tests can also be

employed. All of these repetitions add depth to the subject and fulfill the demands of the students. What matters is that all of those repetitions and different variations should be of a high technological level.

To summarize, there are seven strategy of blended learning; communicating and guidance, collective work, encouraging innovative work, flexible choices, students partivipation, continous communication and repetition.

h. The Problem in Blended Learning

Blended learning divided into two way of learning style. The first is face-to-face learning, and online learning. Therefore, the researcher divides the problems in blended learning into three parts. They are the problem in face-to-face learning, the problem in online learning, and the problem in blended learning.

1) The problem in face to face learning

Face-to-face learning requires students to be present in class. So it takes a lot of order and time. To go to a place of study or campus helps most students are required to concentrate and put themselves in a learning mindset. Sometimes this makes students bored because the learning that is done is monotonous. So not many choose to study online rather than face to face. For this reason, here are some expert opinions about the problems that occur in face-to-face learning

In Kiwi (n.d) Face-to-face learning tends to cost more than online learning. Students are required to have textbooks which are expensive to own. Buy more learning tools. So that many underprivileged students feel very burdened with too much cost for the face-to-face learning process.

In College (n.d), some problems in a face to face learning:

- a) Limited time. Lecturers have limited time to complete courses. So sometimes you have to need an additional schedule so that learning material can be delivered optimally. Not to mention the

students who still have difficulty in understanding the material so that the lecturer has to repeat the explanation again.

- b) Because when studying in class students must use textbooks and other learning tools, when students forget to bring them during class hours it will interfere with the learning process so that learning is not optimal.
 - c) Cost. If the books needed for study are not available in the library, students must spend more money to buy the book.
 - d) Because face-to-face classes have a predetermined schedule, so if students miss one meeting, they will lose an opportunity to learn the learning material.
 - e) Classes vary from early morning to afternoon. If you have a day-time job or other responsibilities, it might not fit into your schedule.
- 2) The problem in online learning

Ahmad (2016) discovered a phenomenon in which EFL learning, which requires a lot of practice before it can be implemented, encounters hurdles when the learning system is used. For example, in listening sessions, the ICT equipment used by teachers to train pupils who are indifferent and remote locations is frequently inefficient. When delivering listening exams, teachers are also unable to provide the best possible supervision to their students. Pupils in distant or online learning speaking courses have difficulty copying their teacher's style of speaking, and the teacher is unable to optimally train the students to talk.

Because of where they live, students still have trouble connecting to the Having Internet network problem. Nashruddin, Alam, and Tanasy's (2020) study reveals that some students reside in remote rural locations where the internet is not available. Furthermore, due to their geographical location, which is fairly far from signal coverage, their cellular network is occasionally

inconsistent. This is also a challenge that many students who attend online courses face, resulting in less effective implementation.

Another topic is that teachers are poorly prepared to teach online. Because the Covid-19 pandemic was not adequately prepared for, the transition from traditional teaching methods to online systems occurred quickly. Many teachers are unable to adapt to the changes brought about by technology and information-based learning because they lack ICT skills. Nonetheless, instructors must use technology to assist them in their classrooms. If either you like it or not, Information and communication technology learning must be implemented in order for the learning process to occur, especially in the midst of the Covid-19 pandemic.

3) The problem in blended learning environment

According to Putri, Adha, and Pitoewas (2020), there are still many obstacles or problems, given the new prime learning run. The research focuses on problems in learning through a blended learning model "3M", man, material, and method.

a) Man

The first 3 M is the "man", which means its human resources or in this case a lecturer. Problems or obstacles in the blended learning first are the human resources or performance or are lecturers. There are problems in terms of generation. Lecturers who teach in higher education not only from one generation but from different generations. There were no junior seniors, the senior said this is because it has already started approaching the age of the end phase. This relates to the IT skills of the senior lecturer. Lecturers with senior said age are more likely to feel difficulty in operating the technology or commonly referred to as "clueless". Thus, the implementation of blended learning is also will find difficult.

In the field of human resources problems are found in students. Students still have the motivation that is lacking in using blended learning lessons. Students find difficulty in accessing the smart system to follow the blended learning. An unstable Having Internet network problem is also a trigger for the students to follow the blended learning. Thus, many students have registered for the course.

b) Material

The material, in this case, refers to the infrastructure used in the learning process of blended learning. Edusmart application management team revealed several problems related to blended learning among others;

- (1) Limited server capabilities.
- (2) The internet has not been evenly distributed.
- (3) Lack of access to spend internet working.
- (4) Lack of application used for learning blended learning.

c) Method

The next analysis problem of blended learning implementation is the "method". A method in this analysis is the implementation of blended learning. if learning using the application, of course, there will be obstacles if the application still has shortcomings. Of course, there will be problems while studying.

In Tshabalala, Ndeya-Ndereya, and van der Merwe (2014) investigate faculty members' perceptions of blended learning and identify various challenges associated with use of the blended-based approach. The results revealed a lack of understanding of blended learning concepts. Respondents also perceived blended learning to be difficult to implement in a classroom setting due to a lack of regulations on the use of blended learning, a lack of Information communication technology

training/knowledge (e.g., technophobia), a lack of confidence in engaging in a blended learning environment, and limited access to computer laboratories. As a result, these were perceived as obstacles to the application of blended learning.

To conclude the problem among face-to-face learning, online learning, and blended learning, it can be seen from table below.

Table 2.1 Comparative table of blended learning problem

Face-to-face learning	Online learning	Blended learning
Class situation was bored	Internet problem; networking	Teacher difficult to adapted with technology
Spend cost, because students need to buy expensive books	Limited kuota	Students difficult to access smart sytem or using tecnology for study
Limited time to study	Limited facilities for online learning	Method of learning by online and face-to-face still
Students should be in class everytime when learning activites	Need to understand ICT	

B. Review of Relevant Studies

Some studies have been conducted related to this research. First, a study conducted by Jeffrey, L. M., Milne, J., Suddaby. G., & Higgins, A (2014) entitle “blended learning: how teachers balance the blend of online and classroom components”. The result of the study indicated that teacher resistance to the use of technology in education, blended learning has increased rapidly, driven by evidence of its advantages over either online or classroom teaching alone. Teachers using blended learning were interviewed about their use of online and classroom components and the reasons for their decisions. The similarities of the research are about discussing blended learning as a tool of the research. The difference between these two studies is they tell about how the lectures balance in conducting blended learning online

and while this research focus on Students' problem in learning English through a blended learning environment.

Second, a study conducted by Hunainah and Afif Suaidi, entitled "problems of blended learning in the pandemic covid-19: a psychological overview". The study's findings on blended learning are required to overcome these issues so that blended learning can be carried out optimally and efficiently during the Covid-19 pandemic. The intelligence ability of students is the first psychological review of the factors that affect blended learning. The ability or competence of the teachers themselves is the second psychological review of the factors that affect blended learning. The third psychological review has found that both verbal and nonverbal communication between teachers and students is hampered. The fourth psychological review focuses on the low level of student involvement (participation) and the tutor/lack teacher's of supervision. The fifth psychological review is to modify the blended learning method using psychological learning behavior theory (behavior formation). The similarities between these studies are the problem of blended learning as a tool of the research. The differences are Hunainah and Afif Suaidi did the research related to the pandemic Covid-19 and they discuss psychological overview while this research focuses on Students' problems in learning English through blended learning environment.

The third is a research conducted by Abel V. Alvarez, Jr. (2020), entitled "Learning from the problems and challenges in blended learning: Basis for faculty development and program enhancement". As a result of his research, This study identified five themes or "roadblocks": technological, instructional, class size, technical support, and collaboration. The findings were also discussed through the lenses of various literature, particularly in terms of blended learning design and development, implementation, and assessment and evaluation. An overarching proposal that is consistent with the findings of this research study was presented. Nonetheless, it seeks to add to the pool of teachers' voices who are encountering difficulties and challenges in the delivery of blended learning. The findings of this study can be used to

inform ongoing faculty training and development, as well as the overall improvement of the NSTP course. The similarities between his study and this study are the problem of blended as a tool of the research and also they both use qualitative research. The differences are Abel researched faculty development and program enhancement meanwhile this study focuses on English Teaching Department.

Last, a study conducted by Putri et al. (2020) untitled *The Problems of Implementing Blended Learning Class in Civic Education*, Universitas Lampung. The results of the identification of problems in the implementation of blended learning are learned to be a reference in the revamping of the next program execution. Thus, the implementation of blended learning can run optimally following the objectives to be achieved. The similarities of these two studies are the tool of research is the problem in blended learning. The difference is Putri researched Civic Education while this research in English Teaching Department.

CHAPTER III

RESEARCH METHODOLOGY

A. Research Design

This research used in this descriptive research, it was about phenomenological research. This research wanted to find out Students' problems in learning English through blended learning environment in the first semester. According to Gay (2012), qualitative research aims to delve deeply into the research setting in order to acquire a better understanding of what is happening, why things are the way they are, and how people in the context view them. Qualitative research, according to Moleong (2010), aims to comprehend the phenomena experienced by study subjects, such as motivation, perception, behavior, holistically, and so on.

According to Pathak (2017:1), phenomenological research design is a study that aims to comprehend people's perceptions and understanding of a specific occurrence. A phenomenon is a fact or situation that is observed to exist or happen, especially one whose cause. Taking care of the above-mentioned theory, this study will describe the Students' problems in learning English through blended learning environment.

B. Research Setting

The research setting of the research is an important thing by the researcher in doing research. This research conducted in the first semester of the English Teaching Department registered in the 2021/2022 academic year at at IAIN Batusangkar located on St. Jenderal Sudirman, Limo Kaum, Tanah Datar Regency, West Sumatra. The reason why the researcher chose the first-semester students was that they are students who have never previously learned to use blended learning so they will problems face when carrying out learning because blended learning is a new thing for them.

C. Research Informants

Research Informant is the first-semester student of the English Teaching Department in the academic year 2021/2022. There are 79 students who registered in first semester of English Teaching Department. The researcher

used a purposive sampling technique, to finding the informant of the research. Because she wants to know what Students' problems in learning English through blended learning environment. Gay (2000:138) Purposive sampling, according to this theory, is judgment sampling in which the researcher selects informants based on their experience or group's expertise. Students who became the informant in this research were students who are related within in the standards of the informants as follows: (1) the first-semester students of English Teaching Department in the academic year 2021/2022. (2) Students who follow blended learning. (3) Students who follow 50% online learning and 50% face-to-face learning, (4) Students who get the problem by doing blended learning. Therefore, there are eight students who selected for the informants because the data was saturated.

D. Research Instruments

The research instrument is the researcher herself. Sugiyono (2018) states that the main instrument of qualitative research is the researcher herself. Supportive research instrument was interview guide (see in appendix 1). In this study, the researcher used interviews as a method of collecting data. The researcher conducted the interviews on English students first semester who have problem in learning English through blended learning environment.

E. The Technique of Data Collection

An interview will be used to gather information. The interview used to done in order to obtain information about Students' problem in learning English in a blended learning setting. The researcher conducted unstructured interviews for this study. Unstructured interviews, according to Sugiyono (2007:197), are free interviews in which the researcher does not employ interview procedures that are organized methodically and entirely for data gathering.

The interview guidelines are only used in the form of an outline of the problem to be asked to the informant. To reduce the amount of missing informant data, the researcher will use Indonesian languages. In addition, the researcher contacted the informants via WhatsApp Call. In addition, during

the interview, the researcher employed a recorder to record all conversations. The research did the first interview started from 10th January 202-20th January 2022 and second interview started from 23th January 2022-29th January 2022.

F. Checking the Data Trustworthiness

In checking data trustworthiness, this study used time triangulation. Sugiyono (2013) in Alfansyur & Mariyani (2020) the meaning of Time Triangulation is that often time also affects the reliability of data. For example, data collected in the morning using an interview technique where at that time the informants were still fresh and there were not many problems, will provide more valid data so that it is more credible. Therefore, in terms of testing the reliability of the data, it can be done by checking by conducting interviews, observations or other techniques at different times or situations.

The researcher did interview in two times. In the first interview, the researcher contacted the informants by What'sApp Call while recorded the conversation by using recorder. The researcher asked the question based on interview guide and get the data as much as possible. In the second interview, the researcher contacted the informants to confirm about what she/he said in the last interview.

G. Research Procedures

This research conducted by applying several steps, as stated below:

1. Defining the Research Problem

There are some steps that the researcher did when defining a research problem. First, doing the observation of students who follow blended learning. Second, interviewing the first semester students who follow blended learning.

2. Reviewing Literature

When reviewing the literature, the researcher found several sources related to Students' problem in learning English through a blended learning environment. Next selecting the resources, after that the researcher summarizes resources that are related to the research problem.

3. Designing the Study

In this step, the researcher constructed a research instrument. In this study, the researcher will use the interview guideline to interview the first semester students who follow a blended learning

4. Collecting the Data

Before collecting the data, the researcher got a letter of research from LP2M IAIN Batusangkar to do research first. After that, the researcher will interview the student. Then, the researcher will make the transcript of the first interview. In collecting the data, the researcher also will make a prolonged engagement to check the data trustworthiness of this research. Then, the researcher made the transcription of the second interview.

5. Analyzing the Data

In this step, the researcher analyzed the data from interview results about Students' problems in learning English through blended learning environment. Then the researcher will make the data reduction after that will be continuing to make the data display of this research.

6. Interpreting and Drawing Conclusion

In this step, the researcher interpreted and drew the research finding of Student' problems in learning English through blended learning environment. After that, the researcher wrote the research report.

H. The Technique of Data Analysis

Data analyzed by using Miles and Huberman's method. Miles and Huberman (1994:10) describe three steps for analyzing data, as follows:

1. Data Reduction

Data reduction is defined as a process of selection, focused interest, simplification, abstraction, and modification of existing data from field recorded records. During the interview, data was reduced. To put it another way, when data is acquired, processes such as drawing conclusions, codifying, examining themes, categorizing, and composing memorandums continue..

The researcher engaged in a number of tasks in order to reduce data. She were started by transcribing the interview (see appendix 2). Then she reduced the data (see appendix 3). Then, for each informant, supply the following code transcription: I.1, I.2, I.3, I.4, and I.5. It was Concerned about problems such as P.1 for problem 1, P.2 for problem 2, and so on (see appendix 4).

2. Data Display

A data display is a collection of information that has been collated and given the ability to come to a conclusion. In this step, the researcher will to students' problem in learning English through blended learning environment. To find out and show to others, the researcher displayed data in tabular form (see appendix 4)

3. Data Verification and Conclusion

The final step is to draw conclusions and verified the data after it has been reduced and displayed. Conclusions were evidenced by the research conducted. After presenting data related to students' problem in learning English through blended learning environment, the researcher drew conclusions about students' problem in learning English through blended learning environment (see appendix 5)

CHAPTER IV

RESEARCH FINDING AND DISCUSSION

A. Research Finding

This chapter discusses about the finding of the research entitle students' problem in learning English through blended learning. In doing analysis the researcher started firstly, interviewed the informants; secondly, transcribed the recording; thirdly, reduced the data and coded the data as follows: I-1 is the first informant, I-2 as the second informant and so on. Then, the researcher coded the problem as follows: P.1 for the first problem, P.2 for the second problem and so on. The researcher used unstructured interview and time triangulation to get the data, it useful to check validity of data.

Based on the data analysis, the researcher found 7 (seven) students' problem in learning English through blended learning. The problems were: 1) *Having a very short time break from one course to another*, 2) *Having bad understanding of material* 3) *Having Internet network problem*, 4) *Coming late to the class*, 5) *Having Cost Problem (internet quota)*, 6) *Having difficulties interating with classmate and*, 7) *Facing immediate schedule changing*.

The following explanation is the results of the interview gotten from those informants dealing with students' problem in learning English through blended learning. The problems were described as followed:

1. Having a Very Short Time Break From One Course to Another

Based on the first interview with the research informants, the researcher found that the informants problems in Having a very short time break from one course to another. It means, the gap between one course and another tends to be non-existent. So students seem a bit rushed to move to other courses. Especially if at that time it was face-to-face and then online afterwards, they had to find a quiet room or a quiet place to zoom in and otherwise if the first class was online after face-to-face it

would also take time to move the lecture hours. It can be seen from the informant 1 (I-1),

The researcher did interview with informant 1 (I-1) on Thursday, 13th January 2022 at 07.02 P.M

The interview result was:

SPEAKER	UTTERANCES
I-1	<p data-bbox="710 611 1375 1055">: “... <i>Misalnya kita dihari senen ini, kita dari pagi itu pembelajaran offline, aaa sedangkan dibeberapa mata kuliah itu jeda pembelajaran itu sama sekali tidak ada jeda kak.</i> Misalnya kita masuk 7.15 keluar 8.55. setelah 8.55 itu kitah langsung aaam memasuki pembelajaran yang lain. Nah kendala nya itu kak, pembelajaran yang lain ini, online gitu kak. <i>Jadi, pembelajaran online ini tentu kita harus nyari kelas dulu kak, nyari tempat yang sepi untuk kita belajar online agar tidak bertabrakan dengan anak kelas kita yang lain</i> kak, yang satunya itu kak.”</p> <p data-bbox="710 1055 1375 1494">[For this learning is such a good idea. But otherside also get problem. Sometimes it's one of the examples. For example, on Monday, we have been studying offline since this morning, aaa while in some courses there is no pause in learning. For example we enter 7.15 out 8.55. After 8.55 we will immediately enter another lesson. Well, the problem is this other learning is online. So, in this online learning, of course, we have to find a class first, find a quiet place for us to study online so we don't collide with our other class, that's the other one.]</p>

The results of the interviews above, it was found that there was an exchange of schedules between online and offline which made students overwhelmed by the absence of a break every learning hour. This makes it difficult for them to adjust the place with no pause in each lesson.

2. Having Bad Understanding of Material

Based on the first interview with the research informants, the researcher found that the informants problems in having bad understanding of material. This is one of the most common problems experienced by

students. do not understand the material being taught. Each student certainly has different abilities so that in learning it is necessary to give varied approaches. In English itself, it takes a lot of practice to maximize the learning process, but with this blended learning model, a creative method is needed from the lecturer so that the material provided can be understood well by students. With this blended learning, a problem arises about the lack of understanding of students in learning material. It can be seen from the informant 1 (I-1), informant 2 (I-2). Informant 3 (I-3), informant 4 (I-4), informant 5 (I-5), informant 6 (I-6), and informant 8 (I-8).

The researcher did interview with informant 1 (I-1) on Thursday, 13th January 2022 at 07.02 P.M

The interview result was:

SPEAKER	UTTERANCES
I-1	<p data-bbox="673 1061 1369 1496"><i>“Ditambah lagi aaa pembelajaran-pembelajaran yang lain seperti aaa misalnya aaa minggu ini kita pembelajaran kita online kak. Aaa minggu depannya offline kak, sedangkan materi yang kita pelajari itu dionline itu masih kurang paham tetapi diminggu depannya, di offline kelas kita harus tau dan harus mengerti dan mempraktekan apa yang kita pelajari di online ini. Kadang kan kak di online ini, kita masi kurang paham dan beberapa juga ada mungkin sinyanya kurang bagus dan itu membuat pembelajaran kita sedikit kurang efektif kak.”</i></p> <p data-bbox="673 1503 1369 1823">[In addition, there are other lessons, such as aaa, for example, aaa this week we are learning online. And next week, it's offline, while the material we learn online is still lacking, but next week, in offline class, we have to know and have to understand and practice what we learn online. In online, we still don't understand and some also maybe the signal is not good and it makes our learning a little less effective.]</p>

Didapatkan kurangnya pemahaman mahasiswa sewaktu belajar online dan ketika pertemuan berikutnya belajar secara offline, mahasiswa

jadi susah untuk melanjutkan materi sedangkan waktu online pemahaman mereka masih kurang.

Next, the researcher did interview with informant 2 (I-2) on Thursday, 13th January 2022 at 07.48 P.M

The interview result was:

SPEAKER	UTTERANCES
I-2	: “Kalo pembelajarannya online, agak payah nangkapnya. Apalagi kan susah lah nangkap materi itu kak. <i>Agak kurang paham sama materinya gitu.</i> Beda sama yang di offline.” [I don't quite understand the material. It's different from offline]

Based on the data above, dengan adanya pembelajaran membuat mahasiswa menjadi sulit untuk dimengerti karena kurang maksimalnya proses belajar yang dilakukan disaat online.

Next, the researcher did interview with informant 3 (I-3) on Friday, 14th January 2022 at 08.04 P.M

The interview result was:

SPEAKER	UTTERANCES
I-3	: “... <i>Itu ada beberapa masalah yang saya hadapi mungkin aa disegi memahami materi ya, kadang cukup sulit untuk memahami materi aa karna kan sistemnya itu berlanjut yaa. Karna kan campuran gitu. Jadi untuk dalam pemahaman materi itu cukup sulit bagi saya.</i> Karna kan ada beberapa materi yang perlu untuk dibahas lebih dalam gitu.” [There are some problems that I face maybe in terms of understanding the material, yes, sometimes it is quite difficult to understand the material because the system continues. Because it's a mixture. So to understand the material is quite difficult for me.]

The point here, she feels that with the offline and online changes, it makes her find it difficult to understand the material because the explanation is not optimal when online or offline.

Next, the researcher did interview with informant 4 (I-4) on Saturday 13th January 2022 at 07.48 P.M

The interview result was:

SPEAKER	UTTERANCES
I-4	: “Mmm..... mm terkait dengan <i>penjelasan tugas kak. Ketika sedang kuliah daring itu kan kadang-kadang kita mau nanya aa tentang tugas tapi juga materi. Kadang kan mau nanya tapi waktu uda habis kan dosennya itu uda harus masuk kelas lain dan kamu harus juga masuk kelas lain.</i> [Mmm..... mm related to the explanation of your assignment. When we are studying online, sometimes we want to ask questions about assignments but also materials.]

Based on the finding above, it was stated that there were problems in explaining the tasks given by the lecturer. So that the tasks given are often asked again so that there is no miscommunication. Because there are often misunderstandings in the explanation of assignments given by the lecturer.

Next, researcher did interview with informant 5 (I-5) on Tuesday 18th January 2022 at 08.19 P.M

The interview result was:

SPEAKER	UTTERANCES
I-5	: “Hee jadi aa pembelajaran onlinnya kadang susah mengerti kak. <i>Dari materi yang disampaikan oleh dosen itu saya kurang mengerti apa yang disampaikan...</i> <i>...Soalnya kan secara langsung dosen menjelaskan materi apa yang dibahas kak. Jadi yang agak bermasalah itu aaa pembelajaran online kak. Agak susah mengerti dari materinya.”</i> [Hey, so the online learning is sometimes hard to

	understand. From the material presented by the lecturer, I did not understand what was conveyed. ...The problem is that the lecturer directly explains what material is being discussed. So what's a bit problematic is online learning. It's a bit difficult to understand the material]
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Based on the finding above, the lecturer did not understand what was conveyed in the explanation of the material. So that the material considered is not understood. Especially when learning online.

Next, the researcher did interview with informant 6 (I-6) 6 on Tuesday 17th January 2022 at 08.19 P.M

The interview result was:

SPEAKER	UTTERANCES
I-6	<p>“Trus kayak, misalnya kita kayak lagi zoom gitu kak tiba-tiba kuota habis gitu. Terus kalau yang bagi aku sendiri gitu kak kayak aa kalau lagi zoom gitu kak, kan ga semua materi yang dibilang sama dosen itu tu jelas kan kak. <i>Jadi ada beberapa materi atau beberapa apa ya kayak pembahasan yang dibilang sama dosen itu tu yang emang ga terlalu kita ngerti gitu kak.</i> Kurang paham gitu tetapi kalau mau nanya gitu kita tanya dan dosen itu juga ada jelasin juga tapi kayak emang kurang nangkap gitu kak. “</p> <p>[So there are some materials or some things, like the discussion that the lecturer said that we don't really understand.]</p>

That is, she feels that the way the material is delivered makes it sometimes difficult for her to understand the material being explained. So that his understanding of the material is lacking.

Next, the researcher did interview with informant 8 (I-8) on Thursday 20th January 2022 at 11.32 A.M

The interview result was:

SPEAKER	UTTERANCES
I-8	: “Bolehkak. <i>Dari pembelajarannya kurang paham</i> kalau disegi onlinenya kak.” [From the lesson, I don't understand in terms of online]

From the results above, it was found that during inline learning, he did not understand the material given so that their learning process was not optimal because only when he was offline he understood.

3. Having Internet network problem

Based on the first interview with the research informants, the researcher found that the informants problems in internet problem such as bad signal, bad connection, etc. The problem that often occurs when learning online is that the Having Internet network problem connection is an obstacle faced by some students whose places of residence are difficult to have an Having Internet network problem. When the Having Internet network problem is unstable, students often zoom in and out of video zoom. There are also constrained data packets that suddenly run out while zooming. This is a problem that occurs in students who take online learning. So that students are less than optimal in participating in the online learning. It can be seen from the informant 2 (I-2), informant 4 (I-4), informant 5 (I-5), informant 6 (I-6), informant 7 (I-7), and informant 8 (I-8).

The researcher did interview with informant 1 (I-2) on Thursday, 13th January 2022 at 07.02 P.M

The interview result was:

SPEAKER	UTTERANCES
I-2	: “Aa kadang-kadang..... <i>kadang-kadang sinyal pas, pas sinyal susah juga kak.</i> ” [Aa sometimes..... sometimes the signal is right, when the signal is difficult, bro.]

Here it is found, that during online learning sometimes when the network zoom meeting has problems. So that sometimes makes the zoom logout suddenly and have to log in to log back in.

Next, the researcher did interview with informant 4 (I-4) on Saturday 13th January 2022 at 07.48 P.M

The interview result was:

SPEAKER	UTTERANCES
I-4	: “.....apalagi kalau handphone kalau baterainya uda habis tu paling susahnya itu kak. Jadi aa harus aa sinyal susah baterai habis campuran antara luring dan daring jadinya susah. Itu permasalahan utamanya kak. ” [.....especially if the cellphone has run out of battery, that's the hardest part, bro. So there must be a signal that the battery is running low, the mixture between offline and online becomes difficult. That's the main problem]

The results of the interviews above, students find it difficult to get a good signal during the learning process. So when the signal is bad they are difficult to follow the learning process well.

Next, researcher did interview with informant 5 (I-5) on Tuesday 18th January 2022 at 08.19 P.M

The interview result was:

SPEAKER	UTTERANCES
I-5	: “... Kadang terkendala dengan jaringan yang jelek yang kurang bagus kak. Jadi agak kurang paham. Nah nanti tiba-tiba pas minggu jadwalnya offline nanti ditanya sama dosennya. Jadi pas kita ga ngerti tu yaa terpaksa diam aja gitu kak. Soalnya pas terkendala jaringan tadi dan tidak paham materi yang masuk yang disampaikan dosen..... ” [“...Hee, so online learning is sometimes difficult to understand.. The problem is that when the network was constrained and did not understand the incoming material delivered by the lecturer...”]

Here it is found, when the lecturer explains the material sometimes the signal is lost or bad. This causes what is conveyed by the lecturer does not sound optimal.

The researcher did interview with informant 6 (I-6) 6 on Tuesday 17th January 2022 at 08.19 P.M

The interview result was:

SPEAKER	UTTERANCES
I-6	: “Kayak masalahnya itu sendiri kak, kayak misalnya kan kita itu belajar online gitu kak. <i>Belajar online ini ni aa kayak apa ya, jaringan gitu kak...</i> ” [It's like the problem itself, like, for example, we study online. What kind of online learning is this, is it like a network? The network, sometimes there is somewhere, not all of the student networks are good...]

It was found that during online learning there were network constraints. Sometimes when the lecturer explains the material, the signal suddenly disappears or is bad. So that the material presented is not conveyed properly.

Next, the researcher did interview with informant 7 (I-7) 7 on Thursday 20th January 2022 at 02.48 P.M

The interview result was:

SPEAKER	UTTERANCES
I-7	: “ <i>Aa dikendala jaringan kak, kadang pas zoomnya itu keluar sendiri lagi kak. Trus nanti keluar lagi kak. Kayak gitu kak. Kayak jaringannya tidak stabil. Jadi keluar-keluar sendiri kalau dizoom kak.</i> Trus aa terkadang kak, juga itu aa dosennya meminta tukar waktu gitu kak. Tukar waktu zoom. Misalnya di jadwal 7.48, nanti malah baru itunya jam 8 berapa gitu. Jadi agak susah kak kalau misalnya online gini belajarnya kak” [There are network problems, sometimes when the zoom comes out by itself. Then come out later. Like that. Like the network is not stable. So go out on your own if you zoom in.]

From the results above, it can be concluded that during a zoom meeting sometimes it automatically exits because the network is not good or unstable. So that the delivery or orders of the lecturer while studying are not conveyed properly.

Next, the researcher did interview with informant 8 (I-8) on Thursday 20th January 2022 at 11.32 A.M

The interview result was:

SPEAKER	UTTERANCES
I-8	: “Dan dalam <i>pembelajaran online pun terkadang terkendala dalam jaringan, a trus saat pembelajaran disaat zoom terkadang keluar sendiri kak. Gitu.</i> ” [And in online learning, sometimes there are problems in the network, and when learning while zooming, sometimes it goes out on its own. That’s is.]

From the results above, it can be concluded that during a zoom meeting sometimes it automatically exits because the network is not good or unstable. So that the delivery or orders of the lecturer when studying are not conveyed properly.

4. Changing Schedule

a. Coming late to the class

Based on the first interview with the research informants, the researcher found that the informants problems Coming late to the class,. It means, when there is an exchange of online to offline learning or otherwise, students are often late to join the class. Especially if the schedule that should be online is replaced with an offline one in which the condition of the student is still at home so it takes time to go to campus. Thus making them late for class. Likewise, the schedule that should have been offline was replaced online with the Students’ situation on campus having to find a quiet place to enter the zoom

meeting. It makes them often late for zoom. . It can be seen from the informant 1 (I-1) and informant 2 (I-2)

The researcher did interview with informant 1 (I-1) on Thursday, 13th January 2022 at 07.02 P.M

The interview result was:

SPEAKER	UTTERANCES
I-1	: “... <i>misalnya dipagi ini kita online, tentunya kita masi berada dirumah untuk tetap zoom sama dosen yang satu ini sedangkan nanti jam selanjutnya kita harus offline kekampus kak dan kita kadang ada yang telat juga kak.</i> Dan ada juga yang kesulitan gitu kak, dalam mengikuti pembelajaran kak.” <u>[For example, this morning we are online, of course we are still at home to keep zooming with this one lecturer, while in the next hour we have to go offline to campus and sometimes we are late too.]</u>

From the results above, it was found that during the change of hours these students were often late because the schedule was often changed suddenly.

Last, The researcher did interview with informant 1 (I-2) on Thursday, 13th January 2022 at 07.02 P.M

The interview result was:

SPEAKER	UTTERANCES
I-2	: <i>Buat bensin, buat bensin ke... kekampus. Kalo online kan cuman di Cuma dilaptop, didepan hp atau laptop kan. Tapi kalo online....bisa tepat waktu.</i> <u>[If it's online, it's only on a laptop, in front of a cellphone or laptop, right. But if online can be on time.]</u>

From the results above, it is found that if online learning goes online, she can enter class on time. But if the next hour is offline then sometimes it's often too late.

b. Facing immediate schedule changing

Based on the first interview with the research informants, the researcher found that the informants problems in Having Changes the Schedule Between Online and Offline by Lectures.. It means, sometimes the schedule between face-to-face and online learning is often erratic. For example, the schedule that was supposed to be face-to-face was suddenly replaced by online and make students overwhelmed. Especially if the Students' position is already on campus. On the other hand, the schedule that was supposed to be online was replaced with a face-to-face one, so students who should be able to stay at home while zooming in made them have to go to campus and it is considered to make them very overwhelmed. It can be seen from the informant 4 (I-4), informant 7 (I-7) and, informant (I-8)

The researcher did interview with informant 4 (I-4) on Saturday 13th January 2022 at 07.48 P.M

The interview result was:

SPEAKER	UTTERANCES
I-4	<p data-bbox="678 1227 1369 1697">: <i>“Kayak tadi kan itu tergantung dosen yang memang tergantung jadwal dari kampus kadang-kadang dosen itu juga ada keperluan. Jadi waktu itu aa biasa nya itu kejadiannya hari senin sama senin selasa rabu itu tu aa mmm ada dosen yang lupa jadwalnya harusnya itu dia minggu ini dia aa daring tapi aaa dia minggu ini luring tapi lupa jadi aa kami harus masuk zoom masuk zoom aa harus luring kuliahnya kan aa kami didalam kondisi lagi dikelas masih ada dikampus kami susah jadi kami sempat marah karna harus mencari tempat misah-misah mencari-mencari cari tempat.”</i></p> <p data-bbox="678 1709 1369 1989">[The problem is that when you take offline courses, there are also mixtures. Like before, it depends on the lecturer who does depend on the schedule from the campus, sometimes the lecturer also has a need. So at that time, usually it happened Monday and Monday Tuesday, Wednesday, aa, mmm, there was a lecturer who forgot the schedule, it should be him this week</p>

	he's online but hey he's offline this week but forgot, so we have to go zoom in, zoom in or go offline In college, we're still in class. We're still on campus, so it's difficult for us to get angry because we have to find a place to go to do zooming.]
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Based on the finding above, it was stated that there was a sudden change in the schedule of the lecturers. The originally offline schedule was replaced with online. So when students are on campus and ready for offline classes that are changed to online, they have to find a quiet place and a good network to get into Zoom.

Next, the researcher did interview with informant 7 (I-7) 7 on Thursday 20th January 2022 at 02.48 P.M

The interview result was:

SPEAKER	UTTERANCES
I-7	: “... <i>nah itu terkadang kita udah kekampus dari jam 7 kurang eh ternyata dosennya malah minta aa online gitu kak. Ada juga yang misalnya ada online nanti tiba-tiba dosennya minta luring gi gitu. Masalahnya cuman disitu doang kak.</i> ” [so sometimes we've been to campus since 7 or less. There are also those who, for example, are online, then suddenly the lecturer asks to go offline. The problem is that it's just there.]
I-7	: “ <i>Iya kak, kadang jadwalnya acak-acak gitu kak. Kadang sesuai dosennya gitu kak.</i> ” [“Yes, sometimes the schedule is random. Sometimes it's according to the teacher.”]

Based on the finding above, it is stated that the lecture schedule is uncertain. What should be online is replaced with offline and vice versa. This causes students to be overwhelmed to adjust it.

Next, the researcher did interview with informant 8 (I-8) on Thursday 20th January 2022 at 11.32 A.M

The interview result was:

SPEAKER	UTTERANCES
I-8	: “ <i>Terkadang disaat ada aa kalau jadwal offline</i>

	<p><i>maksudnya ga bisa di ga bisa offline gitu kak. Jadi dimintanya online, aa terkadang kita diluar. Abis tu harus cari jaringan dulu gitu. Jaringan yang bagus buat aa aa perkuliahan gitu</i></p> <p>["Sometimes when there is an offline schedule, it means it can't be done, it can't be offline. So asked online, sometimes we are outside. After that, we have to find a network first. A good network for aa lectures like that"]</p>
I-8	<p>“Ada si kak. <i>Ada juga yang itu aa sekarang jadwalnya offline aa online tapi dosennya minta offline aa ada juga kak.</i>”</p>

Based on the data above, it was stated that there was a sudden change in the schedule of the lecturers. The originally offline schedule was replaced with online. So that when students are on campus and ready for offline classes that are changed to online, they must find a quiet place and a good network to enter Zoom.

5. Having cost problem (Internet Quota)

Based on the first interview with the research informants, the researcher found that the informants problems in internet quota (quota). Many feel burdened with quotas that feel wasteful because of the many Zoom meetings that must be attended. It can be seen from the informant 2 (I-2).

The researcher did interview with informant 2 (I-2) on Thursday, 13th January 2022 at 07.02 P.M

The interview result was:

UTTERANCES	
I-2	<p>: “Kalau, kalau online.... Aaa ya aa kalau online aa <i>kadang – kadang kuota cepat abis.</i>”</p> <p>[If, if online.... Ah, yes, if you go online, sometimes the quota runs out quickly.]</p>

From the results above, it is found that internet packages often run out during online learning. Even though there is an internet package from

the government, it has not been able to fully handle it during the online learning process.

Next, the researcher did interview with informant 6 (I-6) on Tuesday, 17th January 2022 at 08.19 P.M.

The interview result was:

SPEAKER	UTTERANCES
I-6	: “ <i>Trus kayak, misalnya kita kayak lagi zoom gitu kak tiba-tiba kuota habis gitu.</i> ” [S o, when zooming, quota running out]

From the results above, it is found that internet packages often run out during online learning. Even though there is an internet package from the government, it has not been able to fully handle it during the online learning process.

6. Having Difficulties Interating With Classmate

Based on the first interview with the research informants, the researcher found that the informants problems in having difficulties interating with classmate. It can be seen from the informant 3 (I-3), informant 4 (I-4), and informant 6 (I-6).

The researcher did interview with informant 3 (I-3) on Friday, 14th January 2022 at 08.04 P.M

The interview result was:

SPEAKER	UTTERANCES
I-3	: “...Karna kan ada beberapa materi yang perlu untuk dibahas lebih dalam gitu. <i>Terus, untuk masalah aa bersosialisasi dengan teman-teman juga salah satu masalah saya si saat blended learning itu kak.</i> ” [So, the problem with socializing with friends is also one of my problems when it comes to blended learning]

From the results above, it was found that these students had difficulty interacting with classmates. Especially when group assignments

or practical assignments are communicated through messages. So the results obtained are not optimal.

The researcher did interview with informant 4 (I-4) on Saturday 13th January 2022 at 07.48 P.M

The interview result was:

SPEAKER	UTTERANCES
I-4	: “... <i>ketemu teman yang baru itu kan rada-rada awkward, jadi susah untuk menyesuaikan diri dulu, dengan teman-teman dulu jadi walaupun agak aneh, walaupun disecara online kami kenal tetapi secara bertemu dengan langsung kayak awkward bahkan ga kenal tau fotonya tapi ga kenal gitu kak. Aneh gitu..</i> ” [meeting a new friend is a bit awkward, so it's hard to adjust first, with friends before so even though it's a bit strange, even though online we know it but we meet face to face like it's awkward, we don't even know the photo but don't know that bro . That's weird.."]

From the results above, it is difficult to adapt with classmates. Because the introduction that started online when meeting in person there was an awkward feeling. Coupled with this mixed lecture system. Less time spent with friends than usual.

Next, the researcher did interview with informant 6 (I-6) on Tuesday 17th January 2022 at 08.19 P.M

The interview result was:

SPEAKER	UTTERANCES
I-6	: “... <i>Kadang kan ga semuanya bisa langsung berinteraksi sama temen gitu kak ada juga itu dosennya yang minta kita untuk belajar sama teman sedangkan kita sendiri itu ga terlalu kenal sama temen kita gitu kak walau apa ya padahal kita ini masih semester awal gitu ga terlalu dekat banget sama temen gitu...</i> ” [Sometimes, not all of them can directly interact with friends like that, there are also lecturers who ask us to study with friends, while we ourselves

	<u>don't really know our friends, even though we are still in the first semester, we're not very close with friends. like that]</u>
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From the results above, she said it was difficult to communicate with friends. Especially when it comes to assignments. When there is a conversation or group assignment he has to contact a friend who wants to blind the task, the problem is they are not very close because they rarely meet. So that the tasks given are not done too optimally and are sometimes collected at the deadline.

B. Discussion

Some of them were have similarities with previous research, lsuch as bad understanding of material, internet quota, and internet network problem. First, Students also admit that it is difficult to understand the material given by the lecturer. Even the lecturer explained twice that some of them did not understand. It all comes back to the ability of each student. where each student has different. It was relevant with Hunainah and Suaidi, Arif (2020) which showed the low level of student involvement and the weak supervision of the lecturer. In the conventional learning period, the level of student participation was very high due to the supervisory factor of the teacher who was very strict in monitoring student attendance directly. In online learning, the lecturer find it difficult to monitor the level of students' participation actively which makes the percentage of student attendance in online learning decrease significantly.

Second, there are some lecturers often explain material online, while face-to-face assignments are more often given assignments about the material provided online. The lecturer is not optimal in explaining the material. So that students are constrained in understanding the material given. With this learning model, lecturers are led to be more creative in teaching, especially when using technology in learning. Lecturer need for the development of learning methods or materials so that students do not feel difficult in learning. It is relevant with Malelak, Taneo, and Ufi's research (2021), which showed

that as many as 57% of 70 students have difficulty in doing assignments, because since online learning the assignments have become many, different from offline learning. There are also many teachers who use the assignment method and the assignment is not accompanied by a clear explanation. This makes students more unmotivated and difficult to do assignments.

Third The problem of internet quota is also claimed by students as one of their problems in learning this blended learning. they stated that when they were doing video zooming their internet quota ran out, which made them to continue learning. have to ask for hotspots of people around them. It relevant with Maqbulin (2021) which show Further more 10% of the students think that they have problem in economy field about the quota. Students who come from the middle to lower economy are claimed to have problems in online learning. such as downloading material, watching videos provided and others.

Last, Another problem is the problematic Having Internet network problem. A signal that is difficult in one place makes learning to zoom sometimes in and out. Students who are in side country, where it is difficult to get internet access making them overwhelmed so they have to find a place with a stable internet network. This finding is relevant to the research conducted by Efriana (2021), it showed that some students live in areas that do not have internet access. They cannot receive lesson materials and assignments delivered by teachers via the internet network. In addition, the duration of online learning that has been going on for months has caused students bored and lazy.

It can be concluded that learning by blended learning is a new way for students and lecturers, so that there are still some problems faced by students in the process. To make the blended learning process run well, it requires the readiness of various parties to manage it. The level or quality of students in learning is also required to be high so that by learning this mixture they can master the material well. So to run blended learning itself, requires careful readiness from the campus, lecturers, and students themselves so that it can run perfectly.

CHAPTER V

CONCLUSION AND SUGGESTIONS

A. Conclusion

According to the study that had been conducted, it can be concluded that there were seven students who got problem in learning English through blended learning. The researcher found 7 (seven) students' problem in learning English through blended learning. The problems were 1) Having a very short time break from one course to another, 2) Having bad understanding of material 3) Having Internet network problem, 4) Coming late to the class, 5) Having Cost Problem (internet quota), 6) Having difficulties interacting with classmate and, and 7) Facing immediate schedule changing.

B. Suggestions

Based on the results of this research, the researcher would like to give some suggestions. They are:

1. English Students

This research is suggest to the English teaching department in IAIN Batusangkar, especially students who have been problem in learn English used blended learning and also students who will taking English teaching department used blended learning the problems that have been founded by the researcher. And for the students who having problem in understanding material while learning activities.

2. English Lecturer

This research is suggest to lecturer of English Teaching Department in IAIN Batusangkar to search the strategies for teach Students' problem that have been founded by the researcher, especially problem in explain the learning material to make students more understand.

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