

# Exploring Students' Readiness in Blended Learning in EFL Context

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## Abstract

Nowadays, technology is widely viewed as a platform in EFL teaching that integrates online and offline. Although much of the study investigates the Blended Learning method in EFL teaching, relatively little empirical evidence reports students' readiness for Blended Learning. To fill this gap, this study is aimed to know how students' readiness for Blended Learning is situated in the Senior High School context. Grounded in qualitative research with survey design, this survey is distributed to 108 students from SMAN 1 Indramayu in the academic year 2021 / 2022. This research showed that students have low readiness levels in the English language Blended Learning in which they scored 2.71 out of 4.00. These indicate that senior high school students are not ready to learn English using Blended Learning. This can be seen from the students' attitude. The student's attitude showed that 1). Most students want to access the teaching materials and the English lessons without limits of time and place. 2). most students felt that they got bored when studying online. 3). most of them stated they missed assignment due dates in an online learning activity. 4). most students said they like the fast feedback when they meet their teacher in person. However, they have a positive opinion Web is a helpful platform for learning.

**Keywords:** Students' Readiness; Blended Learning; EFL Context.

## INTRODUCTION

During the past decade, the learning system in Indonesia has been changed to online learning because of the pandemic Covid-19 where all the students do the learning activity at home through the applications such as zoommeeting, Whatsapp group, and google classroom. Research on online learning of English beyond the classroom using digital technology is being received enormous attention from English Language Teaching (ELT) (Nugroho & Mutiaraningrum, 2020). After about two years of using the online learning method, some schools began to use Blended Learning methods to replace their learning methods in early 2022.

Blended Learning has emerged a recent trend in teaching and learning process. Blended learning has increased especially in university. Blended learning is popular and accepted as a way of instructions and learning process. Blended learning is a popular learning model that used at school during of Covid-19 pandemic. Several schools have applied blended learning as model learning to support in traditional learning or face to face with using the technology. According to Okaz (2015), students' capacity to practice higher-order thinking skills would be hampered by face-to-face interaction, as well as their ability to participate in collaborative

learning. Because both methods have their benefits, the writer sees an opportunity to apply Blended Learning so that students can understand the learning material both at school and at home. It means that Blended Learning, a more flexible learning mode, will be added as part of its development.

To apply the Blended Learning method, it is necessary to find out the students' readiness in carrying out learning activities through the Blended Learning method. Blended Learning has gained popularity in recent years because it combines face-to-face and online learning, students should participate in learning both inside and outside the classroom while using the Blended Learning method. Despite the many advantages of blended learning, it is important to understand that the effectiveness of blended learning depends on several factors. One of the important factors is students' readiness. One of method to assess Students 'Readiness in Blended Learning using model by Chaw and Tang .

Tang and Chaw (2013) proposed that students' readiness to learn is a requirement for the effective application of this strategy, the writer also assesses students' readiness to determine whether the Blended Learning method can be employed as an effective learning method for students, particularly high school students. Prior research on exploring students' readiness in Blended Learning provides a fruitful. Amalina & Farahiyah (2020) revealed that the students' readiness has highlighted several inquiries regarding the internet stability, network coverage, and compatibility of the devices among many others. The research shows the students' readiness should be taken into consideration before the implementation of Blended Learning. The ability to use existing technologies and facilities, as well as the influence of signals, are all important factors in the Blended Learning method. Keskin & Yurdugul (2020) Showed that Blended Learning readiness is undoubtedly important for students to process.

At present there are indeed many studies that discuss blended learning, especially regarding the effectiveness and implementation of blended learning, but rarely discuss the readiness perspective of students, Such as : Moussa-Inaty (2017) wrote that blended learning is said to offer a positive effect and it consequently reduces the possibility of cognitive overload among students. Kenney & Newcombe (2011) found in their study that, in terms of grades, students who had undergone blended learning scored slightly higher compared to those who had not been taught through blended learning mode. The last, Al- Shunnaq and Bani Domi, 2010, Blended learning increases the learning effectiveness to a large degree, decreases the time environment required for training, decreases the training costs, allows the learner to study at his favorite time and place, allows for live interviews and discussions on the network, provides updated information suiting learners' need, and provides simulations, animations, practical events and exercises and practical applications.

Despite a growing body of research investigating blended learning, little empirical evidence reports how students' readiness towards lender learning model. In blended learning, there are six aspects of learning adopted from Tang, namely, learning flexibility, online learning, study management, technology, online interaction and classroom learning (Tang & Chaw, 2013) in Blended Learning in Senior High School.

## METHOD

To answer research question, the writer adopted a quantitative research design and developed a survey questionnaire to collect data.

## Respondents

This study used purposive sampling in determining the sample as participants. According to Robinson (2014), purposive sampling is intentional selection of informants based on their ability to elucidate a specific theme, concept, or phenomenon. The participants of this research are tenth-grade students with the total participants for this research is 108 students. The participants of this research is one class of the tenth grade of social science students, one class of the tenth grade of natural science students and one class of the tenth grade of language major students of One Sindang Senior High School in Indramayu in academic year 2021 / 2022

## Instrument

The researcher will use the Likert scale to measure students' readiness in Blended Learning. A general readiness score is calculated by adding their ratings of 37 items for each subject. The questionnaire will be conducted using an online communication technique through Whatsapp Group. The table below explains the categories and numbers:

**Table 1. The Category of Students Readiness**

No	Category	Numbers
1	Learning flexibility	1, 2, 3, and 4
2	Online learning	5, 6, 7, 8, 9, 10, 11 and 12
3	Study Management	13, 14, 15, 16, 17 and 18
4	Technology	19, 20, 21 and 22
5	Classroom learning	23, 24, 25, 26 and 27
6	Online interaction	28, 29, 30, 31, 32, 33 and 34
7	Readiness for Blended Learning	35, 36 and 37

adopted from Chaw and Tang (2013)

## Procedures

The first procedure is preparation. The writer sent a permission letter to conduct the research in this step. The writer chooses the school that has been considered before by the writer. Subsequently, the writer waited for the answer of permission from the school and then discussed who the participants in this research are by giving the questionnaire from the EFL students in Senior High School. The following procedure is the data collection. In collecting the data, the writer will use a questionnaire. The writer did this research in one week.

## Data Analysis

This research was a descriptive study. It attempts as objective as possible to describe the data of students' readiness in Blended Learning in EFL Context. In order to get the description of the answering that given by the students in questionnaire, the data will be analyzed by using the following formula:

$$\mu = \frac{S}{N} -$$

with:

$$\mu = \text{Mean} = \frac{\sum S}{N}$$

$$N = \text{Total Item}$$

After summing up all the students' answers, the researcher calculates the data; it is due to knowing the total number of students passing the criterion low, high and moderate levels. This questionnaire allowed the researcher to obtain the data regarding the attitude of students' readiness (Learning flexibility, online learning, study management, technology, classroom learning, online interaction and readiness for Blended Learning). Since this research attempted to analyze the response questionnaire by describing statements. The criteria use to interpret mean values as stated by (Srisard, B., 2010) as follows:

**Table 2. The Scores Range of Students' Readiness**

No	Level	Score
1	students have high level of readiness	3,76 – 4,00
2	students have slightly high level of readiness	2,76 -3,75
3	students have slightly low level of readiness	1,76 – 2,75
4.	students have low level of readiness	1,00 – 1,75

## RESULT AND DISCUSSION

There were one hundred and eight participants who took part in this research. The participant answered the questionnaire questions. In the questionnaires contained thirty-seven that were categorized into 7 categories. In the first categories there were four questions about learning flexibility, the second categories there were eight questions about online learning, the third categories there were six questions about study management, the fourth categories there were five questions about online technology, the fifth categories there were five questions about classroom learning, the sixth categories there were seven questions about online interaction, and the last categories there were three questions about readiness for Blended Learning. The participant were the students from natural science, social science and bahasa in One Sindang Senior High School in Indramayu.

Questionnaire to determine students' readiness toward blended learning model. The result of the questionnaire on students' readiness toward learning activity in blended learning model in table 3.

**Table 3. Students' Readiness toward Blended Learning**

No	Items	Average Score	Criteria
1	Attitudes towards learning flexibility	3,14	Slightly High
2	<b>Attitude toward online learning</b>	2,47	Slightly Low
3	Attitudes towards Study management	2,57	Slightly Low
4	Attitudes toward technology	2,79	Slightly High

5	Attitudes towards Classroom Learning	2,98	Slightly High
6	Attitudes towards online interaction	2,73	Slightly low
Total		17,22	
Mean		2,87	Slightly High

Based on the table above, we can assume that the findings indicate that students who have high level attitude towards learning flexibility, technology, classroom learning is easier to adapt in blended learning.

The higher the attitude, the more adaptable and the more ready to follow blended learning. This finding is in accordance with previous research (Brown, 2003; Collopy & Arnold, 2009; Garrison & Kanuka, 2004). In blended learning, students are more flexible in time and place and easy to access. Students enjoy greater autonomy over the progress of learning and have a greater sense of responsibility for their studies. The results of this study show that students' attitudes toward learning in class are higher than online learning even though online learning provides many benefits for students. In other words, there needs to be good management in implementing blended learning so that anomalies do not occur, Blended learning that should provide a good learning process will have the opposite effect. Blended learning must be designed as well as possible so that students have a positive attitude towards online learning, so that positive attitude will have an impact on the high motivation of students to take part in online learning.

The findings of the present study did not only reflect the students' readiness for learning English as general education through Blended Learning method, but also reflected the readiness of teachers, learning management policy, and supportive learning system provided by the school. It was found that an achievement of successful implementation of Blended Learning is related to various elements. Prior to implementing Blended Learning, the teachers should be trained about the concept of this method together with how to incorporate online learning method to face-to-face classroom. Similarly, students should be trained how to learn online, and manage their time for both learning methods, provided supports when they face problems in learning. The interaction between teacher and students during the implementation of Blended Learning approach is very important, then online and offline communication tools should be provided.

## CONCLUSION

Drawing on the findings of the research and discussion in the previous chapter, the writer drew the conclusion as follow : 1) Based on the mean score about the students' attitude toward blended learning, that is 2,87 (Slightly high). 2). It was concluded that students were ready to take part in Blended Learning activities when viewed from their attitudes towards aspects of classroom learning but not in online classroom, learning flexibility, and technology. 3). So there needs to be good management and management of learning that is carried out online. In addition, network aspects need to be considered because not all students live in urban areas that have good internet access. Drawing on the conclusion above, the writer would offer some suggestions it is hopefully can be helpful for: For the Teacher ; 1). The teacher is expected to be able to apply effective learning techniques and make the learning material in online classes more interesting

to get the students' attention. 2) For the students. The students need to enrich their experiences in online learning mastery. They must also increase their motivation and interest to divide how they learn in online or offline classes during and after the covid pandemic. In so doing, the students will have many experiences and will not find difficulties in their studies. 3) The next researcher. Many aspects can be analyzed about students' readiness in Blended Learning. Finally, the result of this study may be used as a reference for other writers related to Blended Learning because this research focuses on students' readiness in Blended Learning toward the aspects of students' attitudes by using a questionnaire.

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