

## Students' Readiness for Learning English Through Blended Learning at SMP N 5 Padang

Filza Hasanah<sup>1\*</sup>, Sri Imelwaty<sup>2</sup>, Hevriani Sevrika<sup>3</sup>  
Pendidikan Bahasa Inggris, STKIP PGRI Sumatera Barat  
\*email: [filzahasanah2806@gmail.com](mailto:filzahasanah2806@gmail.com)

### Abstract

The purpose of this research wants to find out the students' readiness for learning English through blended learning. This research was conducted using quantitative research with a survey method. The population of this research is the 8th grade students at one of junior high schools in Padang, West Sumatra with 250 numbers of students. This study used a total sampling, but only 50 % (125 students) of the students filled out the questionnaire. The online questionnaire using Google form was used and distributed to the students. The results of this study show that the tendency of quite high percentage of the six aspects of student readiness, namely classroom learning, online learning, online interaction, technology, learning flexibility and learning management. These indicate that the junior high school students are ready to learn English by using blended learning

**Keywords:** *Students' readiness, Blended learning*

### INTRODUCTION

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 instruction and learning process in Higher Education (Guangzhi and Lunjin 2012). Many higher institutions have begin to carry out information and communication technology (ICT) as instruction and learning process in face-to-face or online learning. Covid-19 pandemic make blended learning apply in secondary education. 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. Students not only full study at school but also students must using technology to study.

Covid-19 pandemic make blended learning apply in secondary education. 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. Students not only full study at school but also students must using technology to study. Research related with blended learning especially at this situation where at school has started three days to study face-to-face and three days to study online.

The are six aspects students' readiness included classroom classroom learning, online learning, online interaction, technology, learning flexibility, and learning management. First, classroom learning allows students and teachers to interact in a real and meaningful way that cannot offer in online learning. Second, online learning the Students might use this time to consider responses and improve their ability to convey their ideas or opinions. The third, online interaction in blended learning setting must prepare a chance for doing interaction and discussion which important for learning process. The fourth is about technology that used in blended learning setting is a key element of this approach. The fifth flexibility, blended learning makes the students' learning become flexible and simple in terms of place and time. Finally, study management is visible as a process of self-regulated learning in which students put efforts into planning, managing, and directing learning activities, and sharing responsibility with their teachers.

## METHOD

The researcher decided to use quantitative approach with the survey research as the research design. The researcher used total sampling. The population of this research 250 was Students at Eighth Grade SMP N 5 Padang. The researcher takes the all of population become sample In this research, the questionnaire adapted of 28 questions from 6 indicators by(Tang and Chaw 2013).

### Questionnaire of Students' Readiness in Blended Learning

No	Items
<b>A</b>	<b>Classroom Learning</b>
	<ol style="list-style-type: none"> <li>1. Face-to-face English classroom activities help prepare me to learn on my own pace.</li> <li>2. Face-to-face English classroom activities help me to generate ideas to do course assignment.</li> <li>3. In face-to-face English classroom, I have a chance to get feedbacks from my teacher and peers immediately.</li> <li>4. I learn English better through teacher-directed classroom-based activities.</li> <li>5. I learn English better when I collaborate with others in face-to-face classroom.</li> <li>6. I believe face-to-face English classroom learning is more effective than English online learning.</li> <li>7. I am bored when learning English in in face-to-face classroom.</li> </ol>
<b>B</b>	<b>Online Learning</b>
	<ol style="list-style-type: none"> <li>1. Learning English online is interesting and convenient.</li> <li>2. I feel comfortable with self-directed learning when I learn English online.</li> <li>3. I like learning English online because it enables me to access instructional content easier.</li> <li>4. I would like learning time in the classroom of this English to be reduced.</li> <li>5. I would like to have online class for this English rather than in the classroom.</li> <li>6. I am bored when learning English online..</li> </ol>
<b>C</b>	<b>Online Interaction</b>
	<ol style="list-style-type: none"> <li>1. I feel less confident when I learn English online</li> <li>2. I would like to interact with my teacher when I learn English online.</li> <li>3. I would like to interact with my classmates when I learn English online.</li> <li>4. When I learn English online, I can communicate with teacher or classmates online easily.</li> <li>5. I can collaborate well with my classmate in doing assignments of this English.</li> </ol>
<b>D</b>	<b>Technology</b>
	<ol style="list-style-type: none"> <li>1. I think online learning platform (<a href="http://www.geschool.net">www.geschool.net</a>) used in English teaching and learning is easy to use.</li> <li>2. I believe online learning platform (<a href="http://www.geshool.net">www.geshool.net</a>) used in teaching and learning useful for English learning.</li> <li>3. I think this online learning platform should be used in teaching and learning other English.</li> </ol>
<b>E</b>	<b>Learning Flexibility</b>
	<ol style="list-style-type: none"> <li>1. I would like to access the teaching materials and the English lessons without limits of time and place.</li> <li>2. I would like to decide where and when I want to study the English lessons.</li> <li>3. I like to study English lessons at my own pace.</li> </ol>
<b>F</b>	<b>Learning Management</b>
	<ol style="list-style-type: none"> <li>1. Learning English in both face-to-face classroom and online learning mode motivate me to be more self-disciplined and responsible for learning English.</li> <li>2. Learning English in both face-to-face classroom and online learning mode encourage me to set up my own English learning plans and goals.</li> <li>3. I can organize my time efficiently in learning English</li> <li>4. When I have problems in learning, I can find the ways to solve them (e.g. asking for assistance from others, or finding information from the internet).</li> </ol>

*Adapted: Tang & Chaw 2013*

The researcher will analyzed data based on the using the percentage.

$$\text{Percentage} = \frac{f}{n} \times 100$$

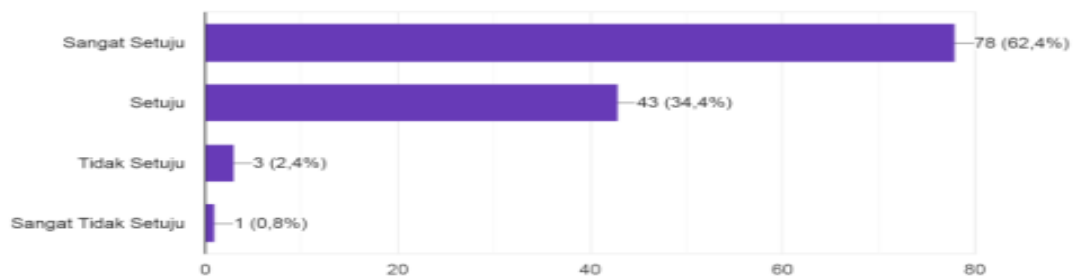
Percentage in questionnaire will be measured by the formula above. The percentage will be gotten from the (f) as frequency of student responds (n) as a sum of respondents (p) percentage of each category. After getting the percentage, the researcher will find the percentage of students' readiness for learning English Through Blended Learning.

## RESULTS AND DISCUSSIONS

Based on the data colleted this research, the results and discussions find by the researcher:

**Table 1**

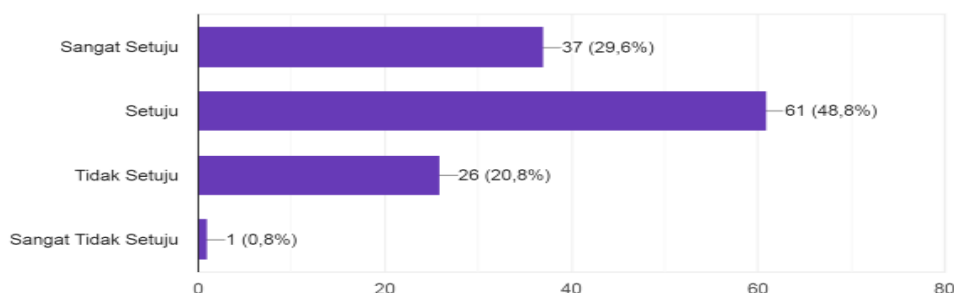
Saya percaya pembelajaran tatap muka bahasa Inggris lebih efektif dari pada pembelajaran bahasa Inggris online.  
125 jawaban



The first that researcher discussed about classroom learning. Classroom learning is a learning where teachers and students can interact directly in a class during the learning This finding is supported by Where students still assumed that face-to-face learning important for them, and they want to learn through the setting in which there were teachers and peers with them. The Besides, student preceived the large class make them not easy to interact with teacher when they need help. These findings were supported by (Bahanshal 2013) who found that the enormous number of students in one class was responsible for some problems that affected both teachers and the students. The problems like no communication, lack attention for individual, and less controllling class. It can affected the student readiness in learning process. It can be concluded for the first aspect the overall responses of classroom learning more than half student ready in the classroom learning.

**Table 2**

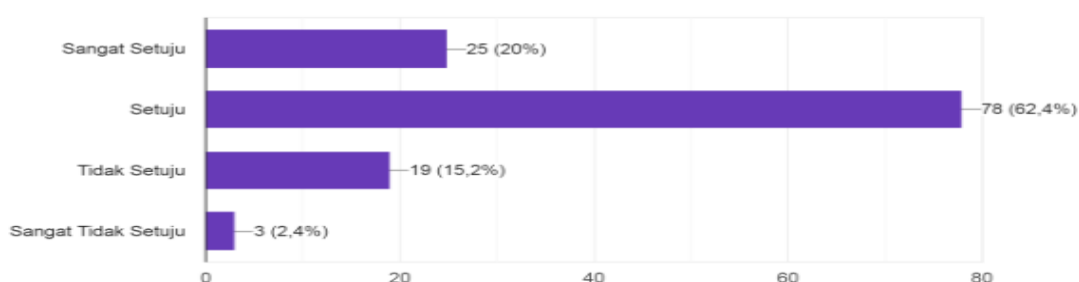
Saya merasa bosan saat belajar bahasa Inggris online.  
125 jawaban



The second that researcher discussed about online learning. Online learning is a learning where the teacher and student using a technology to communicate each other during the learning process. Student assumed that they not feel comfortable and not be ready for a online because they are required to perform learning process by themselves. Students are more difficult to understand the material during online learning. It is because the teacher provide the material and students have not feedback if they find difficult to learn. According to (Osman and Hamzah 2017)) who stated that the lowest mean score of the item on self-learning could reflect students' low readiness to learn on their own since they still relied on the teacher. It means that students need the teacher to explain the lesson. so that student comfortable to learn on their own. It can be concluded for the second aspect the overall responses of online learning more than half student not readiness in the online learning.

**Table 3**

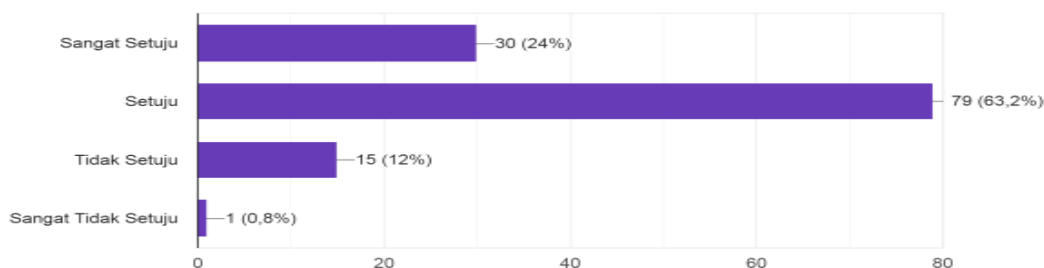
Saya dapat bekerja sama dengan baik dengan teman sekelas dalam mengerjakan bahasa Inggris.  
125 jawaban



The third that researcher discussed about online interaction Online interaction is an interaction in learning between teachers and students that occurs where they use technology during learning. Interaction showed that the students desired to interact with their teachers and classmates, and collaboratively work with their teams when they learned online. They, hence, needed teachers' guidance and peers' advocacy when they learned digital lessons (Suwannasom and Catane 2006). Blended learning environment should offer students a plenty of chances to interact and discuss with facilitators and classmates using web-based tools such as discussion board (Tang and Chaw 2013). Based on the explained that students want to control from the teachers and their friends which make their had understanding by this learning. For interact will be taken by discussion using web-based need more facilitators and interact too. It can be concluded for the third aspect the overall responses of online interaction more than half student readiness in the online interaction.

**Table 4**

Saya percaya platform pembelajaran online (www.geshool.net) yang digunakan dalam pengajaran dan pembelajaran berguna untuk pembelajaran bahasa Inggris.  
125 jawaban

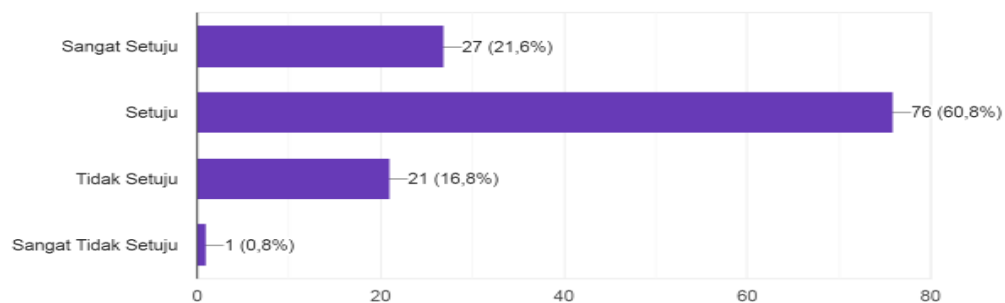


The fourth that researcher discussed about technology. Technology is a tool that can

be used in the learning process where learning requires online learning.. According (Budiati et al. 2018) Generation z is usually called internet generation or Igeneration. Born between 1995 - 2010 Generation Z is more socially connected through cyberspace. Since childhood, this generation has been widely introduced by technology and is very familiar with smartphones and is categorized as a creative generation. Therefore, when in the learning process using technology, students can easily use it. Moreover, (Tang and Chaw 2013) suggested that for productive implementation of blended learning, it is necessary to provide students high level of familiarity with and accessibility of online learning tools because using technology was the main characteristic of blended learning. So, for increase the students ability by technology teachers should add more accessibility of online learning tools by productive implementation of blended learning.It can be concluded for the fourth aspect the overall responses of online learning more than half student readiness in the technology.

**Table 5**

Saya ingin memutuskan di mana dan kapan saya ingin mempelajari pelajaran bahasa Inggris  
125 jawaban

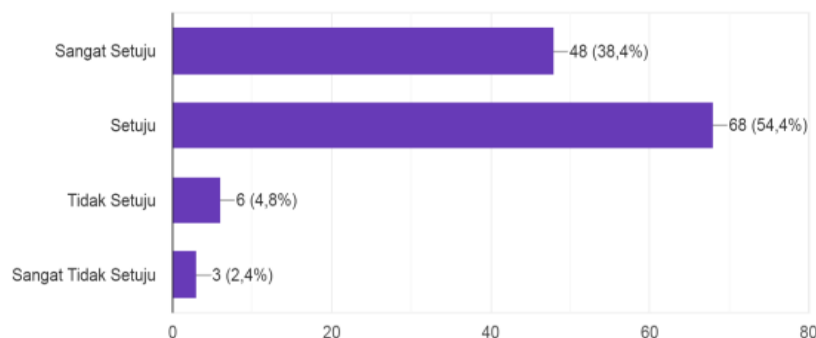


The fifth that researcher discussed about learning flexibility. Learning flexibility is a learning where students determine where and when they learn in their own pace.. Students needed to learn without time limitation. Students choose to decide for themselves when and where they study. (Tang and Chaw 2013)posited that when the learners showed positive attitudes towards learning flexibility, they tended to be adaptable to blended learning. That mean students must have good respon for adaptable in blended learning. So they can easily access the learning material where and when they want. It can be concluded for the fifth aspect The overall responses of learning flexibility more than half student readiness in the learning flexibility.

**Table 6**

Ketika saya mengalami masalah dalam belajar, saya dapat mencari cara untuk menyelesaikannya  
(misalnya meminta bantuan orang lain, atau mencari informasi dari internet).

125 jawaban



The sixth that researcher discussed about Learning management is a learning where the students set up their time where and when they want to learn. Students believed that learning English in both face-to-face classroom and online learning mode motivated them to be more self-disciplined and responsible for their own learning, and encouraged them to set up their own English learning plans and learning goals. According to (de Raadt and Dekeyser 2009) time management was a significant element contributing to success in blended learning in tertiary educational level. Learning management was important for increase the students success in blended learning. When student can manage their time when studying online, it can make student can follow the blended learning process. It can be concluded for the sixth aspect the overall student responses of learning management more than half student readiness in the learning management.

## CONCLUSION

Based on the finding of this research, the researcher explains that Students' readiness for learning English through blended learning at SMP N 5 Padang was the overall student ready in blended learning. The result of the research was overall student ready for learning English through blended learning. The researcher suggests to the next researcher can explore with qualitative research to know how is students' readiness for learning English through blended learning.

## REFERENCES

- Bahanshal, Dalal A. 2013. "The Effect of Large Classes on English Teaching and Learning in Saudi Secondary Schools." *English Language Teaching* 6(11):49–59. doi: 10.5539/elt.v6n11p49.
- Budiati, Indah, Yusi Susianto, Widhiarso Ponco Adi, Sofaria Ayuni, Henri Asri Reagan, Putri Larasaty, Nia Setiyawati, Aprilia Ira Pratiwi, and Valent Gigih Saputri. 2018. "Profil Generasi Milenial Indonesia." 1–153.
- Guangzhi, Qu, and Lu Lunjin. 2012. "A Study on Blended Learning Assessment Methods for Laboratory Intensive Courses Teaching." *International Journal of Information and Education Technology* 2(6):603–7. doi: 10.7763/ijiet.2012.v2.214.
- Osman, Norasyikin, and Mohd Isa Hamzah. 2017. "Student Readiness in Learning Arabic Language Based on Blended Learning." *International Journal of Applied Linguistics and English Literature* 6(5):83. doi: 10.7575/aiac.ijalel.v.6n.5p.83.
- de Raadt, Michael, and Stijn Dekeyser. 2009. "A Simple Time-Management Tool for Students' Online Learning Activities." *ASCILITE 2009 - The Australasian Society for Computers in Learning in Tertiary Education* 194–99.
- Suwannasom, Thitirat, and Nancy Guigue Catane. 2006. "Exploring University Students' Attitudes and Strategies in a Blended English Language Learning Environment."
- Tang, Chun Meng, and Lee Yen Chaw. 2013. "Readiness for Blended Learning: Understanding Attitude of University Students." *International Journal of Cyber Society and Education* 6(2):79–100. doi: 10.7903/ijcse.1086.