

## An Analysis of Students' Attitude in Learning English Through Blended Learning at SMA N Koto Baru

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### Abstract

This study aims to determine how students' attitudes seen from the behavioral, cognitive, and affective components in learning English through *blended learning* at SMA N 1 Koto Baru Dharmasraya. This study uses a qualitative method with data collection techniques using a *total sampling technique*. The participants in this study were students of class XI IPA 3 and XI IPS 4 with the total number of 57 students. The instruments of this study were questionnaire and field notes. After collecting the data, the researcher was analyze the data based on the instrumentation given. There are four steps of analyzing the data; reading / memoing, describing, classifying and interpreting Based on the results of this research, it can be concluded that students have negative attitudes in the behavioral component, and have a positive attitudes in the cognitive and affective components in learning English through *blended learning*.

**Keyword:** blended learning, behavioral, cognitive, affective.

### Abstract

Penelitian ini bertujuan untuk mengetahui bagaimana sikap siswa dilihat dari komponen behavioral, kognitif, dan afektif dalam belajar bahasa Inggris melalui *blended learning* di SMA N 1 Koto Baru Dharmasraya. Penelitian ini menggunakan metode kualitatif dengan teknik pengambilan data menggunakan *total sampling technique*. Partisipan dalam penelitian ini yaitu siswa kelas XI IPA 3 dan XI IPS 4 yang berjumlah 57 orang. Instrumen dari penelitian ini adalah angket (*Questionnaire*) dan *field note*. Setelah mengumpulkan data, peneliti menganalisis data berdasarkan instrumen yang telah ditetapkan. Ada empat langkah untuk menganalisis data yaitu; membaca/mengingat, mendeskripsikan, mengelompokkan, dan menginterpretasikan. Berdasarkan hasil peneliti dapat disimpulkan bahwa siswa memiliki sikap yang negatif dalam komponen behavioral, dan memiliki sikap yang positif dalam komponen kognitif dan afektif selama belajar bahasa Inggris melalui *blended learning*.

**Kata Kunci:** pembelajaran *blended*, *behavioral*, kognitif, afektif.

### INTRODUCTION

In millennial era, learning English is very important in our daily lifes to communicate with other people. The use of English itself then makes the curriculum in schools begin to provide English subject to encourage the learners to learn English language. Because of that, the government put English subject in education level. The purpose is to makes the students to develop their skill in this language and use it in their life or their future.

Meanwhile, before the COVID-19 pandemic happened, the learning process in Indonesia was carried out traditionally or face-to-face (offline) between the teacher and the students in the class. Therefore, the students can communicate well directly during the learning process. The students also hear the material that was given by the teacher in the class.

Besides, COVID-19 pandemic in Indonesia has happened since March of 2020. COVID-19 pandemic occured for the first time in Wuhan, China. It is affected various aspect

in daily life including educational aspect. So, it makes a change of regulation in the education system in Indonesia as an alternative method. The offline learning that usually use has changed into blended learning. Where blended learning is face to face or traditional learning mixed with online learning. So, the teacher will teach the students with online and offline learning to makes learning process more efficient.

Moreover, in online learning, it can improved the students' digital skills because using online platforms such as whatsapp, google classroom, telegram, zoom, youtube and others. (Zufar et al., 2020) stated that there are some media resources in learning English with blended learning, for example youtube, instagram, and whatsapp. In online learning, the teacher uses this application to explain the material.

(Vaughan, 2014) defined that blended learning is often defined as the combination of face-to-face and online learning. It means that, in blended learning, the teacher will combine face to face learning with online learning process without face to face and used the online application.

In learning process with blended learning, there are many things that should be seen from the students such as how the students' attitude in learning English. (Ahmed, 2015) states that learners' attitude can be defined as a collection of feelings regarding language use and its status in the society. The feelings are good, bad and neutral. They can nurture or hinder the learning process effectively.

Moreover, attitude is divided into three components (Abidin et al., 2012). First, Behavioral component. The behavioral aspect of attitude deals with the way one behaves and reacts in particular situations. Second, Cognitive component. This aspect of attitude involves the beliefs of the language learners about the knowledge that they receive and their understanding in the process of language learning. Third, Affective component. It is affected by different emotional factors.

In addition, (Aquinas, 2008) explains the components of attitudes are cognitive component. This component includes the beliefs an individual has about a certain person object, or situation. Second, affective component. This component refers to the person's feelings that result from his or her beliefs about a person, object or situation. Third, behavioral component. This component refers to the individual's behaviour that occurs as a result of his or her feeling about the focal person, object or situation.

Then, (Abidin et al., 2012) claim that there are 2 kinds of language attitude in language learning, they are positive attitude and negative attitude. The concept of positive and negative attitude from each component, (Chalak & Kassaian, 2010) states that to categorize positive attitude or negative attitude from each component, it usually depends on students' interest towards the language they want to learn, positive attitude indicates a situation when students have more enthusiasm or proclivity learning the language, like being active in question-answer session. Oppositely, negative attitudes indicates a situation when students tend to be quiet, lazy to do the exercises, or shy to ask the difficulties of the materials in language learning.

(Zulfikar, Dahliana, & Sari, 2019) defined the concept of positive and negative attitude from each component, students with positive learning attitudes are happy towards learning and thus they would actively engage in learning. While those with negative learning attitudes may feel anxious in learning; they would get bored easily and difficult to enjoy their learning. It means that positive or negative the students' attitude depends on their perception and their interest about learning English. If they have high willingness to learn, they will enjoy the learning process and try to learn and it can create a pleasant atmosphere. However, if they are lazy to learn, do not want to be open, and do not have willingness to learn, it will form a negative attitude for the students.

(Lubis, 2015) also states about the concept of positive and negative attitude from each component, students with high motivation and have English environment such as course, English club and so forth, will be easier to achieve and develop their English well. The students with negative attitude such as lack of self confidence to speak, afraid of make mistake in speaking, and afraid of teasing from their friends will difficult to achieve English because they don't want to practice at all. It means that the students who have enthusiasm to learn

English will more active during the learning process and achieve a good academic achievement. But, the students who do not have enthusiasm to learn, they feel lazy and difficult to achieve good academic.

In this research, the researcher analyze and describe the students' attitude from behavioral, cognitive, and affective component in learning English through blended learning.

## **METHODS**

In this research, the researcher chooses a qualitative approach and the design of this research was descriptive research. According to (Gay, Mills, 2012), descriptive research was used to investigate the variety of educational problems and issues. It means that, descriptive research was the research used to describe and analyze the data to find the answer of the problems that occur in educational. The researcher choosed this design because the research want to analyze and describe the students' attitude from behavioral, cognitive, and affective component in learning English through blended learning at SMA N 1 Koto Baru.

The researcher uses total sampling technique to took the participant. According to (Gay, Mills, 2012) participants are group of individual that participates in research project. The participant is a very important role that give a contribution in the research. There were two classes as participants of the research. The students from XI IPA 3 and XI IPS 4 with the total number of 57 students.

Then, the researcher required the instrument to support the research to get the information completely about the research. The instrument as tools to collect the data and more detail information. The researcher used questionnaire and field note as the instruments. (Gay L. R, 2012:388) states that questionnaire is a written collection of self-report questions to be answered by a selected group of research participant. The questionnaire was adapted from (Abidin et al., 2012) with 25 items. The researcher adapted the questionnaire by translating it into Bahasa Indonesia to ensure an optimal understanding among all of the students and distributed the link of questionnaire in google form. Then, (Gay, Mills, 2012) defined field note is the record of observer about what she or he seen, heard, experience was happening during in classroom. It means that field note is used by the researcher to write all the activity that happened during learning process. So, during the observation, the researcher used field note and video recorder to help in collect the data.

In gathering the data, the researcher did some steps. First, the researcher distributed the questionnaire to the participants through google form. Second, the researcher did the observation in the class for 3 meetings (1 month). Third, during did the observation in the class, the researcher write all of the students activities in the field note. This research was conducted from August, 25, 2021 until August, 29, 2021.

After collecting the data, the researcher will analyze the data based on the instrumentation given. There are four steps of analyzing the data ; reading / memoing, describing, classifying and interpreting (Gay, Mills, 2012), .

## **FINDING AND DISCUSSION**

The researcher found that the students have a negative attitude in behavioral component, and have a positive attitude in cognitive and affective component in learning English through Blended Learning. Moreover, the explanation about the finding of this research could be seen as follow :

### **Behavioral Component**

Behavioral component is how the students demonstrate their behave either positively or negatively during the learning process in blended learning. This is also related to the students' participation, readiness, and their feedback in the class. A positive attitude in behavior might spurs the students to interact with the teacher or friends. Then, a negative attitude in behavioral component such as lazy, shy to speak, sleeping in the class, and others. Based on the result of questionnaire through google form, the researcher found that the students have a positive attitude in behavioral component in learning English through blended

learning. This is because the students answered the questionnaire well with positive high percentage in learning English through blended learning. Not only that, the students also have more confidence in expressing themselves in blended learning, they have a willingness to speaking practice with other students who have better pronunciation during the learning process through blended learning, they have more confidence in expressing themselves in blended learning and helps them to improve their personality, they always doing homework that was given by the teacher in blended learning, then feel enthusiastic to come to the class in blended learning. For example; 87,7% students like to give opinion in learning English with blended learning and 89,5% students are able to pay attention when the teacher explain the material during blended learning. As we can see that the students have a positive attitude because the high percentage from the result of questionnaire. (Ajzen, 2005) described human have a positive attitude if the participants chose more positive statements than the negative statements in the questionnaire.

But, after the researcher did the observation for 1 months in the class, there were the difference between the result of questionnaire and field note. The students showed that the students have a negative attitude in behavioral component during learning English through blended learning. This is because the students did the distrutive behaviour during the learning process such as did not pay attention to the teacher, this is same with (Abidin et al., 2012) when the students' attitude towards language learning is negative, they will be reluctant and pay less attention during the teaching-learning activity. Then, they just daydreaming, sleeping with put their heads on the table, come late to the class, go out from the class, and talk to other friends. Some of them also put off to finish their homework with different reason. This is also supported by (Chalak & Kassaian, 2010), negative attitudes indicates a situation when students tend to be quiet, lazy, or shy to ask the difficulties of the materials in language learning.

So, the researcher concludes that the students have a negative attitude in behavioral component in learning English through blended learning because the researcher found the differences in the results between questionnaire and field note. .

### **Cognitive Component**

Cognitive component related to the students' knowledge, beliefs, opinion, thought, and their understanding in learning English through blended learning. Cognitive component involves many of mental activities or brain. The students with positive attitude in cognitive will have more knowledge and more understanding in learning English through blended learning and the students with negative attitude will do the opposite.

Based on the result of questionnaire from 57 participants showed that the students have a positive attitude in cognitive component during learning English through blended learning. For example, 76,95% students showed their beliefs and their understanding in learning English through blended learning. This is because almost all of the participants agree that the students have more knowledge & more understanding when studying English in blended learning, then they think that studying in blended learning helps them to get new information. (Gardner, 1985) underscored that learner's belief or opinion determines the evaluative reaction toward some referents, object, person, and situation. Belief is an important factor to determining achievement in learning English. In addition, (Montano and Kasprzyk, 2008) state that the person who holds strong beliefs in positively valued outcomes will result positive attitude. Besides, the students showed their understanding in learning English process such as many students can answer all of the question from the teacher and analyze the material that was given by the teacher with their understanding, they were able to think the meaning of the sentences of English in Indonesian language, and give a positive feedback to the teacher.

When the researcher did the observation, the researcher seen that the result of questionnaire and field note were the same. The students have a positive attitude in cognitive component. This is because the students thought that they can be more knowledgeable by studying English through blended learning. Then, they also strongly believed that they can

create new thought by studying English language. They showed their understanding about the material that was given by the teacher, for example they can answer all of the question correctly and most of the students had a high score from the task that was given by the teacher during learning process, this is also because the teacher know how to encourage the students to learn. It is similar with (Zacharias, 2004) that materials given in language classroom indirectly encourage the students to learn more about what had been studied, so that the students could improve their ability in language learning. This is also supported by (Hosseini, 2013) when the students have positive attitude, usually they will perform quite well in class, also learn the materials effectively.

### **Affective Component**

Affective component in attitude is related to the students' feeling and emotions, whether they like or dislike in learning English process through blended learning. If the students have a positive attitude in affective component, they will happy towards learning, and if the students have a negative attitude, they will did not enjoy the learning process.

Based on the result of questionnaire and field notes, the students showed their positive attitude in affective component. This is because 80,18% students have a positive attitude in affective component during learning English in blended learning. The students agree that studying English in blended learning are enjoyable and makes them have a good mood (feeling). Not only that, the students still kept trying to speak English with other friends whether their pronunciation were right or wrong. They also like to answer English question from the teacher. Besides, they enjoy doing activities in English through blended learning. It relates to (Gardner 2007) that positive attitude towards the learning situation would likely produce greater enjoyment in the study of language, desire to learn the language, and effort expended in learning the language.

Not only that, when the students had a curiosity to learn, it might derive to positive attitude. The students showed their happiness during learning English process and happy doing activities that presented by the teacher and they feel relaxed in learning English process. This is supported by (Feng & Chen, 2009) that learning process is an emotional process which influences students perspectives and students attitude towards the learning process.

This result were same with the result of field note when the teacher did the observation in the class. The researcher found that the students really enjoy, liked, excited, and happy doing activities that presented by the teacher and they feel relaxed when learning process. Sometimes the teacher gave encouragement to all students in doing English activities when learning English in the class such as use of English expressions like very good, great, good job, and excellent to students, it makes the students have a good mood during learning English. The students also did not felt anxious to answer the question from the teacher.

### **CONCLUSION**

Based on the finding from research data and the discussion, the researcher concludes that most of the participants showed their positive attitude in learning English through blended learning. It can be seen from the result of questionnaire that showed the highest percentage in positive attitude and the lowest percentage in negative attitude. But, the researcher was not satisfied with the results of the questionnaire, then the researcher went to the class to observe how the students' attitude during learning English and the researcher write everything in the field notes. The result is that the researchers found that the students showed a negative attitudes in behavioral component and students have a positive attitudes in cognitive and affective components. Regardless of the finding of this study, there are some suggestions offered by the researcher. For the English teacher the teacher should respect and think about students' feelings and behaviors before the cognitive abilities in learning English through blended learning. Because if the students have a good feeling and behavior, they will tend to have a positive attitude during learning English process. When students have a positive attitude, usually they easily grasp the material that was given by the teacher. Not only that, the teacher should share the video material or explain the material with various method to

grasp the students' attention and explain more detail to the students during learning English with blended learning. Then, the teacher should keep the students' attention or the students' interest to make them do not feel bored and enjoy during studying English with blended learning. For the students, the students should full pay attention when the teacher explain the material and do not come late to enter the class.

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