

STUDENTS' PERSPECTIVE IN LEARNING ENGLISH USING BLENDED LEARNING (A CASE STUDY CONDUCTED AT SMP NEGERI 3 LIMBOTO)

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Abstract

This research explores students' perspectives in learning English through blended learning at SMP Negeri 3 Limboto. Using a qualitative case study approach, the study investigates how students perceive the implementation, advantages, challenges, and outcomes of the blended learning method. Data were collected through semi-structured interviews with 15 students of the ninth-grade and analyzed using thematic analysis. The findings reveal that students generally have a positive view of blended learning, appreciating its flexibility, accessibility to resources, and opportunities for independent study. However, challenges such as limited access to technology, internet connectivity issues, and reduced motivation were also identified. Despite these challenges, many students reported improvements in their English skills, particularly in speaking and listening. The study highlights the importance of teacher support and infrastructure development to enhance the effectiveness of blended learning in English language education. These findings provide valuable insights for educators, policymakers, and future researchers in developing more responsive and inclusive blended learning models.

Keywords: students' perspective, blended learning, learning method

Introduction

In the current era, learning in the world of education continues to develop with technology. Technology has influenced students' learning styles and teaching methods in education using mobile learning. It can be used and provides a learning process anywhere and anytime in the world of education (Maulina, et al. 2021). According to Bidin and Ziden (2013) mobile learning as a flexible educational approach characterized by student mobility and the ability to learn anytime and anywhere through mobile devices. Mobile devices have also been shown to support approaches or learning styles in mobile learning, now known as blended learning (BL).

Blended learning is an educational approach that combines face-to-face classroom learning with online learning. According to Garrison & Kanuka (2004) blended learning is the integration of classroom face-to-face learning with online learning. In addition, Andriyani et al. (2022) state that blended learning is a learning technique that blends two learning styles, namely direct or face-to-face learning and online learning, which uses any sort of social media or current technology that is considered media in learning. This approach leverages the strengths of both types of learning to create a more effective, flexible, and accessible learning 2 experience. In blended learning, students can access learning materials through online platforms while still interacting directly with instructors and classmates in the classroom.

This teaching approach allows students to engage with English language learning both in and outside the classroom, providing them with opportunities for personalized learning, increased interaction with digital resources, and greater autonomy in managing their learning pace (Graham, 2013). In blended learning, students are expected to actively participate in learning activities using various online platforms, while still benefiting from face-to-face interactions that can address complex issues or reinforce learning through direct engagement with instructors and peers.

Blended learning has several types. One type of blended learning implemented in SMP Negeri 3 Limboto is the flipped blended classroom. According to Yulietri et al. (2015), the flipped classroom is a model where the teaching and learning process is not like in general, namely in the learning process students study the lesson material at home before class starts and teaching and learning activities in the classroom are in the form of doing assignments, discussing material or problems that students have not understood. As explained above regarding the flipped classroom, students at SMP 3 Limboto are the same. They get material from the teacher in the form of learning videos or assignments and work on them at home, then when they have face-to-face learning hours, they have group discussions about the material or assignments or with the teacher if there are things or problems that have not been solved during learning at home.

Despite its growing implementation, the effectiveness of blended learning in English language acquisition largely depends on students' perspectives and experiences. According to Devi et al (2021) students have positive perspective toward blended learning to learn English. Also, Rachman et al (2021) in the use of blended learning could improve their language skills. Research has shown that students' attitudes toward blended learning can significantly impact their motivation, engagement, and learning outcomes. For example, at SMP Negeri 3 limboto, some students might find the flexibility and accessibility of online learning motivating, while others may struggle with the self-discipline required for online tasks or feel disconnected from the face-to-face aspects of the learning process.

Understanding students' perceptions is crucial to improving the design and implementations of blended learning models, ensuring that they meet the diverse needs of learners. The researcher became curious about the teaching and learning process activities at the school, especially in the use of blended learning using face to face and online meeting. Therefore, the researcher is interested in further investigating students' perceptions in learning, especially learning English through blended learning.

Literature Review

The theoretical foundation for this study is rooted in three main concepts: student perspective, English language learning, and blended learning. These elements are crucial in understanding how students perceive and engage with English instruction delivered through a blended learning model.

Students' Perspective

Perspective is people's way of thinking about something. In simple words, it is our point of view towards people and things. Nihe (2015) also confirmed that perspective is person's opinion or view about something to get value. In this case, perspective is needed to improve something from different person's opinion. Therefore, perspective can be determined as an ability to understand the differences of feelings about something.

In relation to the concept of perspective above, this study aimed to see the students' perspective in learning English using blended learning. As an educational model for teaching students in both a traditional classroom setting and an online learning environment, the process of how students acquiring experience in learning can influence their point of view during the teaching and learning process. It is important to figure out students' perspective because it can be a consideration for the teacher in evaluating the process of teaching and learning English using blended learning. Students' perspective of the implementation of blended learning is important to understand, because teacher can see how suitable the blended learning in teaching and learning English.

The way students perceive and interpret a learning environment is influenced by their conception about learning, task, and environment. According to Elen & Lowyck (1999) as cited in Mokodompit (2021) students' perspective of learning environment determined how much they will learn and how effective a learning environment will be. In this study, the reason the researcher chooses a perspective is because it is a personal understanding of certain situations, people, and objects. Whereas perspective is the point of view, it is the lens you look at, the angle from which you see it. Based on the definition above, it can be concluded that perspective defined as the process of determining the meaning of what is sensed which is influencing people or students' thought in learning behaviors. On that ground, perspective might become the part of providing information and suggestion directly about the implementation if blended learning itself. In this case students' perspective will be useful to solve the current problems and answer the question related to this research.

Learning English

English is one of the subjects in school and must be mastered. Houwer, et al. (2013) define that learning has been defined in a person's behavior or actions resulting from experiences or mechanically as changes in his life resulting from experiences. Danyah and Yulinar (2018) said that English is one of the most globally recognized languages and a compulsory subject in the education curriculum in Indonesia, and in

addition, there is a high level of competition in the world of work.

Learning English involves mastering the four main skills: listening, speaking, reading, and writing. This process includes understanding grammar, developing vocabulary, and mastering pronunciation. Ellis (2010) stated that English learning can be done through various approaches, such as the communicative approach, which emphasizes the use of language in real contexts, or task-based learning, which focuses on completing tasks using the target language.

An important factor in learning English is motivation. According to Gardner (1985) motivation can be integrative, where learners want to engage with the culture of the language, or instrumental, driven by practical goals such as career or education. Additionally, social, and cultural factors, such as interaction with native speakers or social media, play an important role in the learning process (Vygotsky, 1978).

Therefore, the researcher concludes that learning English is a learning where we want to know and add the knowledge of English which is familiar internationally and when we learn it will give us change and be more confident also able to explore the word. By learning English, will provide extraordinary experiences for us.

Blended Learning

Blended learning is generally understood as an instructional method that integrates both online and in-person elements to enhance the learning experience. According to Graham (2006), blended learning is not a simple mix of traditional and online learning; it involves a thoughtful integration of the two formats to provide a more engaging and personalized educational experience. In line with Badawi (2009) defines blended learning as an approach flexible learning that combines face-to-face learning activities with online learning that allows students to exchange feedback and responses collectively and individually in the four areas specific namely learner feedback, learner strategies, good assessment alternatives directly or indirectly. In other words, blended learning is a learning process that combined self-directed learning online and face-to-face learning by utilizing media and technology to provide a more enjoyable learning experience and effective for students.

The application of blended learning is expected that students can understand the material better and be more active in participating in learning, to improve result student learning. This method will run smoothly if there is good communication between teachers and students, especially teachers who have an important role in directing students so that the blended learning process. Carman (2005), describes the main keys blended learning by applying theory Keller, Gagne, Bloom, Merrill, Clark and Gery studies are: lives events; direct learning or face-to-face synchronous in the same time but in different place. Self-paced learning, which combines with self-paced learning that is allows students learn anytime and anywhere online. Collaboration; combining between teachers and students. Assessment; the teacher must be able to design a combination of types online and offline assessments are both test and non-test. Performance support materials; make sure learning materials prepared in digital form, accessible to good students both offline and online.

Based on the opinion of the experts above, it can be drawn the conclusion of blended learning is learning that combining face-to-face learning with online learning. lended learning makes use of various kinds of media and technology to support learning independent and provide learning experiences to students.

Previous Study

Several previous studies have been done connected to this research. First, Devi et al (2021) the aim of this research is to find out the tenth-grade students' perspectives toward blended learning to learn English at SMK N 3 Payakumbuh. This research belongs to descriptive research and used purposive sampling technique to choose the participant. Then, questionnaire is used to collect the data. The study shows that the tenth-grade students have positive perspective toward blended learning to learn English at SMK N 3 Payakumbuh. It is proved by the data that 49% of students have positive perspective toward blended learning to learn English at SMK N 3 Payakumbuh.

Second, Andriyani et al (2022) in their research entitled Students' Perception In Learning English Through Blended Learning. This study aims: (1) to investigate how blended learning process is, (2) to determine student's perceptions in learning English through blended learning at class 8B Junior High School 19 in South Konawe. This research used mixed methods so that researchers set observations, questionnaires and interviews as instruments to collect data in this study. Data were taken from class 8B which consisted of 26 students using purposive sampling technique. The researcher analyzed the data using explanatory analysis. The results of this study indicate that the process of learning English through blended learning both offline (face to face) and online (WhatsApp application) in grade 8B students of Junior High School 19 in South Konawe is well implemented. Students also show their positive and negative perceptions when learning English through blended learning.

Third, Rahcman, Sudiyono, and Phonix (2021) in their research entitled The Blended Learning Implementation of ELT Based On Teachers' And Students' Perspective In New Normal Condition of Covid 19. This study aims to determine the perceptions of teachers and students towards the implementation of blended learning in English, at high schools in the city of Bandung. The research method adopted for this research is the mix method between qualitative and quantitative. Participants involved were teachers and students taken randomly from as many as nine senior high schools spread across the city of Bandung. The technique and data processing were carried out by distributing a questionnaire that each participant had to fill in the questionnaire contained seven aspects of how they responded to the advantages each of both teachers and students due to the English blended learning method. After the data were collected, then an analysis was carried out by calculating on the perceptions of teachers and students. The study shows that the main advantage according to the teachers' perception was challenging for teachers in preparing the material and using the media (93% perception responses). Meanwhile, the main advantage according to students' perception was that English blended learning could improve their language skills (77% perception responses). Overall, previous research

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is like current research which raises the topic of student perceptions in learning English using Blended Learning.

Method

This study employed a qualitative research approach with a case study design to explore students' perspectives on learning English through blended learning at SMP Negeri 3 Limboto. The qualitative method was chosen to gain in-depth insights into students' experiences, opinions, and attitudes regarding the implementation of blended learning in the English language learning process.

Research Site and Participants

The research was conducted at SMP Negeri 3 Limboto, located in Gorontalo Province, Indonesia. The participants were selected using purposive sampling, focusing on 15 students from class IX-1 who had prior experience with blended learning during the academic year. These participants were chosen based on their involvement in blended learning activities and their ability to provide relevant and rich information.

Data Collection Techniques

Data were collected through semi-structured interviews. This technique allowed the researcher to explore a range of student responses while maintaining the flexibility to follow up on interesting or unexpected answers. The interview questions were adapted from Patton (2002), covering six types of information: behavior or experience, opinion or belief, feelings, knowledge, sensory experience, and demographic background.

Data Analysis

The data were analyzed using thematic analysis as outlined by Braun and Clarke (2006). The analysis involved six stages: (1) familiarization with the data, (2) generating initial codes, (3) searching for themes, (4) reviewing themes, (5) defining and naming themes, and (6) producing the report. Transcripts from the interviews were coded and categorized to identify key patterns and recurring themes related to students' knowledge of blended learning, its implementation, and perceived

outcomes.

Findings

Students had various opinions related to learning English in the classroom. This section below summarizes the students' voices into three categories, namely; student's knowledge about blended learning, implementation of blended learning and blended learning result. Of all the themes that have been determined into several subs. These subs are intended to be able to sort data more efficiently.

Students' knowledge about blended learning

The theme discusses about the students' knowledge in responding to blended learning implementation. This theme also discusses how the blended learning methods help them in learning. Researcher divides this theme to be sub namely students' opinion about blended learning.

Students' opinions about blended learning

Implementation of the blended learning method refers to the students' perceptions about the use of blended learning. Based on the first interview question "what is your opinion about blended learning?" showed that the respondents gave various responses. Students stated that the implementation of blended learning was the best way to learning process, although on the other hand this method has significant drawbacks.

"Blended learning as far as I know is a combination of two learning methods, namely face-to-face and online. Blended learning is very helpful because we can learn everywhere and anytime. The teacher also using diverse learning media" (P9).

Implementation of blended learning

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These themes consist of several subs, namely advantages and disadvantages of blended learning and aspect assessing of blended learning. All the subs are based on research questions that have been distributed several and delivered responses from the students regarding implementation of this blended learning.

Advantages of blended learning

Blended learning advantages mean learning process in the use of blended learning useful for student. The use of this method will make them motivate to learn because the way the teacher teach it is simple and can be understood easily by them.

Can help students to be more prepared.

The use of blended learning can help them in understanding the material. It is proved by several participants, in instance

“I think it really helps when I came into the class, I have preparation of understanding the material of subject that I am going to learn” (P2)

In addition, blended learning also helps the students to understand the material and to be well prepared before class begins.

“We can have a preliminary information or knowledge about the material that will be discussed and it can improve the knowledge of students and also make them more active and creative in learning.” (P4)

From the participant 4’s statement it explains that the use of blended learning in necessary to make the classroom learning process more active for every student in the classroom.

Can helps students to be more flexible in learning independently.

The use of blended learning can help students to be more flexible in learning the subject independently by digging the available online materials. It is proved by several participants, in instance

“I think it would be very helpful if we used blended learning, we tried

independent learning and the results were good. Students are trained to learn independently with a variety of material sources” (P6)

Student can discuss with teacher or other student in outside of face-to face hours

Blended learning is a combination of two learning models, one of which is online learning which makes it easier for students to access it anywhere and anytime.

“Through the blended learning method when the new normal era was implemented, we felt helped by this. Because we can discuss assignments and things that we may not understand with friends or teachers anywhere and at any time” (P10)

Get a lot of reference material via the internet.

With the implementation of this blended learning, students find it easy to find lots of references via the internet.

“I find it helpful when studying online. We can learn through many references outside of the material provided by the teacher via the internet” (P5)

Participant 8 added.

“Helping me to know what are the point that I don’t understand about the material and increase my knowledge about the material through many media such as WhatsApp, Google Classroom, YouTube” (P8)

Statement above shows that blended learning was very helpful for them especially they get a lot of references of material that they do not understand. Through blended learning they can read all material and directly it can make them understood about the topic discussion.

Disadvantages of Blended Learning

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Behind the advantages of using blended learning, there are also disadvantages. However, all the participants had almost same perspective despite to the advantages when blended learning applied.

Do plagiarism from other student works

Moreover, there is also responded negatively by some of students due to some reason. Some of students said the disadvantages of using blended learning when the students can be easily copied the student works from their friends. It is proved from some of participant said that:

“Students can copy paste or plagiarism on what is into the students work.” (P6)

“The disadvantages I think when we already to finish our work, our friends will copy paste it.” (P10)

“There are still copies of other student works.” (P8)

The students who is do that, can fulfill the requirement to make their work but they missed the knowledge that they must discover and dig deep.

Students feel bored

Further, here are some other statements in the interview.

“I think it could be something boring for some others even me (sometimes) when I have to repeat the same thing (which is searching the material in Google) then makes it not really proper” (P14)

Participant above perceive that the existence of blended learning sometimes makes students feel bored, because they must repeat the same thing in learning the material or the topic discussion from several sources.

Laziness

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Besides, the other problems are the number of materials that must be mastered by student before attending the class and the sense of laziness that student face when they want to find the material. Laziness is common thing face by students. In this case, the same statement also confirmed by participant below

“Student who do not have high learning motivation tend to fail” (P1)

“Sometimes we also feel lazy to study online” (P15)

However, some of students argue that there are no disadvantages using blended learning.

Based on the all of perspective of students above, it can be concluded that the students have different perspective on the disadvantages of blended learning it depends on the experience and feeling of every student. Based on the all of perspectives of students above regarding to the disadvantages of using blended learning in classroom, the role of lecturer is very important to achieve the learning purpose.

Blended learning results

This theme discusses about the result found by researcher after the implementation of blended learning. Precisely, students’ perspectives of the blended learning that students carried out has found several facts divided into 3 subs, students progression skill, students’ difficulties and students hope.

Students’ progression skills

This sub discusses the student perceptions of the progress after implementation of blended learning. The progress is increase were compared before applying the blended learning method. It is proved by almost all the students:

“My skill increase compared to learning full offline. By using this method my skill develops because we used a variety of applications” (P3)

“By using blended learning our skills increase because we can learn from various sources” (P6)” Because this combines two methods, online and offline, so we are very helped, we can train our listening and speaking using Youtube”

(P8)

Students' difficulties

This sub explains the fact found, focusing on the difficulties found by the students during implementation of blended learning. The difficulties come from external and internal factors.

“The problem is sometimes there are student who cannot attend due to unavailable smartphone and pulses” (P2)

“Sometimes I can't take online classes because I have to share cellphones with my parents, I don't have a cellphone yet” (P4)

“Blended learning is a combination of online and offline learning. When studying online, of course we must have a smartphone, but there are some of us who do not have a smartphone” (P5)

Students' hope

This sub will discuss student expectation for the implementation of blended learning in the future. The use of blended learning based on several perspectives from the participants which is students of class ninth-1 showed variety answers. Blended learning can give advantages and disadvantages based on each participant experiences.

The use of blended learning should be used in a good way

Based on interview with the 15 participants from class IX-1 of SMP Negeri 3 Limboto, most of participants are suggested to use this method should be used in a good way. Because sometimes some of students only copied their friend's work. Such as mention by some of participants below.

“I think in the use of BL, the teacher has to give more attention of the students result in their work, because sometimes there are some students only look for their friends result.” (P6)

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“The teacher must make sure that, if the students use this method wisely or not. Because it seems like nothing if students just writing something, but they are not understanding with the material”. (P2)

“I think the lecturer need to be more creative in motivating students’ interest in order to push this learning method to be more effective than ever.” (P9)

Based on participant statement above, the role of teacher is needed in which teacher should take full responsibility for the implementation of this method, that is by collecting students’ work in every beginning of the learning process, asking their comprehension regarding the material. After that, teacher is explaining and clarifying students’ understanding if they are wrong in choosing the theory or understand of a student who does not comply with material intended.

Equitable improvement of facilities from schools and the ministry of education

Based on the results of the interviews, some of the students hoped for even improvements in learning facilities such as adequate computers lab and network improvements in remote areas.

“If you look again, most of the problems lie in the network which may still be relatively bad. My hope is that in the future the government can support better networks in remote areas so that the use of Blended learning can be even better”. (P5)

“I hope that in the future the school will pay more attention to learning facilities for students and teachers”. (P4)

“Hopefully in the future there will be the provision of quotas for students who are less able or have problems in this matter. (P2)

In line with this, some of participants also confirmed:

“No I don’t have suggestion about that”. (P12)

“No, I have no idea. Because my opinion, the method used by the teacher is

very good” (P11)

“So far it has been good and very helpful for teachers and students” (P15)

Based on all of statements above, some of participants said that they do not have suggestion toward the use of blended learning, because so far, the existence of blended learning can help them in the learning process.

Discussion

In this section, the findings of this research are discussed, with reference to the relevant literature. The aim of this topic is to describe students’ perspectives in using blended learning. Consequently, students have their own perspective toward the implementation of blended learning. According to Bimo Walgito (2003), there are two factors that influence perceptions, that is internal factors and external factors, which is an internal factor, namely students’ knowledge about blended learning. For external factors, internet connection and another difficulty that students found in implementing blended learning. In the other words, by knowing their own perceptions toward implementation of blended learning will be able to know what is students’ needs, hope, and expectation was suitable for students.

Furthermore, this study found that there are three themes with various perceptions about students’ perceptions in using blended learning. This theme adapted and developed from Patton (2002) that are six types of information that the researcher needed related to the research; behavior or experience, opinion or belief, feelings, knowledge, sensory and background.

Finally, in this section researcher will discuss the themes have been describe above and will be discussed in more depth. The facts found in the study will also be described in this section.

Students’ knowledge about blended learning

Students’ knowledge about blended learning is the first theme will be discussed. The theme related to the students’ opinion about blended learning. From the finding,

there are responses by respondent regarding to the students' knowledge about blended learning. Respondent answers about the nation of blended learning indicate that their knowledge about blended learning is quite good. It is line with Rachman et al (2021) in their research said that the participated students expressed satisfaction with their learning. The students indicated that they had the most positive experience. Although the sentences are different in explaining the meaning of blended learning, the essence is the same.

Furthermore, this method got a good response, respondent stated that students was able to follow the learning process incidentally uses two learning models namely luring and daring learning. This method works beyond expectation for those who initially hesitated to use this method but this method worked quite well. In addition to training students' skill in using virtual media, this method also trains teachers' experiences when teaching in the classroom using the blended learning method.

As we know, blended learning is learning that combining face-to-face learning with online learning. Blended learning makes use of various kinds of media and technology to support learning independent and provide learning experiences to students. Teacher professionalism is needed because the key to success is learning lies in the teacher who able to design learning well. Blended learning also requires careful preparation and facilities to support this method will be described in the next theme.

Implementations of blended learning

Implementations of blended learning mean this strategy is useful for student. The existences of blended learning method to make the student to be well prepared before come to class. The implementation of this method id generally welcomed very positively by the student. Most of the students are strongly agree that blended learning can help them in learning English. Furthermore, the existence of blended learning as a learning strategy, student have their own perspective toward the running process of learning. This perspective is the result of the learning environment influence their learning process, and to determine the learning

outcomes (Elen and Lowyck, 1990).

In the other words, student also has perspective of learning process through their experience. The use of this method will make them motivate to learn because the way the teacher applicant it is simple and can be understood easily by them. Additionally, there are three responses mostly said by them regarding to the blended learning advantages. Firstly, can help student to be more prepared, secondly get a lot of references, and thirdly make students to be more flexible in learning independent. This statement in lined with Rachman et al (2021) The reason is because offline meeting has the limitation time for students to explore their language skills while in

online meeting the students have more time to learn independently to improve their language skills.

Almost every student reported that the use of blended learning in classroom can give some advantages of students. For example, students more prepared to study because they already read the material before the class begins. Also, they can get information from many sources related to the topic that will be discussed. Thus, the advantages of using blended learning is student can be flexible to be more learn independently, they can discuss with the teacher and other students anytime and anywhere. Students indirectly show interest in their feelings towards the learning process using this blended learning approach. This is in line with Maulina, et al. (2019) that naturally students can cooperate well in using the required platform.

However, all the participants have their own perspective regarding to the disadvantages when blended learning was applied. Additionally, this study found that there are three responses mostly said by them regarding to the blended learning disadvantages, firstly do plagiarism from other student work, secondly student feel bored and third the student laziness. By seeing several answers of participant, the researcher found that the use of blended learning it would be depends on teaching method that used by the teacher, so that can be affected to their teaching and learning process in the classroom.

Furthermore, related to the explanation above, this study found there are three

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responses mostly said by participant regarding to the blended learning disadvantages. First, it has been explained by some participants. For example, some of students said the disadvantages of using blended learning is the students can be easily copied the work from their friends. In this case, the role of teacher is needed in implementation of this method. This can be performed by collecting students' works every time they come to class asking their understanding first and then asking their questions about the material that student have not understand yet. Then, in learning process the students sometimes feel bored because they must repeat the same thing in learning the material or the topic discussion from several sources. The last is the sense of laziness that student want to find the material. Laziness is common thing faced by

students. So, laziness can be indicated as the big problem faced by student that is why it is a must for teacher to pay attention on their students' condition or monitor their activity in class by giving motivation and feedback to see how many materials or topic discussion they have collected, to examine what they have written, or to give an additional information of several topic discussion.

Blended learning result

This theme discusses the result obtained after the implementation of blended learning. The researcher found facts which were divided into three sub section namely students' progression skills, students' difficulties, and students' hope.

The progress of students' skills can be seen from the results of their interviews, saying that their skills have increased with the implementation of blended learning. This happens because in online learning students can freely search for material from various sources to improve their skills, for example, to improve their speaking and listening skills they watch video on YouTube. It is line with It is in line with Johnson & Swain (1997) as cited in Rachman (2021) that YouTube is one effective educational tool in English teaching and learning and effective to help the teachers to find new ways to be used to improve students' listening and speaking ability. Moreover, supporting the statement from Banditvilai (2016) which mentioned that blended learning might improve the students' language skills, the students in the interview

said that they can improve their language skills from their self-learning activity through online learning. The reason is because offline meeting has the limitation time for students to explore their language skills while in online meeting the students have more time to learn independently to improve their language skills.

Difficulties in implementing blended learning focus on the difficulties encountered by the teacher. The problem is limited facilities for students due to not getting supporting from their parents. These limitations include students who do not attend the class because they do not have an internet quota and those who do not attend the class because their parents do not lend their smartphones. These problems should be considered because the implementation of blended learning needs support from

smartphone and internet network and it can be a concern for parents. According to Andriyani et al (2022) students as participants that sometimes they did not have a data package to access the application so they could not follow the learning process in class. This is a complaint from students against the lack of facilities, and lack of support for facilities and infrastructure to reduce students' interest in participating in the learning process.

This digital divide poses a significant challenge in education, creating disparities in access to and use of technology among students Afzal, et al (2023). The implications of this divide are far-reaching, as it affects students' ability to engage with digital resources and participate in online learning platforms. However, by implementing targeted strategies, we can address the digital divide and ensure equitable access to technology in education.

All the difficulties above lead to the emergence of students' hope for the implementation of blended learning. This also mentioned by Andriyani et al (2021) that the use of this blended learning model will be more successful if the teacher can find out the weaknesses regarding the understanding or abilities of their students related to the blended learning model to anticipate that the learning process will run smoothly. In another sense here, students must understand and update in using this method. In addition, the teacher must also prepare the material well, think about

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how to explain the material to the students so that students can understand and understand well. This expectation refers to what students wants to do in blended learning in the future, including things that have not been realized.

Conclusions

Regarding the use of blended learning in English language instruction, the findings indicate that students generally have a positive perception of blended learning, recognizing its flexibility, accessibility, and ability to enhance independent learning. Students reported that the method allowed them to better prepare for lessons, engage more actively with materials, and improve their language skills— particularly in speaking and listening.

Despite these advantages, the study also revealed several challenges. These included limited access to digital devices and internet connectivity, instances of academic dishonesty, and motivational issues during self-paced learning. These obstacles highlight the need for greater infrastructural support and ongoing teacher guidance to ensure that the implementation of blended learning is both equitable and effective.

In conclusion, while blended learning shows promise in improving English language learning outcomes, its success depends largely on thoughtful instructional design, consistent monitoring, and support for students' technological and emotional needs. Future efforts should focus on enhancing teacher training, ensuring equal access to resources, and fostering student motivation to maximize the benefits of this hybrid approach to education.

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