

PROCEEDINGS

ISSN 2303-1417



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INTERNATIONAL ISLAMIC UNIVERSITY MALAYSIA
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MALAYSIA



THAILAND



20-21
May 2016
Bandar Lampung
University, Indonesia

4th ICEL 2016

THE FOURTH INTERNATIONAL CONFERENCE ON EDUCATION AND LANGUAGE



PROCEEDINGS

THE FOURTH INTERNATIONAL CONFERENCE
ON EDUCATION AND LANGUAGE

4th ICEL 2016

20 -21 MAY 2016



Organized by:
Faculty of Teacher Training and Education (FKIP),
English Education Study Program of Bandar Lampung University
Zainal Abidin Pagar Alam street No.89 Labuhan Ratu, Bandar Lampung, Indonesia
Phone: +62 721 36 666 25, Fax: +62 721 701 467
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PREFACE

The activities of the International Conference are in line and very appropriate with the vision and mission of Bandar Lampung University (UBL) to promote training and education as well as research in these areas.

On behalf of the Fourth International Conference of Education and Language (4th ICEL 2016) organizing committee, we are very pleased with the very good responses especially from the keynote speakers and from the participants. It is noteworthy to point out that about 80 technical papers were received for this conference

The participants of the conference come from many well known universities, among others: International Islamic University Malaysia (IIUM), Malaysia, Hongkong Polytechnic University, Hongkong, Shanghai Jiao Tong University (SJTU), China, Shinawatra Univesity, Thailand, University of Texas, Austin, USA, University Phitsanulok Thailand, STIBA Bumigora Mataram, Universitas Ahmad Dahlan, STKIP-PGRI Lubuklinggau, Indonesia University of Education (UPI), Universitas Sanata Dharma, State Islamic College (STAIN) of Jurai Siwo Metro Lampung, State University of Sultan Ageng Tirtayasa and Universitas Lampung.

I would like to express my deepest gratitude to the International Advisory Board members, sponsors and also to all keynote speakers and all participants. I am also grateful to all organizing committee and all of the reviewers who contribute to the high standard of the conference. Also I would like to express my deepest gratitude to the Rector of Bandar Lampung University (UBL) who gives us endless support to these activities, so that the conference can be administrated on time.

Bandar Lampung, 20 May 2016

Drs. Harpain, M.A.T., M.M

4th ICEL 2016 Chairman

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STUDENTS' PERCEPTION IN A BLENDED LEARNING SPEAKING CLASS

Desi Ike Sari

Faculty of Teacher Training and Education, UBL, Indonesia
Corresponding email: desiikesari21@gmail.com

Abstract

Technology is one of the ways to improve education and now it is not something strange in the world. This research aimed in describing students' perception in a blended learning, the combination of face to face classroom and online class by using Schoology for speaking skill. The study was conducted with twenty-six students of second semester in Bandar Lampung University. The data collected by using questionnaire, the questionnaire was posted after the materials have been done by students. The questionnaire was posted in Schoology through Google forms website. The finding of the research revealed that blended learning is categorized as a something new for the students but this environment makes easier in students understanding.

Keywords: students' perception, blended learning, speaking skill

1. INTRODUCTION

The various kinds of technologies for education make opportunities to know the best one to improve students' ability. We should know the weaknesses of technologies that we want to use because if we know the weaknesses and the advantages we can evaluate it to know the better way of study for the students. Some students choose distance learning as their choice to study through web based technology in the simple way. Distance learning has a simple way to study, teacher and learner are separated by space and or time the interaction between teacher and learner takes place via a technology link and students are evaluated by an educational organization (Cohen, Eimicke, et.al, 1998). The example is the students can study although they have a long distance with the teacher. Nowadays distance learning improves to be blended learning, whereas in Blended learning students can study in both online and face to face interaction in the classroom.

In teaching learning process the teachers give the material to the students about their study, and the teacher should know whether the student understood and interested or not in the way of teacher gave the material in the learning process. Actually, to know good way of giving material in learning process is by knowing the students' perception, because teachers just give while students received and feel on what they have learned. So, it is good to investigate students' perceptions, to know their response when they are studying to make improvement in the learning process.

Unumeri (2009:18) stated that perception is the opinions that you figure out about another person according to the amount of information available to you and the extent to which you are able to correctly interpret the information you have got. Students can interpret their process of acquiring in speaking skill whether it is effective for them or not when they studied in the process of blended learning. From students' perception we can know the advantages and the weaknesses of blended learning process because they will interpret and give the information of the improvement in their self and the improvement when they studied in blended learning environment.

Technology is commonly used in this modern era and gives the opportunities to improve education in very simple and fun ways. In technology the material was designed electronically, we usually call it as e-learning. They can study through their gadget anywhere and everywhere independently especially for adult learners. They can use e-learning for education in seven days and twenty four hours. Even though this kind of e-learning have more time to study but it can not be denied, it still has disadvantages, they will have less socialization each other with both learners and teachers. This disadvantages make opportunities to combine the advantage of e learning and face to face interaction in the classroom. This combination is known as blended learning so the learners still can socialize each other and can think critically in the online discussion. To evaluate blended learning, student's perception is needed to evaluate learning process in blended learning.

1.2 Research Problem

Every teaching learning process needs to be evaluated and the evaluation is not only comes from the teacher but also from the students. From students, teacher can know whether the way of giving material is suitable and still need to be improved or not for them. The teacher needs student's perception to know the evaluation in blended

learning, so the researcher formulated questions about: what are students' perceptions in a blended learning speaking class?

1.3 Research Objectives

The objective of this research is to describe the students' perceptions in blended learning in speaking skill, and to know students' experience in joining blended learning for speaking class.

2. RELATED LITERATURE

2.1 What is perception?

Perception is a set of internal sensational cognitive processes of the brain at the subconscious cognitive function layer that detects, relates, interprets, and searches internal cognitive information in the mind. Perception can detect, interpret and search the informations in our mind and brain (Wang, 2007).

Definitions of perception listed by Rao and Narayan (1998: 329-330) as cited by Unumeri (2009):

1. Our attention, feelings and the way we act are influenced by our environment,
2. Perception helps you to gather data from your surrounding, process the data and make sense out of it,
3. In perception, it is sometimes difficult to separate the information from the action,
4. It is basically a process of gaining mental understanding, and
5. Perception guides the perceiver in harnessing, processing and channelling relevant information towards fulfilling the perceiver's requirements."

So we can understand perception is the information that we got from our environment, action, and process of understanding something. Perception can help people who need informations about something that people want to know. As Hanna (2013) stated that three concept are intimately related to perception: exposure, attention, and sensation. Exposure is the act of deliberately coming into contact with environmental stimuli (their view about the environment in blended learning), Attention: the allocation of an individual's mental capacity to a stimulus or a task (the improvement of students' understanding), Sensation: the responses of a person's sensory receptors to environmental stimuli and transmission of this information to the brain via the nervous system (student's feeling or respon in doing blended learning).

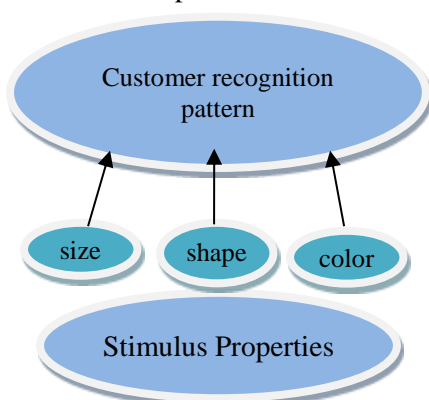
The theory of perception according to Demuth (2013):

"perception as a process of acquiring and processing of information may be divided into two basic groups, direct (bottom-up) and indirect (top-down) perception. Direct (bottom-up) perception is the fact that the content and quality of sensory input play a determinative role in influencing the final percept. Sensory input, in their view, represents the cornerstone of cognition and by its own nature it determines further sensory data processing. Indirect (top-down) perception theories prefer direct perception without participation of knowledge and previous experience".

Based on the Demuth Theory, perception is the process of getting information that divided into two basic groups, direct (bottom-up) perception and indirect (top-down) perception). Direct perception is about the real or fact information and the quality of our sensory input that determine and influence our final percept. Sensory input means their view about something (experience) happen to our own self and determines further data processing. While Indirect (top-down) perception is our opinions according to the knowledge that we have without having experience.

The example of direct perception is when we see the trees, we know the real form, colour and size of that tree and the example of indirect perception is when we read some paragraph which have difficult handwriting (meaning). We will easy to understand what the writer wants to say by reading the whole paragraph rather than reading word by word.

1. Bottom-up



2. Top-down

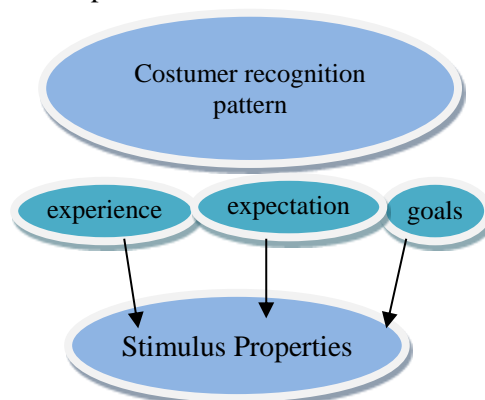


Figure 1. The differences between bottom-up and top-down perception

2.2 What is Blended Learning?

Blended learning refers to a strategic and systematic approach to combining times and modes of learning, integrating the best aspects of face-to-face and online interactions for each discipline, using appropriate ICTs (Saliba, 2013). Blended learning experience combines offline and online forms of learning where the online learning usually means “over the Internet or Intranet” and offline learning happens in a more traditional classroom setting. (Singh, 2003). Blended learning is about effectively integrating ICTs into course design to enhance the teaching and learning experiences for students and teachers by enabling them to engage in ways that would not normally be available or effective in their usual environment, whether it is primarily face-to-face or distance mode. (Bath and Bourke:2010)

The combination of online and offline classroom will be a good combination where as in the online classroom students will have more time to study which is not normally available in usually class, and in the offline classroom the student and teacher will interact directly with each other.

essentially as a combination of face-to-face and web based environment. Blended Learning is a shift to an online delivery for a portion of the day to make students, teachers, and schools more productive, both academically and financially (Bailey:2013).

However, it is important to combine modern and traditional learning environment and take the advantages in every environment to make the learning process more effective and students, teachers, and schools more productive.

2.3 The Concept of Speaking

Speaking can also serve one of two main functions: transactional (transfer of information) and interactional (maintenance of social relationships) (Brown and Yule, 1983: 3) as cited by Torkey (2006).

According to Nunan (2013) as cited by Šolcová (2010), to teach speaking means to teach language learners to:

- Produce the English speech sounds and sound patterns
- Use word and sentence stress, intonation patterns and the rhythm of the second language.
- Select appropriate words and sentences according to the proper social setting, audience, situation and subject matter.
- Organize their thoughts in a meaningful and logical sequence.
- Use language as a means of expressing values and judgments.
- Use the language quickly and confidently with few unnatural pauses, which is called as fluency

In teaching speaking the teacher should organize the students' thoughts to be meaningful and logical sequence to have a good language expression. From the idea the students can select appropriate words and sentences according to the topic for speaking. In blended learning environment for speaking skill, students will deliver their idea in online class that leading to the classroom assignment, so students will have a good preparation in expressing their language and ideas.

3. METHODOLOGY

After finishing class project, all students were required to complete a questionnaire. Approximately three weeks after all the projects were completed, a questionnaire survey was given and collected to know the result of students perception. The questionnaire was used to describe students' perception in a blended learning from 3 factors of perception: exposure, attention and sensation.

3.1 The Participant

The research was conducted in second-semester students of English Education Study Program who took Speaking II subject which was compulsory subject to be taken by the students in enhancing their ability of this skill. There are 26 students – Four are boys, and twenty two are girls.

The students were asked to mark the scale from 1-5. The statement of the number explain 1 for strongly disagree, 2 for disagree, 3 for uncertain, 4 for agree, 5 for strongly agree. In the last part students will write a sentences in general about their experience in joining blended learning

3.2 Teaching Procedures

In this study, students would have class both online and offline they combine face to face classroom and internet based environment by using schoology for their studying in speaking class. The students studied about speaking skill in the process of blended learning and using schoology platform for their online class. Schoology is a website which connects social network and Learning Management System (LMS) or Virtual Learning Environment (VLE) which means we can interact socially while learning the material. The web based

environment was designed for uploading and downloading the materials, and a forum of discussion about the materials that leading to students' classroom assignment for their performance in the classroom.

The forum of discussion was designed to increase students and teachers interaction. The discussion forum allowed students to share their experience, ask the questions about the materials and etc. The students joined online class in twice a week Wednesday and Friday night before they have face to face classroom on Tuesday morning. In face to face classroom they would have performance based on their classroom assignment in online class and the topic is still about the material that was given in online class.

3.3 Data collection instruments

The data were collected from the students by using questionnaire after finishing the class project. The questionnaire was developed to describe students' perception in blended learning for speaking class. After a literature review, 12 items of questions were designed by the researchers. Statements in the questionnaire was categorized into three main parts. The first is about "exposure" students's view in blended learning environment, the second is about "attention" the improvement of students' understanding and the third is "sensation" about students' feeling when join blended learning process.

The questionnaire contained 12 five-point Likert format: (5) Strongly Agree, (4) Agree, (3) Uncertain, (2) Disagree, and (1) Strongly Disagree which was distributed to know students' perception in speaking class. This instrument was developed by the researcher based on the review of perception theories. It was made in English, because this was suitable with the study program and also there is a student who is from abroad which is used English as the second language. The students responded the questionnaire once, after all of the materials had already taught by the teacher. All the responses were collected online through the Google Forms website.

4. RESULT AND DISCUSSION

The researcher used a five-point Likert scale to collect participants' answer for each statement with number 1 is Strongly Disagree, number 2 is Disagree, number 3 is Uncertain, number 4 is Agree, and number 5 is Strongly Agree. In this research, the means for Like scale items were inferred using the scale shown in table

Table 1. Impretation of Mean Score values

Interpretation of Mean Score Values	
Scale	Description
1.00-1.49	Strongly Disagree
1.50-2.49	Disagree
2.50-3.49	Neutral
3.50-4.49	Agree
4.50-5.00	Strongly Agree

4.1 What are students' perception in blended learning for speaking skill?

The result was done by questionnaire, and the mean score for all points are 3.62 for exposure, 3.65 for attantion, and 3.74 for sensation. The category of the score are, 1: strongly disagree, 2: disagree, 3: uncertain, 4: agree, 5: strongly agree. The result would be explain from three categories, exposure, attention, and sensation.

4.2 Exposure (student's view in blended learning environment)

The point in the exposure we can see from the blended learning environment about students' connection with their lecturer and their friends and also about the technology used. The mean score is 3.62

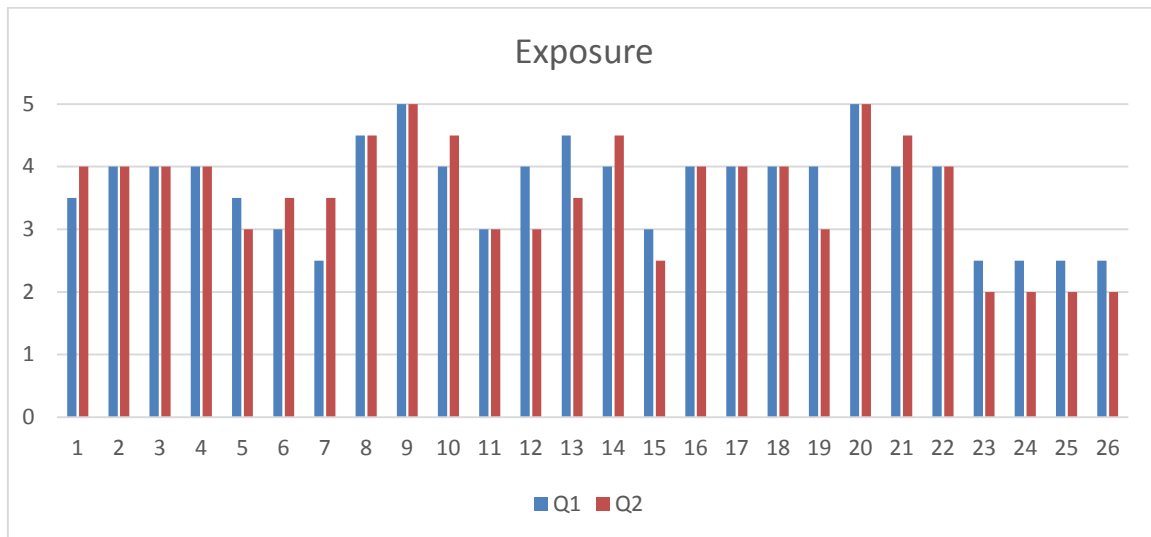


Figure 2. the result of questionnaire from “exposure”

Table 2. the mean score of exposure

Students – Teacher, students – students	3.68
Technology	3.56
Mean score for exposure	3.62

There were two points from exposure the first was about the convenience of the students in online class between students-lecturer and students-students and the second was about the convenience in using the technology. The result explained that the students were comfortable in joining blended learning environment because they can easier to ask and share the ideas with their lecturer and friends whereas before they joined blended learning the environment was less discussion and more performance time. It can be seen from the table that the mean score for the first point was 3.68. In blended learning they have balance time in both discussion and performance. The result about the technology was it can provide fun and enjoyable materials but they still have difficulties in using the technology for blended learning because this environment is new for them they still need to know more about the technology that used in blended learning. Where the score that showed in table for the easily in using technology is just 3.56, and the result from the questionnaire also still there were some students that scale in number two. It means schoology is still new for them.

4.3 Attention (the influence of students understanding)

The point in attantion we can see from their understanding about the materials and the mean score for attantion is 3.65.

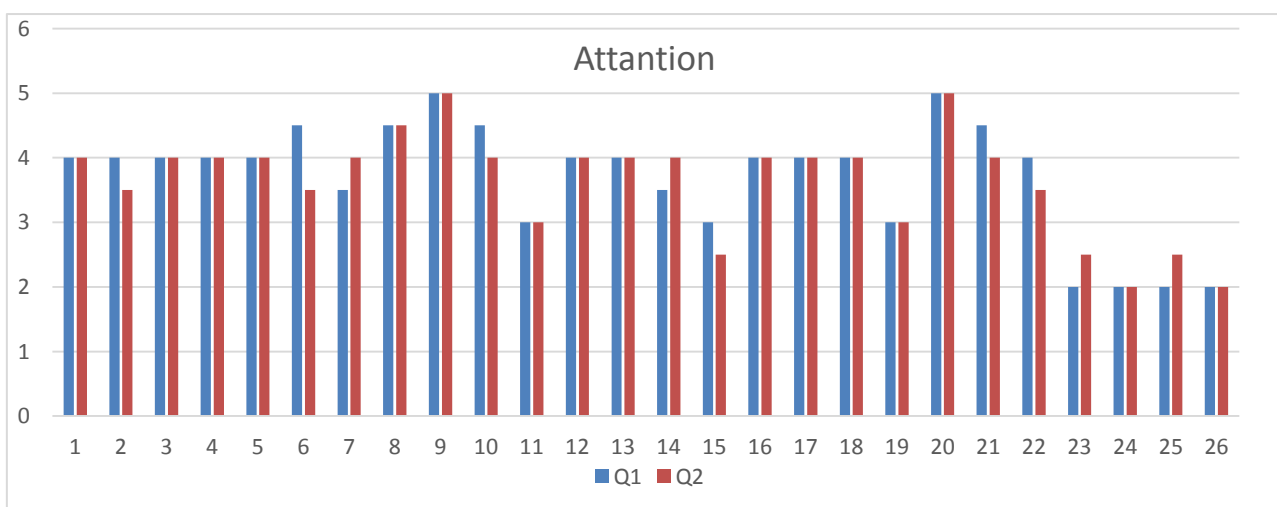


Figure 3. The result from the questionnaire about attention

Table 3. the mean score of attanption

The materials are clear	3.67
Tecnical problems does not affect students 'understanding	3.62
Mean score	3.65

There are two point from the attanption for the first was about the material and the second is about the technical problem. The table showed that the mean score for the first question is 3.67. The result explained that they can improve their understanding when they joined blended learning because they have a good attention in understanding the materials. Although there was internet problem but it was not effect to their understanding in both online and offline class because they can open the materials, the discussion and the information that showed in online class to understand offline class whenever and wherever they want. It can be seen from the result of questionnaire and from the mean score about the technical problem is 3.62, and it was smaller than the first question. The tecnical problem happened but the material was still clear for them

4.4 Sensation (students' feelings or responses)

The point in the sensation we can see from their performance whether their performance in the classroom that was better or not and the situation of their feeling in online class. The mean score for sensation was 3.74.

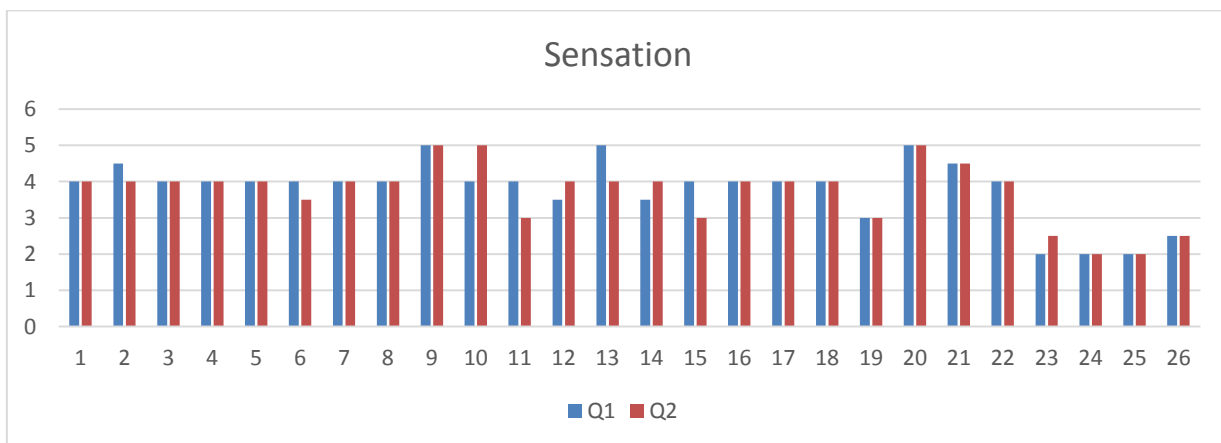


Figure 4. the result from the questionnaire about sensation

Table 4. mean sore of sensation

Performance	3.78
Situation	3.72
Mean score	3.74

There were two points for sensation, the first was students' performance and students' situation. The result explained that blended learning made students satisfied with their performance in the classroom because they can understand the ideas well. It can be seen for the mean score for the first questionnaire it is 3.78 the performance showed the biggest score than others. The situation in online class was just the same as in the face to face class. when in online class the students felt as if they were in face to face class or offline class but in online class the nervous feeling is decreased. The point of sensation was the biggest score than others 2 point. The mean score of this point was 3.74 it means students' feeling were good sensation in blended learning environment.

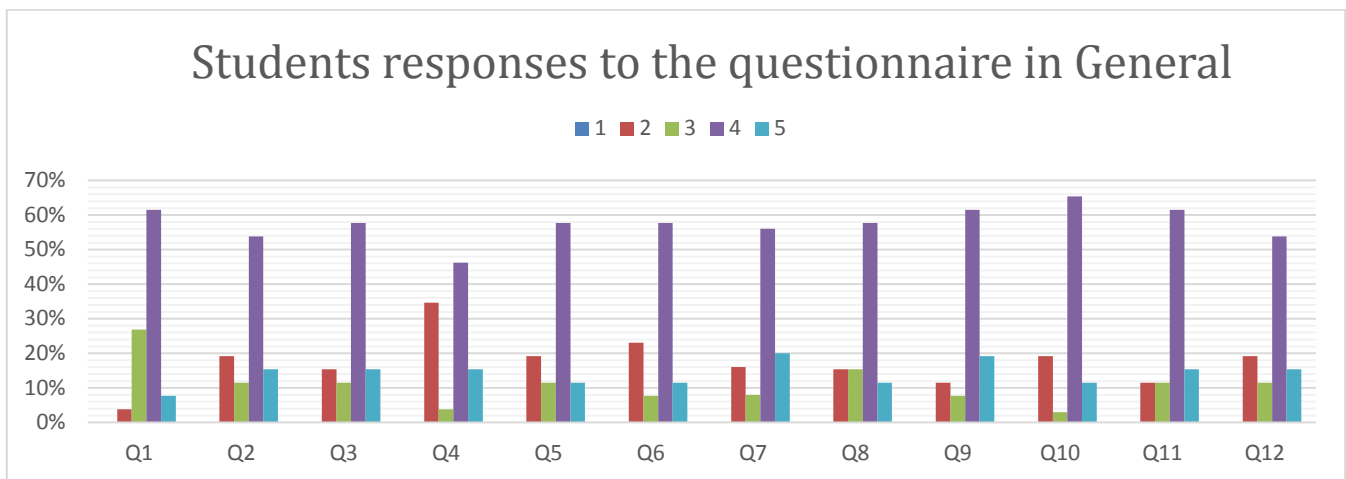


Figure 5. The result from all of questionnaire

Table 5. mean score from exposure, attention, and sensation

Exposure	3.62
Attantion	3.65
Sensation	3.74

The mean score for exposure and attention was almost the same 3.62 and 3.65 and for sensation point got highest mean score 3.74. in general students' perception in a blended learning was good. They have new experience in joining blended learning for speaking skill and there are something that should be evaluated in next learning process, such as the student's adjustment toward technology and other technical problems, and this is the additional data from the students about their perception in blended learning environment.

What do you think about your experience in blended learning?	1	2	3	4	5
I think is good and very helpful.					
I tink blended learning is easier to can more improve our experience or expression					
I think i'am more interested and very helpful to learning					
It is such an amazing experience for me					
The experience abt that is enjoy but difficult					
I don't know miss but i don't feel anything					
I think blended learning makes me feel enjoyable because i have a new experience so i can compare between offline and online class and i can improve my english skill					
Really good.					
I have problem to connect this online class because so many constaint.					
I think this is good experience, learning online classes make me enjoy					
Good but you have to find topic interesting so not bored.					
I got so many lesson					
I got so many lesson					
I think blended learning is more enjoyable process because we mix between online and offline class and it makes me know more information from the learning process					
I think it's really really useful for us.					

Figure 6. students' experience in blended learning

5. CONCLUSION

Based on the result, blended learning environment is new experience for the students, it was a stable that they found some difficulties in using the schoology but blended Learningvery help them in studying speaking skill. Before they perform in face to face session they should discuss the material with the lecturer and the others classmate in online class.

The results revealed that the highest mean score for students' perceptionin blended learning in speaking skill was 3.74 for sensation point, it means blended learning can make student's performance better because they have good preparation before they have to perform in front of the class. In other point exposure and attantion the mean score is almost the same 3.62 and 3.65 it means there are a lot of students that give statement in 4(agree). Overall blended learning made easier in students performance and understanding.

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Bandar Lampung University
Zainal Abidin Pagar Alam Street No. 26 Labuhan Ratu
Bandar Lampung, Indonesia | www.ubl.ac.id | Phone +62 721 773 847

