STUDENTS' PERCEPTIONS TOWARD BLENDED LEARNING METHOD IN ENGLISH LANGUAGE LEARNING DURING COVID-19 PANDEMIC AT X GRADE IN MAN 1 PADANGSIDIMPUAN

A THESIS

Submitted to the State Institute for Islamic Studies (IAIN) Padangsidimpuan as a Partial Fulfillment of the requirement for the Graduate Degree of Educational (S.Pd) in English Program

Written by:

AZZA AYU NIZORI
Reg. Number: 1720300069

ENGLISH EDUCATIONAL DEPARTEMENT

TARBIYAH AND TEACHER TRAINING FACULTY

STATE INSTITUTE FOR ISLAMIC STUDIES

PADANGSIDIMPUAN

2022

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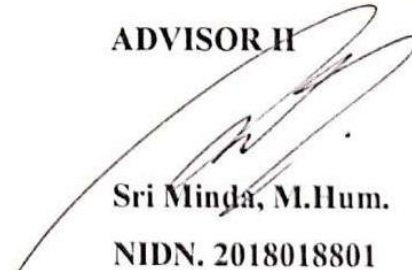
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PADANGSIDIMPUAN

2022

LETTER AGREEMENT

Term : Munaqosyah
Item : 7 (seven) exemplars

Padangsidimpuan, 21 April 2022
a.n. **Azza Ayu Nizori**
To:**Dean**
Tarbiyah and Teacher Training Faculty
In-
Padangsidimpuan

Assalamu 'alaikum warohmatullah wabarakatuh

After reading, studying and giving advice for necessary revision on the thesis belongs to **Azza Ayu Nizori**, entitled **"Students' Perceptions toward Blended Learning Method in English Language Learning During COVID-19 Pandemic at X Grade in MAN 1 Padangsidimpuan"**. We assumed that the thesis has been acceptable to complete the assignments and fulfill the requirements for graduate degree of Education (S.Pd) in English Education Department, Tarbiyah and Teacher Training Faculty in IAIN Padangsidimpuan.

Therefore, we hope that the thesis will soon be examined by the Thesis examiner team of English Education Department of Tarbiyah and Teacher Training Faculty IAIN Padangsidimpuan. Thank you.
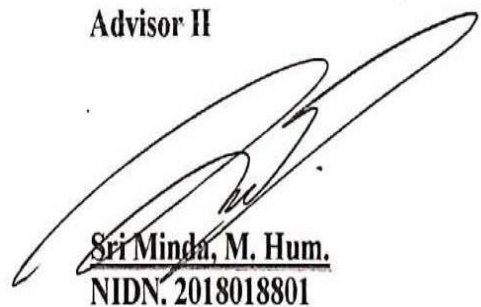
Wassalamu 'alaikumwarohmatullah wabarakatuh

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DECLARATION LETTER OF WRITING OWN THESIS

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Faculty/Department	: Tarbiyah and Teacher Training Faculty/ TBI-2
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I hereby declare that I have arranged and written the Thesis by myself, without asking for illegal help from the others, except the guidance from advisors, and without plagiarism as it is required in students' ethic code of IAIN Padangsidimpuan in article 14 verse 2.

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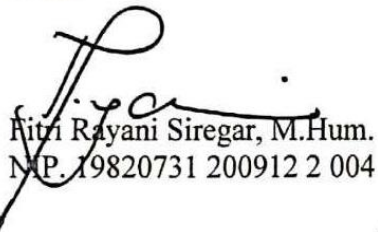Based on the statement above all, this statement is made true heartedly to be used properly.

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LEGALIZATION

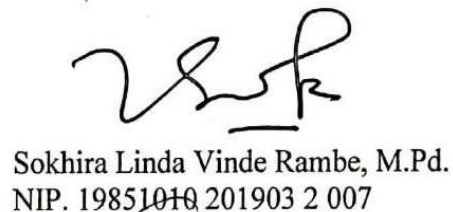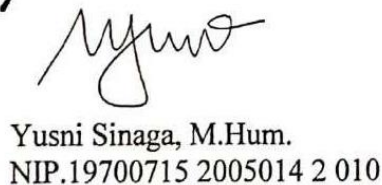|	
Thesis	: Students Perception Towards Blended Learning Method in English Language Learning During Covid-19 Pandemic at X Grade in MAN 1 Padangsidimpuan
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The thesis has been accepted as a partial fulfillment of the requirement for degree of graduate of Education (S.Pd) in English.

Padangsidimpuan,   Juni 2022

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ABSTRACT

Blended learning method is combination learning between face-to-face learning and online learning. This learning can be applied to any subject. Blended learning becomes the best solution in pandemic era to facilitated learning process by combining various ways in delivery method, learning style and learning models for students to receive material well.

This research discussed about students' perceptions toward blended learning method in English language learning during COVID-19 pandemic at X grade in MAN 1 Padangsidimpuan. The problems of this research were students less of understanding in receiving the lesson material, students were less motivation and enthusiastic, the duration time of learning was too fast and the online session class was less of activities.

The kind of this research was qualitative research. To collect the data, researcher used interview and questionnaire. The subject of this research was students at X grade in MAN 1 Padangsidimpuan consisted of 396 students. The researcher took 10% of the subject to be informants and respondents.

From the result of data about students' perception toward blended learning method in English language learning during COVID-19 pandemic, the researcher found that the students gave positive and negative perceptions. The positive perceptions consisted of the benefits that students got in blended learning such as students enjoyed in learning toward blended learning method. Then, the negative perceptions consisted of the problems that students faced in blended learning such as student was less of understanding in receiving the lesson material because the time of learning was very quickly

Keywords : *Perception, Blended Learning Method, English Language Learning, and COVID-19 Pandemic*

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Judul Skripsi   : Persepsi Siswa Terhadap Metode Blended Learning dalam
                  Pembelajaran Bahasa Inggris selama Pandemi COVID-19 di MAN 1 Padangsidimpuan

ABSTRAK

Metode blended learning adalah metode gabungan dari pembelajaran tatap muka dan online. Metode ini dapat digunakan untuk semua mata pelajaran di sekolah. Blended learning menjadi solusi terbaik di masa pandemic untuk memfasilitasi proses pembelajaran di sekolah dengan mengkombinasikan berbagai cara penyajian materi, gaya dan model pembelajaran untuk siswa agar dapat menerima materi pembelajaran dengan baik.

Penelitian ini membahas tentang persepsi siswa terhadap pengaplikasian metode blended learning dalam pembelajaran bahasa inggris selama pandemic COVID-19 di kelas X MAN 1 Padangsidimpuan. Masalah-masalah yang ditemukan dalam penelitian seperti kurangnya pemahaman siswa dalam menerima pembelajaran, kurangnya motivasi dan antusias siswa dalam belajar, durasi pembelajaran yang lebih cepat dari biasanya dan kurangnya aktivitas dalam kelas online.

Jenis penelitian yang digunakan dalam penelitian ini adalah kualitatif. dalam mengambil data, peneliti menggunakan interview dan kuesioner, Subjek dalam penelitian ini adalah siswa kelas X MAN 1 Padangsidimpuan yang terdiri dari 396 siswa. Peneliti mengambil 10% dari subjek penelitian sebagai informan dari interview dan responden dari kuesioner.

Dari hasil penelitian tentang persepsi siswa terhadap metode blended learning dalam pembelajaran bahasa inggris selama pandemic COVID-19, peneliti menemukan bahwa siswa memberikan persepsi positif dan negatif. Persepsi positif terdiri dari manfaat yang mereka dapatkan dalam pembelajaran blended learning seperti kenyaman yang didapat proses pembelajaran Sedangkan persepsi negatif terdiri dari masalah yang siwa hadapi selama pembelajaran blended learning seperti kurangnya pemahaman siswa dalam menerima pembelajaran dikarenakan durasi waktu belajar yang lebih cepat dari biasanya.

Kata kunci   : Persepsi, Blended Learning, Pembelajaran Bahasa Inggris, dan Pandemi COVID-19

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بِسْمِ اللهِ الرَّحْمٰنِ الرَّحِيْمِ

First of all, let the researcher says a lot of praise and Alhamdulillah to Allah SWT, as the best Creator of everything in the world, and as the most Merciful who has given to the researcher the health, time, knowledge, and chance so the researcher can accomplish this thesis the title: **Students' Perceptions Toward Blended Learning Method in English Language Learning During COVID-19 Pandemic at X Grade in MAN 1 Padangsidimpuan**. The Second, peace and salutation be upon to the prophet Muhammad SAW that had guided the human beings from the bad character in Jahiliyyah era into the good one, which has created by knowledge like this era.

It is a pleasure to acknowledge the help and contribution to all of lecturers, institutions, family and friends who have contributed in different ways hence this thesis is processed until it becomes a complete writing. In the process of accomplishing this thesis, I got a lot of guidance, helping, inspiration and motivation from many people. Although, in this opportunity I would like to express my deepest gratitude to the following people:

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Padangsidimpuan,   June 2022
Researcher

Azza Ayu Nizori
NIM. 1720300069

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CHAPTER I
INTRODUCTION

A. The Background of the Problem

Corona virus disaster is the dangerous outbreak in this decade. In late 2019, the world shocked by a new virus called COVID-19 that attacked the human respiratory system which initially struck in Wuhan. Originally, Corona virus considered as a normal virus that come and goes but evidently the prediction was totally wrong, the outbreak attacked quickly and killed humans on a large scale with the symptoms that resemble flu, colds, fever, cough and hard to breath. The virus infected through physical contact, namely touch, air, airborne, and maintain social distance (physical distancing) of approximately 1.5 meters.[1] In globally, this virus will impact and threat the lives of citizen such as economic, socio-culture, politics, and education. It caused the government provide that forbidden to community gathering, doing activities outside, and advocating to stays at home "stay at home, worship at home, work from home and learn from home".

However, the increase of corona virus spread has not subsided. Meanwhile, the application of learning from home system created various kinds of obstacles in the field of education. These problems are faced by both teacher and students. Pursuant to Efriana researcher, teacher's problems faced in online teaching include of the limitation in delivering material, teacher do

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[1]Zaharah, Galia Ildusovna Kirilova, and Anissa Windarti, "Impact of Corona Virus Outbreak Toward Teaching and Learning Activities in Indonesia," *Salam: Jurnal Sosial Dan Budaya Syar'i* 7, no. 3 (2020): 269–82, http://journal.uinjkt.ac.id/index.php/salam/article/view/15104/0.

not able to use technology in online learning, and limitation in learning controlling whereas students' problems are do not have devices such as gadgets or computer as online learning media, less enthusiastic to participate online class, and do not have internet access for students live in areas.[2] Thus, the advocating of "Learn from Home" system is not effective to the students.

The new regulation is launched by Indonesian government about the implementation of learning during the *corona virus disease* pandemic (COVID-19) stated that the implementation of learning during the corona virus pandemic is carried out with limited face-to-face learning while still implement health protocols and distance learning.[3] In this case, the central governments and local government have the authority to require all education units in the region to conduct limited face-to-face learning and provide both limited face-to-face learning and distance learning.

Blended learning becomes a solution that facilitates learning by combining various ways in delivery method, learning style and learning models for students to receive material well. This learning is a collaboration system between face-to-face learning and online learning. In addition, Mohammed stated that blended learning courses have some face-to-face class meeting, but

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[2] Leli Efriana, "Problems of Online Learning during Covid-19 Pandemic in EFL Classroom and the Solution," *Journal of English Language Teaching and Literature* 2, no. 1 (2021): 38–47.

[3] Kementerian Pendidikan dan Kebudayaan, "Surat Edaran Keputusan Bersama Menteri Pendidikan Dan Kebudayaan, Menteri Agama, Menteri Kesehatan, Dan Menteri Dalam Negari Republik Indonesia Nomor 03/KB/2021 Nomor 384 Tahun 2021 Nomor HK.01.08/MENKES/4242/2021 Nomor 440-717 Tahun 2021 Tentang Panduan ," n.d., www.kemendikbud.go.id.

also have some class session that replaces with online instruction.[4] It is an ordinary learning that is carried out on-line (online), so that the principles of learning that are carried out normally and conventionally apply.[5]

In Indonesia, blended learning is growing rapidly since enforcement of restriction on community activities (PPKM) applied by the government. Almost schools in Indonesia have implemented blended learning by combining face-to-face learning and online learning to the students. According to the research by Utami about the effect of blended learning model on senior high school students' achievement at the first grade of SMA Negeri 1 Lintau Buo, the result found some effect of blended learning namely learning activities can be done by online learning and face-to-face learning, the submission of material was done through online learning so face-to-face learning can run effectively and efficiently, blended learning helps the students in achieving learning objectives, blended learning model encourages students to learn more actively, blended learning course had higher achievement scores, blended learning effective for increasing students' performance, and blended learning improves the academic achievement averages.[6]

Additionally, students' perceptions are also formed by student learning motivation. The perception is also one of a factor that can influence students'

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[4] Mohammed Mohammed Nasser Hassan Ja'ashan, "Perceptions and Attitudes towards Blended Learning for English Courses : A Case Study of Students at University of Bisha," *Journal English Language Teaching* 8, no. 9 (2015): 40–50, https://doi.org/10.5539/elt.v8n9p40.

[5] Muhammad Giatman et al., "Online Learning Quality Control in the Pandemic Covid-19 Era in Indonesia," *Journal of Nonformal Education* 6, no. 2 (2020): 168–75, https://studentsuccessjournal.org/article/download/1299/773/4416.

[6] Iga Setia Utami, "The Effect of Blended Learning Model on Senior High School Students ' Achievement," *SHS Web of Conferences* 00027, no. 42 (2018): 1–6, https://doi.org/10.1051/shsconf/20184200027.

motivation to learn in the class. In the previous research by Aslihan Hafizoglu and Sundus Yerdelen identified that improving students' perception may enhance students' motivation and thereby science achievement.[7] Therefore, students' perceptions greatly affect students' motivation in learning.

Students' perception refers to opinion give by students' feeling. The aim of student' perception is to evaluate teacher teaching efforts to students. Thus, the learning process in blended learning method will be more effective.

Furthermore, Islamic Higher Education Schools (MAN) in Indonesia also implemented blended learning system as a tool in learning during pandemic COVID-19. According to the prior researcher by Nailisy Syafa'ah and Sri Wahyuningsih about the use of blended learning in promoting English skill: the case at State Islamic Senior High School 01 Kudus, the result showed that one of English teacher at State Islamic Senior High School 01 Kudus applied blended learning by combining face-to-face teaching setting and utilizing technology by using Smartphone and computers of school to teach the students around two years.[8] Several digital platforms also use to support the teacher in blended learning process. Most of popular platform uses are Whatsapp and Google Classroom which the platform means to exchange the information and instruction directly such starting the lesson, help the teacher in giving course lesson and assignment, and helps students to collect the assignments.

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[7] Aslihan Hafizoglu and Sundus Yerdelen, "The Role of Students' Motivation in the Relationship between Perceived Learning Environment and Achievement in Science: A Mediation Analysis," *International Council of Assosiation for Science Education* 4, no. 30 (2019): 251–60, https://doi.org/10.33828/sei.v30.i4.2.

[8] Nailisy Syafa'ah and Sri Wahyuningsih, "The Use of Blended Learning in Promoting English Skills: The Case at State Islamic Senior High School 01 Kudus," *Journal of English Language Teaching* 3, no. 1 (2019): 1–6.

MAN 1 Padangsidimpuan is one of the public school that applied the technology-based learning that support blended learning method becomes a way to carry out the teaching and learning process during pandemic COVID-19. The blended learning method is done by divided the groups of students to learn face-to-face learning rotationally at school while other students carry out forming through online learning. There are two online platforms used as the supporting media in blended learning. The platforms are Whatsapp and Google Classroom. The researcher did the informal interview with two students at X grade in MAN 1 Padangsidimpuan. Admiral said that he excited to do blended learning because it allows students to study at school although not everyday and having to alternate with other students.[9] Another student is Tika stated she feel more comfortable to study with blended learning system than online learning system before because in blended system she is easier to understand the material more than study by online learning [10]

Generally, blended learning has positive effects to students in learning process such as students could received the learning material directly by online and offline, blended learning helped students to receive material easily, blended learning encouraged students to be more active in the class and blended learning gave the space for students to explore knowledge beyond online and offline. However, there were still many students have difficulties in applying blended learning method. In fact, some students did not manage to receive the learning material well.

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[9] Admiral, *Private Interview*, on July 28, 2021, 11.24 WIB, in MAN 1 Padangsidimpuan
[10] Tika, *Private Interview*, on July 28, 2021, 11.30 WIB, in MAN 1 Padangsidimpuan

Based on that fact, the researcher was interested in conducting further investigations to know about blended learning in English language during COVID-19 pandemic at X grade in MAN 1 Padangsidimpuan basically the students' think about, students' participations in learning, the problems that students' face and the benefits of blended learning to the students.

B. The Focus of the Problem

In this case, this research focused on investigating blended learning method in English language learning during COVID-19 pandemic at X grade in MAN 1 Padangsidimpuan. The researcher concerned about students' perceptions toward blended learning method in English language learning during COVID-19 pandemic at X grade in MAN 1 Padangsidimpuan. This research analyzes the perceptions of students and how students' perceive in blended learning method.

C. The Formulation of the Problem

In order to make the problem in this research clearly, the researcher formulated of the problem by question "What are the students' perceptions toward blended learning method in English language learning during COVID-19 pandemic at X grade in MAN 1 Padangsidimpuan?"

D. The Objectives of the Research

Based on the formulation of the problem above, the researcher determines the objective of the research is to explore and investigate students' perception toward blended learning method in English language learning during COVID-19 pandemic at X grade in MAN 1 Padangsidimpuan..

E. The Significances of the Study

This study aims to provide some benefits for lecturer, students and researcher. Practically, the significances of this study are as follow:

1. For students of MAN 1 Padangsidimpuan, the result of this research as the information about students' perceptions and how students perceives blended learning method in of English language learning during COVID-19 pandemic in MAN 1 Padangsidimpuan.

2. For English teacher of MAN 1 Padangsidimpuan, is to know the effectiveness of blended learning method in English language learning during COVID-19 pandemic at MAN 1 Padangsidimpuan and it also can be used as a reference to evaluate the terms of increasing the quality of blended learning method in English teaching.

3. For other researchers, the result of this research can be beneficial for other researchers or other readers as the source of their references in doing the research in future.

F. Definition of Key Terms

To reduce misunderstanding between researcher and reader about term in assuming the title of this research, the researcher defines the following as:

1. Students' Perception

   Students' Perception is the process of organizing and identification something to become an argument. This helps the students to give the opinion in doing blended learning. The perception can be done by written and orally.

2. Blended Learning Method

Blended learning method is a combination of web-based learning and face-to-face learning, this learning can be applied to any subject, including subjects, one of which is influenced by the rapid development of science and technology.

3. English Language Learning

English language learning is a process of mastery the English learning skill which consists of reading, writing, speaking, and listening skills by focusing on the lesson or material.

4. Pandemic COVID-19

Pandemic COVID-19 is the killers outbreak that have a symptoms such as resemble flu, cough, cold, fever, and difficult to breath. The pandemic become the biggest disaster that spreads quickly.

CHAPTER II
THEORETICAL DESCRIPTION

A. **Review of Related Literatures**

1. **Perception**

   a. **The Nature Perception**

   Perception is the interpretation of information from the environment so that we can identify its meaning.[11] Robbins stated that perception is a process by which individuals organize and interpret the sensory impression in order to give meaning to the environment.[12] Pursuant to Demuth, most relevant theories and explanations of perception as a process of acquiring and processing of information may be divided into two basic groups, according to the direction of information flow.[13]

   Based on definition above, the researcher concludes that perception defines as a process of interpretation something based on opinion, argumentation, and comment. For example, in facing pandemic COVID-19; every student has different feeling in doing

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[11] Sandra Alvarado et al., "Sensation and a Unit Lesson Plan for High School Psychology Teachers Sensation and Perception a Unit Lesson Plan," *American Psychological Association*, 2007, 6, https://www.apa.org/ed/precollege/topss/lessons/sensation.pdf.

[12] Stephant Robbin, "Organizational Behaviour," ed. Sally Yagan, 15th ed. (New Jersey: Pearson, 2010), 223–32, https://www.researchgate.net/profile/Narendra-Chaudhary-3/post/Influence-of-leadership-on-trust-organizational-performance/attachment/download/organizational-behavior-15e-stephen-p-robbins-timothy-a-judge-pdf-qwerty.pdf.

[13] Andrej Demuth, *Perception Theories* (Bratislava: Towarzystwo Slowakow w Polsce, 2016), https://www.researchgate.net/publication/310832124.

blended learning method, so they inform their feeling and build the statement becomes a perception.

b. The Factors Affecting of Perception

There are some factors to build the perception. Different individual may perceive the same stimulus differently based on perceptual ability. Pursuant to Thoha in Abdurrahman, the factor that influence a person's perception include of internal factor and external factor. The explanations are following below:

1) Internal Factor

Internal factor consists of feeling, attitudes and personality of individuals, prejudices, desires of expectation, attention (focus), learning process, physical condition, psychiatric disorders, values and needs, interests, and motivations.

2) External Factor

External factor consists of family background, information obtained, knowledge and needs around, intensity, size, resistance, repetition of motion, new things and familiar or unfamiliar objects.

Therefore, the researcher concluded that the factor affecting of perception form by many aspects. One of the aspects arises in form of feeling, personality and behavior that will become internal factor. Meanwhile other aspects support by the human's background, learning process, or physical condition that will form as external factor.

c. The Indicators of Perception

Pursuant to Bimo Walgito in Hasnidar's thesis, perception has the following indicator:

1) Absorption of external stimuli or object

These stimuli or object are received and absorbed by five senses, both vision, hearing, touch, smell and taste individually or together. From result of absorption or reception by five senses would give image, responses, or impression in the brain.

These images can be single or plural, depending on the object of perception observed. Inside the brain, there are images or impressions, both old and newly formed. Clear whether or not the picture depends on whether or not stimulation is clear, sensory normality and time, just or long ago.

2) Understanding of the object

After the image occur in the brain, then the picture is organized, classified, and interpreted so as to form meaning or understanding of an object. The process of understanding is very unique and fast. the definition formed depends also on the old images that have been owned by the individual.

3) Individual assessment or evaluation of the object

After forming and understanding, then an individual's assessment is formed. Individual compare the understanding that has just been obtained with the criteria or norms that individuals have subjectively. Individual judgments are different even through the object is same. Therefore perception is individual.[14]

Based on the explanation above, the researcher used those indicators that consisted of absorption of external stimuli or object, understanding of the object, and individual assessment or evaluation of the object to become main indicators of this research.

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[14] Hasnidar, "Students' Perception of Using Online Learning Material" (Muhammadiyah University of Makassar, 2020), https://online210.psych.wisc.edu/wp-content/uploads/PSY-210_Unit_Materials/PSY-210_Unit01_Materials/Frost_Blog_2020.pdf%0Ahttps://www.economist.com/special-report/2020/02/06/china-is-making-substantial-investment-in-ports-and-pipelines-worldwide%0Ahttp://.

d. The Types of Perception

Pursuant to Robbin, there are two types of perception that has been following below:

1) Positive Perception

Positive perception is an assessment individual to an object or information with a positive view or as expected from the object that is perceived or from existing rules. The emergence of a person's positive perception because of satisfaction are individuals to objects that are the source of their perceptions, the existence of individual knowledge, and the existence of individual experiences of objects that are perceived.

2) Negative Perception

Negative perception is individual perceptions to certain objects or information with negative views, contrary to what is expected from the object that is perceived or from existing rules. Negative perception can be arises because of individual dissatisfaction with the object being source of perception, the existence of individual ignorance and absence individual experience of the object being perceived.[15]

Thus, the researcher concluded that the process in giving perception could serve in two types, positive and negative perception. It is based how the individual interpret the sensory impression in order to give meaning to the environment.

2. Blended Learning Method

a. The Nature of Blended Learning Method

Blended Learning is also known as "hybrid learning" that refers to combining the attributes of online and offline. Blended learning method is the educational program that combines online digital method and traditional method in learning process. Pursuant

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[15] Stephant Robbin, "Organizational Behaviour."

to Chew, Jones and Turner, blended learning involves that combination of two fields of concern: education and educational technology.[16] Additionally Krasnova stated that blended learning as a method of teaching that combines the most effective face-to-face teaching techniques and online interactive collaboration, both constituting a system that functions in constant correlation and form a single whole.[17]

Meanwhile, Watson and Murin defined that blended leaning is a formal educational program in which a student at least in part through online learning, with some element of student control overtime, place, path, and/or pate; at least in part a supervised brick-and-mortar location-away from home; and the modalities along each student's learning path within a course or subject are connected to provide an integrated learning experience.[18] Thus, in this learning method students are able to receive the lesson by online delivery in the classroom especially to students with home away location from school. However, the learning connection should maintain so that learning will be conveyed well.

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[16] Esyin Chew, Norah Jones, and David Turner, "Critical Review of the Blended Learning Models Based on Maslow ' s and Vygotsky ' s Educational Theory Critical Review of the Blended Learning Models Based on Maslow ' s and Vygotsky ' s Educational Theory," *ResearchGate*, 2008, 1–14, https://doi.org/10.1007/978-3-540-85170-7.

[17] Tatiana Krasnova, "A Paradigm Shift : Blended Learning Integration in Russian Higher Education," *Procedia - Social and Behavioral Sciences* 166 (2015): 399–403, https://doi.org/10.1016/j.sbspro.2014.12.543.

[18] John Watson and Murin Amy, "A History of K-12 Online and Blended Instruction in the United States," in *Handbook of Research on K-12 Online and Blended Learning* (Press Publisher, 2014), 1–24.

The researcher concludes that blended learning method is a mix learning method by combining traditional system in which face-to-face learning and online digital system in which online learning system to construct the teaching-learning process.
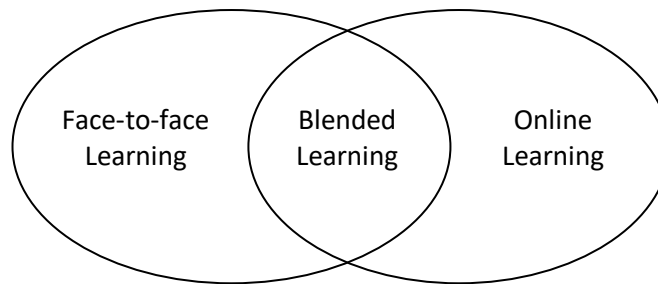
Picture 1
Blended Learning Slices

b. **The Models of Blended Learning Method**

Blended learning model is not limited by space and time.[19] Students are allow learning by face-to-face meeting then continue to learn by online learning and outside the class. Thus, the models of blended learning system can support students to learn more effectively.

Additionally, So and Brush assumed that blended leaning model support students to cooperate with each other through online learning such as website, online application, and social networking.[20] Each student is able to utilize resources and capabilities, asking information, and evaluate ideas. Beside that, students are also able to

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[19] Collin Betty and Moonen Jeff, "Experiences and Expectations," in *Flexible Learning in a Digital World* (London: Kogan Page, 2001).

[20] Hyo-jeong So and Thomas A Brush, "Student Perceptions of Collaborative Learning , Social Presence and Satisfaction in a Blended Learning Environment : Relationships and Critical Factors," *Computer and Education* 51 (2008): 318–36, https://doi.org/10.1016/j.compedu.2007.05.009.

discuss about the class material through online learning like webs or social networking. Thus, blended leaning is able to enrich their experiences in learning.

Based on Horn and Staker, there are several models and sub models of blended learning and the definitions are following below:

1) Rotation Model

Rotation model is a program in which within a given course to students by the rotate on a fixed schedule or at the teacher's direction between learning modalities, at least one of which is online learning. This model is divided in four sub model types as following below:

a) Station Rotation is learning model that given course to students on a fixed schedule or at the teacher's direction among classroom-based learning modalities.

b) Lab Rotation is learning model that given course to students on a fixed schedule or at the teacher's direction among locations on the brick-and-mortal campus.

c) Flipped Classroom is a learning model that given course to students on a fixed schedule between face-to-face teacher-guided practice during standard school day and online delivery of content and instruction of the same subject from remote location (often home) after school.

d) Individual Rotation is a learning model that given course to students by on an individually customized, fixed schedule among learning modalities, at least one of which is online learning.

2) Flex Model

Flex model is a program in which content and instruction are delivered primarily by the internet, students move on an individually customized among learning modalities, and the teacher-of-record is on-site.

3) Self-Blend Model

Self-Blend Model is a program in which students choose to take one or more courses entirely online to supplement their traditional courses and the teacher-of-record is the online teacher.

4) Enriched-Virtual Model

Enriched-Virtual Model is a program of a whole school experience in which within each course, students divide their time between attending a brick-and-mortar campus and learning remotely using online delivery of content and instruction.[21]

c. The Characteristic of Blended Learning Method

According to Lalima and Kiran, the main features or characteristic

of blended learning are:

1) Students have opinion of two modes. Students in blended learning can select either the traditional mode of classroom teaching where they can get personal interaction with teacher and their classmates or they can choose ICT supported teaching learning. This largely depends on the nature of content and objectives being targeted. Sometime course designer or teacher s themselves decide on the mode appropriate for topic being dealt with.

2) Teachers are well versed with both modes. It is an important feature of the blended learning that teachers are vey dynamic, techno savvy and fully trained to work efficiently in both the formats-traditional classroom format and ICT supported format. They will be well equipped in using traditional methods and other modern technologies.

3) Students get face-to-face interaction as well they interact in virtual space. Students get ample of time to interact with other students pursuing same course. They can interact with them inside college campus and also in virtual space. Thus their group become very large and has much diversity so the student's knowledge becomes wide and they also develop a feeling of understanding.

4) Students get full experience in using new technology. The present century is the century of ICT. Today the illiterate is not only the one who can not read and write but a person who is not well versed with modern technologies is also illiterate. Today all professions demand expertise in ICT so blended learning help to make student's ICT experience rich. Students involved in blended learning gain capability to exploit available technologies to the fullest of their benefit.

5) Students get training in different life skills. Life skills are those skills that are needed to lead a happy peaceful and successful

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[21] Heather Staker and Michael B Horn, "Classifying K – 12 Blended Learning," *Innosight Institute*, 2012, 8–15, https://eric.ed.gov.

life. The major life skills are empathy, decision making capability, love patience, communication, self-management, critical thinking. The blended learning helps the students to practice these skills. Students get acquainted with few skills like love, empathy, patience in classroom through the teachers, classmates and few like self-management, decision making, critical thinking, communication through the online experiences.

6) All round development of personality in targeted. In blended learning the students get full opportunity for all round development of the personality. All the aspects of personality namely-cognitive, physical and emotional are developed through blended learning which is difficult to achieve in traditional in traditional mode or ICT approach if followed in isolation. Traditional classroom teaching is helpful memory level and understanding level of teaching and so help in cognitive domain development and at same time teacher's behavior, playground experience and social group with classmates develop affective and physical domain at same time online experiences help in reflective level of learning so develop higher faculties of min and social networking sites and other social interactions though internet help in right type of value development.

7) Physical development is possible with in school. The online learning and ICT supports teaching learning process is often targeted with the blame that it ignores physical development of the students. The blended learning overcomes this limitation.

8) Students get wide exposure and new perspectives of the course content. Due to variety of experience students get wide exposure and their content knowledge enriched, they get to see various new dimensions of the content gain practical useful knowledge.[22]

d. The Advantages and Disadvantages of Blended Learning Method

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[22] Lalima and Kiran Lata Dangwal, "Blended Learning : An Innovative Approach," *Universal Journal of Education Research* 5, no. 1 (2017): 129–36, https://doi.org/10.13189/ujer.2017.050116.

There are several points that become the advantages of Blended learning that proposed by Hariman in Megawati thesis as following below:

1) Students do not only learn more during online sessions added to traditional learning, but it can increase student interaction and satisfaction.
2) Students are equipped with many choice in addition classroom learning, improving what is learn, and opportunity to access more learning levels go on.
3) Presentations can be delivered more quickly to students who learn to use e-learning.
4) Not only learning one-way sequentially, blended learning students have the opportunity to learn material desired, as well as setting the schedule and time flexible eye learning.
5) More economical cost for institutions and students.[23]

Based on explanation, blended learning has brought good effect the users both students and teacher. Thus, blended learning will construct beneficial ways to students in learning process.

Meanwhile, Aji, Ardin and Arifin added that there are also some challenges dealing with learning by blended learning such as poor internet connection to the students who live in the rural areas and incomprehensible material.[24]

3. English Language Learning

[23] Megawati, "The Students ' Perception Toward The Implementation of Blended Learning Method Used by The English Teacher at SMAN 9 Luwu Timur" (Muhammadiyah University of Makassar, 2020), https://digilibadmin.unimus.ac.id/upload/11266-Full_Text.pdf.

[24] Widyawan Kuncoro Aji, Hardiani Ardin, and Muhammad Ahkam Arifin, "Blended Learning During Pandemic Corona Virus: Teachers' and Students' Perceptions," *IDEAS: Journal on English Language Teaching and Learning, Linguistics and Literature* 8, no. 2 (2020): 632–46, https://doi.org/10.24256/ideas.v8i2.1696.

a. The Nature of English Language Learning

English language learning is not only about language for speaking. Generally, English language has several aspects that support leaning in English namely; writing, listening, reading and speaking. These aspects are becoming main skills to the lesson part in English learning for students. In addition, students should master those skills by using English Language.

English language is an International language that used by almost all countries universally a primary language for daily communication. Fortunately, English language becomes a central and object in the learning. The language is a means of education in that it is the primary medium of communication between students and teachers and between students and textbooks.[25]

The researcher concluded that English language learning is the process of mastery and understanding by acquiring knowledge in English language skills that consist of writing, listening, reading and speaking based on learning aspects.

b. Historical of English Language Learning

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[25] Delahunty and J. Garvey, *The English From Sound to Sense*, ed. Mike Palmquist (Anderson, South Carolina: Parlor Press, 2010), https://doi.org/10.37514/PER-B.20102331.

English is the global language.[26] This happened because English is a language that considered easy to understand and learn. English is also the most widely spoken language in the world for communication. Around 375 million people speak English as a first language and more than 750 million people speak English as a second language.[27] Moreover, almost 70 countries in the world have recognized English as an official language.

In Indonesia, English considered as a foreign language caused Indonesians do not use English as a colloquial language. In fact, looking at the demand of world society which required English as an international language, Indonesian government has considered English as the subject that students should master; it is shown as English becomes one of several subject in National Examination at junior high school and senior high school. For many years, English language has been an important subject in Indonesian education.[28] The government implemented English language learning for six years as a compulsory subject at school, which included three years in junior high school and three years in senior high school. This phenomenon proved that English is important to learn for students.

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[26] David Crystal, *English as a Global Language Second Edition*, *The Palgrave Handbook of Economics and Language*, Second Edi (New York: Cambridge University Press, 2003), https://doi.org/10.1007/978-1-137-32505-1.

[27] Parupalli Srinivas Rao, "The Role of English as a Global Language," *Reserach Journal of English (RJOE)* 4, no. January (2019): 65–79, https://www.rjoe.org.in/vol4iss1.html.

[28] Taufiq Effendi and Ichwan Suyudi, "The Impacts of English National Examination in Indonesia," *Advances in Social Science Education and Humanities Reasearch (ASSEEHR)* 82, no. Conaplin 9 (2017): 236–39, https://creativecommons.org/licences/by-nc/4.0/.

4. COVID-19 Pandemic

a. The Nature of COVID-19 Pandemic

Coronavirus disease 2019 (COVID-19) pandemic is an ongoing problem in more than 200 countries in the world.[29] The new coronavirus SARS-CoV-2 (COVID-19) pandemic is unprecedented in recent history, with global impacts including high rates of mortality and morbidity, and loss of income and sustained social isolation for billions of people.[30] COVID-19 outbreak has impacted societies around the world. Additionally, Muhyiddin and Nugroho stated that this pandemic has become a significant threat to human physical and mental health and dramatically affects everyday life with psychosocial implications on a global scale.[31]

Coronavirus disease (COVID-19) is an illness caused by a novel coronavirus now called severe acute respiratory syndrome corona virus 2.[32] The virus infected human and animals respiratory system. These symptoms may range from headache, fatigue with pain and aches, cough, sore throat to high fever, GI distress,

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[29] Muhammad Khifzhon Azwar and Siti Setiati, "COVID-19 and Indonesia," *Acta Medica Indonesiana* 52, no. 1 (2020): 84–89, https://www.researchgate.net/publication/340645813.

[30] Amy Dawel et al., "The Effect of COVID-19 on Mental Health and Wellbeing in a Representative Sample of Australian Adults," *Frontiers in Psychiatry* 11, no. October (2020): 1–8, https://doi.org/10.3389/fpsyt.2020.579985.

[31] Muhyiddin and Hanan Nugroho, "Indonesia Development Update A Year of Covid-19 : A Long Road to Recovery and Acceleration of Indonesia ' s Development Indonesia Development Update A Year of Covid-19 : A Long Road to Recovery and Acceleration of Indonesia ' s Development," *The Indonesian Journal of Development Planning* V, no. 1 (2021): 1–19, https://doi.org/10.36574/jpp.v5i1.

[32] Endeshaw Chekol Abebe et al., "The Newly Emerged COVID-19 Disease : A Systemic Review," *Virology Journal* 17, no. 96 (2020): 1–8.

diarrhea, nausea, myalgia, dyspnea, lymphopenia, difficulty in breathing and pneumonia.[33]

The conclusion, COVID-19 pandemic is global health crisis that attacks the respiratory system of human and animal with certain symptoms such as headache, colds, fever, cough, diarrhea, myalgias, and difficult to breathe that become a deadly virus.

b. Historical COVID-19 Pandemic

The dangerous outbreak of *corona virus disease* was first discovered in Huanan Seafood Wholesale, Wuhan, Hubei, China that sold fish, poultry and bird. This case was observed as of December 8th and the cluster was first identified on Desember 31st.[34] At that time, around 300 cases in Wuhan believed to have been infected by this virus. Furthermore, the disease traveled to other countries, such as Thailand, Japan, Republic of Korea, Viet Nam, Germany, United State, and Singapore.[35] In less than three months, the disease has infected more than 126,000 people in 123 countries and continues to rapidly spread. Finally, on 11th March 2020 WHO stated that COVID-19 outbreak as a "pandemic public health menace".[36]

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[33] Muhammad Fayyaz et al., "Novel Coronavirus Disease (COVID-19) Pandemic : A Recent Mini Review," *Computational and Structural Biotechnology Journal* 19 (2021): 612–23, https://doi.org/10.1016/j.csbj.2020.12.033.

[34] Sidney Osler, "Coronavirus Outbreak," *American Bar Association and a Committee of Publishers and Associations.*, 2020, 1–83, https://www.pdfdrive.com.

[35] Yi-chi Wu, Ching-sung Chen, and Yu-jiun Chan, "The Outbreak of COVID-19 : An Overview," *Journal of Chinese Medical Association*, 2020, 217–20, https://doi.org/10.1097/JCMA.0000000000000270>Wu.

[36] Nadia Mahmoud and Tawfiq Jebril, "World Health Organization Declared a Pandemic Public Health Menace : A Systematic Review of the Coronavirus Disease 2019 ' COVID - 19 ,'"

In Indonesia, the first confirmed *Coronavirus* disease 2019 (COVID-19) case was a female who had close contact with the 24th confirmed case in Malaysia, with the second case being the mother of the first case.[37] Nowadays, the total cases have risen in Indonesia are around 4.2 million cases and 414,000 death related to this disease. Indonesian government also has carried out many policies and strategies to stop the spread of COVID-19 such as the implementation of self-quarantine for the entire community in the initial COVID-19 policy, physical distancing and social distancing, large-scale social restriction policy (PSBB) and enforcement of restriction on community activities (PPKM).

This COVID-19 pandemic has had many impacts on all aspects, especially in education. The learning system that was previously face-to-face learning was replaced with online learning system. Indeed, at the beginning the spread of COVID-10, learning at school ranging from kindergarten, elementary school, junior high school, senior high school, and university level was canceled for an undetermined time limit in order to prevent the spread of COVID-19. However, since September 2021 the number of COVID-19 transmissions has decreased. Thus the government has issued a

International Journal of Psychosocial Rehabilitation 24, no. 9 (2020): 2784–95, https://doi.org/10.37200/IJPR/V24I9/PR290311.

[37] Dewi Susanna, "When Will the COVID-19 Pandemic in Indonesia End ?," *National Public Health Journal* 15, no. 4 (2020): 160–62, https://doi.org/10.21109/kesmas.v15i4.4361.

policy to allow students back to school with a limited face-to-face learning system.

B. Review of Related Findings

In this part, the researcher shows several prior researches that related to this research, namely:

First, the research by Ridho, Sawitri and Amatulloh was about students' perception toward Google Classroom application in EFL classroom. This research employed descriptive qualitative research by using two instruments that questionnaire and interview. The participants involved 30 students in eighth semester of English department in Majalengka, West Java and 5 students as the participants in interviewers. The finding shows that Google Classroom is an effective tool for learning and most of participants responded positively and accepted Google Classroom as a simple and meaningful learning platform to learn without face-to-face interaction. The researchers also found the benefits and challenges toward Google Classroom in EFL classroom. Internet connection is the biggest problem faced by most participants.[38]

Second, the research discovered by Oktaria and Rahmayadevi about students' perception of using Google Classroom during the COVID-19 pandemic. The research used quantitative descriptive method through online questionnaire and online deep interview as the instrument. This study collected data through the analysis of students' perceptions based on

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[38] Dede Muhammad Ridho, Iin Dinda Sawitri, and Nurcica Adzkia Amatulloh, "Students' Perception toward Google Classroom Application in Efl Classroom," 2019, 1325–32, https://prosiding.unma.ac.id/index.php/semnasfkip/article/download/194/192.

their personal experience during online learning.[39] The finding result showed that 60.5% of participants agree that Google Classroom was helpful within the factor of usefulness, while the easiness experience when using 65.25% of participants agree the application was easy to use, the next ease of learning factor also agree that to learn to use the app 55.05% of students went through easiness and 54.82% of the students' experience that they are satisfied.

Third, the research came from Laksana. The aim of this research is about the implementation of online learning during COVID-19 pandemic especially in finding student perception in areas with minimal internet access. This research employed qualitative descriptive method that conducted by involving 97 respondents from private campus in East Nusa Tenggara. The result of the research showed that students have different perceptions of the administration of online learning. The positive side obtained from students' statement is the ease in carrying out lectures, maximum interaction, and good feedback given by lecturer. However, the negative side includes of limited network usage, expensive quotas, and network electricity that is often interrupted.[40]

Fourth, the research by Tay, Lee, and Ramachandran about implementation of online home-based learning and students' engagement

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[39] Annafi Annanda Oktaria and Laksmita Rahmayadevi, "Students' Perceptions of Using Google Classroom During the Covid-19 Pandemicc," *International Journal of Educational Management and Innovation* 2, no. 2 (2021): 153, https://doi.org/10.12928/ijemi.v2i2.3439.

[40] Dek Ngurah and Laba Laksana, "The Implementation Of Online Learning During Covid-19 Pandemic : Student Perceptions In Areas With Minimal Internet Access," *Journal of Education Technology* 4, no. 4 (2020): 502–9, https://ejournal.undiksha.ac.id.

during the COVID-19 pandemic: a case study of Singapore mathematics teachers. The researcher used qualitative study that consists of eight mathematics teachers from two elementary and two secondary schools as participants. There are two implication findings of the research. In teachers' consideration implication, teachers need to make deliberate and consistence efforts to monitor students' engagement and progress, teacher use a variety of software applications for their lesson delivery, and teacher need continuous PD to understand how to more effectively use instructional strategies and technological affordances for meaningful learning with technology. Furthermore, the implications in students factor are expand online learning spaces to include social network platforms for students to continue discussion beyond lesson time and inculcate students with skills and habits for learning online and face-to-face context.[41]

Fifth, According to the researcher by Humaira, Asbah, and Adyati about investigating the effect of blended learning activities in teaching reading at second grade senior high school which take place in MAN 2 Model Mataram, the method use is experimental research that consists of 477 students at second grade in MAN 2 Model. The researchers found that blended learning has positive effect in teaching reading and effective used to teach the students in MAN 2 Model Mataram. From 76 students which divided into two groups, the experimental group got the higher

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[41] Lee Yong Tay, "Implementation of Online Home-Based Learning and Students ' Engagement During the COVID-19 Pandemic : A Case Study of Singapore Mathematics Teachers," *The Asia-Pacific Education Researcher* 30, no. 3 (2021): 299–310, https://doi.org/10.1007/s40299-021-00572-y.

score than control group. The means score of experimental group was 14, 21 higher than control group was 8, 42, it showed that the spread of subject's score of experimental group was close to each other.[42]

Sixth, the research discovered by Talis, Akib, and Baso. This aimed to identify the students' perception toward implementing blended learning method in English language teaching (ELT) at 5th semester students of English education department. This research employed qualitative descriptive method that consisted of questionnaire and interview. The finding result showed that the respondent gave positive responses toward implementing BL method in ELT. The positive judgment from the respondents came from their experience in learning by receiving BL method.[43] It can be seen from students' benefits from this method; they got more active and responsible in learning. Moreover, the blended learning methods also improve the communication with lecturer, not only face-to-face learning but also online learning

Seventh, the research by Simbolon was about EFL students' perception of blended learning in English language learning course: learning experience and engagement. The research used quantitative research. The result of the research showed that students positively

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[42] Aty Adyati, Humaira, and Asbah, "Investigating the Effect of Blended Learning Activity in Teaching Reading at Second Grade Senior High School," *Journal of English Language Teaching and Linguistics* 11, no. 1 (2018): 30–46, https://www.researchgate.net/publication/332579111_Investigating_the_Effect_of_Blended_Learning-Activity_in_Teaching_Reading_at_Second_Grade_Senior_High_School.

[43] Sri Sherli Novianti Talis, Erwin Akib, and Farisha Andi Baso, "The Students' Perception toward Implementing Blended Learning Method in English Language Teaching (Elt) at the 5," *Jurnal Keguruan Dan Ilmu Pendidikan (JKIP)* 5, no. 1 (2018): 37–51, https://www.researchgate.net/publication/326732132%0A.

perceived their learning experience in blended learning.[44] However, this research also has a problem in online session of blended learning included the lack of clarity about the learning task.

The last, the research discovered by Tupas and Laguda. This aimed to identify the effectiveness of blended learning in the educational system to help the Philippines in the new normal. The method employed was document analysis by qualitative research that focused on the literature review to survey the effectiveness of blended learning in the education system. Based on that, the final result found that blended learning in the new normal due to this COVID-19 can help save the country's educational system. Several benefits of blended learning approach by Filipino such students have no particular guideline when to study and able to draw resources as many as necessary and students can pick a task that best suits his or her learning level and style.[45]

According to prior researches above, there are two researches that show about students' perceptions in using a kind of online learning platform is Google Classroom. Then, two other researches show about online learning platform use during pandemic COVID-19 in Indonesia (Ease Nusa Tenggara) and other country namely Singapore that recognized

[44] Nurmala Elmin Simbolon, "Journal on English as a Foreign Language EFL Students ' Perceptions of Blended Learning in English Language Course : Learning Experience and Engagement," *Journal on English as a Foreign Language* 11, no. 1 (2021): 152–74, https://doi.org/10.23971/jefl.v11i1.2518.

[45] Fernan Peniero Tupas and Marilyn Linas-laguda, "Blended Learning – An Approach in Philippine Basic Education Curriculum in New Normal : A Review of Current Literature," *Universal Journal of Education Research* 8, no. 11 (2020): 5505–12, https://doi.org/10.13189/ujer.2020.081154.

English as the foreign language. While, another researches discover about the applications of blended learning in Indonesia and Philippines during Pandemic COVID-19. Thus, the similarity to this research is to describe and analyze how the uses of the learning platform are during Pandemic COVID-19. In other hand, the differences of this research are to show the result finding of English learning platform in Indonesia.

CHAPTER III
RESEARCH METHODOLOGY

A. The **Research Design**

The method in this research was descriptive qualitative method. The researcher conducted this research to analysis how students' perceptions of toward blended learning method in English language learning are. Based on data above, the researcher tried to describe students' perception toward blended learning method in English language learning during COVID-19 pandemic at X grade in MAN 1 Padangsidimpuan. The researcher also tried to explain how the students' perceive toward blended learning method in English class during Pandemic COVID-19 are.

B. The Location and Time of the Research

This research conducted in MAN 1 Padangsidimpuan. It is located at Sutan Soripada Mulia Street, Sub-District of Wek II, District of North Padangsidimpuan, and Province of North Sumatera. The time of research was from January 2021 until finish.

C. The Subject of the Research

In this part, there were 11 Parallel classes. Every class consisted of 36 students. The total of the subjects were 396 students. The researcher took 10% of the total subjects randomly to be the respondents to the questionnaire and 20% of main subject to be the informants. Thus, the main subjects of this researcher were 40 students.

To meet the respondents for questionnaire, the researcher described some characteristic of respondents. The characteristic were the students of X grade in MAN 1 Padangsidimpuan and the students use blended learning as a media in English language leaning. Meanwhile, the characteristics of the informant for interview consisted of 3 active students, 3 neutral students, and 3 passive students that recommended by the teacher.

D. Technique of Collecting Data

Data collection aim to measure information for answering the result and evidence of research study. Data collection is also the important part in the research to give real evidence of the research. In this study, the technique of collecting data divided into two, namely questionnaire and interview.

1. Questionnaire

Pursuant to Kabir, a questionnaire is a research instrument consisting of the series of questions and other prompts for the purpose of gathering information from respondent.[46] In other word, questionnaire means to obtain specific information from respondents.

In this research, the questionnaire used likert scale in measuring opinion, attitude, and perception of students about online English leaning platform. Likert Scale is a psychometric scale commonly involved in research that employs questionnaires to measure social

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[46] Syed Muhammad Sajjad Kabir, "Methods of Data Collection," *ResearchGate*, 2006, 201–76, https://doi.org/10.1097/00006527-199406000-00014.

attitudes.[47] Likert Scale has several levels of score agreement such Strongly Agree (SA), Agree (A), Neutral (N), Disagree (D), and Strongly Disagree (SD). It also has different scores on each level of agreement:

a. Level for "Strongly Agree (SA)" has 5 score

b. Level for "Agree (A)" has 4 score

c. Level for "Neutral (N)" has 3 score

d. Level for "Disagree (D)" has 2 score

e. Level for "Strongly Disagree (SD)" has 1 score

Table 1

Classification of Likert Scale

No	Scale	Symbol	Score
1.	Strongly Agree	SA	5
2.	Agree	A	4
3.	Neutral	N	3
4.	Disagree	D	2
5.	Strongly Disagree	SD	1

This instrument helped the researcher in getting the information which related to purpose the research. The questionnaire sheet formed by the indicators of students' perception from the theory of Robbins. In addition, the researcher asked some questions that are closed ended statement.

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[47] S Roopa and MS Rani, "Questionnaire Designing for a Survey," *Journal of Indian Orthodontic Society* 46, no. 4_suppl1 (2012): 273–77, https://doi.org/10.1177/0974909820120509s.

Table 2

Indicators of perception toward blended learning method

No	Indicators of Perception	Item	Number of Question
1.	Absorption of the external stimuli or objects	4	1,2,3,4
2.	Understanding of the object	5	5,6,7,8,9
3.	Individual assessment or evaluation of the object	4	10,11,12,13

Based on the table above, the researcher had made 13 statements in questionnaire sheet that adapted by Lalima, Kiran, and Hariman theories'. The questionnaire divided into three indicators which in Absorption of the external stimuli or objects indicator had four statements, understanding of the object indicator had five statements, and individual assessment or evaluation of the object indicator had four statements.

The researcher applied the questionnaires by doing these following processes:

a. The researcher prepared the questionnaires about students' perceptions toward blended learning method in English language learning during COVID-19 Pandemic.

b. The researcher collected all participants in a class.

c. The researcher distributed answer sheet to students and informed the objective of questionnaires.

d. Finally, the researcher collected the data to classify the data from the students.

2. Interview

In this research, respondents did interview directly with the researcher one by one in the class. The researcher used structure interview that contained of 4 questions. The question included of their feeling in learning toward blended learning method, perception about implementation of blended learning in the class, the problem they faces in blended learning

The steps of technique data collection for interview were following below:

a. The researcher prepared a set of interviews' question.

b. The researcher told all participants to ask willingness to conduct interview.

c. The researcher interviewed participants to take the data.

d. Finally, the researcher interpreted the data.

E. **The Technique of Data Analysis**

In general, data analysis is the science of examining raw data with the purpose of drawing conclusions about the information.[48] The purpose of

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analysis was to interpret and hence, convert the data into a story that described the phenomenon or the participants' views, using the perspective. Data analysis presented in a summarize form without losing the relevant information.

In this research, the data here obtained by questionnaire and interview such the technique below:

1. **Data analysis from questionnaire**

The questionnaire used qualitative method. This was applied to investigate how students perceives blended learning method in English language learning during COVID-19 pandemic.

There were several ways to analysis the data from the questionnaire:

a. The researcher collected the data and gave the score to all participant answers by using term of likert scale below:

1) 5 score for the answer of "Strongly Agree (SA)"

2) 4 score for the answer of "Agree (A)"

3) 3 score for the answer of "Neutral (N)"

4) 2 score for the answer of "Disagree (D)"

5) 1 score for the answer of "Strongly Disagree (SD)"

https://www.researchgate.net/publication/294085524_Data_Analysis_in_Business_Research_Key_Concepts.

b. The researcher analyzed the mean score of the responses based on the mean score formulation by Gay, as following:[49]

$$x = \frac{\sum x}{N}$$

Description:

x : Mean

$\sum x$: Total Raw Score

N : Total number of the students

c. The researcher analyzed the grand mean score of the participants. The formula used:

$$X = \frac{\sum x}{N}$$

Description:

X : Grand mean

$\sum x$: Total Raw Score

N : Total item of questionnaire

d. The last, the result interpreted the interval score of the students' responses on the questionnaire based on the interval score by Sugiyono:[50]

Interval Score	Category
0-2	Strongly disagree
2,1-2,5	Disagree
2,6-3	Undecided
3,1-3,5	Agree

[49] Gay.L.R, *Educational Research*, 10th Editi (Pearson, 2012), https://yuli-elearning.com/pluginfile.php/4831/mod_resource/content/1/Gay-E Book Educational Research-2012.pdf.

[50] D. Sugiyono, *Metode Penelitian Kuantitatif, Kualitatif, Dan Tindakan* (Bandung: ALFABETA, CV, 2013), https://tuturilmu.com/download-buku-metode-penelitian-dr-sugiyono/.

3,6-4	Strong Agree

2. **Data Analysis from Interview**

There were several procedures to analyze the observation data that following below:

a. Transcribed Data Recording

After do interview with participants, the researcher transcribed the recorded data by recording.

b. Annotated the Transcripts

The next step was annotating the transcript mean as the process of coding meaning of the statements and feeling by the participants.

c. Wrote Up The Result

The last, the data that has been obtained wrote up by the researcher to describe the final result of students' perception toward blended learning method in English language learning during Covid-19 Pandemic.

F. The Technique of Checking Trustworthiness

The researcher applied members checking in this research. Member checking was the informant feedback that used to establish the tenet of credibility in trustworthiness. The members were English experts. The explanation of member about data checking explained in appendix.

K. The Outline of the Thesis

The systematic of this research is divided in to five chapters which consist of some sub chapters as follow:

Chapter 1 consists of background of the problem, identification of the problem, problem, formulation of the problem, the purpose of the research, significances of the research, and the systematic of the research.

Chapter 2 consists of theoretical description which contain about some sub theories such as perception, blended learning, and English language learning. It also reviews the related finding and hypothesis.

Chapter 3 consists about methodology of the research which contain of place and time, population and sample, instrument of the research, technique of collecting data and technique of analysis data.

Chapter 4 is the result of the research that consists of analysis data. This chapter contain about description of this data, hypothesis testing, discussion and the threats of the research.

Finally, Chapter 5 contains about giving conclusion in the result of the research and suggestion which given to the students and lecturer by the researcher.

CHAPTER IV
FINDINGS AND DISCUSSIONS

In this chapter, the researcher presented the result of this research about students' perceptions toward blended learning method in English language learning during covid-19 pandemic at X grade in MAN 1 Padangsidimpuan. The chapter divided into two main sections that consisted of findings of the research and discussion of the research.

A. Findings

This section presents about the finding result of students' perceptions toward blended learning method in English language learning during covid-19 pandemic at X grade in MAN 1 Padangsidimpuan. The data has gained by applying the questionnaire and interview as the resources of data that consisted of questionnaire and interview.

1. Questionnaire

In questionnaire section, the researcher took 40 students as the participants and served 13 statements. The statements divides into 3 indicators that explained below:

a. Absorption of external stimuli or object by the five sense individually or together

The first indicator was related to the students' absorptions, how the students given a view before knowing the useful of blended learning method in English language learning during COVID-19

pandemic. Absorption of external stimuli or object included 4 statements.

1) *I think blended learning become the best method nowadays*

Table 3

Blended learning become the best method nowadays

No.	Classification	Total Respondents (N)	Scale	Total Score (X)
1.	Strongly Agree	10	5	50
2.	Agree	12	4	48
3.	Neutral	11	3	33
4.	Disagree	7	2	14
5.	Strongly Disagree	0	1	0
	Total	40		145

Mean (x) : $\dfrac{\sum x}{N}$

$: \dfrac{145}{40}$

$: 3.62$

Table 3 showed that 10 students (25%) said "Strongly Agree", 12 students (30%) said "Agree", 11 students (27.5%) said "Neutral", 7 students (17.5%) said "Disagree", and no student said "Strongly Disagree". From the mean score calculation that is 3.62, students perceptions mean strongly agree about the statement that blended learning become the best method nowadays and students have a positive perception about it. Most of students strongly agree, agree and neutral about blended learning become the best method nowadays because students allow to study at school and mix the

study also at home but some students are disagree about blended learning become the best method nowadays and suggest to do face –to-face learning. Thus, by looking the data percentage above the researcher concludes students perceive that blended learning become the best method nowadays in COVID-19 pandemic.

2) *I think blended learning can increase the understanding in learning process than online learning*

Table 4

Blended learning increase the understanding in learning process

No.	Classification	Total Respondents (N)	Scale	Total Score (X)
1.	Strongly Agree	4	5	20
2.	Agree	8	4	36
3.	Neutral	18	3	54
4.	Disagree	10	2	20
5.	Strongly Disagree	0	1	0
Total		40		130

Mean (x) : $\dfrac{\sum x}{N}$

: $\dfrac{130}{40}$

: 3.25

Table 4 showed that 4 students (10%) said "Strongly Agree", 8 students (20%) said "Agree", 18 students (45%) said "Neutral", 10 students (25%) said "Disagree", and no student said "Strongly Disagree". From the mean score calculation that is 3.25, students perceptions mean agree about the statement that blended

learning can increase the understanding in learning process and students have a positive perception about it. Most of students neutral about blended learning can increase the understanding in learning process than online learning and calculate between strongly agree and agree, there are 12 students have positive perception about it. But, 10 students are disagree that blended learning can increase their understanding in learning process than online learning that means they give negative perception about it. Based on the data percentage above the researcher concludes student perceive that blended learning can increase the students' understanding in learning process than online learning.

3) *I think blended learning can increase students' enthusiastic in learning*

Table 5

Blended learning increase students' enthusiastic in learning

No.	Classification	Total Respondents (N)	Scale	Total Score (X)
1.	Strongly Agree	2	5	20
2.	Agree	14	4	56
3.	Neutral	13	3	39
4.	Disagree	11	2	22
5.	Strongly Disagree	0	1	0
Total		40		137

Mean (x) : $\dfrac{\sum x}{N}$

: $\dfrac{137}{40}$

: 3.42

Table 5 showed that 2 students (5%) said "Strongly Agree", 14 students (35%) said "Agree", 13 students (32.5%) said "Neutral", 11 students (27.5%) said "Disagree", and no one student said "Strongly Disagree". From the mean score calculation that is 3.42, students perceptions mean agree about the statement that blended learning can increase students' enthusiastic in learning and students have a positive perception about it. Most of students a neutral about this statement and in calculating between strongly agree and agree, there are 16 students give the positive perceptions about it. Meanwhile 11 students disagree about blended learning increase students' enthusiastic in learning that means give negative perception about it. Based on thus data percentage result, the researcher concludes students perceive that blended learning can increase students' enthusiastic in learning.

4) *I think blended learning is more economical*

Table 6

Blended learning is more economical

No.	Classification	Total Respondents (N)	Scale	Total Score (X)
1.	Strongly Agree	2	5	10
2.	Agree	16	4	64
3.	Neutral	17	3	51
4.	Disagree	2	2	4
5.	Strongly Disagree	3	1	3
	Total	40		132

$$\text{Mean (x)} : \frac{\sum x}{N}$$

$$: \frac{132}{40}$$

$$: 3.3$$

Table 6 showed that 2 students (5%) said "Strongly Agree", 16 students (40%) said "Agree", 17 students (42.5%) said "Neutral", 2 students (5%) said "Disagree", and 3 students (7.5%) said "Strongly Disagree". From the mean score calculation that is 3.3, students perceptions mean agree about the statement that blended learning is more economical. Most of students agree and neutral about blended learning is more economical because students only come three day to study at school and three other days study at home that means students give positive perception about it. Some students disagree and strongly disagree about blended learning is more economical. According to the result of data percentage, the researcher concludes students perceive that blended learning is more economical.

b. Understanding the object that occur in the brain

The second indicator is about the students' point of view after knowing the object, where in this situation means the students' perceptions toward blended method in English language learning

during COVID-19 pandemic. The statements include from number 5 until 9.

e. *Students can interact by online and offline with teacher and classmates toward blended learning method*

Table 7

Students can interact by online and offline with teacher and classmates toward blended learning method

No.	Classification	Total Respondents (N)	Scale	Total Score (X)
1.	Strongly Agree	4	5	20
2.	Agree	18	4	72
3.	Neutral	14	3	42
4.	Disagree	4	2	8
5.	Strongly Disagree	0	1	0
Total		40		142

Mean (x) : $\dfrac{\sum x}{N}$

: $\dfrac{142}{40}$

: 3.55

Table 7 showed that 4 students (10%) said "Strongly Agree", 18 students (45%) said "Agree", 14 students (35%) said "Neutral", 4 students (10%) said "Disagree", and no students said "Strongly Disagree". From the mean score calculation that is 3.55, students perceptions mean strongly agree about the statement that students can interact by online and offline with teacher and classmates toward blended learning method and students have a positive perception about it. Most of students agree and neutral

about this statement, but some students strongly agree and disagree. Thus, based on the result of the percentage the researcher concludes students perceive that students can interact by online and offline with teacher and classmates toward blended learning method.

6) *Students can receive the material by online and offline with teacher and classmates toward blended learning method*

Table 8

Students can receive the material by online and offline with teacher and classmates toward blended learning method

No.	Classification	Total Respondents (N)	Scale	Total Score (X)
1.	Strongly Agree	4	5	20
2.	Agree	16	4	64
3.	Neutral	15	3	45
4.	Disagree	5	2	10
5.	Strongly Disagree	0	1	0
Total		40		139

Mean (x) : $\dfrac{\sum x}{N}$

: $\dfrac{139}{40}$

: 3.47

Table 8 showed that 4 students (10%) said "Strongly Agree", 16 students (40%) said "Agree", 15 students (37.5%) said "Neutral", 5 students (12.5%) said "Disagree", and no student said "Strongly Disagree". From the mean score calculation that is 3.47, students perceptions mean agree and neutral about the statement

that students can receive by online and offline with teacher and classmates toward blended learning method and students have a positive perception about it. Most of students agree and neutral about this statement, but some students strongly agree and disagree. Thus, looking from the result of percentage the researcher concludes that students can receive the material by online and offline with teacher and classmates toward blended learning method.

7) *Students can receive the material easily in blended learning method*

Table 9

Students can receive the material easily in blended learning method

No.	Classification	Total Respondents (N)	Scale	Total Score (X)
1.	Strongly Agree	1	5	5
2.	Agree	15	4	60
3.	Neutral	14	3	42
4.	Disagree	8	2	16
5.	Strongly Disagree	2	1	2
	Total	40		125

Mean (x) : $\dfrac{\sum x}{N}$

: $\dfrac{125}{40}$

: 3.1

Table 9 showed that 1 students (2.5%) said "Strongly Agree", 15 students (37.5%) said "Agree", 14 students (35%) said

"Neutral", 8 students (20%) said "Disagree", and 2 students (5%) said "Strongly Disagree". From the mean score calculation that is 3.1, students perceptions mean agree and neutral about the statement that students can receive the material easily in blended learning method and students have a positive perception about it. Most of students agree and neutral about this statement, but some students disagree and strongly disagree. Based on the data percentage, the researcher concludes that students can receive the material easily in blended learning method.

8) *Students are able to access more sources about learning material to improve knowledge*

Table 10

Students are able to access more sources about learning material to improve knowledge

No.	Classification	Total Respondents (N)	Scale	Total Score (X)
1.	Strongly Agree	2	5	10
2.	Agree	19	4	76
3.	Neutral	16	3	48
4.	Disagree	3	2	6
5.	Strongly Disagree	0	1	0
	Total	40		140

Mean (x) : $\dfrac{\sum x}{N}$

: $\dfrac{140}{40}$

: 3

Table 10 showed that 2 students (5%) said "Strongly Agree", 19 students (47.5%) said "Agree", 16 students (40%) said "Neutral", 3 students (7.5%) said "Disagree", and no student said "Strongly Disagree". From the mean score calculation that is 3, students perceptions mean agree about the statement that and students are able to access more sources about learning material to improve knowledge and students have a positive perception about it. Most of students agree and neutral about this statement, but some students strongly agree and disagree Thus, the researcher concludes students perceive that students are able to access more sources about learning material to improve knowledge.

9) *Students are able to choose the time to study about the new information and knowledge in supporting blended learning method*

Table 11

Students are able to choose the time to study about the new

information and knowledge

No.	Classification	Total Respondents (N)	Scale	Total Score (X)
1.	Strongly Agree	2	5	10
2.	Agree	14	4	56
3.	Neutral	20	3	60
4.	Disagree	4	2	8
5.	Strongly Disagree	0	1	0
	Total	40		134

Mean (x) : $\dfrac{\sum x}{N}$

: $\dfrac{140}{40}$

: 3.35

Table 11 showed that 2 students (5%) said "Strongly Agree", 14 students (35%) said "Agree", 20 students (50%) said "Neutral", 4 students (10%) said "Disagree", and no one student said "Strongly Disagree". From the mean score calculation that is 3.35, students perceptions mean agree about the statement that students are able to choose the time to study about the new information and knowledge in supporting blended learning method and students give a positive perception about it. Most of students agree and neutral about this statement, but some students strongly agree and disagree So, based on the result of percentage the researcher concludes students perceive that students are able to choose the time to study about the new information and knowledge in supporting blended learning method.

c. Individual assessment or evaluation of the object

The third indicator is about the students' evaluations in learning. The evaluation comes after the students' application about blended learning method in English language learning during COVID-19 pandemic. There are 4 statements in this indicator. It started from number 10-13.

10) *Students can communicate by online and offline with teacher and classmates toward blended learning method*

Table 12

Students can communicate by online and offline with teacher and classmates toward blended learning method

No.	Classification	Total Respondents (N)	Scale	Total Score (X)
1.	Strongly Agree	3	15	10
2.	Agree	23	4	92
3.	Neutral	11	3	33
4.	Disagree	3	2	6
5.	Strongly Disagree	0	1	0
	Total	40		141

Mean (x) : $\dfrac{\sum x}{N}$

: $\dfrac{141}{40}$

: 3.52

Table 12 showed that 3 students (7.5%) said "Strongly Agree", 23 students (57.5%) said "Agree", 11 students (27.5%) said "Neutral", 3 students (7.5%) said "Disagree", and no student said "Strongly Disagree". From the mean score calculation that is 3.52, students perceptions mean strongly agree about the statement that students can communicate by online and offline with teacher and classmates toward blended learning method and students give a positive perception about it. Most of students agree and neutral about this statement, but some students strongly agree and disagree of it. Thus, by looking from the data percentage the researcher

concludes that students can communicate by online and offline with teacher and classmates toward blended learning method.

11) *Blended learning makes me more active in the class*

Table 13

Blended learning makes students more active in the class

No.	Classification	Total Respondents (N)	Scale	Total Score (X)
1.	Strongly Agree	0	5	0
2.	Agree	10	4	40
3.	Neutral	15	3	45
4.	Disagree	13	2	26
5.	Strongly Disagree	2	1	2
	Total	40		111

Mean (x) : $\dfrac{\sum x}{N}$

: $\dfrac{113}{40}$

: 2.82

Table 13 showed that 0 students (0%) said "Strongly Agree", 10 students (25%) said "Agree", 15 students (37.5%) said "Neutral", 13 students (32.5%) said "Disagree", and 2 students (5%) said "Strongly Disagree". From the mean score calculation that is 2.82, students perceptions mean disagree about the statement that blended learning makes students more active in the class and students give a negative perception about it. Most of students agree and neutral about this statement, but some students disagree and strongly disagree of it. Based on thus result of

percentage, the researcher concludes students perceive that blended learning makes students are passive while learning in the class.

12) *Blended learning can increase students' knowledge about the new things*

Table 14

Blended learning increase students' knowledge about the new things

No.	Classification	Total Respondents (N)	Scale	Total Score (X)
1.	Strongly Agree	2	5	10
2.	Agree	11	4	44
3.	Neutral	20	3	60
4.	Disagree	6	2	12
5.	Strongly Disagree	1	1	1
	Total	40		127

Mean (x) : $\dfrac{\sum x}{N}$

: $\dfrac{127}{40}$

: 3.1

Table 14 showed that 2 students (5%) said "Strongly Agree", 11 students (27.5%) said "Agree", 20 students (50%) said "Neutral", 6 students (15%) said "Disagree", and 1 student (2.5%) said "Strongly Disagree". From the mean score calculation that is 3.1, students perceptions mean agree about the statement that blended learning increase students' knowledge about the new things and students give the positive perception about it. Most of students neutral and agree about this statement, but some students

strongly agree, disagree and strongly disagree of it. Thus, looking from the data percentage the researcher concludes students perceive that blended learning can increase students' knowledge about the new things.

13) *Students can try new technology and application in increase the learning*

Table 15

Students try new technology and application in increase the learning process

No.	Classification	Total Respondents (N)	Scale	Total Score (X)
1.	Strongly Agree	6	5	30
2.	Agree	18	4	72
3.	Neutral	14	3	42
4.	Disagree	2	2	4
5.	Strongly Disagree	0	1	1
Total		40		148

Mean (x) : $\dfrac{\sum x}{N}$

: $\dfrac{148}{40}$

: 3.7

Table 15 showed that 6 students (15%) said "Strongly Agree", 18 students (45%) said "Agree", 14 students (35%) said "Neutral", 2 students (5%) said "Disagree", and no students said "Strongly Disagree". From the mean score calculation that is 3.7, students perceptions mean strongly agree about the statement that students can try new technology and application in increase the

learning process and students give the positive perception about it. Most of students agree and neutral about this statement, but some students strongly agree and disagree and of it. Based on the result of data percentage, the researcher concludes students perceive that students can try new technology and application in increase the learning process.

Grand mean: (X) : $\dfrac{\sum x}{N}$

(X) : $\dfrac{3.62+3.25+3.42+3.3+3.55+3.47+3.1+3+3.35+3.52+2.82+3.1+3.7}{13}$

(X) : $\dfrac{43,2}{13}$

(X) : 3.32

From the data above, it showed that the grand mean score is 3.32 that means students perceive blended learning method in English language learning during Covid-19 pandemic is agree based on the interval score below. It means that students have positive point of view toward blended learning method in English language learning during Covid-19 Pandemic. Students agree that blended learning is suitable to use during Covid-19 Pandemic even thought there are some positive and negative perceptions.

Interval Score	Category
0-2	Strongly disagree
2,1-2,5	Disagree
2,6-3	Undecided
3,1-3,5	**Agree**
3,6-4	Strong Agree

2. **Interview**

The interview was conducted of 9 informants who were considered as representative of problem in this research. In this case, the researcher found that students have positive and negative perceptions toward blended learning method in English language learning during covid-19 pandemic at X grade in MAN 1 Padangsidimpuan. In positive perception, the students said that they enjoyed and got more relaxed to do the learning process. They also said that blended learning helped them to understand the lesson material clearly and it more economical thus they can save their money. Meanwhile, students' negative perception said that the duration time of learning was very quickly and students got less of understanding in receiving the lesson material. Students also felt boring and got less enthusiastic in learning because they could not study with so many students in the class as usual.

B. Discussions

Based on the research findings, the researcher found that the students' perceptions toward blended learning method in English language learning during covid-19 pandemic at X grade in MAN 1 Padangsidimpuan are positive and negative responses. The positive responses came from their feeling while doing blended learning that the students felt enjoy in learning toward blended learning method because could more understand about the lesson material well than using online learning system and also could find more new information

from internet about the lesson material. Moreover, the students also got new experience in learning because students could try new technology and application in increase the learning.

The negative responses came from the problems faced by students such the time of learning was very quickly that made students were less understanding in receiving the lesson material. Then, the students also felt boring while doing online session in blended learning method because the session was less of activities and sometimes the material served by the teacher came lately. Thus, the students were not really active in online session class.

Relating to the previous studies by Humaira, Asbah, and Aty Adyati about the effect of blended learning activities in teaching reading at second grade senior high school which take place in MAN 2 Model Mataram,the result showed that blended learning has positive effect in teaching reading and effective used to teach the students in MAN 2 Model Mataram. It was not really considered with the students' perceptions toward blended learning method in English language leaning during COVID-19 pandemic at X grade in MAN 1 Padangsidimpuan because had different object to research but also had positive responses of blended learning.

Another research discovered by Sri Sherli Novianti Talis, Erwin Akib, and Andi Baso that aimed to identify the students' perception toward implementing blended learning method in English language teaching (ELT) at 5th semester students of English education department. The finding result showed that the respondent gave positive responses toward implementing BL

method in ELT. The positive judgment from the respondents came from their experience in learning by receiving BL method. It can be seen from students' benefits from this method, they got more active and responsible in learning. Moreover, the blended learning methods also improve the communication with lecturer, not only face-to-face learning but also online learning. Based on that, the research was not really considered to this research because the students at X grade in MAN 1 Padangsidimpuan were not really active in learning especially online session but they also could improve their communication with teacher and another student in face-to-face learning and online learning.

Based on Nurmala Elmin Simbolon research, she investigates that the result of the research questions about EFL students' perception of blended learning in English language learning showed that students positively perceived their learning experience in blended learning. However, this research also has a problem in online session of blended learning included the lack of clarity about the learning task. This research also consider with the students' perceptions at X grade in MAN 1 Padangsidimpuan that they also have problem in online session about unclearly schedule of assignment and lesson material.

CHAPTER V
CONCLUSIONS AND SUGGESTIONS

A. Conclusions

Based on the result that has done by the researcher about the students'
perceptions toward blended learning method in English language learning
during covid-19 pandemic at X grade in MAN 1 Padangsidimpuan, the
researcher get the conclusions below:

1. Students have positive and negative perception toward blended learning
   method in English language learning during covid-19 pandemic at X grade
   in MAN 1 Padangsidimpuan. Blended learning helps them to understand
   the lesson material clearly that makes them enjoy in learning. But another
   side, the duration time of learning is very quickly and sometimes students
   are less enthusiastic in learning because they could not study with all
   mates in the class.

2. Students perceive agree perception (X = 3.32) and have positive point of
   view toward blended learning method in English language learning during
   Covid-19 pandemic. Students agree that blended learning method is
   suitable to use during Covid-19 pandemic.

B. Suggestions

Based on the result of data analysis and conclusion, the researcher
would like to give some suggestions as follow:

1. For teacher, the researcher hopes the English teacher could make the
   learning process more creatively in giving the lesson material, so the

students do not feel bored of using the online session in blended learning method.

2. For the students, it is very important to know how the use of the online learning platforms in various features, because the technology will be develop, and still maintain the motivations for learning in this pandemic covid-19.

3. The researcher hopes the future researcher will conduct a research that related to topic of this research and expand more deeply.

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CURRICULUM VITAE

A. Identity

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Place/ Birth   : Binjai/September, 17th 1999

Sex   : Female

Religion   : Islam

Address   : Jl. Letnan Umar Baki No. 362, Binjai City,
                      North Sumatera, Indonesia

A. Parents

Father's name   : Hendri Setiawan

Mother's name   : Nuraini

B. Educational Background

1. Elementary School   : SDN 020252 Binjai   (2011)
2. Junior High School : MTsN Binjai   (2014)
3. Senior High School : SMAN 7 Binjai   (2017)
4. Institute   : IAIN Padangsidimpuan   (2022)

QUESTION LIST OF INTERVIEW

1. What do you feel in learning using blended learning method?
   (Apa yang kamu rasakan belajar menggunakan metode pembelajaran campuran?)
   Answer:

   ………………………………………………………………………
   ………………………………………………………………………
   ………………………………………………………………………
   ……………………………………………

2. Do you like if your teacher implementing blended learning method in the class?
   (Apakah kamu suka jika gurumu mengimplementasikan pembelajaran campuran dikelas?)
   Answer:

   ………………………………………………………………………
   ………………………………………………………………………
   ………………………………………………………………………
   ……………………………………………

3. Do you have any problems in learning using blended learning method during Covid-19 Pandemic?
   (Apakah kamu punya masalah dalam belajar menggukan metode pembelajaran campuran selama pandemi Covid-19?)
   Answer:

   ………………………………………………………………………
   ………………………………………………………………………
   ………………………………………………………………………

4. What are the benefits you get during the implementation of blended learning method in this pandemic?
   (Apa saja manfaat yang kamu dapat selama belajar menggunakan metode pembejaran campuran di masa pandemic ini?)
   Answer:

   ………………………………………………………………………
   ………………………………………………………………………
   ………………………………………………………………………

ANGKET PERSEPSI

**PERSEPSI SISWA TERHADAP PENERAPAN METODE BLENDED
LEARNING DALAM PEMBELAJARAN BAHASA INGGRIS
KELAS 10 DI MAN 1 PADANGSIDIMPUAN**

Nama   :

Kelas   :

Petunjuk :
1. Bacalah pernyatan dibawah ini dengan cermat dan pilihlah jawaban yang benar-benar cocok dengan pilihanmu.
2. Jawablah dengan mmemberikan tanda (√) pada kolom jawaban yang tersedia.

Keterangan :

  SS : Sangat Setuju

  S   : Setuju

  N   : Netral

  TS : Tidak Setuju

  STS : Sangat Tidak Setuju

No.	Pernyataan	SS	S	N	TS	STS
1.	Menurut saya blended learning (daring dan tatap muka) menjadi model pembelajaran terbaik saat ini.					
2.	Menurut saya blended learning (daring dan tatap muka) meningkatkan pemahaman dalam proses pembelajaran.					-
3.	Menurut saya blended learning (daring dan tatap muka) dapat meningkatkan antusias siswa dalam belajar					
4.	Menurut saya blended learning (daring dan tatap muka) lebih menghemat biaya karena siswa hanya belajar 3 hari di sekolah dan 3 hari di rumah.					
5.	Saya dapat berinteraksi secara online dan offline dengan guru dan teman sekelas menggunakan metode blended learning (daring dan tatap muka).					
6.	Saya dapat menerima materi secara secara online dan offline menggunakan metode blended learning (daring dan tatap muka).					
7.	Saya dapat menerima materi pembelajaran dengan mudah dalam menggunakan metode blended learning (daring dan tatap muka).					

8.	Saya dapat mencari lebih banyak sumber materi terkait untuk meningkatkan pengetahuan.					
9.	Saya dapat memilih waktu yang nyaman untuk belajar tentang hal baru dalam mendukung metode blended learning (daring dan tatap muka).					
10.	Saya dapat berkomunikasi secara online dan offline dengan guru dan teman sekelas menggunakan metode blended learning (daring dan tatap muka).					
11.	Blended learning (daring dan tatap muka) membuat saya lebih aktif belajar di kelas.					
12.	Blended learning (daring dan tatap muka) meningkatkan wawasan saya tentang hal baru.					
13.	Saya dapat mencoba berbagai teknologi dan aplikasi baru dalam meningkatkan pembelajaran.					

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ANALYSIS INTERVIEW

Based on the interview, the students' perceptions toward blended learning method in English language learning during COVID-19 pandemic were very helpful and effective for students in MAN 1 Padangsidimpuan especially at X grade. There were 4 questions in interview that included of their feeling in learning toward blended learning method, perception about implementation of blended learning in the class, the problem they face in blended learning method and the benefit that they get in learning during pandemic. There were 9 informants that consisted of RW, YAF, RP, RA, WS, QA, ZMS, US, and RSH.

1. Students' Feelings in Learning Toward Blended Learning Method

    Based on informants' answer, there were 6 informants gave the same perception about it. They were US, RSH, RW, YAF, RP, and ZWS. They felt happy in learning toward blended learning method.

    The interview as follow:

a) Researcher   :"What do you feel in learning using blended learning   method?"
    US   : "I am happy. I can get much new information about the lesson material in internet."

    RSH   : "Actually, I am happy because blended learning is helping me more in learning than online learning, especially in offline session. But in online session, I feel difficult to understand the lesson material."

    RW   : "I feel happy because especially in offline, I can meet and study together with my friend in the class. The teacher also explains the material clearly. Thus,

we can more understand. But sometimes in online session, there is no home work and less of activity."

YAF : "I am happy because I can be more independent to study."

RP : "I am feeling happy because in this pandemic government should limitation the learning process at school."

ZMS : "I feel happy. I can meet and study together with my friends in the class. So, I get more motivate to study."

In another side, 3 informants felt unhappy to do blended learning method in learning process. They are QA, RA, and WS. Students were unhappy because they could not study with all students in the class. Thus, some of students felt less motivation in study.

The interview as follow:

a) Researcher : "What do you feel in learning using blended learning method?"

QA : "Hmm… I fell unhappy because my close friends are in other session. So, if going home I must be alone. That's make me unmotivated to leaning.

RA : "Just so so but I think I don't like this method."

WS : "Actually I am bad and I do not like this method. It cause I can not meet with all friends in the class. As we know sist... in blended learning there are 2 session offline and online, then we also divide into 2 groups. So, I feel less motivate to learn in the class.

Based on that interview, the researcher concluded that students mostly happy and enjoy in learning using blended learning method. The students also could be more understand in learning than using online learning system. But the students also feel less motivate in

learning because the online session class were less of activity and another reason stood that the learning situation was not same as usual, which only half students attended the class for each session.

2. Students' Perceptions about Implementation of Blended Learning in the Class

There were 5 informants gave the positive responses about the implementation of blended learning. They are US, RSH, QA, RA, and WS. They enjoyed the implementation of blended learning and more economical because students only come 3 days do face to face learning at school and 3 days do online learning at home.

The interview as follow:

b) Researcher : "Do you like if your teacher implementing blended learning method in the class?

US : "Yes, I like it sist. Because we learn a day in online and a day in offline, so I get more relax. It is also easier to do homework."

RSH : "Of course, I like sist. Blended learning is not too complicate. I feel more enjoy in this learning."

QA :"Yeah I like sist, because in full offline session as usual sometimes I feel tired. But if like this, only 3 days come to school is more enjoy and I can save my money."

ZMS : "I like it because I can learn with other friends.

WS : "Yes, I like because it is more relaxed."

Meanwhile, 4 other students do not like the implementation of this method. Their reasons stood that students got many problems in blended learning method so some of them dislike this implementation.

The interview as follow:

b) Researcher : "Do you like if your teacher implementing blended learning method in the class?

   RW : "I do not like the implementation of this method because of I get many problems in learning. Thus, I prefer to do offline learning although many homework but clear."

   YAF : "I am not really like this. I get lost understanding about the material then the duration time in learning also less then usual."

   RP : "Not really, because of the students divide into 2 groups so I can not study with all my friends in the class."

   RA : "I do not like this method sist, because especially in online sometimes we do not get material for study and no activity also no class.

Based on thus interview, the researcher concluded that students mostly liked the implementation of blended learning. It caused in blended learning method students only come 3 days to study at school and 3 other days do online session at home, which mean students could be more relaxed and enjoyed in learning. The students also could save their money. In other hand, some of students dislike this method because less activity. Thus, students also got less understanding. Then, students prefer to do offline learning although many homework but clear.

3. Students' Problems Toward Blended Learning Method

The next was problems that students' face in blended learning method. Based on informants' answer, there were several problems that students face in blended learning. The problems were such less understanding material, less activities in online session and poor connection for doing online session.

The interview as follow:

c) Researcher : "Do you have any problems in learning using blended learning method during Covid-19 Pandemic?"
US : "Yes of course. Sometimes I feel boring at home, especially after doing the task. I do not understand well the material. It means like this sist, if we study as usual by full offline learning, it may sometimes we do not understand the material well or we get hard to understand it. But now, we combine between offline and online... of course we get problems in understanding the material."

RSH : "I have sist... like hard to understand the material"

RW : "Yes sist… If in online, our teacher give the task but I do not understand material that serve by the teacher. So, I do not understand the way to do the task. After that in offline, because I do not understand the way to do the task, I do not finish my task. Then I get punishment."

YAF : "My problem is I get poor connection at home to do online session. Then in offline, the time to learning is too quickly. So I do not really understanding the material."

RP : "I get hard to understand because I just receive the material in virtual class. The task sometimes also serves in late, even at night.

QA : "For me, I get problem in online. Sometimes I do not really understand the material well."

ZMS : "Yes, I have sist. According to me, I do not really understand about the material. I also feel less motivation in learning because not all students study in the class."

RA : "Hmm... I have sist. It is such as less study time, so I often late to fill absent in the class."

WS : "I fell like less motivation in learning, sist. That is my problem.

Based in that interview, the main problem was students got less understood the material. All informants said that they were less understanding in receiving the lesson material because the time of learning was very quickly. Thus, they did not understand well. The next problem was in online session. Some of students said that they felt boring while doing online session in blended learning method because sometimes the lesson material served lately. In addition, a student also got the poor of connection in her home while doing online session.

4. The benefits of Blended Leaning for Students During COVID-19 Pandemic

The last was benefits that students' got in blended learning method. Based on informants' answer, there were several benefits that students got in blended learning. The benefits were such more understand about the lesson material, the material in blended learning method was more clearly than online learning system, student also got more relax in learning, students could find more new information

about the lesson material in internet to increase their knowledge and more economical.

The interview as follow:

d) Researcher : "What are the benefits you get during the implementation of blended learning method in this pandemic?"

US : "I am easy to get the new info, especially about the search the new information about the lesson material."

RSH : "The benefits for me such... I should not wake up early every morning especially for the schedule in online session. I only fill the absent and do the task. But if in offline, I get more understand the material clearly."

RW : "The benefits are such more understand the material then do the task easily."

YAF : "Yeah for me, I can be more independent to study, such to search other information about the material to increase my knowledge and make me more understand it than online learning system."

RP : "I am easy to understand the lesson material and the learning process is more clearly."

QA : "The benefit of blended learning is more relaxed. I enjoyed to study. Then, I can use new application for learning such Google Classroom"

ZMS : "It is like more relax. Then, I can use new application for learning such Google Classroom. The last, I can be more understand the material."

RA : "I can find much new information about the lesson material to increase my understanding. Then, I also can use new application for online learning session such Google Classroom."

WS : "The lesson material is more clearly than online learning system then I also can try and use new application for online session that is Google Classroom."

Based on the interview, most of students said they could more understand about the lesson material and the material in blended learning method was more clearly than online learning system. Then, the student also got more relax in learning because they only came 3 days to school and 3 days other at home. Students also could find more new information about the lesson material in internet to increase their knowledge.

ANALYSIS QUESTIONNAIRE

The students were asked for 13 questionnaires related to their perceptions toward blended learning method in English language learning during COVID-19 pandemic. There were 4 indicators in the questionnaire. The students only gave a checklist in the boxes that has provided. The question was presented in Indonesian language because the suggestion from the validators of the questionnaire it must be translated into Indonesian language. The indicators are following below:

a. Absorption of external stimuli or object by the five sense individually or together

The first indicator was related to the students' absorptions, how the students given a view before knowing the useful of blended learning method in English language learning during COVID-19 pandemic. Absorption of external stimuli or object included 4 questions start from number 1 until number 4.

No	Indicator	Statement	Frequency				
			SA	A	N	DA	SD
1.	Absorption of external stimuli or object by the five sense individually or together	I think blended learning become the best method nowadays.	10	12	11	7	-
		I think blended learning can increase the understanding in learning process than online learning.	4	8	18	10	-
		I think blended learning can increase students' enthusiastic in learning	2	14	13	11	-
		I think blended learning is	2	16	17	2	3

		more economical because students only come 3 days do face to face learning at school and 3 days do online learning at home.				

From all informants responses which are 40 students of X grade in MAN 1 Padangsidimpuan, it gained 10 of the students answered Strongly Agree in blended learning method with the statement "I think blended learning become the best method nowadays". In this statement, the students mostly answered Agree where there were 12 students responded and there was not the students responded Strongly Disagree to the statement. Then, 11 other students responded Neutral and 7 students responded Disagree.

In the second statement, there were 4 students responded Strongly Agree and 8 students answered Agree blended learning can increase the understanding in learning process than online learning. There was not student responded Strongly Disagree but the mostly students answered Neutral with the statement "I think blended learning can increase the understanding in learning process than online learning". There were 18 students responded Neutral. Next, 10 other students answered Disagree.

The third statement is "I think blended learning can increase students' enthusiastic in learning". In this statement, there were 2 students answered Strongly Agree and there was not student responded Strongly Disagree. The students mostly answered Agree

with 14 students choose it and there were 13 responded Neutral. Then, there were 11 students answered Disagree.

The last statement is "I think blended learning is more economical because students only come 3 days do face to face learning at school and 3 days do online learning at home". There were 2 students responded Strongly Agree with the statement and there were 3 students answered Strongly Disagree. Then, there were 16 students responded Agree and there were 2 students answered Disagree. The students mostly answered Neutral where there were 17 students responded with this statement.

b. Understanding the object that occur in the brain

The second indicator is about the students' point of view after knowing the object, where in this situation means the students' perceptions toward blended method in English language learning during COVID-19 pandemic. The students will catch the perceptions individually and it will be different each other. The question is start from number 5 until 9.

No	Indicator	Statement	Frequency				
			SA	A	N	DA	SD
2.	Understanding the object that occur in the brain	I can interact by online and offline with teacher and classmates toward blended learning method.	4	18	14	4	-
		I can receive the material by online and offline with teacher and classmates toward blended learning method.	4	16	15	5	-

		I can receive the material easily in blended learning method.	1	15	14	8	2
		I am able to access more sources about learning material to improve knowledge.	2	19	16	3	-
		I am able to choose the time to study about the new information and knowledge in supporting blended learning method.	2	14	20	4	-

Based on thus data, the result in the first statement "I can interact by online and offline with teacher and classmates toward blended learning method" it showed there were 5 students gave responses Strongly Agree and there was not student answered Strongly Disagree. The students mostly answered Agree where there were 18 students responded with this statement. Then, there were 14 students answered Neutral and 4 students answered Disagree.

The next statement is "I can receive the material by online and offline with teacher and classmates toward blended learning method" and the result showed that the students mostly answered Agree where there were 16 students responses .However, there were 5 students responded Disagree but there was not student answered Strongly Disagree. Then, there were 4 students responded Strongly Agree and 15 other students answered Neutral.

In statement "I can receive the material easily in blended learning method" there was only 1 student responded Strongly Agree. Then, there were 14 students answered Neutral. However, there were

8 students answered Disagree and 2 other students answered Strongly Disagree. The students mostly answered Agree where there were 15 students responded with the statement.

Next, in the statement number four "I am able to access more sources about learning material to improve knowledge" showed that the students mostly answered Agree where there were 19 students responded. Then, there were 2 students answered Strongly Agree but there was not answer Strongly Disagree. There were 16 students responded Neutral while 3 other students responded Disagree for this statement.

The last statement in this indicator is "I am able to choose the time to study about the new information and knowledge in supporting blended learning method". The result showed that there were 2 students responded Strongly Agree with the statement and there was not student answered Strongly Disagree. Then, 14 other students responded Agree for this statement. However, there were 4 students answered Disagree. The students mostly answered Neutral where there were 20 students' responses.

c. Individual assessment or evaluation of the object

The third indicator is about the students' evaluations in learning. The evaluation comes after the students' application about blended learning method in English language learning during COVID-

19 pandemic. There are 4 statements in this indicator. It started from number 10-13.

No	Indicator	Statement	Frequency				
			SA	A	N	DA	SD
3.	Individual assessment or evaluation of the object	I can communicate by online and offline with teacher and classmates toward blended learning method.	3	23	11	3	-
		Blended learning makes me more active in the class.	-	10	15	13	2
		Blended learning can increase my knowledge about the new things.	2	11	20	6	1
		I can try new technology and application in increase the learning.	6	16	16	2	-

Based on thus data, the result in the first statement "I can communicate by online and offline with teacher and classmates toward blended learning method" showed there were 11 students gave responses Neutral. Then, there were 3 students answered Strongly Agree but there was not student answered Strongly Disagree. The students mostly answered Agree, there were 20 students responded agree for this statement.

The next statement is" Blended learning makes me more active in the class". The result of this statement shoed that there was not student responded Strong Agree but there were 10 students responded Agree to this statement. The students mostly answered Neutral where there were 15 students' responses. Then, there were 13 students responded Disagree and 2 other students responded Strongly Agree.

In the statement "Blended learning can increase my knowledge about the new things", the result showed there were 2 students responded Strongly Agree and there was not student answered Strongly Disagree. Then, there were 11 students responded Agree and 6 other students answered Disagree, while the students mostly answered Neutral where there were 15 students responded this statement.

The result of last statement" I can try new technology and application in increase the learning" showed that there were 6 students answered Strongly Agree and there was not students answered Strongly Disagree. However, there were 2 students answered Disagree. The students mostly answered Agree and Neutral where there were 16 students' responses for each scale, there were 16 students answered Agree and 16 other students answered Neutral.

DOCUMENTATION OF RESEACH

29 Desember 2020

Nomor   : 234 /In.14/E.6a/PP.00.9/12/2020
Lamp   : -
Perihal   : **Pengesahan Judul dan Pembimbing Skripsi**

Kepada Yth:
1. **Fitri Rayani Siregar, M. Hum.**   **(Pembimbing I)**
2. **Sri Minda, M. Hum.**   **(Pembimbing II)**

di –Padangsidimpuan

Assalamu'alaikum Wr. Wb.

  Dengan hormat, sehubungan dengan hasil sidang bersama tim pengkaji judul skripsi Program Studi TadrisBahasa Inggris (TBI) Fakultas Tarbiyah dan Ilmu Keguruan IAIN Padangsidimpuan. Maka dengan ini kami mohon kepada Bapak/Ibu agar dapat menjadi pembimbing skripsi dan melakukan penyempurnaan judul bilamana perlu untuk mahasiswa dibawah ini dengan data sebagai berikut:

Nama   : Azza Ayu Nizori
NIM   : 17 20300069
Fak/Prodi   : Tarbiyah dan Ilmu Keguruan/ Tadris Bahasa Inggris
Judul Skripsi : **Students Perception Toward Blended Learning Method in English Language Learning During Covid-19 Pandemic at X Grade in MAN 1 Padangsidimpuan.**

  Demikian disampaikan, atas kesediaan dan kerjasama yang baik dari Bapak/Ibu kami ucapkan terima kasih.

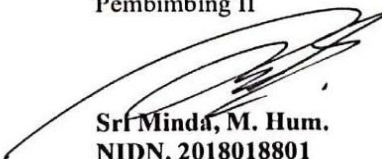Ketua Program Studi Tadris Bahasa Inggris

Fitri Rayani Siregar, M. Hum.
NIP. 19820731 200912 2 004

PERNYATAAN KESEDIAAN SEBAGAI PEMBIMBING

BERSEDIA/TIDAK BERSEDIA
Pembimbing I

Fitri Rayani Siregar, M. Hum.
NIP. 19820731 200912 2 004

BERSEDIA/TIDAK BERSEDIA
Pembimbing II

Sri Minda, M. Hum.
NIDN. 2018018801

SURAT KETERANGAN
Nomor : 321/Ma.02.20.01/PP.00.6/04/2022

Yang bertanda tangan di bawah ini :

Nama	: Dra. Hj. Wasliah Lubis, S.Pd. MA
NIP	: 196507081991032003
Pangkat/Gol	: Pembina Tk. I, IV/b
Jabatan	: Kepala Madrasah Aliyah Negeri 1 Padangsidimpuan
Alamat	: Jalan Sutan Soripada Mulia No. 31 C Padangsidimpuan

Dengan ini menerangkan bahwa:

Nama	: Azza Ayu Nizori
NIM	: 1720300069
Program Study	: Tadris/ Pendidikan Bahasa Inggris
Fakultas	: Tarbiyah dan Ilmu Keguruan

benar telah melaksanakan penelitian di Madrasah Aliyah Negeri 1 Padangsidimpuan pada tanggal 07 Januari 2022, dalam rangka pengumpulan data untuk penyusunan skripsi dengan judul : **"Students" Perceptions Toward Blended Learning Method in English Languange Learning During Covid-19 Pandemic at X Grade in MAN 1 Padangsidimpuan.** Sesuai dengan surat a.n. Dekan Wakil Dekan Bidang Akademik, Nomor : B-3140 /In.14/E.1/TL.00/12/2021, tanggal 31 Desember 2021 dengan Hal : Izin Penelitian Penyelesaian Skripsi.

Demikian surat keterangan ini dibuat untuk digunakan sebagaimana mestinya, atas perhatiannya kami ucapkan terimakasih.

Padangsidimpuan, 09 April 2022
Kepala,

Dra. Hj. Wasliah Lubis, S.Pd. MA
NIP. 196507081991032003

Nomor : B - 3140 /In.14/E.1/TL.00/12/2021   31 Desember 2021
Hal : Izin Penelitian
       Penyelesaian Skripsi

Yth. Kepala MAN 1 Padangsidimpuan
Kota Padangsidimpuan

Dengan hormat, bersama ini kami sampaikan bahwa :

Nama   : Azza Ayu Nizori
NIM   : 1720300069
Program Studi   : Tadris/Pendidikan Bahasa Inggris
Fakultas   : Tarbiyah dan Ilmu Keguruan

adalah Mahasiswa Fakultas Tarbiyah dan Ilmu Keguruan IAIN Padangsidimpuan yang
sedang menyelesaikan Skripsi dengan Judul **"Students' Perceptions Toward Blended
Learning Method in English Language Learning During Covid-19 Pandemic at X Grade
In MAN 1 Padangsidimpuan.**

Sehubungan dengan itu, kami mohon bantuan Bapak/Ibu untuk memberikan izin penelitian
sesuai dengan maksud judul diatas.

Demikian disampaikan, atas kerja sama yang baik diucapkan terimakasih.

a.n. Dekan
Wakil Dekan Bidang Akademik

Dr. Ahmad Nizar Rangkuti, S.Si., M.Pd.
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