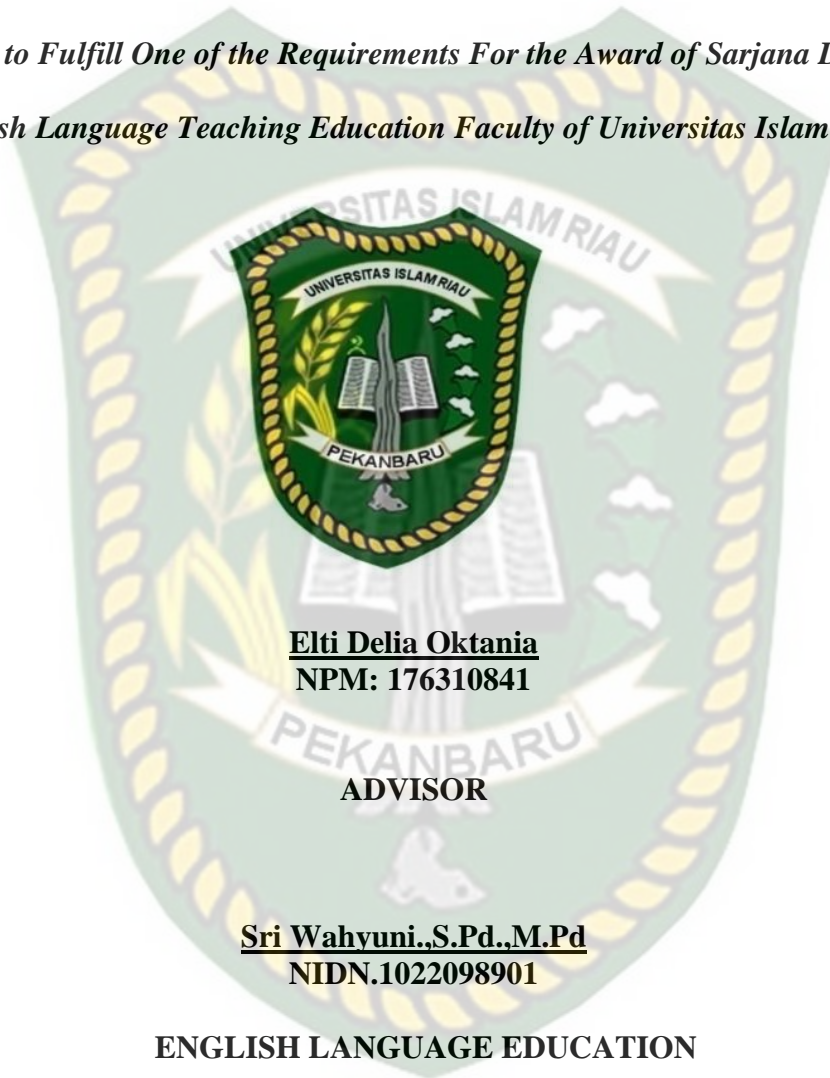


**STUDENTS' PERCEPTION OF BLENDED LEARNING IN SPEAKING ON
PROFESSIONAL CONTEXT SUBJECT DURING COVID-19**

A THESIS

*Intended to Fulfill One of the Requirements For the Award of Sarjana Degree in
English Language Teaching Education Faculty of Universitas Islam Riau*



Elti Delia Oktania
NPM: 176310841

ADVISOR

Sri Wahyuni.,S.Pd.,M.Pd
NIDN.1022098901

ENGLISH LANGUAGE EDUCATION

FACULTY OF TEACHER TRAINING AND EDUCATION

UNIVERSITAS ISLAM RIAU

2020

THESIS APPROVAL

Thesis of ELTI DELIA OKTANIA with students Number 176310841 study program teacher training and education, entitled "STUDENTS' PERCEPTION OF BLENDED LEARNING IN SPEAKING ON PROFESSIONAL CONTEXT SUBJECT DURING COVID-19" This thesis is submitted in partial fulfillment of the requirement for the degree of Teacher Training and Education in Universitas Islam Riau.

This approval is granted and used appropriately

Advisor

Sri Wahyuni.,S.Pd.,M.Pd
NIDN.1022098901

Head of English Language Education

Muhammad Iivas.,S.Pd.,M.Pd
NPK.160702565
NIDN.1021068802
Penata/Lektor/IIIc

The Vice Dean of Academic

Dra.Hj.Tity Hastuti.,M.Pd
NIP.195911091987032002
NIDN.00110959041

LETTER OF NOTICE

We, that the advisor hereby notice that :

Name : ELTI DELIA OKTANIA
Index Number : 176310841
Faculty : Teacher Training and Education
Subject : English Language Education
Study Program : English

Has been completely written a thesis which entitled:
**STUDENTS' PERCEPTION OF BLENDED LEARNING IN SPEAKING ON
PROFESSIONAL CONTEXT SUBJECT DURING COVID-19.**

It has been to be examined. This letter is made to be used as it needed

Pekanbaru, April 2021
Advisor

Sri Wahyuni.,S.Pd.,M.Pd
NIDN.1023127702

THESIS GUIDANCE AGENDA

Thesis guidance has been implemented to :

Name : ELTI DELIA OKTANIA

Student Number : 176310841

Study Program : English Language Education

Faculty : Teacher Training and Education

Advisor : Sri Wahyuni.,S.Pd.,M.Pd

Title : STUDENTS' PERCEPTION OF BLENDED LEARNING
IN SPEAKING ON PROFESSIONAL CONTEXT SUBJECT DURING COVID-19.

No.	Date	Guidance agenda	Signature
1.	10 October 2020	ACC Title	
2.	7 December 2020	Revised chapter 1-3	
3.	4 January 2021	Revised chapter 3	
4.	18 January 2021	Approved to join proposal seminar	
5.	14 February 2021	Join the proposal seminar	
6.	12 March 2021	Revised proposal chapter 4	
7.	23 March 2021	Revised chapter 4	
8.	8 April 2021	Revised chapter 4-5	
9.	15 April 2021	Approved to join kompre	
10.			

Pekanbaru, April 2021
The Vice Dean of Academic

Dra.Hj.Tity Hastuti.,M.Pd

NIP.195911091987032002

NIDN.00110959041

DECLARATION

The undersigned research :

Name : ELTI DELIA OKTANIA
Index Number : 176310841
Place/Date of Birth : Tebing Tinggi, 25 october 1997
Study Program : English Education (S1)
Faculty : Teacher Training and Education

I hereby declare this thesis is definitely from my ideas, except the quotation directly and indirectly which were taken from various sources and mentioned scientifically. The researcher is responsible for the data and fact provided in thesis.

Pekanbaru, April 2021
The Researcher

Elti Delia Oktania
176310841

ACKNOWLEDGEMENT

In the name of Allah Subhanahu wa Ta'ala the Most Gracious and Merciful. First of all, the researcher would like to say grateful to Allah SWT for blessing, strength and health given so that the researcher could finish this thesis entitled "Students' Perception of Blended Learning in Speaking on Professional Context Subject During Covid-19". This thesis is intended to fulfill one of the requirements for the award of Sarjana Degree in English Study Program, Faculty of Teacher Training and Education Universitas Islam Riau.

Peace and salutation always be given to our prophet Muhammad SAW who has guided us from the darkness to the lightness. However, the researcher would like to express deepest gratitude and thanks to all people for the support, guidance, advice, and encouragement that helped the researcher in completing this thesis. It is an appropriate moment for the researcher to the researcher to extend her deepest gratitude to :

1. The deepest and most sincere gratitude to my beloved parents, my father Raja Muda Ardivon, my mother Sulastri and my late mother Almh. Erliati. Especially to my father who always been by my side since I was little after my mother passed away. All those struggles and hardship you have been trough, I promise I will not let all that go in vain. I love you very much and I will never stop being grateful to you for how good and loving you have been to me. I am beyond proud to be your daughter.
2. The researcher's best of the best thesis advisor, Sri Wahyuni.,S.Pd.,M.Pd who has played an enomous role in this thesis. The researcher's gratitude towards her is beyond words. Thank you for all of the supports, patience, advice and experience, Ma'am.
3. Dr.Sri Amnah.,S.Pd.,M.Si as Dean of Fkip UIR and Dra.Hj.Tity Hastuti.,M.Pd as the vice dean of FKIP UIR and all administrative staffs of FKIP UIR Pekanbaru.

4. Muhammad Ilyas.,S.Pd.,M.Pd as the head of English Study Program of FKIP UIR who supported and guided the researcher to complete the thesis.
5. The examiners, Dra.Hj.Syofianis.,M.Ed and Shalawati,S.Pd.i.,MA,TESOL who gave valuable advices and suggestions in completing this thesis.
6. All lecturers of English Study Program at FKIP UIR who had given the researcher a lot of useful knowledge during teaching and learning process.
7. Sincere thanks to my siblings, my big brother Eki Supriadi.,S.Pd, my sisters Endriani Erma.,S.Pd and Efni Sri Aini.,S.Pd who gave me supports to finish this thesis. I am proud to be your little sister.
8. My inner circle a.k.a closest friend of mine ; Anisa, Meli Arsita, Yolla Nuhri Frides. Thank you for being my friend, I could not imagine how my campus life would be without you guys.
9. Thank you to the students of class 4B who has participated in this research.

Finally, this thesis is expected to be able to provide useful insight and information to the readers. The researcher is pleased to accept more suggestion, comments, and supportive feedback for the improvement of this thesis.

Pekanbaru, 14 April 2021

The Research

Elti Delia Oktania
176310841

ABSTRACT

Elti delia oktania.2021. Students' Perception of Blended Learning in Speaking on Professional Context Subject During Covid-19. Thesis. Pekanbaru: English Study Program, Faculty of Teacher Training and Education, Universitas Islam Riau.

Keywords: Students' Perception, Blended Learning, Speaking on Professional Context, Covid-19

This research aims to describe students' perception of blended learning in speaking on professional context subject during covid-19. The population of this study was the fourth semester students of English Department at Universitas Islam Riau, while the sample was selected through questionnaire with interview that consist 47 students and for interview 5 students.

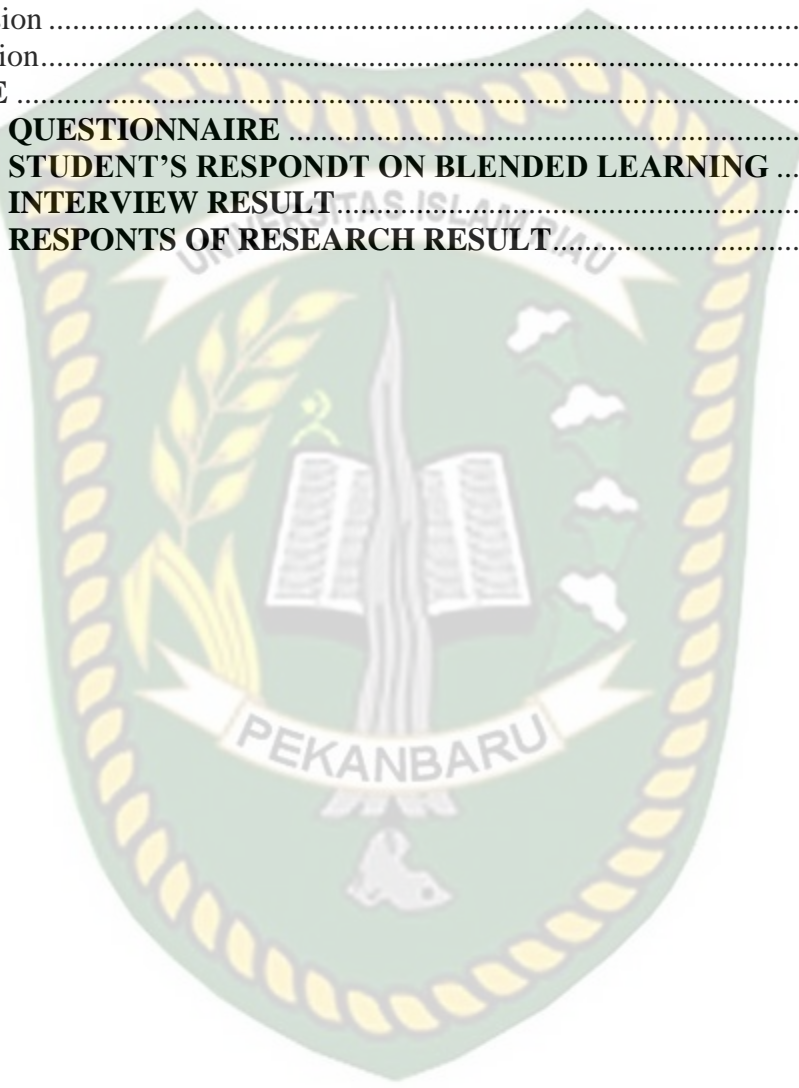
The data were collected from the questionnaire that distributed online through Google Form. The questionnaire adapted by previous research in Indonesia, such as the research from Bagata et al (2020). That consist of three indicators about blended learning; driver, satisfaction, and barrier.

The techniques of data analysis involved collecting the data, presenting the data, and interpreting the data. Responders thought that the driver factors in learning speaking on professional context subject with blended learning were the motivation of students' confidence in communicating online, the availability of learning media such as a good internet network, smartphone, and laptops and the result from driver is 74,5% that mean positif. Then the satisfaction is the ease in terms of time and place and free time in doing the assigned task and the result of satisfaction is 66% that mean positif. the results of the barriers to learning using blended learning are unsupported cellphones or laptops, poor internet network, willingness of internet quota, and pleasant feelings when studying directly with classmates and the result of barrier is 68,1% that mean positif.

TABLE OF CONTENTS

THESIS APPROVAL	i
LETTER OF NOTICE	ii
THESIS GUIDANCE AGENDA	iii
DECLARATION	iv
ACKNOWLEDGMENT	v
ABSTRACT	vii
TABLE OF CONTENT	viii
LIST OF FIGURES	x
LIST OF TABLES	xii
CHAPTER I INTRODUCTION	1
1.1 Background of The Problem.....	1
1.2 Identification of The Problem.....	5
1.3 Focus of The Problem.....	7
1.4 Research Questions.....	8
1.5 Objectives of The Research	8
1.6 Significane of The Research.....	8
1.7 Definition of The Key Term	9
CHAPTER II REVIEW OF RELATED LITERATURE	10
2.1 Review of Related Theory	10
2.1.1 The Definition of Perception.....	10
2.1.2 Aspect of Perception	11
2.2 The Nature of Speaking	12
2.2.1 The Definition of Speaking	12
2.2.2 Aspects of The Speaking Skill	13
2.3 Speaking on Professional Context	13
2.4 Blended Learning.....	14
2.5 Past Studies	15
2.6 Conceptual Framework.....	17
CHAPTER III RESEARCH METHODOLOGY	19
3.1 Research Design	19
3.2 Location and Time of The Research.....	20
3.3 Population and Sample of The Research	20
3.4 The Instrument of The Research.....	20
3.5 Data Collection Techniques.....	21
3.6 Data Analysis Techniques	22
CHAPTER IV RESEARCH FINDINGS	22

4.1 Data Presentation	22
4.1.1 The Result of The Needs Analysis.....	22
4.1.2 Driver of Students' Perception.....	24
4.1.3 Satisfaction of Students' Perception	33
4.1.4 Barrier of Students' Perception.....	41
4.2 Data Interpretation	47
CHAPTER V CONCLUSION AND SUGGESTION	50
5.1 Conclusion	50
5.2 Suggestion.....	50
REFERENCE	52
APPENDIX 1 QUESTIONNAIRE	55
APPENDIX 2 STUDENT'S RESPOND T ON BLENDED LEARNING	59
APPENDIX 3 INTERVIEW RESULT.....	62
APPENDIX 4 RESPONTS OF RESEARCH RESULT.....	68



LIST OF FIGURES

Figure 1 Conceptual framework.....	16
Figure 2 Blended learning meets my needs such as mobility and social communication.....	24
Figure 3 Students who are shy to participate in class, usually feel more comfortable communicating	25
Figure 4 Blended learning service like (wa messages, or note) give me running record of assignments' due date and a description of what is expected.....	26
Figure 5 Blended learning reduces learning cost (e.g. photocopying posters).....	27
Figure 6 Blended learning help me practicing my language skills through conversation	28
Figure 7 Blended learning help me a change to share my writing with my lecturer and peers.....	29
Figure 8 I can improve my listening skill through the audio files uploaded on blended learning	30
Figure 9 Blended learning promotes the effectiveness of efl instruction secondary stage.....	31
Figure 10 Blended learning offers me more opportunities to interact with my lecturer and peers outside classroom	33
Figure 11 Blended learning saves effort and time by doing and submitting assignments electronically	34
Figure 12 When absent, i can easily access class materials and assignments through blended learning	35
Figure 13 Blended learning help me acquiring new english vocabulary	36
Figure 14 Blended learning helps to my reading experience more interesting	37
Figure 15 Blended learning allows me to get immediate feedback from my lecturer.....	38
Figure 16 Blended learning can complement classroom teaching and learning ...	39
Figure 17 I lack access to computers or any mobile devices at home.....	41
Figure 18 Blended learning requires long time to master its use	42
Figure 19 I need to learn some troubleshooting technology task to help my self when using blended learning.....	43
Figure 20 Blended learning on my mobile because the small-sized screen cause my difficulty in navigation and typing	44
Figure 21 I get frustrated by using blended learning because of the slow-speed internet on my mobile.....	45

LIST OF TABLES

Table 3.4.1 Blue print students' perception of blended learning.....	19
Table 3.5.1 The score of students' perception of blended learning.....	20
Table 4.1.1 Research sample	23
Table 4.1.2 Blended learning meeting.....	24



CHAPTER I

INTRODUCTION

1.1 Background of The Problem

In Indonesia, Covid-19 has become a pandemic for the spread of the virus from several countries that have been exposed to the Covid-19 virus. The number of confirmed cases in Indonesia continues to increase, so Indonesia desperately needs procedures for controlling and preventing the Covid-19 pandemic. At present, Indonesia has implemented many policies in controlling and preventing Covid-19.

Some of the ways to control and prevent the spread of the covid-19 virus are by wash your hands regularly, use soap and water, or hand sanitizer made from alcohol, always maintain a safe distance from people who are coughing or sneezing, wear a mask if physical restrictions are not possible, do not touch your eyes, nose or mouth when coughing or sneezing, cover mouth and nose with arms or tissues, do not leave the house if you feel unwell, if fever, cough or difficulty breathing, seek medical help immediately and in breaking the chain of spread of the corona virus also by limiting crowd gatherings and closing crowded places one of them is teaching and learning activities at school.

However, this policy must also be supported by public awareness and a good health system. With the elimination of teaching and learning activities in school students carry out teaching and learning activities through online learning. So that there are problems in learning activities such as disruption of the ineffective

relationship between students and teachers, so that it does not foster emotional close relationships between teachers and students, learning time is also not possible and has a lot of time to come to class physically, online learning often students are given assignments mobile phones in media applications are mostly not focused on doing assignments, they are simultaneously chatting with other students or the like.

The existence of this blended learning problem also affects English learning at the Universitas Islam Riau, which on a daily basis communicates using English. The importance of face-to-face learning for English students is being able to get new vocabulary every day, through communicating with lecturers and classmates. With blended learning, it reduces the meetings between lecturers and students so that students learn speaking on professional context subject during covid-19 with blended learning to through other things and not directly communicate anymore.

Wahyuni (2018) also stated that learning utilized technology give some negative impact related to effective aspect, for example like the students like to learn using that kind device when learning but they were reluctant to learn the lesson. The learning that the author will research focuses on the students of the Faculty of Teacher Training and Education, Department of English, to be precise on the Speaking on Professional Context Subject in 3B is 47 students.

Synchronous e-learning is that instructors feel they have to give verbal instructions at all times in the entire learning process. Marie in Suranto (2009) Synchronous e-learning has more in common with conventional classes compared to asynchronous e-learning which has very minimal instruction. In the application of

Synchronous e-learning and asynchronous e-learning, there are many advantages and disadvantages, but the existence of a consistent interface is a very useful and efficient investment in the learning process where it is not found in asynchronous e-learning.

An asynchronous e-learning is defined by Mayadas in Goodwin (1999) Combine self-study with substantial, rapid, asynchronous interactivity with others. In asynchronous use computer and communication technologies to work with remote learning resource, including coaches and other learners, but without the requirement to be online at the same time.

In 16 meetings using blended Learning, which combines synchronous and asynchronous learning methods, synchronous learning is carried out for 11 meetings and asynchronous learning for 5 meetings. So that learning synchronously is $\frac{11}{16} \times 100 = 68,7\%$ while asynchronous learning is $\frac{5}{16} \times 100 = 31,2\%$.

English is studied by people all over the world, including in Indonesia, and has been studied since elementary school to university. In English learning, there are several components that must be mastered. For example: vocabulary, grammar, speaking, tenses and etc. One of the important components to learn in English is vocabulary. Vocabulary is the basis of learning English, vocabulary is needed in 4 English language skills, namely speaking, reading, writing and listening. In this case, the vocabulary must be able to be mastered and learned every day in order to master the vocabulary to make it easier to learn the 4 skills in English.

In English learning activities at schools which are now using the 2013 curriculum system, students must be able to master vocabulary, especially in everyday languages such as noun, verb, adverb, and adjective. Elementary school students usually have basic skills in English and can continue to higher levels of material to be studied because they already have good vocabulary and understand what the teacher says or write, and they are usually good at speaking or writing various information in English form and express how they feel in speaking English.

During the Covid-19 pandemic, from the activities of students who during blended learning carried out learning activities and at the same time also carrying out other activities via cellphones, a problem arose, namely whether online learning made it easier for students to acquire new vocabulary or vice versa which would only make students neglectful in obtaining new vocabulary every day because in addition to learning there is also entertainment that students enjoy.

But some of these methods also cause problems for students if they do not have good speaking skills and are also very lacking in English vocabulary, but if they continue to be trained this will be able to make students fluent in English. From research conducted on students who choose to major in English, through interviews that will be conducted via google form about students' perceptions of speaking on professional context subject during covid-19 with blended learning. In relation to phenomenon the researcher is interested in concluding a research entitle "The Students' Perception of Blended Learningi Speaking on Professional Context Subject During Covid-19".

1.2 Identification of The Problem

In order to students perceptions of blended learning in speaking on professional context subject during covid-19, there are problems by students in learning English.

First, teaching English that focuses on memorization, spelling the vocabulary and doing the exercise will make students feel bored in learning English. They frequently feel sleepy in the classroom. So, that do not pay attention to teachers explanations. They also ask permission to got out in and make a noisy in teaching and learning.

Second, students have lack of vocabulary mastery in English. It will only make it difficult for students to remember every word in order to when they were studied they do not understant about what the teacher says in english, then they can not remember well too. So, the students thinks that English is difficult subject especially and make them lazy to study English and also easy to feel bored.

Third, in daily learning activities through online learning, students often use their own native language because they are not used to use English and rarely communicate with foreigners using English. Moreover, when the english study begin the student low motivation and make noisy.

Fourth, the problem in learning English is that students have difficulty knowing the meaning of the vocabulary they encounter. Because students are also lazy to look for their meanings and ignore the English words they find.

Fifth, is the lack of willingness of the students themselves to learn, as well as online learning which only focuses on memorization, spelling the vocabulary and do the exercises. This makes students quickly feel bored in learning English.

Sixth, students have lack of vocabulary mastery in English. It will only make it difficult for students to remember every word in order to when they were studied they do not understand about what the teacher says in english, then they can not remember well too. So, the students thinks that English is difficult subject especially in learning vocabulary and make them lazy to study English and also easy to feel bored.

Seventh, students also do not know the benefits of learning vocabulary for learning English, so they think that English is not important for them to learn. In daily learning activities students often use their own native language because they are not used to use English and rarely or have never had to communicate with foreigners using English. Moreover, when the english study begin the student low motivation and make noisy.

Lastly, the problem in learning English is that students have difficulty knowing the meaning of the vocabulary they encounter. Because students are also lazy to look up the meaning in an English dictionary, have difficulty using a dictionary and are also lazy to bring a dictionary to school when learning English. And then the student so easy to forget the word and difficult to remember word.

1.3 Focus of The Problem

This research focuses on obtain to students perceptions of blended learning in speaking on professional context subject during covid-19 by English students at the Universitas Islam Riau.

1.4 Research Questions

The researcher formulates the research problem into the following questions :

- 1.4.1 How is students' perception of blended learning in speaking on professional context subject during covid-19 ?

1.5 Objectives of The Research

In the relation of problem mentioned above, the objectives of the research are :

- 1.5.1 To figure out the students' perception of blended learning in speaking on professional context subject during covid-19.

1.6 Significane of The Research

This research has some valuable contribution as follow:

- 1.6.1 For the students,

To help students to increase their perceptions of blended learning in speaking on professional context subject during covid-19 and make the study of english department students more enjoyable and fun.

1.6.2 For the next researcher,

To give information for future researchers who want to conduct similar study.

1.7 Definition of The Key Terms

In order words to avoid misunderstanding and misinterpretation, it's necessary for the writer give the definition of key terms as follow:

1. Speaking

Johnson in Lia (1981) say that speaking which is popular with term 'oral communication', is an activity involving two or more people in which hearers and speakers have to react to what they hear and make their contributions at a speed of a high level.

2. Blended Learning

Lanham et al in Caner (2005), blended learning combine both traditional face-to-face learning with online learning as well as it connects asynchronous and synchronous online learning technologies.

CHAPTER II

REVIEW OF RELATED LITERATURE

2.1 Review of Related Theory

2.1.1 The Defenition of Perception

Perception is a picture and understanding of messages or information into the human brain. There are some definition by expert :

First, Sugihartono in Jayanti (2007) suggests that perceptionis the brain'sability to translate stimuli or processes totranslating the incoming stimulus into the human sense organs. Human perceptionthere are different points of view in sensing.

Second, Walgito in Jayanti (2008) states that perception is a process of organizing, interpreting stimuli received by organisms or individuals so that it becomes something meaningful, and is an activity that is integrated within the individual.

Third, Rakhmat in Jayanti (2006) states that, perception is the experience of an object, event or relationship obtained by gathering information and interpreting messages. Furthermore, perception is the process of organizing and interpreting a person on what he receives to give meaning to his environment.

2.1.2 Aspects of Perception

Abdel-Maksoud (2019) classified into 3 aspects :

1. Driver is the supportives aspect students' perception of hyrid learning in speaking on professional context subject during covid-19 like the availaility of smarphone, quotas and a stables internet network.
2. Satisfaction can be conceptualized either as an emotional or a cognitive experience and its evaluation is based on what is received against what was expected.
3. Barrier is an aspect that raises prolems such as inadequate internet access, inadequate understanding of the material, and fighting the increasing sense of laziness.

So, perception is a response or response from other people who describe a message to get an assessment. In connection with that, the process of forming perceptions is influenced by one's self, the perception between one person and another is different or also between one group and another.

2.2 The Nature of Speaking

2.2.1 The Definition of Speaking

Speaking is a part of important elements instudying English. Students have to be able to speakEnglish. To get more information about the concept ofspeaking, the researcher tries to discuss somedefinitions of speaking from some experts.

First, Collie and Slater in Harahap (2005) express their idea development of fluency in spoken English. Speaking fluently, of course, involves speaking easily and appropriately.

Second, Nunan in Torkey (1999) argue that success in learning a language is measured in terms of the ability to carry out a conversation in the target language. Speaking instruction is important because it can help students acquire EFL speaking skills thus converse spontaneously and naturally.

Third, Rivers in Erwadi in Harahap (2004), what the students need in a target language is the skill to use the language in acts of communication, because speaking is a very complex and different skills to learn especially by the foreign language students. In other words, learning to speak a foreign language will be facilitated when students are active to communicate, because there is a proverb which says that we learn to read by reading and we learn to speak by speaking.

2.2.2 Aspects of The Speaking Skill

Nunan in Pratiwi (1999), there are two main aspects of speaking skill; accuracy and fluency.

- a. Accuracy means that the speakers are required to use the correct vocabulary, grammar, and pronunciation.
- b. fluency means that the speakers are required to be able to keep going when speaking spontaneously.

So, speaking is difficult skill that they have to master, it does not mean that the speakers speak so fast because sometimes pausing is important. Furthermore, if the right speaking activities are taught in the classroom, speaking can raise general learners motivation and make the English language classroom a fun and enjoyed.

2.3 Speaking on Professional Context

Speaking on Professional context is learn speaking speaking skill which consist of reporting, interviewing, and others. Which is learned by hybrid learning. Speaking should improve students communicative skills because students can express themselves and learn how to use a language. The research conducted to the English Students of Universitas Islam Riau which will be analyzed on the Speaking on Professional Context subject. Researchers will give a test in the form of a questionnaire regarding student perceptions about learning using blended learning during the Covid-19 pandemic in the Speaking on Professional subject context.

2.4 Blended Learning

Blended learning is learning that combines online learning with face-to-face learning effectively.

First, Tsai in Putra (2011) states that blended learning is used as learning via the internet where this learning is a very effective collaboration to be applied in the classroom.

Second, Wahyuni (2018) Blended Learning is a term that comes from English which consists of two syllables, namely: blended and learning. Blended means a good mixture or combination which is a combination of the advantages of learning that is done face-to-face and virtually.

Third, Wahyuni (2018) the implementation of blended learning at school covered the percentage of smartphone usage in the classroom was 25% of mobile learning and 75% of face to face learning. The English teacher employed telegram before the class meeting, during the class meeting, and after the class meeting. The pre-learning activity was conducted to reactive students before having class meeting. Also it had been used for some activities in learning process such as : submitting the writing practice, forum for discussion, content/ material sharing, and problem solving.

In blended learning there are Asynchronous and Synchronous, asynchronous aims to determine the level of benefit and effectiveness of the learning system in the teaching and learning process. Meanwhile, synchronous means that students can interact with the lecturer to ask questions by using the question writing facility (chats). Fich and Hiltz in (1999), stated out in their research that, combining group work with asynchronous learning networks improve students' learning perceptions of learning.

So, it can be concluded that blended learning is a combination of learning between synchronous and asynchronous learning strategies in order to create learning experiences to achieve maximum learning outcomes to be achieved.

2.5 Past Studies

The research is about students perception of blended learning in speaking on professional context subject during covid-19 from English students of faculty of teacher training and education.

Zhafira et al (2020) with the title "Students' Perceptions of Online Lectures as a Learning Facility during the Covid-19 Quarantine Period". The descriptive analysis in this study discusses the perceptions of students of the Faculty of Economics, Teuku Umar University regarding online learning models related to the use of certain media favored by students to help them produce teaching and learning activities online. The results show that the most popular online learning media are WhatsApp and Google Classroom. As much as 53% of the students of the Faculty of Economics, Teuku Umar University are already familiar with various online learning media before online lectures begin.

Johan Widagdo (2015) with the title of the thesis is "Student Perceptions in Implementing E-Learning Using the Web in the Department of Educational Technology, Semarang State University". Students' perceptions of the implementation of e-Learning state that its use will support the learning process. Based on the conclusion of this research, it is suggested that lecturers who teach Web-Based Learning Courses should choose projects that are interesting and challenging so that the learning simulation pays attention to the elements of interesting methods and media so that the lecture can take place well.

Taofan Ali Achmadi (2015) with the title "The Effect of Blended Learning Implementation on Student Achievement in Class XI Mechanical Engineering at Muhammadiyah 3 Junior High School Yogyakarta". The results showed that: (1) There was a significant increase in student achievement in the lathe machining technique at SMK Muhammadiyah 3 Yogyakarta after the application of the blended learning method; (2) There is a significant difference in learning achievement between class XI TP4 which is taught using the blended learning method and class XI TP2 which does not use the blended learning method.

2.6 Conceptual Framework

In this research, the researcher describe about the students' perception of blended learning in speaking on professional context subject during covid-19 that will be obtained by English students of Universitas Islam Riau. (See figure 1).

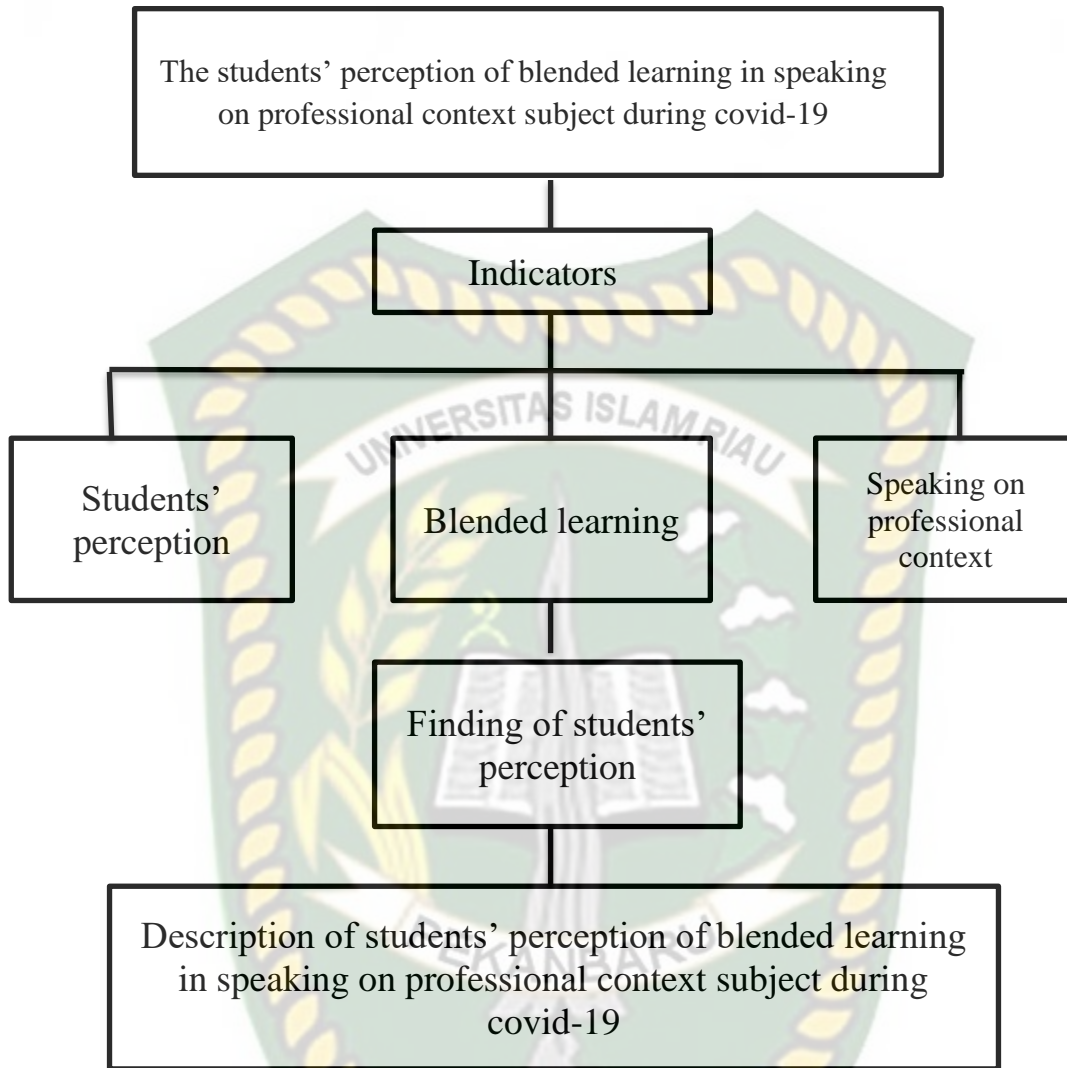


Figure 1 Conceptual Framework

CHAPTER III

RESEARCH METHODOLOGY

3.1 Research Design

The researcher use descriptive methods, describes or explains factually and accurately about the data, properties and is related to the phenomenon under study. Descriptive methods are used to help researchers describe the characteristics of the variables under study or summarize the results of research observations that have been carried out without making general conclusions from the data obtained from the population or sample under study.

Arikunto in Prabowo (2010), descriptive research, which is collecting data based on factors that support the object of research, then analyzing these factors to find their role.

The approach used in this research is qualitative, qualitative research is a research approach that requires or requires a deep and thorough understanding of the object under study to answer the problem to obtain data then analyze and get research conclusions and certain conditions.

3.2 Location and Time of The Research

In this research, the researcher conducted at English Department Universitas Islam Riau, Faculty of Teacher Training and Education. The reason for choosing these locations by the authors is because there are English learning activities in these locations to educate students to become English educators.

3.3 Population and Sample of The Research

In this study, the data collection obtained by students of the Universitas Islam Riau, to be precise the Faculty of Teacher Training and English Language Education. The author focuses on collecting research data on students of Students who participate in class 3B are 47 students.

3.4 The Instrument of The Research

Arikunto in Maskhurin (2000) revealed that instrument in collecting data is a tool that is used by researchers to help them in collecting data in order to make it more systematic and easy. The scale of measuring students' perception of hybrid learning in speaking on professional context subject based on existing indicator, where these indicator have been adapted by previous research in Indonesia, such as the research from Bagata et al (2020).

Table 3.4 Blue print students' perception of blended learning in speaking on professional context subject during covid-19

Indicators	Item
Driver	1, 3, 5, 7, 8, 9, 12, 15
Satisfaction	2, 4, 6, 10, 11, 13, 14
Barrier	16, 17, 18, 19, 20

(See Appendix 1, page 55)

3.5 Data Collection Techniques

The data collection techniques in this study are as follows:

1. Questionnaire

Widoyoko in Purnomo (2016), questionnaire is data collection method that is done by giving a set of questions or written questionnaire to respondents. In answering questions, a likers scale is used in the form of a statement, with five response responses. See table 3.6 the responses referred to are Strongly Agree (5), Agree (4), Netral (3), Disagree (2), Strongly Disagree (1).

2. Interview

Lambert and Loiselle in Coughlan (2007), interview are widely used as a data collection tool in qualitative research. They are typically used as research strategy to gather information about participants' experiences, views and beliefs concerning a specific research question or phenomenon of interest.

Table 3.5 1 The score of students' perception of blended learning in speaking professional context subject

No.	Respon	Score
1.	Strongly Agree	5
2.	Agree	4
3.	Netral	3
4.	Disagree	2
5.	Strongly Disagree	1

3.6 Data Analysis Techniques

After the data and information are obtained, the authors classify the data and analyze, based on these data it is concluded that the data is in a deductive form where things are general and drawn into specific conclusions in order to get more accurate conclusions.

Data analysis techniques are:

1) Qualitative Analysis

Bogdan and Biklen in Rahmat (1992) stated that qualitative research is a research procedure that produces descriptive data in the form of words or writings and the behavior of the people being observed.

2) Descriptive Analysis

Kriyantono in Ardian (2008), a type of systematic, factual and accurate descriptive research about the research.

3) Interval Analysis

Example : “blended learning meets my needs such as mobility and social communication”. The number of respondents was 47.

5 (Strongly Agree) = 1 respondent x 5 = 5

4 (Agree) = 5 respondents x 4 = 20

3 (Neutral) = 26 respondents x 3 = 78

2 (Disagree) = 15 respondents x 2 = 30

1 (Strongly Disagree) = 0 respondent.

Total = 133

Score max = 47 x 5 = 235 (Number of respondents x Likerts highest score),

index (%) = $(133/235) \times 100 = 56\%$ (Total Score / Score Max) x 100.

Interval Analysis :

Index 0%-19,99% = Strongly Disagree

Index 20%-39,99% = Disagree

Index 40%-59,99% = Neutral

Index 60%-79,99% = Agree

Index 80%-100 = Strongly Disagree

So, 56% is Neutral about blended learning meets my need such as mobility and social communication.

CHAPTER IV

RESEARCH FINDINGS

4.1 Data Presentation

The data was analyzed by descriptive qualitative. The data was were taken from the questionnaire of students' score graphs from students 'statements in determining the students' perception of blended learning in speaking on professional context subject during covid-19. This research was conducted in one class with 47 students, consists of girl and boy students in 3th grade at Universitas Islam Riau.

4.1.1 The Result of The Needs Analysis

Researcher conducted need analysis on the sample students, which is the 3th grade students at Universitas Islam Riau to get some basic information. This information was needed to support the designing process of the students' perception of blended learning in speaking on professional context subject during covid-19. A questionnaire was given to the respondents was developed by considering the range of the interval class and using scale of liker. The questionnaire consisted of twenty questions. The organization of the questionnaire can be seen in Chapter III, while the details of the questionnaire can be seen in the appendix.

The questionnaire includes the description about students' perception on blended learning in speaking on professional context subject during covid-19, there are classified into 3 aspects like driver, satisfaction, and barrier. After conducting

the need survey, the result of the questionnaire was analyzed by the researcher. This part presents the data obtained in the need analysis. It includes the characteristic of respondents, information of student.

a. The Characteristics of Respondents

There were 47 respondents who filled in the questionnaire. They were students in class 3B at Universitas Islam Riau. Below are the table of the research samples in class 3B at Universitas Islam Riau.

Table 4.1 | Research Sample

Students	Male	Female	Age
47	7	40	19-23

Source : Data Result of Research, 2021

Based on the table 4.1, the respondents of this research consist of 47 students. Their age range from 19 (nineteen) to 23 (twenty three) years old.

b. Synchronous e-learning and Asynchronous e-learning

In speaking on professional context subject there are 16 meeting with blended learning. Which of synchronous e-learning is carried out for 11 meetings and asynchronous e-learning for 5 meeting.

Table 4.1 2 Blended Learning Meeting

No.	Item	Meeting	Percentage
1.	Synchronous	$\frac{11}{16} \times 100$	68,7%
2.	Asynchronous	$\frac{5}{16} \times 100$	31,2%

4.1.2 Driver of Students' Perception

a. Questionnaire

In order to find out the students' perception of blended learning in speaking on professional context subject during covid-1, respondents answer regarding the first question that is blended learning meets my needs such as mobility and social communication can be seen in the figure below as follow :

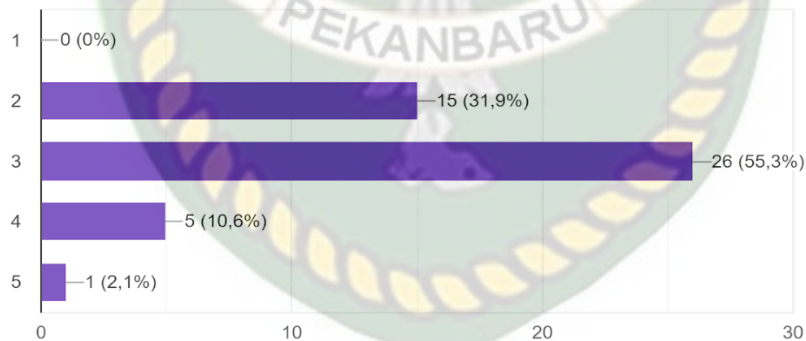


Figure 2 blended learning meets my needs such as mobility and social communication

Based on the questionnaire there are 1 respondents who is strongly agree with percentage in the amount of 2,1%. There are 5 respondents who is agree with percentage in amount of 10,6%. There are 26 respondents who is neural with percentage in amount of 55,3%. There are 15 respondents who is disagree with percentage in amount of 31,9%. There are no respondents who is strongly disagree.

In order to find out the students' perception of blended learning in speaking on professional context subject during covid-19, respondents answer regarding the third question that is students who are shy to participate in class, usually feel more comfortable communicating using blended learning platform can be seen in the figure as below :

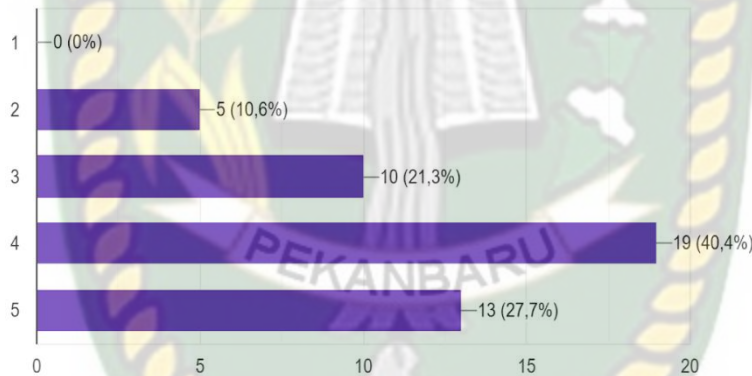


Figure 3 students who are shy to participate in class, usually feel more comfortable communicating using blended learning platform

Based on the questionnaire there are 47 respondents who is 13 respondents who is strongly agree with percentage in the amount of 27,7%. There are 19 respondents who is agree with percentage in amount of 40,4%. There are 10

respondents who is neural with percentage in amount of 21,3%. There are 5 respondents who is disagree with percentage in amount of 10,6% and There are no respondents who is strongly disagree.

In order to find out the students' perception of blended learning in speaking on professional context subject during covid-19, respondents answer regarding the fifth question that is blended learning service like (WA messages, or note) give me a running recordof assignments' due date and a description of what is expected can be seen in the figure below as follow :

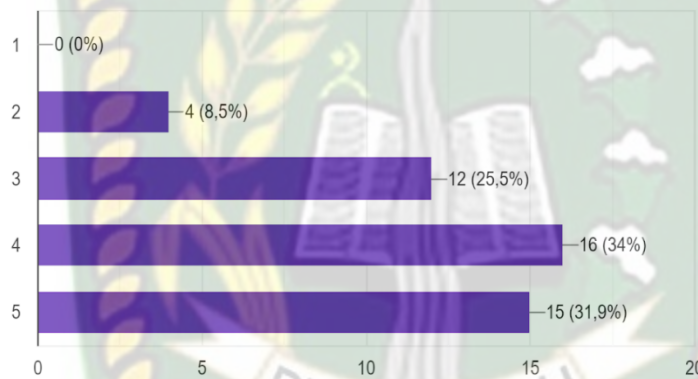


Figure 4 blended learning service like (WA messages, or note) give me a running recordof assignments' due date and a description of what is expected

Based on the questionnaire there are 47 respondents who is 15 respondents who is strongly agree with percentage in the amount of 31,9%. There are 16 respondents who is agree with percentage in amount of 34%. There are 12 respondents who is neural with percentage in amount of 25,5%. There are 4

respondents who is disagree with percentage in amount of 8,5% and There are no respondents who is strongly disagree.

In order to find out the students' perception of blended learning in speaking on professional context subject during covid-19, respondents answer regarding the seventh question that is blended learning reduces learning cost (e.g. photocopying posters) can be seen in figure below as follow :

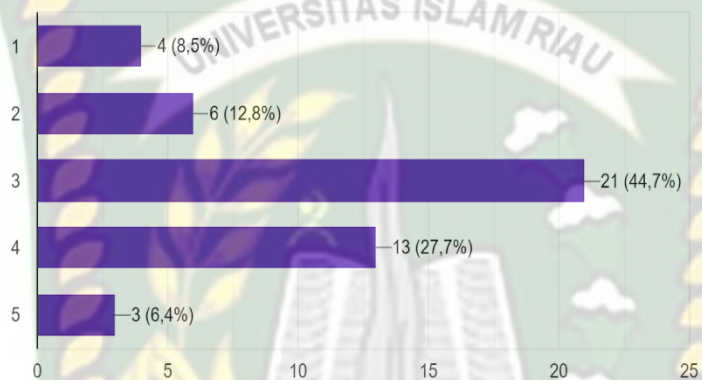


Figure 5 blended learning reduces learning cost (e.g. photocopying posters)

Based on the questionnaire there are 47 respondents who is 3 respondents who is strongly agree with percentage in the amount of 6,4%. There are 13 respondents who is agree with percentage in amount of 27,7%. There are 21 respondents who is neural with percentage in amount of 44,7%. There are 6 respondents who is disagree with percentage in amount of 12,8% and There are 4 respondents who is strongly disagree with percentage in amount of 8,5%.

In order to find out the students' perception of blended learning in speaking on professional context subject during covid-19, respondents answer regarding the eighth question that is blended learning help me practicing my language skills through conversation can be seen in figure below as follow :

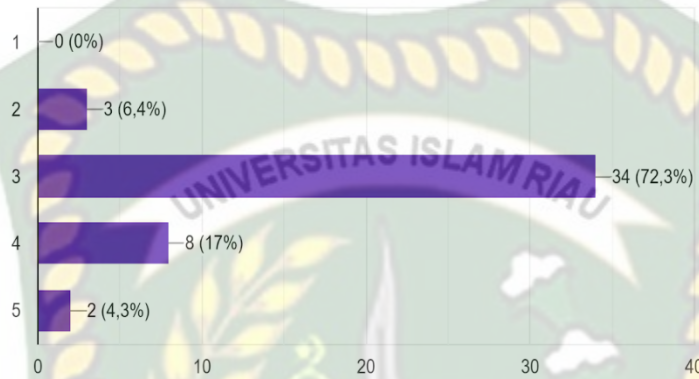


Figure 6 blended learning help me practicing my language skills through conversation

Based on the questionnaire there are 47 respondents who is 2 respondents who is strongly agree with percentage in the amount of 4,3%. There are 8 respondents who is agree with percentage in amount of 17%. There are 34 respondents who is neural with percentage in amount of 72,3%. There are 3 respondents who is disagree with percentage in amount of 6,4% and There are no respondents who is strongly disagree.

In order to find out the students' perception of blended learning in speaking on professional context subject during covid-19, respondents answer regarding the

ninth question that is blended learning help me a change to share my writing with my lecturer and peers can be seen in figure below as follow :

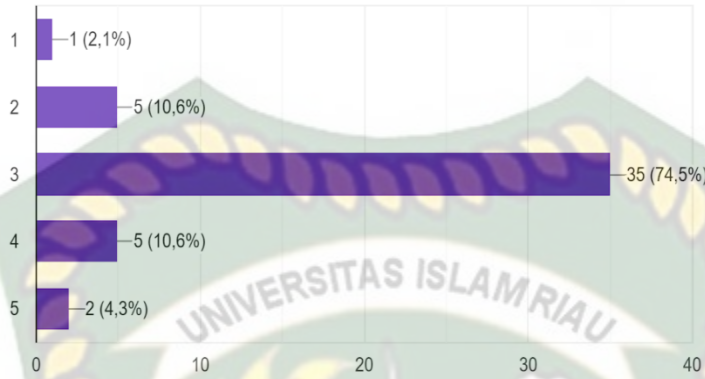


Figure 7 blended learning help me a change to share my writing with my lecturer and peers

Based on the questionnaire there are 47 respondents who is 2 respondents who is strongly agree with percentage in the amount of 4,3%. There are 5 respondents who is agree with percentage in amount of 10,6%. There are 35 respondents who is neural with percentage in amount of 74,5%. There are 5 respondents who is disagree with percentage in amount of 10,6% and There are 1 respondents who is strongly disagree with percentage in amount of 2,1%.

In order to find out the students' perception of blended learning in speaking on professional context subject during covid-19, respondents answer regarding the twelfth question that is I can improve my listening skill through the audio files uploaded on blended learning can be seen in figure below as follow :

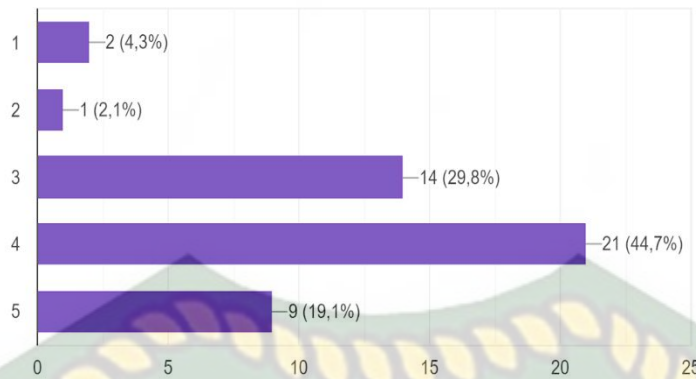


Figure 8 I can improve my listening skill through the audio files uploaded on blended learning

Based on the questionnaire there are 47 respondents who is 9 respondents who is strongly agree with percentage in the amount of 19,1%. There are 21 respondents who is agree with percentage in amount of 44,7%. There are 14 respondents who is neural with percentage in amount of 29,8%. There are 1 respondents who is disagree with percentage in amount of 2,1% and There are 2 respondents who is strongly disagree with percentage in amount of 4,3%.

In order to find out the students' perception of blended learning in speaking on professional context subject during covid-19, respondents answer regarding the fifteenth question that is blended learning promotes the effectiveness of EFL instruction secondary stage can be seen in figure below as follow :

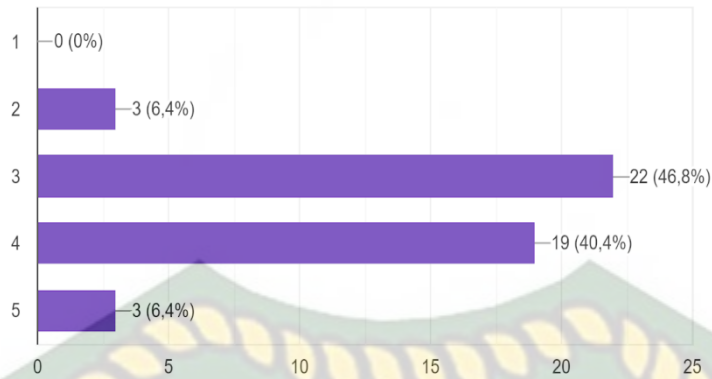


Figure 9 blended learning promotes the effectiveness of EFL instruction secondary stage

Based on the questionnaire there are 47 respondents who is 3 respondents who is strongly agree with percentage in the amount of 6,4%. There are 19 respondents who is agree with percentage in amount of 40,4%. There are 22 respondents who is neural with percentage in amount of 46,8%. There are 3 respondents who is disagree with percentage in amount of 6,4% and There are no respondents who is strongly disagree.

b. Interview

- Apa factor pendukung yang adek rasakan dari pembelajaran menggunakan blended learning ?

4.1.3 Satisfaction of Students' Perception

a. Questionnaire

In order to find out the students' perception of blended learning in speaking on professional context subject during covid-19, respondents answer regarding the second question that is blended learning offers me more opportunities to interact with my lecturer and peers outside classroom can be seen in the figure below as follow :

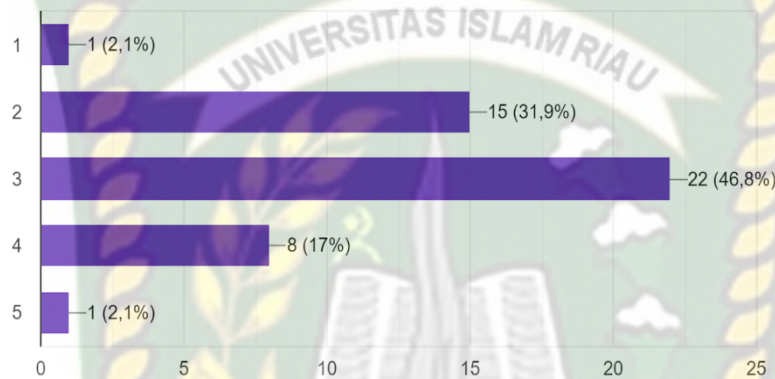


Figure 10 blended learning offers me more opportunities to interact with my lecturer and peers outside classroom

Based on the questionnaire there are 47 respondents who is 1 respondents who is strongly agree with percentage in the amount of 2,1%. There are 8 respondents who is agree with percentage in amount of 17%. There are 22 respondents who is neural with percentage in amount of 46,8%. There are 15 respondents who is disagree with percentage in amount of 31,9% and There are 1 respondents who is strongly disagree with percentage in amount of 2,1%.

In order to find out the students' perception of blended learning in speaking on professional context subject during covid-19, respondents answer regarding the

fourth question that is blended learning saves effort and time by doing and submitting assignments electronically can be seen in figure as below :

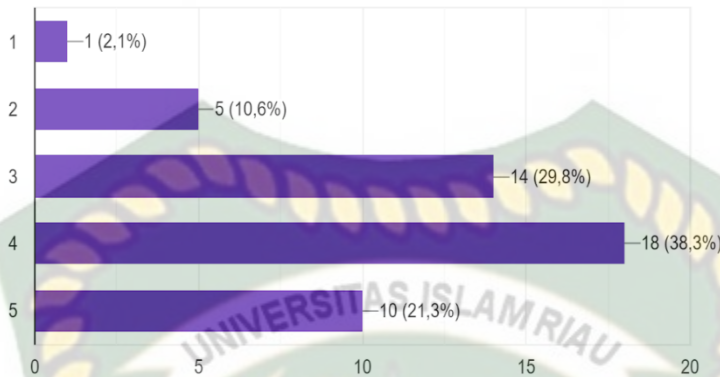


Figure 11 blended learning saves effort and time by doing and submitting assignments electronically

Based on the questionnaire there are 47 respondents who is 10 respondents who is strongly agree with percentage in the amount of 21,3%. There are 18 respondents who is agree with percentage in amount of 38,3%. There are 14 respondents who is neural with percentage in amount of 29,8%. There are 5 respondents who is disagree with percentage in amount of 10,6% and There are 1 respondents who is strongly disagree with percentage in amount of 2,1%.

In order to find out the students' perception of blended learning in speaking on professional context subject during covid-19, respondents answer regarding the sixth question that is when absent, I can easily access class materials and assignments through blended learning can be seen in figure below as follow :

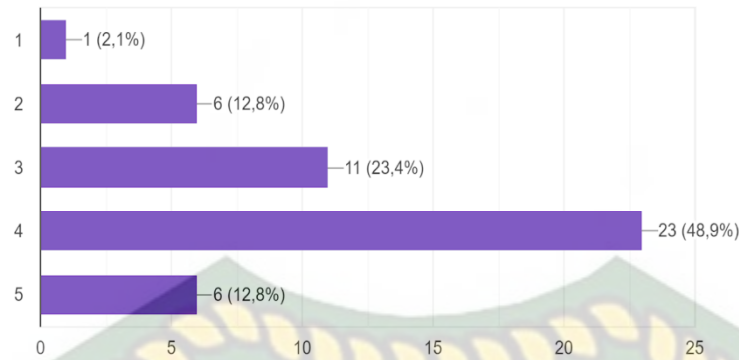


Figure 12 when absent, I can easily access class materials and assignments through blended learning

Based on the questionnaire there are 47 respondents who is 6 respondents who is strongly agree with percentage in the amount of 12,8%. There are 23 respondents who is agree with percentage in amount of 48,9%. There are 11 respondents who is neural with percentage in amount of 23,4%. There are 6 respondents who is disagree with percentage in amount of 12,8% and There are 1 respondents who is strongly disagree with percentage in amount of 2,1%.

In order to find out the students' perception of blended learning in speaking on professional context subject during covid-19, respondents answer regarding the tenth question that is blended learning help me acquiring new English vocabulary can be seen in figure below as follow :

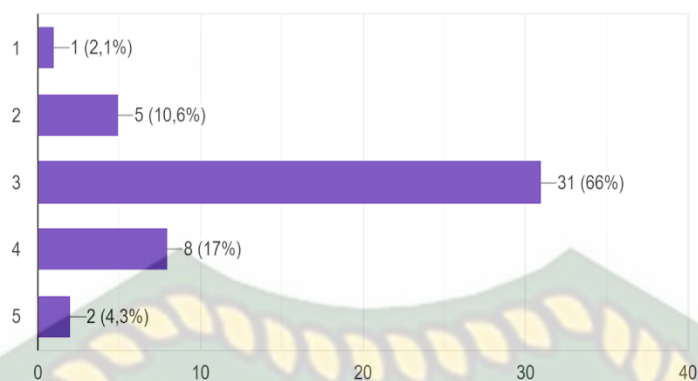


Figure 13 blended learning help me acquiring new English vocabulary

Based on the questionnaire there are 47 respondents who is 2 respondents who is strongly agree with percentage in the amount of 4,3%. There are 8 respondents who is agree with percentage in amount of 17%. There are 31 respondents who is neural with percentage in amount of 66%. There are 5 respondents who is disagree with percentage in amount of 10,6% and There are 1 respondents who is strongly disagree with percentage in amount of 2,1%.

In order to find out the students' perception of blended learning in speaking on professional context subject during covid-19, respondents answer regarding the eleventh question that is blended learning helps to my reading experience more interesting can be seen in figure below as follow :

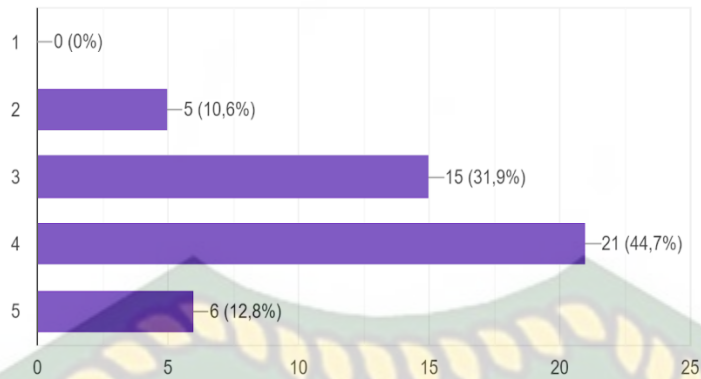


Figure 14 blended learning helps to my reading experience more interesting

Based on the questionnaire there are 47 respondents who is 6 respondents who is strongly agree with percentage in the amount of 12,8%. There are 21 respondents who is agree with percentage in amount of 44,7%. There are 15 respondents who is neural with percentage in amount of 31,9%. There are 5 respondents who is disagree with percentage in amount of 10,6% and There are no respondents who is strongly disagree.

In order to find out the students' perception of blended learning in speaking on professional context subject during covid-19, respondents answer regarding the thirteenth question that is blended learning allows me to get immediate feedback from my lecturer can be seen in figure below as follow :

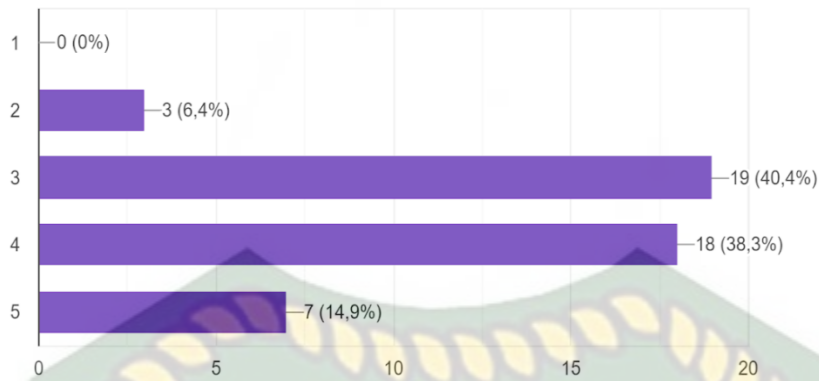


Figure 15 blended learning allows me to get immediate feedback from my lecturer

Based on the questionnaire there are 47 respondents who is 7 respondents who is strongly agree with percentage in the amount of 14,9%. There are 18 respondents who is agree with percentage in amount of 38,3%. There are 19 respondents who is neural with percentage in amount of 40,4%. There are 3 respondents who is disagree with percentage in amount of 6,4% and There are no respondents who is strongly disagree.

In order to find out the students' perception of blended learning in speaking on professional context subject during covid-19, respondents answer regarding the fourteenth question that is blended learning can complement classroom teaching and learning can be seen in figure below as follow :

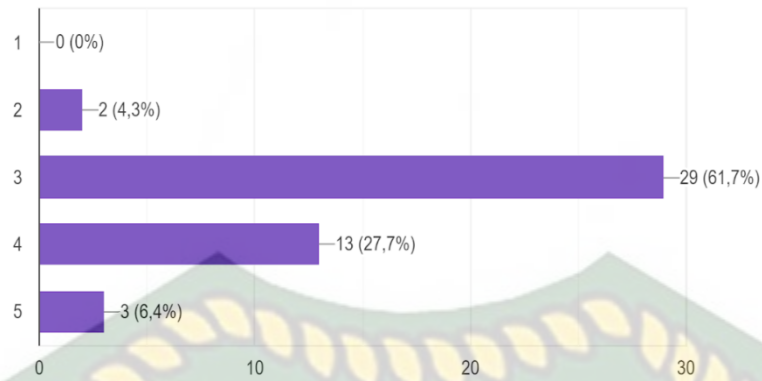


Figure 16 blended learning can complement classroom teaching and learning

Based on the questionnaire there are 47 respondents who is 3 respondents who is strongly agree with percentage in the amount of 6,4%. There are 13 respondents who is agree with percentage in amount of 27,7%. There are 28 respondents who is neural with percentage in amount of 61,7%. There are 2 respondents who is disagree with percentage in amount of 4,3% and There are no respondents who is strongly disagree.

b. Interview

- Apa dampak positif dari pembelajaran menggunakan blended learning ?

			sudah mereka lakukan, dan belajar menggunakan internet memang tidak terbatas tempat dan waktu.	
--	--	--	--	--

Table 4.2.1 Satisfaction of Students' Perception

4.1.4 Barrier of Students' Perception

a. Questionnaire

In order to find out the students' perception of blended learning in speaking on professional context subject during covid-19, respondents answer regarding the sixteenth question that is I lack access to computers or any mobile devices at home can see in figure below as follow:

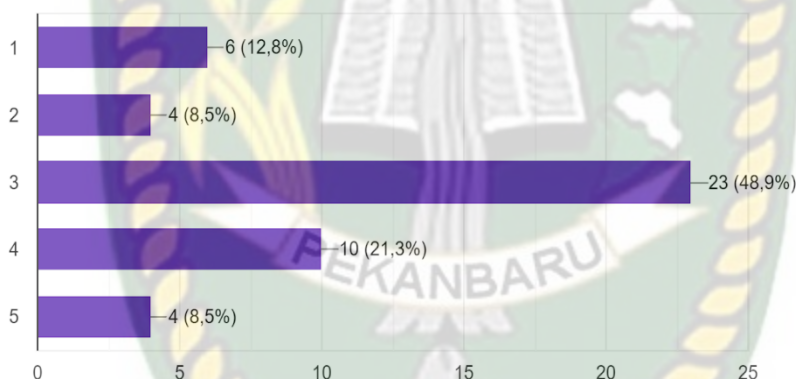


Figure 17 I lack access to computers or any mobile devices at home

Based on the questionnaire there are 47 respondents who is 4 respondents who is strongly agree with percentage in the amount of 8,5%. There are 10 respondents who is agree with percentage in amount of 21,3%. There are 23 respondents who is neural with percentage in amount of 48,9%. There are 4

respondents who is disagree with percentage in amount of 8,5% and There are 6 respondents who is strongly disagree with percentage in amount of 12,8%.

In order to find out the students' perception of blended learning in speaking on professional context subject during covid-19, respondents answer regarding the seventeenth question that is blended learning requires long time to master its use can be seen in figure below as follow :

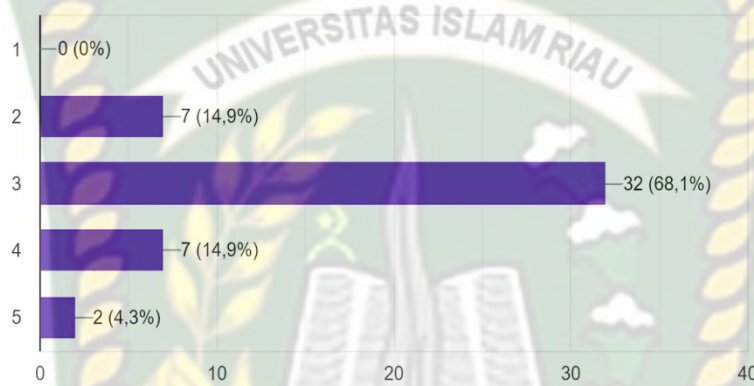


Figure 18 blended learning requires long time to master its use

Based on the questionnaire there are 47 respondents who is 2 respondents who is strongly agree with percentage in the amount of 4,3%. There are 7 respondents who is agree with percentage in amount of 14,9%. There are 32 respondents who is neutral with percentage in amount of 68,1%. There are 7 respondents who is disagree with percentage in amount of 14,9% and There are no respondents who is strongly disagree.

In order to find out the students' perception of blended learning in speaking on professional context subject during covid-19, respondents answer regarding the

eighteenth question that is I need to learn some troubleshooting technology tasks to help my self when using blended learning can be seen in figure below as follow :

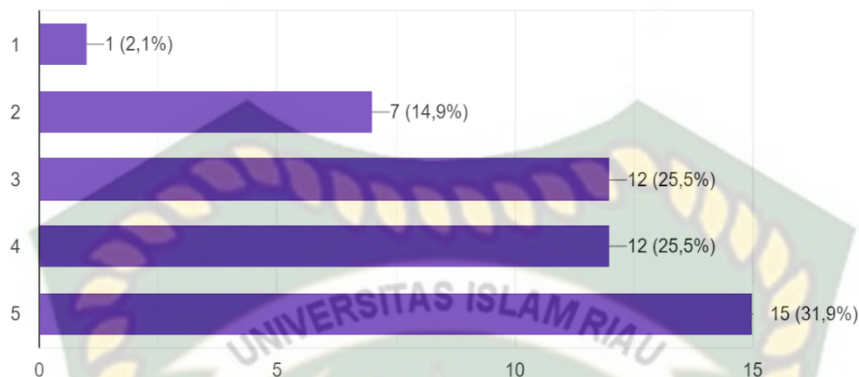


Figure 19 I need to learn some troubleshooting technology tasks to help my self when using blended learning

Based on the questionnaire there are 47 respondents who is 15 respondents who is strongly agree with percentage in the amount of 31,9%. There are 12 respondents who is agree with percentage in amount of 25,5%. There are 12 respondents who is neural with percentage in amount of 25,5%. There are 7 respondents who is disagree with percentage in amount of 14,9% and There are 1 respondents who is strongly disagree with percentage in amount of 2,1%.

In order to find out the students' perception of blended learning in speaking on professional context subject during covid-19, respondents answer regarding the nineteenth question that is I dislike using blended learning on my mobile because the small-sized screen causesme difficulty innavigation and typing can be seen in picture below as follow :

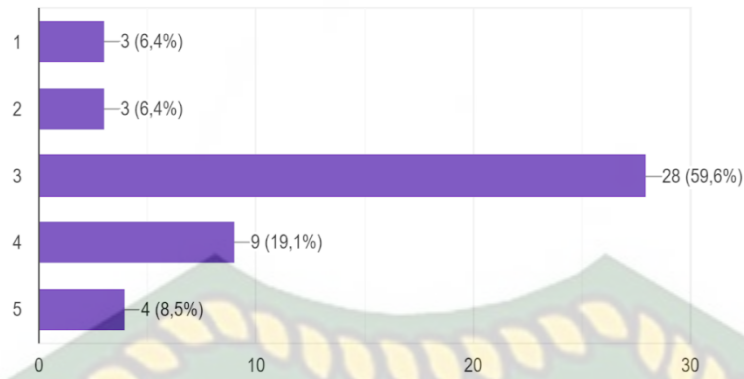


Figure 20 blended learning on my mobile because the small-sized screen causes me difficulty in navigation and typing

Based on the questionnaire there are 47 respondents who is 4 respondents who is strongly agree with percentage in the amount of 8,5%. There are 9 respondents who is agree with percentage in amount of 19,1%. There are 28 respondents who is neutral with percentage in amount of 59,6%. There are 3 respondents who is disagree with percentage in amount of 6,4% and There are 3 respondents who is strongly disagree with percentage in amount of 6,4%.

In order to find out the students' perception of blended learning in speaking on professional context subject during covid-19, respondents answer regarding the twenty question that is I get frustrated by using blended learning because of the slow-speed internet on my mobile can be seen in figure below as follow :

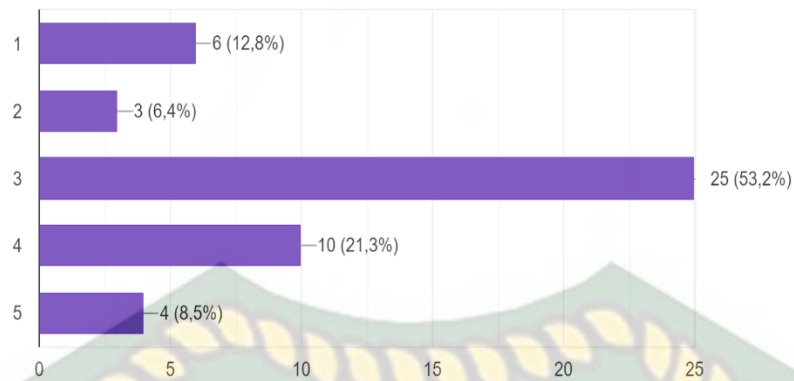


Figure 21 I get frustrated by using blended learning because of the slow-speed internet on my mobile

Based on the questionnaire there are 47 respondents who is 4 respondents who is strongly agree with percentage in the amount of 8,5%. There are 10 respondents who is agree with percentage in amount of 21,3%. There are 25 respondents who is neutral with percentage in amount of 53,2%. There are 3 respondents who is disagree with percentage in amount of 6,4% and There are 6 respondents who is strongly disagree with percentage in amount of 12,8%.

b. Interview

- Apa hambatan yang di rasakan dalam belajar menggunakan blended learning ini ?

4.2 Data Interpretation

4.2.1 Questionnaire Result

The result of the target needs can be described as follows. The first questionnaire 26 respondents are neutral about blended learning meets my needs such as mobility and social communication. The second questionnaire 22 respondents are neutral about blended learning offers me more opportunities to interact with my lecturer and peers. The third questionnaire 19 respondents agree about students who are shy to participate in class, usually feel more comfortable communicating using blended learning platform. The fourth questionnaire 18 respondents agree about blended learning saves effort and time by doing and submitting assignments electronically. The fifth questionnaire 16 respondents agree about blended learning services like (WA messages, or notes) give me a running record of assignments' due date and a description of what is expected. The sixth questionnaire 23 respondents agree about when absent, I can easily access class materials and assignments through blended learning. The seventh questionnaire 21 respondents are neutral about blended learning reduces learning cost (e.g. photocopying designing posters). The eighth questionnaire 34 respondents are neutral about blended learning helps me practicing my language skills through conversations. The ninth questionnaire 35 respondents are neutral about blended learning me a chance to share my writing with my lecturer and peers. The tenth questionnaire 31 respondents are neutral about blended learning helps me acquiring new English vocabulary. The eleventh questionnaire 21 respondents agree about blended learning helps to make my reading experience more interesting. The twelfth questionnaire 21

respondents agree about I can improve my listening skill through the audio files uploaded on blended learning. The thirteenth questionnaire 19 respondents neural about blended learning allows me to get immediate feedback from my lecturer. The fourteenth questionnaire 29 respondents neural about blended learning can complement classroom teaching and learning. The fifteenth questionnaire 22 respondents neural about blended learning promotesthe effectiveness of EFL instruction secondary stage.the sixteenth questionnaire 23 respondents neural about I lack access to computers or any mobile devices at home. The seventeenth questionnaire 32 respondents neural about blended learning requires long time to master its use. The eighteenth questionnaire 15 respondents very agree about I need to learn some trouble shooting technology tasks to help my self when using blended learning. The nineteenth questionnaire 28 respondents neural about I dislikeusing blended learning on my mobile because the small-sized screen causes me difficulty in navigation and typing. The twenty questionnaire 25 respondents neural about I get frustrated by using blended learning because of the slow-speed internet on my mobile.

4.2.2 Interview Result

In the results of interviews conducted on April 4 to 5, 2021. 5 responders thought that the driver factors in learning speaking on professional context subject with blended learning were the motivation of students' confidence in communicating online, the availability of learning media such as a good internet network , smarphone, and laptops and the result from driver is 74,5% that mean positif. Then

the satisfaction is the ease in terms of time and place and free time in doing the assigned task and the result of satisfaction is 66% that mean positif. Finally, the results of the barriers to learning using blended learning are unsupported cellphones or laptops, poor internet network, willingness of internet quota, and pleasant feelings when studying directly with classmates and the result of barrier is 68,1% that mean positif.



CHAPTER V

CONCLUSION AND SUGGESTION

5.1 Conclusion

Based on the findings from the previous chapter, the researcher draws conclusion as follows :

The result of the research indicates that the Students' perception of blended learning in speaking on professional context subject during covid-19 is suitable for students at Universitas Islam Riau. Which students' perception of blended learning in speaking on professional context subject during covid-19 more effective and fulfill students need.

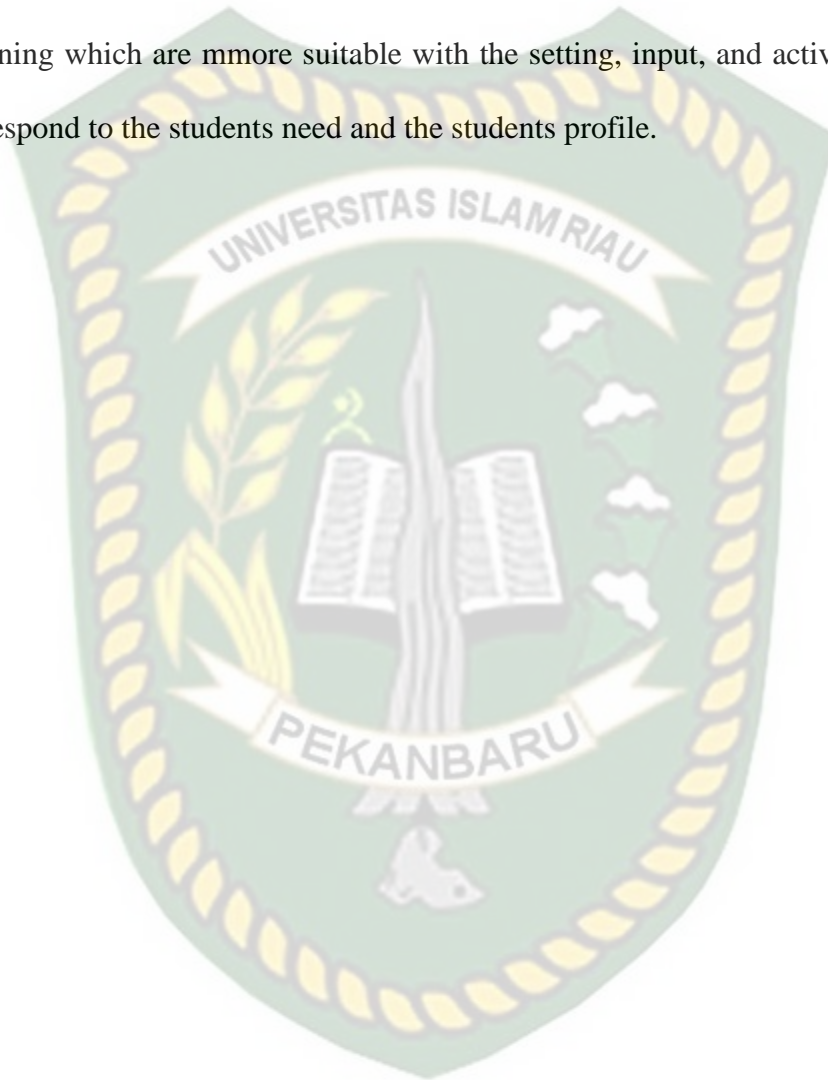
The aim of this research is to find out about students' perception of blended learning in speaking on professional context subject during covid-19. This research conducted was at Universitas Islam Riau in 3th grade classes B, there were 47 students who participated in this research. The students were asked about their background knowledge, target needs and perception about blended learning in speaking on professional context subject during covid-19.

5.2 Suggestion

The researcher would like to give some suggestions which described as follow :

1. Suggestion for the students, they can use Blended Learning for learning the class. The students more easier to learning with lecturer and peers using Blended Learning.

2. Suggestion to the English lecturer, because this research only provides a suitable students' perception, the English lecturer should have a creativity and innovation in combining the materials in the learning with Blended Learning.
3. To the other researcher, they should have deeper understanding about Blended Learning which are more suitable with the setting, input, and activities that correspond to the students need and the students profile.



REFERENCE

- Achmadi, T. A. (2015). *Pengaruh Penerapan Blended Learning terhadap Prestasi Belajar Siswa Kelas XI Teknik Permesinan SMK Muhammadiyah 3 Yogyakarta*. Yogyakarta: Universitas Negeri Yogyakarta.
- Ardian, M. (2013). *Sikap Masyarakat Surabaya terhadap Program Acara "Pesbukers" di ANTV*. Vol. 1, No. 1 .
- Budiyanto, et.al (2014). *Sistem Broadcast Proses Belajar Mengajar dengan Synchronous dan Asynchronous*. Volume 2, Nomor 1 .
- Chaeruman, U. A. (2018). *PEDATI: Model Desain Sistem Pembelajaran Blended*. Jakarta: Universitas Negeri Jakarta.
- Goodwin, et.al (2001). *Developing an Asynchronous Learning Network*. Educational Technology & Society .
- Goodwin, et.al (2001). *Developing an Asynchronous Learning Network*. Educational Technology & Society .
- Harahap, et.al (2015). *An Analysis on Students Speaking Skill at Second Grade SMP 8 Rambah Hilir*. Pasir Pengaraian: University of Pasir Pengaraian.
- Jayanti, et.al. (2018). *Persepsi Mahasiswa terhadap Pelayanan Perpustakaan Universitas Trunojoyo Madura*. Vol. 12, No. 2 .
- Lailatussaadah, et.al (2020). *Faktor-faktor Penunjang dan Penghambat Pelaksanaan Pelajaran Daring (online) PPG Dalam Jabatan (DALJAB) Pada Guru di Aceh*. Vol.6, No.2.
- Listyana, et.al (2015). *Persepsi dan Sikap Masyarakat terhadap Penanggalan Jawa Dalam Penentuan Waktu Pernikahan (Studi Kasus Desa Jonggrang Kecamatan Barat Kabupaten Magetan Tahun 2013)*. Vol. 5, No. 1 .
- Nirmawati, et.al. (2015). *Improving Students Speaking Skills through Speaking Board Games of Grade VIII of SMP N 13 Yogyakarta in the Academic Year of 2013/2014*. Yogyakarta: Universitas Negeri Yogyakarta.
- Pasiska. (2018.). *Konsep Manusia dan Komunikasi dalam Perspektif Psikologi Transpersonal dan Islam*. Vol. 3, No.2 .

- Pratiwi, I. (2013). *Improving the Speaking Skill through Communicative Activities of the Eight Grade Students of MTs N 1 Mlati in the Academic Year of 2012/2013*. Yogyakarta: Universitas Yogyakarta.
- Prabowo, et.al (2013). *Analisis Pemanfaatan Buku Elektronik (E-Book) oleh Pemustaka di Perpustakaan SMA Negeri 1 Semarang*. Volume 2, Nomor 2 , pp. 1-9.
- Purnama, M. N. (2020). *Blended Learning Sebagai Sarana Optimalisasi Pembelajaran Daring di Era New Normal*. Vol. 2, No. 2 .
- Pranatawijaya, et al (2019). *Pengembangan Aplikasi Kuesioner Survey Berbasis Web Menggunakan Skala Likert dan Guttman*. Volume 5, Nomor 2.
- Purnomo, M. S. (2016). *Pengembangan Tes Hasil Belajar Matematika Materi Menyelesaikan Masalah yang Berkaitan dengan Waktu, Jarak dan Kecepatan Untuk Siswa Kelas V*. Volume 20, No.2 , pp. 151-157.
- Purwandiyarti, et.al (2019). *The Influence of Asynchronous Blended Problem-Based Learning on Retention and Learning Motivation of Midwifery Students*. Vol.8, No. 2 .
- Putra, I. A. (2015). *Orientasi Hybrid Learning Melalui Model Hybrid Learning dengan Bantuan Multimedia di dalam Kegiatan Pembelajaran*. Volume 1, No.1 .
- Putri, R. N. (2020). *Indonesia dalam Menghadapi Pandemi Covid-19*. Jurnal Ilmiah Universitas Batanghari Jambi .
- Rahmat, et.al (2019). *Penelitian Kualitatif*. Vol. 5, No. 9 .
- Ramadhan, et.al (2015). *Pengaruh Persepsi Siswa terhadap Faktor-Faktor yang Mempengaruhi Prestasi Belajar Teori Kejuruan Siswa SMK*. Vol. 5, Nomor 3 .
- Samiullah, et.al (2020). *Perceptions of Medical Students Towards Online Teaching During the Covid-19 Pandemic: A National Cross-Sectional Survey of 2721 UK Medical Students*. United Kingdom: BMJ Open.
- Torky, et.al (2006). *The Effectiveness of a Task - Based Instruction Program in Developing the English Language Speaking Skills of Secondary Stage*

Students. Cairo: Ain Shams University Women's College Curricula and Methods of Teaching Department.

Wahyuni, S.(2018) . *The Effect of Blended Learning Model Towaed Students' writing Ability*. J-SHMIC ; Jornal of English for Academic,5(2), 97-111.

Wahyuni, S; & Etfita. F. (2018). *Pengaruh Blended Learning Model dan Sikap Berbahasa terhadap Kemampuan Menulis Bahasa Inggris Siswa Sekolah Menengah Atas Negeri di Kota Pekanbaru*. GERAM : Gerakan Aktif Menulis Vol. 6, No.2

Wahyuni, S;& Etfita F. (2017). *Blended Learning: Dua Metode (Synchronous and Asynchronous Untuk Mata Kuliah Writing Materi Argumentative Essay*. Volume 3, Nomor 2 .

Wahyuni, S; & Etfita, F. (2019). *Language Attitude Towards Blended Learning Model for Writing Subject*. AL-ISHLAH : Jurnal Pendidikan. Vol.11,No.2,pp.233-242.

Widagdo, J. (2015). *Persepsi Mahasiswa dalam Implementasi E-Learning Menggunakan Web di Jurusan Teknologi Pendidikan Universitas Negeri Semarang*. Semarang: Universitas Negeri Semarang.

Yilmaz, et.al (2013). *The Perception of Learning in Asynchronous Online Discussions: A Scale Development Study*. Procedia: Social and Behavioral Sciences .

Zhafira, et.al (2020). *Persepsi Mahasiswa Terhadap Perkuliahan Daring Sebagai Sarana Pembelajaran Selama Masa Karantina Covid-19*. Volume 4, Nomor 1 .