Students' Perceptions of Blended Learning in Mastering English for Specific Purposes

by Yulian Purnama

Students' Perceptions of Blended Learning in Mastering English for Specific Purposes

To cite this article: D Mulyadi *et al* 2019 *J. Phys.: Conf. Ser.* **1339** 012116

View the article online for updates and enhancements.

Students' Perceptions of Blended Learning in Mastering English for Specific Purposes

D Mulyadi[1]*, **Hersulastuti[2], and Y Purnama[3]**

[1]Department of English Education, Universitas Muhammadiyah Semarang, Semarang
[2]Language Education of Graduate Program, Universitas Widya Dharma Klaten, Klaten
[3]Department of English Education, IAIN Purwokerto, Purwokerto

*dodi@unimus.ac.id

Abstract. The blended learning has proliferated in recent years to integrate ICT into ESP instruction. Thus, ESP teachers have to acclimatize the feasibility of the advancement in facilitating English instruction for ESP learners. To this end, the present study assayed the ESP students' perceptions toward the blended learning in mastering English for specific purposes. In the present study, the qualitative approaches were employed based on the questionnaire data. The data gathered from the questionnaire was gauged by descriptive analyses that utilized SPSS 21. The results show that most students get satisfied and enthusiastic to have blended learning of ESP course. However, the classroom interaction by using English and time management skills should be taken into deep concern by English teachers for developing the ESP blended learning course.

1. Introduction

The rapid development of Internet Communication Technology (ICT) has proliferated in recent years in diversifying the lifestyles of people. To wit, it has influenced the professional careers [1] and the pedagogical process [2],[3]. Indeed, the integration of ICT into the mastery of professional knowledge and foreign language mastery especially English has become a foremost consideration. Accordingly, teaching English as an international language for specific career needs instruction of English for Specific Purposes (ESP), in which is adjusted as separate instruction within English Language Teaching (ELT), in order to meet the needs [1].

Not with standing some challenges of emerging ICT into English instruction, ESP teachers have to acclimatize the feasibility of the advancement in facilitating the English for Foreign Language (EFL) instruction of ESP learners [3]. Nursing Students as part of ESP learners have encountered the language barriers in pursuing their nursing carrier. Evidence of this is able to be acknowledged, for example, in the fact that the demand of Indonesian Nurses to work abroad has increased over the last few years, but the lack of Foreign language competence especially English language is still a constraint [4]. Such language barriers likely prompt to lower the quality of their nursing professionalisms having to do with their communicative competence [5], i.e., they have a problem to understand and assess their patients' queries and complaints. Accordingly, English for Specific Purposes (ESP) is an alternative solution to

facilitate the non-English department students to have English communication skills that are appurtenant with their education programs and careers.

In general, Indonesian universities have been challenged to utilize ICT to enhance ESP students' experience and knowledge. To date, blended learning that combines the online learning with face to face learning is a well-known teaching and learning mode that stem from that digital era. The implementation of blended learning in teaching ESP enable non-English department learners to improve their attitude and motivation in mastering English as a foreign language [1] and influence more significantly to students' English proficiency than those who got online or conventional learning [6],[7]. It also can overcome the online learning problems such as the online teachers have faced difficulties in harnessing students' participation [8] and teach lower level students who have limited English proficiency [9].

Blended learning is the learning approach integrating the strength of face-to-face learning and online learning into learning instruction. Face-to-face learning is still necessary for Indonesian students in which they can interact directly with their educator dealing having to do with encouraging their learning motivation [10]. Meanwhile, online learning can enable students to learn knowledge and improve their English language mastery independently [2],[11],[12]. To wit, online learning can proffer great opportunities for both educators and their students in engaging EFL teaching and learning beyond the traditional classroom [13].

The implementation of Blended learning is doable to undergone for nursing students at Universitas Muhammadiyah Semarang because the internet facilities and online platform, i.e., E-learning system has been developed since 2011 [14]. However, they have been yet utilized by ESP Teachers for conducting Blended ESP instruction. In addition, the blended learning model in ESP instruction of nursing students still needs to be explored and scrutinized to make an apposite learning model. To this end, the present study assayed the nursing students' perceptions toward the blended learning in mastering English for specific purposes in order to redesign the effective blended learning in ESP course.

2 Methods

In the present study, the quantitative approach was employed based on the questionnaire data in order to assay undergraduate ESP students' perception toward the face-to-face learning integrated with the online learning method as well as to gauge their experience in engaging that blended learning model.

2.1 Participants

The participants of the study are the third semester of undergraduate nursing students at Universitas Muhammadiyah Semarang. They have got blended learning for one semester. The total number of students was 101 (26 Males, and 75 Females) who were enrolled in two big classes. Their age ranged in age from 18 to 21 years old. Their English level was somewhat heterogeneous.

2.2 Instruments

The modified questionnaire was utilized as the primary instrument in the present study [2],[14]. It comprises of three categories, i.e., personal information and motivation and attitude. The first of the questionnaire is germane to personal information was employed to find out ESP students' gender, age, experience in engaging online course. The statements of the questionnaire employed a Likert scale with various responses. i.e., the satisfaction of engaging in online learning (very dissatisfied, generally dissatisfied, neither); the interest to enrol the blended learning (definitely not, not possibly, undecided, possibly, definitely); the quality of interaction (much worse, a little worse, about the same, a little better). In addition, the preferences of class modality include five choices. Meanwhile, the reasons for their preferences comprise six options. Another part of the questionnaire is related to students' motivation and attitude including six statements pertaining to their perception of blended learning and six statements related to their motivation for learning English. This questionnaire is completed by using five preferences of Likert scale, i.e., with five rating scale replies (strongly disagree, disagree, neither agree nor disagree, agree and strongly agree).

The constructed questionnaire was firstly validated statistically after trying out to 20 undergraduate ESP students in order to ensure that all statements are relevant and appropriate for implementing in the

research. For analyzing the findings, the validity of the data was analyzed statistically using SPSS 21. The validity test result of Pearson Correlations shows the questionnaire statements were categorized valid (0.497) that is bigger that values of r for the 0.05 levels of significance. Meanwhile, the reliability coefficient of the subscales was estimated by internal consistency method, and the Cronbach's alphas were found to be 0.78 that is included in good level [15].

2.3 Data Analysis
The data gathered from the questionnaire was gauged by descriptive analysis that utilized SPSS 21. Accordingly, the analysis results have been substantiated to find out the description and value of the percentage of students' perceptions toward the feasibility of blended learning for ESP course, i.e., English for Nursing Purposes.

2.4 Procedure
The questionnaire draft was tried out among 20 ESP students in September 2018 in order to get the data for validity and reliability tests. Subsequently, the students' questionnaires were distributed among 101 undergraduate ESP students from 20 classes in the first semester year 20018-20019. After getting data from the questionnaires, the results were analysed descriptively by using SPSS Statistics 21.

3. Results and Discussion
Descriptive statistics that was presented in Table 1 shows that there is 61.4 % of students felt satisfied by having the blended learning of ESP course. This finding is corroborated with studies that blended learning is an apposite instruction strategy for many educators who teach English with various learning model mastery [16],[17].

Table 1. The Percentage of Students' Satisfaction of Engaging in Blended Learning

	Frequency	Percent
Very dissatisfied	14	13.9
Generally dissatisfied	48	47.5
Neither	16	15.8
generally Satisfied	23	22.8
Total	101	100.0

However, the quality of interaction with other students and their ESP teachers are relatively low. As seen in Table 2, the good quality interaction to use English communication skill between students and between their teachers is only 50.5 % and 44.6%.

Table 2. The Quality of Interaction with Other Students and Their Teachers by Using English Communication

	The Quality of Interaction with Other Students (%)	The Quality of Interaction with the ESP Teachers (%)
Much worse	14.9	6.9
A little worse	11.9	17.8
About the same	22.8	30.7
A little better	47.5	41.6
Much better	3.0	3.0
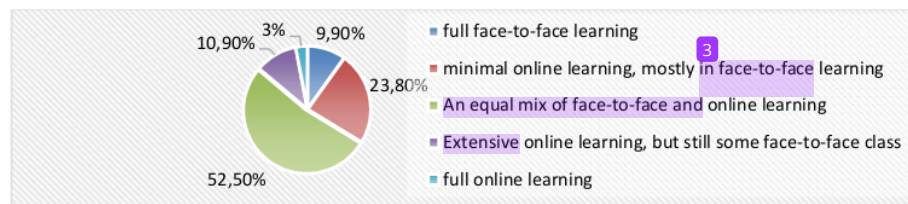
Figure 1. Students' the Preferences of Class Modality

Furthermore, most students prefer to have an ESP course in blended learning form that can be substantiated by the data shown in Figure 1, i.e. 52.50% of them enjoy to learn English in the form of the equal mix of face-to-face and online learning. By engaging the online course in blended learning, students are able to look for some educational resources from web, e-books, online learning platforms [1]. Nonetheless, only 3% of students prefer to have ESP course by utilizing full face-to-face learning or traditional learning.

Table 3. The Reasons for Their Preferences Comprise Six Options.

Their Reasons to Engage in Blended Learning	Frequency	Percent
a) I am keen on the flexibility of accessing the class content anywhere and anytime	56	55.4
b) I prefer technology in ESP classes	16	15.8
c) I follow the blended learning because of the instructor, not the modality	16	15.8
d) Blended courses "fit" in my schedule	7	6.9
e) Blended learning is the only choice for learning ESP	3	3.0
f) I enjoy the convenience of not attending the class frequently	3	3.0

Additionally, the preference of blended learning also can be corroborated from data (Table 3) of their reasons to engage in blended learning. 55.5 % of students would rather blended learning to master ESP because of the flexibility of accessing the class content anywhere and anytime.

Table 4. Students' Motivation and Attitude Toward Blended Learning Course

No	Statements	Strongly disagree (%)	Disagree (%)	Neutral (%)	Agree (%)	Strongly agree (%)
1	I am inclined to ask questions in online learning written text or oral text in English .	7.9	7.9	28.7	46.5	8.9
2	There are more opportunities to collaborate ESP learning activities with others in a blended course.	0	4	27.7	55.4	12.9
3	My blended course experience has increased my opportunity to access and use learning sources.	1	1	20	67.2	10.9
4	I have more opportunities to reflect on what I've learned in blended courses.	3	7.9	27.6	43.7	17.8
5	Blended learning helps me better understand ESP course material.	0	7.9	28.6	50.6	12.9
6	Generally, I am more engaged in the process of blended course.	3	14.9	22.7	56.5	3
7	My personal devices (e.g. cell phone, laptop) help with my learning ESP.	2	3	17.8	46.5	30.7

No	Statements	Strongly disagree (%)	Disagree (%)	Neutral (%)	Agree (%)	Strongly agree (%)
8	Social media (e.g. Facebook, Twitter, Instagram) help me with learning ESP.	0	8.9	28.7	45.6	16.8
9	I have strong time management skills.	5	11.9	55.4	16.8	10.9
10	I am motivated to succeed in the learning process.	5	5	16.8	20.8	52.5
11	the resources necessary for students to succeed in blended courses is sufficient in my campus.	5	14.9	19.8	39.6	20.8

Table 4 elucidates that the respondents agree the integration of online learning and face-to-face learning have some learning advantages such as it has given more opportunities to collaborate with others (68.3%), access and use more ESP learning sources (78.1%), reflect on what they have learned (61.3%), and help them better understand the lesson (63.5). Generally, nearly 60 % of them agree that they are engaged in the process of blended course, and 60 % of them are likely to ask the questions by using an online course in order to apply their English ability in writing skill or speaking skill.

Moreover, as seen in Table 4, students' perception of the influent factors in engaging in blended learning can be concluded that they agree that the personal devices (e.g., cell phone, laptop) (77.2%), and Social networking applications (e.g., Facebook, Twitter, Instagram) can facilitate them to master English lesson (62.4%). On the other hand, although their motivation to succeed in the English learning process is high (73%) and the necessary resources for getting success in blended course is sufficient (60.4%), the lack of strong time management skills (27.7%) should be taken into account as the issues from Undergraduate nursing students that the ESP teachers should overcome.

4. Conclusion

Students perceive that the instruction of ESP course in blended learning can encourage them to enthusiastically learn English language in which they have been familiar with the ICT such as social media. Therefore, the blended learning for ESP course should be continued for making learners enthusiastic in mastering English. However, the interaction in English communication skills and time management skills should be the greatest concerns by English teachers for developing the ESP blended learning course.

References

[1]   Chirimbu S, 2014 Blended learning : Bridging the motivational gap in ESP courses in *The 10 th International Scientific Conference eLearning and software for Education* 4.

[2]   Tananuraksakul N, 2016 Blended e-learning as a requirement for teaching EFL in a Thai academic context *Teach. English with Technol.* **16**, 4 p. 48–55.

[3]   Metruk R, 2018 Extensive Listening Practice of EFL Learners with Authentic English Videos *Teach. English with Technol.* **18**, 4 p. 3–19.

[4]   2016, Bahasa Faktor Penting Bagi Perawat Hadapi MEA, *PT. Media Sumut Dua Empat Sukses*.

[5]   Watson R Watson R and Edin F, 2017 Language Barriers and their impact of Provision of Care to patients with limited English Proficiency: Nurses Perspective *J. Clin. Nurs.* **27** p. 5–6.

[6]   Lalima D and Lata Dangwal K, 2017 Blended Learning: An Innovative Approach *Univers. J. Educ. Res.* **5**, 1 p. 129–136.

[7]   Martin S and Notari M, 2014 Affordances, approaches, and challenges for blended, technology-enhanced learning: present and future development *Educ. Res. Eval.* **20** p. 513–515.

[8]   Iveson J, 2015 Challenges of task-based language teaching in online and blended learning contexts *CSEDU 2015 - 7th Int. Conf. Comput. Support. Educ. Proc.* **2** p. 277–282.

[9]   Arslanyilmaz a, 2012 An Online Task-Based Language Learning Environment: Is It Better for Advanced-or Intermediate-Level Second Language Learners? *Turkish Online J. Educ. Technol.* **11**, 1 p. 20–35.

[10]   Kiliçkaya F Krajka J and Latoch-Zielińska M, 2014 E-learning in Foreign Language Instruction in Turkey: Curriculum Models and Course Design Guidelines *Uşak Üniversitesi Sos. Bilim. Derg.* **7**, 3 p. 165–183.

[11]   Lee L T and Hung J C, 2015 Effects of blended e-Learning: a case study in higher education tax learning setting *Human-centric Comput. Inf. Sci.* **5**, 1 p. 1–15.

[12]   Boj,re I, 2016 Autonomous Learning for English Acquisition in Blended e-Studies for Adults within the Context of Sustainable Development *J. Teach. Educ. Sustain.* **18**, 1 p. 111–126.

[13]   Mulyono H, 2016 Using Quipper as an Online Platform for Teaching and Learning English as a Foreign *Teach. English with Technol.* **16**, 1 p. 59–70.

[14]   Fathurohman A, 2011, Pengaruh Pengembangan Model Pembelajaran E-Learning Terhadap Prestasi Belajar Mahasiswa Program Pascasarjana Magister Teknik Informatika, Univesitas Dian Nuswantoro.

[15]   DeVellis R ., 2012 *Scale development: Theory and applications* California: Sage.

[16]   Rezaei S and Meshkatian M A, 2017 Iranian Teachers' Attitude towards Using Social Media and Technology to Increase Interaction amongst Students inside or outside the Classroom *Theory Pract. Lang. Stud.* **7**, 6 p. 419.

[17]   Jia J Chen Y Ding Z and Ruan M, 2012 Effects of a vocabulary acquisition and assessment system on students’ performance in a blended learning class for English subject *Comput. Educ.* **58** p. 63–76.

Students' Perceptions of Blended Learning in Mastering English for Specific Purposes

12% SIMILARITY INDEX

12% INTERNET SOURCES

12% PUBLICATIONS

10% STUDENT PAPERS

1	Submitted to Universitas Pendidikan Indonesia Student Paper	4%
2	iopscience.iop.org Internet Source	3%
3	Submitted to EDMC Student Paper	2%
4	www.efeedlink.com Internet Source	2%

Exclude quotes	On	Exclude matches	< 2%
Exclude bibliography	On		