

EVALUATING THE USE OF BLENDED LEARNING APPROACH IN- COTRUCTING PRE-SERVICE ENGLISH TEACHERS' ICT COMPETENCE

EVALUASI PENGGUNAAN PENDEKATAN PEMBELAJARAN CAMPURAN DALAM MEMBAN- GUN KOMPETENSI TIK CALON GURU BAHASA INGGRIS

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ABSTRACT

The aim of this research is to evaluate the implementation of blended learning approach in terms of constructing pre-service English teachers' ICT competence in an English Education Department of an Islamic University. The context of the research is the use of blended learning in Learning, Media, and Technology (LMT) course. During the course, blended learning process is divided into offline meeting for discourse analysis and online meeting for practicum. The data, obtained from March 2018 to April 2018, present; a) observation notes; b) students' achievements records and c) document analysis. The data were analyzed using three constructs of Blended Learning: a) instruction; b) interaction and c) cognitive achievement/ learning (Littlejohn & Peggler, 2007). The results show that most of the students are able to follow blended learning design to achieve learning objectives and enhance their understanding about ICT for English Learning. However, some students need more instruction and interaction during online meeting. The implication of this research is that every blended learning approach should provide instruction, interaction, and cognitive achievement in a proportional balance.

Keywords: blended learning, pre-service teachers

ABSTRAK

Tujuan dari penelitian ini adalah untuk mengevaluasi implementasi pembelajaran campuran untuk membentuk kompetensi TIK dari calon guru Bahasa Inggris di salah satu prodi Pendidikan Bahasa Inggris di sebuah Universitas Islam. Konteks penelitian ini adalah penggunaan pendekatan campuran pada mata kuliah Learning, Media and Technology. Selama perkuliahan berlangsung, proses pembelajaran campuran terbagi atas pertemuan luring untuk analisis wacana/teori dan pertemuan daring untuk praktikum. Data yang dikumpulkan sejak bulan Maret 2018 sampai bulan April 2018 mempresentasikan tentang: a) catatan observasi; b) data prestasi mahasiswa dan c) analisis dokumen pembelajaran. Data tersebut dianalisis dengan menggunakan tiga konstruk teori tentang pembelajaran campuran; a) instruksi pembelajaran; b) interaksi pembelajaran dan c) pencapaian kognitif (Littlejohn & Peggler, 2007). Hasil penelitian menunjukkan sebagian besar mahasiswa dalam mengikuti model pembelajaran campuran untuk mencapai tujuan pembelajaran dan meluaskan pemahaman mereka terhadap TIK untuk pembelajaran Bahasa Inggris namun beberapa mahasiswa memerlukan instruksi pembelajaran dan interaksi yang lebih banyak selama pembelajaran daring. Implikasi dari penelitian ini adalah setiap pembelajaran campuran perlu menyediakan porsi yang seimbang untuk pemberian instruksi pembelajaran, interaksi pembelajaran dan pencapaian kognitif.

Kata Kunci: Pembelajaran campuran, calon guru Bahasa Inggris

INTRODUCTION

Some scholars perceive blended learning as a positive approach in learning. Blended learning provides facilities to assist learner progress by tracking learning stage (Thorne, 2003). It also

allows educators to combine media to enhance instruction in synchronous or asynchronous setting (Holden & Westfall, 2006 in (Kaur, 2013). Asynchronous setting is more flexible than synchronous setting as the communication can occur

even if other participants are not present (Littlejohn & Peggler, 2007). In teaching practice level, educators are able to explore blended learning in various ways, involving some activities such as reading material through printed or on-line sources, presenting visual images to strengthen abstract concept, combining multimedia to add sound or motion in demonstrating concept, and applying and sharing knowledge (Bersin, 2004). Based on this view, blended learning is a promising future of a learning strategy.

However, some other researches reveal interesting findings about challenges in using blended learning. It is stated that this approach requires students and educators to have technology readiness (Hubackova & Semradov, 2016) because it is not only about designing lesson plan but also considering instruction and interaction among students and teachers (Garisson & Vaughan, 2008). In asynchronous setting, educators should emphasize three components: a) instruction; b) interaction and c) cognitive achievement/learning objective. Different time and location can be other challenge for teachers and students in terms of maintaining communication, so there should be a clear instruction for every procedure. In addition, teachers should provide various kinds of media to communicate with the students. Learning management system cannot be the only platform to keep track of students' progress. Chat room, email, or even social media can be utilized as supporting media during the learning. Therefore, it is very important to employ online pedagogical consideration in the course design that is "designing in advance" (Precel, Eshet-Alkalai, & Alberton, 2009). This means blended learning implementation needs complete procedures from designing to evaluating to make sure that the plan assists students to achieve learning goal.

This study aims to evaluate the implementation of blended learning in higher education. The setting of the research was in Learning, Media, and Technology (LMT) course as one of the ICT-based competency courses in the English Education Department of Islamic University. By conducting evaluation research, it is expected to analyze the application of three aspects: instructions, interaction and learning objective (Littlejohn & Peggler, 2007) in asynchronous blended learning setting.

METHOD

The design of this research is a evaluation study (Vanderstoep & Johnston, 2009) since all data construct are experiences in using asynchronous blended learning setting for Learning, Media and Technology course. The emphasize of this research is assessing the implementation of the asynchronous blended learning based on three criteria: instruction, interaction and cognitive achievement (Littlejohn & Peggler, 2007). The asynchronous blended learning were conducted in one semester by using offline classroom meeting and Google Classroom Platform. The data provided information about learning instruction during offline/online meeting, interaction processes and students' achievements. Learning instructions were analyzed by how lecturers provided instruction for every assignment, while interaction processes were observed based on how lecturers assisted students in finishing their tasks. Finally, students' achievements were measured by students' final scores.

Learning, Media, and Technology (LMT) course is one of the most important courses for pre-service English teachers in English Education Department since this course shares knowledge about how to develop media to teach English. In this course, pre-service English

TABLE I MEDIA DEVELOPMENT STEPS IN LMT COURSE

Components	Activities
Planning	Students are divided into small group/pair to determine topic for their media project, based on curriculum in Indonesia (junior/high school).
Drafting	They design their first draft of media. Some groups use storyboard to build ideas and format.
Validating	They consult the draft to the lecturers for validation process. The consultation session is conducted in various ways, either online or offline. It depends on the learning progress of every group.
Revising	Students revise the media draft and conduct second validation to external stakeholders. They share the media to some students at school level and teachers to obtain feedbacks. After getting more feedbacks from stakeholders, they revise their final product.
Disseminating	Students write a final report about their media. The report highlights the process of validating the media to stakeholders and learning reflections.

teachers experience several project steps to develop their own media. The steps include planning, drafting, validating, revising and disseminating. Table 1 below shows the process of every step in developing media to teach English.

All understanding about how to develop media were shared in two settings: offline classroom meeting and online activities. In the beginning of the course, offline classroom meeting was focused on theory, discussion, and feedbacks to build students' understanding about their project. Meanwhile, online meeting was more on practices, assignment submission, and feedbacks in the middle and the end of the course.

RESULTS AND DISCUSSION

The results of the study shows the analysis of asynchronous blended learning implementation based on three criteria; instruction, interaction, and students' achievement (Littlejohn & Pegler, 2007).

Instruction

The instructions were given every meeting based on media development steps. The instruction was posted

on Google Classroom for at least one week or maximum one day before offline meeting, so that the students could prepare for their task or understanding in advance. The way of giving instruction in Google Classroom was concise and focused on main information. Every instruction was listed by using pointers to help students understand the task. Some students sent text messages to confirm the objective of the task.

Picture 1 above shows the instruction posted on Google classroom. All instructions were delivered in detail to give a clear description about the activities in the meeting.

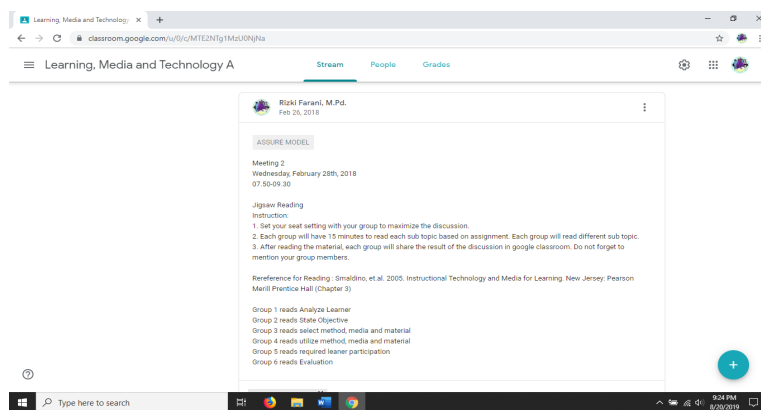
Interaction

Most students preferred offline consultation to online consultation because online interaction often imparted confusion for some of them. As the result, lecturers gave more time to students for media consultation sessions. LMT course is a four-credit course that provides 28 meetings for the whole semester, so it is possible to provide more consultation sessions for the groups. Most of the consultation was on validating

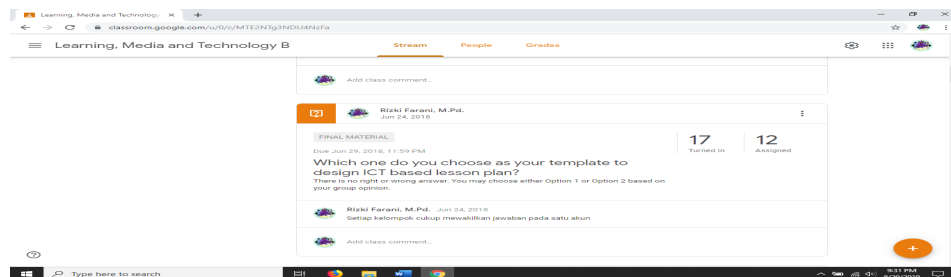
process. Each group should pass content and visual validation based on certain rubrics. Those who did not pass the validation should revise their media until the validation process was finished. Thus, each group consulted their media at least twice during the development process. There was a limited interaction during online learning. Google Classroom platform was used only to deliver content, instruction, and task. All feedbacks were delivered offline.

Picture 2 above shows online discussion as reflection at the end of the semester. There was only one reflective activity in the LMT course. Students submitted their response based on their opinion.

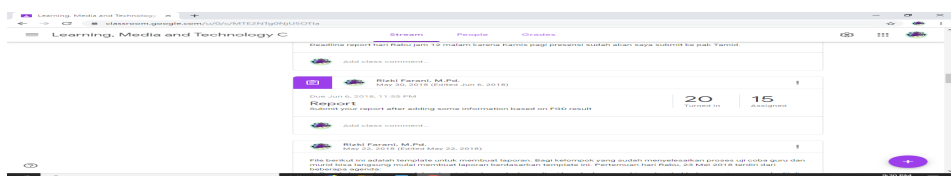
Picture 3 above shows that students used Google classroom to submit their final report as a part of dissemination step.



Picture 1 Online Instruction



Picture 2 Online Discussion



Picture 3 Submission Report

Learning Objective

Based on students' achievement, the highest score was 85, and the lowest score was 70. Referring to institutional curriculum of the Islamic University, students are considered to pass one competency if they achieve the minimum score of 59.99 (B/C). Thus, all students in the LMT course passed the requirements. They could achieve learning objectives since they finished their project based on instruction. They conducted all steps of media development, comprising of planning, drafting, validating, revising, and disseminating. They had sufficient awareness in choosing their media to teach English at school level (junior/senior high school), for example, they chose user-friendly media to make sure that they could operate the application well. Most of the groups chose power point presentation, board games, video, flash cards, social media, and learning application. However, most groups achieved scores around 75-79. It means that they pass the competency but they still need to improve some aspects, such as learning how to present strong rationales in choosing media, selecting relevant materials for their media project, and improving their ability to design a proportional visualization for media display. Some visualization was not well balanced in terms of background colors and images.

Based on the results, the implementation of the asynchronous blended learning in the LMT course meets the criteria of blended learning, because it provides three aspects: instruction, interaction, and cognitive achievement/learning objective (Littlejohn & Peggler, 2007). However, the interaction aspect during online meeting is very limited since most of the students prefer offline consultation in the classroom. This result confirms that building online interaction is still one of the challenges in asynchro-

nous blended learning because it gives limited verbal communication between teachers and students (Wright, 2017). In fact, interaction is the important key of online and blended learning (Blaine, 2019). Thus, teachers should design an opportunity for students to maximize the interaction.

CONCLUSION

This study evaluated the implementation of asynchronous blended learning in Learning, Media, and Technology (LMT) course. The results show that the blended learning implementation provides all blended learning criteria: instruction, interaction, and cognitive achievement/learning objective (Littlejohn & Peggler, 2007). However, there is a limited exploration in interaction sessions since the interaction only occurs during offline learning. Thus, it is recommended for further research to explore more about strategies to build effective interaction in online meeting setting.

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