

Blended Learning in Teaching Literary Appreciation

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ABSTRACT

Blended learning is a blend of two learning models, namely face-to-face learning and online learning / e-learning. The purpose of blended learning is to stimulate and foster students learning motivation. This article discusses blended learning studies that are applied in appreciation literary classes. There are 3 learning models focused in this study. The first is Personalized online learning, small group discussions and project online presentations. The 7th semester students become research subjects. They are 18 students. From the results of the 3 methods applied during the 5 months of learning, it is obtained that the combination of the three models is very suitable to be used as a method in teaching literary appreciation. It can be concluded that the instructional model is appropriately determined by the suitability of educational model, technique and method of learning, and also facilities and infrastructure readiness.

Keywords: Blended Learning, Literary Appreciation

INTRODUCTION

Literary appreciation requires reading skills. Aminudin (2013: 15) states that the efforts to understand literary elements is by reading. That is, the reading process will foster a critical reaction to understanding and deepening appreciation to literary works. Based on this argument, lecturer should be creative in using her teaching method.

One of the compulsory subjects in the English Language Study Program at STKIP PGRI Tulungagung is Literary Appreciation. Literary Appreciation is a practical course in which contains two types of literature, including poetry and prose. The purpose of this course is to provide an assessment of literary work consciously and logically for students. In addition, the final result of this study for the students is demanded to be able to develop their potential to change written literary works (poetry, prose, and drama) into other forms, such as poetry recital, drama, theatrical, short story, and so on. Literary works that are converted into other forms in such a way are also a form of appreciation for literary works. And

the question is: do students currently have the desire, ability, and appreciation knowledge? Therefore this research will be describe about the application of blended learning in the literary appreciation class.

The question are answered after researchers conducted a survey on the seventh semester students of English Department in STKIP PGRI Tulungagung in academic year 2019. The students are currently the seventh semester. The survey was conducted by observing 18 students. Previously the author had known about the abilities of each student. At the beginning of the meeting, the data collection was conducted on the students ability to analyze short stories. From the results, it was obtained that students do not know the techniques in the analysis of literature. For example, they still do not know what points are discussed and analyzed in the analysis of literary works. There are 20% of those students read and understand the contents of the story. They remember the stories plot in English. And they read twice or more to understand the plot of the story.

While the rest, they understand the story as a whole but they do not know clearly the details of the actual points in the story. This is ironic, because the student hasnot read and read the story many times. Some of them even got stories line from their friends. On the other hand, learning and appreciation by students of English Education is monotonous. That is, from year to year the appreciation carried out does not show significant changes, although that technology has developed so rapidly.

Therefore, literature appreciation courses require attractive and creative learning models so students can appreciate literature well in line with current technological developments. The learning model used must have an element of modification, for example reading skills are modified with other learning models. The goal is that other learning models can help students overcome reading problems. The learning model used must take advantage of the current technological sophistication, in order to be able to keep pace with the times.

The Blended Learning Model.

Blended Learning is a combination of various media and events for training programs aimed at optimizing students to be more specific in the learning process. The media in question is related to technology, which is currently technology, especially internet-based media, favored by almost all people. Society in general and students in particular cannot be separated from online information sources. That is, this learning model is based online so students do the learning process through virtual paths.

In addition, students also still need a face-to-face learning system because it is used as material for understanding lecture material being taught. Face to face learning, in addition to understanding lecturer material, it also has the opportunity to provide motivation to students. As mentioned earlier, that reading is so important in the process of appreciation of literary works. So, Blended Learning is a learning method that combines two or more methods and approaches in learning to achieve the objectives of the learning process (Sutisna, 2016: 158). Blended Learning used is a combination of three learning models, namely virtual-based learning, face-to-face learning, and students deepen their reading power. In blended learning there is the term e-learning. E-learning is a learning system that utilizes electronic media as a tool to assist learning activities. For the most part, it is assumed that the electronics referred here are more directed at the use of computer and internet technology (Daryanto, 2015). Based on these descriptions, it is a qualitative descriptive research where the researcher will describe the application of blended learning which is applied for one semester in 7th semester literature appreciation class at STKIP PGRI tulungagung.

In an American report from Allen, Seaman and Garrett (2007, quoted in Stacey and Gerbic 2009, p.2) they use the term *hybrid learning* in courses where 30 to 70 % of the content is delivered online. Blended learning seems to be an emerging trend in higher education. For Staker and Horn, blended learning is 'a formal education program in which a student learns at least in part through online delivery of content and instruction with some element of student control over time, place, path, and / or pace and at least in part at a supervised brick-and-mortar location away from home.

For Launer (2010), in her article *Five Assumptions on Blended Learning: What Is Important to Make Blended Learning a Successful Concept?*, It is ‘the combination of technology supported self or distance study settings and face-to-face settings. Stacey and Gerbic (2016) consider a range of definitions of the term, but at a minimum it involves some combination of virtual and physical environments. Aside from the broad nature of many early definitions of the concept, Oliver and Trigwell (2005) made one more important criticism of blended learning They argued that by focusing on modes of delivery, theorists were actually focusing more on teaching than on learning. While this critique might not be wholly fair, it does highlight the danger of pursuing technology without adequately considering how it contributes to the learning process.

Research Method

The research was conducted by qualitative descriptive approach. It emphasizes the absence of the use of statistical tools in qualitative research. This is of course to make it easier to distinguish the use of qualitative methods and the use of quantitative methods. Because quantitative methods depend on the use of statistical analysis calculations and procedures.

Meanwhile, the qualitative method emphasizes the observation of phenomena and examines the substance of the meaning of the phenomena. The analysis and sharpness of qualitative research is greatly influenced by the strength of words and sentences used. Basri (2014) concludes that the focus of qualitative research is on the process and the meaning of the results. The attention of qualitative research is more focused on human elements, objects, and institutions, as well as the relationships or interactions between these elements, in an effort to understand an event, behavior, or phenomenon (Mohamed, Abdul Majid & Ahmad, 2010).

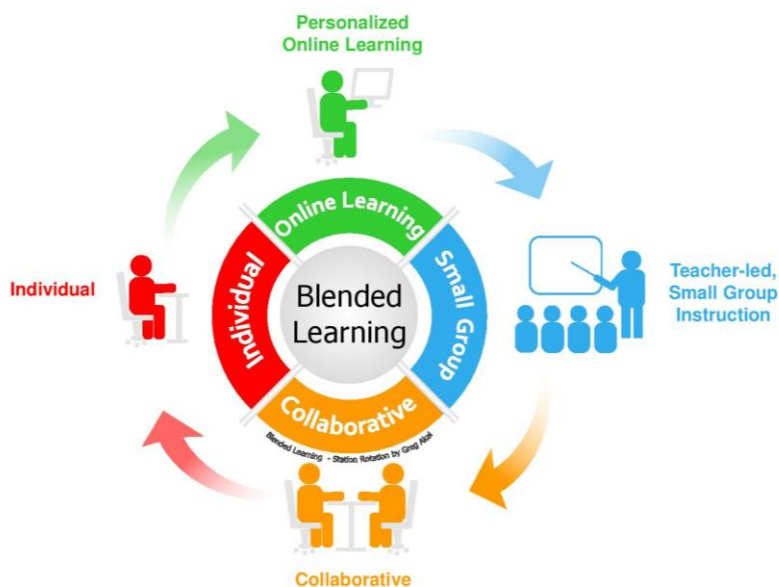
The research was held from September 2019 until January 2020 by observing the Literary Appreciation learning process of the seventh semester students of English Department in STKIP PGRI Tulungagung. The technique of

data collection was done by observation and literature review. There are 18 students in the class. And they are the subject of the research.

The teaching model used in blended learning are Personalized online learning, small group discussion, and project online presentation. The data then analyzed and present using descriptive qualitative. the discussion will report about the implementation of the 3 models in literary appreciation class.

The Implications of Blended Learning in class

The implications of the different models for practitioners of blended learning depend on the intended goals of adopting it, and on how successfully the challenges of implementing it are met.



In this article, the implementation of blended learning are only on the personalized online learning, small group discussion and Project Online Presentation.

Personalized online learning

In the first meeting, the lecture asks the students to take their Personalized online learning. Individuals are responsible for their own learning process. They also need to manage the process of learning more effectively and takes a larger stake in the ownership of content. In general, personalize learning approach has the

potential to meet the educational needs in the future as well as providing a new alternative to encourage students' learning (Bentley, 2004). It shift from a teacher-centered perspective to a learner-centered, competency oriented one. When the issue about individual differences arises, which we should support individuals to customize the learning environment according to their difference characteristics, hence what come up in the mind is what we called the personalization issue (2005). There are several steps that should be done in first method, but in meeting s researcher only takes a few steps of personalized online learning.

The first is understanding student character. Because the lecturer has taught this class before, so the lecturer knows what kind of assignment will be given. At the beginning of the lecturing, the lecturer gives the task to choose the title and type of short story that they love. The next step the lecturer asks students to choose method how to access whether to borrow books in the library or online. Then he provides a lesson blueprint for creating instructional goals, methods, materials, and assessments that work for everyone. This is done by giving them points about what a list to do. For example by giving them several questions : such as how does this character affect on what happens in the beginning at the end of the story, what lesson this story is teaching you, what the most important events that happened in the story is and proof it in line, what the character feeling in this part of the story is.

From the results of learning outcomes students are more enthusiastic to continue their assignments after they choose their own title. Because in their perception, it is based on their vocabularies mastery. In addition to that, by giving a clear list of questions about work they have to complete and answer, students know the goal of their reading. During the first meeting this method was used. Furthermore lecture also provide them some reading sources and deadline. At the next meeting, the lecturer ensures the results of assessment by giving face to face personalized questions about the short story. From the results obtained that students still do not understand the contents of the reading that they understand individually.

Small group discussion

The next step is to create a small group. It is applied in the third meeting. Small group work is enhanced by dividing group member roles among themselves. Typical roles include: a team captain who keeps the group on task and focused. She / he reads the assignment to the group, mediates conflict, and manages time. A recorder or clerk who takes minutes and writes down salient points. He / she also reports back to the class as a whole. An encourager who gives team members feedback and is responsible for ensuring that all group members are heard. A reflector who keeps track of the dynamics of group processes and makes comments (to be turned in with the clerk's) about focus, direction, organization, listening skills, participation of all members. In this meeting, each group concludes their work together by sharing the results of their work with others.

The students achieve the goal of sharing with others when they devote time in class to reports from groups. the students also listen to each other explanation while discussion. When the lecturer then listens to their work, he arrives at which the aspects of an assignment are understandable or which need further discussion and reflection. Group reports also enable lecturer to do his job better. One of the lecturer responsibilities in class is to facilitate evaluation of their work. He listens to group reports in order to determine which areas in his assignment students need further work. the lecturer offers guidance and further help with the assignment based on what he hears in the group reports.

Project Online Presentation

In this online presentation program, the results of the discussion are presented via video. project online presentation. In this online presentation program, the results of the discussion are presented via video. In practice, all groups have held discussions and corrected their misconceptions about the material. The misconceptions and lack of understanding they found in analyzing the short story in the first method was revised by their friends and their lecturers in the small group discussion. Then of course they have got a clear picture of the tasks they

have to do and the contents of the story. This final method is a refinement of the previous two methods. In this method they learn how to make learning media online to convey the results of literary analysis. All group members make presentations in front of the camera. They may not read text or be seen reading text in front of the camera. They make their own presentations one by one. The video recorded will be edited by a group team. The students learn many things in this last method, example: how to produce good video works for.

Conclusion

The concept of blended learning can not be defined precisely as different scholars put different content into the term, though all of researchers agree that blended learning is an integrated learning experience that is controlled and guided by the instructor whether in the form of face-to-face communication or his virtual presence. Technological innovation is expanding the range of possible solutions that can be brought to bear on teaching and learning. Whether we are primarily interested in creating more effective learning experiences, increasing access and flexibility, or reducing the cost of learning, it is likely that our learning systems will provide a blend of face-to-face and computer mediated experiences. Future learning systems will be differentiated not based on whether they blend but rather by how they blend.

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