

# Blended Learning as a Means of Promoting Autonomous and Collaborative Learning Experiences

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**Abstract**—The benefits of the integrating the technology into English learning and teaching within a framework of blended learning are likely to outweigh the challenges. Introducing a combination of online, offline and traditional modes of delivery, this research paper provides practical ideas on how blended learning led to autonomous and collaborative learning experiences. Embracing the characteristics of a-mixed-method research, qualitative data (observation and interview) were transcribed, categorized and interpreted into central themes while quantitative data (English proficiency test) were calculated and categorized into effect size of Cohen [1]. 50 freshmen taking nursing study, called patients, were treated in a General English course program, named English Clinic, at Institute of Health Science in Cirebon, Indonesia. Surpassing everyone's expectation, blended learning can be a potential option to run a big size class as well. There are, however, challenges to succeed in implementing blended learning: the instructional design and content selection, particularly when it comes to English for specific field, for medical purposes or healthcare professionals. These are some of the major concerns that warrants further study.

**Keywords**—*blended learning; autonomous learning; collaborative learning*

## I. INTRODUCTION

Blended learning seems to be a buzzword in teaching and learning as it has been very well-documented in the field of education. For the reasons of useful varied delivery modes such as online, offline, and face-to-face, blended learning is widely selected for improving students' outcomes. In English language teaching, L. Febronia, and H.Y. The [2], M.P.P. Aji [3], C. Banditvilai [4], A. Buran, and A. Evseeva [5], and S.D. Paturusi, Y. Chisaki, and T. Usagawa [6] witnessed how blended learning works out well by integrating technology into classrooms. Another study by Kern [7] showed that students' language skills are developed faster to become more confident users of English. G. Kavaliauskienė [8] explained how blended learning is practiced in listening class and analyzed students' attitudes towards usefulness. The findings yield some evidence of blended learning positive contributions to the learning. Echoing others, L. Lungu [9] showed that blended learning has two promising results to contribute: First, students learn better in a short time as blended learning provides room for flexibility, autonomy and self-pacing appropriate to the students' ability, needs and interests; Second, teachers have more time to make learning more interactive and motivating in such a way that meet the

students' needs and the teaching and learning goals. In Indonesia, N. Sofiana's [10] findings led all the English lecturers at UNISNU to take advantage of blended learning. It indicates that the teaching and learning process becomes better with the aid of blended learning. Another study carried out by A.P. Rovai, and H.M. Jordan [11] proved that unlike the conventional learning, a much greater sense of togetherness is well-developed through blended learning. Of all the aforementioned significance contributions to English language teaching, how blended learning might result improvement on students' proficiency test was not uncovered, particularly on TOEIC. In addition, most researchers highlighted more on impressionistic evidence rather than empirical ones. Therefore, as an effort to enrich the empirical evidence of blended learning, this study is conducted to see how it works and what impact it has on TOEIC score.

It goes without saying that the virtues in integrating technology into teaching practices result in positive influence. Teaching and learning language with the aid of ICT is also highlighted by G. Dudeney, and N. Hockly [12]. This study is expected to shift the prevailing traditional lecture-based instruction to technology rich class that suit the needs of the Industrial 4.0 era. As also well-supported by Isisag [13] that introducing technology into language teaching may increase the quality and effectiveness of process. Judging from the benefits that blended learning might offer to English teaching, an English teacher, called 'English Physician', from the Institute of Health Science in Cirebon, implemented blended learning into teaching practices at an additional English course program named 'English clinic'. The course was intended for nursing students in their freshmen year to learn General English as a prerequisite for taking more advanced courses in English for Specific Purposes (ESP). This institution has been trying to dispatch nursing graduates to work abroad. To meet the requirement, an appropriate level of English proficiency certification must be provided to prove that they are eligible for pursuing international career as healthcare professionals. The problem then starts from this point; they find English is a real challenge. Consequently, this becomes a major concern in the research site when no one wishes to join the program due to their problems in English. Therefore, revisiting the institution teaching strategies is urgently required. By reason of several conditions such as a big size class, demotivating learning environment, and a mind-numbing traditional way of teaching, this study was undertaken to see how blended learning might change the General English (GE) teaching and learning. Specific

objectives are (1) to discover how blended learning activities facilitate the learners to gain and construct knowledge in such a way that help the teaching and learning process; and (2) to investigate whether blended learning has positive influence on the learners' English proficiency. This study, therefore, questions a single research inquiry as: what influence does Blended learning have on GE learning?

The results confirm that blended-learning course offers the students the chance of experiences for both autonomous and collaborative works. Comparing to the results of their previous English proficiency test, their achievements are higher. Surpassing everyone's expectation, in this study, blended learning can be a potential option to run a big size class as well. What is also important, blended learning helps to deepen the learners' understanding of the lesson. A comprehensive description of the findings will be available in results and analysis. To recall what blended learning is all about, the following review of literature is presented and is found relevant to this study.

## II. LITERATURE REVIEW

Blended learning combines the advantages of traditional learning and e-learning to create a new mixing mode of delivery in teaching. B. Barret, and P. Sharma [14] shared this view and they clearly defined that blended learning combines classroom teaching and the use of technology appropriately. Similarly, R. Kumar, and N. Pande [15] stated that online and face-to-face learnings are "adjuncts to each other". This study adopts the strategy of mixing online, offline, and face-to-face instruction to experience the benefits. W. Wengreen, M. Dimmick, and M. Israelsen [16] defined these as synchronous and asynchronous instructions. The term synchronous reflects learning face-to-face with their teacher and peers in a classroom setting. In contrast, asynchronous refers to the way the students learn by using online sources and information named online learning. This kind of instruction encourages student-centered learning, which enables the students to explore the learning in their own time and pace [44]. Similarly, D. Senffner, and L.G. Kepler [17] argued that in blended learning, typically, the teacher-led instruction shifts towards the student-centered one. When the learning is focused on the students, autonomous and independent learning then might occur. In earlier literature, C.R. Rogers [18] stated that autonomous learning shifts the paradigm from teacher-centered learning to student-centered learning. Similarly, D. Kember [19] contended that autonomous learning is referred to as student-centered learning in which the process of teaching has been changed into the process of learning. In addition, S.J. Lea, D. Stephenson, and J. Troy [20] confirmed that the emphasis on student as the center of learning should be placed on active learning and deep learning in acquiring and understanding knowledge. D. Brandes, and P. Ginnis [21] highlighted that whenever the students are given full responsibility for their learning, student-centered learning exists. Based on Little word's autonomy framework, cited in M. Hamilton [22], learner autonomy is the ability to work independently such as self-directed learning. The aforementioned terms, autonomous, independent, student-centered, and self-directed learnings, seem to represent similar characteristics in helping students reach the learning goals. Referring the terms above, this study signifies autonomous learning to report the occurrence of the students' independent learning in blended learning implementation,

particularly in the online sessions. Meanwhile, in this study, offline learning is described as a learning process where the students learn course content through offline sources given by the teacher such as videos, CDs, reading passages, books, or any form of offline resources. According to The CPD (Continuing Professional Development) Certification Service [49], providing offline resources such as books could be a bright idea so that the students can read in their own time. B. Miller [23] clarified that to prevent unreliable access to the internet and intermittent Wi-Fi coverage, downloading content for later reading and learning is a potential option for offline learning. In so doing, the students can still learn without relying on internet connection.

The above definitions seem to fit this study in terms of combining online, offline, and face-to-face learnings. This combination has also been confirmed by Torrisi-Steele [24] that what makes blended learning differ from the traditional lecture-based instruction lies in the teaching methods, delivery, and learning styles. In addition, C.R. Graham [25] mentioned that blended learning is best when combined with various media and methods of instruction for both online and face-to-face classes. These elements are also taken into account in the present study to vary the modes of delivery in the process of teaching and learning which aims at improving the students' comprehension of the subject and their English proficiency. As also stated by W. Dorman [26] that the emphasis on bolstering individuals' ability to reach an understanding of the given topics, to be independent and to improve learning performance should be placed in blended learning in order to meet the learning objectives. A crucial point to be noted here is that improving the learning process, in blended learning, is worth attention rather than merely focusing on technology utilization.

In a broader definition, R.T. Ossguthorpe, and C.R. Graham [27] described that blended learning reflects learning activities in discovering evenly balanced instructions between online and face-to-face to access knowledge and interaction. Therefore, it is essential to see which part of material suits online, offline, and face-to-face learning. C.R. Graham [25] simply clarified that online learning combined with face-to-face learning resulted in the term blended learning. According to D. Bath, and J. Bourke [28] blended learning offers ways to expand the areas and opportunities for learning and to promote collaboration and interactivity as well. In this study, online, offline and face-to-face learning were brought into play to encourage collaborative and autonomous learning experiences. Belles, cited in Ch. Alekya and B.V. Ramani [29], also claimed that blended learning is capable of creating digital content and personalized learning environment as well as collaborative learning experiences. According to Brindley [30], collaboration is the learning condition where each student shares knowledge and understanding by exchanging resources in group learning interaction to complete certain tasks. To define blended learning, J.M. Smith [31] mentioned both high and low technologies as a way of conducting education at a distance integrated with traditional face-to-face education. C. Procter [32] added that blended learning is combined from various teaching and e-learning methods. What all the aforementioned definitions of blended learning tend to have in common is that it is a useful alternative to improve learning outcomes through convenient concept of combining online, offline and face-to-face instructions.

### III. METHODOLOGY

The present study was guided by a mixed method to gather comprehensive qualitative and quantitative data. As proposed by S.N. Hesse-Biber [33] that narrative, together with numbers, can possibly work to reach generalization. This study attempts to discover qualitatively how blended learning aids the students learning and to find out quantitatively what impact blended learning has on students' English proficiency. According to R.B Johnson, and A.J. Onwuegbuzie [34] narrative descriptions in qualitative data are useful adjunct to figures in quantitative data. Therefore, mixed method was selected to conduct this study to 50 nursing students, taking Bachelor degree at Institute of Health Science in Cirebon, Indonesia. As stated earlier, to all freshmen in the research site, passing minimum standard score of TOEIC is a must for taking ESP courses. Thus, this study was expected to facilitate effective work for both the students and the teachers in the GE teaching and learning process in improving learning outcomes.

During 14 weeks of the study, ample evidences were collected from observation, interview, and English Proficiency Test. Class observation was videotaped to capture the process of teaching and learning in classroom time. Latvala [35] contended that rich material and possibilities for data analysis can be obtained by conducting observation. Class observation in this study was conducted once every three weeks for 100 minutes each by the researcher and an English teacher. Both served as participant observers during the study. The co-observer was invited to avoid the subjectivity in taking data for field notes and to minimize the risk of missing important occurrences [36]. Another consideration was that the other observer might also have important data to contribute. This enabled the researcher to see the observed data from other perspectives [37]. In so doing, the reliability of the observational evidence can be attained [38]. Meanwhile, for online learning, self-reflection notes in this study serves as observation. The self-reflection notes were used for their benefits as proposed by K. Herbert-Smith [39] who stated that self-reflection helps the students recognize the progress they made and the areas for improvement.

In this study, another data collection method was recorded interview. According to J.R. Fraenkel [40], the way people feel, perceive and do things, as well as the values they bring can be understood by administering an interview. A semi-structured interview was conducted to nine selected students out of 50, called the 'patients,' comprising of three high, three average, and three low achievers, and an English teacher, called the 'Physician.' According to L. Cohen [1], semi-structured interviews enable the interviewees to share opinion without the feeling of being controlled or limited. In addition, K. L. Barribal and A. While [41] confirmed that semi-structured interview enables the researcher to explore the perceptions and opinions of the research participants. The students and the teacher were invited for having the interview sessions of 10-15 minutes, twice in different time with different interviewers. The second-round interview aimed to confirm consistency. L. Krefting [42] stated that in interviewing, variety in time, space and person should be taken into account to crosscheck the data. In addition, E. Emilia [46] justified that the reliability of verbalization made by the students can be tested over second time interview.

To discover the effect of blended learning on the students' English proficiency, this study used Test of English for International Communication (TOEIC). This test was considered relevant to what stated by National Council of State Boards of Nursing [47] and Nurses Association of New Brunswick [48] that to non-native English nurses, passing an appropriate level of English proficiency certification is a must. Therefore, the ability to use English for international communication purposes such as TOEIC is one of the necessary qualifications for international healthcare professionals. Accordingly, any effort to maximize the learning and improve the students' ability on passing English proficiency test is highly expected by the institution for business purposes with overseas customers.

The class observation and semi-structured interview data were analyzed qualitatively. It involved coding, categorizing, comparing, and concluding as proposed by L. Cohen, L. Manion, and K. Morrison [36]. Observational field notes taken from D. Silverman [43] with six group questions, such as what the students are doing and how they do it precisely to accomplish things and so on, guided the researcher in understanding the on-going class. Once the qualitative data reached saturation, the data were then selected and classified into three main themes as will be presented in results and discussion. Minor calculation was also used to find out the effect on students' English proficiency test. To compare the mean of their previous TOEIC scores with the recent ones, a paired t-test was used. Despite the calculation in quantitative data, the overall data would be presented more in narrative form rather than in figures as can be seen in the following results and analysis. Multiple sources, theories and researchers were included for data triangulation in this study as an endeavor to increase the level of objectivity. To ensure the consistency, all the data taken from field notes, students' self-reflection notes, English proficiency test and students' interview were well-supported by the opinion of the English teacher. To begin this study, a brief introduction to the course, some practical ways of blended learning and clear direction were provided to ensure that the study plans were as expected.

### IV. RESULT AND ANALYSIS

As previously stated, a research question concerning the effects or values of blended learning to the GE learning was raised. Not only in observational data, the data obtained from interview sessions were also on the benefits of blended learning. Nine selected students consisting of three high, average and low achievers each and an English teacher shared their views on this. They optimized the benefits of blended learning to the teaching and learning. The findings, therefore, suggest three positive effects of blended learning on the teaching program denoted by (1) autonomous learning experience; (2) collaborative learning environment; and (3) the students' achievement on TOEIC score.

#### A. *Autonomous Learning Experience*

From observational evidence, during face-to-face class, the students dominated the talking time. They were fully in charge of the class. In this situation, the teacher served more as a facilitator rather than the real teacher who generally transferred the knowledge and controlled over the class. This situation justified the so-called student-centered and autonomous learning stated by D. Senffner, and L.G. Kepler [17] and C.R. Rogers [18] that teaching by the teacher was

shifted to learning by the students. A new setting for in-class-learning could be seen from how the students arranged small study groups with a leader for each. Accordingly, a big size class was no longer seen as a problem. Every group had talking turn to participate. In this regard, active learning mentioned by S.J. Lea, D. Stephenson, and J. Troy [22] appeared. Many students volunteered to share their understanding of the lesson after they previously prepared themselves through online learning sessions at home. It was obvious that the students had the capability to fully manage their learning as stated by D. Brandes, and P. Ginnis [21]. During independent online learning, the students had more time to build their knowledge and understanding over the lesson. The course contents were accessible online where they could easily find at any time. This depicts the students' effort to explore the learning as described by P. Moskal, C. Dziuban, and J. Hartman [44] and J. O'Flaherty, and C. Phillips [45]. Autonomous learning in this study could be observed from how blended learning required the students to have more responsibility in their learning. They had to plan their learning and manage their time to keep up with their fellow students. For offline learning, the teacher provided videos and articles for the students to do self-reading and learning at their own time and place. Offline resources allowed the students to learn from their digital devices with no internet access yet with flexible timescale. This activity agreed with B. Miller [23] that offline learning sources helped the students avoid unreliable internet coverage. In this case, offline sources, previously stated by R. Kumar, and N. Pande [15], served as adjuncts to online sources, such as Google Classroom to submit the students work, Zoom Us to have video conference between the teacher and among the students, Edmodo to administer scheduled quizzes and progress tests and WhatsApp group to share texts. Some offline and online tasks were done individually, and some others were in group. From self-reflection notes, it was found that some students learned online and offline contents in quick succession, but some others needed more time. Comparing to traditional lecture-based class, blended learning activities allowed the slow learners to take their time in understanding course materials until the next face-to-face class came. In order to stay equal with their classmates in class time during discussions and other interactive activities, the students would do whatever was necessary to comprehend the lesson. The pressure to catch up with others was converted into challenges and motivation. This data was also confirmed in interview session.

For online and offline learning observation, self-reflection notes, as stated earlier, were used as data in this study to observe how they did their independent learning through online and offline sources at home. Every day, the students reflected both online and offline learning and completed self-reflection notes provided during the study. 50 students joining the study confirmed that they could manage to grasp given materials for home learning. By doing home self-reading to construct knowledge, blended learning, in this study, could possibly foster the students' autonomy. A more comprehensive understanding of the course was also claimed. Whenever they found difficulties, they consulted Google for more explanation and peers for crosschecking their understanding. It proved what K. Herbert-Smith [39] stated that the students could manage to recognize either progress or difficulties in their learning. This study showed that blended

learning could possibly empower the students to study a lot more. Therefore, the ability to regulate self-learning was highly required in blended learning. The above observational evidence corresponded to the students' and the teacher's opinions as in the following paragraph.

Based on interview data from the nine students and the teacher, this study finds out that blended learning offered a convenient means of learning since it provided access to learn independently. Giving the students autonomy to manage their learning generated sense of responsibility. Both made similar assumption that blended learning provided solutions to the students' problem in learning English. For instance, they became wiser to manage their time in using internet for learning rather than for social media. WhatsApp group as the most preferred social media helped them to communicate over the lesson. They put priority on using internet access for the sake of the learning. This learning environment accepts suggestions from J. Vogt [50] that technology integration should be able to encourage autonomous learning, to motivate, and to engage the students in improving their learning. The learning activities within blended learning framework, in this study, offered appealing learning experiences for both the students and the teacher. Online, offline, and face-to-face delivery modes helped to maintain the students' interest. Their appreciation toward the changing shift from traditional lecture-based class into blended-based class can be understood from their opinions on how the changes were well-received. From the students' perspectives, blended learning could be of a great help. They experienced how to manage and take the responsibility for what they had to learn. The need for managing their online learning, as perceived by the students, was to prepare for classroom interaction and to participate in a group discussion during face-to-face time. To their opinion, losing face for ignorance about the subject being studied during the discussion was considered embarrassing. Therefore, they made their best effort to review the lesson at home by searching for more related online content. It can be concluded that in this study blended learning encourages deeper learning. This could also be noticed from observational data as presented earlier. The students argued that blended learning also helped them learn the lesson faster than they used to be. This can be inferred from the comparison they made between traditional lecture-based learning and blended learning. To their views, preparing themselves at home, learning to understand the lesson through online and offline learning before in class session were more motivating than just sitting in the class for lectures. At home, they had much time to learn over certain lesson. This appears similar to what L. Lungu [9] found that blended learning offers self-pacing and autonomy to learn faster following their interests, needs and ability. During online and offline learnings, the students tried their best to use prior knowledge to understand the lesson. They structured new or additional information from online sources to deepen their understanding of the lesson. Whenever they forget certain parts of the lesson, they could access the materials easily at any time before attending face-to-face session with their peers and teacher in class time. This situation reflects convenience and flexibility in their autonomous learning. According to the students, when doing self-reading, searching, and googling supported materials during independent study, some came across and learnt new vocabularies, varied accents and pronunciations apart from

the native English ones. Some others found phrases and collocations to learn. In this case, a wide exposure to English could possibly happen. What the students learnt both online and offline could enrich the materials which were not given in the classroom. In line with G. Dudeney, and N. Hockly [12], this finding confirms that technology opens access to authentic and ready-made learning content. This interview data derived from the students were also justified by the teacher in interview sessions. According to the teacher, the chances to help the students advance their learning could be attained by providing them more time to independently look up resources and information related to the lesson. Considering the fact that in-class time was limited to two credit hours, 100 minutes only, online learning and offline learning at home was a reasonable solution to extend the in-class learning time. Therefore, utilizing online resources are seen beneficial to enhance the classroom time.

### *B. Collaborative Learning Experience*

In face-to-face class, observation data showed that both the teacher and the students went to a real class. They could see each other directly to share their understanding of the given lessons after two weeks of online and offline learnings. Discussions, role plays, and simulations were also performed to see that the students really understood the materials. The students sat in a group of five including a group leader. In this study, having this kind of group seat formation answered the challenge of handling a big size class. 50 nursing students called 'patients' could be managed with the aid of study group and collaboration. The teacher, at the same time, could possibly check student work. In this study, 50 students in the classroom could effectively learn from each other. It can be seen from how everyone, including the low achievers, took part in class activities. Domination of high achiever could be avoided as everyone already understood the lesson before attending the class. They seemed to be equal in terms of lesson comprehension. This meant that the students were fully aware of what and how to do in online learning, offline learning, and face-to-face class. They learnt in collaboration with others to solve the difficulties they found during self-learning. For instance, a student came up with problems concerning the use of an 'S' after the third singular person 'she' as in 'she writes weekly report' and the use of an 'S' after plural nouns. The student thought that the 's' there was similar in meaning to plural. The problem was given to the floor that everyone could contribute the answers. As expected, the other students were able to explain. Each added some important missing information when the teacher encouraged them to elicit more explanation. In this regard, their active participation reflected their understanding on the teaching program with blended learning. As a result, in this study, the students had also the potential to teach. Such collaboration and interactivity were also confirmed by D. Bath, and J. Bourke [28] in blended learning. As they committed to work together to achieve the learning goals, sense of togetherness was found in this study. This learning environment portrayed what stated by A.P. Rovai, and H.M. Jordan [11] that a greater sense of togetherness can be well-developed through blended learning than the conventional learning. The students used the opportunity of the meeting to help or to ask for help, to share and to crosscheck their understanding. They simply came to class to show that they learnt. In other words, the classroom time in face-to-face session, in this study, was spent for reinforcement. Therefore, room for collaborative learning

was widely open in this study. This observational evidence was also confirmed by the student and teacher opinions in interview sessions.

The interview sessions revealed that the students felt more engaged in face-to-face session. Unlike the traditional one when classroom time was used for lectures and assessments, blended learning in this study, in contrast, created face-to-face time for practicing, fostering understanding and promoting collaboration. The chance to connect to each other for the purpose of learning was also mentioned. It was proven from their chats and postings in WhatsApp group. This application was often used to discuss the tasks and material rather than the ordinary talks. They stepped forward from using technology for social reasons such as updating pictures and status into discussing the lessons to foster understanding. This signaled positive movement in utilizing technology for learning. In addition, when they failed to understand the lesson by the time face-to-face session came, they certainly could not catch up their classmates in a discussion. In this case, the situation left them no choice but learning to prepare for an in-class session. Similar to this, Isisag [13] confirmed that the integration of technology into teaching and learning can improve effectiveness. The teacher's perspectives in the interview sessions showed that the teacher talking time in class was limited as the students spent most of the face-to-face meeting for sharing and discussing. The teacher let the students be like a teacher for their fellow students. This helped boosting engagement and participation. This face-to-face class was the most important moment for crosschecking and reinforcing what the student had learnt. Taking additional note to gain further knowledge and asking everyone in class for any queries were fostered in the process of teaching and learning.

### *C. The Students' Achievement on TOEIC*

Apart from the students' engagement in the learning activities, a fair progress with TOEIC score was made. The students' TOEIC score before the study was 396.60 on average. While the latest mean score was 417.00 with a Standard Deviation of 88.659. The higher number indicates improvement. Yet the effect is only 0.516 which is categorized as medium effect size of (1988). This implied that the course with blended learning in this study contributed medium impact on the students' TOEIC score. From interview sessions, the students stated that they needed a special course for TOEIC such as TOEIC preparation to drill and recognize typical questions in TOEIC. Both the teacher and the students assumed that the class required more TOEIC listening practices. The students further suggested that blended learning be implemented in TOEIC class to gain the benefits. From the findings, this study proved what stated by W. Dorman [26] that improving the students' outcomes should be placed in blended learning.

## V. CONCLUSION and RECOMMENDATION

It is argued that in this study, blended learning can directly contribute to the students' English proficiency and the way they learn the lessons through online, offline, and face-to-face classes. The students view online and offline learnings as a means of promoting autonomy in acquiring knowledge which lead them to the chances of learning at their convenience. Face-to-face session in the classroom is considered as a way of providing room for collaboration which encourages

interactive participation among fellow students. Despite autonomous and collaborative learning experiences occurred in this study, the students should be aware from the very beginning not to rely on others or the teacher for the responsibility of their learning. The improvement in this study acknowledges that technology can be used to enhance instruction for the teacher and to acquire knowledge for the students. There is, however, a crucial point to be noted in this study that blended learning is not merely about using technology alone but much more on how both technology and the teacher work together to maximize the students' learning. Although the students have their own preference in learning style and where to obtain additional sources, the teacher assistance to guide the students' learning is still strongly required, particularly in selecting what course content can be delivered online and offline.

To sum up, from the students' perspectives, blended learning in this study brings positive changes into their learning. As a result of experiencing blended learning, the students see themselves differently comparing to how they used to be. They learn a lot themselves as blended learning provides varied learning preferences, which were previously unavailable in their traditional lecture-based learning. Most importantly, a convenient timescale during online and offline learnings enable the students to take their time in understanding the lesson at home. Whenever the students found challenges during online and offline learning, discussing and sharing with classmates and showing up in face-to-face class to see the teacher for further help proved to be possible solutions in this study. From the teacher's standpoint, blended learning requires painstaking work to be implemented but it is worth the efforts. In view of the challenges in selecting parts of content for online, offline and face-to-face sessions, this study warrants further investigation, particularly in designing a course for specific needs such as English for nurses. As a recommendation, technical capabilities for digital skills are paramount to run effective blended learning classes. It is imperative, therefore, to identify current technical skills of the teacher and the students prior to implementing blended learning. Ultimately, providing constructive feedback is strongly recommended.

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