

# The Implementation of Blended Learning as the Alternative of Learning Process in Pragmatics Class at English Department Universitas Andalas

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## ABSTRACT

Blended-learning is a learning strategy in which the class activities are carried out by combining technology-based learning and information that is done online with classroom-based or face-to-face learning. Traditionally, the learning process is done in the classroom, even in the era of 4.0 where every lecture is challenged to make use of technology in teaching. This writing is aimed at describing how blended-learning is applied in the Pragmatics class. The objective of this study is to explain the alternative of the learning process in the Pragmatics class by implementing blended learning. The research was conducted on Pragmatics Class (A). By combining the offline and online classes, the spirit of either the students or lecturers become higher. It is due to the variation of the learning process that makes the students not bored.

**Keywords:** *Blended learning, Learning alternative, Pragmatics class*

## 1. INTRODUCTION

Long-life learning is the term that is always highlighted when one talks about learning. Long-life learning is defined as the process of never-ending learning. It implies that learning will never stop as long as ones' life. Even the process must also be related to the development of technology.

It is undeniable that technology has become a tool that everybody must be familiar with. We are nowadays live in the revolution era 4.0 where technology is almost always involved. Otherwise, we will be left behind [1]. This becomes the challenge as well at the educational activity, especially in higher education. The learning process is not supposed to be only done in the classroom where the lecturer delivers the teaching material face-to-face in any method. The in-class learning process is also called classical because the students and the lecturers interact in a four-wall room. This situation was used to be common, but today it is not. The students belong to

the millennial generation that they like things done by technology [2]. Blended learning is becoming one alternative to meet the spirit of the millennial students in learning.

### 1.1. Related Works

Blended learning is also called the mixing of online and offline learning. Usually, students study in the class that the instruction is direct. However, in blended learning, the instructions can be virtual or via online media [3]. The instructions can be done in different ways based on the context of the class. In other words, blended learning widely opens the chance for the lecturer to create the class more active and more interesting. The lecturer may use various tools or systems to achieve the learning outcome. Moreover, by using technology, the students can be more creative and

zestful due to the involvement of technology in the class[4].

## **1.2. Paper Structure**

The rest of the paper is organized as follows. Section 2 introduces the preliminaries used in this paper, which include information about Pragmatics Class. Moreover, the result and discussion, as well as the conclusion, will be described in the next section.

## **2. BACKGROUND**

### **2.1. About Pragmatics Class**

Pragmatics is one of the compulsory courses in the English Department Universitas Andalas. All students, regardless of their tendency, both Linguistics and Literature are required to take this three-credit course. Pragmatics is a prerequisite subject because it is offered to seventh semester (VII) students.

In the Pragmatics course, students are introduced to basic concepts related to the use of language in relation to context. In other words, through Pragmatics, students have been directed to understand everything related to how language is used as communication based on context. The rapid development of information and communication technology advances today can be used as a bridge to revolutionize and even revolutionize the learning system in the classroom. One of them is what is called blended learning.

The term Blended Learning grammatically consists of two words, namely, Blended and Learning. The word Blend means a mixture together to improve quality to improve (Collins Dictionary), or the formula for a combination or combination alignment (Oxford English Dictionary) [5], while learning has a general meaning, namely learning, thus at first glance, it contains the meaning of learning patterns that contain elements of mixing, or a combination of one pattern with another.

The question is what is mixed?

[6], [7] states that what is mixed are two main elements, namely conventional face-to-face learning in class (classroom lesson) with online learning. This is what is meant is learning that is conventionally carried out in the classroom, combined with learning that is carried out online, both independently and collaboratively, using information and communication technology infrastructure.

In the past, a lecturer often experienced difficulties due to several limitations in dealing with one another, such as distance, time, amount, capacity, or speed. Currently, these difficulties can be overcome by the

development of various cutting-edge Information and Communication Technologies. Blended learning is one of the answers that may help the lectures not to miss the classes because they have to do something else like research or community service. Technological sophistication can replace the absence of lecturers in the classroom through online learning that is synchronous or asynchronous. This means that the use of information and communication technology can make the world smaller and the work responsibilities of lecturers not to be disturbed. Through blended learning, the learning process can still be carried out without reducing quality [8].

Based on the above phenomena, it is necessary to do and to try out different and "challenging" learning methods for students who take this Pragmatics course through blended learning. From this choice, it is expected that there will be an increase in student ability and mastery of learning materials. In addition, student motivation should also be increased. That learning is for them is expected to become a basic principle so that personal awareness arises to improve self-quality. Coupled with the current world conditions where social distancing is carried out in the community and in the realm of study from home education, lecturers must prepare blended learning or fully online learning. We do not know what the situation will be like in the future. The fact is that blended learning can be a solution to minimize lecturers' confusion when they have to be far from students and cannot teach in class.

## **3. RESULT AND DISCUSSION**

In applying blended learning for Pragmatics course, several media will be used, namely a) lecturers' blogs (<https://staff.unand.ac.id/ikerevita/>); b) Learning Management System (LMS) that has been provided by Universitas Andalas, namely I-Learn (<http://fib.ilearn.unand.ac.id/course/view.php?id=2040>); and the MsTeams.. These three media will be used to carry out Pragmatics lectures, both synchronous and asynchronous.

Several steps were taken related to the implementation of blended learning in the Pragmatics Course. Lectures are synchronous, asynchronous, and a combination of both. This must be depending on the situations and conditions. However, the learning plan, method, and assessment are clearly described in the Semester Learning Plan (RPS). Regulations are also discussed in the first lecture meeting. Monitoring is still carried out through discussions conducted by students when they have a discussion in their groups.

This monitoring will be carried out by the two lecturers of the Pragmatics subject. Apart from that, there will also be observations, open interviews, questionnaires, documentation, and giving quizzes to help the lecturers to control the quality of the learning process.

The success of blended learning can be seen from the validity of the answers given by students when being given questions. In addition, it is possible that within the discussion, incidental questions will be given by randomly assigning certain students. Thus, the effectiveness and efficiency of learning with blended learning can be measured. Moreover, the marker of the successful implementation of this method is the final score of the participants or students in the class. Through various media, methods, and assessments, it is expected that the quality of blended learning will not decrease.

The following table 1 describes the learning activities conducted within 1 semester.

**Table 1.** The Timetable of Learning Activities

| No | Learning Acitivity   | Time Table          | Platform                    |
|----|--|---------------------|-----------------------------|
| 1  | <b>Week 1</b>  |                     |                             |
|    | a. The lecturer informs the regulation of the class, including Learning Plan (RPS)   | On Schedule         | I-Learn                     |
|    | b. RPS is uploaded at I-Learn  |                     |                             |
|    | c. The students access the Blog of the lecturers and enroll in I-Learn.  | After the schedule  | I-Learn                     |
|    | d. The students watch the video containing the information related to the introductory topic.<br>e. The students can give questions via the discussion forum provided at I-Learn   |                     |                             |
| 2  | <b>Week 2</b>  |                     |                             |
|    | a. The lecturers assign students to read the material uploaded at Blog as well as I-Learn and watch the video at I-Learn. There will be an agreement of time to have a discussion. | Before the schedule | Lecturers' Blog dan I-Learn |
|    | b. The students may read the material, watch the video, and give a question  | Before the schedule | Lecturers' Blog dan I-Learn |
|    | c. The lecturers give the students time to discuss the points related to the questions given via I-Learn.  | On the schedule     | I-Learn                     |
|    | d. The lecturers assess the activities of the discussion based on the assessment system.   | After the schedule  | I-Learn                     |
| 3  | <b>Week 3 - 6</b>  |                     |                             |

|   |   |                            |         |
|---|---|----------------------------|---------|
|   | a. Students share their paper, ppt, and video of their presentation   | Before the schedule        | I-Learn |
|   | b. Students read the paper, watch the video, write the question via I-Learn   | Before the schedule        | I-Learn |
|   | c. Students answer the question via teleconference.   | The schedule               | I-Learn |
|   | d. Assessment of the lecturers  | After the class activities | I-Learn |
| 4 | <b>Week 7 &amp; 9</b>   |                            |         |
|   | a. Lecturers inform that the class is conducted synchronously and share the material as well as the video related to the topic.                               | Before the schedule        | I-Learn |
|   | b. Students watch the video and read the material shared. The students are expected to come up with the question in order for the discussion to run smoothly. | Before the schedule        | I-Learn |
|   | c. The discussion is conducted.   | The schedule               | I-Learn |
| 5 | <b>Week 10</b>  |                            |         |
|   | a. Lecturers inform the students that the class is conducted synchronously and share the material as well as the video related to the topic.                  | Before the schedule        | I-Learn |
|   | b. Students watch the video and read the material shared. The students are expected to come up with the question in order for the discussion to run smoothly. | Before the schedule        | I-Learn |
|   | c. The discussion is conducted.   | The schedule               | I-Learn |
| 6 | <b>Week 11 &amp; 12</b>   |                            |         |
|   | a. Lecturers inform the students that the class is conducted synchronously and share the material as well as the video related to the topic.                  | Before the schedule        | I-Learn |
|   | b. Students watch the video and read the material shared. The students are expected to come up with the question in order for the discussion runs smoothly.   | Before the schedule        | I-Learn |
|   | c. The discussion is conducted.   | On The schedule            | I-Learn |
| 7 | <b>Week 13</b>  |                            |         |
|   | a. Lecturers inform the students that the class is conducted synchronously and share the material as well as the video related to the topic.                  | Before the schedule        | I-Learn |
|   | b. Students watch the video and read the material shared. The students are expected to come up with the question in order for the discussion to run smoothly. | Before the schedule        | I-Learn |
|   | c. The discussion is conducted.   | The schedule               | I-Learn |
| 8 | <b>Week 14</b>  |                            |         |
|   | a. Lecturers inform the students that the class is conducted synchronously and share the material as well as the video related to the topic.                  | Before the schedule        | I-Learn |

|   |   |                     |         |
|---|---|---------------------|---------|
|   | b. Students watch the video and read the material shared. The students are expected to come up with the question in order for the discussion to run smoothly. | Before the schedule | I-Learn |
|   | c. The discussion is conducted.   | The schedule        | I-Learn |
| 9 | <b>Week 15</b>  |                     |         |
|   | a. Lecturers inform the students that the class is conducted synchronously and share the material as well as the video related to the topic.                  | Before the schedule | I-Learn |
|   | b. Students watch the video and read the material shared. The students are expected to come up with the question in order for the discussion to run smoothly. | Before the schedule | I-Learn |
|   | c. The discussion is conducted.   | The schedule        | I-Learn |

Table 1 above describes the implementation of Blended Learning for each meeting. Most of the meeting is the combination of online and offline learning activities. For these activities, the I-Learn is used as the platform or learning management system provided by Universitas Andalas.

**3. CONCLUSION**

This research was conducted only half a semester, even less than eight meetings. This causes the research implementation to be not maximal. In addition, the conditions were not possible; blended learning had not been fully implemented. What happens is online is full. However, from the results of discussions with students, they were relatively familiar with the implementation of blended learning because it had its own challenges.

This research will certainly produce more precise findings when it is carried out for one semester. For this reason, research on different subjects might be applied in the next semester (2021).

**AUTHORS' CONTRIBUTIONS**

This paper reports the implementation of blended learning in the Pragmatics class. Usually the class is conducted in the classroom in face-to-face communication. Now it is conducted differently. There will be a combination of offline and online meetings. The online meeting can be conducted synchronously or asynchronously. To make the class more interactive, some applications are used to ask them to always be in focus. So, the class can also be fun and the students enjoy all processes of learning. By doing so, the the outcome learning is supposed to be achieved.

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