



Universitas Kristen Indonesia
Fakultas Keguruan dan Ilmu Pendidikan



Jl. Mayjen Sutoyo no.2
Cawang - Jakarta 13630
INDONESIA

Telp. 021 8092425, 8009190
Psw. 310, 301, 302, 303
Faks. 021 80885229
E-mail: fkjp-uki@uki.ac.id
<http://www.uki.ac.id>

Nomor : 188/FKIP/SekFak/Gn/5.2014

2 Mei April 2014

Yth.
Kaprodi Pendidikan Bahasa Inggris
Universitas Kristen Indonesia
Di Jakarta

Jurusan Ilmu Pendidikan
Program Studi Bimbingan dan Konseling

Jurusan Pendidikan Bahasa dan Seni
Program Studi Pendidikan Bahasa Inggris

Jurusan Pendidikan MIPA
Program Studi Pendidikan Matematika
Program Studi Pendidikan Biologi
Program Studi Pendidikan Fisika
Program Studi Pendidikan Kimia

Jurusan Pendidikan Agama Kristen
Program Studi PAK (S1)

Jurusan Bahasa Mandarin
Program Studi Pendidikan Bahasa Mandarin

Hal : Permohonan Izin Melaksanakan Penelitian

Dengan hormat,

Sehubungan dengan rencana penulisan skripsi mahasiswa kami :

Nama	: Kristasia Rombe
NIM	: 1012150001
Semester/Program Studi	: VIII/Pendidikan Bahasa Inggris
Judul Skripsi	: "Implementation of Blended Learning Program In Call Course 2013 : Students Perception."

Kami mohon bantuan Bapak/ Ibu untuk memberikan izin kepada mahasiswa tersebut melaksanakan penelitian di sekolah Bapak/Ibu.

Atas perhatian Bapak/Ibu, kami ucapkan terima kasih.



Sekretaris Fakultas,

Parlungan Pardede, M.Hum.

Appendix II:

Dear student,

This questionnaire aims at exploring your perception regarding blended learning (BL) program implemented in CALL course you took in the even semester 2013/2014.

To refresh your memory about the program, you probably still remember how the lecturer (Mr. Situjuh Nazara) taught us to do the weekly task on wiki, and post it on our page on iDOCALL. You had interaction with your friends, mentors, and lecturer either face-to-face or online (real time or anytime). Do you remember Mrs. Barbara Sakamoto with her webinar? When you were participating in live webinars and its live chat, then you had interaction in real time, whereas writing comments or posting something in facebook, iDOCALL, or iTDi blog can be done anytime, since you can take as much time as you need to respond. The materials or instructions given to you are also face-to-face (in the classroom) and online.

In short, blended learning is different with pure online learning, because it combines face-to-face along with online learning.

You are kindly requested to fill out this questionnaire. Your objective and truthful answers will help me get a realistic assessment of this experience.

Thanks

Part I

Fill in the blanks with by ticking (✓) the appropriate circle.

1. What semester are you in now? sixth eighth

2. What is the range of your GPA?
 2.5 - 2.99 3.00 - 3.49 3.5 – 4.00

3. How do you rate your computer literacy?

Weak Good Very Good Excellent

4. Do you have a computer at home?

Yes No

5. Do you have internet access at home?

Yes No

6. Where do you prefer to use internet
for learning (online learning)?

at home
 at university
 atcafe/restaurant/work

Part II

For each of the statements below, please indicate the extent of your agreement or disagreement by ticking (✓) the appropriate box. Where, SDA=strongly disagree, DA=disagree, N=neutral, A=agree, and SA=strongly agree.

No	Statement	SDA	DA	N	A	SA
1	I think using BL helps me to improve my listening skill.					
2	I think using BL helps me to improve my speaking skill.					
3	I think using BL helps me to improve my reading skill.					
4	I think using BL helps me to improve my writing skill.					
5	I think using BL helps me to improve my pronunciation.					
6	I think using BL helps me to improve my spelling skills.					
7	I think using BL helps me to improve my grammar.					
8	I think using BL helps me to improve my vocabulary.					
9	BL is more convenient for me than (only)					

	face-to-face learning.					
10	BL improves interaction among students					
11	BL improves interaction between student and teacher.					
12	BL makes teaching and learning more effective, because it integrates all forms of media, print, audio, video, and animation.					
13	I found BL is interesting.					
14	I found BL is useful.					
15	I like BL because I can work according to my own pace.					
16	BL develops my creativity.					
17	BL develops my critical thinking.					
18	BL helps me develop my computer skill.					
19	BL helps me develop my internet skill.					
20	BL boardens my horizon (knowledge).					
21	I felt more confident when I use English online than when I use it in the class.					
22	BL helps me use time effectively.					
23	I got benefit from the (online) feedback given by my instructor.					
4	BL gives me access to authentic English language materials.					
25	I felt socially isolated when I use only online learning (without face-to-face meeting)					
26	Computer-assisted language learning is difficult to handle and therefore frustrating to use.					
27	Slow internet connectivity is a major problem I had while learning online.					
28	I had technical problems while using computer-assisted learning.					
29	I prefer to learn from the book rather than from the course website.					
30	Online learning facilitates cheating and plagiarism.					
31	Online interaction are less effective than face-to-face interaction in the classroom.					
32	I do not have a computer, therefore I found it difficult to use computer-assisted language learning.					
33	The online instructions provided are difficult to follow.					
34	Our English department should increase the					

	number of online blended courses.					
35	The number of internet labs should be increased.					
36	Technical problems either web-based (e.g. iDOCALL) or computer program should be solved.					
37	Computer-assisted training should be provided to all students.					
38	Our English department should reduce the number of online learning courses.					
39	Every lecturer who implements very effective BL deserve to be rewarded.					

Appendix III:

Sixth Semesters' Response Recapitulation (n=29)

No	Statements	SD		D		N		A		SA		Mean
		f	%	f	%	f	%	f	%	f	%	
1.	Listening	1	3%	3	10%	7	24%	17	59%	1	3%	3,48
2.	Speaking	1	3%	4	14%	8	28%	16	55%	0	0%	3,34
3.	Reading	1	3%	0	0%	10	34%	15	52%	3	10%	3,66
4.	Writing	0	0%	0	0%	9	31%	19	66%	1	3%	3,72
5.	Pronunciation	1	3%	4	14%	11	38%	12	42%	1	3%	3,28
6.	Spelling	0	0%	3	10%	10	34%	15	52%	1	3%	3,48
7.	Grammar	0	0%	2	7%	7	24%	17	59%	3	10%	3,72
8.	Vocabulary	0	0%	0	0%	1	3%	21	72%	7	24%	4,21
9.	More convenient.	2	7%	5	17%	11	38%	9	31%	2	7%	3,14
10.	Improves interaction among students.	0	0%	7	24%	13	45%	6	21%	3	10%	3,17
11.	Improves interaction between student and teacher.	0	0%	6	21%	12	41%	9	31%	2	7%	3,24
12.	More effective modes.	0	0%	3	10%	9	31%	14	48%	3	10%	3,59
13.	Interesting.	0	0%	3	10%	8	28%	16	55%	2	7%	3,59
14.	Useful.	1	3%	1	3%	9	31%	17	59%	1	3%	3,55
15.	Self-paced learning.	0	0%	0	0%	12	41%	15	52%	2	7%	3,66
16.	Develops creativity.	0	0%	3	10%	8	28%	13	45%	5	17%	3,69
17.	Develops critical thinking.	1	3%	3	10%	11	38%	12	41%	2	7%	3,38
18.	Develops computer skill.	0	0%	0	0%	4	14%	21	72%	4	14%	4,00
19.	Develops internet skill.	0	0%	0	0%	5	17%	17	59%	7	24%	4,07
20.	Boardens horizon.	0	0%	1	3%	6	21%	20	69%	2	7%	3,79
21.	More confident	0	0%	9	31%	6	21%	10	34%	4	14%	3,31

22.	Effective use of time.	0	0%	6	21%	16	55%	7	24%	0	0%	3,03
23.	Useful feedback.	0	0%	1	3%	19	66%	8	28%	1	3%	3,31
24.	Access to authentic materials.	0	0%	1	3%	10	34%	16	55%	2	7%	3,66
25.	Social isolation.	0	0%	3	10%	12	41%	12	41%	2	7%	3,45
26.	Frustration.	0	0%	6	21%	12	41%	10	34%	1	3%	3,21
27.	Connectivity	0	0%	2	7%	4	14%	13	45%	10	34%	4,07
28.	Technical problems.	1	3%	5	17%	14	48%	8	28%	1	3%	3,10
29.	Preference for books.	0	0%	6	21%	13	45%	8	28%	2	7%	3,21
30.	Cheating and plagiarism.	1	3%	4	14%	9	31%	13	45%	2	7%	3,38
31.	Less effectiveness e-learning.	1	3%	7	24%	7	24%	10	34%	4	14%	3,31
32.	No computer access.	6	22%	16	55%	5	17%	1	3%	1	3%	2,14
33.	Difficult online instructions.	2	7%	13	45%	12	41%	2	7%	0	0%	2,48
34.	Increasing number of online blended courses.	0	0%	4	14%	13	45%	11	38%	1	3%	3,31
35.	Increasing number of computer labs.	0	0%	2	7%	5	17%	14	48%	8	28%	3,97
36.	Solving technical problems.	0	0%	1	3%	6	21%	16	55%	6	21%	3,93
37.	Providing CALL training for students	0	0%	1	3%	5	17%	16	55%	7	25%	4,00
38.	Reducing number of online learning courses.	0	0%	3	10%	17	59%	7	24%	2	7%	3,28
39.	Rewarding the distinguished e-learners	0	0%	5	17%	10	34%	11	38%	3	10%	3,41

Appendix IV:

Eighth Semesters' Response Recapitulation (n=35)

No	Statements	SD		D		N		A		SA		Mean
		f	%	f	%	f	%	f	%	f	%	
1.	Listening	1	3%	1	3%	9	26%	22	63%	2	6%	3,66
2.	Speaking	0	0%	5	14%	15	43%	15	43%	0	0%	3,29
3.	Reading	1	3%	3	9%	11	31%	14	40%	6	17%	3,60
4.	Writing	1	3%	2	6%	9	26%	20	57%	3	9%	3,63
5.	Pronunciation	0	0%	8	23%	12	34%	13	37%	2	6%	3,26
6.	Spelling	1	3%	6	17%	13	37%	14	40%	1	3%	3,23
7.	Grammar	1	3%	2	6%	8	23%	16	46%	8	23%	3,80
8.	Vocabulary	1	3%	0	0%	3	9%	22	63%	9	26%	4,09
9.	More convenient.	3	9%	3	9%	13	37%	13	37%	3	9%	3,29
10.	Improves interaction among students.	1	3%	3	9%	11	31%	16	46%	4	11%	3,54
11.	Improves interaction between student and teacher.	1	3%	3	9%	10	29%	18	51%	3	9%	3,54
12.	More effective modes.	0	0%	1	3%	6	17%	24	69%	4	11%	3,89
13.	Interesting.	0	0%	1	3%	2	6%	24	69%	8	23%	4,11
14.	Useful.	0	0%	0	0%	7	20%	20	57%	8	23%	4,03
15.	Self-paced learning.	0	0%	2	6%	9	26%	18	51%	6	17%	3,80
16.	Develops creativity.	0	0%	0	0%	5	14%	24	69%	6	17%	4,03
17.	Develops critical thinking.	0	0%	0	0%	5	14%	24	69%	6	17%	4,03
18.	Develops computer skill.	0	0%	1	3%	1	3%	22	63%	11	31%	4,23
19.	Develops internet skill.	0	0%	0	0%	5	14%	21	60%	9	26%	4,11
20.	Boardens horizon.	0	0%	1	3%	13	37%	19	54%	2	6%	3,63
21.	More confident	1	3%	3	9%	9	26%	18	51%	4	11%	3,60
22.	Effective use of time.	0	0%	3	9%	15	43%	15	43%	2	6%	3,46

23.	Useful feedback.	1	3%	3	9%	8	23%	21	60%	2	6%	3,57
24.	Access to authentic materials.	0	0%	3	9%	10	29%	20	57%	2	6%	3,60
25.	Social isolation.	0	0%	8	23%	12	34%	14	40%	1	3%	3,23
26.	Frustration.	4	11%	10	29%	17	49%	4	11%	0	0%	2,60
27.	Connectivity	1	3%	1	3%	3	9%	16	47%	14	39%	4,17
28.	Technical problems.	2	6%	6	17%	11	31%	13	37%	3	9%	3,26
29.	Preference for books.	2	6%	13	37%	13	37%	5	14%	2	6%	2,77
30.	Cheating and plagiarism.	1	3%	7	20%	14	40%	10	29%	3	9%	3,20
31.	Less effectiveness e-learning.	1	3%	12	34%	13	37%	7	20%	2	6%	2,91
32.	No computer access.	9	26%	14	40%	8	23%	4	11%	0	0%	2,20
33.	Difficult online instructions.	2	6%	14	40%	12	34%	7	20%	0	0%	2,69
34.	Increasing number of online blended courses.	2	6%	3	9%	8	23%	18	51%	4	11%	3,54
35.	Increasing number of computer labs.	0	0%	1	3%	7	20%	17	49%	10	29%	4,03
36.	Solving technical problems.	0	0%	2	6%	7	20%	19	54%	7	20%	3,89
37.	Providing CALL training for students	0	0%	2	6%	4	11%	23	66%	6	17%	3,94
38.	Reducing number of online learning courses.	4	11%	13	37%	10	29%	8	23%	0	0%	2,63
39.	Rewarding the distinguished e-learners	0	0%	1	3%	14	40%	18	51%	2	6%	3,60

Appendix V:

All Students' Response Recapitulation (n=64)

No	Statements	SD		D		N		A		SA		Mean
		f	%	f	%	f	%	f	%	f	%	
1.	Listening	2	3%	4	6%	16	25%	39	61%	3	5%	3,58

2.	Speaking	1	2%	9	14%	23	36%	31	48%	0	0%	3,31
3.	Reading	2	3%	3	5%	21	33%	29	45%	9	14%	3,63
4.	Writing	1	2%	2	3%	18	28%	39	61%	4	6%	3,67
5.	Pronunciation	1	1%	12	19%	23	36%	25	39%	3	5%	3,27
6.	Spelling	1	2%	9	14%	23	36%	29	45%	2	3%	3,34
7.	Grammar	1	2%	4	6%	15	23%	33	52%	11	17%	3,77
8.	Vocabulary	1	2%	0	0%	4	6%	43	67%	16	25%	4,14
9.	More convenient.	5	8%	8	13%	24	38%	22	34%	5	7%	3,22
10.	Improves interaction among students.	1	2%	10	16%	24	37%	22	34%	7	11%	3,38
11.	Improves interaction between student and teacher.	1	2%	9	14%	22	34%	27	42%	5	8%	3,41
12.	More effective modes.	0	0%	4	6%	15	23%	38	60%	7	11%	3,75
13.	Interesting.	0	0%	4	6%	10	16%	40	62%	10	16%	3,88
14.	Useful.	1	1%	1	2%	16	25%	37	58%	9	14%	3,81
15.	Self-paced learning.	0	0%	2	3%	21	33%	33	52%	8	12%	3,73
16.	Develops creativity.	0	0%	3	5%	13	20%	37	58%	11	17%	3,88
17.	Develops critical thinking.	1	1%	3	5%	16	25%	36	56%	8	13%	3,73
18.	Develops computer skill.	0	0%	1	2%	5	8%	43	67%	15	23%	4,13
19.	Develops internet skill.	0	0%	0	0%	10	16%	38	59%	16	25%	4,09
20.	Boardens horizon.	0	0%	2	3%	19	30%	39	61%	4	6%	3,70
21.	More confident	1	1%	12	19%	15	23%	28	44%	8	13%	3,47
22.	Effective use of time.	0	0%	9	14%	31	48%	22	35%	2	3%	3,27
23.	Useful feedback.	1	2%	4	6%	27	42%	29	45%	3	5%	3,45
24.	Access to authentic materials.	0	0%	4	6%	20	31%	36	56%	4	6%	3,63
25.	Social isolation.	0	0%	11	17%	24	37%	26	41%	3	5%	3,33
26.	Frustration.	4	6%	16	25%	29	45%	14	22%	1	2%	2,88
27.	Connectivity	1	2%	3	5%	7	11%	29	45%	24	37%	4,13
28.	Technical problems.	3	5%	11	17%	25	39%	21	33%	4	6%	3,19

29.	Preference for books.	2	3%	19	30%	26	41%	13	20%	4	6%	2,97
30.	Cheating and plagiarism.	2	3%	11	17%	23	36%	23	36%	5	8%	3,28
31.	Less effectiveness e-learning.	2	3%	19	30%	20	31%	17	27%	6	9%	3,09
32.	No computer access.	15	23%	30	47%	13	20%	5	8%	1	2%	2,17
33.	Difficult online instructions.	4	6%	27	42%	24	38%	9	14%	0	0%	2,59
34.	Increasing number of online blended courses.	2	3%	7	11%	21	33%	29	45%	5	8%	3,44
35.	Increasing number of computer labs.	0	0%	3	5%	12	19%	31	48%	18	28%	4,00
36.	Solving technical problems.	0	0%	3	5%	13	20%	35	55%	13	20%	3,91
37.	Providing CALL training for students	0	0%	3	5%	9	14%	39	61%	13	20%	3,97
38.	Reducing number of online learning courses.	4	7%	16	25%	27	42%	15	23%	2	3%	2,92
39.	Rewarding the distinguished e-learners	0	0%	6	9%	24	38%	29	45%	5	8%	3,52

Appendix VI:

Questions and Result of Interview

1. Do you think your language skill improved using blended learning? How and why?
2. In your opinion what are the benefit of blended learning?
3. In your opinion what are the limitation of blended learning?
4. What are your suggestions concerning the improvement of blended learning at English Teaching Study Program?

Interviewee 1

1. Since most of our activities in this course related to reading, so I think my vocabulary is the one that has been improved well.
2. From this course, I got my first experience learning online, I found out that not only chatting on social network, but also studying and making teaching materials can be easily done using internet. I experienced studying using course website and blog. I also was introduced to program and website that enables us to make quiz and many interesting way to teach English.
3. Honestly, I don't like online learning. I prefer face-to-face meeting using printed material instead of website course. I had problem on my wiki page because I rarely checked and updated my page. I made late complaints to the instructor, so it was solved after the mid-term test.
4. I suggest webinar is scheduled at time when face-to-face meeting class is being conducted, so students who don't have computer or internet access can also participate.

Interviewee 2

1. I think my vocabulary has gained in this course because from webinar and forum discussion I learned new words from the mentors who are native speakers.
2. I was motivated to learn English expression, therefore I am able to express my idea on wiki page and forum discussion using English better than before.
3. The internet connectivity is the major problem I had. Due to my teaching activities, I could only use my personal modem that has limited access.
4. I think our faculty should provide better facilities, so students who don't have personal computer or internet can easily use what have been provided at the faculty.

Interviewee 3

1. Since there are many instructions and lessons written on wiki and iTDi lesson, my reading skill has been improved.
2. I like drawing, and from this course I found how to publish my drawings and get it useful or make an interesting wiki page. I also learned how to make offline quiz, I found my students like it.
3. Actually, I am not familiar with online learning. I go online only to play games. And I think that the tendency of cheating and plagiarism are higher when online learning applied because students are easily cheating when they are in a rush doing the assignment due to deadline.
4. Since I don't have internet connection at home, I hope our faculty provide good internet connection that enables me to go online easily.

Interviewee 4

1. Since we often read and response by writing, therefore my reading and writing skills have improved well.
2. In my opinion, how much benefit I can get depends on how I control myself to explore the internet. So, I learned to be discipline first instead. For

example, when I turn on my computer and go online, I set my mind to open website course or finishing my assignment as soon as possible instead of access social network.

3. As I said before,online learning gives significant improvement to students who are ready to learn online. Some of my friends actually were able, for example, join live webinar, but they didn't appreciate it. So, online learning may give bad effect for those who are not ready yet, because they may access inappropriate site while go online and wasting time.
4. For our study program, I suggest to motivate the students to be a good online learner. Then, online learning can bring significant improvement.

Interviewee 5

1. I had chance to improve my writing since I received feedback from mentors and friends. And indirectly, I also improve my vocabulary and grammar since I read in order to give comment to my friends.
2. It gives some references for students that English not only can be learned in meeting course but also using blended learning. I found it difficult to learn English grammar through book, but on internet I found it interesting since the explanation is easy to understand and the we can check the result just by click on submit.
3. Students who are not good online learner will not survive or will have difficulties with this blended or online learning.
4. Our study program should provide facilities to support teaching and learning activities and it would be better if students are demanded by English test proficiency such as TOEFL or IELTS so we will be pushed indirectly to improve and enrich their language skills and knowledge.

Interviewee 6

1. My skill that has been improved well is vocabulary since most of our activities is reading. so I gained a lot of new words.

2. This is my first experience communicate with native speaker, such as our mentor in webinar, respond it on live chat and report it on wiki.
3. Actually, I don't really like blended learning, I prefer face-to-face meeting with the lecturer. I don't like sitting in front of computer for hours that's why I often made late post on my wiki page.
4. I suggest our study program to schedule webinar on face-to-face meeting class, so students with limited internet access can participate.

Interviewee 7

1. Writing, because we (the students attending CALL) were demanded to write as much as possible. most of activities on that course were to write our own thought or academic thing such as quotating, making quiz, summarizing some webinars, etc.
2. Having interaction with native speaker and participating in webinars.
3. First, considering that course had assignment every week, I am not really good at managing my time. Therefore, I often faced difficulties to do the other courses assignment. Second, I found on that course everybody is able to copy others' work. I think for the next time, lecturer has to find a solution about it. The last, I can't access internet easily because of internet connection.
4. I think the most important to be focused is the internet connection, because it's important in blended learning. I think find a way to solve that problem is important. In addition, the plagiarism of others' work is also important to be focused. So, nobody will feel sad because their works which are done with hard work are copied by others.

Interviewee 8

1. When I read something, then I mentioned the words using blended learning. At the time I practiced my speaking skill. When my teacher said or asked something, I listened to him or her then answered the questions. So I also practice listening through speaking.

2. The most benefit I earned is that I learned more about technology. I got many resources about education tools that I can apply in teaching and learning activities.
3. When I had bad signal, so I couldn't move to the next lesson. And I once felt alone because couldn't join webinar since the limited connection I had.
4. Our faculty continue with blended learning.