THE EFFECTIVENESS OF ONLINE LEARNING AND FACE - TO - FACE LEARNING ON STUDENTS' LEARNING ACHIEVEMENT AT TELKOM JUNIOR HIGH SCHOOL

ARMAN

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THE EFFECTIVENESS OF ONLINE LEARNING AND FACE - TO - FACE LEARNING ON STUDENTS' LEARNING ACHIEVEMENT AT TELKOM JUNIOR HIGH SCHOOL

EFEKTIFITAS PEMBELAJARAN ONLINE DAN PEMBELAJARAN TATAP MUKA TERHADAP HASIL BELAJAR SISWA DI SMP TELKOM

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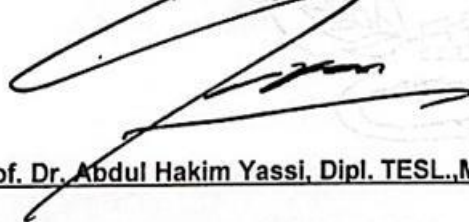
Written and Submitted by

ARMAN

Register Number: F022201020

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Approved by:

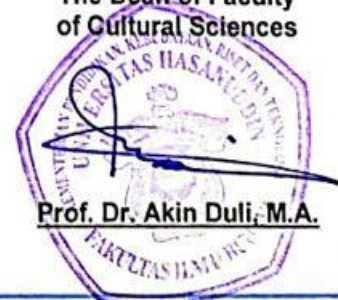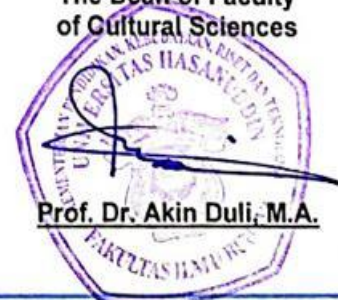| Head of The Supervisory Committee	Member of The Supervisory Committee
Prof. Dr. Abdul Hakim Yassi, Dipl. TESL.,M.A.	Dra. Ria Rosdiana Jubhari, M.A., Ph.D.

The Head of English Language Studies Program	The Dean of Faculty of Cultural Sciences
Dr. Harlinah Sahib, M.Hum.	Prof. Dr. Akin Duli, M.A.

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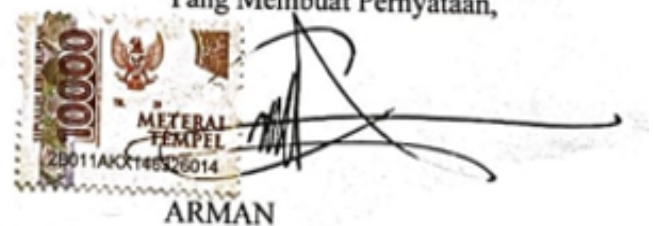
The Undersigned:

Name : **Arman**

Students' Number : F022201020

Program : English Language Studies

States truthfully that this thesis entitled" The Effectiveness of Online Learning and Face - to - Face Learning on Students' Learning Achievement at Telkom Junior High School" is originially my own work of others, I am willing to accept any sanctions for my dishonetly.

Makassar, 18 November 2022

Yang Membuat Pernyataan,

ARMAN

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ABSTRACT

ARMAN**. The Effectiveness of Online Learning and Face-to-Face Learning on Students Learning Achievement at Telkom Junior High School** (Supervised by Abdul Hakim Yassi and Ria Jubhari.)

The objective of this research was to find out the extent of blended learning in online learning mode, to reveal the extent of face-to-face learning mode, and to compare the effectiveness of online learning mode and face-to-face learning mode on students' learning achievement in English Subject in pandemic era. The design of this reseach was the intact group comparison. The instruments used in this research was achievement test by applying posttest. The population of this research was the first years students of Telkom junior high school where 42 students were taken as data sampling. The data were analyzed using descriptive statistics, and independent sample t-test. The result of this study showed that. (1) There is a significant result in students learning achievement in online learning mode by the value of mean score of the students at 88.00 (2) there is a significant result in students learning achievement in face-to-face learning mode by the value of mean score of the students at 92.19 (3) Face-to-face learning mode is more effective than online learning mode on students learning achievement. This result is proved by the level of significance of hypothesis testing which is 0.03 lower than 0.05.

Keywords: Blended learning, Online learning, face-to-face learning, English subject, students' learning achievement

ABSTRAK

ARMAN. **Effektivitas Mode pembelajaran Online dan Mode pembelajaran tatap muka terhadap Hasil Belajar Siswa di SMP Telkom Makassar (**dibimbing oleh Abdul Hakim Yassi and Ria Jubhari).

Tujuan penelitian ini adalah menemukan dan mengemukakan hasil pembelajaran blended learning dalam mode online dan mode pembelajaran tatap muka serta membandingkan effektivitas mode pembelajaran online dan mode pembelajaran tatap muka terhadap hasil belajar siswa pada mata pelajaran bahasa inggris dalam masa pandemi. Penelitian ini diterapkan dengan menggunakan desain *intact group comparison*. Adapun instrumen penelitian yang digunakan berupa tes pencapaian siswa dengan menerpakan posttest. Populasi pada penelitian ini adalah siswa tahun pertama SMP Telkom Makassar dimana 42 siswa diambil sebagai sampel penelitian. Data penelitian dianalisis menggunakan deskriptifi statistik, dan uji-beda. Hasil penelitian menunjukkan. (1) Terdapat hasil belajar siswa yang signifikan pada mode pembelajaran online dengan nilai rata rata siswa sebesar 88.00 (2) Terdapat hasil belajar siswa yang signifikan pada mode pembelajaran tatap muka nilai rata-rata 92.19 (3) Mode pembelajaran tatap muka lebih efektif dari pada mode pembelaran online. dibuktikan dengan uji beda dengan nilai signifikansi 0.03 lebih rendah dari 0.05

Kata kunci: Pembelajaran online, pembelajaran tatap muka, mata pelajaran bahasa inggris, hasil belajar siswa

CHAPTER I
INTRODUCTION

1.1 Research Background

Education is the main weapon in efforts to improve the quality of human resources of a nation. One of the identities of the advanced nation is the linguistic intelligence of the society thus, the linguistic intelligence of the country has a big role as a part of the nation's progress. Linguistic intelligence has a very important value in efforts to improve human resources. Currently, Indonesia strives to establish and improve the quality of its human resources. Therefore, the government is strongly promoting the improvement of the quality of education. Advanced education certainly requires foreign language skills as the main basis for improving Indonesian human intelligence, hence improving the quality of foreign language skills is needed to answer the challenges of the times towards golden Indonesia 2045. According to Pearl and Lambert in (Djumabaeva & Kengboyeva, 2021) found in their research that people who are fluent in more than one language consistently tend to excel compared to people who are only fluent in one language. One of the languages that are highly emphasized in the world is English. A language achieves a genuinely global status when it develops a special role that is recognized in every country(Crystal, 2003)

English is a language that has a long history. English that was used today reflects many centuries of development(Hogg & Denison, 2006) historically, English has undergone several assimilations ranging from Old English, Middle English, and Modern English. The significant role of English is inseparable from several events in world history such as industrialization, colonialization, and hegemony of western countries against eastern countries. However, it is important to note that English is at a very significant level of use in the modern era, especially in technology and communication in the information age which is now growing rapidly. This very significant use of English has become the basis by the Indonesian government for the importance of teaching English.

Teaching English has spread around the world as a basis needed in education. This phenomenon is based on the fact that English is one of the most important languages providing benefits in many cases(Crystal, 2003) It has been

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taught in numerous countries for decades. Some countries use English as their native language, for instance, England, Scotland. Northern Ireland, Wales, Australia, and America. For many years teaching and learning English has been made a distinction between people who study English as a foreign language and those who study it as a second(Harmer, 2010) some countries that adopted English as a second language are Malaysia and India and for foreign languages one of them is Indonesia. In learning English there are several challenges, especially in countries that use English as a foreign language. Therefore, Indonesia as a country that uses English as a foreign language needs to strive for an effective learning and teaching process as a step to improve the quality of the English language skills of its students. Thus, the education process in teaching English in Indonesia needs to be optimized.

The process of learning English is the main way in efforts to improve the quality of the international language of students in Indonesia. The language skills of students in Indonesia has great potential. Apart from being supported by the use of Latin letters, Indonesian students are generally also easy to adapt to English compared to most Asian countries that used their native letter such as Chinese, Arab, Korea, Japan. Etc. Although students in Indonesia has potential due to the use of Latin letter Despite that According to Dardjowidjojo, "Many graduate students, even in language, have to struggle to understand the textbooks they are using"(Rini, 2014). In teaching and learning English some teaching methods have been applied and integrated with the classroom supported by laboratory and many others media for ages (Saliba et al., 2013). According to Larsen- Freemen n his book Techniques and Principles in Language Teaching at least there are nine teaching methodologies; The Grammar-Translation Method, The Direct Method, The Audio-Lingual, Method, The Silent Way, suggestopedia, Community Language Learning, Total Physical Response, Communicative Language Teaching, and Content-Based, Task-Based, and Participatory Approach. However, the current situation changes including the way teachers applied learning and teaching process.(Larsen-Freeman, 2000)

Currently, the world of education is not what it used to be. The pandemic phenomenon that took place at the beginning of the 2020 case was later confirmed by the President of Indonesia on the second of march 2020(Gorbiano, 2020). This pandemic has changed a new paradigm for education in Indonesia even in the

global world. A physical distancing policy was implemented in Indonesia to stop the spread of the epidemic. The teaching and learning process at school had completely changed. From working from the office (WFO) to working from home (WFH) Teachers and students should teach and learn from home by implementing an online system, even the national exams which were originally always carried out have now been abolished. The impact of this pandemic influences every single level of education from the highest level to the lowest level, The pandemic phenomenon has forced teachers and students to adapt to the conditions that occur where every learning process is required to use an online system or known as online learning. Based on government policy, during the Covid-19 pandemic, schools and madrasas did not allow for normal teaching and learning activities. There are hundreds of thousands of schools closed to prevent the spread, around 68 million students have studied from home, and about four million teachers conduct remote teaching activities(Dayne, 2021). Therefore, teachers and students must work hard to deal with this situation. A situation that is very demanding on the digital skills of educators and teachers. Digital skill is an ability that must be mastered by educators and teachers. Government regulations on the implementation of distance learning are not fully enforced in some areas. Areas that are included in the green and yellow zones are allowed to carry out face-to-face meetings even with limited time and health protocols. Furthermore, Indonesian Minister of Education, Culture, Research, and Technology Nadiem Makarim stated that "the return of schoolchildren to face to face learning still requires the parents' consent"(Pangaribowo, 2021)

Several things are prominent in the online teaching and learning process. Starting from the use of digital devices such as smartphones and laptops and computers to maximize the use of cloud computing. The dependence on digital devices and cloud computing exposes educators and students to a variety of situations. The digital abilities of educators and students are different. Therefore, it takes the hard work of teachers and lecturers in the application of online learning which has drastically changed the face of Indonesian education. This form of online learning has also added to the challenges for English teachers where currently English teachers must try to be as creative as possible while emphasizing improving the quality of English for students in an era where students and teachers cannot meet face-to-face.

English teachers have a responsibility to improve the quality of the English language of students. Should be adapted to the ability of digital literacy and with the teaching and learning process in the pandemic era, English teachers need to be master to ensure the achievement of students' linguistic abilities, therefore English educators must grade themselves both from the ability in the English language field or the process field. transfer of knowledge of English to students in this era.

Meanwhile, the Indonesian government has begun to reduce physical distance activities by allowing formal education to be held again in the classroom but with various requirements. This brings new changes to the teaching and learning process that takes place in the classroom where educators who previously were able to adapt to online learning are now faced with the implementation of blended learning.

The implementation of blended learning in formal schools is a model of learning fully implemented in the new normal at pandemic era. Blended learning is programmed by the government in responding to the pandemic era. Consequently, educators and students must be able to answer these challenges, where two-way learning will be held online learning and learning face to face learning, known as blended. Sharma and Barrett(Whittaker, 2011) mentioned the term blended learning originated in the business world in connection with corporate training furthermore graham stated that Blended learning is a learning system in education that uses and combines online learning with traditional place-based classrooms. Regarding blended learning formal education is still in the process of getting there where several institutions have implemented it and some institutions are still in the online learning process.

Using blended learning is not a new model in education for several occasions. Some researchers have been applied blended learning for research information that was found heterogeneity results for instance. Blended learning approach effective for the development of the reading skills of undergraduate students(Yudhana, 2021), the application of blended learning had a positive impact on students' achievement. and then the use of blended learning had a positive effect on the achievement of students of the Dentistry College(Alsalhi et al., 2021) In addition using the blended program is more effective than the traditional method in developing students' writing skills (Keshta, 2013)

On the other hand, the use of blended learning in education found quite contradict results for example the effect of blended learning is teaching vocabulary through blended learning instruction model does not have a positive impact on the vocabulary test(Tosun, 2015) and the students' negative attitudes towards Blended learning were more related to BL being time-consuming than traditional courses because of using communication via email or discussion board need more time than conducting face to face class(Hassan Ja'ashan, 2015).

Although the application of blended learning has a good impression in its use in the teaching and learning process in previous research. However, there is also a different result. Generally speaking, the use of blended learning in the education field needs more analysis and it should be conducted in diverse areas and conditions to understand more about the potential of blended learning. It is because using e-learning is complex where the learning and teaching process uses the online and offline system.

The process of merging online and offline learning has given rise to a new phenomenon where several rules \need to be considered and applied in the process of implementing a new system. A new model of learning implemented should be maximized to optimize a system that is implemented to achieve the desired goal. Therefore, researchers specifically conducted a literature study on blended learning and some observations in schools to explore how the implementation of blended learning was applied. especially those related to the teaching and learning process of English carried out in schools where learning English is very much needed to answer the developments of this pandemic era. After conducting some observations since the early of 2021 the researcher found out some phenomena. Therefore, the researcher intends to study the post-implementation of blended learning.

The implementation of blended learning in the school uses two situations and conditions due to the policy of the government.

The student should follow some rules to be able to attend the class. According to the observation of the researchers, the rules must be followed by the students. The students must bring health protocol for covid 19, has been a vaccine, and get approval from their parents. As a result, the class was held by face to face and online learning

Responding to the situation and the condition of this phenomenon the researcher intends to research on students learning achievement in English subject post-implementation of blended learning to see the differences of online learning use in blended learning and face -to-face learning use in blended learning during this post new normal pandemic era.

1.2 Research Question

Based on the background of the research, the researcher conducts three main research questions, they are:

1. To what extent do the blended learning affect the students' learning achievement in online learning?
2. To what extent do the blended learning affect the students' learning achievement in face-to-face learning?
3. Which one of the two learning modes is more effective towards the students learning achievement?

1.3 Research Objective

This part mentions the objective of the research toward the implementation of online learning and face to face learning use in blended learning

1. To find out the effect of blended learning on students' learning achievement in online learning mode
2. To find out the effect of blended learning on students' learning achievement in face-to-face learning mode
3. To reveal which one of the two learning modes are more effective on students' learning achievement

1.4 Research Significance

The effects of the pandemic era have dramatically changed the teaching and learning process in English. The use of blended learning is a new challenge in teaching and learning English. In theory, blended learning has influenced the teaching and learning process in the class. A deeper understanding of the blended learning approach gave a positive impact on teaching and learning literacy using blended learning.

Teachers has a significant role in teaching and learning process effecting the quality of education. The world of education always changes following the condition and situation of the world. At present, blended learning at school combining online learning and face to face learning bring a massive challenge in education where teacher should concern on two different conditions daring and luring. The situation and condition in specific area urge to use online delivering by using conference apps and face to face learning by using some methods. This condition should be analyzed by the teachers to solve online learning and face to face learning in blended learning to improve students learning achievement of the students

Students are a very important component in the teaching and learning process and particularly the result of students' learning achievement. Improving students' learning achievement in English subject should analyses both of online learning and face to face learning in blended learning. Using blended learning in pandemic era became an important aspect that should be study more to define the next step for future generation.

1.5 Research Scope

Blended learning was implemented in the institution all around the world response to pandemic era due to the rapid spreading of covid 19. The implementation of blended learning in different areas shown their own uniqueness regarding to condition and situation of that area toward the effect of covid 19. For instance, specific area in Indonesia used online learning and face to face learning applied at school synchronously. the implementation of blended learning defined in two different ways online learning and face to face learning. The differences in implementation of blended learning concerned in this research. However, the scope of this research only focuses on cognitive domain of students learning achievement in English subject meaning affective and psychomotor aspect would not be part of the research.

CHAPTER II
LITERATURE REVIEW

This chapter included Previous research some pertinent ideas and a theoretical framework. The first section explores the previous research and explains some pertinent ideas and the last part stated the theoretical framework used to describe the study generally

2.1 Previous Studies

This subchapter stated some previous studies that related to this research. It explains how blended learning has been used. For instance, Hanan Tawil in his research on the blended learning approach and its application, in language teaching, Hebah Asaad Hamza Sheerah in his research Using Blended Learning to Support the Teaching of English as a Foreign Language, Maja Grgurović in his research blended learning in an ESL class, Sudsuang Yudhana, in his research the Implementation of Blended Learning to Enhance English Reading Skills of Thai Undergraduate Students and the last Alsalhi, N. R., Eltahir, M. E., & Al-Qatawneh, S. S.in their research the effect of blended learning on the achievement of ninth-grade students in science and their attitudes towards its use

Hanan Tawil (2018) *The blended learning approach and its application in language teaching*. This study investigated the effectiveness of using a blended learning program on developing Palestinian tenth graders' English writing skills using the blended program is more effective than the traditional method in developing students' writing skills.

The finding of this study showed some advantages toward language teaching. Some advantages mentioned are the traditional didactic or the expository approaches where content consists of textbooks, lectures, and guided or facilitated discussion, and then the expository approach is then fused with active learning, where a student engages in varied exercises that are at a controlled pace and time, the last is blended learning able to collaborate and integrate with interactive learning. students are interacting with a teacher by content that was co-created. Then by applying blended learning technology is used to support all three concepts; traditional didactic, active learning, and interactive learning. the teacher

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is exposed to varied approaches that address the unique and specific needs of the language learner

Hebah Asaad Hamza Sheerah (2020) *Using Blended Learning to Support the Teaching of English as a Foreign Language*. It was stated in his research that using blended learning is completely useful in terms of learning English as well as developing computer literacy. Furthermore, it allows students to practice their English in various contexts, however, some issues should be resolved, for instance, library facilities, online material for supportive student's requirements, and design of the blended learning.

Meanwhile, this research aims to find out the use of blended learning in English as a second/foreign language context. Literature research. This researcher collected 14 literatures then the researcher analyses important finding in the research. There were some findings in this research that stated the result of the research from the literature It divided into category. What is Blended Learning Historical Development from Distance Learning to Blended Learning. Technology-enhanced Learning and Distance Education the Rationale of Blended Learning Potential Challenges of Using BL to Support English Language Skills Development.

Maja Grgurović (2011) *Blended learning in an ESL class: A case study.* The aim of this research to investigate the blended learning environment in an ESL class in which the use of online CALL materials delivered through a commercially available LMS creates the blended learning. It was stated in this research that a technology-enhanced learning model was designed and then successfully integrated into ESL classes. However, in the last statement in this research, it was mentioned that room for improvement as the model continues to be developed after its initial implementation is described. This model can become a starting point for the design of blended learning in an ESL class.

Some findings had been found relate to this research they are students spent most of the time in the face-to-face mode. 74 percent, the results from survey 2 about the quality of online pronunciation and speaking practice show that 81% and 87% of students, respectively, thought that such practice was helpful, for the development of listening, speaking, and pronunciation in survey 3, 94% agreed or strongly agreed that MyNorthStarLab exercises helped them with listening, 88% with speaking, and 75% with pronunciation. Class observations showed that the

instructor sometimes repeated the activities done in the lab again in class, the analysis of observations revealed that interaction patterns in the classroom were mainly teacher to individual student but also with student-student interaction in pair and group work, the classroom was the most frequently used location followed by the computer lab, the technology-enhanced blended-learning model in an ESL successfully integrated modes and distributed learning content

Sudsuang Yudhana (2021) *The Implementation of Blended Learning to Enhance English Reading Skills of Thai Undergraduate Students*. This research aims to examine the effectiveness of the blended learning approach for the development of the reading skills of undergraduate students. It was stated in this research that blended learning was used as an approach in education, combining online learning and traditional learning result in blended learning was appropriate in the current EFL educational context. It was significantly able to develop the reading skill of undergraduate students.

Generally speaking, the findings of this research showed the t-test analysis score (-32.098) with the statistical significance of .01 indicates that the experimental group of students had made significant improvements in their reading skills over the control group after the blended learning program both experimental and control groups, statistically significant differences were investigated utilizing a Cohen's test. The Cohen's test revealed a significant effect size (Cohen's = 3.937). This paper stated lot of theories about the independent and the dependent variable This research included dept analysis and good presentation about compared meant of the research.

Mohammed Nasser Hassan Ja'ashan (2015) *Perceptions and Attitudes towards Blended Learning for English Courses: A Case Study of Students at University of Bisha*. It was stated that blended learning is helping them to understand their subject material in English courses through watching online videos from native speakers and using both personal devices however students also mentioned that BL is more time-consuming than traditional courses because of using communication via email or discussion board need more time than conducting face to face class. And Blended Learning is slow internet connectivity created many problems for students.

The finding is the results of this study illustrated the students' satisfaction with Blended Learning as it enhances their English language skills and helps them

to make English learning collaborative, interactive and interesting. The students' negative attitudes towards Blended learning were more related to BL being time consuming than traditional courses because of using communication via email or discussion board need more time than conducting face to face class students consider it frustrating and socially isolated to use BL in comparison with face-to-face interaction students regarding blended learning are helping them to understand their subject material in English courses through watching online videos from native speakers and using both personal devices such as (cell phone, mp3, PDA) and social network (twitter, Facebook, others)

Alsalhi, N. R., Eltahir, M. E., & Al-Qatawneh, S. S. (2019) *The effect of blended learning on the achievement of ninth-grade students in science and their attitudes towards its use.* This research investigated the blended learning environment in an ESL class in which the use of online CALL materials delivered through a commercially available LMS creates the blended learning. The results of this study mentioned that the application of blended learning had a positive impact on students' achievement.

Some findings had been found relate to this research which was there are significant differences at the significance level of 0.05, which indicates that there is significant difference between the two groups, there was a significant difference (t (60) ¼ 4.666, p < .05) between the experimental group students' post-application mean (3.58) and their pre-application mean (2.93). This means the null hypothesis is rejected, there are no significant differences in the attitudes of the two groups towards the use of blended learning, attributable to the variables student's gender and student academic performance in science subject.

2.2 Some Pertinent Ideas

This part mentions some explanation toward the effectiveness, blended learning including face to face, online learning and learning achievement in English language teaching.

2.2.1 Blended Learning

This part described about definition of blended learning, the concept of blended learning and the component of blended learning including online and face to face learning.

1. Definition of Blended Learning

Blended learning can be classified in two terms of definition. In etymology aspect and terminology aspect. In etymology aspect Blended learning term derived from English, which consists of two syllables, blended and learning. Blend means mix and learning means learning. So that it can be interpreted as merging or mixing aspects of methods in learning that are combined to achieve the objectives of the learning process, which can consist of two or more strategies or media used.

Furthermore, in terminology aspect some experts given their thought about blended learning. Graham (in Banditvilai, 2016)) stated that blended learning is a learning model with a combination of two different types of learning activities, namely traditional learning (face to face) with a distributed learning system (distributed learning system). The distributed learning system is carried out by making the best use of electronic technology, such as computers and the internet so that learning materials can be easily accessed by anyone, anytime and anywhere. Furthermore Hartman et al. (in Hassan Ja'ashan, 2015) "defined blended learning as courses that combine face-to-face classroom instruction with online learning and reduced classroom contact hours (reduced seat time)"

While Tomlinson and Whittaker (in Sulisworo, 2018) stated that blended learning is the term most commonly used to refer to any combination of face-to-face teaching with computer technology (online and offline activities/materials)

2. The supporting theories of blended learning

The supporting theories are used as a reference in developing learning blended learning, namely the theory of behaviorism, the theory of cognitivism, and the theory of constructivism.

a. Behaviorism

Based on (Slavin, 2006) the theory of behaviorism is a view which states that learning is a change in behavior that appears in response to the stimulus received. This theory mentioned four main elements of learning, namely: drive, stimulus, response, and reinforcement drive. psychological process in which a

person willing to meet their needs by learning Stimulus is a stimulus from outside/a person's environment that causes a response. Response is a reaction or response to a stimulus received usually in the form of behavior. And reinforcement is strengthening the desire or urge to learn in order to get more responses

There are four behaviorism figures whose assumptions are widely used in the development of learning models, theory Classical Conditioning, theory Operant Conditioning Skinner, connectionism Theory, and behaviorism

Theory Classical Conditioning was expressed by Ivan Pavlov explaining that stimulus is needed in order to produce a learning response that is actually not just a reflex but also needing reinforcement to strengthen the learning response maintain learning response and prevent spontaneous recovery in a short time. Therefore, learning activities occur in a systematic and controlled manner to obtain good and adequate learning behavior.

Theory Operant Conditioning was manifested by skinner. Skinner's theory has the same perspective as Pavlov's theory. However, emphasizes that reinforcement in their learning activities, namely in the form of continuous reinforcement. Continuous reinforcement is a strengthening of the learning drive that is given continuously by alternating it periodically in order to obtain a learning response or adequate learning outcomes

Edward Thorndike's Connectionism Theory (connectionism) has a view that "The occurrence of changes in behavior is caused by the interaction between the stimulus and the response. Changes in behavior that appear can be in the form of real behavior that can be observed (observable behavior) and behavior that is invisible and unobservable (hidden behavior)

Watson's learning theory emerged, which is more specific to observable concrete behavioral changes (observable behavior). According to Watson's perspective, the learning response from the interaction with the stimulus must appear in the form of observable behavior (observable behavior). This is due to invisible behavior (hidden behavior) such as mental and emotional changes cannot be an indicator that the learning process has taken place or not.

b. Cognitivism

The theory of cognitivism emerged as a reaction to the weakness of the theory of behaviorism which emphasizes changes in visible behavior rather than the learning process. Cognitive theorists have the perspective that learning is a process of interaction between stimulus and response, and involves psychological aspects (mental, emotional, and perceptual). The existence of a psychological aspect as a moderator variable becomes an internal factor in behavior change. The interaction between stimulus and response has a psychological dimension that gives rise to mental changes so that responses from stimuli are different for each person.

So, it can be concluded that learning according to cognitivism is a process of forming and changing understanding due to continuous interaction between individual humans and the environment. Over time this theory of cognitivism began to be influenced by the logic of behaviorism and then led to intellectual adaptation. Cognitivism then developed into three cognitive theories, namely Jean Piaget's Learning Theory, Emil Bruner's Learning Theory, and David Ausubel's Learning Theory.

c. Constructivism

Constructivism has the perspective that learning is an active process of individuals in building their knowledge. Learning is also a natural process of finding something and not a process of gathering facts mechanically. Constructivism views that meaningful learning occurs by reflection, solving a problem, and refining or regenerating an incomplete definition

2. The concept of blended learning

Some expert proposed theories toward blended learning. They gave more explanation about blended learning as follows;

Thorne (2003) mentions the existence of blended learning is a form of response to the advancement of online technology with traditional learning activities. He also mentioned that blended learning is an opportunity in an effort to integrate innovation and technological advances that take place online and face-to-face learning that takes place in interaction and participation(Thorne, 2003). The potential of blended learning It can be said to be almost unlimited and includes the natural development of the process from traditional forms of learning to patterns of focused and personal development. Blended learning is a form of logical evolution

in learning design. Blended learning aims to provide solutions to meet the challenges of adapting learning and to the development needs of each individual.

Furthermore(Chaeruman, 2013) stated in his book the learning system design settings consist of Direct Sync (SL) i.e. face-to-face learning activities, virtual Sync (SM) learning activities occur through synchronous technology such as video conference, audio-conference or web-based seminars (webinars) and Self Asynchronous (AM); is online learning which does not occur synchronously or not online at the same time so that students can learn independently.

According to Carman(Carman, 2002) there are five sequential stages to implementing learning using blended learning, that is live events, self-paced learning, collaboration, assessment, and performance support material.

Live Events is a direct learning activity (synchronous) at the same time and place. 2) Self-Paced Learning is a combination of independent learning activities (self-paced learning). 3) Collaboration that is collaborative activities between educators and students as well as among fellow students. 4) Assessment is the activity of educators to determine developing learning by choosing a suitable combination of various assessments on line and offline. 5) Performance Support Materials, prepare supporting learning resources and media in digital form that can be accessed by students.

3. Component of blended learning

Refer to the definition and some theories toward blended learning from this point of view blended learning use combination of face to face and online learning. The implementation blended learning can be classified according to the two conditions of environment where is at present of the institution use face to face and online learning in pandemic era

2.2.1 Online Learning
1) The definition of online learning

Online learning is a form of distance learning that takes place across distance or a distance education that uses Internet as the main media. Although online learning often referred to as e-learning among other terms. However, online learning is just one type of distance learning (Bartley & Golek, 2004; Evans & Haase, 2001 in Nurdini & Hanim, 2020)

2) The advantages of online learning

In teaching and learning implementing online learning can bring a great help for good education due to some advantages of it as follows

Practical and flexible

The first advantages of online learning is in terms of practicality. With online learning, interactions between teachers and students will be more practical because they do not have to travel to meet. In addition, there is no classroom as a place for formal learning. The teaching and learning process can take place anywhere as long as it is conducive and can help to focus. In addition, there is no need for additions such as the need to "dress up neatly" or "appear formally" so that it is more flexible.

Lesson Materials Can Be Saved

Actually, the biggest advantage when doing online learning at home is that learning material can be stored so that it can be repeated at will. This is because online learning materials must be downloaded. Once downloaded, children can save and reopen it freely when they need it. Learning that applies this method is a Learning Management System (LMS) model and an internet-based interactive model

Save time and cost

In conventional two-hour learning, for example, it takes at least 3 hours for classes to start due to space shifts. Both teachers and students have to travel time together to reach the class used for learning. In addition, there are additional costs such as the procurement of books and photocopies of materials and so on. One of the other benefits of online learning is that it cuts all these expenses so that students and teachers only need to be connected to a screen and an internet connection.

Technology Literate

The last advantage of online learning is that it can make children more familiar with technology and make good use of it. The reason is, all the tools used in online learning must be related to technology. For example, to do assignments, children must download and upload these assignments, zoom in, edit video assignments, virtual meetings, and so on

3) Online learning in implementation of blended learning

In online learning use in blended learning, teaching and learning process should include some media for interactive instructional. The media used in online learning as follows

a. Video conference

Video conferencing is a full screen and audio which is combine video and audio and allow one another share screen and document input camera source video conferencing work most effectively during classroom learning controlled remotely, via microphone which allows all participants to leave comments, split screens, and multi-stream video feeds(Hyder et al., 2007). There are some videos conferencing used in online learning. These video conferencing gave facility for teachers and students to interact and communicate for example Zoom, and Google meet

Zoom

Zoom is considered as a helpful application in teaching learning process. Zoom application provides some function which is voice chatting, sharing display, and text chatting features(Dharma et al., 2017). It can be said nowadays Zoom is the most popular video conferencing app right with over 200 million daily users(*Zoom HT* correspondent *Tech*, n.d.). Zoom give good service by providing, supporting up to 1,000 video participants and 49 videos on screen. It also offering screen sharing and screen recording, etc.

Google Meet

Google meet is a video communication service as replacement of google hangout developed by google(Scott Johnston, n.d.)**.** Google meet integrate with google mail, therefore someone who intend to use google meet should make google account first. Google Meet provides various features that allow users for online meetings, presentations, chatting, and recording. Google Meet strives to provide services and features according to the wishes and needs of users. However, Google Meet is also not free from its shortcomings.

b. Learning Management system

Google apps is cloud-based application using in learning and teaching process

Google Classroom

Google Classroom is considered as one of the best platforms out there for enhancing teachers' workflow. By providing a set of powerful features google classroom make it an ideal tool to use with students(Iftakhar, 2016)

Google Drive

Since the initial release in early 2012, Google Drive has become one of the most widely adopted cloud storage services in the world(Google Workspace, n.d.). Drive allows users to easily create, edit and store a number of file types (documents, PDFs, video photos and more) and access them from any device with an internet connection.

Google Docs

While most people get started with Gmail, they often later fall in love with Google Docs. It has similar function to Microsoft Word (or any other word processing program) and allows you to share created documents with anyone else on the system you choose(Lamont, 2015). Google Docs also has Real-time collaboration, access from any browser (complete with offline editing), granular access control, and automatic file saving (and revision history) are just a few of the benefits of Google Docs.

Google Spreadsheets

Google Spreadsheets have come a long way since they were first released. It is an online spreadsheet program, which has the same function to Microsoft Excel(Lamont, 2015). and have become a legitimate competitor to Excel. The extensive list of functions stacks up nicely, while real-time collaboration and automatic file saving (and revision history) really sets Spreadsheets apart.

Google Slide

Google slide has a similar function to Microsoft PowerPoint. It offers(Luaran, 2015) facility to create presentations but are not aware of all the features Google slide. has to offer. With features like inserting images, videos, tables and animations, slides instantly become more attractive and engaging.

Schoology

Schoology learning media is one way to answer problems in historical learning. this learning management system was designed by Jeremy Friedman, Ryan Hwang and Tim Trinidad in 2007(Shavab, 2018). Schoology also one of the innovations and creativity that can be done by teachers because not many have used it. In its implementation, it can be combined with the cooperative learning model. The role of Schoology learning media can be started from the beginning of learning to the end of learning. Use at the beginning of learning by displaying images, videos, or text to students as learning stimuli. At the core activity, its use is carried out by displaying instructions to students regarding tasks that must be done and learning resources that can be used. Finally, the evaluation can be done by giving an online test.

Moodle

Moodle is a free, open-source learning management system that enables you to create powerful, flexible, and engaging online learning experiences(Rice, 2015). The phrase online course often connotes a sequential series of web pages, some images, maybe board communication among the teacher and students. However, online learning can be much more engaging than that.

Edmodo

Edmodo is an educational network promoting educational networking and aims at providing teachers with tools to help them connect and communicate with their students and parents(Holland & Muilenburg, 2011) . Via the Edmodo app or website, teachers can share content, texts, videos, homework and assignments with their students online. Online tools to help teachers administrate their classes have recently grown in popularity – they are known as Learning Management Systems (LMSs).

CodeChum

The CodeChum application is one of the LMS that providing an easier way of online and/or blended learning in the field of computer, network and data coding(Maranga et al., 2019). This application provides. several facilities that support the smooth learning process as well as providing applicative and simple features that can operated by beginners. In this chapter, we will examine the use and benefits, advantages and disadvantages, applications, and features CodeChum application is simple, comprehensive, and applicable. CodeChum application is an e-learning

application that can used as an online and blended learning LMS. Application It provides both free and paid versions. CodeChum free version given 3 class accommodation that can be made by the teacher. Applications can be accessed through the website "https://www.codechum.com/".

ClassDojo

The ClassDojo application can be used as an alternative LMS online and/or blended learning. It is one of the most prominent technological tools supporting schools to manage classrooms and student behaviors(Manolev et al., 2019). Through the integration of the ClassDojo application, the process learning can be controlled referring to the learning outcomes that set. In addition, learning evaluation can be done through use of this application. This app provides both paid and free platforms that can be accessed via "www.classdojo.com

TalentLMS

TalentLMS is one of the LMS that can be accessed via: TalentLMS tool made it possible to generate a detailed activity report of the students and can be used to support the process domain-integrated online and blended learning(Agarwal et al., 2019). Benefits and uses, utilization process, advantages and disadvantages shortcomings, as well as the supporting features of the TalentLMS application can used by accessing the website address "www.talentlms.com".

Remind

Remind provides simple facilities and features that enhances close communication between teacher and students in a simple way(Santos-Guevara & López, 2020). However, through simple facilities and features Thus, the display of learning materials can be created in such a way in such a way that class participants can fully understand it. Besides In addition, the interaction between teachers and students, teachers and parents of students, and students with students are accommodated on this application. Through the use of remind, students will get the impression separate learning that can stimulate memory to remember many things related to learning materials. This stimulant becomes capital both for teachers and students to realize learning meaning. Thus, learning outcomes can be elaborated with maximum. This application provides a platform paid and free with some differentiating features between platforms. This app can be access in "https://www.remind.com"

2.2.2 Face to face learning/ offline learning

1) The definition of face-to-face learning

According to Bonk and Graham(Bonk & Graham, 2006) offline learning or knows as face-to-face learning is an conventional learning model, that is used in teaching and learning where are teachers and students convey knowledge, interact with each other in one place or room.

Furthermore, the definition of face-to-face learning is a set of activities designed to support the teaching and learning process of teachers and students learn face-to-face by paying attention to events external factors that play a role in events from outside the student's self happens to students that can be predicted or known during the process face-to-face process. For the strategic stages of competency achievement, learning activities need to be designed and implemented effectively and efficiently to obtain maximum results. Based on learning activities consist of face-to-face activities, structured and unstructured independent activities

2) The Benefits of Face-to-face Learning

Easier Interaction and Communication

Communication and interaction between teachers and students sometimes do not run optimally in online learning.   This condition appears due to the process of communication and interaction which is only established through video conferences or chats. Although this process gives an opportunity for every student, even they are not at home, however, this can eliminate the closeness and natural communication process between teachers and students, especially concerning the process of delivering material. The long-distance communication process is considered not yet fully effective because it is prone to errors in receiving and digesting information. This means that the information conveyed by the teacher will not necessarily be digested the same by the participants. This may be due to unclear voice or incomplete instructions, as well as other factors. Therefore, face-to-face learning is still considered the most ideal, because the process of communication and socialization will be established directly, so that the information and material provided will also be easier to digest and understand by students.

More Familiar Learning Resources and Media

One of the main obstacles faced by teachers and students while undergoing distance learning is related to the use and management of online learning resources and media. So far, online learning resources are not very familiar and easily understood by teachers and students, especially those in the 3T area. Although in fact many learning resources and online portals have been provided by the Ministry of Education and Culture and other educational institutions for free. Such as learning houses, sharing learning resources, and others. However, with the adaptation process being so fast and without any previous preparation and training processes, teachers still experience many difficulties in utilizing and managing various online learning resources and media, as well as those experienced by students and parents. So from the last few surveys conducted by the Minister of Education and Culture, most teachers, students, and parents prefer to hold face-to-face teaching and learning activities again.

No Need to Connect to the Internet

One of the advantages of face-to-face learning is that it does not require an internet connection and a device. Teachers and students can directly interact and communicate in learning activities. This is certainly very helpful for teachers and students who are in the 3T area or have not been reached by the internet network. Device constraints can also be overcome by utilizing conventional learning resources such as books, LKPD and APE which are easier and more affordable to use. Although currently the ideal learning process should have optimized blended learning by combining online and conventional, with limited infrastructure and the ability to manage online learning, of course face-to-face learning is still considered the best and ideal.

Easy in Character Assessment

One aspect that is difficult to teach and identify when implementing online learning is related to character and moral education. Of course, ideally to measure the character of students should be by interacting and analyzing directly. In addition, the most important thing from character education is related to exemplary. So, it is necessary to have good practice and direct analysis from the teacher in order to really understand the character and attitude of each student. Therefore, the learning model that most allows for the optimal application of character values is the face-to-face (conventional) path. In addition, online learning will always use devices and internet connections which of course will be very vulnerable to making

students unfocused. For example, if no one is watching, the child will play games, watch YouTube and other activities that are not related to learning. The values of independence and responsibility are not possessed by children, it will be difficult to be able to focus on learning alone, which tends to be boring. In addition, learning from home will also break your concentration because you are vulnerable to interference from other family members. So far, the most ideal place and conditions for the implementation of teaching and learning activities are still in schools, which are indeed dedicated places for learning.

More Controlled

As explained in the previous point, online teaching and learning makes a lot of students stressed and difficult to focus. In addition, when children are not fully supervised by parents, they will be vulnerable to not really study seriously. Moreover, online learning will always use gadgets and internet connections that make it easy for children to access other features outside the topic of learning, such as playing games for example. This will be different from face-to-face teaching and learning where teachers have access to supervise students directly so that when the teaching and learning process is running students can be more easily monitored and controlled. Although in the end it all depends also on the role of parents. If parents really accompany and supervise their children during BDR, of course, the possibility of children doing other activities can be minimized.

Practical

Online learning that is carried out remotely requires teachers to be able to provide assignments that can measure each competency optimally. This is also when the teacher has to give practical assignments and projects. The teacher must ensure that what is made or the results of the practicum done is the work of the students. In addition, because it is difficult to supervise, it will be difficult to evaluate the performance and performance of each student, because the assignments are independent. It is different when the learning model is done face-to-face (conventional). The practicum process and assignments are also easier to prepare, organize, and assess. Because all students can be seen directly by the teacher's performance and work process.

In the end, the assessment process carried out is also more measurable and effective because it is assessed from all aspects including performance, activity, creativity, as well as the work or practice of each student.

3) Teaching English in face-to-face learning

In recent years a debate has developed over which approaches structuring, planning and implementing lessons are more effective. Theorists and practitioners are constantly arguing about how language acquisition takes place and how best to facilitate this. Many approaches and methods have been developed which have had a substantial impact on language teaching, they are many approaches in teaching methodology. Here some approaches that can be used in EFL teaching and learning

Task-based Learning (TBL)

In a task-based lesson the teacher doesn't pre-determine what language will be studied; the lesson is based around the completion of a central task and the language studied is determined by what happens as the students complete it. The lesson follows three basic stages they are Pre-task, Task Cycle, Language focus.

The Communicative Approach

The Communicative Approach highlights the importance of functional language as opposed to focusing specifically on grammar and vocabulary. Learners are taught to apply various language forms in various contexts and situations such as making a hotel reservation, purchasing airline tickets, ordering at a restaurant, booking tickets to a show, asking for directions etc.

Audio-Lingualism

The Audio-Lingual Method is based on the behaviorist belief that language learning is the acquisition of a set of correct language habits. The learner repeats patterns until able to produce them spontaneously. Once a given pattern - for example, subject-verb-prepositional phrase – is learned, the speaker can substitute words to make novel sentences. The teacher directs and controls students' behavior, providing a model, and reinforcing correct responses

The Silent Way

The theoretical basis of Gattegno's Silent Way is the idea that teaching must be subordinated to learning and thus students must develop their own inner criteria for correctness. All four skills - reading, writing, speaking, and listening - are taught from the beginning. Students' errors are expected as a normal part of learning; the teacher's silence helps foster self-reliance and student initiative. The teacher is active in setting up situations, while the students do most of the talking and interacting.

Suggestopedia

Lozanov's method seeks to help learners eliminate psychological barriers to learning. The learning environment is relaxed and subdued, with low lighting and soft background music. Students choose a name and character in the target language and culture, and imagine being that person. Dialogues are presented to the accompaniment of music. Students just relax and listen to them being read and later playfully practice the language during an "activation" period.

Community Language Learning

In Curran's method, teachers consider students as "whole persons," with intellect, feelings, instincts, physical responses, and desire to learn. Teachers also recognize that learning can be threatening. By understanding and accepting students' fears, teachers help students feel secure and overcome their fears, and thus help them harness positive energy for learning. The syllabus used is learner-generated, in that students choose what they want to learn to say in the target language.

Total Physical Response Method

Asher's approach begins by placing primary importance on listening comprehension, emulating the early stages of mother tongue acquisition, and then moving to speaking, reading, and writing. Students demonstrate their comprehension by acting out commands issued by the teacher; teacher provides novel and often humorous variations of the commands. Activities are designed to be fun and to allow students to assume active learning roles. Activities eventually include games and skits.

2. Students 'Learning Achievement
   a) **Definition**

Learning achievement is the result that had been achieved or acquired form of the subject of the students (Herlitz, Ongstad, and Piet in Rahardjo Agus, 2020). The result of the learning activities will be obtained After a learning process of the subject ends. Learning achievement have an important role in the learning process. Learning achievement are used to determine the extent to which students can understand and understand the material. Furthermore, Muhibbin Shah (2008: 91) learning achievement is the "level of student success in learning the subject matter in schools that are expressed in the form of scores obtained from the results of tests on a particular subject matter". Meanwhile, according to Tu'u Sincere (in Nasaruddin, 2020) "learning achievement is the acquisition of knowledge or skills that are developed by subject matter, usually indicated by test scores or numerical value is assigned by teachers". Based on the understanding that it can be concluded that learning achievement is the success rate of students in schools that are expressed in the form of a numerical value. Learning is a process of one's efforts to acquire a new behavior change as a whole, as a result of his own experience in interaction with their environment.

There are three domains of educational activities for the human learning process: cognitive, affective and psychomotor (Bloom, 1956; Krathwohl, Bloom & Bertram, 1973; Simpson, 1972). The cognitive learning domain focuses on mental skills that help the learner to know, comprehend, apply what he/she learned to a new situation, analyses, synthesize/construct and evaluate the value of ideas and materials. The affective learning domain focuses on growth in feelings or emotional skills required for receiving, responding, valuing, organizing and internalizing the values of ideas and materials. Finally, the psychomotor domain includes physical movement, coordination and use of the motor-skill areas. Development of these skills requires practice and is measured in terms of speed, precision, distance, procedures, or techniques in execution.

The cognitive domain refers to learning skills related to knowledge and mental (thinking) processes(Hoque, 2016). Learning processes in the cognitive domain include hierarchy of skills involving processing information, constructing understanding, applying knowledge, solving problems, and conducting research

The psychomotor domain includes physical movement, coordination, and use of the motor-skill areas. Development of these skills requires practice and is measured in terms of speed, precision, distance, procedures, or techniques in

execution(Bloom, 1956; Krathwohl, Bloom & Bertram, 1973; Simpson, 1972 in Odhabi, 2007).

Affective domain includes the manner in which we deal with things emotionally, such as feelings, values, appreciation, enthusiasms, motivations, and attitudes(Krathwohl et al., n.d.). The affective domain includes behavioral traits such as feelings, interests, attitudes, emotions, and values. Attitude is a trait that can be learned and can affect a person's behavior towards objects, events, or other living things.
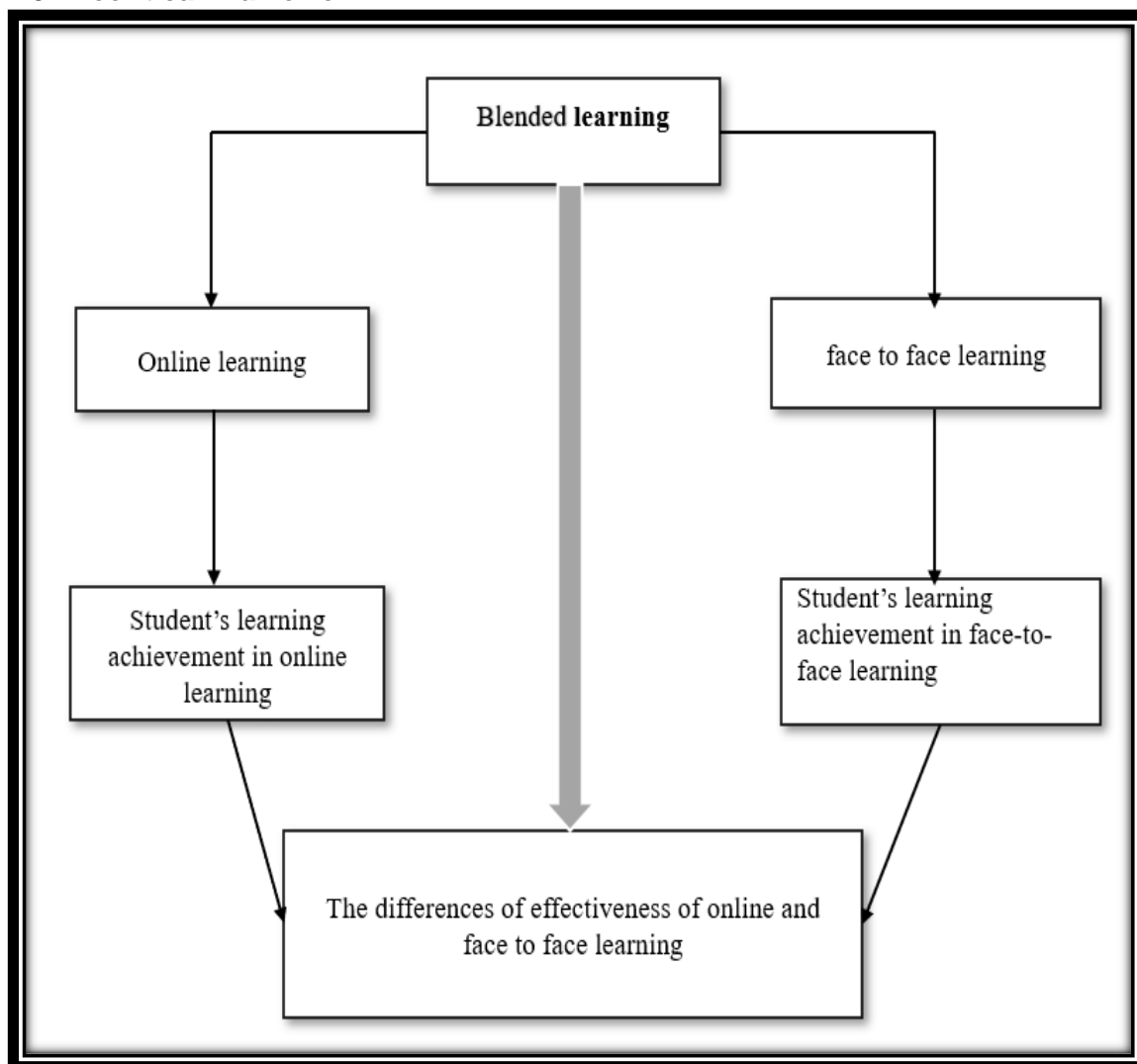
2.3 Theoritical Framework

Figure 2 1 Theorical Framework

Blended learning is implemented at school as a response to the pandemic era. in Blended learning, teachers used online learning mode and face to face learning mode in English subjects. Due the condition and the policy of the government some students have to stay at home to learn English and some students attend learning English subject in the classroom. These two conditions could become a phenomenon affecting students' learning achievement in English subject

By analyzing student learning achievement in English subject where two different modes implement in learning English (online learning mode and face to face learning). This research tends to compare the differences of the

effectiveness of blended learning in online learning mode and face to face learning mode on students' learning achievement.
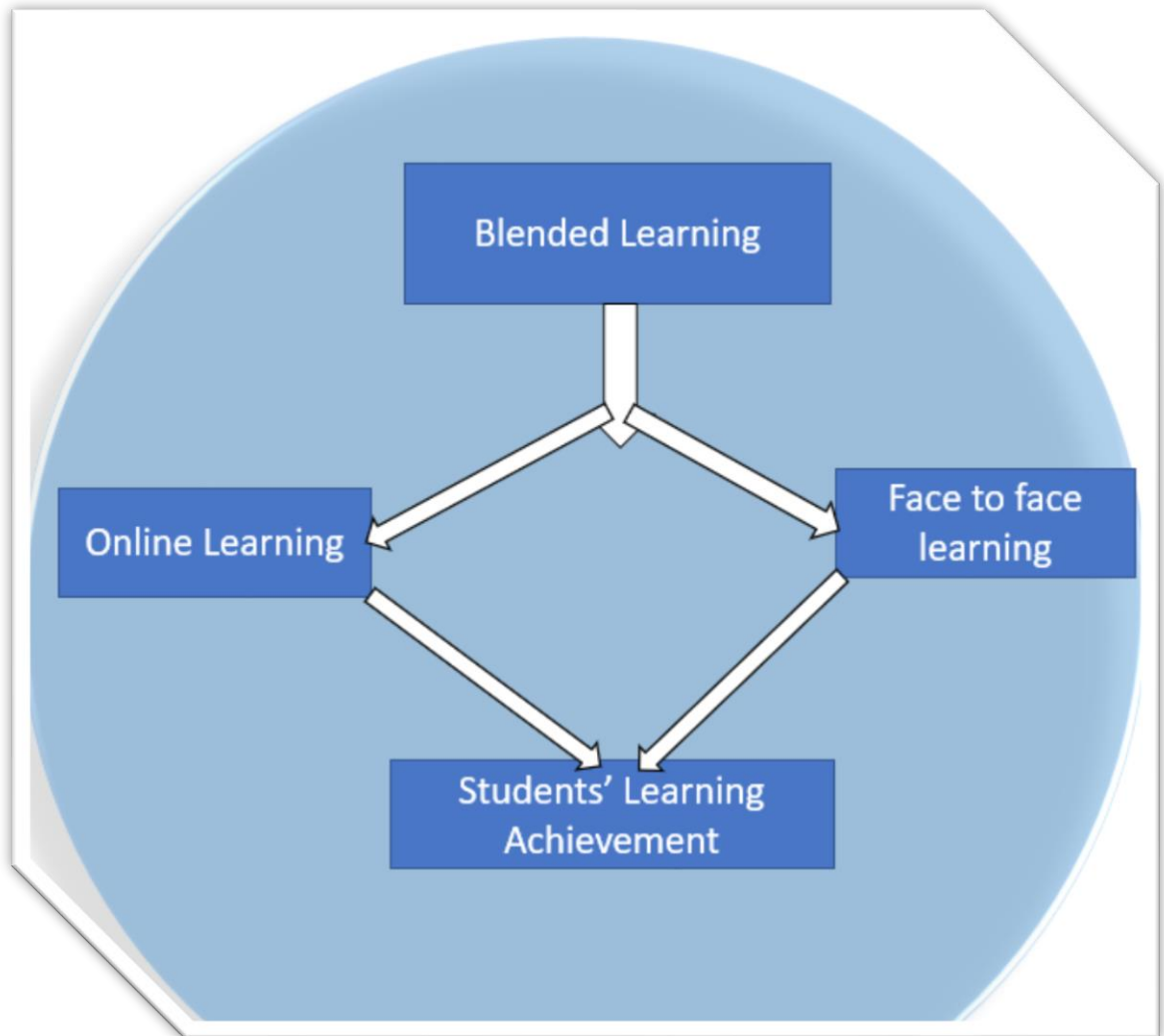
2.4 Conceptual Framework

Figure 2 2 Conceptual Framework

2.5 Hypotheses

Based on the literature review and research objective of this research the hypothesis statistic of this research is

H_0 : There is no a statistical difference of effectiveness between control group and experimental group

H_1 : There is a statistical difference of effectiveness between control group and experimental group