STUDENTS' OPINIONS TOWARD THE USE OF BLENDED LEARNING IN TEACHING VOCABULARY SUBJECT

THESIS

Submitted to English Teaching Department of Tarbiyah and Teacher Training   Faculty of UIN Mahmud Yunus Batusangkar as A Requirement to Obtain Sarjana Degree (S.1) in English Teaching

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BATUSANGKAR
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This approval is granted and used appropriately.

Batusangkar, 12 July 2022
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ABSTRAK

YOSI SUSANTI, NIM 1830104083, judul skripsi: **"STUDENTS'
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Penelitian ini dilatarbelakangi oleh belum terungkapnya pendapat
mahasiswa mengenai penerapan *Blended Learning* pada pembelajaran
vocabulary. Namun permasalahan dalam penelitian ini adalah bagaimana
pendapat mahasiswa tentang penerapan *Blended Learning* dalam pembelajaran
vocabulary. Tujuan penelitian ini adalah untuk mengungkapkan pendapat
mahasiswa mengenai penerapan *Blended Learning* dalam pembelajaran
vocabulary.

Jenis penelitian ini adalah penelitian kualitatif dengan desain deskriptif.
Informant penelitian ini adalah mahasiswa Tadris Bahasa Inggris semester 2
.Peneliti mendistribusikan angket terbuka pada mahasiswa jurusan tadris bahasa
inggris semester 2 untuk memilih informan. Informant dipilih menggunakan
teknik *purposive sampling* yaitu dengan pertimbangan tertentu. Melalui angket
terbuka peneliti menemukan informan yang sesuai dengan kriteria. Angket
tersebut diisi oleh 17 siswa. Ada 15 siswa memenuhi kriteria informan dan 3
orang tidak mau diwawancarai karena alasan pribadi. Peneliti mewawancarai 9
orang karena data sudah jenuh. Pada penelitian ini, peneliti berperan sebagai
instrumen kunci dan pedoman wawancara sebagai instrumen pendukung. Teknik
pengumpulan data adalah dengan wawancara. Untuk menguji keabsahan data,
peneliti melakukan perpanjangan waktu untuk mengkonfirmasi dan menggali
data lebih rinci terkait masalah yang diteliti. Selanjutnya untuk menganalisis
data, peneliti menggunakan teori Miles dan Hubberman (1994) yang meliputi:
reduksi data, penyajian data, verifikasi data dan penarikan kesimpulan.

Hasil penelitian menunjukkan opini mahasiswa penerapan *Blended
Learning* pada pembelajaran *vocabulary* yaitu opini positif dan opini negatif.
Opini positif terdiri dari ; 1) *Blended learning* membuat kelas lebih
menyenangkan, 2) *Blended learning* menambah skill atau kemampuan
mahasiswa, 3) *Blended learning* lebih efektif, 4) *Blended learning* mmahasiswa
lebih mandiri, 5) *Blended learning* meningkatkan motivasi mahasiswa. Opini
negatif yaitu *blended learning* membuat mahasiswa bingung.

ACKNOWLEDGEMENT

بِسْمِ اللهِ الرَّحْمَنِ الرَّحِيْمِ

First of all, the researcher would like to express her deepest praise and gratitude to Allah SWT who has given His blessing and merciful to complete this thesis entitled: **"STUDENTS' OPINIONS TOWARD THE USE OF BLENDED LEARNING IN TEACHING VOCABULARY SUBJECT"**. Shalawat and salam are addressed to the final chosen religious messenger, the Prophet Muhammad SAW because him, people know about knowledge and know which wrong or true in our life.

This thesis was written as one of the requirements to obtain a sarjana degree (S.1) of the English Teaching Department of UIN Mahmud Yunus Batusangkar. The researcher realizes that this thesis is still far from perfection, and the completion of this thesis is separable from the help of many parties. With all humility and respect the her would like to thanks all those who have helped the researcher in writing this thesis to completion. She owes her deepest gratitude to Mr. Zulhermindra, M.Pd. as her advisor who has guided her during the process of thesis. She appreciates the feedback offered by Mr. Hendra Eka Putra, M. Pd as proposal reviewer and thesis examiner and Mrs. Rahmawati, M.Pd. as thesis examiner for their suggestions to accomplish this thesis. She thanks to the students at second semester of English Teaching Department in 2021/2022 academic year made enormours contribution.

The researcher would like to pay her special regard to Mrs. Silfia Rahmi, M.Pd as a former head of the English Teaching Department who permitted and chosen advisor for her, also addressed to Mr. Suyono, M.Pd, M.A, Ph. D as the present head of English Teaching Department, who has permitted to conduct this thesis and. Then, she also thanks the staff of the English Teaching Department, Syahrur Ramli M.Pd helped administratively during writing this thesis and Mrs. Anggi Rahmadika S.Pd.I as a staff former who helped administratively during

study. She would like to offer her special thanks Mr. Dr. H. Muhammad Fazis, M.Pd. as a head of LP2M, who helped administratively during writing this thesis

The researcher wants to express her thanks to her academic advisor Mrs. Elfi,S.Pd, M.Pd, who always advises her during her study .She would like to thanks all of the lecturers of the English Teaching Department of IAIN Batusangkar for their help during studying at this department. She indebt to Dr. Adripen, M.Pd. as head of FTIK who permitted her to do research in campuss.. Next, her deepest gratitude is also addressed to Prof. Dr. Marjoni Imamora, M.Sc. as Rector of UIN Mahmud Yunus Batusangkar who has given permission for her study at UIN Mahmud Yunus Batusangkar until she got sarjana degree.

Furthermore, researcher owe a very important debt to her beloved mother (Erniati), father (Saparudin), sister (Sofia Permata Sari, Rahmia Asmara, Azizah Amanda Tesya), and her big family members for their prayer, love, care, motivation to support financially and mentally to reach her dreams. Finally, she would like to thanks to her beloved friend (Lili, Maulida Fitria, Yosalia Defira, Ardila Iswanda S.Pd., and et al) who motivated her to finish her thesis.

Batusangkar, 12 July 2022
The researcher,

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CHAPTER I
INTRODUCTION

A. Background of the Problem

Vocabulary is one of the important elements in learning English, without knowledge of vocabulary, students are not able to speak well in English. The students cannot deliver or receive messages effectively. Vocabulary is an important element in language learning; since it supports the four language skills (Masita, 2020 : 129). Vocabulary is useful for the students in order to communicate in daily life and would be strengthen believe that English language can be used to express some ideas, thought, and feeling. That students' vocabulary can divide into two kinds, namely active vocabulary and passive vocabulary (Finocchiaro in Tawali, 2018: 34). To master the four skills in English, students must master vocabulary so that it is easy to acquire language, so teaching vocabulary plays an important role. In English languange teaching vocabulary is important, teaching means facilitating, guiding students throught learning process. Teacher should motivate students in teaching vocabulary, without motivate students cannot learn vocabulary well (Fatah, 2019).

Blended learning model is a learning activity that combines face-to-face and online learning. Blended learning is that it can be use to share learning materials where and at any time, learning occurs online and offline which complement each other, learning to be effective and efficient, increasing accessibility, more flexible and enjoy (Hidayat et al., 2020: 403). Blended learning that is often used is the 50/50 pattern, in the available time allocation 50% face-to-face 50% online learning, some also use the 75/25 pattern, meaning 75% face-to-face meetings 25% online learning, and there are also those who apply 25/75, 25% use face-to-face learning, 75% use online learning) (Abdullah, 2018 : 861).

Blended learning has also been applied at UIN Mahmud Yunus Batusangkar since the effects of the pandemic. This is so teaching is not only

carried out online but also carried out face-to-face. Blended learning at UIN Mahmud Yunus Batusangkar applies to all subjects at UIN Mahmud Yunus Batusangkar, it was also applied to vocabulary subject in English Teaching Department. Teaching vocabulary at UIN Mahmud Yunus since the 2020 pandemic has been conducted online, but in 2021 vocabulary teaching will be carried out using blended learning. As we know that Vocabulary is a compulsory subject in first semester in English Teaching Department, and vocabulary subject only in first semester and in 2021/2022 academic year vocabulary subject using blended learning. In teaching Vocabulary subject using blended learning, lecturer using media online and send material, also have discussion and sometimes students come to campus and meet face to face. In the implementation of teaching vocabulary, the lecturer used the zoom application to explain the material.

The researcher has interviewed with four students on second semester of English Teaching Department at UIN Mahmud Yunus Batusangkar in 2021/2022 academic year. Based on preliminary research, the researcher conducted interviews with several students who had taken Vocabulary subject in the firsth semester. Students explained that Vocabulary subject was done by using two method offline and online method. They explained about the implementation which was done online using zoom and offline come to campus. Students said that online and offline vocabulary lectures took place around 75% offline and 25% online. Online and offline lectures still have material delivered by lecturers and sent to students as well. They also had different opinions about implementation blended learning in teaching vocabulary subject. Many of the students are interested in learning vocabulary using blended learning. However, some argue that learning vocabulary will be fun if it is fully face-to-face. When doing online learning which is usually offline, some students find it difficult to raise the spirit for learning online. The researcher wants to know whether the opinion of English Students department.

The researcher also interviewed vocabulary's lecturer about teaching vocabulary activities was done online and offline class. The lecturer said that

when the lecture is carried out online, it does not feel enjoyable because students turn off the camera and when the lecture is carried out offline the lecturer is easy to monitor and can do direct questions answers and students can't sleep in class so they focus. in the implementation process in vocabulary subjects, blended learning is divided into two parts, the first part; carried out with the traditional learning process and the second part; by e-learning. As for the number of meetings in the semester, there were 16 meetings, from this meeting for e-learning-based learning got 4 meetings, 2 times for exams, the rest were used for conventional learning.

The students have a different opinion about teaching Vocabulary subject. Opinions an individual's view on an issue is usually contradictory or invites pros and cons. Opinion indicates the evaluative quality of which tells a positive, negative, or neutral evaluation (Cutlip in Eddison, 2015; 4). In the learning process there are factors that affect student learning outcomes can be either internal or external factors. Internal factor one of them is a psychological factor that is a psychological process. Which are included in psychological factors are intelligence. Intelligence is a global skill to be able to act purposefully, think well, and good at socializing (Sardiyanah, 2018). So how students think about some think can effect to their learning. Opinions are evaluative in nature that tell positive, negative, or neutral evaluations (Eddison, 2015: 4).

Based on the background the researcher interested to conduct this research entitled: "Students' Opinions Toward the Use of Blended Learning in Teaching Vocabulary Subject."

B. Research Focus and Research Question

From the explanation above, the researcher focuses her research on students' opinions toward the use blended learning in teaching vocabulary subject.

Based on the research focus, the question of this research is: "What are students' opinions toward the use of blended learning in teaching vocabulary

subject?".

C. Defenition of The Key Terms

1. Students' Opinion

Students' opinion in this case refers to view, opinion, assumption, and interpretation of English students' teaching department second semester in 2021/ 2022 academic year toward the use of blended learning in teaching vocabulary subject.

2. Blended Learning

The combination of various learnings is combining face-to-face learning with face-to-face learning traditional learning concepts that are often carried out by education practitioners through the delivery of material directly to students with online and offline learning that emphasizes utilization. technology

3. Teaching Vocabulary

Teaching vocabulary is a way done by lecturer in transferring new vocabulary to students.

D. Purpose of the Research

Based on the research question above, the purpose of this research is to find out students' opinion toward the use of blended learning in teaching vocabulary subject.

E. Significance of the Research

By doing this research, expected to be useful in both theoretically and practically. Theoretically, this result of this research hopefully can give information about student's opinions toward the use of blended learning in teaching vocabulary subject. Practically, this research is expected to be useful for student's, lecturer, and researcher it can be explained as follws:

1. English Students

    The result of this research is expected to give information to the students of English Department of UIN Mahmud Yunus Batusangkar about students opinion toward the use of blended learning in teaching vocabulary subject.

2. English Lecturer

    For the lecturer who teach Vocabulary subject in English Teaching Department, this research is expected to give lecturer the information about students' opinion toward the use of blended learning in english languange teaching specialy in Vocabulary subject.

3. The Researcher herself

    This research can be useful as a graduation requirement for researcher, as well as to answer the researchers' curiosity about students' opinions on the use of blended learning in vocabulary subject.

CHAPTER II
REVIEW OF RELATED LITERATURE

A. Review of Related Theories

1. Teaching Vocabulary

a. Definition of Vocabulary

Vocabulary means all the words people knows. To get others compentence in English vocabulary is basic competence students must master. By using vocabulary students can speak English well. Vocabulary is very important to be mastered by students in order to understand language to be able to understand other people speech and express our ideas , necessary for vocabulary mastery (Susanto, 2017: 183). Vocabulary can be defined as words we must know to communicate effectively words in speaking (expressive vocabulary) and words in listening (receptive vocabulary) state by Neoman in (Alqahtani, 2015: 24). Vocabulary defines as the total number of words in a language or vocabulary is a list of words with their meanings, Hornby in (Alqahtani, 2015:24). Furthemore, vocabulary is the knowledge of words and word meanings state by Diamond in (Alqahtani, 2015: 24). Refers to all the words in a language, the entire vocabulary of a language .It means that, vocabulary is a all of words that people know and their use in communicate.

Based on definition above, can be concluded that vocabulary means all the word people know and important to mastery to communicate. Vobaulary devided into two active vocabulary and passive vocabulary.

b. The Importance of Vocabulary

Vocabulary is useful for the students in order to communicate in daily life and would be strengthen believe that English language can be used to express some ideas, thought, and feeling. That students'

vocabulary can divide into two kinds, namely active vocabulary and passive vocabulary. First active vocabulary refers to the words in which the students can understand and pronounce the words correctly and use them constructively in speaking or writing. Second passive vocabulary refers to the words in which the students can recognize and understand while there are readings and listening to someone speaking, but they do not use the words and speaking and writing (Finocchiaro in Tawali, 2018 : 34).Vocabulary is a list of words, and each word has its own meaning. Each word has a certain meaningful communication. Vocabulary is important for language learners to master because it helps form sentences and express themselves in a meaningful way, without vocabulary nothing can be conveyed (Masita, 2020: 129).

Based on the explanation above, can be concluded Vocabulary is central to English language teaching because without sufficient vocabulary students cannot understand others or express their own ideas.

c. **Definition of Teaching Vocabulary**

In English languange teaching vocabulary is important, teaching means facilitating, guiding students throught learning process. Teacher should motivate students in teaching vocabulary, without motivate students cannot learn vocabulary well. Therefore, for the teachers to help students in getting vocabulary in learning process by using an attractive media, technique, and strategy in teaching English in order to make students comprehensive increase in the classroom (Fatah, 2019).

Vocabulary teaching is considered as one of the most important parts teach English as a foreign language. When the teaching and learning process takes place, problems will arise to the teacher. the teacher has a problem how to teach students regularly to get good results. Teachers should know that vocabulary teaching is something new and different from the student's mother tongue. They also know that teaching children and adults is different. Teacher should prepare and know the

right technique, which will be used (Fatah, 2019). Teachers need to be able to master thematerial in order to be understood by students, and make them interested and happy in the teaching and learning process in the classroom, (Al qahtani, 2015: 24).

Based on explanation above, can be concluded that teaching vocabulary means facilitating, guiding students in getting vocabulary in learning process.

d. Principles of Teaching Vocabulary

Six principles in the teaching vocabulary by Nation in (Dakhi & Fitria, 2019 : 29)are:

1) Keeping teaching simple and clear without any complicated explanations,
2) Relating present teaching to past knowledge by showing a pattern or analogies,
3) Using both oral and written presentation,
4) Giving most attention to words that are already partly known,
5) Telling learners if it is a high-frequency word that is worth noting for future attention,
6) Not bringing in other unknown or poorly known related words like near synonyms, opposites, or members of the same lexical set.

Also added by Graves in (Dakhi & Fitria, 2019: 22)they are:

1) Providing rich and varied language experiences,
2) Teaching individual words,
3) Teaching word-learning strategies,
4) Building consciousness in readers andwriters are frameworks for successful vocabulary programs

e. Technique in Teaching Vocabulary

The followings are some techniques of teaching vocabulary as proposed by experts Takač & Singleton in (Susanto, 2017: 186)

1) Teaching vocabulary using objects

This technique can help learners in remembering vocabulary better, because memory for objects and pictures is very reliable and visual techniques can act as cues for remembering words. Using this technique includes the use of visual aids, and demonstration.

2) Teaching vocabulary by drilling, spelling, and active involvement.

Drilling is employed to make learners get accustomed to the word form especially to how it sounds. Spelling is actually memorizing .Word spelling needs to be considered since spelling forms of English words is not always inferred by the pronunciation.

3) Teaching vocabulary using drawing and picture

Teaching vocabulary using pictures connect students' prior knowledge to a new story, and in the process, help them learn new words. There are plenty of vocabularies that can be introduced by using illustrations or pictures. They are excellent means of making the meaning of unknown words clear. They should be used as often as possible. The list of pictures includes: posters, flashcards, wall charts, magazine pictures, board drawings, stick figures and photographs. Pictures for vocabulary teaching come from many sources.

4) Teaching vocabulary using mime, expressions and gestures

Teaching gestures appear in various shapes: hand gestures, facial expressions, pantomime, body movements, etc. They can either mime or symbolize something and they help learners to infer the meaning of a spoken word or expression, providing that they are unambiguous and easy to understand.

5) Teaching vocabulary using enumeration and contrast

An enumeration is a collection of items that is a complete, ordered listing of all of the items in that collection. It can be used to present meaning. In other words, this technique helps when any word is difficult to explain visually. Verb "contrast" means to show a difference, like photos that reveal how much weight someone lost by

contrasting the "before" and "after" shots.

6) Teaching vocabulary through guessing from context

Learning from context not only includes learning from extensive reading, but also learning from taking part in a conversation, and learning from listening to stories, films, television or the radio . In order to activate guessing in a written or spoken text, there should be four elements available: the reader, the text, unknown words, and clues in the text including some knowledge about guessing.

Here are some techniques of teaching vocabulary as stated by Brewster, Ellis, and Girard in (Al qahtani, 2015:26), they are:

1) Using Objects

Objects can be used to show the meaning of words. Introducing a new word by showing the real object often helps learners to memorize the word through visualization.

2) Drawing

Objects can either be drawn on the blackboard or drawn on flash cards. It means teacher can drawn object and students get the words.

3) Using Illustrations and Pictures

Pictures for vocabulary teaching come from many sources. The list of pictures includes: posters, flashcards, wall charts, magazine pictures, board drawings, stick figures and photographs.

4) Contrast

Contrast means antonym, its like "good" contrasted with "bad". Furthermore contrast means to show the difference.

5) Enumeration

An enumeration is a collection of items that is a complete, ordered listing of all of the items in that collection. It can be used to present meaning.. In other words, this technique helps when any word is difficult to explain visually. We can say"clothes" and explain this

by enumerating or listing various items.

6) Mime, Expressions and Gestures

Mime means how your express th word to make students understand with the word. Gesture means body languange to make students easy to guess the meaning of the word.

7) Guessing from Context

There are many clues learners can use to establish meanings for themselves, such as illustrations, similarity of spelling or sound in the mother tongue, and general knowledge.

8) Eliciting

This technique is more motivating and memorable by simply giving pupils a list of words to learn.

9) Translation

Even though translation does not create a need or motivation of the learners to think about word meaning, in some situations translation could be effective for teachers.

10) Spelling the Word

Word spelling needs to be considered since spelling forms of English words is not always inferred by the pronunciation.

11) Learners' Active Involvement

Employing this technique, the teacher encourages the students to find out word's meaning by elicitation.

12) Drilling

Drilling is employed to make learners get accustomed to the word form especially to how it sounds. To make learners more familiar with the word, drilling should be clear and natural

13) Scales

After the students have learnt two contrasted or related gradable items, this can be a useful way of revising and feeding in the new items

14) Examples of the Type

To illustrate the meaning of subordinates, such as flowers, vegetables, and foods, it is a common procedure to exemplify them e.g. rose, jasmine, and orchid are all flowers. But the technique cannot be applied in delivering the words that belong to more than one ordinate.

Table 1.

Technique in Teaching Vocabulary

No	Technique	Characteristic
1	Using Objects	Introducing a new word by showing the real object
2	Drawing	Objects can either be drawn on the blackboard or drawn on flash cards.
3	Using Illustrations and Pictures	It can be use posters, flashcards, wall charts, magazine pictures,board drawings, stick figures and photographs.
4	mime, expressions and gestures	Mime means how your express th word to make students understand with the word. Gesture means body languange to make students easy to guess the meaning of the word.
5	Eliciting	This technique is more motivating and memorable by simply giving pupils a list of words to learn
6	Scales	this can be a useful way of revising and feeding in the new items
7.	Guessing from Context	There are many clues learners can use to establish meanings for themselves, such as illustrations, similarity of spelling or sound in the mother tongue, and general

		knowledge
8	Examples of the Type	To illustrate the meaning of subordinates, such as flowers, vegetables, and foods etc.
9	Drilling	Drilling is employed to make learners get accustomed to the word form especially to how it sounds
10	Spelling the Word	Word spelling needs to be considered since spelling forms of English words is not always inferred by the pronunciation.
11	Enumeration	An enumeration is a collection of items that is a complete, ordered listing of all of the items in that collection
12	Translation	From the Englishr languange to other languange.
13	Learners' Active Involvement Employingthis	technique, the teacher encourages the students to find out word's meaning by elicitation
14	Guessing from Context	Read the context or hear the story.

Based on explanation above there are some technique in teaching vocabulary 1)Teaching vocabulary using objects,2) Teaching vocabulary by drilling, spelling, and active involvement , 3) Teaching vocabulary using drawing and picture, 4) Teaching vocabulary using mime, expressions and gestures, 5) Teaching vocabulary using enumeration and contrast, 6) Teaching vocabulary through guessing from context.

f. Method in Teaching Vocabulary

In designing a model of teaching and learning of English vocabulary through interactive activities, hopefully an English teacher can make the students enjoyable and interested in studying English. The teacher must be also creative in using some appropriate approaches, techniques, and games in the process of teaching and learning (Sahraini, 2018 : 14).

There are two approaches of teaching model: teacher-centered and student- centered. This study used a student-centered model, In this approach, the teacher is still the authority figure, but the student plays active role in what is learned. The idea is the teacher will advise and guide the students down a learning path. Assessment involves informal and formal methods — group projects, portfolios, and class participation. The teacher continues to see a student's learning process throughout the lesson. There are two subcategories in this approach; they are inquiry-based learning and cooperative learning. Inquiry-Based Learning, this teaching style focused on students in exploring and participating in the learning process. The teacher is guidance in giving the students advice and supporting their efforts. Students are expected to participate and play an active role in their learning. The characteristics of these models are: 1) Facilitator, 2) Personal Model, and 3) Delegator (Masita, 2020: 130).

Three approaches for vocabulary development to vocabulary instruction and learning, they are: incidental learning, explicit instruction, and independent strategy development. The incidental learning of vocabualry requires that teachers provide opportunities for extensive reading and listening. Explicit instruction involves diagnosing the words learners need to know, presenting words for the first time, elaborating word knowledge, and developing fluency with known words, independent strategy development involves practicing guessing from context and training learners to use dictionaries (Sahraini, 2015 :4).

Teaching vocabulary is challenging in Indonesia, as we know English is not our first language. Teaching vocabulary in Society Era 5.0 can be done in various ways. Technology has supported and brought positive impact in teaching and learning process. One method that can be used in this era is a blended learning method. This method combined online digital media with traditional classroom methods. Blended learning is the use of two or more distinct methods of training. This may include combinations such as face to face classroom combine with online instruction, blending online lesson with e-learning activities (Masita, 2020: 130).

Based on the explanation above, one of the methods in teaching vocabulary is blended learning means combined online digital media with traditional classroom method.

2. Blended Learning

a. Definition of Blended Learning

Blended learning is the use of a mixture of theories, methods,and technology to enhance learning in specific contexts Cronje in (Sri Andriyani, 2021 : 18). Research conducted by Albiladi (Hidayat et al., 2020 : 402) stated that the learning model blended is a mode that combines online and face-to-face learning so that it is effectively used to improve student learning outcomes. Blended learning is learning that combines e-learning, online mixed learning with face-to-face learning in the classroom involving IT-based learning tools Afdhila et al in 2018; Bain et al., 2018), in blended learning, face-to-face learning students can further deepen what has been learned through online learning, or online learning to further deepen the material taught through face-to-face.

The definitions of blended learning is face-to-face learning and online learning vary a lot across different instructional contexts. In the present study, Blemded Learning is defined as the combined instructional environment where face-to-face learning and online learning are mixed

within a single teaching and learning environment. Face-to-face learning as mentioned earlier refer to traditional classroom instruction where instruction is given inside the classroom. Online learning, then, refers to web-based and self-directed learning either synchronously or asynchronously at computers. This involves the use of various virtual resources and tools such as online learning materials, chat, message boards, net meetings Huang in (Rerung, 2018).Combination of various learnings, namely combining face-to-face learning with face-to-face learning the concept of traditional learning that is often carried out by education practitioners through the delivery of material directly to students with online and offline learning that emphasizes the use of technology (Graham in Abdullah ,2018: 859).Blended learning is a mixture of the various learning strategies and delivery methods that will optimize the learning experience of the user Kurtus in (Istiningsih & Hasbullah, 2015).

Based on definition above can be conclude that, Blended learning means combination or use mix methods between online learning by using various virtual and face – to face learning.
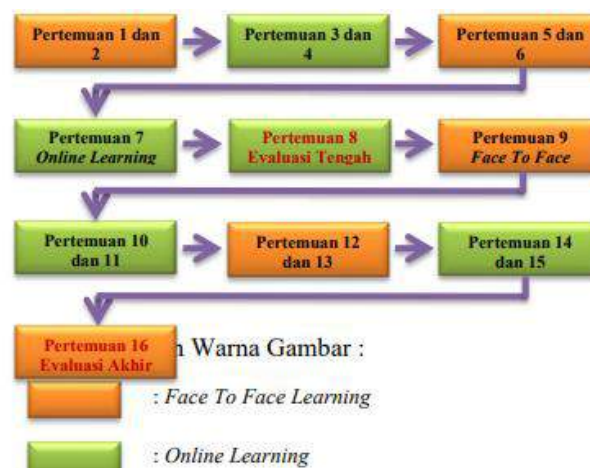
Picture 1. Ilustration Blended Learning
Source. Buku Model Blended Learning (Nasution, 2019)

b. Characteristics of Blended Learning

Blended learning has certain characteristics, Husamah in Siregar ,2019. The following are some characteristics of blended learning.

1) Combine various delivery method, teaching model, style learning, as well as various media-based diverse technologies.

2) A combined form of direct teaching, self-study and online learning.

3) Learning activities supported by a combination effective from the way of delivery, the way of teaching and learning styles.

4) Parents and teachers play an important role. Teacher as facilitators, and parents as supporters.

In addition , Abdullah, 2018 :861 also formulated some characteristics of blended learning:

1) Learning activities that combine v arious models, styles and learning media based on information and communication technology.

2) Combination of independent learning via online with face-to-face learning.

3) Learning activities are supported by interactive learning. effective method of delivery, learning methods and learning styles.

4) Teachers as facilitators and parents as motivators, they play an important role.

In other expert said the characteristic of blended learning is students can socialize with good with others,) students have a lot of time and can provide feedback, students are also well guided and students learn in an ideal atmosphere Egbert and Hanson Smith in (Abdullah, 2018 :261).

Blended learning characteristics when viewed from media used, used learning media it is not limited to technology for blended learning including:

1) Stand-alone, Asynchronous, or Synchronous online learning / training.

2) Supporting software (knowledge management tools)

3) Traditional class, laoratorium, or other props

4) Readings, CD-ROOM or other independent learning other media

Table 2.
Characteristic of Blended Learning According to Experts

No	Expert	Characteristic of Blended Learning	Conclusion
1	Husamah , 2014: in Siregar ,2019	1) Combine various delivery method, teaching model, style learning, as well as various media-based diverse technologies. 2) A combined form of direct teaching, self-study and online learning. 3) Learning activities supported by a combination effective from the way of delivery, the way of teaching and learning styles. 4) Parents and teachers play an important role. Teacher as facilitators, and parents as supporters.	1. First thecombination face-to-face learning with online learning and self study. 2. Combines various learming models, style and methods. 3. Blended learning supported by effective method and styles in learning also supporte by teacher and parents
2	Abdullah , 2018 :861	1) Learning activities that combine various models, styles and learning media based on information and communication technology. 2) Combination of independent	

		learning via online with face-to-face learning. 3) Learning activities are supported by interactive learning. effective method of delivery, learning methods and learning styles. 4) Teachers as facilitators and parents as motivators, they play an important role.	
3	Egbert and Hanson Smith in (Abdullah, 2018 :261)	1) students can socialize with good with others, 2) students have a lot of time and can provide feedback, 3) students are also well guided and students learn in an ideal atmosphere	
	Rusman In (Megawati, 2020 : 12)	5) Provision of sources of supplements for learning programs relating during traditional lines mostly through institutional support for virtual learning environments. 6) Transformative levels of learning practice supported by learning design to depth	

		7) A comprehensive view of technology to support it learning.	

Based on the explanation above it can be conclude that characteristic of blended learning are, first the combination face-to-face learning with online learning and self study. Second, combines various learming models, style and methods. The last, blended learning supported by effective method and styles in learning also supporte by teacher and parents.

c. Forms of Blended Learning

There is a blended learning model and the following is the definition below.

1) Rotation Model

The rotation model here is for students to rotate between conventional learning and virtual learning.There are four forms of rotation model, namely;

a) Station rotation: the application of a rotation model in which students rotate or rotate activities in the classroom. For example, the teacher asks questions. Students first conduct group discussions and then get an explanation from the teacher. When learning activities, of course, collaborate with online learning. But in learning activities with a station rotation model, students first conduct group discussions then receive an explanation from the teacher. Learning activities certainly collaborate with online learning.

b) Lab rotation: a learning model in which students rotate between classroom learning and other locations such as laboratories.

c) Flipped Classroom: student learning model rotates between face-to-face meetings in class and online learning that allows students to learn outside the classroom. The model reverses between student activities at school and at home. Students can decide for themselves when and where they want to access online learning or watch videos that will become material in face-to-face meetings in class.

d) Individual Rotation: a learning model that provides several courses for students and students are free to determine their own rotation according to their needs. The intended rotation is the three rotations discussed previously, namely class rotation, laboratory rotation, and flipped classroom.

2) Flexible Model

A flexible model is a learning model in which learning content is delivered primarily through the internet and the teacher only as a companion in the classroom.

3) Model A La Carte

The La Carte model is a learning model in which students take online courses outside of the traditional classes they take. All course activities are held completely online with the same teacher as a traditional classroom.

4) Enriched Virtual Model

The Enriched-Virtual Model is a learning model where students divide their time between classroom learning and online learning. students don't come to class every day because most of the learning is done online.

Stalker and Horn (2019; in Layyinah, 2021) categorize Blended Learning to four models, which are as follows:

1) Rotation model

The rotation model is a program in a subjects that require students to rotate on a predetermined schedule, one of which learning is carried out online (online learning). an activity. This rotation can be in the form of classes and classes, computer classes and labs, or class and outside of school, this is adjusted to the student's individual need.

2) Flex model

It is a learning where most curriculum delivered using digital platforms and teachers available for face-to-face consultation and support

3) Self-blend model

It is learning in which students choose to supplement their traditional learning by taking courses.

4) Enriched virtual model

Learning is online, meeting face-to-face with the teacher as an enriching support virtual knowledge and done with student freedom (according to your choice).

Table 3.

Forms of blended learning

No	Forms	Characteristic
1	Rotation Model	The rotation model is a program in a subjects that require students to rotate on a predetermined schedule, one of which learning is carried out online (online learning)
2	Station rotation	students rotate or rotate activities in the classroom.
3	Lab rotation	students rotate between classroom learning and other locations such as laboratories.
4	Flipped Classroom	student learning model rotates between face-to-face meetings in class and online learning that allows students to learn outside the classroom.
5	Individual Rotation	a learning model that provides several courses for students and students are free to determine their own rotation according to their needs.
6	Self-blend model	It is learning in which students choose to supplement their traditional learning by taking courses.

7	Enriched Virtual Model	students divide their time between classroom learning and online learning. students don't come to class every day because most of the learning is done online.
8	Flex model	most curriculum delivered using digital platforms and teachers available for face-to-face consultation and support

d. Component of Blended Learning

The blended learning component in Hasbullah, (2015:53) consists of:

1) Online Learning

According to Dabbagh in (Hasbullah, 2015) online learning is an open learning environment, learning uses internet and web-based technologies to facilitate the learning process and build meaningful knowledge. An online learning is a learning environment that uses intranet and web-based technology in accessing learning materials and allows learning interactions between students to occur fellow students or with teachers anywhere and anytime, (Hasbullah, 2015 : 53).

Online learning is learning environment that uses internet, intranet, and web-based technology in accessing material learning and allows the occurrence of learning interactions between fellow students and lecturers anywhere and anytime.

According to Soekartawi in (Nasution, 2019) E-Learning has several advantages, including:

a) Availability of moderating facilities where lecturers and students can communicate easily through internet facilities on a regular basis or anytime activities communication is done without being limited distance, place and time.

b) Lecturers and students can use teaching materials or structured and scheduled study instructions through the internet, so that both can judge each other how far the teaching materials have been studied.

c) Students can study or review teaching materials anytime and anywhere if needed considering that the teaching materials have been stored in computer.

d) If students need additional information related to the teaching materials he studied, then can access the internet easily.

e) Both lecturers and students can do discussion via the internet which can be followed by 10 the large number of student participants so that add more knowledge and insight large.

f) Changes in the role of students who are usually passive be active. Relatively more efficient. For example, for those who live far away from colleges or conventional schools, for busy working or for those who are outside the area etc.

2) Face to Face Learning

Face-to-face learning brings together teacher and student in one room to study, Face-to-face learning is a learning model that is still continues to be carried out and is very often used in the learning process. Face-to-face learning is a form of conventional learning model, which seeks to convey knowledge to students.(Hasbullah, 2015).

The stages of conventional learning as follows:

a) The opening stage, namely the lecturer conditions students to enter the learning atmosphere by conveying greetings and goals learning.

b) The development stage, namely the internal stage the implementation of the teaching and learning process which is filled with the delivery of material orally is supported by the use of media.

c) The evaluation stage, the lecturer evaluates student learning by making conclusions or summaries of learning materials, giving assignments, and ending with thanking students for the seriousness of students in learning

In face-to-face learning (face to face) face) usually uses various methods in the learning process, including: lectures, assignments, questions and answers, and demonstrations.

3) Self study

Self study means learning on the initiative, with or without the help of people others in learning. Self study is a learning process in which students are in control of decision making to their learning needs with little help from the teacher or instructor, (Hasbullah, 2015).

The characteristics of the self-study system are responsibility for controlling and directing his own learning is in the hands student.

a) Freeing students not to have to study in one place at a time certain.

b) The availability of various materials (materials) includes a detailed study guide and syllabus and access to all members.

c) Communication between students and lecturers through a combination of several technologies information.

Based on explanation above we can conclude thatthere are three components of blended learning, consist online learning, face to face learning, and self study.

e. Advantages of Blended Learning

The advantages of blended learning are like proposed by Hariman in Megawati (2020) are as follows:

1) Students do not only learn more during online sessions added to traditional learning, but it can increase student interaction and satisfaction.

2) Students are equipped with many choices in addition classroom learning, improving what is learned, and opportunity to access more learning levels go on.

3) Presentations can be delivered more quickly to students who are learning to use e-learning.

4) Not only learning one-way sequentially, blended learning students have the opportunity to learn material desired, as well as setting the schedule and time flexible eye learning.

5) More economical costs for institutions and students.

Some of the advantages of blended learning (Kurniati in Siregar,2019), namely:

1) Students are able to study the material self-study by mastering available materials by online.

2) Outside of face-to-face hours, students can have discussions with teacher or other friends.

3) Learning activities carried out by students outside the face-to-face class can be managed and controlled properly by student's teacher.

4) Teachers can add material enrichment through internet sources.

5) Before learning, the teacher can ask students to read the material or take a test.

6) Teachers can organize quizzes, provide evaluations, and add results test effectively.

7) Students can share files with each other other students.

On the other hand the advantages of blended e-learning Wulf, in (Megawati, 2020),namely:

1) Increase the level of learning interactions between participants educate with teachers or enhance interactivity.

2) Enables learning interactions from where and anytime (time and place flexibility).

3) Reaching students in a broad scope (potential to reach a global audience).

4) Facilitate the improvement and storage of material learning (easy updating of content as well as archivable capabilities).

Based on explanation above, it can be conclude that there are many advantages of blended learning evaluation and add results test

effectively. Second, can increase student interaction and satisfaction. Third, More economical costs for institutions and students. Fourth, learners able to learn using many source from internet. Fifth, learners or teacher can have discussion anytime. The last, learning process more effective and efficients.

f. Disadvantages of Blended Learning

Meanwhile Hasamah in (Lukman et al., 2019: 92)explains that as for some disadvantages of blended learning are as follows:

1) The media required varies, so it is difficult to apply if the facilities and infrastructure is not supported.

2) Not all of the students have the device, such as computers and internet access. When the network not good, it will certainly be difficult students in participating in learning independently via online, because Blended learning requires internet access.

3) Lack of knowledge (teachers, students and parents) on the use of technology.

In addition , Widiara (2019 : 50) said that disadvantages of blended learni g ,follows:

1) Teachers need to have e-learning skills in teaching

2) Teachers need to manage and prepare time to develop material before performing.

3) The need for a strategy from the teacher to maximize the potential of blended learning

4) Unequal facilities and infrastructure owner

5) Teachers need to prepare digital references

According to expalanation above, we can conclude that there are many disadvantages of blended learning. First, it is difficult to apply if the facilities and infrastructure is not supported. Second,

teachers need to have e-learning skills in teaching and have prepare well. Third, Lack of knowledge (teachers, students and parents) on the use of technology. The last, not all of the students have the device, such as computers and internet access.

3. **Opinion**

    a. **Definition of Opinion**

    Opinion is a statement about something that is contradictory or at least there are different views on something (William Albig in S ugianto; 2017). Opinions an individual's view on an issue is usually contradictory or invites pros and cons Cutlip in (Eddison et al, 2015 : 4). Opinion is the opinion or statement of a person expressed either through words, writing, actions, or other means that contain meaning (Sugianto et al., 2015 : 3.)

    Opinion is also interpreted by Abdullah in (Arihta Ginting et al., 2019 : 38)as an opinion or view on an issue.When someone has an opinion on the same problem, it will lead to different judgments, that's because opinions have a subjective nature, which means according to their personal views.

    Based on explanation above, can be concluded that opinion is individual's statement or view about issue or problem can be wor, writing and action.

    b. **Elements of Opinion**

    Every opinion has three components, namely:

    1) Belief

        Belief refers to something that is accepted by the audience, true or not based on past experience, present knowledge and information and continuous perception.

    2) Value

        Values involve likes and dislikes, love and hate, desires and fears, how people judge things and the intensity of their judgments

whether strong, weak, neutral.

3) Hope

Contains a person's image of what the situation will be after the action.Expectations, determined from consideration of something that happened in the past, present circumstances, and something that will happen if certain actions are carried out (William and Cleve in Sugianto, 2017: 4)

Meanwhile, (Abelson in Sugianto, 2017: 4) addition a person's opinion has a close relationship with 4 components, namely:

1) Belief about something (belief)

2) What is actually felt or become his attitude (attitude)

3) Perception, which is a process of giving meaning stems from various factors, namely:

   a) Cultural background, customs and traditions adopted
      person or society.

   b) The past experience of a particular person/group that become the basis for opinions or views

   c) Breaking news and opinions that then have an influence on the view somebody. Bias means the published news can form public opinion

   d) The values adopted (moral, ethical, and religious) applies in society (Ruslan, 1998,in Sugianto 2017, 4).

   Based on explanation above we know that opinions consist of several elements they are, belief, hope, attitude, value and perception.

c. **Measurement of Opinion**

According to Cutlip, Center, and Broom in (Tambunan 2015: 4) There are five dimensions in measuring opinion:

1) Direction

   Opinion direction indicates the evaluative quality of the

predisposition, which gives us a "positive-negative-neutral" evaluation, a "support-against-neutral" evaluation or a "pro-con-dependent" evaluation.made by the public. In its simplest form, direction. Opinions are yes-no answers to survey questions.

Opinion has no level or strata, but has a direction, which is as follows:

a) Positive

If the opinion that is displayed explicitly and implicitly supports the object of opinion (the individual gives a statement of agreement).

b) Neutral

If the opinion expressed is impartial or if the individual give a doubtful statement.

c) Negative

If the opinion expressed explicitly and implicitly rejects or denounce the object of opinion (individual gives a statement of disagreement.

2) Intensity

Shows how strongly people feel about their opinions, regardless of their direction.

3) Stability

Refers to how long the respondent adheres to the same direction and intensity of feelings. Stability measures provide evidence of how reactive public opinion is to an event or eventother information.

4) Informational support

Refers to how much public knowledge of the object of opinion. For example, in research on mayoral elections, it was found that those who have more information about the issue will have a stronger opinion on the issue, but the direction of the opinion itself

is not easy to predict

5) Social support

Measures of social support provide evidence of the extent to which people perceive their opinions to be supported by others in their social environment

Based on explanation above we know that measurement of opinion can be positive, neutral and negative. In this research focused on positive and negative opinion.

d. Kinds of Opinion

There are several types of opinion according to Effendy in (Siregar & Padangsidimpuan, 2021)a. Individual opinion, namely a person's view or opinion about something that is happening in the community.

a. Public opinion is formed from a combination of the opinions of individuals or a person.

b. Personal opinion is the opinion of a person's own thoughts about a social phenomenon or problem in society. Everyone has their own opinion, but sometimes someone's opinion is based on the opinion of others who they think are rational and reasonable.

c. Group opinion is the opinion given by a certain group about the problem that occurs.

In addition, there are other types of opinions, namely:

a. Personal Opinion

Opinion based on interpretation individual or each person will different views on a problem.

b. Personal individual

It is a very important aspect important for development personal opinion. This matter because personal opinion is

a part of personal opinion what is not stated is only limited to his

friends who are considered not to have divulged his personal opinion to outsiders.

c. Group Opinion

Only possible because of personal opinion. Opinion.The group is divided into two, namely majority opinion and opinion minority. Majority opinion is supported opinion the number of majority and minority opinion on the contrary, namely the opinion that is supported by the number of minorities.

d. Coalition Opinion

Opinion coalitions can rarely create opinions the majority that are truly integration because of their very nature heterogeneous. Coalition's opinion grows because of outside influences that are require combined opinion. If the influences are gone, the coalition opinion that acts as the majority opinion will break into pieces of minority opinion again.

e. General Opinion

This opinion is more is strong in the midst of community life in tradition or customs

f. Consensus Opinion

This opinion is very important because this opinion is very important because it is realized from the discussion process. The meaning of kansensus itself means mutual agreement (Restia, 2015 :4).

Table 4.

Kinds of Opinions

No	Opinions	Defenition
1	Public opinion	formed from a combination of the opinions of individuals or a person.
2	General Opinion	This opinion is more is strong in the midst of community life in tradition or customs

3	Coalition Opinion	Coalition's opinion grows because of outside influences that are require combined opinion
4	Group Opinion	The group is divided into two, namely majority opinion and opinion minority. Majority opinion is supported opinion the number of majority and minority opinion on the contrary, namely the opinion that is supported by the number of minorities.
5	Consensus Opinion	The meaning of kansensus itself means mutual agreement
6	Personal Opinion	Opinion based on interpretation individual or each person will different views on a problem.

Based on explanation above we know that opinion consist of individual opinion, group opinion, public opinion, coalition opinion and consencus opinion.

e. **Factor Influencing Opinion**

Opinion can be influenced by several factor by (Yunita, 2017 : 27) , including the following;

1) Education

Formal and non-formal education is influential and shape one's perception.People who are quite well educated have a more independent attitude than those who are less educated group.

2) Social conditions

The community consists of a closed group will have a narrower opinion than open groups. In a closed or narrow society, communication with the outside is difficult.

3) Economic conditions

People who can fulfill his basic needs, problems to survive is no longer dangerous. They are more calm and democratic.

4) Ideology

Ideology is the result of the crystallization of the existing values in the society. It is also a typical thought of a group. Because the starting point is the significance of the ego, then the ideology tends to lead to selfishness.

5) The organization

People in the organization can transmit the opinions and desires. Because people in this group tend to be willing to equate his opinion, then public opinion is easily formed.

6) Mass media

Public perception can be shaped by mass media. The mass media can shape public opinion by sensational news and sustainability.

In addition Ruslan in (Restia, 2015: 5) In the process of opinion formation, there are determining factors that are influenced by:

1) The cultural background, habits and customs of a person/community.

2) Past experiences of a particular person/group be the basis or opinion or view.

3) The values adopted (moral, ethical, and religiously adhered to or values that apply in the community.

4) The news and opinions that develop which then have an influence on one's views.

Based on the explanation above we know that so many factor Influenced opinion, such as education, economic condition, social condition, ideology, and the organization, cultural background, and mass media. it's how everyone have a different opinoion.

f. **Opinion Formation**

According to D.W. Rajecki (in Restia, 2015), factor opinion formation is known as the term ABC's attitude, namely:

1) Component A : Affect

(Feeling)Affect component related to pleasure, love, love, and fear, hate sad and proud so fed up or bored of something.

2) Component B : Behavior

More behavior components display behavior or a person's behavior, for example to hit, destroy, receive, refuse, take, buy and others.

3) Component C : Cognition

Components of related cognition with someone's reasoning to, judge something information, messages, facts and related meaning with understanding.

The formation process opinion described how someone's perception influenced by a growing problem in society, in the end form individual opinions. This process gives birth an interpretation or stance someone, and in the end will form an opinion will it be support, and oppose or opposite(Restia, 2015).

B. Review of Relevant Studies

The researcher found other studies that relevant with this research from many source. First, the research about title the Students' Perception toward the Implementation of Blended Learning Method Used by the English Teacher. This research was done by Megawati (2020). The result of this study indicated positive respond from the students. The students interested in learning used Blended Learning method with edmodo, this method got several benefit for students. The similarity between this research are both conducted about the same research about blended learning and her research using design descriptive qualitative also this research. The difference between this study is her research focus to English subject in general but this research focus to vocabulary subject.

Second, the research about Students' Perceptions of Blended Learning in Mastering English for Specific Purposes. This research finished by (Mulyadi et al., 2019)The results show that most students get satisfied and enthusiastic to have blended learning of ESP course. However, the classroom interaction by

using English and time management skills should be taken into deep concern by English teachers for developing the ESP blended learning course. The similarity between this research are both conducted about the same research on blended learning in English and both are the same descriptive qualitative. The difference between this research in research focus.

Third, Research by (Neliyanti, 2021)with the title "The Use Of Blended Learning In Teaching Vocabulary At Global Course". The result of this study indeicate that 1) using blended learning in teaching vocabulary that the blended learning model is quite fun and very effective, 2) bad connection, package internet, and not all students using Whatsapp personal, there are also those using Whatsapp account representatives of parents and things this is an obstacle in online learning, 3) students can interact directly with other friends. The similarity between this research is same discuss about blended learning in teaching vocabulary. The difference between this researches is her research focused about students opinions in using blended learning in teaching vocabulary subject.

Fourth , Teaching Vocabulary Using Blended Learning Method by Maya Masita (2020). The results of this study indicate that 1) the selection of learning applications that suitable with students need to make the teaching and learning activities more fun, easy to understand, and keep following the development of teaching and learning methods, 2) The use of this method helps them stay abreast of technological developments that are adapted to the situations and conditions of them., 3) it can be concluded that the vocabulary teaching process with blended learning can increase and attract students to participate in the teaching and learning process.The similarity between this research same discuss about also blended learning in teaching vocabulary. The difference between this researches is her study used mixed methods but this research use qualitative.

Fifth, the research about the effectiveness of blended learning in english speaking skill for undergraduate students in the era of industrial revolution 4.0 finished by Sari (2019). The result of their perception of blended learning

through Shortened Experience of Teaching and Learning Questionnaire (SETLQ) showed that 90% out of 42 students positively responded that IRM of blended learning is effective to be implemented. The results show that actually, the IRM of blended learning improves the English speaking skill achievement especially in the components of speaking skill namely, vocabulary, grammar, and comprehension and effective to be implemented for undergraduate students in the era of industrial revolution 4.0. The similarity between this research is same discuss about blended learning in English class. The difference between this research is her research focused about speaking class and this research about vocabulary subject.

The last, the research about Students' Perception In Learning English Through Blended Learning finished by Alma Sri Andriyani (2021). The results of this study indicate that the process of learning English through blended learning both offline (face to face) and online (WhatsApp application) in grade 8B students of Junior High School 19 in South Konawe is well implemented. Students also show their positive and negative perceptions when learning English through blended learning. The similarity between this research same discuss about blended learning. The difference between this research is her study used mixed methods but this research use descriptive qualitative.

CHAPTER III
RESEARCH METHODOLOGY

A. Research Design

In this research, the researcher used qualitative method in conducting this research. In this research, the researcher used the descriptive design. Qualitative methodologies refer to research procedure descriptive data people own written or spoken word observable behavior Bogdan and Taylor in (Moleong ,2017 :4).

Qualitative research is a research process to understand human or social phenomena by creating a comprehensive and complex picture that can be presented in words, reporting detailed views obtained from informants, and carried out in a natural setting Walidin, Saifullah & Tabraniin in (Fadli, 2021: 42). Descriptive research is not intended to test certain hypotheses, but only describes what it is about a variable, Arikunto in (Putra, 2015:73) .Researcher focus on students' opinion toward the use of blended learning in teaching vocabulary subject.

B. Research Informant

The informant for this research was the second semester students of English Teaching Department 2021/2022 academic year who have finish vocabulary subject in first semester. Informants are people who will be used to provide information about the situation and condition of the research setting (Moleong ,2017: 132). Furthermore, the research informant should have some criteria. There are:

1. Being Second semester students of English Teaching Department 2021/2022
2. Following class at least 11 times
3. Speaking up,
4. Subjects have views about the certain case that happening
5. Following online and offline class.
6. Informant at least follow class online 3 times and offline 8 times.

Sampling techniques that are often used are Purposive sampling and snowball sampling. Purposive Sampling is a sampling technique sample data sources with consideration such as the person who is considered to know more about what we expect, or he is the ruler so that it is easier for us to find information. While snowball sampling is a technique sampling of data sources, which at first the number was small, but after a while it became big (Sugiyono, 2007:300) states that. In this research researcher used purposive sampling to find informant.

To found informant researcher share sample of questionnaire to selecting the research informant to second semester students, which consisted of 79 students who participated in filling out there were 17 people and 15 students who met the criteria, out of 15 students only 12 students were willing to be interviewed. In this research only 9 informants because in the interview process there has been repetition of information on informants so that this has reached data saturation. In maintaining the confidentiality of the informant, the researcher gave the initial such as informant 1 (I.1) and so on.

C. Research Instrument

In qualitative research, the key research instrument is the research her self. The main instrument is the research it self, but after the focus is clear, a simple research instrument will be developed, which is expected to be able to complete the data comparing with data found through observation, and interviews (Sugiyono,2007: 307). Researchers collected data through interviews with instruments such as interview guides and study guides for documents, camera phones, and voice recording styles.

D. Checking DataTrusthworthiness

In analyzing the data, the researcher used prolonged engagement of the data to get clear information from the informant. Prolonged engangement means the researcher stayed on the field until got the saturation of data trusthworthiness (Moleong, 2006: 327). It means that prolonged engagement is

technique to probing the data deeply until the researcher got the idea from informant.

In order to check the data trusthworthiness, the researcher used technique of prolonged engagement to check the data trustworthiness. After collecting the data from all informants by using interview, the researcher checked the data from some informants by using interview again. It is used to confirm and probing the first data from interview result.

E. Technique of Data Analysis

Each data collected through the results of interviewed about students' opinion toward the use of blended learning in teaching vocabulary subject. The data of this research was analyzed by following several steps that were promoted by Miles And Huberman in (Sugiyono 2007:337). They are following:

1. Data Reduction

The reduction of the data is interrupted as the process of choice, focused, simplification, abstraction, data transformation that exist from written notes in the field. The reduction of the data is occurring during the interview. In the data reduction, the research did the same activities. First, she distributed a questionnaire to selected the informant and also contact informants. Second, she made a interview guide and did interview with infortmant. Next, she recorded the interview and then was make the transcription of interview results. Next, she gave code of the transcription for each item to students' opinion toward the use of blended learning in teaching vocabulary subject such as PO.1 means Positive Opinion 1 and so on, and NO 1 Negative Opinion 1. Third she gives initial for the informant, such as I.1 as informant 1 and so on. (See appendix 1)

2. Data Display

Data display is the set of information that is arranged possible to give the possibility to make a conclusion and treatment. In this step, the

researcher was analyze students' opinion toward the use of blended learning in teaching vocabulary subject. She was display the data in form of the table consist of informant and related to their information from interview. (See appendix 6).

3. Conclusion Drawing and Data Verification

    After reducing and display the data, the researcher made a conclusion and data verification. The purpose of this activity is to conclude the students' opinion toward the use of blended learning in teaching vocabulary subject . Drawing conclusions by grouping the types of student opinions into positive and negative opinions. (See appendix 7).

CHAPTER IV
RESEARCH FINDING AND DISSCUSSION

A. Research Finding

1. Data Description

This chapter discusses about the student's opinion toward the use of blended learning in teaching vocabulary subject of second Semester of English Teaching Department of UIN Mahmud Yunus Batusangkar Registered 2021/2022 Academic Year. The researcher distributed a questionnaire to select the informant.

2. Data Analysis

Based on data description the researcher had been conducted the data from 9 informant. The finding of this research can be seen as below:

a. Blended learning made class more fun

This kind of opinion was expressed by informant 1 (I.1), informant 2 (I.2), informant 5 (I.5), informant 6 (I.6), informant 8 (I.8), and informant 9(I.9). The explanation about this can be seen in following part. The result was:

I.1 : ***Asik kak**..karena sama pak X..(tertawa).*
(It's so fun sist..because the lecturer is Mr. X..(laughs).

I.2 : *Ya oooo.. perkuliahan semester 1 kemaren tu sangat menyenangkan nggak membosankan*
(Yes oooo .. semester 1 learning is very fun not boring)

I.5 : *Oo khusus untuk **mata pelajaran vocabulary sama pak X ini tidak membosankan** karena oo penyampaian materi dari pak hen cukup sederhana dan mudah dipahami dan kami cukup merasa senang baik itu offline maupun online , karena pembelajaran atau metoe yang disampaikan kepada kami itu sama saja **jadi oo cukup menyenangkan..***
(Oh, especially for the vocabulary subject, Mr. X is not boring because Mr. X's delivery of the material is quite simple and easy to understand and we are quite happy both offline and online, because the learning or method that is conveyed to us is the same, so it's quite fun ..)

I.6   :   *Hmmm, **menyenangkan kak, kalau dicampur itu seru dan nggak bikin bosan kak,** karena metode belajarnya dn nggak monoton gitu*
(it's fun, the mixed is more fun and don't made bored because method in teaching and not monotons)

I.8   :   *Iya kak.. **ooo sebenarnya lebih seru yang campuran sih kak**..oo soalnya kita juga bisa kayak oo mempelajari cara cara baru dalam pembelajarannya gitu kak , oo selanjutnya oo kayak oo apa juga kak kalau offline ini kan kekampus kak ..akdang jadwalnya juga pagi kadang gai kak. Terus ooo (suara tertawa) terus kan kalau pagi gitu kak kadang dirumah makan pagi oo kalau kalau seandainya offline eh kalau seandainya online dirumah kita bisa ooo makan dulu seperti itu kak*
(Yes, Sis. Actually, the mixed one is more fun, because we can also like to learn new ways of learning, so next time, it's like offline, it's at college, Sis. sometimes the schedule is also in the morning. Then, ooo (laughing voice) and if it's morning like that, sis, sometimes at home for breakfast, oo if it's offline, if it's online at home, we can ooo eat like that, sis)

I.9   :   *Terus nggak ngebosanin juga karena dicampur kak*
(Then it's not boring because it's mixed sis)

From the utterance above, we know that students' opinion using blended learning in teaching vocabulary subject is blended learning make class more fun.

b. Blended learning increased students skill

This kind of opinion was expressed by informant 1 (I.1), informant 4 (I.4), informant 6 (I.6), and informant 9 (I.9). The explanation about this can be seen in following part. The result was:

        :   *Kalau online itu kak kita bisa menambah banyak pengatahuan kita tentang zoom*
(If it's online, Sis, we can add a lot of our knowledge about Zoom)

I.1   *Berarti skill yang ditambah disini kayak lebih melek teknologi gitu ya dek?*
(Does that mean the skills added here are like being more technology literate, right?)
Iya kak
(yes sis)

I.4   :   *...tapi sisi positifnya online dan offline itu kita juga bisa lebih melek teknologi aplikasi aplikasi tertentu yang selama ini kita nggak tau jadi kita bisa makainya.*
(…but the positive side is that online and offline, we can also know more about the technology of certain applications that we don't know so far so we can use them.)

I.6   :   *jadi kita lebih tau cara penggunaan aplikasi dari offline dan online ini kak , nambah ilmu dan skill gitu kak*
(so we know how to used application from online and offline class, increase our skill)

I.9   *Iya kak, Terus yang terakhir itu, bisa nambah skill kita gitu kak, offline itu gimana online itu gimana*
(Yes, Sis, Then the last one, can you increase our skills, Sis, offline, how about online)

From the utterance above, we know that students' opinions using blended learning in teaching vocabulary subject is blended learning increase students skill.

c. **Blended learning makes students confused**

This kind of opinion was expressed by informant 3 (I.3), and informant 1.4 (I.4). The explanation about this can be seen in following part. The result was:

I.3   :   *Dicampur itu ya membingungkan kak, materinya..*
(It's mixed, it's confusing, Sis, the material..)

I.4   :   *Oo pendapatnya ya kak, kadang kalau dicampur itu pembelajarannya itu sedikit membingungkan ya kak, soalnya kalau online itu kadang kita suka terganggu sama internet kadang wifinya juga nggak bagus, kayak monoton jadi kita jadi ngantuk gitu, tapi kalau offline kan kita langsung kekampus dan berinteraksi dengan*

> *dosennya…*
> (Oh, in my opinion, sometimes if it's mix it up the learning is a little confusing, because sometimes we are online when we are disturbed by the internet, sometimes the wifi is not good, it's like monotonous, so we get sleepy, but when we go offline, we go straight to campus.)

From the utterance above, we know that students' opinion using blended learning in teaching vocabulary subject is by using blended learning make students learn independently.

d. Blended learning is more effective

This kind of opinion was expressed by informant 7 (I.7). The explanation about this can be seen in following part. The result was:

> I.7 : *Kayaknya kalau menurut I.7 efektif , **kalau blended lebih efektif kak. Blended nya efektif kak,** online dan offlinenya. Dan juga kak gini kak pas online itu kan materinya banyak dikasih sama bapak kak, kita focus materi gitu kak memang kita focus belajar gitu kak, pas offline itu kan penguatannya*
> *…*
> (I think that it is effective, if blended it is more effective, bro. Blended is effective, bro, online and offline. And also, when learning online, lecturer give a lot of material, we focus on the material, we really focus on studying. when we are offline, it is strengthened…)

From the utterance above, we know that students' opinion using blended learning in teaching vocabulary subject is by using blended learning effective in vocabulary subject.

e. Blended learning increases students motivation

This kind of opinion was expressed by informant 7 (I.7). The explanation about this can be seen in following part. The result was:

> I.7 : *… Dan juga kak gini kak pas online itu kan materinya banyak dikasih sama bapak kak, kita focus materi gitu kak memang kita focus belajar gitu kak, pas offline itu kan penguatannya,samping itu motivasi belajar itu meningkat kita juga ndak terlalu capek kak , kalau full offline kayak monoton kadang kadang mau nanya tapi*

malas ...
(... And also like this when online, the material is given a lot by the lecturer, we focus on the material, indeed we focus on learning, when offline it strengthens it, besides that, learning motivation increases we are also not too tired, if it's full offline it's like monotonous sometimes want to ask but lazy...)

From the utterance above, we know that students' opinion using blended learning in teaching vocabulary subject is by using blended learning also increase students motivation in learning.

f. Blended learning make students learn independently

This kind of opinion was expressed by informant 8 (I.8). The explanation about this can be seen in following part. The result was:

I.8 : *Iya kak, belajar nya lebih mandiri kak*
(Yes sis, learn to be more independent sis)

From the utterance above, we know that students' opinion using blended learning in teaching vocabulary subject is by using blended learning make students learn independently.

B. Discussion

Based on finding above the researcher found, students' opinion toward the use of blended learning in teaching vocabulary subject consist of positive opinions and negative opinions. There are 5 positive opinions and 1 negative opinions. Positive opinions there are 1) Blended learning made class more fun, 2) Blended learning increased students skill, 3) Blended learning is more effective, and 4) Blended learning made students learn independently 5) blended learning increased students motivation. Negative opinion is a Blended learning made students confused.

First, Blended learning made class more fun its means by used the blended learning method students do not feel bored in class so it is more fun. Research by Neliyanti (2021) with the title "The Use Of Blended Learning In Teaching Vocabulary At Global Course" she found that students opinion in using blended learning in teaching vocabulary that the blended learning

model is quite fun and very effective. With this learning model, students who previously experienced problems because they could only do online learning so that students lost interest and felt bored to learn to be more enthusiastic because of the mix of online and offline.

Second, blended learning increased students skill. It means students add skills both in terms of technology and new knowledge regarding the implementation of online and offline lectures. Research by Masita (2020) with the title "Teaching Vocabulary Using Blended Learning" she found students response teaching vocabulary using blended learning. The use of this method helps them stay abreast technological developments that are adapted to the situations and conditions of them.

Third, more effective. Research by Neliyanti (2021) with the title "The Use Of Blended Learning In Teaching Vocabulary At Global Course" she found that students opinion in using blended learning in teaching vocabulary that the blended learning model is quite fun and very effective. With this learning model, students who previously experienced problems because they could only do online learning so that students lost interest and felt bored to learn to be more enthusiastic because of the mix of online and offline.

Fourth, made students independently. It means lecturers also send materials and give assignments to students so that students can learn independently from the material and assignments given by the lecturer. Research by Masita (2020) with the title "Teaching Vocabulary Using Blended Learning" she found students response teaching vocabulary using blended learning. This teaching and learning activity makes students more independent in working on every question given.

Fifth, Increased students motivation. Research by Masita (2020) with the title "Teaching Vocabulary Using Blended Learning" she found students response teaching vocabulary using blended learning. The vocabulary teaching process with blended learning can increase and attract students to participate in the teaching and learning process.

The last, made students confused . the point is that which is sometimes online and sometimes offline makes students confused with the material. This is the new finding that found in this research.

CHAPTER V
CONCLUSION

A. Conclusion

Based on the result of data analysis it showed that students' are more likely to have a positive opinion of the use of blended learning in teaching vocabulary subject in students English department second semester students in 2021/2022 academic year at UIN Mahmud Yunus Batusangkar.

B. Suggestion

From the result of this research the researcher would like to give some suggestion to English teacher, English students and the researcher. There are follow:

1. English Lecturer

    Based on the research finding , the lecturer can try to use this method, because with this method the made class more fun, increases students' skill, more effective , make students' learn independently and also increases students' motivation. But to avoid students' confuse in learning , lecturer should be creative in using technique or media in apply blended learning.

2. English Students

    Researcher suggest to English students apply blended learning in learning because this method make class more fun and students learn independently so this method increase student motivation in learning. To avoid confusion in learning students can ask the lecturer to review the lesson again and can also ask questions. Then students are also required to be active in learning

3. The Next Researcher

    Based on the result of research, the researcher suggests to the next

researcher to consider this research to do the other research about blended learning in teaching English in junior or senior high school and others level education.

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Appendix 1: Sample of Questionnaire to Select Research Informants

In determining the informant, the researcher distributed an open-ended questionnaire to the second semester students of English teaching department by asking several questions according to the criteria. The questionnaire is distributed in the form of a google form. Students simply choose from the answers that have been provided and the questionnaire is made in Indonesian so that it is easy to understand.

NIM

Teks jawaban singkat

NO HP / WA *

Teks jawaban singkat

Apakah Saudara sudah ada mengambil mata pelajaran vocabulary di semester 1? *

◯ sudah

◯ belum

Apakah pelakasanaan pembelajaran vocabulary dilakukan dengan offline dan online? *

◯ ya

◯ tidak

Apakah saudara pernah tidak hadir dalam perkuliahan vocabulary baik offline maupun online? *

◯ Ada

◯ tidak ada

Apakah kehadiran saudara dalam pembelajaran vocabulary ini mencapai minimal 11 kali pertemuan?

Pilihan ganda ▾

◯ ya ✕

◯ tidak ✕

◯ Tambahkan opsi atau tambahkan "Lainnya"

Wajib diisi ⬤

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Appendix 2: Sample of Questionnaire Fulfilled by Research Informants

Appendix 3: Attendance List of Research Informants

Appendix 5: Documentation

Informant 1	**Informant 2**
Informant 3	**Informant 4**
Informant 5	**Informant 6**

Informant 7	**Informant 8**

Informant 9	

Appendix 5: Interview Guide

<div align="center">

PANDUAN WAWANCARA

</div>

Langkah-Langkah	Topik	Pernyataan
Warming Up	1. Salamdan Perkenalkan diri. 2. Menanyakan kabar 3. Menyampaikan tujuan wawancara 4. Meminta kesediaan untuk wawancaran dan direkam.	1. Assalamu'alaikum adik. Perkenalkan saya Yosi Susanti dari TBI 18. 2. Bagaimana kabar adik hari ini? 3. Jadi kemaren adik sudah mengisi angket yang kak sebar. Adik mengatakan bahwa adik belajar vocabulary dengan model blended learning. 4. Sekarang kakak mau berdiskusi lebih lanjut, apakah adik bersedia? Selama diskusi nanti kakak rekam ya dik, apakah adik tidak keberatan?
Level Check	Memastikan apakah informan cocok untuk diwawancarai	Sudah dilakukan pada bagian pemilihan informan dengan angket melalui google form.
Probing	Menggali pendapat mahasiswa terkait dengan pembeljaran blended learning dalam mata kuliah vocabulary	1. Ketika adik mengikuti kuliah vocabulary di semester satu kemaren, bagaimana pelaksanaannya dik? 2. Bagaimana pendapat adik tentang penggunaan blended learning dalam perkuliahan vocabulary?
Wind-Down	Mengakhiri wawancara dan menginformasikan kepada informan tentang kemungkinan hal-hal yangdibutuhkan selanjutnya.	1. Jika kakak membutuhkan informasi lebih lanjut, apakah adik bersedia membantu lagi? 2. Terimakasih untuk waktu dan informasinya. 3. Assalamu'alaikum Warrahmatullahi Wabarakaatuh

Appendix 6: Data Reduction

Transcript of Interview with Informant 1 (I-1)

The interview between the researcher with the first informant (I-1) had been done on June 22th, 2022 at 5.00 p.m. at her bording house with used smart phone as tool to record it . The condition at the time was comfortable and peaceful. The informant was also welcome to the researcher to do interview with her. The transcript of interview is below.

Speaker	Utterance	Students' Opinions
R	Assalamu'alaikum dek	
I.1	Wa'alaikumussalam kak..	
R	Maaf mengganggu waktu adik sebentar boleh?	
I.1	Boleh kak..	
R	Jadikan kemaren kaka da menyebarkan angket terbuka, lalu adik ada ikut mengisi angket tersebut ooo tentang apa blended learning kan dik?	
I.1	Iya kak..	
R	Oo Kemudian ,oo jadi sekarang kak mau diskusi lebih lanjut sama adik, oo tapi selama wawancara nanti kak rekam apakah adik bersedia?	
I.1	Bersedia kak..	
R	O o sebelumnya nama lengkap adik siapa dik?	
I.1	I.1 kak	
R	Oo berarti panggilannya I.1 ya dik?	
I.1	Iya kak	
R	Oo kak mau nanya dik, terkait dengan perkuliahan vocabulary kemaren di semester 1 boleh adik ceritakan, oo bagaimana pelaksanaan kuliahnya ?	
I.1	Pelaksanaan kuliahnya itu *blended learning* kak oo kadang daring kadang oo luring itu tergantung oo dosennya mau daring atau luring yang penting 50% daring 50% luring .	
R	Oo berarti di blended learning ini ada kombinasi antara ofline dan online gitu dek?	
I.1	Iya kak	
R	Oo dalam perkuliahan vocabulary tu gimana oo rasanya menurut I.1 gitu?	
I.1	**Asik kak** (karena sama pak X..(tertawa).	**PO.1 = Blended**

		learning make class more fun
R	Oo jadi oo ada peningkatan untuk vocabulary salsa dalam pelajaran itu?	
I .1	Ada kak	
R	Oo menurut S sendiri bagaimana perkuliahan vocabulary ini dengan kombinasi online dan offline ini?	
	HENING	
I.1	Menyenangkan kak, karena kita **mempunyai dua skill** kalau daring itu tetap tidak membosankan ..	**PO.2 = Blended learning increase students' skill**
R	Nggak membosankannya itu karena apa dek?	
I.1	Karena pak x nggak..oo yang membosannka itu kalau daring nya itu lewat WA kan kak kalau Zoom bapak tu tetap cerita cerita gitu kak	
R	Berarti daring maupun luring sama situasinya gitu dek? Cuman membedakan fasilitas aja gitu dek?	
I.1	Iya kak	
R	Oke,,oo terus apa lagi dik menurut adek blended learning ini oo untuk vocabulary	
I.1	Hmmm…bagusnya itu blended learning persiapan kita lebih bagus kak karena ..(hening) karena persiapan kita udah ada untuk jauh jauh hari kak dan tugasnya pun sudah diberikan jauh jaih hari tapi dikumpulkannya itu di akhir semester jadi tidak tergesa gesa kak..	
R	Oo gitu ya dek..jadi blended learning ini unutk vocabulary kemaren cukup bagus gitu ya dek..	
I.1	Iya kak	
R	Mungkin itu untuk pertanyaan nya dek , nanti kak butuh informasi lagi adek mau membantu lagi ?	
I.1	Iya kak	
R	Terimakasih untuk infonya dek..Assalamu'alaikum	
I.1	Wa'alaikumussalam kak..	

After the researcher did the interview with informant 1 (I-1), she got positive opinion from the informant. The students' positive opinion towad the use of blended learning in teaching vocabulary subject were: 1) Blended learning make class not boring or more fun, 2) blended learning increase students' skill. The researcher had conducted the second interview to get more clear information about opinion in using blended learning in teaching vocabulary subject because at the time informant very long silence and there is laughter when giving a statement. The information about the second interview could be seen below.

Transcript of second Interview with Informant 1 (I-1)

The interview 2 between the researcher with the informant 2 (I-2) on July 13th, 2022 at 4.36 P.M. This interview has been conducted by phone call, The informant was also welcome to the researcher to do interview with her. The transcript of interview is below.

Speaker	Utterance
R	Assalamu'alaikum Warrahmatullahi Wabarakaatuh dek
I.1	Wa'alaikumsalam Warrahmatullahi Wabarakaatuh kak
R	Oo maaf mengganggu waktunyas sebentar boleh dek?
I.1	iya kak, nggak apa apa kak
R	Gimana kabar 1.1 hari ini dek?
I.1	Alhamdulillah baik kak
R	Oo gini 1.1, kak nanya kembali, kan kemaren kita udah ada diskusi tentang perkuliahan vocabulary, terus kak mau nanya , Sa kan kemaren mengatakan perkuliahan vocabulary secara blended learning , benar dek?
I.1	Iya kak
R	Ooh iya, terus oo kemaren S mengatakan perkuliahan vocabulary itu asik gitu atau menyenangkan , menyenangkannya itu dari segi apa gitu dek?
I.1	Dari segi cara dosennya mengajar kak, dicontohnya itu kayak vocab yang dikehidupan sehari aja kak
R	Oo berarti segi cara ya dek
I.1	Iya kak
R	Nah, kemudian kemaren adik mengatakan kalau blended learning itu menambah skill , itu gimana dek?
I.1	Oh iya kak, itu kita kayak lebih tau cara penggunaan teknologi dan juga cara pelaksanaan online dan offline kak.
R	Oo gitu dek
I.1	Iya kak
R	Oo ok, mungkin itu S untuk hari ini , terimakasih atas waktu dan informasinya , maaf mengganggu waktunya , Assalamu'alaikum Warrahmatullahi Wabarakaatuh dek
I.1	Wa'alaikumsalam kak

After the researcher did the interview with informant 1. She get the point that blended learning increase students skill and make class more fun because With these 2 methods, it makes classes fun and adds new skills to students, starting from technology and also new ways of teaching

Transcript of Interview with Informant 2 (I-2)

The interview between the researcher with the informant 2 (I-2) on June 22th, 2022 at 05.30 p.m at her bording house with used smart phone as tool to record it. The condition at the time is comfortable and peaceful. The informant was also welcome to the researcher to do interview with her. The transcript of interview is below.

Speaker	Utterance	Students' Opinions
R	Assalamu'alaikum dek	
I.2	Wa'alaikumsalam kak	
R	Mengganggu waktunya sebentar boleh dek?	
I.2	Boleh akk	
R	Jadi gini dek, kak kan ada menyebar angket tentang perkuliahan vocabulary, nah sekarang kak mau diskusi lebih lanjut, dan nanti wawancaranya kak rekam adik bersedia ?	
I.2	Bersedia kak	
R	Nama adik siapa dik?	
I.2	Nama saya I.2	
R	Ok dik, kak mau nanya boleh diceritakan gimana pelaksanaan perkuliahan vocabulary semester 1 kemaren dek?	
I.2	Perkulihan semester 1 kemaren dilakukan secara 2 metode kak , secara daring dan luring kak	
R	Kombinasi gitu ya dek	
R	Oo jadi kak mau nanya , kalau perkuliahannya dilaksanakan seperti itu, oo bagaimana pendapat oo I.2 rasakan terkait pelaksanaan yang seperti itu?	
I.2	Kan 50% online 50% offline gitu kak**, jadi menyenangkan kak** karena kita bisa menyesuaikan minggu ini kita online di zoom kak, kalau minggu besok offline ke kampus kak, jadi bisa langsung ketemu bapaknya terus kalau belajar tu lebih leluasa gitu kak, misalnya nggak ada yang paham bisa Tanya langsung sama bapaknya kak.	(PO.1),= Blended learning made class more fun
R	Ok , berarti kalau di blended itu oo lebiih kayak apa..	
I.2	Menyenangkan kak,, kalau online itu bapaknya kasih tugas oo bikin kayak	

	synonym..	
R	Ada pendapat lain dek?	
I.2	Ya oooo.. perkuliahan semester 1 kemaren tu sangat menyenangkan nggak membosankan	
R	Oo ok mungkin itu dek yang kak mau tanyakan,oo terimakasih atas informasi dan waktunya , Assalamu'alaikum Warrahmatullahi Wabarakaatuh dek.	
I.2	Wa'alaikumsalam Warrahmatullahi Wabarakaatuh kak	

After the researcher did the interview with informant 2 , she got one information about students' opinion towad the sue of blended learning in teaching vocabulary subject. The opinion is blended learning make class not boring or more fun. The researcher will conduct the second interview to get more clear information about opinion in using blended learning in teaching vocabulary subject, because at the time informant also have many assignment.

Transcript of Second Interview with Informant 2 (I-2)

The interview 2 between the researcher with the informant on July 13th, 2022 2.10 p.m at her boarding house .The informant was also welcome to the researcher to do interview with her. The transcript of interview is below.

Speaker	Utterance
R	Assalamu'alaikum warrahmatullahi wabarakaatuh dek
I.2	Wa'alaikumsalam kak
R	Maaf mengganggu waktunya sebentar boleh dek?
I.2	Boleh kak
R	Gimana kabar 1.2 hari ini dek?
I.2	Sehat kak Alhamdulillah
R	Oo kak mau nanya ni, kemaren kan kita udah ada diskusi tentang perkuliahan vocabulary,nah sekarang kak mau nanya lagi gitu, nanti kak rekam, N mau dek?
I.2	Iya mau kak
R	1.2 kemaren mengatakan perkuliahan vocabulary itu ada online ada offline di blended gitu . benar dek?
I.2	Benar kak
R	Terus kemaren kata 1.2 kalau perkuliahan di semester 1 itu menyenangkan gitu , itu gimana dek?
I.2	Iya kak, oo pelajaran vocabulary tu sangat menyenangkan kak karena dilaksanakan dua metode gitu kak, jadi kita nggak bosan gitu kak.
R	Ooo gitu, ok dek
R	Ok dek, terimakasih atas waktu dan infonya, assalamu'alaikum warrahmatullahi wabarakaatuh
I.2	Wa'alaikumsalam kak

After the researcher did the interview with informant 2. She get the point that blended learning make class more fun or its fun because the way or how teacher teach by using two method make they not boring.

Transcript of Interview with Informant 3 (I-3)

The interview between the researcher with the informant on June 23th, 2022 at 1.15 p.m at her bording house with used smart phone as tool to record it. the informant was also welcome to the researcher to do interview with her. The transcript of interview is below.

Speaker	Utterance	Students' Opinions
R	Assalamu'alaikum warrahmatullahi wabarakaatuh dek	
I.3	Wa'alaikumsalam kak	
R	Maaf mengganggu waktunya sebentar boleh dek?	
I.3	Boleh kak	
R	Oh iya , nama kak yosi dari tbi 18 , oo jadi kak mau diskusi tentang perkuliahan vocabulary semester 1 kemaren , oo nanti diskusi nya kak rekam ,apakah adik tidak keberatan?	
I.3	Bersedia kak	
R	Oo namanya siapa dek?	
I.3	I.3 kak	
R	Oke dek, boleh diceritakan tentang pelaksanaan perkuliahan vocabulary semester 1 kemaren dek?	
I.3	Pembelajaran vocabulary semester 1 itu blended ya kak, 50 % online dan 50% lagi offline kak	
R	Berarti kan ada kegiatan online dan offline, oo dan kak mau Tanya bagaiamana pendapat adik tentang perkuliahan vocabulary yang dicampur?	
I.3	Kalau dicampur tu ya kak, minggu sekarang online minggu besok offline , nah menurut saya tu mendingan full offline ya kak, maksudnya gini kalau kita full offline itu materi rasanya lebih menyerap kak, kalau ada onlinenya rasa malas tu ada gitu kak, kayak menganggap itu hal sepele gitu kak.	
R	Berarti kalau dicampur ini gimana gitu dek?	
I.3	**Dicampur itu ya membingungkan kak, materinya**	**NO.1 = Blended learning made students confused**
R	Berarti karena dicampur itu membuat adik bingung gitu ya dek?	

I.3	Iya kak	
R	Ok dek, ada pendapat lain dek?	
I.3	Itu aja sih kak	
R	Ok dek, terimakasih atas waktu dan infonya, assalamu'alaikum warrahmatullahi wabarakaatuh	
I.3	Wa'alaikumsalam kak	

After the researcher did the interview with informant 3 , she got some information about students' opinion towad the sue of blended learning in teaching vocabulary subject. The opinion is , 1) Blended learning makes students confused. The researcher will conduct the second interview to get more clear information about opinion in using blended learning in teaching vocabulary subject, because on that day informant also have exam.

Transcript of second Interview with Informant 3 (I-3)

The interview 3 between the researcher with the informant on July 14ᵗʰ, 2022, at 1.10 p.m , this interview has been conducted by phone call. The informant was also welcome to the researcher to do interview with her. The transcript of interview is below.

Speaker	Utterance
R	Assalamu'alaikum warrahmatullahi wabarakatuh dek.
I.3	Wa'alaikumsalam kak
R	Mohon maaf mengganggu waktunya sebentar , boleh dek?
I.3	Boleh kak, silahkan kak
R	Gimana kabarnya 1.3?
I.3	Alhamdulillah baik kak
R	Hmm kemaren kan kita ada diskusi dek, nah 1.3 kemaren mengatakan perkuliahan vocabulary itu di blended, benar dek?
I.3	Oiya kak
R	Terus kata 1.3 kemaren tu kalau perkuliahan vocabulary yang di blended tu membuat bingung atau gamblang gitu dek, terus gimana maksudnya dek?
I.3	Iya kak, jadi gini kak , kita kan pembelajran camput kan kak blended antara online dan offline, nah ooo menurut pengalaman R misalnya kalau kita offline besoknya itu online , jadi kita pas online tu nggak ngerti materi gitu kak, besok pas tiba tiba offline kita bingung kak jadi nggak ngerti ini materinya apa gitu kak..
R	Kayak nggak nyambung dan bingung gitu dek?
I.3	Iya kak , jadi agak membingungkan gitu kak
R	Oke dek
I.3	Iya kak
R	Mungkin itu dek untuk kali ini, terimakasih atas info dan waktunya juga , Assalamu'alaikum warrahmatullahi wabarakaatuh dek
I.3	Wa'alaikumsalam warrahmatullahi wabarakaatuh

Reflective Note (R.N) with I.3 = Informant 3
After the researcher did the interview with informant 3. She get the point that blended learning make informant 3 confused because lectures that are sometimes online and sometimes offline, so make confused about material.

Transcript of Interview with Informant 4 (I-4)

       The interview between the researcher with the informant on June 23th 2022, at 1.15 p.m. . This interview wa doing at her bording house with used smart phone as tool to record it. The informant was also welcome to the researcher to do interview with her. The transcript of interview is below.

Speaker	Utterance	Students' Opinions
R	Assalamu'alaikum dek	
I.4	Wa'alaikumussalam kak	
R	Maaf mengganggu waktunya sebentar boleh dek ?	
I.4	Boleh kak	
R	Oo kemaren kan kak ada menyebar angket terbuka , terus adek ikut mengisi angket tersebut , nah jadi sekarang kak mau berdiskusi lebih lanjut boleh dek ?	
I.4	Boleh kak	
R	Nama lengkap dek siapa dek?	
I.4	I.4 kak	
R	Ya nadia, nanti selama wawancara , wawancaranya kak rekam, apakah I.5 tidak keberatan?	
I.4	Tidak keberatan kak	
R	Jadi gini dek, kalau kak boleh tau bagaiamana pelakasanaan kuliah vocabulary oo yang semester 1 kemaren dek?	
I.4	Pelaksanaanya di mix kak,offline dan online kak	
R	Berarti kaya k blended learning gitu ya dek nah, boleh diceritakan sedikit dek bagaiamana proses pas offline atau onlinenya dek?	
I.4	Kalau online ya kita menggunakan media kayak zoom kalau online sih lebih kayak banyak yang ikut zoom tapi kadang tidak memahami leboh kebingung gitu kak, kadang juga kurang ngerti jadi malas mengikutinya kak, kalau offline lebih focus terus kayak bisa berinteraksi langsung dengan bapaknya kan, ajdi kalau nggk ngerti langsung Tanya ..	
R	Lebih leluasa gitu ya, jadi kalau menurut nadia sendiri setelah berlalu apa pendapat I tentang perkuliahan ooo vocabulary yang dicampur trsebut gitu?	

I.4	Kalau vocabulary yang dicampur kayak I.4 lebih suka yang offline aja sih kak **kalau dicampur kayak gitu ya kayak lebih bingung** gitu ,oo karena nggak berinteraksi langsung ,jadi kayak nggak bisa bertanya langsung , jadi nadia lebih suka ke offline jadi bisa berinteraksi langsung	**(NO.1)= Blended Learning made students confused**
R	Kalau di online oo, kalau bertanya di zoom ada kesempatannya ?	
I.4	Ada kak, tapi kadang segan gitu kak, segan untuk bertanya gitu kak..	
R	Terus oooo kalau dilihat apanya ada ndak kemampuan yang bertambah setelah perkuliahan vocabulary yang dicampur ini ?	
I.4	Ada sih, sisi positifnya online offline tu kan **kak kita kan menggunakan media jadi kita lebih melek teknologi gitu kak** dulu kita nggak tau tentang zoom setelah menggunakan zoom kita jadi tau cara bikin link zoom bagaimana, itu sisi positifnya kan..	**PO.2 = Blended learning made class more fun**
R	Berarti kalau u offline online ini adek lebih memilih offline gitu ya?	
I.4	Iya kak..	
R	Makasih infonya dek, mungkin itu untuk wawancaranya nanti kalau kak butuh informasi lagi apakah nadia mau membantu lagi?	
I.4	Insya Allah mau kak	
R	Makasi informasi nya dek, Assalamu'alaikum..	

Reflective Note (R.N) with I.4= Infromant 4

After the researcher did the interview with informant 4 , she got some information about students' opinion towad the sue of blended learning in teaching vocabulary subject. The opinion were 1) Blended learning makes students confused, 2) Blended learning increase students skill.

Transcript of Interview with Informant 5 (I-5)

The interview between the researcher with the informant on June 23, 2022, at 2.10. at campus beside mosque with used smart phone as tool to record it. the informant was also welcome to the researcher to do interview with her. The transcript of interview is below.

Speaker	Utterances	Students' Opinions
R	Assalamu'alaikum Warrahmatullahi Wabarakaatuh dek	
I.5	Wa'alaikumussalam Warrahmatullahi wabarakaatuh kak	
R	Mohon maaf mengganggu waktunya sebentar dek , boleh dek	
I.5	Boleh kak	
R	Oo kak kan kemaren menyebar angket oo tentang vocab sama blended terus adik ada mengisi , oo nama adik siapa dik?	
I.5	Nama I.5 dari kelas 21 TBI A	
R	Oo ok, nama Kak Yosi dari TBI 18 , oo jadi kan F panggilannya dek? Oh iya I.5 kemaren ada mengisi angket tersebut , sekarang kak mau diskusi lebih lanjut , nanti selama diskusi kak rekam apakah I.5 ndak keberatan ?	
I.5	Ooo Insya Allah ndak kak..	
R	Oo kak mau nanya nih boleh diceritakan gimana pelaksanaan kuliah oo vocabulary kemaren di semester 1 dek?	
I.5	Oo boleh , untuk perkuliahan vocabulary itu kami bersama pak X, sistemnya blended, online sama offline oo tapi kelas untuk suasan offline sama online itu tidak terlalu membosankan, karena oo metode yang digunakan pak X itu sangat membuat kami senang dan tidak merasa bosan , apabila melaksanakan perkuliahan secara blended	
R	Ooo kemaren kuliahnya online dan offline gitu ya dek, nah jadi menurut I.5 bagaiamana oo pendapat ooo	

	pandangan I.5 untuk perkuliahan vocabulary khususnya yang dicampur kayak gitu , oo bagaimana perasaannya gitu setelah melaluinya ?	
I.5	Oo khusus untuk mata pelajaran vocabulary sama pak X ini tidak membosankan karena oo penyampaian materi dari pak hen cukup sederhana dan mudah dipahami dan kami cukup merasa senang baik itu offline maupun online , karena pembelajaran atau metoe yang disampaikan kepada kami itu sama saja **jadi oo cukup menyenangkan..**	**PO1 = blended learning made class more fun**
R	Ooo ada yang lain dek?	
I.5	Oo mungkin untuk itu sudah kak	
R	Oo terimakasih untuk infonya dek nanti kalau kak butuh informasi lagi oo boleh minta waktunya lagi ?	
I.5	Ooo boleh kak	
R	Mungkin itu untuk hari ini, Assalamu'alaikum Warrahmatullahi Wabarakaatuh dek.	
I.5	Wa'alaikumsalam warrahmatullahi wabarakaatuh kak	

After the researcher did the interview with informant 5 , she got one information about students' opinion towad the sue of blended learning in teaching vocabulary subject. The opinion is blended learning make class not boring or more fun . The researcher will conduct the next interview to get more clear information about opinion in using blended learning in teaching vocabulary subject.

Transcript of Interview with Informant 6 (I-6)

The interview between the researcher with the informant on June 23th, 2022 at 2.30 p.m at campus and using smarthphone as a tool to record it . the informant was also welcome to the researcher to do interview with her. The transcript of interview is below.

Speaker	Utterance	Students' Opinions
R	Assalamu'alaikum Warrahmatullahi Wabarakaatuh dek	
I.6	Wa'alaikumsalam kak	
R	Oo gimana kabarnya hari ini dek?	
I.6	Baik kak, Alhamdulillah	
R	Alhamdulillah, mohon maaf menganggu waktunya dek,boleh dek?	
I.6	Boleh kak	
R	Oo jadi gini dek ,kak mau diskusi tentang pelaksanaan perkuliahan vocabulary di semester 1 kemaren dek, dan nanti wawancaranya kak rekam, adek bersedia?	
I.6	Bersedia kak	
R	Nama lengkap adik siapa?	
I.6	I.6 kak	
R	Ok, nama kak Yosi dari TBI 18, jadi kaka mu nanya boleh I.6 diceritakan bagaimana pelaksanaan perkuliahan vocabulary disemester 1 kemaren dek?	
I.6	Perkuliahan vocabulary pas semester 1 itu sama pak X kak, terus sistemnya itu onlone sama offline jadi di mix gitu kak	
R	Oo di mix ya dek, terus gimana menurut I.6 atau pendapat I.6 mengenai perkuliahan yang di mix itu	
I.6	Hmmm, **menyenangkan kak, kalau dicampur itu seru dan nggak bikin bosan kak,** karena metode belajarnya dn nggak monoton gitu	PO1 = blended learning made calss more fun
R	Berarti kalau di campur gitu leboh seru gitu ya dek	
I.6	Iya kak	
R	Ada lagi pendapat lain dek?	
I.6	Eh kayaknya kalau apa namanya, kan di mix itu kak, jadi kita lebih tau cara penggunaan aplikasi dari offline dan	**PO.2 = Blended learning increased students skill**

	online ini kak , **nambah ilmu dan skill** gitu kak	
R	Oo ada penambahan skil baru ya dek,	
I.6	Iya kak	
R	Ada lagi dek ?	
I.6	Nggak kayaknya kak	
R	Ok dek, makasi atas info dan waktunya..assalamu'alaikum warrahmatullahi wabarakaatuh..	
I.6	Wa'alaikumsalam kak	

After the researcher did the interview with informant 6 , she got some information about students' opinion towad the sue of blended learning in teaching vocabulary subject. The opinion were 1) blended learning make class not boring or more fun, and 2) Blended learning increase students skill. The researcher will conduct the next interview to get more clear information about opinion in using blended learning in teaching vocabulary subject.

Transcript of Interview with Informant 7 (I-7)

The interview between the researcher with the informant on June 24th, 2022 at 4.15 p.m, at mosque campuss . the informant was also welcome to the researcher to do interview with her. The transcript of interview is below.

Speaker	Utterance	**Students' Opinions**
R	Assalamu'alaikum Warrahmatullahi Wabarakaatuh dek	
I.7	Wa'alaikumussalam kak	
R	Maaf mengganggu waktunya sebentar dek	
I.7	Boleh kak	
R	Gimana kabarnya hari ini dek?	
I.7	Alhamdulillah sehat kak	
R	Alhamdulillah, jadi gini dek kak mau dsikusi tentang pelaksanaan perkuliahan vocabulary pas semester 1 kemaren dek, nanti diskuis nya kak rekam, apakh adik bersedia?	
I.7	Boleh kak	
R	Nama dek siapa?	
I.7	I.7 kak	
R	Jadi gini dek , boleh diceritakan gimana pelaksanaan perkuliahan vocabulary pas semester 1 kemaren dek?	
I.7	Oo perkuliahan nya itu blended learning kak, jadi 50% offline 50% online, di pertemuan 1,2,3,4 itu masih online kak, pas pertemuan 1 itu perkenalan kak, pertemuan 2 langsung materi kak, materi itu langsung diketikkan di word gitu kak, waktu itu kan masih belajar bahasa inggris kan kak, jadi walaupun nggak ngerti tapi kalau diketikkan itu jadi ngerti kak. Dipertemuan 4 itu baru ada pertemuan offline kak , habis tu gantian kak, offline online nya kak, pas online ini awalnya ngasih materi nanti juag ditanya paham atau ndak, kalau ditanya bapak langsung respon gitu kak, jadi nanti bapak juga ngasih tugas dikumpul sehari sebelum kuliah berikutnya kak. Kalau perkuliahan	

	offlinenya kayak menguatkan perkuliahan online kak,pas perkuliahan offline itu bahas materi juga bapak sering menggunakan infocus dari pada papan tulis kak,	
R	Jadi tetap pakai media juga itu kak?	
I.7	Iya kak media kak	
R	Jadi gimana menurut oo I.7 perkuliahan ini ?	
I.7	Kayaknya kalau menurut I.7 efektif , kalau **blended lebih efektif** kak. Blended nya efektif kak, online dan offlinenya. Dan juga kak gini kak pas online itu kan materinya banyak dikasih sama bapak kak, kita focus materi gitu kak memang kita focus belajar gitu kak, pas offline itu kan penguatannya samping itu **motivasi belajar itu meningkat kita juga ndak terlalu capek kak , kal**au full offline kayak monoton kadang kadang mau nanya tapi malas kalau online kita bisa nanya kak jadi umunya kan pas offline tu kita lupa mau nanyain apa kak, nanti pas online itu kesempatan kita untuk bertanya kak**. Habis tu ndak terlalu capek kak** kalau full offline tu capek dan juga motivasinya berkurang kak.	PO.4 = blended learning is more effective PO 7= blended learning increased studenst motivation.
R	Terus oo setelah belajar tu ada tidak dikasih tugas dek?	
I.7	Ada kak, bapak tu system tugasnya oo setelah kuliah , tugasnya itu kan habis kuliah dikirimkan kak, misalkan cari maeteri ini tentang ini, vocabulary ini tentang ini tugasnya dikirim sehari sebelum kuliah kak , habis itu kak materi yang diketik di word itu dikirim bapak ke grup kelas, jadi kami bisa mandiri mengulang materi itu lagi dirumah kak.	
R	Berarti ada kemandirian dek?	
I.7	**Iya kak, jadi dari materi yang di share bapak itu bisa belajar lagi, lebih mandiri gitu kak**	PO.6= made students learn idenpendently
R	Ada lagi dek?	

I.7	Hmm sejauh ini itu aja kak..	
R	Oke dek, terimakasih atas info dan waktunya, Assalamu'alaikum Warrahmatullahi Wabarakaatuh	
I.7	Wa'alaikmumsalam Warrahmatullahi Wabarakaatuh kak	

After the researcher did the interview with informant 7 , she got some information about students' opinion towad the sue of blended learning in teaching vocabulary subject. The opinion were 1) lesson don't feel heavy, 2) improve students independent, and 3) improve students motivation in learning 4) More effective. The researcher will conduct the next interview to get more clear information about opinion in using blended learning in teaching vocabulary subject.

Transcript of second Interview with Informant 7 (I-7)

The interview 2 between the researcher with the informant on July 14th, 2022 at 1.16 p.m , this interview has been conducted by phone call. The informant was also welcome to the researcher to do interview with her. The transcript of interview is below.

Speaker	Utterance
R	Assalamu'alaikum Warrahmatullahi Wabarakaatuh dek
I.7	Wa'alaikumussalam Warrahamtullahi wabarakaatuh kak
R	Maaf mengganggu waktunya sebentar dek
I.7	Boleh kak
R	Gimana kabarnya hari ini dek?
I.7	Alhamdulillah sehat kak, kak gimana?
R	Alhamdulillah sehat dek.. oo gini 1.7 kemaren kita kan sudah ada diskus, kemaren tu kata 1.7 perkuliahan vocabulary itu di blended ya dek?
I.7	Iya kak
R	Kemaren pit sudah memberikan beberapa pendapat gitu, nah salah satunya ada menambah atau meningkatkan motivasi siswa gitu kan, kak mau nanya itu gimana makasudnya , karena kemaren tu agak kurang jelas gitu dek.
I.7	Oo menambah motivasi siswa tu karena kan pembelajarannya itu blended kan kak,kadang online dan kadang dikampus offline gitu kak, , jadi karena dia di blended itu nggak terlalu membuat siswa capek gitu kak, kalau ke kampus terus menerus itu kan bikin capek kak, jadi kurang motivasi belajarnya kak, kalau dicampur ooo jadi pas kuliah online juga nyaman dan santai juga kak nggak terlalu berat kak, materi hari itu juga dikirim d grup kak jadi bahan dipelajari kak, jadi setelah kuliahpun masih bisa belajar kak.
R	Oke dek, terimakasih atas info dan waktunya, Assalamu'alaikum Warrahmatullahi Wabarakaatuh
I.7	Wa'alaikmumsalam Warrahmatullahi Wabarakaatuh kak

After the researcher did the interview with informant 7. She get the point that blended learning increase students motivation because students feel not too tired so that can increase they motivation.

Transcript of Interview with Informant 8 (I-8)

The interview between the researcher with the informant on June 24th,2022, at 4.30 , at mosque in campuss . the informant was also welcome to the researcher to do interview with her. The transcript of interview is below.

Actors	Utterance	Students' Opinions
R	Assalamu'alaikum Warrahmatullahi Wabarakaatuh dek	
I.8	Wa'alaikumussalam Warrahmatullahi Wabarakaatuh kak..	
R	Maaf dek mengganggu waktunya sebentar boleh dek ?	
I.8	Boleh kak	
R	Jadi gini dek kemaren kan kakak ada menyebarkana ngket terbuka oo jadi tentang blended learning gitu,,nah sekarang kak mau diskusi lebih lanjut dek ..apakah adik bersedia?	
I.8	Bersedia kak	
R	Boleh tau nama lengkapnya siapa dek?	
I.8	I.8	
R	Oo RI , ya I.8 jadi nanti wawancara nya kak rekam boleh?	
I.8	Boleh kak	
R	Hmmm..ooo.. gini rini akak mau tau gimana proses atau gimana sih pelaksanaan perkulihan vocabulary di semester 1 kemaren gitu,boleh di ceritakan dek?	
I.8	Cara pembelajarannya itu campuran kak, ada offline nya ada onlinenya juga oo jadi oo waktu awal awal semester dulu kita hmm offline ee online kak	
R	Online nya kayak mana dek?	
I.8	Pakai aplikasi zoom kak	
R	Oo zoom ..kalau offlinenya?	
I.8	Offlinenya langsung ke kampus dikelas kak..	
R	Ooo berarti setiap minggu dek?	
I.8	Ada jadwalnya kak	
R	Ada jadwal ,berarti sudah ditetapkan dosennya dek	

I.8	Ada jadwal dari bapak kak..	
R	Oo jadi oo setelah melaksanakan perkuliahan secara campuran tersebut oo kombinasi online dan offline berarti ya dek ,, berarti menurut rini pribadi apa yang rini rasakan atau oo apa pendapat rini tentang pelaksanaan kuliah yang seperti itu untuk mata kuliah vocabulary ini gitu oo kan cuman sekali kan vocab ini belajarnya gitu	
I.8	Iya kak.. ooo **sebenarnya lebih seru yang campuran sih kak** oo soalnya kita juga bisa kayak **oo mempelajari cara cara baru dalam pembelajarannya gitu kak** , oo selanjutnya oo kayak oo apa juga kak kalau offline ini kan kekampus kak ..akdang jadwalnya juga pagi kadang gai kak. Terus ooo (suara tertawa) terus kan kalau pagi gitu kak kadang dirumah makan pagi oo kalau kalau seandainya offline eh kalau seandainya online dirumah kita bisa ooo makan dulu seperti itu kak	**(PO.1)**= Blended learning made class more fun
R	Lebih efisien waktunya ya dek	
I.8	Iya kak kalau online kak..	
R	Terus…kalau dicampur berarti lebih seru ..oo senangnya ini gimana dek? Apakah dari segi metode bapak ngajarnya atau gimana ?	
I.8	Dari bapak ngajarnya juga kak ,bapaknya kan oo melalui zoom ni kak tu dibukak aplikasi word sama bapaknya , terus bapaknya jelasin satu satu makna yang diajarkan gitu kak	
R	Berarti kayak papan tulis elektronik gitu	
I.8	Iya kak..jadi kalau online gitu kan kak, bisa direkam juga bapaknya itu divideoin atau difoto layarnya gitu kak	
R	Oh ya berarti kita bisa ngulang materi nya gitu ya dek?	
I.8	Ha iya kak	
R	Berarti kayak ada , apa tuntutan kita	PO 5= made students

	untuk **belajar mandiri baik kuliahnya offline maupun online gitu ya dek**	learn independently
I.8	Iya kak	
R	Ada lagi dek	
I.8	Oooo kalau offline juga enak sama bapaknya sih kak,bapaknya tu juga meng..ooo memberi nasehat nasehat gitu kak, nasehat yang sesuai dengan kehidupan kita sehari hari gitu kak	
R	Di online dek?	
I.8	di online juga kak	
R	Berarti.,.	
I.8	Berarti ada beberapa kalimat dari bapaknya yang dapat memotivasi kita pas belajar gitu kak	
R	Berarti oo apa oo intinya kalau dicampur gini untuk vocab ini oo gimana?	
I.8	Seru kak	
R	Seru berarti	
I.8	**Bisa menambah cara pembelajaran yang baru, skill yang baru**	**PO 2= blended learning increased students skill**
R	Oo gitu dek ya, oo jadi ada peningkatan untuk vocabulary rini berarti?	
I.8	Ada kak	
R	Mungkin itu rini , terimakasih untuk infonya nanti kalau kak butuh informasi lagi I.8 mau membantu lagi?	
I.8	Boleh kak, dengan senang hati	
R	Terimakasih rini, Assalamu'alaikum warrahmatullahi wabarakaatuh	
I.8	Wa'alaikumussalam Warrahmatullahi wabarakaatuh kak	

After the researcher did the interview with informant 8 , she got some information about students' opinion towad the sue of blended learning in teaching vocabulary subject. The opinion were 1) improve students independent, 2) Blended learning make class not boring or more fun, and 3) b lended learning increase students skill.

Transcript of Interview with Informant 9 (I-9)

The interview between the researcher with the informant on June 27th, 2022 at 5.00 p.m, at campuss in Lobi K . The informant was also welcome to the researcher to do interview with her. The transcript of interview is below.

Speaker	Utterance	Students' Opinions
R	Assalamu'alaikum Warrahmatullahi Wabarakaatuh dek	
I.9	Wa'alaikumsalam Warrahmatullahi Wabarakaatuh kak	
R	Mohon maaf mengganggu waktu sebentar dek,,	
I.9	Iya kak, boleh	
R	Jadikan kemaren akak ada menyebar angket tentang vocabulary nih, jjadi sekarang akak mau diskusi lebih lanjut tentabg angket tersebut, yang membahas tentang vocabulary dan dicampur gitu mata kuliahnya, semester 1 kemaren , nah nantik selama wawancara kakak rekam boleh?	
I.9	Boleh kak, boleh kok	
R	Jadi kan kak , kak yosi dari semester 8 , nama lengkapnya siapa dek?	
I.9	I.9 kak dari TBI 2 C	
R	Oke, Sonia . akak mau Tanya nih boleh sedikit I.9 ceritakan bagaimana pelaksanaan kuliah vocabulary di semester 1 kemaren.?	
I.9	Semester 1 kemaren kami ngejalanin yang namanya blending kak, jadi ada online sama offline	
R	Dicampur gitu ya dek?	
I.9	Iya dicampur, untuk mata kuliah vocabulary sendiri itu juga dicampur sih kak online offline juga .	
R	Oo terus oo kalau menurut I.9 pribadi , oo kan ada kombinasi online dan offline gitu ndak dek, otomatis ada nanti perbedaan cara gitu,atau mungkin di online leboh materi atau bagaimana gitu, nah pandangan I.9 terhadap perkulihan, khususnya vocabulary dengan blended learning ini bagaimana?	
I.9	Ooo kalau pandangan I.9 pribadi ya kak, blending ini sebenarnya bagus dan	

	membantu kita juga dalam pembelajaran , nah salah satunya juga saling menguatkan juag sih kak, terus kan kalau pembelajarannya dicampur gitu kan kak , dari pak dosennya sendiri ooo di online tu kita lebih banyak untuk membahas materi nah nanti kalau di offlinenya kita belajar materi sekaligus belajar beberapa motivasi dari bapak itu sendiri. Nah, terus kaka da juga manfaatnya **mungkin kalau online offline itu kak kita ndak terlalu capek kak** kan kita lebih banyak dirumah ..eh bukan lebih banyak dirumah juga tapi lebih menyeimbangi.	
R	Jatuhnya kayak tidak membosannkan atau gimana gitu?	
I.9	Iya , **ini juga tidak ngebosanin juga sih kak**	**(PO.1)=blended learning made class more fun**
R	Terus ooo kalau offline dan online ini apa lagi yang didapatkan dek?	
I.9	Jadi menurut pandangan Sonia kak, **online sama offline ini lebih nambah skill kita juga sih akk** misalnya di SMA dulu kita belum pernah nyobain belajar pakai zoom kak,jadi kan kita lebih tau juga diskusi offline itu gimana, dan diskusi online itu gimana, cara gunain zoom itu gimana.	**PO 2= blended learning class increased students skill**
R	Jadi kayak menambah skill dengan dua cara tersebut gitu ya dek.	
R	Oo itu aja dek mungkin yang kak tanyakan, terimakasih informasinya. Nanti kalau kak butuh informasi lagi adik mau membantu?	
I.9	Dengan senang hati kak	
R	Terimakasih dek, Assalamu'alaikum Warrahmatullahi Wabarakaatuh dek.	
I.9	Wa'alaikumsalam Warrahmatullahi Wabarakaatuh	

After the researcher did the interview with informant 9 , she got some information about students' opinion towad the sue of blended learning in teaching vocabulary subject. The opinion were 1) Lesson don't feel heavy, 2). Blended learning make class not boring or more fun, and 3) blended learning increase students skill. The researcher make a decision to stop interview because the opinion have a same meaning with others.

Appendix 7: Data Display

No	Opinions	Informant	Number of Informants
Positive opinions			
1	Blended learning made class more fun	I.1, I.2, I.5, I.6, I.7, I.8, and I.9	7
2	Blended learning increased students' skill	I.4, I.6, I.8, and I.9	4
3	Blended learning is more effective	I.7	1
4	Blended learning makes student learn independently	I.7, I.8	2
5	Blended learning increases students' motivation	I.7	1
Negative opinion			
1	Blended learning made students confused	I.3 and I.4	2

Appendix 8 Conclusion Drawing and Data Verification

STUDENTS' OPINIONS
TOWARD THE USE OF BLENDED LEARNING IN TEACHING
VOCABULARY SUBJECT
(A study of Vocabulary Subject of English Teaching Department of UIN Mahmud Yunus Batusangkar Registered 2021/2022 Academic Year)

Based on the interview result, the researcher can conclude that there are six positive opinions, and one negative opinion on toward the use of blended learning in teaching vocabulary subject, they are as follow:

1. Positive Opinions
   a. Blended learning made class more fun
   b. Blended learning increased students skill
   c. Blended learning increases students' motivation
   d. Blended learning makes student learn independently
   e. Blended learning is More effective

2. Negative Opinions
   a. Blended learning made students confused

Appendix 9: Recommendation Letter of the research

KEMENTERIAN AGAMA REPUBLIK INDONESIA
INSTITUT AGAMA ISLAM NEGERI BATUSANGKAR
LEMBAGA PENELITIAN DAN PENGABDIAN KEPADA MASYARAKAT
Jl. Sudirman No. 137 Lima Kaum Batusangkar Telp. (0752) 71150, 574221, 71890Fax. (0752) 71879
Website : www.iainbatusangkar.ac.id   e-mail : lppm@iainbatusangkar.ac.id

SURAT IZIN PENELITIAN
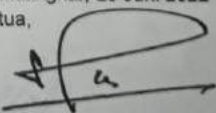Nomor : B-765/In.27/L.I/TL.00/06/2022

Berdasarkan surat saudara/i nomor surat: Istimewa pada 17 Juni 2022 perihal Mohon Izin Penelitian. Setelah dipelajari, maka Lembaga Penelitian dan Pengabdian Masyarakat (LP2M) Institut Agama Islam Negeri Batusangkar menyatakan tidak keberatan atas penelitian dan memberikan izin kepada:

Nama/NIM	:	Yosi Susanti / 1830104088
Tempat/Tanggal Lahir	:	Kayu Aro/ 15 April 1999
Kartu Identitas	:	1302075504990004
Fakultas	:	Tarbiyah dan Ilmu Keguruan
Jurusan	:	Tadris Bahasa Inggris
Alamat	:	Jorong Kayu Aro Nagari Batang Barus Kecamatan Gunung Talang Kabupaten Solok
Judul Penelitian	:	*Students' Opinion Toward the Use of Blended Learning in Teaching Vocabulary Subject*
Lokasi Penelitian	:	Mahasiswa IAIN Batusangkar
Waktu Penelitian	:	21 Juni 2022 s.d 21 Agustus 2022
Dosen Pembimbing	:	Zulhermindra, M.Pd.

Dengan ketentuan sebagai berikut :

1. Kegiatan penelitian tidak boleh menyimpang dari maksud dan objek seperti tersebut di atas.
2. Memberitahukan kedatangan serta maksud penelitian yang akan dilaksanakan dengan menunjukkan surat izin/rekomendasi penelitian ini kepada Dekan Fakultas, Ketua Jurusan, Ketua Lembaga, Kepala Bagian, Kepala Sub. Bagian atau Kepala Unit yang terkait.
3. Mematuhi dan menghormati semua peraturan yang berlaku di IAIN Batusangkar.
4. Bila terjadi penyimpangan/pelanggaran terhadap ketentuan-ketentuan tersebut di atas, maka surat izin ini/rekomendasi penelitian ini akan **DICABUT** Kembali
5. Surat izin ini/rekomendasi penelitian ini berlaku dari tanggal: 21 Juni 2022 s.d 21 Agustus 2022
6. Melaporkan hasil penelitian kepada Rektor IAIN Batusangkar Cq. Ketua LP2M.

Batusangkar, 20 Juni 2022
Ketua,

Dr. H. Muhammad Fazis, M.Pd

Tembusan:
1. Rektor IAIN Batusangkar (Sebagai Laporan)
2. Dekan Fakultas Tarbiyah dan Ilmu Keguruan IAIN Batusangkar (Sebagai Laporan).

BERANI JUJUR ILMIAH: HEBA...

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