



**STUDENTS' OPINION TOWARD THE USE OF BLENDED
LEARNING IN MICRO TEACHING CLASS**

THESIS

*Submitted to English Teaching Department of Tarbiyah and Teacher
Training Faculty of UIN Mahmud Yunus Batusangkar as A
Requirement to Obtain Bachelor Degree (S1) in English Teaching*

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This approval is granted and used appropriately.

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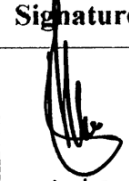
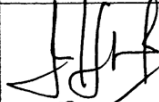
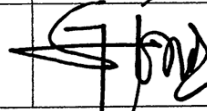
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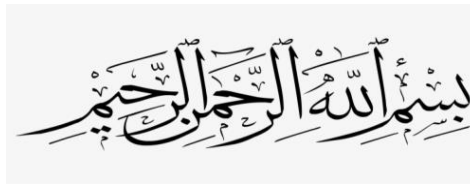
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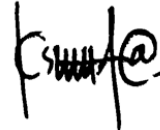
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ABSTRACT

SILVIA FITRI, NIM 1830104071, Thesis, entitled: "**STUDENTS' OPINION TOWARD THE USE OF BLENDED LEARNING IN MICRO TEACHING CLASS**", English Teaching Department, Faculty of Tarbiyah and Teacher Training, UIN Mahmud Yunus Batusangkar.

The problem in this research is that students' opinions about micro teaching lectures are not yet known which are carried out using blended learning. Micro teaching lectures carried out using blended learning bring up the different opinions from students who followed the blended learning lectures. Blended learning in micro teaching lectures is a combination of online and offline learning. When lectures are conducted online, the lecturer asks students to make video of teaching practice, while when offline lectures, students do teaching practices at campus. The purpose of this study was to find out students' opinion toward the use of blended learning in micro teaching class in the sixth semester students at 2021/2022 academic year at UIN Mahmud Yunus Batusangkar.

The method of this research is qualitative research with the design case study. There were 6 informants in this research students who took micro teaching lectures with blended learning in the sixth semester of at 2021/2022 academic year using purposive sampling technique. In this research there were two instruments, the researcher as the main instrument and the interview guide as a supporting instrument. The techniques of data collection in this study were in-depth interview and used other supporting tools such as interview guides and smartphone to record conversations during interviews. To test the validity of the data, the researcher time triangulation to confirm and explore the data in more detail. Furthermore, to analyze the data, the researcher uses the theory of Miles and Huberman (1994), which includes data reduction, data display, drawing conclusion and verification.

The results showed that there were several student opinions about blended learning in micro teaching lectures. The student opinions were: 1) positive, they were: (a) blended learning makes students know how to teach in online and offline, (b) blended learning makes students have much time to prepare the learning, (c) blended learning makes the feedback stage more useful and helping students; 2) neutral is blended learning does not make students feel difficult; 3) negative, they were: (a) blended learning is not effective, (b) blended learning makes students difficult to prepare the learning, (c) blended learning makes students difficult when teaching online.

ABSTRAK

SILVIA FITRI, NIM 1830104071, Judul Skripsi: “**STUDENTS’ OPINION TOWARD THE USE OF BLENDED LEARNING IN MICRO TEACHING CLASS**”, Jurusan Tadris Bahasa Inggris, Fakultas Tarbiyah dan Ilmu Keguruan, UIN Mahmud Yunus Batusangkar.

Permasalahan dalam penelitian ini adalah belum diketahuinya opini mahasiswa tentang perkuliahan *micro teaching* yang dilaksanakan secara *blended learning*. Perkuliahan *Micro teaching* yang dilaksanakan secara *blended learning* memunculkan opini yang berbeda dari mahasiswa yang mengikuti perkuliahan secara *blended learning* tersebut. *Blended learning* pada perkuliahan *micro teaching* yaitu adanya kombinasi antara pembelajaran secara daring dan luring. Ketika perkuliahan dilakukan secara daring dosen meminta mahasiswa untuk membuat video praktek mengajar, sedangkan ketika perkuliahan luring mahasiswa melakukan praktek mengajar di kampus. Tujuan dari penelitian ini adalah untuk mengetahui opini mahasiswa tentang perkuliahan *micro teaching* yang dilaksanakan secara *blended learning* pada semester 6 tahun akademik 2021/2022 di UIN Mahmud Yunus Batusangkar.

Metode penelitian ini adalah metode penelitian kualitatif dengan jenis *case study*. Informan penelitian ini berjumlah 6 orang yaitunya mahasiswa yang mengikuti perkuliahan *micro teaching* dengan *blended learning* pada semester enam tahun akademik 2021/2022 dengan menggunakan teknik *purposive sampling*. Pada penelitian ini ada dua instrumen, peneliti sebagai instrumen utama dan pedoman wawancara sebagai instrumen pendukung. Teknik pengumpulan data pada penelitian ini adalah *in-depth interview* dan studi dokumentasi, serta menggunakan alat pendukung lainnya seperti pedoman wawancara dan *smartphone* untuk merekam percakapan selama wawancara. Untuk menguji keabsahan data, peneliti melakukan triangulasi waktu untuk mengonfirmasi dan menggali data lebih rinci. Selanjutnya, untuk menganalisis data, peneliti menggunakan teori Miles and Huberman (1994), yang meliputi reduksi data, penyajian data, verifikasi data dan penarikan kesimpulan.

Hasil penelitian menunjukkan bahwa ada beberapa opini mahasiswa tentang *blended learning* pada perkuliahan *micro teaching*. Opini mahasiswa tersebut yaitu: 1) positif, yaitu: (a) *blended learning* membuat mahasiswa mengetahui cara mengajar secara *online* dan *offline*, (b) *blended learning* membuat mahasiswa mempunyai banyak waktu untuk persiapan pembelajaran, (c) *blended learning* membuat tahapan *feedback* lebih bermanfaat dan membantu mahasiswa; 2) netral yaitu *blended learning* tidak membuat mahasiswa merasa kesulitan; 3) negatif yaitu: (a) *blended learning* tidak efektif, (b) *blended learning* membuat mahasiswa mengalami kerepotan untuk mempersiapkan pembelajaran, (c) *blended learning* membuat mahasiswa kesulitan ketika mengajar *online*.

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CHAPTER I

INTRODUCTION

A. Background of the Problem

Micro teaching is one of the subject in the college which train the students to become student-teacher before do teaching practice in the real teaching and one of the subjects that place major that important in preparing students become a good and qualified teacher in the future. Micro teaching is one of the subjects in the sixth semester of Faculty of Tarbiyah and Teacher Training at UIN Mahmud Yunus Batusangkar. Students of English Teaching Department must take this subject as a requirement before do teaching practice in the real school. Micro teaching is subject that learn skills in teaching such as opening skill, explaining skill, questioning skill, reinforcement skill, variation skill, using media, classroom management, and closing skill.

Micro teaching is important for students-teachers, because it can help them to have deeper knowledge about the arts of teaching and train them how to be a good and qualified teacher. Gilarso in Asril (2010:46) explain there are two purpose of micro teaching, they are general goal and specific goal, the general goal is to train basic teacher skills and abilities such as opening skill, explaining skill, questioning skill, reinforcement skill and so on, meanwhile the specific goal is to train student-teachers to be master in making learning designs, getting the teaching profession, and growing their self-confidence. Moreover, micro teaching subject play important role for student-teachers in prepare a good and qualified teacher in the future.

Based on information from students who follow micro teaching, in micro teaching class, students are divided into several groups, one group consists of 10 people and guided by one lecturer. Micro teaching class did for 16 meetings. Students do teaching practice in front of the class, one person act as a teacher and another student act as a student and the lecturer give an assessment to the student's performance. Students are given 10-15 minutes to teach in the class. Before teaching in the class, at the first students must prepare a lesson plan which includes learning materials, learning media and exercise to

be given to students related to the material that has been taught. Students do teaching practice according to the skills requested by the lecturer, such as opening skills, explaining skills, and other skills. After students finish do teaching practice, the other students give comments and the lecturer give feedback to students' performance.

Students learn several teaching skills in micro teaching class. According to (Fetriani, Emi Fitri Lolita, 2022) there are 9 teaching skills that students learn in micro teaching subject they are, 1) reinforcement skill, 2) questioning skill, 3) variation skill, 4) explaining skill, 5) introductory procedures and closure, 6) advanced questioning, 7) classroom management skill, 8) guiding small group discussion, and 9) small group teaching and individualized instruction. Students must master all the skills in order to become a good and qualified teacher in the future.

Micro teaching subject has a final target that must be achieve by the students who taking this subject. According to Asril (2010:46) the final target to be achieve in the micro teaching subject is the development of student-teachers, having knowledge about teaching and learning process, and master all the teaching skill, and also having good attitudes and good behavior as a teacher. By referring to the book, it is certain that students are able to have sufficient knowledge to carry out micro teaching and students are also expected to achieve these target so that they can become good and qualified teachers in the future.

In this research, the researcher will focus on the process of micro teaching. According to Asril (2010:53) there are 4 steps in micro teaching: 1) introducing about concept of micro teaching, 2) teaching planning, 3) teaching practice, and 4) discussing or feedback. The researcher will focus on the process of the micro teaching start from students do teaching planning, then the students do teaching practice, and the lecturer give feedback on students' performance.

Even in the COVID-19 pandemic situations, the learning process is not limited in terms of place and time. During the COVID-19 pandemic which

has been going on since 2020, government made policies by learning from home (home learning) and working from home. This condition make the learning system change from face-to-face learning become online learning and blended learning since fourth semester until now. The system that used for micro teaching class is blended learning system.

As the impact of the COVID-19 pandemic, students are required to learn micro teaching class in online. But at UIN Mahmud Yunus Batusangkar a lecturers make agreement with micro teaching student group to apply blended learning in micro teaching class. (Talis, 2016) state that blended learning is a teaching and learning method that combines face-to-face with online learning which includes elements synchronous and asynchronous as option in online learning. Meanwhile, (Talis, 2016) state that blended learning is a course that has several face-to- face meetings and also has online meetings. In other words, blended learning is a combination of online and offline learning.

Sixth semester students follow micro teaching with combination of online and offline. In online meeting, the lecturer sent material in online about teaching skills in WhatsApp group and Google Classroom, and after that students made videos of teaching practice and send the videos' link to Google Classroom. In offline meeting, students teach in the real class in limited time 15 minutes to practice teaching skill. After all the students practice in front of the class, the lecture give comment and feedback to students' performance.

Micro teaching with blended learning system certainly has an impact, the impact on students and learning. The impact on students is students can practice teaching in the real class, even though in the situation of covid-19 which the system of learning is required to be online. While the impact on learning is the process of learning micro teaching be more varied not only make the videos' teaching practice in online but in offline students also can practice teaching in the real class.

Based on the preliminary observation, the researcher conductedinterview with several Students of English Teaching Department who was passed the micro teaching class in sixth semester, the researcher get

information from students who follow micro teaching class that used blended learning, students said that they learn micro teaching with combination of online and offline. In online learning, the lecturer sent the material in WhatsApp Group and Google Classroom, after that they will make videos' teaching practice based on the material that has been sent by the lecturer, and send the videos' link to Google Classroom and the lecturer will give comment in written form in the comment column in Google Classroom and sometimes the lecturer give comment in zoom application. In offline learning, they do teaching practice in the real class in limited time 15 minutes. After all students did teaching practice, the lecturer give comment and feedback to students' performance.

Based on the previous research by (Talis, 2016) with the topic about positive and negative perception toward implementing blended learning method in english language teaching (Elt). The result of her research is student give positive perception toward the implementing blended learning method in ELT. Student feel enjoy in learning when the lecturer implementing blended learning method. Besides that, implementing blended learning method made students feel more interested in learning process and also made students become more active and responsible in learning process.

The next previous research (Megawati, 2020) with the topic about positive and negative perception toward implementation of blended learning method used by english teacher. The result of her research is student enjoy in learning when the teacher implementing blended learning method. Another perception student more interested in learning, become more active and responsible in learning. And the last previous research by (Ningsih, 2021) with the topic about positive and negative perception of blended learning model at english education department. The result of her research is student have positive perception toward blended learning such as feeling enjoyable, felt favorable, and flexible learning. Meanwhile, the researcher in this research will do a research with the topic about positive, neutral and negative on students' opinion toward the use of blended learning in micro teaching class.

Students who followed micro teaching certainly have different opinion on micro-teaching with the blended learning system. (Damanik et al., 2011) define that opinion is a statement about something that is in conflict. It means that opinion is someone's attitude and statement about something or problem. Students' opinion can be supporting or opposing something, or neutral. Students' opinion can be positive or negative toward some facts or object that they found in their sight.

(Suprayogi, 2010) state that opinion consist of three elements, they are belief, attitude and perception. Belief is a derivation system with the experiences in past in it, consist of mind, memory, and interpretation toward something, attitude is mean as what someone really feels about something, and perception is a process which is to organize and to interpret the stimulation from around or environment. Students'opinion also influenced by several factors such as social conditions, economic conditions, mass media and etc.

Micro teaching with blended learning certainly will bring up different opinion from students. The micro teaching process which start from the lecturer introduce about concept of micro teaching, then students do teaching planning, then students do teaching practice and discussing or feedback which is carried out by blended learning which is there are online meeting and offline meeting, this condition certailny will bring up the different opinion from students because as we know that usually micro teaching carried out in the real class. Students' opinion can be positive or can be negative toward this phenomenon.

Based on the observation and phenomenon above, the researcher would like to know what students' opinion toward the use of blended learning in micro teaching class, because the researcher would like to know whether micro teaching with blended learning system is give positive, neutral or negative opinion from students. Hence,the researcher is interested in conducting research about “ Students' Opinion Toward The Use Of Blended Learning In Micro Teaching Class”

B. Research Focus

Based on the phenomenon above, it can be seen that due to the COVID-19 pandemic micro teaching class is carry out with blended learning. Blended learning is a combination of online and offline learning. So, the meaning of blended learning here is that there are online meeting and offline meeting in the different time.

Based on the phenomenon above, the research focus is students' opinion toward the use of blended learning in micro teaching class.

C. Research Question

Based on the research focus above, the research question in this research is “What are students' opinion toward the use of blended learning in micro teaching class?”.

D. Defenition of The KeyTerm

1. Micro teaching

Micro teachng is one subject that followed by sixth semester students of English Teaching Department at UIN Mahmud Yunus Batusangkar. Micro teaching is a subject that can train and improve the teaching ability of prospective teacher at IAIN Batusangkar. Micro teaching is important before they are going to do pre-service teaching in the real school.

2. Blended Learning

Blended learning is a teaching and learning method that combines face-to-face with online learning. Model of blended learning that use in this research is Mastery-Based Blended Learning, this model is carried out by students by online and face-to-face learning in turns. For example, at the first meeting the learning was conducted face-to-face and at the end of the meeting the lecturer said that for the next meeting learning would be conducted online. The meaning blended learning in micro teaching class is there are online meeting and offline meeting in the different time. In online learning, students made video of teaching practice. While, in offline learning students do teaching practice in the real class.

3. Opinion

Opinion is what they expression, point of view, idea, judgment and statement toward activity and experiences. In this research the researcher focus on positive, neutral and negative opinion toward the learning process of blended learning in micro teaching class of sixth semester students of English Teaching Department at UIN Mahmud Yunus Batusangkar at 2021-2022 academic year.

E. 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 micro teaching class.

F. Significance of the Research

Based on the purpose the research above, the significance of this research are follows:

1. The students

This research is expected to give some information and evaluation for students who follow the micro-teaching class about students' opinion toward the use of blended learning in micro teaching class.

2. The lecturers

This research can give information and evaluation to the lecturers who teach micro-teaching class about what is students' opinion toward the use of blended learning in micro teaching class.

3. The researcher

For the researcher herself, this research give her knowledge and understanding about students' opinion toward the use of blended learning in micro teaching class.

CHAPTER II

REVIEW OF RELATED LITERATURE

A. Review of Related Theories

1. Microteaching

a. Definition of Micro-teaching

Micro teaching is one of the subjects that important to the future. According to Mc. Laughlin & Moulton in Asril (2010:43) micro teaching is a training method for prospective teacher that designed to isolate the component part of the teaching process, so that the prospective teacher can master each component one by one. Micro-teaching is a subject which train the students- teacher to develop their teaching ability in explain the learning material to the students in the classroom.

According to Mc. Knight in Hasibuan & Moedjiono (2008:44) micro teaching as scaled down teaching encounter designed to develop new skills and perfect the olds ones. Micro teaching is an effective method of teaching learning. (Helmiati, 2006) state that micro teaching is a training method which designed in such a way by isolating the component parts of the learning process so that prospective teachers or teachers can master all the teaching skills one by one in a specified teaching situation.

(Riska, 2020) state that micro teaching is a teachers training to learn several teaching skills and help them to get knowledge in teaching process. (Riska, 2020) define micro teaching is a technique in teacher education where the prospective teacher will teach a small portion of a lesson to a small number of classmate and will be guided by a supervisor.

Based on the several define of the experts above it can be summarized that micro teaching is a teachers training that used to train student-teacher to be qualified and good teacher in the future. Micro

teaching is designed to develop new skills and perfect the old ones. By following micro teaching subject, student-teacher can master all the teaching skills and also help them to get knowledge in teaching process.

b. Purpose of Micro-teaching

According to Dwight Ilen in Asril (2010:46) micro-teaching has some purposes for student-teacher, they are: 1) students get an experience to teach in the real teaching and training several teaching skills, 2) develop students teaching skill before coming to the field, and 3) prospective teacher get the opportunity to get and master several teaching skill.

According (Helmiati, 2006) the purpose of micro teaching is to prepare prospective teachers to have knowledge, skills, good attitude as a professional teacher. By this micro teaching program, it is hoped that the weaknesses and failures of teaching practice can be minimized.

In addition, (Reddy, 2019) state that the main objectives of micro-teaching are: 1) it train prospective teachers to learn and apply the teaching skills in the class, 2) it train prospective teachers to learn and master several of teaching skills, 3) the prospective teacher become confidence in teaching, understand the concept and principles underlying micro-teaching, and 4) students can analyze the process of teaching process and understand the procedure of micro teaching for developing their teachingskills.

From explanation above, it can be summarized that the purpose of micro teaching is construct the prospective teacher have knowledge about learning process, can master all the teaching skills and also have the behavior in teaching as the professional teacher. By following micro teaching subject, the student will get experience in teaching performance before going to teaching in the real class. And also hope that, by following micro teaching subject the weaknesses and failures of teaching practice can be minimized.

c. Procedures of Micro-teaching

There are four steps in micro teaching (Asril, 2010:53) as follows:

- 1) *Introducing about concept of micro teaching.* It means that the lecturer gives knowledge to the student-teacher about the concept of micro teaching and explain the roles and also guide the student-teacher when micro teaching.
- 2) *Teaching planning.* It means that before do teaching practices, student-teacher must prepare what skill that will be taught and make the lesson plan include learning material, learning media and soon.
- 3) *Teaching practice.* It means that the student-teacher are given fifteen minute to practice their teaching performance in micro teaching class with small number of students.
- 4) *Discussing or feedback.* It means that after the student-teacher was done to teaching practice, the lecturer will give feedback and comment toward the student-teachers' performance, and the other friends that act as students also can to give the comment.

Meanwhile, (Reddy, 2019) describe that the procedure of micro-teaching as follows:

- 1) *Defining the skill:* It mean that the skill to be practiced is defined and explained first to the student-teacher, and then the lecturer give the knowledge about the component teaching skills with examples.
- 2) *Demonstrating the skills:* The lecturer show the specific skill in micro-teaching in simulated conditions or through video to the student-teacher.
- 3) *Planning the lesson:* in planning the lesson, student-teacher choose a topic and the make a lesson plan for 10-15 minutes with the help from a lecturer, on the basis of demonstrated skill for his/ her practice.
- 4) *Teaching the lesson:* after student-teacher choose a topic and make a lesson plan, student-teacher teach the lesson to a small group of pupils . The student- teacher must be able to brave and confidence to

handle the situation that appear in the class when teaching learning process with effectively.

- 5) The teaching practice is observed directly by a lecturer or classmate in the class.
- 6) Feedback: after student-teacher do teaching practice, the lecturer give feedback on student-teachers performance. The feedback, comment, suggestion that given by the lecturer should be constructive and based on observation of teaching practice in the class. Not only the lecturer, but classmate also give the comment and suggestion.
- 7) Re-planning: after student-teacher get suggestions and feedback that given by the lecturer, the student-teacher re-plans the lesson plan again by adding some points of strength in order to train the skill practice in the second time trial for improvement.
- 8) Re-teaching: after student-teacher re-plan the lesson plan, student-teacher teach a small group of pupils again. The student-teacher must to brave and confidence to teach in the classroom so that the teaching practice more better than the previous practice.
- 9) Re-feedback: after the student-teacher do teaching practice again, the lecturer will give re-feedback related to student- teacher performance. The lecturer give suggestion and comment to student-teacher performance.
- 10) Repeating the cycle: this cycle may be repeated for several times until desired level of mastery of skill is achieved. Repeating the cycle will help the student-teacher to improve their teaching skill.

Based on the explanation above, it can be concluded that there are some procedure in micro teaching. In short, they are 4 procedures of micro teaching. 1) identification the concept of micro teaching, it means that the lecturer will explain about the concept of micro teaching and give knowledge about teaching process and teaching skills to the student-teacher, 2) teaching planning, it means that after get student-teacher get the concept of micro teaching, student-teacher

will choose a topic and make the lesson plan based on what skill that will be taught or teach, 3) teaching practice, it means that after make the lesson plan, student-teacher will do teaching practice in front of the class for 15 minutes, and 4) discuss or feedback, it means that after student-teacher was done to teaching practice, the lecturer will give comment to the student-teachers' performance. The procedure in micro teaching should be follow by the student-teacher to prepare themselves before going to teaching practice in the real class.

In this research, the researcher will focus on the process of micro teaching start from students do teaching planning, then students do teaching practice and discussing or feedback.

d. Advantages of Micro-teaching

According to Asril (2010:53) some advantages of micro-teaching, they are: 1) prospective teacher can master and control their teaching skill, 2) teaching skill of a prospective teacher will develop, 3) prospective teacher will master teaching skill, 4) prospective teacher will focus during training, 5) it demands the development observation pattern that systematic and objective, and 6) prospective teacher will get corrections quickly.

Meanwhile, Hasibuan & Moedjiono (008:51) state that there are some advantages in micro teaching. They are as follow: 1) it can train the essential skills, 2) feedback is given with quickly and accurately, 3) by doing some training, prospective teacher master teaching skill well, 4) student-teacher can focus on attention to the component skills that objective, and 5) it demands the development observation pattern that systematic and objective.

In addition, (Reddy, 2019) state the advantages of micro-teaching are: 1) it can help prospective teacher to master and develop their teaching skill , 2) teaching skill are developed because using real teaching situation, 3) it can help to achieve teaching competencies, 4) it

is more to modify teachers' behavior when teaching in the classroom, 5) it can help to grow and increase the self-confidence of a prospective teacher, and 6) it helps the prospective teacher to have deeper knowledge about the art of teaching.

Based on the explanation from the experts above, it can be summarized that the advantages of micro teaching are, first prospective teacher can master and control their teaching skill. Second, prospective teacher can develop certain teaching skills before they going to do teaching practice in the real class. Third, prospective-teacher can master all the teaching skills. Fourth, micro teaching can help the prospective teacher to have deeper knowledge about the art of teaching. And last prospective teacher will be more mentally prepared and will be more confidence to do teaching practice in the real class.

e. Teaching Skills in Micro-Teaching

According to (Helmiati, 2006) there are several basic teaching skill of micro-teaching as follows:

1) Set induction and closure skill.

Set induction skill is a skill to begin the teaching learning process. Meanwhile, closure skill is a skill to close the lesson. Prospective teacher must be able to prepare students' mental, physical, and emotional so that can make the students focus on the learning process. There are some ways that teachers have to do as below ;

a) Focusing on students' attention and build students' interest.

Focusing on students' attention and also building students' interest is very important so that students focus during the teaching and learning process. The ways that teachers can do to make student focus, such as telling the teachers personal experience, showing video related to the learning topics, and soon.

b) Making students to be motivated.

The ways that can make students to be motivated such as teacher

showing a friendly and enthusiastic attitude, giving opinion, and so on.

c) Giving directions.

The teacher gives several clues that related to learning topic so that student can guess the topic that they will learn. This way certainly make students feel curious and also try to find what topic that they will learn.

d) Connecting the new lesson with the last lesson.

Connecting the new lesson with the last lesson will make the teacher know how far the student' comprehension, and then to compare the students' new knowledge with previous one.

2) Explaining skill.

In explaining skill, the teachers presenting and explaining the learning materials to the students in the classroom. The teacher must be able to explain the learning material clearly so that students will get the point about the material.

3) Questioning skill

Questioning skill means how teacher constructs the appropriate question for students when learning process. This way will make student participate in the classroom, and also can improve the interaction between students and teachers in the classroom.

4) Variation stimulus skill.

Variation stimulus skill is important to do, so that students do not feel bored when the teacher teach using the same way in teaching learning process. The variation in learning can be seen when the teacher change the way of teaching and also using learning media. So teacher must be able to using variation stimulus when learning process to create the students learn enthusiastically the classroom.

5) Reinforcement skill.

Reinforcement skill means feedback which is given by teacher for students as response of students attitude and behavior in the classroom. By giving reinforcement, students can improve their confidence, motivation, and attention of the students in the classroom. There are two components of reinforcement that have to be mastered by teacher as below;

a) Verbal Reinforcement

Verbal reinforcement is spoken reinforcement by the teacher to students such as praise, comment, kind words to give appreciation to students. For example: good job, good, excellent, and soon.

b) Non-Verbal Reinforcement.

Non-Verbal reinforcement is unspoken reinforcement to give appreciation to students. For example body movements and mimicry, touch, and soon.

6) Classroom Management Skill.

Classroom management skill is a skill that the teacher must be able to manage class well and create condition of classroom to be effective, efficient and optimal. This way will make student feel comfortable to follow teaching and learning process.

7) Small Group and Individual Discussion Skill.

Small Group and individual discussion skill is a skill where the teacher guide individual and small group in learning process to do discussion to solve a problem.

8) Guiding Small Discussion Skill.

Guiding small discussion skill is a skill where the teacher guide some people in small group to do discussion face to face to solving a problem, making decision, and sharing the experience. In

the small group, students have opportunity to think, sharing idea, do communication with other and participate in learning process.

According to Asril (2010:69) there are 7 basic teaching skill of micro-teaching, they are:

1) Set induction and closure skill.

Set induction and closure skill is the first component in teaching skill. In the skill of opening lessons, the teacher must provide an introduction or direction to the material to be taught to students so that their mental is ready and interested in follow the learning process. Meanwhile, closing the learning skill is the skill to summarize the core of the lesson at the end of the learning activity.

2) Classroom management skill

Classroom management skills is a skills of teachers to create and maintain learning conditions to be optimal. Learning conditions will be optimal if the teacher is able to manage students and control them in a good condition to achieve learning objectives.

3) Reinforcement skill

In general, appreciation have a positive influence on someone, because they can encourage and improve a person's behavior. Reinforcement is feedback which is given by teacher for students as response of students attitude and behavior in the classroom

4) Skill in guiding small discussion

Guiding group discussion is a process involving groups of students in face-to-face interaction with the aim of sharing information, experience or making decision. Small group discussion is an activity where students discuss in small groups under guidance of a teacher to share information, problem solving or making decision.

5) Questioning skill

Questioning is a verbal utterance that asks for a response from someone. The response can be in the form of knowledge to things such as effective stimulation that encourages thinking skills, including: stimulating students' thinking skills, helping students in learning, increasing students' thinking skills from low-level thinking skills to high-level thinking skills, and helping students achieve formulated learning objectives.

6) Explaining skill

Explaining skill is the presentation of information orally to the students related to the learning material in the classroom. The main characteristic of explaining skills is the delivery of information that is well planned, presented correctly, and in an appropriate order.

7) Variation stimulus skill

Variation stimulus is a teacher activity in the context of the learning interaction process that has purpose to overcome the boredom of students, so that in the teaching learning process of learning situations they always diligent and participate. The purpose of variation skills is to develop the attention and interest of students and also to make students don't feel bored during the learning process.

Based on the explanation above it can be concluded that, there are eight basic teaching skills in micro teaching they are: 1) set induction and closure skill, set induction mean opening the lesson, in opening teacher must get attention from the students to start the lesson. Closure mean closing the lesson, to closing the lesson teacher summarize the core of the lesson at the end of the learning activity, 2) explaining skill, it means that teacher giving explanation about the learning material to the students orally, 3) questioning skill, it means how teacher constructs the appropriate

question for students in learning process, 4) variation stimulus skill, is a teacher activity in the context of the learning interaction process that has purpose to avoid students to be bored during teaching activity, the variation in learning can be seen when the teacher change the way of teaching and also using learning media, 5) reinforcement skill, it means feedback which is given by teacher for students as response of students attitude and behavior in classroom, 6) classroom management skill, 7) guiding small group discussion, is an activity where students discuss in small groups under guidance to share information, problem solving or decision making, and 8) small group and individual discussion skill is a skill where the teacher guide individual and small group in learning process to do discussion to solve aproblem.

f. Teaching Method in Micro-Teaching

According (Widayani Herman,Riny D Sani, 2021) there are variation teaching method that used by students in micro-teaching class, they are:

1) Discovery learning

In discovery learning method, teachers give a chance to students to be problem-solvers. Learning material is not given in the first time of learning and teaching process but at the time goes with the lesson.

2) Problem- based learning (PBL)

In problem-based learning method, teachers give the students a real-life issue that requires a decision and requires a solution. Students usually work in a small groups and the students will do discussion toward the real-life issue. The teacher as the tutor has the role of general facilitator of the group discussion.

3) Inquiry- Based Learning

Inquiry-based learning is a learning process where the teacher

involves students actively in exploring the material, leads to asking question, doing observation and discussion to get the final conclusion. In inquiry-based learning, students is emphasizes to have role in the learning process.

Meanwhile, (Muhamad Afandi & Wardani, 2009) explain that there are variations of teaching methods, they are as follow:

1) Simulation method

Simulation is an imitation or an act of pretending. Simulation method is a learning method that trains students to perform a pretend act that describes the actual situation.

2) Discovery learning method

Discovery learning is learning to find themselves. In this teaching and learning system, the teacher presents lesson materials that are not final, then students are given the opportunity to search and find themselves by using problem solving techniques.

3) Brainstorming method.

Brainstorming is a form of developing discussion methods. The brainstorming method is the activity of a small group that has gathered to create or produce new ideas. The brainstorming method is a form of discussion where all participants in a small group sharing and gather ideas, knowledge, opinions, information, and experiences.

4) Discussion method.

The discussion method is a way of presenting lesson material in which the teacher gives students the opportunity in a group to do discussions to gather opinions, make conclusions or to solve and discuss a problem.

Based on the theories above it can be concluded that, there are six learning method, they are: 1) discovery learning, mean

students are given the opportunity to search and find themselves by using problem solving techniques, 2) problem-based learning, teachers give the students a real-life issue that requires a decision and requires a solution 3) inquiry-based learning, emphasizes the students role in the learning process, 4) simulation method, mean a technique used in all teaching systems, especially in instructional design that is oriented towards behavioral goals, 5) brainstorming method, mean a form of discussion where all participants in a small group sharing and gather ideas, knowledge, opinions, information, and experiences, and 6) discussion method, mean the teacher gives students the opportunity in a group to hold discussions to gather opinions, make conclusions or to solve and discuss a problem.

2. Blended Learning

a. Definition of Blended Learning

(Talis, 2016) define blended learning is a teaching and learning method that combines face-to-face with online learning which includes elements synchronous and asynchronous as option in online learning. In addition, (Talis, 2016) state that blended learning is a course that has several face- to-face meetings and also has onlinemeetings.

(Idris, 2018) has define blended learning is a collaborative of modern learning that use web-based online as an approach and face-to-face traditional learning in the classroom. Meanwhile, (Malasari et al., 2021) explain that blended learning is a combination of face-to-face classes with digital content, cooperative learning,time-saving, cost effective, critical thinking, and reflective thinking.

Based on the theories above it can be summarized that, blended learning is a teaching and learning method that combines face-to-face with online learning which includes elements synchronous and asynchronous as option in online learning. Blended learning is a method

in learning process that using combination of traditional learning with using technology in online in learning process.

b. Characteristics of Blended Learning

(Megawati, 2020) said that blended learning is mixed method that is chosen and used to carry out various kinds of learning. So, blended learning uses one or two different learning method, including combinations as follows: 1) the combination between online learning with face-to-face learning, 2) the combination between online learning with access to instructor or member of study, 3) the combination between stimulations with structured learning, 4) the combination between on-the-job training with informal sessions, and 5) the combination between managerial with e-learning activities.

In addition, (Megawati, 2020) state that blended learning has characteristics, as follows: 1) provide sources of supplements for learning programs relating during traditional lines mostly through institutional support for virtual learning environment, 2) the levels of learning practice supported by learning design in depth, and 3) technology is view to support the learning process.

Based on the explanation above it can be concluded that characteristics of blended learning are, first the combination between online learning with face-to-face learning .Second, using the technology to support the process of learning. Third, the combination between managerial with e-learning activities. Fourth the combination between online learning with access to instructor or member of study, and last, the levels of learning practice supported by learning design in depth. In addition, blended learning course have some characteristics such as a combination of face-to-face classes with digital content, cooperative learning, time-saving, cost effective, critical thinking, and reflective thinking.

c. Forms of Blended Learning

(Talis, 2016) explain that there are six forms of blended

learning, they are:

1) Face-to-face model

Face-to-face model is a blended learning model where the lecturer conveys and explains the learning material. But, they also use online resources to complete lesson that students can learn at home and in the classroom or in a technology lab.

2) Rotation

In rotation model of blended learning in the course students following an online class schedule and a face-to-face schedule in a traditional class according to a predetermined schedule.

3) Flexible

Flexible model of blended learning mean the learning process is mostly done online, and face-to-face class just for support.

4) Online Lab

Online lab is a model of blended learning where the learning process using an online platform to deliver the all the course but in a lab environment. All the course and teaching are done online. Lecturer will interact with students via audio and video conferences or discussion forums and email.

5) Self-Blend model

The Self - Blend model is a model that allows students to choose to take one or more courses online to complete their traditional school's. Maximum part of the learning is done online, but the student will still attend face-to-face traditional classes.

6) Online model

Online model using online platform to deliver the lesson. Students learn from home, but sometime students will come to school to follow face-to-face traditional classes.

(Dewi et al., 2019) there are 4 model of blended learning, as follows:

1) Rotation Model

This approach involves students learning in a number of different learning activities or centers, including whole group instruction, small group instruction, peer-to-peer activities, assignments, and individual work on computers or tablets.

2) Flex Model

The flex model in blended learning emphasizes individual learning. Most of the instructional learning is done online. The interaction between the teacher and students is done face-to-face and individually or in small groups according to the needs of the students.

3) Self- blended Model

The flex model in blended learning emphasizes individual learning. Most of the instructional learning is done online. The interaction between the teacher and students is done face-to-face and individually or in small groups according to the needs of the students

4) Enriched- Virtual Model

The learning approach with virtual models is done online and face-to-face. Learning materials are sent by the teacher to students online and can also be done asynchronously. The deepening of the material is done by face-to-face interaction between groups of students and teachers where the study room is designed conventionally.

In addition, (Halimah, 2019) explain there are 12 kinds of model blended learning:

- 1) Station Rotation Blended Learning, the implementation of learning is carried out from one station to another. It means that

the achievement of learning objectives is carried out by students by circling the learning stations through a certain schedule in which one of the stations uses online learning.

- 2) Lab Rotation Blended Learning, this model is done by giving students the opportunity to circle the station using a special computer laboratory.
- 3) Remote Blended Learning atau Enriched virtual, the focus of student activities in this model is completing online learning, while face-to-face learning is only done occasionally as needed.
- 4) Flex Blended Learning, this model is carried out in a way where online learning is the core of learning implementation, although it is still supported by offline learning activities.
- 5) The Flipped Classroom Blended Learning, in this model students carry out online learning at home with the provided content, then continue with learning in the classroom to deeper about learning material.
- 6) Individual Rotation Blended Learning, in this model students learn by rotating through stations, but according to an individual schedule that has been set by the lecturer, so that students only rotate to activities that have been determined by the lecturer.
- 7) Project-Based Blended Learning, the main characteristic of this learning is to use online resources to support the implementation of project-based learning.
- 8) Self-Directed Blended Learning, in this model the learning process is carried out by combining online and face-to-face learning in inquiry learning in order to achieve formal learning objectives.
- 9) Blended Learning-Inside Out, this model is designed in a way

that learning will be completed or ended outside the classroom, by combining the advantages of face-to-face and digital by applying the inside out model.

- 10) Outside- Blended Learning, this model begins with the physical and digital environment that students use every day and ends with learning in the classroom.
- 11) Supplemental Blended Learning, this model is done by students completing online learning to complement their face-to-face learning.
- 12) Mastery-Based Blended Learning, this model is carried out by students carrying out online and face-to-face learning in turns. Mastery-based blended learning designed with the proportion of online and face-to-face learning built on the basis of mastery of certain competencies. For example, at the first meeting the learning was conducted face-to-face and at the end of the meeting the lecturer said that for the next meeting learning would be conducted online.

(Pamungkas et al., 2020) state that Mastery-based blended learning is a combination of mastery learning methods (complete learning) and blended learning itself. Mastery learning or complete learning is a systematic learning process or carried out in a structured and sequential manner so that learning can adjust to groups of students and individuals. One of the principles of mastery learning is students can learn actively. This principle allows students to start learning by utilizing other learning resources namely from e-learning.

According to Kapur (2020) mastery-based blended learning is an effective form of learning, it allows students to learn without the pressures of time, at an individual pace. Mastery- based

blended learning follows an instructional approach where students demonstrate enhanced understanding in select subjects with the help of personalized support of teachers. It embraces the idea that different students take different routes to understand a topic in less or more time depending on their capability. The model allows students to learn at their pace independent of the pace of other students in class.

Benefits of mastery-based blended learning: a) Conceptual understanding is stronger since learning takes place at an individual pace, b) mastering knowledge on a topic is higher since it is devoid of time pressures, c) students become subject knowledge experts and d) personalised learning experiences ignite curiosity in students and takes learning to a deeper level.

From explanation above, it can be summarized that there are 12 forms of blended learning, they are:

Table 2.1 Forms of blended learning

NO	Model	Characteristics
1	Face-to-face model	the lecturer conveys and explains the learning material. But, they also use online resources to complete lesson.
2	Rotation	Students following an online class schedule and a face-to-face according to predetermined schedule.
3	Flexible	the learning process is mostly done online, and face-to-face class just for support
4	Online Lab	the learning process using an online platform to deliver the all the course but in a lab environment.
5	Self-blend model	model that allows students to choose to take one or more courses online to complete the in traditional school's
6	Online Model	using online platform to deliver

		the lesson, but sometime students will come to school to follow face-to-face traditional classes.
7	Project Based Blended Learning	use online resources to support the implementation of project-based learning.
8	The Flipped Classroom Blended Learning	students carry out online learning at home with the provided content, then continue with learning in the classroom to deeper about learning material.
9	Blended Learning Inside-Out	this model is designed in a way that learning will be completed or ended outside the classroom
10	Outside Blended Learning	this model begins with the physical and digital environment that students use every day and ends with learning in the classroom.
11	Supplemental Blended Learning	this model is done by students completing online learning to complement their face-to-face learning.
12	Mastery Based Blended Learning	this model is carried out by students carrying out online and face-to-face learning in turns

d. Procedure of Blended Learning

According (Dewi et al., 2019) there are 6 steps in implementing blended learning in the learning process:

- 1) Determine the types and materials of teaching materials. Educators must understand relevant teaching materials to be applied, some of which are done face-to-face and online or web-based learning.
- 2) Determine the design of the blended learning used. The learning design must be properly designed so that the learning design made is truly relevant and facilitates face-to-face and online learning systems.
- 3) Set the online learning format, whether teaching materials are

available in PDF, video or other formats.

- 4) Conducting tests on the designs made. This test is carried out to find out whether this learning system is running well or not.
- 5) Organizing blended learning well.
- 6) Prepare criteria for evaluation.

(Talis, 2016) stated that there are three procedures of blended learning, they are as follows:

- 1) Mode 1, technology is used to facilitate the learning and tool for support the learning process. For example, to provide to students (lecture notes or recordings).
- 2) Mode 2, technology add learning experience to the students through interactive learning activities which can achieve through face-to-face classroom interactions and online class.
- 3) Mode 3, technology is used to support learning process but also use the interactive and collaborative learning activities.

Based on the explanation above, it can be concluded that there are six procedure of blended learning, they are: determine the types and materials of teaching materials, determine the design of the blended learning used, set the online learning format, whether teaching materials are available in PDF, video or other formats, conducting tests on the designs made, organizing blended learning well and prepare criteria for evaluation.

e. Advantages of Blended Learning

There are the advantages of blended learning (Ningsih, 2021) as follows: 1) teachers and students have more time in the classroom for creative and cooperative learning because the learning is done by online and offline, 2) students are able to use the technology, 3) students get benefits from online learning without losing social interaction with other people, 4) the opportunity for communication

will be more, students not only communicate face-to-face but also communicate online, 5) the quality of students' self will be developed such as responsibility and discipline, and 6) students will be easier to find and access learning materials online.

Moreover, (Ningsih, 2021) state that there are some advantages of blended learning, as follow: 1) learning process will be more efficient and effective, 2) teacher provided enrichment materials via the internet, 3) teachers give instruction for students to read the related material before learning, 4) the quiz will be easier to do, 5) teachers can organize the quiz, 6) learners can share files or data with her/his friends, 7) expanding the range of learning/training, 8) the implementation is easy, 9) get the optimal results, and 10) provide the various learning needs and increasing the students' interest in learning.

From explanation above, it can be summarized that the advantages of blended learning are, first with blended learning model students will learn easier to access the learning materials via internet. Second, students are able to use technology. Third, learning become more efficient and effective. Fourth, teacher will be easy to give a quiz for students. Fifth, learners can share file with her/his friend. Sixth, blended learning get optimal results. And last, provide the various learning needs and also increasing the students interest in learning.

f. Disadvantages of Blended Learning

According (Sinaga, 2019) disadvantages of blended learning as follows: 1) the media needed has many variations, so it is difficult to apply if the facilities and infrastructure do not support it, 2) students do not have equal facilities such as computers and internet access, and 3) people have less knowledge about the use of technology

According (Usman, 2019) disadvantages of blended learning as follows: 1) the media needed has many variations, so it is difficult to apply if the facilities and infrastructure do not support it, 2) students

do not have equal facilities such as computers and internet access, 3) people have less knowledge about the use of technology and 4) requires the right learning strategy to be able to maximize the learning process with blended learning.

From explanation above, it can be concluded that there are four disadvantages of blended learning, they are: the media needed has many variations so it is difficult to apply if the facilities and infrastructure do not support it, students do not have equal facilities such as computers and internet access, people have less knowledge about the use of technology and requires the right learning strategy to be able to maximize the learning process with blended learning.

g. Micro teaching with blended learning.

Micro teaching with blended learning is an alternative learning system for micro teaching subject in the COVID-19 situation. (Abdullah, 2018) state that learning with blended learning is a combination of face-to-face learning with online learning. In face-to-face learning, they will practice teaching in the classroom directly, while in online learning, they will use technology such as zoom, google meet, google classroom and etc. (Abdullah, 2018) also explains that a learning system that uses full online is not appropriate for learning that requires face-to-face meetings between lecturers and students, such as in micro teaching lectures which need to do teaching practice in the class.

3. Opinion

a. Definition of Opinion

According (Damanik et al., 2011) opinion is an expression of attitude about problem that is in conflict. Albig (Damanik et al., 2011) opinion is a statement about something that is in conflict. The previous ideas conclude that opinion is someone's attitude about something or problem. Opinion can be supporting or opposing something, or neutral.

According to Nimmo in Riswandi (2007:1) opinion is an active response toward stimulus, a response that formed from someone's interpretation. In addition, (Sibua & Iskandar, 2016) state that opinion is a view, thought, result of a person's assumption of an event that occurs in the environment.

According to (Jauriyah, 2019) opinion is a response or answer toward a problem or issue in written form and also can be in oral form. It means that opinion is someone's response or answer toward a problem or issue that happen in the environment or in their sight, someone can give their opinion in written form and also in oral form.

From the explanation above, it can be concluded that opinion is someone's expression, point of view, thought, or statement toward some facts, issue, event or object found and happen in their sight. In the other words, opinion can represent information of process through tools of sense based on the past experience to object or event. Someone's opinion can be in written form and also can be in oral form.

b. Elements of Opinion

According to Abelson in (Suprayogi, 2010) there are elements of opinion, as follows:

1) Belief

Belief is a derivation system with the experiences in past in it, consist of mind, memory, and interpretation about something. The important of beliefs depend on attitude system, advantages and disadvantages, good quality or bad quality, and beliefs about the way to response toward an object.

2) Attitude

Someone attitude or expression toward something, idea, or object that they found in their environment. It is discussed about someone's feeling towards something. In short, attitude is mean as

what someone really feels about something.

3) Perception

Perception is a process to organize and to interpret the stimulation from around and that process will influence the behavior. Perception is the basic of opinion and a process of giving meaning that come from several factors, as follows:

- a) Cultural background, habits and customs that embraced by person/community.
- b) Past experience a person/ group being an opinion or view.
- c) The values had (moral, ethical, and religious beliefs or values which are applied in the community).
- d) The news raised and gives an impact on a person's view.

Based on the explanation above it can be concluded that there are three elements of opinion, they are belief, attitude and perception. Belief is a derivation system with the experiences in past in it, consist of mind, memory, and interpretation about something, and interpretation toward something, attitude is mean as what someone really feels about something, and perception is a process to organize and to interpret the stimulation from around or environment.

c. Measurement of Opinion

According(Suprayogi, 2010)) opinion does not have levels or strata, but it has a direction. They are as follows:

1) Positive Opinion

If someone supports the opinion objects, it means that someone has positive opinion. Someone agree and has positive opinion toward the statement or issue.

2) Neutral opinion

If someone hesitate or giving doubtful statement, it means that someone hesitate or do not understand about the issues, so they are abstained to give their opinion.

3) Negative opinion

If someone reject or denounce opinion objects, it means someone has a negative opinion. Someone disagree and has negative opinion toward the statement or issue.

According to Moore (<http://digilib.unila.ac.id/19243/15/BAB%20II.pdf>) response that given by people can be:

1) Positive

If someone enjoy toward the other people, problem, and organization, it means that someone agree with people, problem, and organization.

2) Passive

The people did not have opinion about the problem that influences their group.

3) Negative

If someone gives opinion which did not feel enjoy about someone, problem and organization, it means that someone disagree with other about the problem, someone or organization.

Based on the explanation above, it can be concluded that there are three opinion measurement they are: 1) positive opinion, if someone agree about a issue, statement or problem, 2) neutral opinion, if someone hesitate or do not understand about the issues, and 3) negative opinion, if someone disagree about a issue, statement or problem.

In this research, the researcher will focus on positive, neutral and negative opinion toward the use of blended learning in micro teaching class.

d. Kinds of Opinion

According to Effendy in Soemirat (2012:107) there are kinds of opinion, as follow:

1) Individual Opinion

Individual opinion is an individual's opinion about something that happens in community. Opinions can be agree or disagree about something.

2) Personal Opinion

Personal opinion is a personal original opinion on a social problem. A personal opinion is not necessarily a personal opinion, maybe it take over other people's opinions because it approves of them. Then in a issue is communicated to others as his opinion.

3) Group Opinion

Group opinion is a group's opinion on social issues related to interests of many people.

4) Majority Opinion

Majority opinion is the opinion of the most of people of them related to a pro or con issue. Of course someone else has a different opinion. Usually in an open forum in the form of an institution, for example parliament so that the number of pros and cons can be counted.

5) Minority Opinion

Minority opinion is the opposite of majority opinion. Minority opinion is the opinion of people are relatively little in number of them number related to a social problem.

6) Mass Opinion

Mass opinion is a continuation stage of public opinion.

7) General Opinion

General or public opinion is the same opinion of everyone in a society on something of public interest.

In addition Sari (2018:39) explain that kinds of opinion, they are:

1) Personal Opinion

Personal opinion is the individual's interpretation toward some problems where there is no view of the same or an interpretation about all the facts which in terms of interpretation it is difficult to give prove opposition immediately.

2) Private Opinion

Private opinion is a very important aspect for the development of a personal opinion. This caused private opinion is a part of the personal opinion which is not announced. Clearly, in private opinion it is not revealed publicly because of certain reasons stored personally in the hearts of people concerned.

3) Group Opinion

Group opinion can be divided into two parts. First majority opinion, majority opinion is the opinion express or perceived by more than half of a group or an community. Second minority opinion, a minority opinion is an opinion which supported by less than half the item of members of the group concerned.

4) Coalition Opinion

If at some point in a group or in an environment that required the existence of an activity together, then some minority opinion join in order to realize a majority opinion. This opinion is called coalition opinion.

5) Consensus Opinion

The consensus opinion is a very important because it is realized by the process of discussion. The consensus opinion is a form of opinion which has more power than the majority opinion. In the consensus opinion its supporters have mutual tolerance each other, everything is resolved in consensus based on shared considerations thus achieved agree.

6) General Opinion

The general opinion is the opinion which is come from to the

traditions and customs, evolving from the ancients to the present and has been accepted as such without the awareness and criticism. General opinion is usually based on the values and norms that tangible social sanctions.

Based on the theories above, it can be concluded that there are six kinds of opinion. They are, 1) personal individual is the individual's interpretation toward some problems, 2) private opinion is someone's opinion which is secret, 3) group opinion is a group's opinion on social issues related to interests of many people, 4) coalition opinion is some minority opinion join in order to realize a majority opinion, 5) consensus opinion is an opinion that formed from discussion, and 6) general opinion is come from traditions and customs.

e. Factors Influencing Opinion

(Nurrahmah, 2014) state that opinion influenced by several factors, they are as follows:

1) Education

Education both formal and non formal influences and form the perception of a person. People are educated enough, have a more good attitude rather than the less educated groups.

2) Social Conditions

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

3) Economic condition

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

4) Ideology

Ideology is the result of the crystallization of the existing

values in the community. It is also a typical thought of a group. Because the starting point is the significance of the selfish, then the ideology tends to lead to selfishness.

5) The organization

In organization, people interact with other with a several of importance. People in the organization can express the opinions and desires. Because people in this groups tend to be willing to equate his opinion, then public opinion is easily formed.

6) Mass media

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

From the theories above, it can be concluded that there are six factors influencing opinion, they are, 1) education, education will affect a person's opinion, people who educated will have a broad view of something, 2) social conditions, open society will have a broad opinion compared to close society, 3) economic condition, people who can fulfill his basic needs, problems to survive is no longer a threatening danger, 4) ideology is a typical thought of a group, 5) the organization, people in the organization can transmit the opinions and desires and 6) mass can formed public opinion by sensational news and sustainability.

B. Review of Relevant Studies

In accordance, the researcher found some studies that related to this research.

First, the research about "The Students' Perception Toward Implementing Blended Learning Method In English Language Teaching (Elt) At The Fifth Semester Students English Department Makassar Muhammadiyah University". This research was done by (Talis, 2016) The result of this study is student give positive perception toward the implementing blended learning

method in ELT. Student feel enjoy in learning when the lecturer implementing blended learning in method. Besides that, blended learning method for the students made them more interested in learning and also the students become more active and responsible in learning. This research used qualitative descriptive method with used questionnaire and interview for collecting data. The similarity between her study and this study is same discuss implementing blended learning method. The different between her study and this study is herstudy discuss about students' perception toward blended learning method in english language teaching (ELT) at the fifth semester students english department, meanwhile this study discuss about students' opinion toward the use blended learning n micro teaching class.

Second is the research conducted by (Megawati, 2020) entitled "The Students' Perception Toward The Implementation of Blended Learning Method Used By The English Teacher at SMAN 9 Luwu Timur". The result of this study is student enjoy in learning when the teacher implementing blended learning method. Another perception student more interested in learning, become more active and responsible in learning. This research used descriptive qualitative research method as the design. The researcher used questionnaire and interview for collecting data. The similarity between her study and this study is same discuss about the implementation of blended learning method. The difference is her study discuss about students' perception toward the implementation of blended learning method that used by the english teacher, meanwhile this study discuss about students' opinion toward the use of blended learning in micro teachingclass.

Last is the research conducted by (Ningsih, 2021) entitled "Undergraduate Students' Perceptions of Blended Learning Model at English Education Department of Public Universities Pekanbaru". The result of this study is student have positive perception toward blended learning such as, student feeling enjoyable, felt favorable applying blended learning because of its helpful, alternative, and flexible learning among lecturer and students' university. They also thought that blended learning has challenged or trouble to

applying for student' activity and also blended learning is not optimal like face-to-face learning /traditional learning. This research used a mixed method approaches selected as the research design by combining qualitative and quantitative data collection. The researcher used questionnaire and interview for collecting data. The similarity between her study and this study is same about implementation of blended learning method, The different is her study also discuss about undergraduate students' perceive of benefits learning management system (LMS), meanwhile this study just focus about students perception toward implementing blended learning method.

CHAPTER III

RESEARCH METHODOLOGY

A. Research Design

The design of this research was qualitative research with case study design, that focuses on students' opinion toward the use of blended learning in micro-teaching class. According to Moleong (2006:6) qualitative research is research that means to understand the phenomenon of what is experienced by the research subject, for example behavior, perception, motivation, action and others holistically and by way of description in the form of words and language, in a special natural context and by using and utilizing various scientific method. In addition, Creswell in Ahmadi (2014:16) said that qualitative research is a process of inquiry of understanding based on clear methodological traditions of inquisition that explore social or human problems. Dealing with the theory, the researcher focused on students' opinion toward the use of blended learning in micro-teaching class at 2021-2022 academic year in State University for Islamic Mahmud Yunus (UIN) Batusangkar.

B. Research Setting

The research setting refers to the place where the data collected. In this research, this research was conducted at English Teaching Department at UIN Mahmud Yunus Batusangkar. According to Sugiyono (2012:145), a research need research setting such as, at school, company, government institute, street, home and others. The researcher did the interview started from June 13th to June 23th 2022. When doing the interview, the researcher was doing interview the informants at campus in GH and L building and also at boarding house. The researcher used interview guide and used mobile phone to record the interview. The researcher used Indonesian language in order to make to communicate to the informants, and to make communication run easily and smoothly.

C. Research Informant

The informant in this research were 6 students of the sixth semester students of English Teaching Department who have done micro-teaching class.

Specifically, the criteria of Informant in this research were: 1) sixth semester students' of english teaching department, 2) students who have followed micro teaching class at 2021/2022 academic year, and 3) students who follow micro teaching class with blended learning. Informants is the citizens who give the information about the condition and background of research. According to Moelong (2006:132) informants are people who will provide and give information about the situation and condition of the research. So, they must have a lot of experience in the research setting.

In this study, the researcher was taken the informants by using purposive sampling to choose informant. Sugiyono (2015:176) state that purposive sampling is a data source sampling technique with certain considerations. This particular consideration that is the person who is considered to know best about what we expect.

Therefore the informants of this research were students who followed micro teaching class with blended learning at 2021-2022 academic year. In process participant selection, the researcher got informants by looking information to students who follow micro teaching class and approach them, then asked who take micro teaching class with blended learning, and then researcher asked a question about the process of micro teaching class with blended learning. The researcher chose them because they have follow micro teaching class with blended learning, thus they were available informants who provided information about this research and they were considered already experienced about micro teaching with blended learning. It means that they knew the information about opinion toward micro teaching class with blended learning.

The informants of this research were 6 students who followed micro teaching class with blended learning. They were being available informants who provide information about this research.

D. Research Instrument

In qualitative research the main instrument is the researcher itself, but after the research focus becomes clear, a simple research instrument was

developed, it can match the data through interview. Therefore, the researcher has some supporting instrument were interview guide and smartphone to record the interview. The question in interview guide for informant about students' opinion toward the use of blended learning in micro teaching class by referring to Suprayogis' theories about positive, neutral, and negative opinion, and then also asrils' theories about procedure of micro teaching class. Creswell in Sugiyono (2015:191) said that researcher use instrument to measure achievement, interview a person, asses individual ability, observe behavior, or develop a psychology profile of an individual

E. Technique of Data Collection

The data were collected by doing interview. In this research, the researcher used structured interview. The researcher did interview with the informant started from 13th to June 23th 2022, then the researcher did the interview with the informant in area campus in the GH and L building and also at boarding house at Lima Kaum, Batusangkar. The informant in this research were 6 students who followed micro teaching class with blended learning at 2021/2022 academic year. When doing the interview the researcher used Indonesian language and also used smartphone to recorded the conversation during the interview.

In interview the researcher did several steps : 1) the researcher prepared the interview guide and recording tool on smarthphone, 2) the researcher set interview place and time with informant, 3) the researcher proposed question to informant based on interview guide, 4) the researcher recorded the conversation during the interview.

Moleong (2006:186) said that an interview is a conversation with a specific purpose. The interview will do by two person, they are the interviewer who asks questions and the interviewee who answers the questions.

(See appendix 2, page 74)

F. Checking the Data Truthworthiness

In checking the data truthworthiness, the researcher used triangulation in order to enhance the accuracy of the data. Triangulation is a technique of data collection in order to get the same result. It is used to get data at a different time and to confirm the first data from the interview result. Moleong (2010:456) defines that triangulation is technique of checking data trustworthiness that utilizes something outside the data as checking or comparing toward the data.

In this research, the researcher used time triangulation to check the data truthworthiness. After collecting the data from all of informants by using interview, the researcher check the data from all informants by using interview again, the researcher check the data truthworthiness by using time triangulation. It is use to get data in different time and to confirm the first data from interview result about students'opinion toward the use of blended learning in micro teaching class.

(See appendix 3, page 102)

G. Technique of DataAnalysis

The data of this research were analyzed by using three activities, 1) data reduction, 2) data display, 3) data conclusion and verification. According to Yaumi (2014:138) they are as follows:

1. Data reduction

Data reduction refers to the process of selecting, centralizing, simplifying, separating, changing the form of data contained in field notes or transcriptions. The data obtained through interviews will betranscribed.

In the data reduction, the researcher did some step. First, listened to the results of interview. Second, trascribed the results of the interviews. Third, the researcher organized the sequence of all transcription, and code the data transcription that related to students' opinion toward the use of

blended learning in micro teaching class into tables. Fourth, the researcher give initial for the informant, such as I.1 as the first informant and so on, R as researcher. Then, the researcher bold the important point related to students' opinion toward the use of blended learning in micro teaching class. The bold words with code PO1 is the first positive opinion and so on, NtO is the neutral opinion, then NO1 is the first negative opinion and so on. (See appendix 4, page 115)

2. Data display

The next step is data display, the presentation of data includes various types of tables, graphs, charts, matrices and networks. The goal is to make information organized in a form that is available, accessible, and integrated, so that readers can easily see what is happening about something based on the presentation of the data. In this step, the researcher displayed the data in table. (See appendix 5, page 122)

3. Drawing conclusions and verification

The last step after reducing and presenting the data is drawing conclusions and verification. In simple terms, drawing conclusions means the process of combining several pieces of information to make a decision. These step done to verify and conclude the students' opinion toward the use of blended learning in micro teaching class. (See appendix 6, page 124)

CHAPTER IV

RESEARCH FINDING AND DISCUSSION

A. Research Finding

This chapter discusses finding of the research about students' opinion toward the use of blended learning in micro teaching class. The data of this research were collected through interview with 6 Informants. The researcher used purposive sampling which purposive sampling is technique of sample to get source of data with certain consideration. The researcher did interview with the Informants in 11 days which started from June 13th to June 23th 2022. When doing the interview, the researcher used interview guide and used smartphone to record the interview. The researcher used Indonesian language in order to make to communicate to the informants, and to make communication run easily and smoothly.

Based on the data analysis, the researcher found there were students' opinions on blended learning in micro teaching class. The opinions were: 1) positive, they were: (a) blended learning makes students know how to teach in online and offline, (b) blended learning makes students have much time to prepare the learning, (c) blended learning makes the feedback stage more useful and helping students; 2) neutral is blended learning does not make students feel difficult; 3) negative, they were: (a) blended learning is not effective, (b) blended learning makes students difficult to prepare the learning, (c) blended learning makes students difficult when teaching online.

There were explains clearly as follows:

1. Positive Opinion

(Suprayogi, 2010) state that positive opinion is when someone supports the opinion objects, it means that someone has positive opinion. Someone agree and stated positive opinion toward the object, statement or issue. In addition, moore state that positive opinion is when saomeone enjoy toward the issue, it means that someone agree with the issue and state the positive opinion.

a. Blended learning make students know how to teach in online and offline

Based on the researcher asked to the informant about what are the students opinion about blended learning in micro teaching class, the first positive opinion that mentioned by student is blended learning make students know how to teach in online and offline. This opinion mentioned by I.1, I.2, I.3, I.4, I.5 and I.6.

First, this opinion mentioned by Informant 1, the Informant said: I.1,PO1 "*Iyaaa, dan tambahannya yaitu ketika blended learning ini saya dapat mengajar dalam situasi offline dan online, jadi saya tau cara mengajar ketika online dan offline gitu*". (Yes, and the addition is that during this blended learning I can teach in offline and online situations, so I know how to teach when online and offline).

Next, Informant 2 also mentioned the same opinion. The informant said: I.2,PO1 "*Jadi kita bisa apa, ooo tau cara mengajar online atau mengajar offline, jadi kita jadi lebih siap nantinya*". (So we can know how to teach online or teach offline, so we'll be better prepared later).

And then, the same opinion also argued by Informant 3, the informant said: I.3,PO1 "*Iyaaa kita bisa mengajar kan nantinya kita bisa mengajarkan online dan kita bisa mengajarkan offline gitu kak, a gitu*" (Yes, we can teach online and we can teach offline later, like that).

After that, Informant 4 has same information, the informant said: I.4,PO1 "*O ya, ya saya merasa bermanfaat karena saya bisa mengajar online ataupun offline*". (Oh yes, yes I feel it useful because I can teach online or offline).

And also the same opinion mentioned by Informant 5, the informant

said: I.5,PO1” *Karna aa kita bisa mengetahui gimana cara kita mengajar online atau offline, misalnya kalau ada pandemi seperti kemaren kan kita bisa mengajarkan cara-cara kita mengajar online.*” (Because we can know how we teach online or offline, for example, if there is a pandemic like yesterday, we can teach how we teach online).

And then, the same opinion also mentioned by Informant 6, the informant said: I.6,PO1 “*Oo sebenarnya blended ini juga bagus sih, soalnya kita jadi tau gitu bagaimana mengajar secara online dan bagaimana mengajar secara offline*” (Oh, actually blended is really good, because we know how to teach online and how to teach offline).

Based on the interview result above, it can be conclude that the first positive opinion that mentioned by all Informant blended learning make students know how to teach in online and offline. Students know how to teach in online class and also how to teach in offline class.

b. Blended learning make student have much time to prepare the learning.

Based on the researcher asked to the informant about what are the students’ opinion about blended learning in micro teaching class, the second positive opinion is blended learning make student have much time to prepare the learning.

This opinion mentioned by Informant 1, the Informant said: I.1,PO2”*Bagus, karena kita dapat mempersiapkan diri lebih matang lagi sebelum tampil untuk bikin video*”.(Good, because we can prepare ourselves more thoroughly before make the videos).

Based on the interview result above, it can be conclude that the second positive opinion that mentioned by informant is blended learning make students have much time to prepare the learning, so student can prepare themselves more thoroughly before make the video of teaching practice.

c. Blended learning makes the feedback stage more useful and helping students.

Based on the researcher asked to the informant about what are the students opinion about blended learning in micro teaching class, the third positive opinion that mentioned by student is blended learning makes the feedback stage more useful and helping students because students know their weaknesses in their performance, so students can improve their next performance. This opinion mentioned by I.1, I.2, I.3, I.4, I.5 and I.6.

First, Informant 1 said: I.1,PO3 "*Iya sangat membantu untuk kedepannya untuk menjadai aa apa penampilan yang lebih baik lagi gitu*".(Yes it's really helpful for the future to make a better performance like that).

Next, the same opinion also mentioned by Informant 2, the informant said: I.2, PO3 "*Sangat bermanfaat jadi I.2 jadi tau dimana kekurangan I.2 ini jadi I.2 bisa apa memperbaiki kekurangan I.2 tersebut kedepannya.*" (It's very useful, so I.2 know where my weaknesses, so I.2 can improve my weaknesses in the future).

And then, Informant 3 also stated the same opinion, the informant said: I.3,PO3 "*Aaa cukup membantu kak, karna feedback itu kan dari dosen itu kan membangun biasanya bukan yang bersifat negatif kritikkannya membangun, aaa dia memberikan saran kita ketika kita penampilan kita ada yang kurang di bagian ini di bagian ini dosen itu memberikan feedback atau sarannya untuk kedepannya harus begini, aa harus begini begini untuk yaa saya rasa itu membantu sekali kak*".(It's a bit helpful, because the feedback from the lecturer is constructive, usually not negative, the criticism is constructive, she gives us advice when our performance is not good in this part, the lecturer gives feedback

or suggestions for the future, it should be like this, I think it's really helpful).

After that, the same opinion also argued by informant 4, the informant said: I.4,PO3 *“Iya, feedbacknya sangat sangat membantu untuk penampilan saya kedepannya”*. (Yes, the feedback is very very helpful for my future performance).

And also, Informant 5 stated the same opinion, the informant said: I.5,PO3 *“Bermanfaat, Ya berguna untuk improve saya kedepannya.”*. (Useful, yes, useful for improving my performance in the future).

And the last, informant 6 stated the same opinion , the informant said: I.6.PO3 *“Iya sangat membantunya itu karena kita tau gitu kekurangan penampilan kita itu dimana, cara ngajar kita itu udah benar atau belum, jadi kita bisa memperbaiki cara ngajar kita untuk kedepannya.”* (Yes, it really helpful, because we know where our weaknesses in our performance, our teaching methods are correct or not, so we can improve our teaching methods in the future).

Based on the interview result above, it can be conclude that the third positive opinion that mentioned by Informant is blended learning makes the feedback stage more useful and helping students, because in the feedback satge the lecturer give comment, criticism and suggestion to students performance, so students know their weaknesses in their performance, so students can improve their next performance.

2. Neutral Opinion

(Suprayogi, 2010) state that neutral opinion is when someone give their neutral opinion toward the object or issue. Someone don't state positive and negative opinion, but state neutral opinion toward the object or

issue.

Based on the researcher asked to the informant about what are the students opinion about blended learning in micro teaching class, this in one neutral opinion that mentioned by I.1 and I.2 and I.4. Their opinions were blended learning doesn't make students feel difficult.

This opinion mentioned by Informant 2, the Informant said: "*Kalau I.2 inshaallah siap kak untuk aa persiapan mengajar secara online dan offline, Oo I.2 nggak merasa kerepotan kak, oo apa selagi bisa.* (If i inshaallah ready for teaching preparation in online and offline, oo she doesn't feel troublesome).

And then the same opinion also mentioned by Informant 1, the Informant said: "*Sebenarnya untuk, kalau dikatakan sulit nggak terlalu sulit mungkin balik lagi ke I.4 nya kayak gitu dalam penguasaan materinya bagaimana*". (Actually if i say it' difficult it's not too difficult, maybe depend to my self in mastering the material).

Based on the interview result above, it can be conclude that the neutral opinion that mentioned by Informant is blended learning doesn't make student feel difficult beacuse student ready to prepare themselve to teach in online and offline and student not feel too difficult maybe depen to themself in mastering the material.

3. Negative Opinion

(Suprayogi, 2010) state that negative opinion is when someone reject or denounce opinion objects, it means that someone has negative opinion. Someone disagree and state negative opinion toward the object, statement or issue. In addition, moore state that negative opinion is when someone gives opinion don't feel enjoy about issue it means that someone disagree with the issue and state negative opinion.

a. Blended learning is ineffective

Based on the researcher asked to the informant about what are the students opinion about blended learning in micro teaching class, the first negative opinion that mentioned by student is blended learning is ineffective. This opinion mentioned by I.2 and I.5.

This mentioned by Informant 2, the Informant said: I.2,NO1 "*Ooo kalau I.2 sendiri agak merasa kurang efektif ya kak untuk pertemuan micro secara online*".(Ooo, I.2 itself feel is not effective for online micro-meetings).

The same opinion also stated by Informant 5, the Informant said: I.5,NO1 "*Saya rasa itu kurang efektif, karna kita harus mempersiapkan dua kali mengajar dalam online dan offline.*"(I think it's not effective, because we have to prepare twice to teach online and offline).

Based on the interview result above, it can be conclude that the first negative opinion that mentioned by Informant is blended learning is ineffectiveness because students must to prepare twice to teach online and also offline, then student also feel ineffective if online micro teaching.

b. Blended learning make students difficult to prepare the learning.

Based on the researcher asked to the informant about what are the students opinion about blended learning in micro teaching class, the second negative opinion that mentioned by student is blended learning make students difficult to prepare the learning. This opinion mentioned by I.1, I.3, I.4 , I.5 and I.6.

This opinion mentioned by Informant 1, the Informant said: "*Ooo ada, terkendalanya paling di medianya gitu, menentukan media apa yang*

bagus untuk kami mengajar seperti itu". (I have a problem with the media, determining the good media for teaching).

This opinion mentioned by Informant 3, the Informant said: I.3,NO2 "*Agak sedikit merepotkan sih kak, karna dosen itu memberikan informasi dekat hari aaa kita akan kuliah*".(It's a bit hassle, because the lecturer gave information near the day we were going to lecture).

Next, Informant 4 also mentioned the same opinion, the Informant said: I.4,NO2 "*Aa kalau untuk blended learning ini kalau misalnya tiba-tiba aa dosennya tiba-tiba mengabarkan kalau kita harus kuliah offline apalagi H-1 itu cukup merepotkan karena kita tidak mempunyai persiapan yang cukup untuk mengikuti perkuliahan offline itu.*"(For blended learning, for example the lecturer suddenly informs us that we have to offline lecture furthermore H-1, it's a bit hassle because we don't have enough preparation to take the offline lecture).

After that, Informant 5 also stated negative opinion. The informant said: I.5,NO2 "*Kalau merasa kesulitan aa sedikit, dalam mempersiapkan aa membuat lesson plan*". (Feel a little difficult in preparing in making lesson plan).

And the last, Informant 6 also mentioned the same opinion, the Informant said: I.6,NO2 "*Iya soalnya kan kita harus mengikuti kuliah online dan juga offline. Jadi apalagi saya tinggal lumayan jauh dari kampus, jadi saya merasa agak kerepotan kalau kuliahnya itu offline.*"(Yes, because we have to take online and offline lecture. Moreover I live quite far from campus, so I feel it a bit hassle if the lecture is offline).

Based on the information from the Informant above, it can be

conclude that blended learning in micro teaching make student difficult to prepare the learning because the lecturer gave the information near the day students going to lecture, so students don't have enough preparation to follow the lecture and also student difficult in making lesson plan.

c. Blended learning make students difficult when teaching online.

Based on the researcher asked to the informant about what are the students opinion about blended learning in micro teaching class, the third negative opinion that mentioned by student is blended learning make students difficult when teaching online. This opinion mentioned by I.1 and I.3.

This opinion mentioned by Informant 1, the Informant said: I.1,NO3 "*Yaituu susahnya ketika online, soalnya ketika online tu kita harus memiliki media yang tepat untuk ditampilkan secara online juga gitu.*" (That is it's difficult when online, because when online, we must have the suitable media to display in online).

This opinion also mentioned by Informant 3, the Informant said: I.3,NO4.1 "*Kalau ooo praktek mengajar offline itu biasanya kami itu kan aaa tampil disuruh tampil aaa beberapa menit nantik diberikan waktu beberapa menit, tampil aaa contohnya dalam memberikan materi gitu kan kita memberikan materi, skill memberikan materi aaa pada teman-teman kita, bagaimana cara kita memberikan materi aaa bagaimana cara kita menampilkannya gitu kak aa ke teman-teman kita kalau online itu agak susah kak*". (When offline teaching practice, usually we are asked to perform a few minutes, we are given a few minutes, we are perform, for example in giving material, in explaining skill, we explain the material to our friends, how do we explain material to our friends, a little difficult when online).

Based on the information from the Informant above, it can be conclude that blended learning in micro teaching make student feel difficult when teaching online because student must have the suitable

media to display in online, and then student I difficult to find the student to participate in the video when the lecture ask to make video of teaching practices.

B. Discussion

Based on the data analysis, it showed that there were opinions by students on blended learning in micro teaching class. Students' opinion were: 1) positive, they were: (a) blended learning makes students know how to teach in online and offline, (b) blended learning makes students have much time to prepare the learning, (c) blended learning makes the feedback stage more useful and helping students; 2) neutral is blended learning does not make students feel difficult; 3) negative, they were: (a) blended learning is not effective, (b) blended learning makes students difficult to prepare the learning, (c) blended learning makes students difficult when teaching online.

First, blended learning make students know how to teach in online and offline. Blended learning in micro teaching class make students know how to teach in online and offline, because the lecturer not only asked the students to teach in online but also asked the students to teach in offline class at campus. So students know and be able how to teach in online and offline class and students got two skill of teaching. It is supported by previous research by (Malasari et al., 2021) entitle "Students' Perception of the Implementation of Blended Learning in English for Mathematics" found that blended learning promotes student engagement through various online instructional media.

Second, blended learning make students have uch time to prepare the learning. Blended learning in micro teaching class make student have much time to prepare the learning, so student can prepare themselves more thoroughly before make the video of teaching practice, prepare the media and also the material. It is supported by previous theories by (Ningsih, 2021) state that one of them from advantages of blended learning is make the quality of students' self will be developed such as discipline and responsibility.

Third, blended learning makes the feedback stage more useful and

helping students. Blended learning makes the feedback stage more useful and helping students because in the feedback stage the lecturer give comment, criticism and suggestion to students performance, so students know their weaknesses in their performance, and the students can improve their next performance to be better more than before. It is supported by previous research by (Ningsih, 2021) entitle “Undergraduate Students’ Perceptions of Blended Learning Model at English Education Department of Public Universities Pekanbaru” found that student feeling enjoyable, felt favorable applying blended learning beacuse of its helpful, alternative, and flexible learning among lecturer and students’ university.

Fourth, blended learning doesn’t make student feel difficult. Blended learning in micro teaching class doesn’t make student feel difficult because student ready to prepare themself to teach in online and offline and student not feel too difficult maybe depend to themself in mastering the material itself. It is supported by previous research by (Megawati, 2020) entitle “Students’ Perception Toward the Implementation of Blended LearningMethod used by the English Teacher at SMAN 9 Luwu Timur” found that student in learning when the teacher implementing blended learning method.

Fifth, blended learning is ineffective. Blended learning in micro teaching class ineffective because students must to prepare two ways of teachinng, the way to teach in online and also offline, then student also feel ineffective if online micro teaching, the student prefer to follow micro teaching class in offline class. It is supported by previous research by (Ningsih, 2021) entitle “Undergraduate Students’ Perceptions of Blended Learning Model at English Education Department of Public Universities Pekanbaru” found that blended learning has challenged or trouble to applying for student’ activity and also blended learning is not optimal like face-to-face learning/ traditional learning.

Sixth, blended learning makes students difficult to prepare the learning. Blended learning makes students difficult to prepare the learning because the lecturer gave the information near the day students going to lecture, so students

don't have enough preparation to follow the lecture, then student also feel difficult in making lesson plan and have a problem to choose the right media in teaching. It is not line with previous research by Sri (Talis, 2016) entitle “The Students’ Perception toward Implementing Blended Learning Method in English Language Teaching (ELT) at the Fifth Semester Students English Department Makassar Muhammadiyah University” found that student feel enjoy in learning when the lecturer implementing blended learning in elt, made students become more interested in learning and students become more active and responsible in learning.

Last, blended learning make student difficult when teaching online. Blended learning make student difficult when teaching online because student must have the suitable media to display in online, and then student feel difficult to find the student to participate in the video when the lecture ask to make video of teaching practices. It is supported by previous theories by (Usman, 2019) state that disadvantages of blended learning are the media needed ha many variations so it’s difficult to apply if the facilities and infrastructure do not support it, requires the right learning strategy to be able to maximize the learning process with blended learning.

CHAPTER V

CONCLUSION AND SUGGESTION

A. Conclusion

Based on the result of the data analysis, it showed that there were opinions by students on blended learning in micro teaching class. Students' opinion were: 1) positive, they were: (a) blended learning makes students know how to teach in online and offline, (b) blended learning makes students have much time to prepare the learning, (c) blended learning makes the feedback stage more useful and helping students; 2) neutral is blended learning does not make students feel difficult; 3) negative, they were: (a) blended learning is not effective, (b) blended learning makes students difficult to prepare the learning, (c) blended learning makes students difficult when teaching online.

B. Suggestion

Based on the result of this research, the researcher would like to give some suggestion for English students, lecturer and the next researcher.

1. English Students

The result of this research can give information to the Students of English Teaching Department of UIN Mahmud Yunus Batusangkar about this research, and also can be a references for the readers about micro teaching subject.

2. Lecturer

Based on research finding, hopefully the lecturer get informant especially to lecturer of micro teaching class which related to blended learning in micro teaching subject, so that the lecturer get the evaluations and know the student' opinion on blended learning in micro teaching class.

3. Next Researcher

Based on the result of this research, the researcher suggest to the next researcher to consider this research to do other research about opinion about blended learning in another subject.

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