

Students' Enthusiasm in Learning English by Using Blended Learning

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Abstract

This study aimed to analyze students' enthusiasm for English learning by using blended learning. This study was conducted by using descriptive qualitative and administered questionnaires. The subjects of this study were 70 students and this study applied Miles, Huberman, and Saldana's steps in analyzing the data. The results showed that the students had a great enthusiasm for English learning by using blended learning which was indicated by their involvement, participation, task submission, and enjoyment of discussion during English learning

Keywords

enthusiasm; english learning;
blended learning



I. Introduction

Enthusiasm in English literacy is veritably important since scholars who are enthusiastic will have the occasion to be more successful than those who are not. also, enthusiasm has a positive power to impact pupil learning issues (Patrick et al., 2000). It means that it is an important source of provocation for literacy and will affect pupil participation in tutoring and literacy conditioning. thus, they will enjoy learning new effects, like English and it will make a difference to others, especially in facing life's challenges. currently, English can be lidded not only by the face-to-face system but also by using technology and it's known as amalgamated literacy. also, it's a tutoring strategy that combines both traditional face-to-face and online tutoring in one setting. It's a growing trend in the age of technological development. likewise, it is a promising idea that has linked together numerous significant fields similar as tutoring methodology, educational technology, online tutoring, and literacy. A good learning media is the one which can adapt various student learning styles in order to achieve the learning goals – one of them is digital flipbook. It is an electronic learning media in which text, audio and visuals are included. Flipbook is one of the classic animations made by a piece of paper, mostly found in the form of 'thick' book, and each paper aims to describe something – its appearance is designed in some specific ways so that the within objects may move or pop-up when opened (Nafiah in Afwan, B. et al, 2020).

The use of amalgamated literacy in the ESL/ EFL environment has entered important attention to educate and learn English. Thus, amalgamated literacy has numerous advantages not only for scholars' learning but also for the literacy terrain. Some of these advantages correspond to enhancing the English literacy process, developing language chops, and perfecting the English literacy terrain. Despite these benefits, the use of amalgamated literacy can be associated with some challenges. still, preceptors must enrich their knowledge when using amalgamated literacy in the ESL/ EFL environment to minimize the obstacles in the tutoring process. also, learning English needs a huge enthusiasm from the pupil as English has numerous rudiments similar as harkening, speaking, reading, and writing that should be learned. likewise, the vocabulary is also

demanded to be learned in terms of arranging the rulings with the English alphabet and directly saying the judgment they want to say (Singh et., 2020). Without enthusiasm, those rudiments cannot stand getting one and the result won't be impeccably gained by the learners. Enthusiasm may have several functions and among the functions, as noted by Poggi (2007) is to enhance energy and continuity in thing pursuit. In speaking, the element of enthusiasm will advance a hand to grip the curiosity of the audience. However, the followership will be too if speakers are eager about what they say. also, it also helps present interest in a speech. While it's imperative to have good content, it's a sparkling eager delivery that will light the fire.

II. Review of Literature

2.1 Enthusiasm

Enthusiasm means a feeling of energetic interest in a particular subject or exertion and an appetite to be involved in it. As a feeling, enthusiasm includes sensitivity to enable an organism to understand, recognizes, value, or react to a commodity physically. Also, energetic interest refers to a response or response of a powered encouragement in a particular exertion that results in excitement or pleasure to perform. In short, this description focuses on the cause and effect of such a feeling. Likewise, it knocks out fear, and solicitude, and overcomes apathy. Toynbee cited in Peale (1973) mentioned that apathy can only be overcome by enthusiasm, and enthusiasm can only be aroused by two effects; first, an ideal that takes the imagination by storm, and second, a definite comprehensible plan for carrying that ideal into practice. Also, it is related to the cognitive process in the chance of getting as the result of commerce, literacy, and passing with the terrain. The meaning of literacy means the process of carrying, getting, espousing or conforming which happens to all mortal beings in their whole lives and occurs precipitously to get the optimal results (Frensley et al., 2020).

Yusriyah (2020) states that effective and formative literacy exertion is not only about cognitive process, but also involves feeling and emotion, so then learning enthusiasm is essential for scholars. thus, it can be defined as a similar kind of emotive enjoyment that arouses violence, interest, or blessing in performing an action. also, it may serve as an energy enhancer, thing maintainer, curiosity gripper, interest presenter, fire inflamers, sweat reducer, worry dissolver, and apathy eliminator. Also, an enthusiastic speaker is illuminated by certain characteristics. According to Donaghy, McGee, Usher, and Yates(20031), an enthusiastic speaker is full of energy, interest, or emotion, eyes are ablaze with excitement, eager to speak more, showing happiness, expressing hello, blessing or pleasure in a way that shows veritably strong feeling, giving all attention to commodity or absorbed, having veritably strong beliefs and frequently trying to convert other people to have the same beliefs veritably serious and enthusiastic, frequently in a way which is annoying to other people, energetic and frequently loud, giving attention, slightly out of control overheated, eyes wide open with surprise or excitement, complete involvement, or (of attention) complete, wholeheartedly, to keep talking about commodity again and again because of allowing it veritably important, feeling agitated and confident after achieving commodity, in a state of nervous excitement, or in a confused and agitated state.

Murray (1991) proposed another possible explanation for the goods of scholars' enthusiasm on scholars' provocation, videlicet that scholar's model or imitate the energy and commitment of an enthusiastic educator, thereby adding their own enthusiasm for

study outside the classroom. The characteristics of enthusiasm in English literacy are as follows:

1. Class Interactive

Make the class interactive and do everything possible to transfigure the scholars from unresistant spectators to active players. Get the scholars out of their seats constantly to work in twos or threes on assaying an issue. Scholars learn further and retain further when they are laboriously involved, whether by taking notes, asking questions, or making commentary. When scholars partake in their studies with another pupil first, the class discussion will be of advanced quality.

2. Scholars Constantly Answer Questions

Constantly call on individual scholars by name to answer questions without first asking for levies. This keeps the whole class awake and alert. No way to go further than three or four twinkles without getting one of the scholars to speak and not let your scholars get exorbitantly comfortable and sleepy. You want them to be on their toes and completely awake, knowing that you might call on them at any time to answer a question.

3. Scholars will come back If two or further

Scholars raise their hands at the same time, assure those scholars not named that you will not forget to come back to them for their questions in a moment.

4. Find a pupil's strength

The pupil is particularly complete at a particular skill set, points it out, and has anticipation for the pupil to be the "expert." This raises him regarding classmates and encourages him to stay abreast of the content. Try to find a dozen scholars like this in your class for a variety of motifs by being specific in your praise. That was a well-written paper, but indicate exactly what about the ideas, wording, or structure of the paper you felt made it stand out.

5. Scholars pay attention to literacy

Maintain strong eye contact with the pupil speaking so he or she has complete attention. scholars want to be heard. By seesawing, smiling, or else admitting him, you show that you are completely committed to harkening and understanding what each pupil has to say. Give critical feedback but look for ways to congratulate him for the compliance so he feels encouraged. Guide class conversations so they do not wander too far off charge.

6. Preview the assignment

When scholars make donations, which they should do constantly, encourage peer review. Get scholars to educate each other and to learn from each other. It engages them further than the professor doing a single act.

7. Play in the limelight a pupil comes to the front of the class, and you solicit him or her about his or her life or the current assignment or the in-class discussion content in an anon-intimidating and friendly way for many twinkles. The purpose is to have the pupil practice oral communication and to have the class get to know the spotlighted pupil more. Tell your scholars, particularly mongrel scholars, that the class may well contain unborn creative or business mates and so getting to know each other is important.

8. Working Exercise

Some of the early classes in the semester give scholars a three-nanosecond "networking" exercise. Before it starts, stress the significance of networking (making connections and meeting crucial people) to their careers. also tell them to stand up, move around the room and find a pupil they don't know or know veritably little. Give them an exercise like a question applicable to the class or chancing out a commodity

unique about the person) and have them report back to the whole class on what they learned from each other.

9. Feedback from scholars

One month into the class ask for feedback. Tell them they are welcome to hand the answers anonymously if they would prefer. Repeat this exercise about two months into the class. It will give you precious information about what's and isn't working, allowing you to change, modify or tweak what you're doing. Always report back to the class on what you learned from the feedback and the changes you intend to make as a result. Make it clear that you drink candid and formative feedback from scholars and make sure you apply the changes you promise to make.

2.2 Blended Learning

Blended learning has been defined to separate between this tutoring and literacy mode and traditional or online literacy. To illustrate, Bonk and Graham (2012) defined amalgamated literacy as the combination of traditional face-to-face instruction with computer-supported instruction. Moreover, it can be indicated that amalgamated literacy was developed from the strengths of face-to-face and distance literacy. It combines both types of literacy as traditional classroom lectures and online literacy are used in the tutoring and literacy process.

When describing amalgamated literacy, Neumeier (2005) stated that the most important end of a blended literacy design is to find the most effective and effective combination of the two modes of learning for the individual literacy subjects, surroundings, and objects. Significantly, amalgamated literacy can be used rather than traditional or online literacy because it promotes a stronger sense of engagement and community than traditional face-to-face or completely online tutoring and learning styles (Tayebnik & Puteh, 2013). In other words, amalgamated literacy allows for further literacy openings that motivate scholars to share in and outside of the class settings. Senffner and Kepler (2015) refocused amalgamated literacy as a flexible, scalable, and meaningful way of tutoring and literacy. That is, the online element of amalgamated literacy allows scholars to learn anytime in anywhere they prefer without being limited to groups or mates.

According to Riel, Lawless, and Brown (2016) “Blended learning surroundings give scholars online and face-to-face places to meet, unite and work on meaningful systems. Each of these spaces has benefits to successful literacy. Rhem (2012) mentioned that one of the unique characteristics of amalgamated literacy is that it allows preceptors to give classroom conditioning in two different settings in person and online. In addition, Zhang and Zhu (2018) noted that chancing a suitable terrain for all scholars is a delicate task, but the amalgamated literacy approach facilitates an accessible, flexible, active, interactive, encouraging, and inspiring tutoring and literacy terrain.

Neumeier (2005) handed a frame for designing an amalgamated literacy terrain. This frame consists of six parameters that identify the crucial factors in designing an amalgamated literacy terrain for language literacy and tutoring. These parameters are (1) mode, (2) model of integration, (3) distribution of literacy content and objects, (4) language tutoring styles, (5) involvement of learning subjects, and (6) position. Each one of these parameters is significant for language preceptors to determine whether to integrate amalgamated literacy into their tutoring practices. Graham, Allen, and Ure (2003, 2005) linked three reasons for designing or using amalgamated literacy over other tutoring options. These reasons are to ameliorate tutoring and literacy pedagogies, increase access and inflexibility, and increase cost-effectiveness. These three reasons might explain why

preceptors, coaches, or learners might choose amalgamated literacy over other types of tutoring and literacy. Moreover, Graham (2006) linked several situations of amalgamated literacy exertion- position blending, course- position blending, program position blending, and institutional- position blending. Each one of these situations uses a combination of traditional ways of tutoring and online rudiments depending on the type of literacy, whether it is an exertion, course, program, or institution (Graham, 2006).

Moreover, technological advances of the ultramodern world should be used for educational purposes. Online literacy gives an occasion to make a shift from traditional styles to further innovative ones with the use of technology, which enhances challenges, encourages both tutoring and literacy, and provides Inflexibility in education. The combination of face-to-face instruction and online literacy is regarded as amalgamated literacy. It is presently used in tutoring English by numerous universities with the end of meeting the conditions of language learners, institutions, and authorities (Simpson, 2016).

One of the main advantages of amalgamated literacy is the development of learners' independence. Doing an amalgamated course, scholars frequently must work on their own, take individual opinions, and find ways to achieve literacy pretensions. scholars learn to dissect internet-grounded information on its credibility and connection, make applicable use of internet-grounded coffers as well as manage their time effectively, and stick to deadlines. The development of Applicable chops prepares learners for lifelong literacy. To understand how effective amalgamated courses may be for ELT, it is necessary to dissect the reasons why institutions develop and suggest them. For numerous of them, it is a response to social, profitable, and educational challenges. Though there is a view that amalgamated literacy lowers costs, it still needs to be proved.

Moreover, it surely helps when there is a lack of classroom space, limited exposure to the English language that scholars may experience in some face-to-face courses (Aborisade, 2013), and difficulties in attending classes some scholars (e.g., due to political insecurity, illness, etc. Fleet, 2013). Another reason why institutions choose amalgamated literacy is the opportunity for differentiation according to scholars' learning preferences. They can choose the time, the pace of literacy, and the place where to do the assignments and elect the most useful tasks, which improves learners' academic results. Different modes of literacy give fresh channels for commerce, and further openings for cooperation and may be appealing to different literacy styles. For illustration, some scholars need further time than others to study or may prefer virtual feedback to face-to-face one which may feel a little hanging for them (especially for first-time scholars). similar characteristics prove that if duly organized, blended literacy can be truly learner-centered.

III. Research Method

This study applied a descriptive qualitative design by assaying the answers to the questionnaires. Qualitative exploration is a situated exertion that locates the bystander in the world. Qualitative exploration consists of a set of illuminative, material practices that make the world visible. They turn the world into a series of representations, including field notes, interviews, exchanges, photos, recordings, and memos to the tone. In this position, qualitative exploration involves an illuminative, natural approach to the world. This means that qualitative experimenters study effects in their natural settings, trying to make sense of, or interpret, marvels in terms of the meanings people bring to them (Denzin & Lincoln, 2011). The subjects of the study were 70 scholars. Also, this study used an open questionnaire as a tool for data collection. The data analysis used Miles, Huberman, and Saldana's way (2014) which comported data condensation, data display, and data verification.

IV. Result and Discussion

4.1 Population Policy During Turki Utsmani 1512-1566 M

Murray (1991) classified the characteristics of students' enthusiasm into nine items, and they could be indicated by getting students' involvement during the learning process. The data could be seen as follows:

Table 1. The Characteristics of Students' Enthusiasm

No	Enthusiasm Indicators	Remarks
1	Completing the individual assignment	Often
2	Completing the group assignment	Often
3	Participating in the discussion	Often
4	Raising the questions	Sometimes
5	Practicing the dialogue	Often
6	Submitting the tasks	Often
7	Enjoying the discussion	Often

From the table, it could be seen that the students got involved and had great enthusiasm for English learning by using blended learning. They did and finished the given assignment both in face-to-face and online learning. Moreover, in terms of participation in group discussion in the learning session, they had a big effort in terms of participation although they had hesitation in raising questions regarding the material. Furthermore, they practiced the dialogues with their friends in class or in zoom meetings. Also, in terms of task submission, they did their best efforts to submit all the tasks on time and enjoyed every session in English learning. Moreover, blended learning surroundings gave them online and face-to-face places to meet, unite and work on meaningful systems and each of these spaces had benefits for successful literacy. Then, Watson (2008) also mentioned that blended learning involves online delivery of educational content as well as classroom interaction and differentiated live instruction. It provides a new effective learning pattern deprived of the limits of classroom-based courses, and the balance between digital and live communication.

V. Conclusion

It can be drawn the conclusion that the students had great enthusiasm for English learning by using blended learning. Moreover, their enthusiasm can be indicated by their involvement, participation, task submission, and enjoyment of discussion during English learning. Furthermore, the use of technology should make the students easier, and it can encourage them to learn effectively and efficiently. Therefore, both teachers and students can achieve their learning goals in English acquisition by using blended learning.

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