

## **The Design and Implementation of Blended Learning Teaching Grammar for English Education Students**

**Renita Maeta Safwan<sup>1\*</sup>, I Made Sujana<sup>1</sup>, Santi Farmasari<sup>1</sup>, Untung Waluyo<sup>1</sup>**

<sup>1</sup>English Education Department, Faculty of Teacher Training and Education, University of Mataram, Indonesia

\*Corresponding Author: [renimaeta@gmail.com](mailto:renimaeta@gmail.com)

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**Abstract:** Teaching grammar was considered very important to the ability to use language. Learning more about grammar will help students produce better sentences while speaking and writing. For this reason, this article introduces different ways of teaching grammar. This research aimed to analyze the design and implementation of Blended Learning in Basic English Grammar classes. This research used mixed methods. The subject in this research was the students from the 1<sup>st</sup> semester English department of the University of Mataram and the lecturer who taught Basic English Grammar using Blended Learning. The data were collected through observation, questionnaire, interview, and documentation. The results of this study showed that the design of Blended Learning using ICARE as a model of learning in Basic English Grammar for 1st-semester students is great. The students give positive and negative responses toward the use of blended learning. Furthermore, the student's achievement in Basic English Grammar showed a positive impact. Where the student's average score on the mid-test was (67.36%). While on the final test was (75.49%). To sum up, implementing blended learning is successful and positively impacts student's achievement in Basic English Grammar.

**Keywords:** Blended Learning, Design, ICARE model, Implementation, and Learning grammar.

## **INTRODUCTION**

Nowadays, technology is quite significant. Technology has shown to be a constant source of growth and development. The fast development of technology in this globalized period cannot be prevented. Technology has a big impact and influences people's lives. Technology has an impact on the world of education and a positive role. Previously, the development of technology was limited to learning media. Today, the role of technology is a new learning method. Blended Learning is one of the examples. Graham (2006) defined a "blended learning system" as a learning system that "combines face-to-face instruction with computer-assisted instruction."

Blended learning is a method of instruction that allows students to study both in-person and online using digital media. The objective is to include required adjustments to make the educational path for learners more successful and individualized, rather than to complement or replace traditional learning approaches. Blended learning supports all the advantages of e-learning such as cost savings, time efficiency, geographical convenience for students, and the important face-to-face personal understanding

and motivation education delivers (Brown, 2003).

There are two ways of learning in blended learning: synchronous and asynchronous. Synchronous learning is guided by the schedule or time frame of the lesson. Students can access material and assignments within a certain time. While asynchronous has a more flexible time.

Synchronous learning provides a real-time online learning experience with direct, two-way interaction using communication media such as chat, application sharing, audio conferencing, and video conferencing Amity (2020). In synchronous learning, lessons are usually given in specific sessions and are more binding due to the schedule.

Meanwhile, Asynchronous Learning refers to online learning that involves the independence of the learner and does not require them to be online at the same time Francescucci et al (2019). While the learning material is posted on the chosen platforms like blogs or learning management systems (LMS), online discussions become the primary interaction between teachers and students Rasmitadila et al (2020).

Information & Communication Technology (ICT) is needed in education to assist

students in learning more efficiently. It is helping lecturers to undertake administrative tasks more efficiently. It is believed using Blended Learning makes the learning and teaching process more efficient. In addition, learning materials should be created as effectively as possible to be engaging, understandable, and well-liked by the learners. Learning material is knowledge conveyed to learners by learning objectives. Not only for students who experienced conditions related to the COVID-19 pandemic but also for lecturers who were also obliged to create a variety of fresh and inventive online learning strategies Irmawati et al (2022). However, not all the lecturers in the English Department of the University of Mataram use blended learning based on the problems mentioned above and they also still feel comfortable teaching the student using the traditional way. Based on Williams (2010), in today's internet era, traditional classes with face-to-face learning are no longer sufficient to consider the single best learning. This can assist as an illustration for lecturers to comprehend the context and challenges of offline learning to be online.

Moodle is a management learning system (LMS) most commonly utilized in the English Education Department. Moodle is one of the most extensively used open-source learning management systems for generating an engaging, informative, and always renewable language learning environment Ayan (2015). As stated above, moodle is a digital source that may be further customized to fulfill teaching and learning objectives. [spadaunram.ac.id](http://spadaunram.ac.id) is the university's Moodle site. The University of Mataram students can log in to the website using their student number and password. The information in Moodle is linked to the academic information system at the institution. As a result, students who enroll in certain courses are immediately added to Moodle.

According to Sujana, et al (2020a), and Sujana, et al (2020b) English grammar is necessary for students in the English Education Department for a variety of reasons. It is essential for (1) improving communication skills (both oral and written); (2) preparing to teach English to students who may need to teach English grammar; and (3) fulfilling a graduation requirement, which needs a TOEFL score of 500. Students need to be very proficient in grammatical concepts, particularly in the structure and written expression (SWE) section,

in order to pass the TOEFL test and receive the required scores. These objectives suggest that in order to meet a variety of learning objectives, students must possess both implicit and explicit knowledge of English grammar. To achieve those targets, the English Department University of Mataram offers four levels of grammar: Basic English Grammar, Elementary English Grammar, Intermediate English Grammar, and Advanced English Grammar.

Before the COVID-19 pandemic students learn grammar offline and then at the end of the result many students still fail to complete their TOEFL scores up to 500. We can see from the TOEFL result for senior students in the English Language Education University of Mataram, the average ability of students in semester VII of the English Language Study Program University of Mataram in TOEFL Structure & Written Expression (SWE) was 41.719 with a range score of 310-580. These data show the gap between able students and less able students, so that is why the lecturer implemented Blended Learning hoping that it will bring better results to the students. Hence, this is the reason why the researcher is interested in doing the research entitled *The Design and Implementation of Blended Learning Teaching Grammar for English Education Students*. To understand the problem encountered by learners the research question are (1) How is the design of Blended Learning in Basic English Grammar? (2) How is the implementation of Blended Learning in Basic English Grammar? (3) The Contribution of Blended Learning in Learning Achievement at Basic English Grammar?

## METHOD

This research employed mixed methods as the research design. The purpose of the mixed method is to provide comprehensive, valid, reliable, and objective data (Sugiyono, 2011:404). Mixed methods help the researcher to gain more complete picture than a standalone quantitative or qualitative study, as it integrates the benefits of both methods.

The population of this research was the 1<sup>st</sup>-semester students in the English Department University of Mataram who used Blended Learning in Basic English Grammar class, totaling two classes and the sample were 1-C and 1-D, totaling 63 students. The instruments used to collect the data were observation,

questionnaire, interview, and documentation. The observation of this research was conducted in three steps: 1) qualifying the observation checklist; 2) entering the field of the research; 3) observing the implementation of the teaching and learning process in Basic English Grammar Classes using blended learning at the English Department University of Mataram. The interview aims to analyze the use of ICARE model learning in designing and implementing teaching grammar. The interviewee in this research is the lecturer that uses Blended Learning in Basic English Grammar class. The researcher used an online questionnaire to collect the data. The aim is to measure the use of blended learning contributed to the student's learning achievement in Basic English Grammar classes at the English Department University of Mataram. The questions in this questionnaire were adapted by Talis (2018) and then modified by the researcher based on Dwiyoogo (2010) to be used as an instrument in this study. The questionnaire contains 14 questions and is collected through google forms.

The data in this research were analyzed in several stages. First, the researcher draws the conclusion after observing the two class activities for more than a month. Second, the questionnaires that have been filled in by the students are analyzed. Third, the recorded interview results were transcribed, analyzed, and then matched with the results of the observation, questionnaire. The final step is to analyze and elaborate on the results of all instruments to obtain valid results and draw conclusions.

## FINDINGS AND DISCUSSION

### The Design of Blended Learning in Basic English Grammar Class.

The result of this research shows that the students learn grammar in asynchronous and synchronous learning. The purpose is to mix the strengths of synchronous and asynchronous learning modes. These strengths help students improve their grammar skills. It is supported by Cahyani et al. (2021) who state that one of the benefits of mixing synchronous and asynchronous learning is that students can better

understand and master the subject being studied. As their comprehension and grammar skills improved, so did their grammatical skills automatically.

Asynchronous learning in this study occurred as students read, watch, listened, and understood grammatical material provided by the lecturer in Spada Moodle. The lecturer provides printed materials, and non-printed materials (like videos) and the students feel free to access what they want to complete their understanding or assignment. Meanwhile, synchronous learning is when the learning is held at a scheduled time, the lecturer gives the students assignment and tests through Spada Moodle within a specified time, the virtual meeting, and the interaction between the lecturer and student through WAG. The lecturer always gave students a head on what to study before coming to class so both students and lecturer are more ready to study.

Basic English Grammar class used Spada Moodle as Learning Management System (LMS). Spada Moodle is developed by University of Mataram and available at <https://spada.unram.ac.id/course/view.php?id=45>, students can log in to the website using their student number and password.

The model of learning used in designing and implementing Basic English Grammar is called ICARE. The ICARE learning model advantage is that the stages are mutually supportive, making it simpler for students to engage in active learning. There are 6 competencies in Basic English Grammar (Sujana, 2017). For every competency, the lecturer arranged and designed the materials very systematics based on the stages in the ICARE learning model.

Every competency consisted of the same guideline; the only difference is the material inside. The first stage is the **introduction**. The introduction consists of a pre-test and the learning objectives and indicators. The purpose of the introduction stage for students is to make them feel motivated to study, to improve their curiosity with reference questions to the study material, and for the lecturer to know and measure the student's abilities.



Figure 1. The figure is showing us the model of learning

The second stage is the **connection** and the **application**. Based on the interview, the lecturer designed to pair these two stages together because the printed materials consist of concepts and exercises. There are printed materials, non-printed materials (like videos), and assignments. These stages aim for students to learn learning content and apply lesson content in activities, exercises, or projects. This stage requires students to collaborate on problem-solving through hands-on activities while testing students' understanding of concepts after practice.

The third stage is the **reflection** stage consists of a discussion forum, monitoring your learning (self-assessment and reflection on

learning), and a post-test. This stage means that it is the end of the session. The purpose is to reflect upon their learning process and knowledge through discussion, journals, and tests. One thing to remember when reflecting is that lecturers need to give students chances to communicate what they have learned.

The fourth stage is the **extension**. This stage consists of extended activity that provides opportunities for additional learning using extended materials. Extension section activities are those in which the instructor gives exercises that students can complete after a lesson concludes to reinforce and expand what they learned in class.

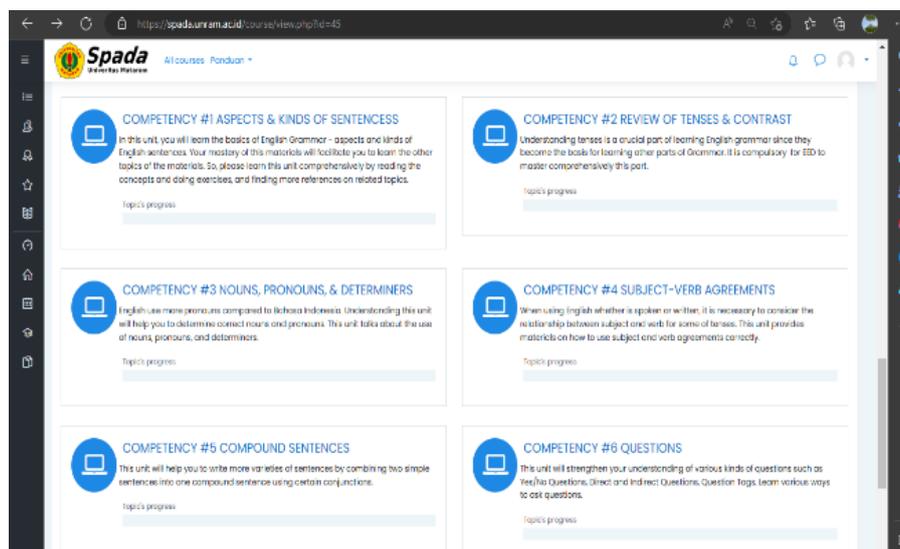


Figure 2. The figure is showing us the appearance of students' competency

### The Implementation of Blended Learning in Basic English Grammar class.

The implementation of Blended Learning in Basic English Grammar Classes is called ICARE model learning. Based on the interview, the ICARE model was chosen because of its 'systematics stages'. The lecturer designs each stage of the ICARE learning model with consistency. Every unit in Basic English Grammar consisted of the same guideline from the ICARE learning model the difference is only the material inside as the researchers already mentions above. Some of the students admit that

Blended Learning help with their studies and some of the students still found it difficult due to their usual way to study back in high school. So, the implementation of Blended Learning in Basic English Grammar in the 1<sup>st</sup> semester is a good choice to make the students realize that they are already in higher education and have to be responsible for their own studies. The questionnaire was utilized to collect data from the students' perspectives about using blended learning in studying grammar. The statements in the questionnaire are divided into three factors.

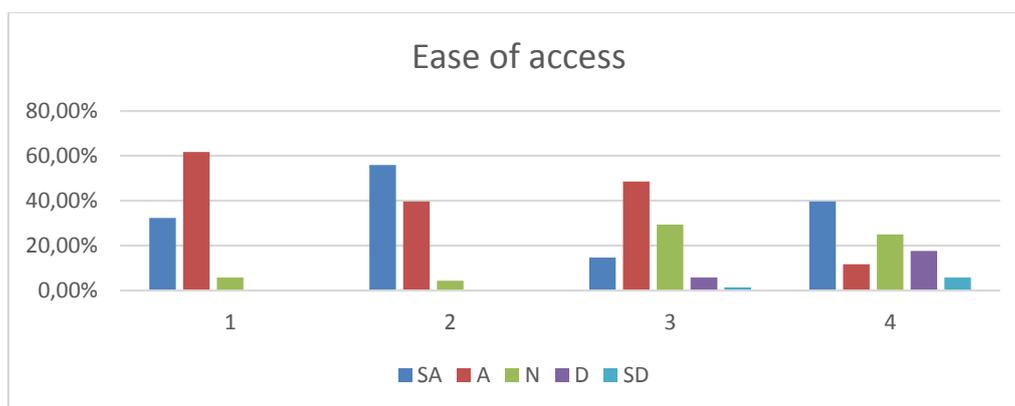


Figure 3. (1. provide textbooks; 2. provide extensive information; 3. ease of material access; 4. ease of completing the assignment)

The first factor is the ease of access. The students can easily study via blended learning. Nearly every student gets that the learning materials or assignments were easy to access. The technology applied in the learning process is easy to operate. It is understandable considering the students typically avoid any sort of changeling equipment. Any application that requires no effort is preferred. From the figure above, overall, the students agreed (48.52%) and strongly agreed

(14.70%) that with the Blended learning method, they can learn to increase their skills anytime, anywhere, and (11.76%) agreed and strongly agreed (39.70%) that with the Blended learning method, they can complete their assignments at any place or anytime. It means that the use of Moodle as a tool in teaching Basic English Grammar using Blended Learning is easy to access for students.

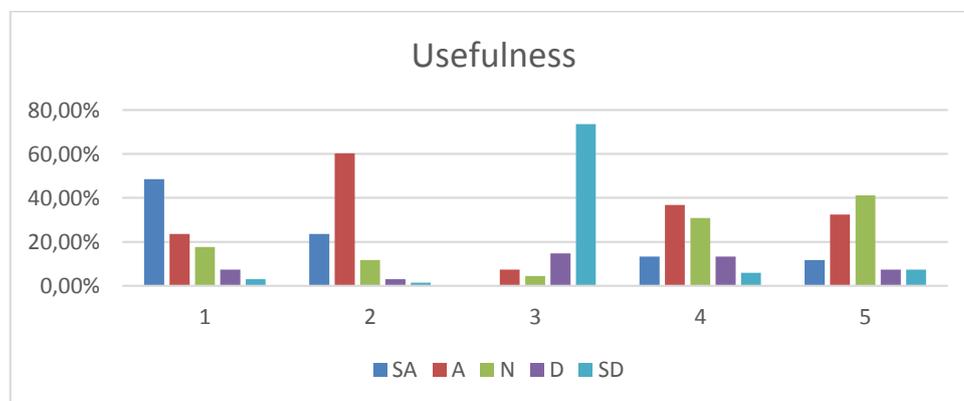


Figure 4. (1. BL makes teaching and learning more efficient; 2. BL is more convenient than F2F; 3. BL is more difficult; 4. improves communication with the lecturer; 5. BL makes focus and deeper learning)

The second factor is usefulness. Implementing blended learning in Basic English Grammar can be beneficial to improving students' performance in their learning process. Nearly all the students agreed (60.29%) and strongly agreed (23.52%) that applying blended learning in learning grammar is more convenient. According to Ajzen and Fishbein (2000; as cited in Basri & Paramma, 2019) when a user thinks there is a chance of high-perceived usefulness, an application is highly recognized as being

beneficial. Usefulness in this context refers to how much a student thinks using blended learning would improve their learning performance. The figure clearly shows that almost all the students thought blended learning helped them achieve their Basic English Grammar course. Only 5.88% of students believed that learning grammar in blended learning is more difficult out of five things that were shown to measure students' perceived usefulness.

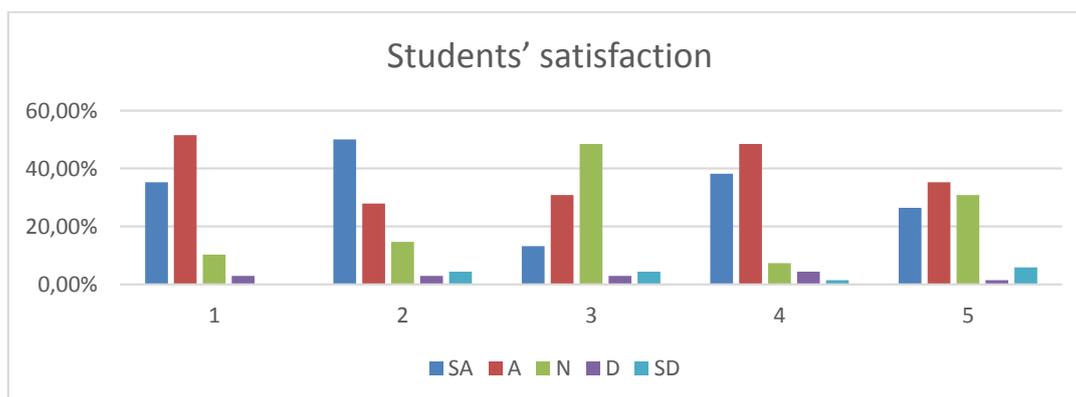


Figure 5. (1. feel more motivated to study; 2. using BL to feel more interested in learning Grammar; 3. managing time better; 4. more active in learning; 5. more responsible in learning)

The third factor is students' satisfaction. Implementing blended learning in Basic English Grammar classes is a good idea. According to detailed information on students' satisfaction with blended learning in learning grammar, most students agreed (51.47%) and strongly agreed (35.29%) that they felt motivated to explore content-related materials with the blended learning method, while only 2.94 % disagree.

It was discovered that the students gave positive responses to the use of blended learning. The students' perspectives on the usefulness of blended learning in Basic English Grammar classes have positively impacted their learning process. Even though some students thought it was difficult to integrate blended learning, the

majority of students still consider doing so and intend to use it in the future.

### The Contribution of Blended Learning in Learning Achievement at Basic English Grammar class.

The researcher's observations and student questionnaire results indicated that blended learning improved student interactions with lecturers, self-study skills, and improved academic performance. Implementing blended learning in Basic English Grammar classes can be beneficial to improving students' performance in their learning process as we see in the data down below.

Table 1. Students' scores on Mid-Test and Final-Test

No	Score	Categories	Mid-Test		Final-Test	
			F	%	F	%
1.	80-100	Very Good	14	22%	37	59%
2.	66-79	Good	20	32%	10	16%
3.	56-65	Fair	14	22%	3	5%
4.	40-55	Low	15	24%	9	14%
5.	30-39	Fail	-	-	4	6%
<b>Total</b>			<b>63</b>	<b>100%</b>	<b>63</b>	<b>100%</b>
<b>Average</b>			<b>67.36%</b>		<b>75.49%</b>	

We can see the difference in students' average scores between the mid-test and final test from Table 1 the result of the mid-test is 67.36%, and the final test's result is 75.49%. Based on the result we can conclude that there is an improvement in students' achievement in Basic English Grammar.

Moreover, we see that there is a significant improvement in the student's achievement in Basic English Grammar classes. Based on the researcher's observation, some students still do not take their studies seriously. Even after all the consideration that the lecturer provides for them to study that suits their preferences. When the lecturer instructed them to read the material before the class, only a few students followed the instruction. Considering the result of the study and the previous explanation, it could be concluded that implementing Blended Learning in Basic English Grammar classes has a significant effect on students' achievement regardless of the researcher's perception above.

## Discussion

The ICARE learning model is one of the instructional strategies that can boost students' participation. ICARE stand for Introduction, Connection, Application, Reflection, and Extension (Salyers et al., 2010). The ICARE model provides opportunities for students to learn more actively and purposefully, according to the stages of the ICARE learning model (Anagnostopoulou et al., 2010). The ICARE learning model provides students with more communication and collaboration facilities in the learning process. The design is systematically made, and each unit consists of consistency.

In addition, Byrum (2013) described, each stage of the ICARE learning model, 1) At the introduction stage, students are more motivated to improve their curiosity with reference questions to the study material; 2) In the connection, the embedding concept stage. Students are trained to build their knowledge so they can develop advanced skills such as creative thinking and problem-solving. At this stage, students are trained to communicate and express ideas while constructing knowledge; 3) During the application stage, students are presented with problems in an open real environment, which they must solve using the concepts acquired in the connection and introduction stages. This stage requires students to collaborate on problem-solving through hands-on activities while testing

students' understanding of concepts after practice. 4) In the reflection and extension stage, students simply retell what they have learned so that students' knowledge is stronger and more durable; 5) Teachers design learning more flexibly, thereby changing students' learning experience.

The data given above proposes the implementation of blended learning in Basic English Grammar classes along with the ICARE model learning. Materials were organized systematically for each stage in both F2F and online forms. Moodle was used to support learning for both in-class and out-of-class activities rather than replace class meetings. The workload for the students in this class could be satisfied through the use of blended learning. Additionally, formal meetings can be supported by the use of BL to individualize learning, increase learning activity, and encourage innovation.

The data from the interview showed that the lecturer is familiar with teaching using blended learning, although it can be challenging in some ways. In this case, the students can be a little challenging because some of them still do not take their studies seriously.

Students responded well to this research's findings about blended learning. It was evident from the data collected by the instrument the researcher utilized. After being questioned students admitted that they enjoy online learning since it inspires them to learn and allows them to access it whenever and wherever they want. According to Huang, Zhou, and Wang (2006), a characteristic of blended learning is the flexibility to offer educational resources. Illustrating blended learning models with a variety of resources to support student learning, students can receive information from lecturers and computers (online or offline). Furthermore, Al Fiky (2011) identified improving students' learning and performance as one of the advantages of blended learning. It is consistent with the findings of the research that online learning enhances learners' performance. It is proven by the result of the student's score.

In conclusion, it can be seen that the implementation of blended learning in Basic English Grammar classes receives positive perception from students and improves their achievement in Basic English Grammar courses.

## CONCLUSION

The study findings show that the design of Blended Learning using ICARE as a model of learning in Basic English Grammar for 1st-semester students is great. ICARE stand for **Introduction, Connection, Application, Reflection, and Extension**. The students give positive and negative responses toward the use of blended learning. Some students still struggle to grasp the idea that they are already in higher education and need to be responsible for their studies. Implementing blended learning in Basic English Grammar classes for 1st-semester students is a good choice because the blended learning model enables students to learn effectively and efficiently, facilitates access to teaching materials, and ultimately increases students' learning independence as learning occurs independently. In addition, based on the student's achievement on the mid-test and final test there was a progressive improvement from students. Where the student's average score on the mid-test was (67.36%). While on the final test was (75.49%). To sum up, implementing blended learning is successful and positively impacts student's achievement in Basic English Grammar.

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