

## **An Analysis of Students' Readiness in Blended Learning Implementation at the Department of English Education of UIN SUSKA Riau**

**Nurul Fatehha**

fatehha.nf06@gmail.com

Universitas Islam Negeri Sultan Syarif Kasim Riau

**Zelly Putriani**

zelly.putriani@uin-suska.ac.id

Universitas Islam Negeri Sultan Syarif Kasim Riau

### **Abstract**

Following the recovery from the COVID-19 Pandemic in 2022, the education system around the world tends to design the most appropriate learning model to ensure the continuity of the education process in the current situation. In this era, blended learning is one of the most popular learning methods to discuss. This method combines online learning and face-to-face learning to maximize learning and teaching to get a deeper understanding. However, before implementing this learning model, it is necessary to know the students' readiness first. Through this quantitative research with a survey design, students' readiness for blended learning implementation was investigated. The population of this research is all students batch of 2019, 2020, and 2021 with a total number is 355 students. The researchers took 183 students as the research sample by using a simple random sampling technique. To collect the data, the researchers used a questionnaire about students' readiness in blended learning implementation by Sriwichai (2020) in order to examine the magnitude of students' readiness in blended learning model. Hence, the result of this research shows that the students' readiness for blended learning implementation is at "high" category with 66% students ready for the implementation of blended learning and followed by 33% of them at the "very high" level.

**Keywords:** *students' readiness, blended learning, teaching and learning method*

### **Introduction**

The recent case of global pandemic in early 2020 brings a great force of changes to the education system and educators have begun to use technology to maintain the learning process. As a result, for almost two years, most schools, universities, and educational institutions were closed and moved to the online system (Surat Edaran Kemendikbud, 2020). In order to survive in that time, teachers and students have been trying to face many challenges in the implementation of online learning. This prolonged pandemic forced them to change their teaching and learning styles, assessment methods, and social life. In early 2022, the COVID-19 outbreak has decreased. The world is starting to recover from the global pandemic and one of the popular education systems to be used is blended learning.

As 2022 seen as the recovery page of the educational system, blended learning has become a hot topic in education when the majority of students relying their lives on technology and the internet. This also regarding to the issue for the better implementation of safety measures and to get a clearer view into what university life might look like in the future.

Blended learning enables students to direct their way and movement through online technologies while also following the face-to-face learning interaction (Horn and Staker, 2011). In line with him, Friesen (2012) stated that the blended learning model needs the physical presence of the students and teachers and some sessions when students can manage their learning from online resources. Both online and face-to-face learning have weaknesses and can be complementary when combined into this model. While online learning provides flexibility in learning, cost-saving and the ability to easily access online resources anytime and anywhere, face-to-face learning provides social perspectives such as depth of personal interactions and spontaneous responses that are difficult to obtain well in long online learning. For instance, blended learning model brings technology into learning instruments to maximize learning and teaching with online and face-to-face learning to get a deeper understanding.

Before implementing a learning model, the readiness of the students must be taken into consideration first. Adams (2020) stated that it is very important to identify students' readiness, competence, and needs first. Moreover, Thorndike (1989) as cited in Slameto (2010) stated that readiness is the standard to continue a learning process. Therefore, Tang and Chaw (2013) categorized 6 aspects of blended learning such as flexibility of learning, online learning, learning management, technology, classroom learning, and online interaction. In other words, students' readiness can be determined through several aspects that explain how well the students are following the process of learning. Based on the explanation above, when the students have a good level of readiness, it helps them to be able to fit into any kind of circumstances, including the sudden shift of the learning model.

In this regard, the researchers explored previous research related to the students' readiness for blended learning implementation in learning process. There are 7 studies that focus on students' readiness for blended learning (e.g Firdaus, Muntaqo & Trisnowati, 2020; Harun, Harun & Dass, 2020; Osman & Hamzah, 2017; Som, Panah & Ghazali, 2020; Muhamad & Nuwairi, 2015; Sara, Witi & Mude, 2020; Lu & Price, 2018), also 5 studies about students' readiness in online learning (e.g Kusel, Martin & Markic, 2020; Rafique et al., 2021; Dwiyantri, Pratama & Manik, 2020; Dwiharyadi, Afni & Aulia, 2020; Tania & Saputra, 2020), 3 studies about students' readiness toward blended learning in English classroom (e.g Sriwichai, 2020; Hamzah et al., 2020; Muhamad & Nawairi, 2015), 4 studies about students' attitude toward blended learning implementation (e.g Akbarov, Gonen & Aydogan, 2018; Yulia, 2017; Tang & Chaw, 2013; Taghizadeh & Hajhosseini, 2020), and 2 studies about students' readiness toward blended learning during COVID-19 Pandemic (e.g Kumari & Jayasinghe, 2020; Adams, Tan & Sumintono, 2020).

Based on the previous studies above, there is lack of study on students' readiness toward blended learning implementation for the current situation of recovery from COVID-19 pandemic, especially for Indonesian higher education students. Therefore, regarding the lack of studies, the researchers wanted to focus on students' readiness in blended learning specifically at the Department of English Education of UIN SUSKA Riau. Based on the decree of the Rector about limited face-to-face meeting on March 2022, offline and online classes have started to be used after two years of fully online class. The transmission from online to face-face classroom setting also bring some issues. The stakeholders still try to redesign an appropriate learning model in this unpredictable situation. Therefore, the implementation of blended learning is started to be discussed. Innes and Wilton (2018) stated three models of blended learning such as blended learning presentation and interaction, blended block, and fully online. Especially in this research, the Department of English Education usually use a presentation and interaction model. In this model, it

combines several activities such as short lecture explanations, sharing online resources (e-books, journals, videos, and audio), online assessment, face-to-face interaction, and group presentation by using several applications such as WhatsApp, Google Classroom, Youtube, Zoom, Google meet, and much more.

Based on the preliminary research, the researchers found some problems faced by the students at the Department of English Education at UIN SUSKA Riau based on their feelings and experiences about the blended learning during the pandemic such as some of them feel relief after the implementation of face-to-face classroom because two years of full online classroom are enough to draining their mental issues such as anxiety, stress, loneliness, lack of concentration and low motivation to stay at home without meet with their peers and lecturers in person. However, in this case they still need to regain their social skill to adapt to this system and some of them also still felt hard to control their self-discipline in time and study management. On the other hand, some of students also showed their willingness to take online classroom in the future because the online platform is more efficient in time, cheaper to get the online resources and cost-saving, easy to access, and already familiar to be used in their learning. However, there still lack of technical support, internet connectivity and internet quota problems and some of them also still difficult to understand online instruction. As at this time is difficult to predict how the post-pandemic education will take place, their readiness for blended learning implementation is really necessary to conduct.

In the blended learning model, students are required to carry out structured activities aimed at planning, managing, and directing their learning activities (Firdaus et al., 2020). It means that they demanded to be more independent in this learning model. Osman and Hamzah (2017) further defined students' readiness towards blended learning as their capability to learn independently, being self-reliant in completing handed tasks, and the ability to utilize and apply technology for learning purposes. Furthermore, the students' readiness will determine how capable they are for the learning method given by the lecturers. Tang and Chaw (2013) believed that students' readiness is a prerequisite for the successful implementation of blended learning. Moreover, People will feel more comfortable and acquire more when they have a higher level of readiness in skills and orientation. If the students have a higher level of readiness in blended learning based on how they are ready for learning in the classroom, online learning, learning flexibility, management of learning, technology, and online interaction, they will have better motivation and achievement in learning. On the contrary, if the students have a lower level of readiness, their learning achievement and motivation will decrease.

In brief, it is important to first consider the students' readiness for blended learning implementation before finally implement it. Thus, this study aims to find out those students' readiness especially for students in the Department of English Education at UIN Suska Riau.

### **Methodology**

This is a quantitative research with one variable which is students' readiness for blended learning implementation. The variable was studied by applying a descriptive quantitative survey method. Cresswel (2012) stated that survey research design is one of the methods in quantitative research in which researchers deliver a survey to a sample or the full population of individuals to characterize the attitudes, beliefs, behaviors, or characteristics of the population. The survey method was chosen because this research find out how is

students' readiness for blended learning implementation. This research was conducted on October until November 2022 at the Department of English Education of the State Islamic University of Sultan Syarif Kasim Riau. The researchers selected 183 students as the sample in this research by using simple random sampling technique.

The questionnaire was used as the instrument of this research. In this research, the questionnaire was adapted from the students' readiness toward blended learning questionnaire by Sriwichai (2020) with 7 indicators: online learning, online interaction, digital acquisition, classroom learning, learning flexibility, learning management and readiness for blended learning. All items were measured using a 5 Likert scale ranging from strongly disagree (1), disagree (2), neutral (3), agree (4) and strongly agree (5). The researcher used Google Forms to collect the data by sharing the link to the participants via WhatsApp and visiting the students in their classes. After the data were obtained, they were analysed by using Microsoft Excel and SPSS 25.0

## Results and Discussion

The researchers analyzed the result of the questionnaire which consisted of 28 items from 7 indicators (readiness of online learning, the readiness of online interaction, the readiness of technology, the readiness of classroom learning, the readiness of learning flexibility, the readiness of learning management, and the readiness of blended learning implementation). The result of each item of can be seen in the following tables:

**Table 1.** Students' readiness for blended learning that online class is interesting

No Item/Statement	Optional answers									
	Strongly agree		Agree		Neutral		Disagree		Strongly disagree	
	F	P (%)	F	P (%)	F	P (%)	F	P (%)	F	P (%)
1. I think learning English online is interesting and convenient.	30	11.5	59	32.2%	73	39.9%	30	16.4%	0	0.0

Table 1 shows that almost a half of the students (89 students, 43.7%) coming from strongly agree and agree categories regarded that learning English online is interesting and convenient for them. Then, 30 students (16,4%) stated that it is not interesting and convenient. However, 39.9% of them did not encourage nor oppose the idea that learning English online is interesting and convenient, and none of them disagreed with the statement. Thus, it can be interpreted that most of the students view online learning is quite interesting and convenient to hold the process of teaching and learning of English.

**Table 2.** Students' readiness for blended learning that it is easier to access learning material

No Item/Statement	Optional answers									
	Strongly agree		Agree		Neutral		Disagree		Strongly disagree	
	F	P (%)	F	P (%)	F	P (%)	F	P (%)	F	P (%)
2. I like learning English online because it allows me to access the material more easily.	18	9.8	88	48.1	69	37.7	8	4.4	0	0.0

In Table 2, a half of the students (106 students, 57.9%) from 2 categories of strongly agree (18 students, 9.8%) and agree (88 students, 48.1%) show that they regarded learning English online allows them to easily access the learning materials. Eight of the students (4.4 %) said that it is not easy to access, even though 69 of them (37.7%) were still undecided to accept or against that learning English online allowing them to access the materials more easily, while none of them disagreed the statement. The result indicates that most of the students view online English class allows them to access the material more easily than only face-to-face classroom because they can use internet.

**Table 3.** Students' readiness for blended learning that online platform is easy to use

No Item/Statement	Optional answers									
	Strongly agree		Agree		Neutral		Disagree		Strongly disagree	
	F	P (%)	F	P (%)	F	P (%)	F	P (%)	F	P (%)
3. In my opinion, the online learning platform used in teaching and learning English is easy to use.	32	17.5	89	48.6	57	31.1	5	2.7	0	0.0

From table 3, the sum of strongly agree and agree category reaches more than a half of students (121 students, 66.1%) that regarded the platform to learning English online is easy to use. Five of them (2.7%) stated that it is not easy to use, even though 57 of them (31.1%) still did not support nor reject the argument that the platform used in teaching and learning English is easy to use, while none of them disagreed the statement. Overall result reveals that most of the students view online platform that they use in learning English is easy to use.

**Table 4.** Students' readiness for blended learning that online learning is a good choice

No Item/Statement	Optional answers									
	Strongly agree		Agree		Neutral		Disagree		Strongly disagree	
	F	P (%)	F	P (%)	F	P (%)	F	P (%)	F	P (%)
4. I prefer to take online classes rather than face-to-face class activities	20	10.9	38	20.8	80	43.7	45	24.6%	0	0.0

Table 4 above shows that almost a half of the students (80 students, 43.7%) answered neutral, which means that they do not encourage nor oppose the idea that they preferred to take online class than face-to-face class. There are 45 students (24.6%) said that they did not prefer to take online class rather than face-to-face class activities, even though 58 students (31.7%) of them agreed that they preferred to choose online class (10.9% strongly agree and 20.8% agree). It means that the majority of the students are still unsure to take online class rather than face-to-face activities.

**Table 5.** Students' readiness for blended learning and reduce class with fully online all the time

No Item/Statement	Optional answers									
	Strongly agree		Agree		Neutral		Disagree		Strongly disagree	
	F	P (%)	F	P (%)	F	P (%)	F	P (%)	F	P (%)
5. I want to reduce my study time in online classes.	43	23.5	82	44.8	55	30.1	2	1.1	1	0.5

In Table 5, it is close to 70% of the students from the sum of strongly agree and agree category regarded that they want to reduce the study time for online class. Then, three of them (1.1% and 0.5%) stated that they do not need to reduce their study in online class, even though 30.1% of the students not supported nor opposed the notion that they wanted to reduce the online class time. Overall, the result reveals that more than a half of the students view that they want to reduce class with fully online all the time.

**Table 6.** Students' readiness for blended learning that is better to use than full online learning

No Item/Statement	Optional answers									
	Strongly agree		Agree		Neutral		Disagree		Strongly disagree	
	F	P (%)	F	P (%)	F	P (%)	F	P (%)	F	P (%)
6. I'm bored when I learn English fully online	80	43.7	71	38.8	29	15.8	3	1.6	0	0.0

Table 6 depicts that almost all of students (151 students, 82.5%) which is from a total of 2 categories (strongly agree with 43.7% and agree with 38.8%) regarded that they are bored to learn English with full online mode of learning. However, three of them (1.6%) said that they are not bored with full online class, while the other 29 students neither agreed nor rejected the idea that they are usually bored with full time of online class. Thus, it can be arranged that most of the students view full time of online class as boring.

**Table 7.** Students' readiness for blended learning that easier to communicate with lecturers and classmates

No Item/Statement	Optional answers									
	Strongly agree		Agree		Neutral		Disagree		Strongly disagree	
	F	P (%)	F	P (%)	F	P (%)	F	P (%)	F	P (%)
7. When I am in an online class, I can more easily communicate with lecturers and classmates	42	23.0	63	34.4	58	31.7	19	10.4	1	0.5

The above table explains that half of the students (57.4%) regarded that it is more easily to communicate with lecturers and classmates when they join the online class (23% strongly agree and 34.4% agree). However, 10.4% of the students stated that they cannot easily communicate with lecturers and peers in online class. Then, 31.7% of them (58 students) did not encourage nor oppose the argument that online class made them easier to communicate with lecturers and classmates. It can be interpreted that most of the students view online class as an easy access to communicate with lecturer and classmate.

**Table 8.** Students' readiness for blended learning that is better to have interaction with lecturers in online class

No Item/Statement	Optional answers									
	Strongly agree		Agree		Neutral		Disagree		Strongly disagree	
	F	P (%)	F	P (%)	F	P (%)	F	P (%)	F	P (%)
8. I like to interact with my lecturers when I study English online.	31	16.9	94	51.4	54	29.5	4	2.2	0	0.0

Table 8 shows that the more than a half of students (125 students, 68.3%) from a total of strongly agree and agree category regarded that they want to interact with lecturers in English online class. Four of students (2.2%) considered that they do not have a better interaction in online class, even though 29.5% of them (54 students) neither encouraged nor discouraged the notion that they want to interact with lecturers in English online class. It means that from 183 respondents, most of them view that they want to interact with lecturers in English online class.

**Table 9.** Students' readiness for blended learning that full online class feel so isolated

No Item/Statement	Optional answers									
	Strongly agree		Agree		Neutral		Disagree		Strongly disagree	
	F	P (%)	F	P (%)	F	P (%)	F	P (%)	F	P (%)
9. I feel isolated when I study English fully online.	55	30.1	76	41.5	40	21.9	12	6.6	0	0.0

The table 9 informs that 71.6% of the students in 2 categories (strongly agree, 30.1%; agree, 41.5%) supported that learning English with full online class make them feel isolated. While 12 of them (6.6%) assumed that they do not feel so isolated, and 21.9% of them (40 students) were not sure to accept or reject the statement that full online class makes them feel so isolated. The result reveals that almost all of the students view English learning in full time online as isolating students from physically meet with friends and lecturers.

**Table 10.** Students' readiness for blended learning that is better to have interaction with classmates in online class

No Item/Statement	Optional answers									
	Strongly agree		Agree		Neutral		Disagree		Strongly disagree	
	F	P (%)	F	P (%)	F	P (%)	F	P (%)	F	P (%)
10. I like to interact with my classmates when I learn English online.	46	25.1	95	51.9	39	21.3	3	1,6	0	0.0

Based on table 10, most of the students (77%: 25.1% in strongly agree and 51.9% in agree category) regarded that they also want to interact with their classmates when they have English learning activities in online class. Three of them (1.6%) assumed that they have better depth interaction with classmates in online class, even though 21.3% of them (39 students) neither supported nor discouraged the idea that they have better depth interaction with classmates in online class. This result can be interpreted that most of the students view that they also want to interact with their classmates when study in online English class activities.

**Table 11.** Students' readiness for blended learning that is necessary to use technology in learning

No Item/statement	Optional answers									
	Strongly agree		Agree		Neutral		Disagree		Strongly disagree	
	F	P (%)	F	P (%)	F	P (%)	F	P (%)	F	P (%)
11. I think we should use technology in learning.	79	43.2	88	48.1	16	8.7	0	0.0	0	0.0

Table 11 informs that none of the student (0%) disagreed with the statement that it is necessary to use technology in learning English. Then, almost all of them (167 students, 91.3%) regarded that technology is necessary to be used, even though, a small percentage of them (8.9%) were still not sure to supported nor discouraged that idea. This means that almost all of the students view that it is necessary to be able to use technology in learning.

**Table 12.** Students' readiness for blended learning that they have no problem with internet access

No Item/Statement	Optional answers									
	Strongly agree		Agree		Neutral		Disagree		Strongly disagree	
	F	P (%)	F	P (%)	F	P (%)	F	P (%)	F	P (%)
12. I have no problem with internet access.	94	51.4	78	42.6	8	4.4	3	1.6	0	0.0

The table above indicates that the biggest percentage of the students (94%) from 2 categories (strongly agree 51.4% and 42.6% agree) regarded that they have no problem with internet access. Three of the students (1.6%) disagreed with the statement, while eight of them (4.4%) neither accepted nor opposed the idea that she/he does not face any problem in internet access. This means that almost all of the students view that they can learn English easily with the access of internet.

**Table 13.** Students' readiness for blended learning that internet is very useful

No Item/Statement	Optional answers									
	Strongly agree		Agree		Neutral		Disagree		Strongly disagree	
	F	P (%)	F	P (%)	F	P (%)	F	P (%)	F	P (%)
13. I believe the internet is very useful for learning	89	48.6	85	46.4	9	4.9	0	0.0	0	0.0



From Table 13, the students only answered for 3 categories such as strongly agree (89 students, 48.6%), agree (85 students, 46.4%) and neutral (9 students, 4.9%). None of the them disagreed with the statement that internet is very useful for their leaning activities. In brief, based on the category strongly agree and agree, almost all of students (174 students, 95%) believed that internet is very useful for learning activities.

**Table 14.** Students' readiness for blended learning with face-to-face class will help to prepare for online self-study

No Item/Statement	Optional answers									
	Strongly agree		Agree		Neutral		Disagree		Strongly disagree	
	F	P (%)	F	P (%)	F	P (%)	F	P (%)	F	P (%)
14. Face-to-face class activities help me prepare for online self-study.	40	21.9	78	42.6	61	33.3	4	2.2	0	0.0

Table 14 shows that it is close to 65% of the students agreed that face-to-face class activities help them to prepare for online self-study outside the classroom (21.9% strongly agreed and 42.6% agreed). Four of the students (2.2%) opposed this statement, even though 33.3% of them could not support nor discouraged the idea that the face-to-face class activities help them to prepare for online self-study outside the classroom. This result can be interpreted that most of the students view face to face class will help to prepare for their online self-study.

**Table 15.** Students' readiness for blended learning and opportunity to get support and feedback directly from teacher and peers

No Item/Statement	Optional answers									
	Strongly agree		Agree		Neutral		Disagree		Strongly disagree	
	F	P (%)	F	P (%)	F	P (%)	F	P (%)	F	P (%)
15. In face-to-face meetings, I have the opportunity to get support and feedback directly from my teacher and friends	35	19.1	106	57.9	41	22.4	0	0,0	1	0.5

In table 15 above, the total sum of strongly agree and agree reaches more than a half percentage of the students (77%) which regarded that they have opportunity to get support and feedback directly from lectures and friends in face-to-face meetings. Only one student (0.5%) assumed that they do not have opportunity to get support and feedback directly from lectures and their friends in face-to-face meetings. Hence, 22.4% of them were undecided. Undecided opinion means they neither agree or oppose the idea that they have opportunity to get support and feedback directly from lectures and friends in face-to-face meetings. From this result, most of the students view that they have opportunity to get support and feedback directly from lectures and their friends in face-to-face meetings.

**Table 16.** Students' readiness for blended learning that face-to-face class activity is better

No Item/Statement	Optional answers									
	Strongly agree		Agree		Neutral		Disagree		Strongly disagree	
	F	P (%)	F	P (%)	F	P (%)	F	P (%)	F	P (%)
16. I learn English better through face-to-face class activities directed by the teacher.	26	14.2	84	45.9	63	34.4	10	5.5	0	0.0

Table 16 depicts that more than a half of the students (60.1%) coming from 2 categories- strongly agree (14.2) and agree (45.6%), regarded learning English with the face-to-face class activity directed by teacher is better. While ten of them (5.5%) disagreed with the statement, while almost 35% of them were in undecided which means that they did not support nor reject the idea that learning English with that face-to-face class activity directed by teacher is better. The result can be assumed as toward most of the students view learning English with that face-to-face class activity directed by teacher is better to adapt with their learning style.

**Table 17.** Students' readiness for blended learning that is better to work better with other in face-to-face class

No Item/Statement	Optional answers									
	Strongly agree		Agree		Neutral		Disagree		Strongly disagree	
	F	P (%)	F	P (%)	F	P (%)	F	P (%)	F	P (%)
17. I learn English better when I work with other people in face-to-face classes	29	15.8	86	47.0	64	35.0	4	2.2	0	0.0

Based on table 17, more than a half of the students (62.8%) regarded that face-to-face class helps them learn English better (15.8% strongly agree and 47% agree). Four of them disagreed with the statement that face-to-face makes them learn English better. However, 35% of them could not decide (undecided). Undecided opinion means they neither supported nor rejected the idea of learning English better when they work with other people in a face-to-face classroom. This result can be concluded as that the students still view that they learn English better when to work with other people in a face-to-face classroom.

**Table 18.** Students' readiness for blended learning that face-to-face classroom only is bored

No Item/Statement	Optional answers									
	Strongly agree		Agree		Neutral		Disagree		Strongly disagree	
	F	P (%)	F	P (%)	F	P (%)	F	P (%)	F	P (%)
18. I am bored when learning English only in face-to-face classroom	47	30.5	69	44.8	34	22.1	4	2,6	0	0.0

Table 18 shows that most of students regarded that they are bored when they learn English only in a face-to-face classroom, it can be seen from more than a half of the students (116 students, 75.3%) are mostly in 2 categories (strongly agree 30.5% and agree 44.8). Less than 3% of them considered that they are not bored that learning English only in face-to-face classroom, even though 22.1% of them were undecided whether they want to support or against the idea that they were bored when learning English only in a face-to-face classroom. From this result, it can be interpreted that the majority of the students are bored when learning English only with face-to-face classroom.

**Table 19.** Students' readiness for blended learning that unlimited access for learning materials anytime and anywhere is necessary

No Item/Statement	Optional answers									
	Strongly agree		Agree		Neutral		Disagree		Strongly disagree	
	F	P (%)	F	P (%)	F	P (%)	F	P (%)	F	P (%)
19. I want to access unlimited teaching materials and lessons anytime and anywhere.	52	28.4	99	54.1	32	17.5	0	0.0	0	0.0

In table 19, there are only 3 categories answered by the students such as in agree (54.1%), strongly agree (28.4%) and neutral (17.5%). From the categories of strongly agree and agree, 82.5% of the students agreed that they want to have unlimited access for learning materials anytime and anywhere. None of them disagreed with this statement, even though 17.5% of them neither encouraged nor discouraged the argument that the want to have an unlimited access for learning materials anytime and anywhere is necessary. This result shows that almost all of the students want to have unlimited access for learning materials anytime and anywhere.

**Table 20.** Students' readiness for blended learning that students can manage their study plan

No Item/Statement	Optional answers									
	Strongly agree		Agree		Neutral		Disagree		Strongly disagree	
	F	P (%)	F	P (%)	F	P (%)	F	P (%)	F	P (%)
20. I prefer to decide for myself where and when I want to study.	36	19.7	94	51.4	51	27.9	2	1.1	0	0.0

Table 20 shows that a total of strongly agree and agree category is 77.1% students meaning that they prefer to decide for when they want to study. Only 1.1% of them assumed that they do not prefer to decide for when and where they want to study, even though, 27.9% of them did not agree nor disagree with the idea that they prefer to decide for where and when they want to study. It can be concluded that most of the students feel more comfortable when they have flexibility in place and time to study.

**Table 21.** Students' readiness for blended learning that learning at students' own pace is necessary to know

No Item/Statement	Optional answers									
	Strongly agree		Agree		Neutral		Disagree		Strongly disagree	
	F	P (%)	F	P (%)	F	P (%)	F	P (%)	F	P (%)
21. I like to learn at my own pace.	35	19.1	94	51.4	53	29.0	1	0.5	0	0.0

Table 21 shows that the two largest percentage of the students answer are in the category of agree (51.4%) and in strongly agree (19.1%). It means that 70.5% of the students like to learn at their own pace. Only one of them (0.5%) disagreed with this statement. Even though, 29.0% of them did not agree nor reject that learning at students' own pace is necessary. It can be reveals that most of the them view that they can learn not to rush or in their own speed that is comfortable for them.

**Table 22.** Students' readiness for blended learning that blended learning motivate students to be more responsible and discipline

No Item/Statement	Optional answers									
	Strongly agree		Agree		Neutral		Disagree		Strongly disagree	
	F	P (%)	F	P (%)	F	P (%)	F	P (%)	F	P (%)
22. Learning English face-to-face and online will motivate me to be more disciplined and responsible while studying.	36	19.7	108	59.0	38	20.8	1	0.5	0	0.0

Table 22 shows that it is close to 80% of the student number regarded that learning English face-to-face and online learning will motivate them to be more disciplined and responsible while studying (59% in strongly agree and 19.7% in agree category). Only one of the students thought that it cannot motivate them, but 20.8% of them are at undecided. Undecided opinion means they neither support nor discourage the idea that learning English face-to-face and online learning will motivate them to be more disciplined and responsible. Thus, it can be interpreted that most of the students also view blended learning as a solution in the process of learning English in the current situation.

**Table 23.** Students' readiness for blended learning that blended learning encourages students to make goals and plans

No Item/Statement	Optional answers									
	Strongly agree		Agree		Neutral		Disagree		Strongly disagree	
	F	P (%)	F	P (%)	F	P (%)	F	P (%)	F	P (%)
23. Learning English face-to-face and online will encourage me to create my own study plans and goals.	27	14.8	108	59.0	48	26.2	0	0.0	0	0.0

From table 23, the students only answered in 3 categories. The highest number is in agree category (1088 students, 59%), and followed by 48 students (26.2%) in neutral and 27

students in strongly agree (14.8%). This result indicates that the majority of the students agreed that learning English with 2 methods (face-to-face and online) will encourage them to create their own study plans and goals in learning. Then, none of them disagreed with this statement. However, 26.2% of them still did not support nor discourage the statement that learning English with blended learning will encourage them to create their own study plans and goals. The result reveals that most of the students view blended learning encouraging them to create their own study plans and goals in learning English.

**Table 24.** Students' readiness for blended learning that students are able to manage their time

No Item/Statement	Optional answers									
	Strongly agree		Agree		Neutral		Disagree		Strongly disagree	
	F	P (%)	F	P (%)	F	P (%)	F	P (%)	F	P (%)
24. I can manage my time more efficiently in both face-to-face and online learning.	26	14.2	95	51.9	56	30.6	6	3.3	0	0.0

Table 24 shows that the majority of the students (121 students, 66.1%) regarded that they can manage time more efficiently while studying with both online and face-to-face classroom (51.9% agreed and 14.2% strongly agreed). Then, there are 3.3% of them (6 students) assumed that they cannot manage their time more efficient in both face-to-face and online learning. While the remaining 30.6% did not accept nor discouraged the idea that they can manage time more efficiently while studying with both online and face-to-face classroom. This result can be interpreted to most of the students view blended learning help them to manage their study time more efficient.

**Table 25.** Students' readiness for blended learning that students can face the problem in learning

No Item/Statement	Optional answers									
	Strongly agree		Agree		Neutral		Disagree		Strongly disagree	
	F	P (%)	F	P (%)	F	P (%)	F	P (%)	F	P (%)
25. When I have a learning problem, I can find a way to solve it (e.g. asking others for help, or searching the internet for information).	33	18.0	115	62.8	35	19.1	0	0.0	0	0.0

The table 25 shows that the students only answered 3 categories (strongly agree, agree and neutral) and most of them (80.8%) regarded that when they have a learning problem, they can solve it (62.8% agreed and 18% strongly agreed). Hence, none of the disagreed with this statement, even though, still, 19.1% of them are at undecided category. It means that they did not support nor reject the idea that when they have a learning problem, they can solve it by asking someone for help. It can be interpreted that most of the students view that they can face their self-learning problem when they can ask so someone help or searching it in internet platform.

**Table 26.** Students' readiness for blended learning that students have sufficient gadgets for learning

No Item/Statement	Optional answers									
	Strongly agree		Agree		Neutral		Disagree		Strongly disagree	
	F	P (%)	F	P (%)	F	P (%)	F	P (%)	F	P (%)
26. The gadgets I have for online learning are sufficient and reliable.	32	17.5	107	58.5	42	23.0	2	1.1	0	0.0

Table 26 shows that most of the students (139 students, 76%) from 2 categories (agree and strongly agree) regarded that they have gadgets for learning such as smartphone and PC which are sufficient and reliable for them. Only 1.1% of them disagreed with this statement, even though, 42% of them did not agree or discourage the statement about they have the gadgets for learning such as smartphone and PC are sufficient and reliable for them. The result reveals that most of the students view the gadgets are sufficient and reliable for them. In other words, the gadgets that they have are enough for learning purposes.

**Table 27.** Students' readiness for blended learning that students ready to face the challenges in learning

No Item/Statement	Optional answers									
	Strongly agree		Agree		Neutral		Disagree		Strongly disagree	
	F	P (%)	F	P (%)	F	P (%)	F	P (%)	F	P (%)
27. I am ready to face challenges in blended learning English (combining face-to-face classes and online learning).	23	12.6	81	44.3	74	40.4	5	2.7	0	0.0

The table 27 above indicates that most of the students (104 students, 56.9%) believed that they are ready to face the challenges in blended learning at English classes combining face-to-face classroom and online learning. 44.3% of them agreed and 12.6% of them strongly agreed with the statement. Hence, only 2.7% of them disagreed with it. However, there are 40.4% of them who did not support nor discourage the idea that they are ready to face the challenges in blended learning in English classes. This result then can be interpreted that most of the students are ready to face the challenges in blended learning in English classes.

**Table 28.** Students' readiness for blended learning that students have willingness to use blended learning model in teaching and learning process

No Item/Statement	Optional answers									
	Strongly agree		Agree		Neutral		Disagree		Strongly disagree	
	F	P (%)	F	P (%)	F	P (%)	F	P (%)	F	P (%)
28. I want to learn English with a blended learning model (combining face-to-face and online learning) rather than face-to-face learning.	30	16.4	75	41.0	64	35.0	14	7.7	2	1.65

In table 28, a half of students (105 students, 57.4%) regarded that they want to learn English with blended learning model rather than relying only on a face-to-face classroom (41% agreed and 16.4% strongly agreed). Only 7.7% of them (14 students) who did not want to use blended learning, but, 35.0% (64 students) are in neutral condition neither agreed nor rejected the idea that they want to learn English with blended learning model rather than only in a face-to-face classroom. This result then can be interpreted that the majority of the students want to learn English with blended learning model rather than only in a face-to-face classroom.

Hence, the researchers also analyzed the level of students' readiness in blended learning implementation by calculating the tally scores of students answers in the questionnaire as in the following table.

**Table 29.** The level of students' readiness in blended learning implementation

Value Range		Frequency	Percentage	Level
Likert Scale	Score			
5	81-100	60	33%	Very high
4	61-80	121	66%	High
3	41-60	2	1,1%	High Enough
2	21-40	0	0	Low
1	0-20	0	0	Very Low

It is clear from the table above that the students' readiness in blended learning implementation at the Department of English Education of UIN Suska Riau averagely is at "high" level with a total of 121 students (66%) and the remaining students are scattered into 2 other levels of readiness namely "very high" level (60 students, 33%) and "high enough" level (2 students, 1.1%). Furthermore, there is no student both in "low" and "very low" level. Based on the results, it is found that most of the students are ready for the implementation of blended learning in their daily teaching and learning process. As stated by Sriwichai (2020), when students' learning is supported by their readiness to handle 7 aspects (online learning, online interaction, technology, classroom learning, learning management, learning flexibility and readiness for blended learning), they will be better to adapt themselves in a difficult situation and understand the problems and solutions occur. Therefore, in this "high" level of their readiness, students can achieve the learning goal and improve their skills and knowledge.

## Conclusion

Based on what have been presented in result and discussion section, the researchers conclude that the students' readiness in blended learning implementation is "high" in terms of their readiness of adapting to online learning, readiness of online interaction with their classmates and lecturers, readiness of technology and digital acquisition, readiness for flexibility of time and place in learning, readiness of manage students learning plan, and the readiness for blended learning. In short, the students possess a high degree of readiness for the implementation of blended learning in their daily learning activity in their classroom in the future.

## References

- Adams, D., Mabel, H.J.T., and Sumintono, B. (2020). Students' readiness for blended learning in a leading Malaysian private higher education institution. *Journal of Interactive Technology and Smart Education*. Retrieved from: <http://doi.org/10.1108/ITSE-03-2020-0032>
- Akbarov, A., Gonen, K., & Aydogan, H. (2018). Students' attitudes toward blended learning in EFL context. *Acta Didactica Napocensia*. Retrieved from: <https://doi.org/10.24193/adn.11.1.55>
- Check, J., & Schutt, R. K. (2012). *Research methods in education*. Thousand Oaks, CA: Sage.
- Cohen, L., Manion, L., & Marrison, K. (2007). *Research method in education*. New York: Routledge Farmer.
- Creswell, John W. (2012). *Educational research: Planning, conducting, evaluating quantitative and qualitative research*. United State of America: Pearson Education Inc.
- Dwiharyadi, Anda., Afni, Zalida., & Aulia, Rentih. (2020). Students readiness in online lectures during the pandemic: What is the ideal lecture model?. *The International Journal of Business Review*). Retrieved from: <https://doi.org/10.17509/tjr.v3i1.344366>
- Dwiyanti, K. E., Pratama, I. P. Y., & Ines Marylena Candra Manik, N. P. (2020). *Online learning readiness of Junior High School students in Denpasar [EFL; Online learning; Online learning readiness scale (OLRS)]*. Retrieved from: <https://doi.org/10.15408/ijee.v7i2.177733>
- Firdaus, F., Muntaqo, R., & Trisnowati, E. (2020). Analysis of student readiness for blended learning model implementation in industrial era 4.0. *Indonesian Journal of Science and Education*. Retrieved from: <https://jurnal.untidar.ac.id/index.php/ijose/article/view/2309>
- Friesen, N. (2012). *Defining blended learning. Learning spaces*. Retrieved from: [https://www.normfriesen.info/papers/Defining\\_Blended\\_Learning\\_NF.pdf](https://www.normfriesen.info/papers/Defining_Blended_Learning_NF.pdf)
- Hamzah, F., Phong, S. Y., Azlan, M., Sharifudin, S., Zain, Z. M., & Rahim, M. (2020). Exploring students' readiness on English language blended learning. *Asian Journal of University Education (AJUE)*. Retrieved from: <https://education.uitm.edu.my/ajue/>
- Harun, Robekhah. Harun, Zetty. Dass, Laura. (2019). A study on learners' readiness and perceptions of the implementation of blended learning in UiTM Kedah. *International Journal of Modern Languages and Applied Linguistics*. Retrieved from: <https://doi.org/10.24191/ijmal.v3i2.7640>



- Horn, Michael B. & Staker, Heather. 2011. The rise of K-12 blended learning. *Innosight Institute*. Retrieved from: <https://christenseninstitute.org/wp-content/uploads/2013/04/The-rise-of-K-12-blended-learning.pdf>
- Innes, Martha Cleveland., & Wilton, Dan., (2018). *Guide to blended learning*. Burnaby: Commonwealth of Learning.
- Kementerian Pendidikan dan Kebudayaan. (March 24, 2020). Mendikbud terbitkan SE tentang pelaksanaan pendidikan dalam masa darurat Covid-19. *Kementerian Pendidikan dan Kebudayaan, Republik Indonesia*. Retrieved from: <https://www.kemdikbud.go.id/main/blog/2020/03/mendikbud-terbitkan-se-tentang-pelaksanaan-pendidikan-dalam-masa-darurat-covid19>
- Kumari, K.W.S.N. and Jayasinghe, G.J.M.S.R. (2021). Undergraduate students' readiness for blended learning during COVID-19 Pandemic in Sri Lanka. *Journal of Contemporary Issues in Business and Government*. Retrieved from : <https://ssrn.com/abstract=3831219>
- Küsel, J., Martin, F., & Markic, S. (2020). University students' readiness for using digital media and online learning comparison between Germany and the USA. *Education Sciences Journal*. Retrieved from: <https://doi.org/10.3390/educsci10110313>
- Lu, J., & Price, J. (2018). Chinese students' ICT readiness for a blended teaching and learning environment. *Eurasia Journal of Mathematics, Science and Technology Education*. Retrieved from: <https://www.ejmste.com/download/chinese-students-ict-readiness-for-a-blended-teaching-and-learning-environment-5480.pdf>
- Mohammed, M.N.H.J. 2015. Perceptions and attitudes towards blended learning for English courses: A case study of students at University of Bisha. *English Language Teaching*. Retrieved from: <http://files.eric.ed.gov/fulltext/EJ1075497.pdf>
- Muhamad, Siti Hawa & Nuwairi, Nujaidah. (2015). Management students' readiness and effectiveness in adopting blended learning in English for occupational purposes class at the tertiary level: A concept paper. *Proceeding of the 2nd international conference on management and muamalah*. Retrieved from: <http://conference.kuis.edu.my/icom/2nd/download/IC%20029.pdf>
- Osman, N. and M.I. Hamzah, 2017. Student readiness in learning Arabic language based on blended learning. *International Journal of Applied Linguistics and English Literature*. Retrieved from: <https://doi.org/10.7575/aiac.ijalel.v.6n.5p.83>
- Rafique, G.M., Mahmood, K., Warraich, N.F., and Rehman, S.U. (2021) Readiness for online learning during COVID-19 pandemic: A survey of Pakistani LIS students. *The Journal of academic librarianship*. Retrieved from: <https://doi.org/10.1016/j.acalib.2021.102346>
- Sara, K., Witi, F.L., Mude, A. (2020). Implementasi E-Learning berbasis Moodle di masa pandemi Covid-19. *Journal of Administration and Educational Management*. Retrieved from: <https://journal.ipm2kpe.or.id/index.php/ALIGNMENT/article/view/1813>
- Slameto. (2011). *Belajar dan faktor-faktor yang mempengaruhinya*. Jakarta: Rineka Cipta.
- Som, Mat., Hafizan., Panah, Ebrahim., & Ghazali, Amzari Jihadi. (2020). A study on student's readiness towards blended learning methodology in University College of Yayasan Pahang (UCYP). *Asian Journal of Research in Education and Social Sciences*. Retrieved from: <https://myjms.mohe.gov.my/index.php/ajress/article/view/8349>
- Sriwichai, C. (2020). Students' readiness and problems in learning English through blended learning environment. *Asian Journal of Education and Training*. Retrieved from: <https://www.asianonlinejournals.com/index.php/EDU/article/view/1275>

- Stein, J. and Graham, C.R. (2014). *Essentials for blended learning a standards-based guide*. Routledge. New York: USA.
- Sudijono, Anas. (2011). *Pengantar statistik pendidikan*. Jakarta: RajaGrafindo.
- Sugiyono. 2012. *Metode penelitian kuantitatif dan kualitatif dan R & D*. Bandung: Alfabeta.
- Syafii, M. (2019). *From paragraphs to a researcher report: A writing of English for academic purpose*. Pekanbaru: Publishing and Consulting Company.
- Taghizadeh, MahboubeH & Hajhosseini, Fatemeh. (2020). Investigating a blended learning environment: Contribution of attitude, interaction, and quality of teaching to satisfaction of graduate students of TEFL. *The Asia-Pacific Education Researcher* VOL.30. Retrieved from: <https://doi.org/10.1007/s40299-020-00531-z>
- Tang, C. M., & Chaw, L. Y. (2013). Readiness for blended learning: Understanding attitude of university students. *International Journal of Cyber Society and Education*. Retrieved from: <http://academic-pub.org/ojs/index.php/IJCSE/article/view/1086/0>
- Tania, Lisa & Saputra, Adrian. (2020). Analysis of students readiness in online learning during the Covid-19 pandemic. *Journal Pendidikan MIPA Universitas Lampung*. Retrieved from: <http://dx.doi.org/10.23960/jpmipa/v21i2.pp163-169>
- Yulia, H. (2017). Readiness for blended learning viewed from the students' attitude towards learning aspects. *International Journal of Active Learning*. Retrieved from: <https://journal.unnes.ac.id/nju/index.php/ijal/article/view/9106>