TEACHERS' PERCEPTION ON STUDENTS' ENGAGEMENT IN BLENDED LEARNING IN EFL READING CLASSROOM

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Abstract.
Blended learning is a relatively new field that combines traditional teaching approaches with online learning. Other than that, students' engagement is a key aspect in the improvement of getting to know in classroom. The purpose of this research is to find out students' engagement in blended learning in EFL reading classroom from the teacher's point of view. This research was guided by qualitative research approach with case study design. This research was conducted at one of junior high school in Garut. The participants in this research were three English teachers from that school. The data were collected through face-to-face and online interviews. To analyze the data of this research, the researcher used inductive analysis data. The findings of this research based on teachers' perception from participants are behavioral engagement of students in blended learning in EFL reading classroom have the same position between offline and online learning in classroom. Cognitive engagement of students in blended learning in EFL reading classroom more positive when offline learning than when online learning. Emotional engagement of students in blended learning in EFL reading classroom more positive when offline learning than when online learning. It means that in blended learning, student involvement is more likely to look good or positive during offline learning compared to online learning.

Keywords: blended learning, students' engagement, efl reading classroom, teachers' perception

INTRODUCTION

In this pandemic era, the government makes regulations for learning at schools. Face-to-face learning at schools must be 50% of the number of students per class with health protocol and the remaining amount conducts online learning. It will make decrease students' enjoyment from schooling in secondary/high education and higher education context have drawn attention to the concept of students' engagement (Delialioğlu, 2012). Students' engagement is very important in learning activities. Therefore, designing such learning environments requires utilization of instructional design strategies that address principles of students' engagement in classroom. One of them is new learning environments called blended learning which is the combination of face-to-face and online learning environments. It is line with combining face-to-face and online learning environments have potential to provide a learning environment where students' engagement opportunities are more than using only one type of learning environment (Delialioğlu, 2012).

The researcher conducts this research by taking this topic based on experience as a teacher and also a student. In blended learning, students' engagement looks different between traditional learning and online learning. One of the examples is students' enthusiasm for learning is greater during traditional learning because they can learn together in class while online learning they only learn through smartphones and not a few of the students find it difficult when carrying out online learning. Even the teacher feels the difference. Therefore, the researcher conducted this research is to find out teachers' perception about the students' engagement in blended learning especially in EFL reading classroom.

Furthermore, there have been previous studies related to students' engagement in blended learning. Studies from Nkomo & Nat (2021), showed the result that students engaged differently with learning resources as students had different engagement patterns based on low, moderate and high engagement levels. In this study used SimpleKmeans clustering technique to known the data result. Another studies from Dwivedi et al., (2019), showed the result that the students' engagement increased if the online content is related to the syllabus but engagement is not the same as the face-to-face lectures in the class. This study used a mixed methodology approach. Next studies from Delialioğlu (2012) showed the result that the difference in Active Learning was not due to student individual differences but rather the learning environment provided in the problem-based blended learning. This study repeated measure ANOVA analysis to analysis data collection.

The other studies from Halverson & Graham (2019), showed the result that a possible conceptual framework for engagement that included cognitive and emotional indicators,

offering examples of research measuring these engagement indicators in technology mediated learning contexts. In this study reviews the existing literature on learner engagement and identifies constructs most relevant to learning in general and blended learning in particular.

From the previous studies above, most of the studies focused on students' perception and conducted in higher education. Hence, another study is needed with the different focus. The present study attempts to investigate the teachers' perception of the blended learning applied in junior high school. To be specific, this study focuses on the students' engagement in blended learning in EFL reading classroom from the teachers' point of view.

LITERATURE REVIEW

Students' Engagement

There are three common dimensions of student engagement ; behavioral, cognitive and emotional (de Milliano et al., 2017; Fredricks et al., 2016; Pilotti et al., 2017; Reading, 2008; Wang, 2017; Yuan & Kim, 2018) cited in Nkomo & Nat , (2021).

Behavioral Engagement

According to Appleton, (2008), behavioral engagement was characterized by students' behavior that is full of effort, perseverance, motivation, intensity and determination to participate in English learning activities in classroom.

Cognitively Engagement

According to the theory from Appleton, (2008), stated that cognitive engagement was interaction of students during English learning process in classroom for example : students paying attention when the teacher delivered the material, concentrating and focusing on the material, and students try to be able to complete assignments or questions given by the teacher in classroom.

Emotional Engagement

Emotional engagement referred to the emotional reactions of students when participating in English learning. It is like students' interest in the lesson and the values that students have, so when in the learning process students feel bored, happy, sad or anxious.

Blended Learning

Blended learning) as a bendy method that mixes face-to-face learning with on-line learning practices that allow college students to alternate collective and person remarks and responses [in]four precise regions, specifically, learner comments, learner

techniques, and opportunity assessment synchronously or asynchronously. Blended learning allows each teacher and learner get admission to significantly elevated opportunities for understanding how we transmit and obtain statistics, how we interact with others in academic settings, how we construct information, and the way we assess what we've taught or learned.

Teachers' Perception

There are some theories about teacher perception. Perception as the cognitive process that individuals use to interpret and understand the world around them. He adds that perception is a conscious mental process of observing, comprehending, and responding to a particular thing, in which a person tries to translate the signal that he or she receives. Perception is also defined as the process of organizing and interpreting some stimuli toward some phenomena in the environment, it involves memory as a part of a cognitive process, and it more than an activity of simply seeing something. From those theories, it can be said that perception is an understanding of some stimuli that appear around us.

METHODOLOGY

This research will be guided by qualitative research approach with case study design since the aim of this research is to analyze in depth on one case (teachers' perception of students' engagement in blended learning in EFL reading classroom) and this study was conducted in a real and natural setting. Case study with a qualitative research approach to explores a real-life, through detailed, in depth-data collection involving multiple sources of information (e.g., observation, interviews, audiovisual material), reports a case descriptions and case themes (Creswell, 2018).

This research was conducted at one of the junior high schools in Garut. This school was selected because this school implemented blended learning (face-to-face learning and online learning by using some platforms including Whatsapp and LMS). This school has good accreditation and also as influential school in Garut.

In regard to the participants, the researcher purposively selected three teachers. The researcher chose these three teachers as participants in this study because they were in accordance with the criteria that the researcher wanted. They teach in junior high schools and have long teaching experience. They also apply blended learning to teach English in EFL reading classroom. The first teacher teaches in grade 9. The second teacher teaches in grade 7. The third teacher teaches in grade 8.

In conducting this research, the researcher chose interviews as instrument for data collection. The type of interview used was semi-structured interview. This type will provide a deep information from the participants and also appropriate to the research

question which must be answered based on perception from the participants. In addition, in semi-structured interview, the researcher has a list of questions to be covered, however every so often the questions may change depending on what path the interview takes. Interviews were held face-to-face and online between researcher and participants. The researcher recorded the information from interviews by audiotaping and take notes. It is line with interview protocol for asking questions and recording answers during a qualitative interview (Creswell, 2018).

The researcher formulated initial questions for interview. It was conducted on July 25,2022. The questions for interview consist of 11 questions. The questions based on theories that underlie the study. The theory used in this research consists of 2 theories. The interview questions were categorized into three parts, first is teachers' perception on behavioral students' engagement in blended learning, second is teachers' perception on cognitive students' engagement in blended learning, last is teachers' perception on emotional students' engagement in blended learning.

In this research, the researcher conducted inductive analysis to analyze the data. Natural data and a clear overview of the results of the research are needed. Inductive process illustrates working back and forth between the themes and the database until the researcher had established a comprehensive set of themes (Creswell, 2018). Inductive analysis consisting: Recording – Transcribing – Categorizing – Analyzing – Interpreting. Recording was done by interviewing the participants. After that, the data that has been obtained is then transcribed. After becoming a data transcript, then categorize according to predetermined categories related to research. Analyzing and interpreting existing data in accordance with the objectives of the research.

FINDINGS AND DISCUSSIONS

The data showed some interesting results and following conclusions can be inferred from the analysis. This data is obtained from the results of interviews with participants Teacher 1 (T1), Teacher 2 (T2) and Teacher 3 (T3). The following are the findings of researchers from interviews with teachers:

1. **Students' Behavioral Engagement**

    The following are the answers from the participants regarding their perception related to students' behavioral engagement in blended learning in EFL reading classroom

    T1 = "Only 50% of students can participate in online learning because ;

    1. The student factor does not have a gadget / cellphone
    2. Students have cellphones but only chat quotas

3. The opportunity for students to find extra money for pocket money is due to loose conditions"

T2 = "Students are always present in offline learning if online are not entirely present on time due to network constraints"

T3 = "Not all are present, especially those who are offline, there are still those who do not enter, while for online when they are present, they are present, they have their names written down but when learning begins not all students follow"

From the answers above, it can be concluded that from the three participants, not all students were present in learning English both offline and online (blended learning). Especially in online learning, students rarely take part in learning caused by networks and etc.

T1 = "A small number of students have a strong desire to read text in online learning, but when offline students want to read English text but it must be presented in illustrated text."

T2 = "Students are always interested in English texts because they want to explore more deeply the contents of the text reading"

T3 = "In general, from all the classes I teach, if you count them, you can use your fingers in each class, at least 10 students who have an interest have motivation to read English texts, both in offline and online learning"

From the answers above, it can be concluded that most of the students taught by T1 have motivation in reading English texts both offline and online (blended learning), but it will be even greater the motivation to read that students have when learning offline because they can read English text directly in illustrated text. For students who are taught by T2, they have great motivation to read English texts because they want to be able and explore the reading content of the texts. For students taught by T3, it can be counted that there are only a few students who have the motivation to read English texts.

T1 = "A small number of students participate in online learning, offline student attendance reaches 90%."

T2 = "Most of the students follow the lesson well, both in offline and online learning"

T3 = "For offline learning in general, they follow the lesson well from beginning to end. Whereas in online learning sometimes I like to laugh to myself because at the beginning of learning they are present when taking attendance but at the end of their learning no one responds to me"

From the answers above, it can be concluded that some of the students taught by the three participants in general can take part in offline learning well from the beginning to

the end of the lesson. While in online learning, sometimes students do not follow well from the beginning to the end of learning.

2. Students' Cognitive Engagement

The following are the answers from the participants regarding their perception related to students' cognitive engagement in blended learning in EFL reading classroom

> T1 = "Students pay attention to online learning by seeing only 50% incoming assignments but during offline learning 100% of assignments are entered"
>
> T2 = "In delivering English learning material starting from providing motivation, it is also made how the learning atmosphere becomes fun, firstly, questions about the material to be given and varied learning styles are made so that in explaining the learning material many students are interested and enthusiastic to pay attention to the material presented will be delivered both online and offline"
>
> T3 = "When offline learning, they pay attention, while for online learning, not everyone pays attention because there are signal problems or they don't want to take part in learning because they feel online learning is boring"

From the answers above, it can be concluded that T1 sees students paying attention or not when learning is seen from the incoming assignments, when learning online not all students pay attention to learning well while when learning offline almost all students pay attention well. T2 prepares a way of delivering material that is fun and not boring so that students can pay close attention when learning both offline and online. Students who are taught by T3 during offline learning they pay close attention when delivering material while online learning not all students pay close attention because students feel bored.

> T1 = "Teachers always give offline assignments and when online too, the portions are different when online only 1x a week, while offline 2x meetings every time there is a lesson and yes, there are students who do well and some are just doing it"
>
> T2 = "Most of the students always work on assignments both offline and online, while if there are students who do not understand they are usually guided directly by me directly individually"
>
> T3 = "For offline learning because they may wait for the results of the work at the end of the day to be collected and do not want to be collected later on the assigned task, there are also those who do not collect but collect collections. As for online learning, many students do not collect because there are several obstacles such as the gadgets they have and do not have applications that support online learning such as wps office and also google classroom."

From the answers above, it can be concluded that in general, students always do the assignments given in offline learning because they are done directly in class. While in online learning, sometimes there are students who do not do the assignments given.

T1 = "Students' reading ability during online learning is constrained by little or minimal mastery of words or vocabulary. Sometimes students feel lazy to look up the meaning of words or phrases in a dictionary or google, in addition to interacting with the teacher a little time during the google meet is constrained by signals or gap interactions. During offline learning, these obstacles can be overcome by directing students to open a dictionary or ask a friend."

T2 = "In reading English texts they are not proficient in pronunciation because they lack practice in pronunciation and also don't really understand because they have not mastered much vocabulary"

T3 = "Overall, both in offline and online learning, students' ability to read English texts is not very fluent, both in terms of pronunciation and fluency. In addition, students are also not too familiar with the vocabulary, what it means and how to pronounce it. But there are some students whose reading skills are good because they like English"

From the answers above, it can be concluded that in general, of all the students taught by T1, T2 and T3 both in offline and online learning, their ability to read English texts is not very proficient because they are not very good at pronunciation and also have not mastered vocabulary.

T1 = "Some students can answer questions because there are zoom meeting and google meet sessions. At that time students can freely interact with the teacher regarding the material that has been given."

T2 = "Some students can answer and some are wrong or cannot answer"

T3 = "For offline majority they can answer questions but for online learning there are so many who can't because the reason is in themselves because some are paying attention, some are not"

From the answers above, it can be concluded that some students taught by T1, T2 and T3 can answer the questions given during offline learning. Meanwhile, during online learning, not all students can answer questions because of signal constraints.

T1 = "Only 20% when online learning students ask questions due to shame and fear of teachers or friends, only high class students always ask questions. During offline learning, students' enthusiasm to ask questions is very large because the class conditions and interactions with classmates have been formed. The teacher only directs and corrects the students' answers."

T2 = "They are always critical when they don't understand, students always ask questions in learning, always enlivened by questions and answers and discussions. Even at the end of the lesson, the students and I did a question and

answer reflection with questions such as; let's reflect (1. What is the most interesting activity have you experienced? 2. What are do you feel you still need to practice or improve on?"

T3 = "For offline learning, there is at least 10 students who want to ask questions from their seats or raise their hands or come to my desk to ask questions. As for online, there are some students who like to ask questions too"

From the answers above, it can be concluded that in general, some students who are taught by T1, T2 and T3 during offline learning are always enthusiastic to ask questions when there is material that is not understood. Whereas when online learning students are not too enthusiastic to ask about the material but there are also some students who ask which students pay attention to learning.

3. Students' Emotional Engagement

The following are the answers from the participants regarding their perception related to students' cognitive engagement in blended learning in EFL reading classroom

T1 = "During online learning, of course, learning feels boring because only watching and listening to the material delivered by the teacher and there is no emotional or verbal interaction between students. During offline learning, the teacher is obliged to create an interesting, varied, relaxed learning atmosphere and produce a benefit for students"

T2 = "A pleasant atmosphere is created so that some students are not bored when learning takes place because if the class atmosphere does not look pleasant then students will feel bored during learning both offline and online"

T3 = "Of course there is boredom for offline learning, it looks very clear to me as a teacher, the students look bored and we as teachers must be smart in bringing the class atmosphere so that it is not boring like doing ice breaking so that students don't get bored a little while in class. Meanwhile, online learning can be seen from the presence or absence of a response from students"

From the answers above, it can be concluded that overall, students who are taught by T1, T2 and T3 during offline learning because as much as possible the teacher creates a pleasant atmosphere in class so that students do not feel bored in class and with direct interaction between teachers and students makes the classroom atmosphere more lively and fun. While online learning, students feel bored because they cannot directly interact with the teacher and their friends.

T1 = "For online learning, most of the students are not interested due to several things, such as signals, being boring and feeling no enthusiasm for learning. While formal offline learning makes students follow school rules to feel that they are an

important part of the school and feel excited to learn because they meet their friends."

T2 = "Students are interested in learning English because they want to be able and want to learn English"

T3 = "During offline learning, there were around a few students who looked very interested who always followed the lesson and it was seen from the students' body language by seeing their readiness to follow English. At the time of online learning, it may be seen from the direct response from students."

From the answers above, it can be concluded that overall, students taught by T1, T2 and T3 have an interest in learning English during offline learning because they can interact directly with their friends and it can be seen from the students' readiness to learn. While online learning students are not very interested in learning English because they think online learning is very boring and cannot interact directly with their friends.

T1 = "During offline learning, the classroom conditions are conducive because there are rules so that students are orderly and the material can be arranged properly from planning to assessment. Meanwhile, when learning online, it's normal because you can't see directly whether the class is conducive or not."

T2 = "Alhamdulillah, the class is always conducive, orderly and safe because I always emphasize to students that besides academic values, attitude values are also taken into account"

T3 = "In Shaa Allah for offline learning the classroom conditions are always conducive and for online learning also at certain times the class conditions are conducive so it is not always conducive"

From the answers above, it can be concluded that in general, all classes taught by T1, T2 and T3 during offline learning are always conducive because the rules at school are always applied and class conditions can be seen directly. While online learning is not always conducive because class conditions cannot be seen directly unlike when offline learning.

According to Nkomo & Nat (2021), there are 3 common types of students' engagement; Behavioral, Cognitive and Emotional. Therefore, here the researcher discusses one by one the types of students' engagement in blended learning in EFL reading classroom according to the teachers' perception based on the theories used.

First is behavioral engagement. Behavioral engagement is characteristic by students' behavior that is full of effort, perseverance from students, motivation, intensity and determination to participate in English learning activities in classroom (Appleton, 2008). Based on T1, T2 and T3 perception it can be seen that the presence of students during

offline and online learning is almost the same not 100% of students are present but when online learning more students are absent due to several factors such as not having a gadget, signal constraints etc. Students have great motivation to read English texts both in offline and online learning but they are more interested / have great motivation when learning offline because they are presented with illustrated texts. It means that behavioral engagement of students in blended learning in EFL reading classroom have the same position between offline and online learning in classroom.

Second is cognitive engagement. Appleton (2008), stated that cognitive engagement is interaction of students during English learning process in classroom, for example : students paying attention when the teacher delivered the material, concentrating and focusing on the material and students' try to be able to complete the assignments or questions given by the teacher when lesson in classroom. Based on T1, T2 and T3 perception it can be seen that most students will pay close attention to the teacher when delivering material during offline learning, while when online learning there are students who pay attention and some do not.

Students always do the assignments given during online learning because the assignments are collected at that time, whereas when online learning students sometimes don't collect assignments for several reasons such as no quota, interrupted signal and also they don't know how to use applications that support when online learning. Most students can answer questions and ask questions related to material that has not been understood during offline learning in class, while when learning online there are only a few students who can answer questions and ask the teacher. In addition, both in offline and online learning, students' ability to read English texts is not very proficient because they are not very good at pronunciation and also have not mastered vocabulary. It means that cognitive engagement of students in blended learning in EFL reading classroom more positive when offline learning than when online learning.

Third is emotional engagement. The theory of emotional engagement is referred to the emotional reactions of students when participate in English learning in classroom. It is mean students interest in the lesson and the values that students have, so when in learning process students feel bored, happy, sad or anxious. Based on T1, T2 and T3 perception it can be seen that overall students will not feel bored during offline learning because the teacher will create a pleasant classroom atmosphere so students will not feel bored and happy while online learning students will be bored because there is no direct interaction with the teacher and also their friends. In addition, students are also more interested in taking English lessons when learning offline than when learning online. Class conditions are also more conducive when learning offline than when

learning online. It means that emotional engagement of students in blended learning in EFL reading classroom more positive when offline learning than when online learning.

CONCLUSIONS

Based on the research question in this study is as follows : what is the teachers' perceptions about students' engagement in blended learning in EFL reading classroom and it is line with the results of research with interview techniques with teachers as participants who have been carried out about teachers' perception on students' engagement in EFL reading classroom there are several conclusions that can be drawn. There are 3 common types of students' engagement: behavioral, cognitive and emotional. Based on teachers' perception it can be seen that behavioral engagement of students in blended learning in EFL reading classroom have the same position between offline and online learning in classroom. Based on teachers' perception it can be seen that cognitive engagement of students in blended learning in EFL reading classroom more positive when offline learning than when online learning. Based on teachers' perception it can be seen that emotional engagement of students in blended learning in EFL reading classroom is more positive when offline learning than when online learning.

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