



The Effectiveness of English Learning with the Blended Learning Method in the Digital Era: A Literature Review

Yuanita Susanti¹, Afif Alfiyanto², Fitri Hidayati³, Muhammad Ghazali⁴

Universitas Tangerang Raya^{1*}, Universitas Islam Negeri Raden Fatah Palembang^{2,3,4}

*Corresponding Author. E-mail: yuanitasusanti@untara.ac.id

Receive: 10/05/2024

Accepted: 10/07/2024

Published: 01/10/2024

Abstrak

Penelitian ini bertujuan untuk mengeksplorasi efektivitas pembelajaran bahasa Inggris dengan metode blended learning di era digital. Metode blended learning menggabungkan pembelajaran tatap muka dengan pembelajaran online, yang memungkinkan fleksibilitas waktu dan tempat bagi siswa. Penelitian ini menggunakan pendekatan tinjauan literatur deskriptif dengan meninjau artikel dan jurnal yang relevan dalam 10 tahun terakhir (2013-2023) terkait penerapan blended learning dalam pembelajaran Inggris Raya. Hasil penelitian menunjukkan bahwa metode blended learning efektif dalam meningkatkan kemampuan bahasa siswa di Inggris Raya, terutama dalam keterampilan berbicara dan mendengarkan. Fleksibilitas dan penggunaan teknologi interaktif adalah faktor utama yang mendukung keberhasilan metode ini. Namun, penelitian ini juga mengidentifikasi beberapa tantangan, seperti keterbatasan akses teknologi dan rendahnya literasi digital, yang menghambat implementasi blended learning, terutama di negara berkembang. Kebaruan dari penelitian ini terletak pada analisis yang lebih mendalam tentang tantangan lokal dalam penerapan blended learning dan solusi untuk meningkatkan efektivitasnya. Penelitian ini menekankan pentingnya peran infrastruktur teknologi yang memadai dan pelatihan literasi digital untuk mendukung keberhasilan implementasi blended learning di masa depan.

Kata Kunci: pembelajaran campuran, pembelajaran bahasa inggris, efektivitas, era digital. literasi digital

Abstract

This study aims to explore the effectiveness of United Kingdom language learning with blended learning methods in the digital era. The blended learning method combines face-to-face learning with online learning, which allows flexibility in time and place for students. This study uses a descriptive literature review approach by reviewing relevant articles and journals in the last 10 years (2013-2023) related to the application of blended learning in United Kingdom learning. The results of the study show that the blended learning method is effective in improving students' United Kingdom language skills, especially in speaking and listening skills. Flexibility and the use of interactive technology are the main factors that support the success of this method. However, the study also identified several challenges, such as limited access to technology and low digital literacy, that hinder the implementation of blended learning, especially in developing countries. The novelty of this study lies in a more in-depth analysis of local challenges in the application of blended learning and solutions to improve its effectiveness. This research emphasizes the importance of the role of adequate technology infrastructure and digital literacy training to support the successful implementation of blended learning in the future.

Keywords: blended learning, United Kingdom language learning, effectiveness, digital era, digital literacy

Introduction

United Kingdom language learning continues to experience rapid development along with the advancement of digital technology

(Hambali et al., 2023). The use of technology in learning, especially blended learning methods, has become a relevant choice in the context of the digital era. Blended learning is a combination of face-to-face learning and online learning, which

provides flexibility for students in the learning process (Diastuti, 2023; Helsa et al., 2022). This approach allows for more varied and interactive teaching, as well as allowing learners to access the material anytime and anywhere. In United Kingdom language learning, this method is considered effective because it can increase student engagement through the use of more engaging and dynamic digital technology (Aliah et al., 2024).

Previous research has shown that the use of blended learning in foreign language learning, especially United Kingdom, has yielded positive results. For example, a study by Wahyuni (2022); and Fobia et al. (2021) revealed that blended learning improves interaction between teachers and students, which has an impact on improving students' understanding of the material. Research by Hambali et al. (2023); and Sarjani et al. (2023) also shows that the use of technology in language learning can increase students' learning motivation and communication skills. However, challenges such as limited access to technology, low digital literacy, and lack of time management skills by students in an online learning environment are factors that hinder the effectiveness of this method (Lase, 2019).

However, most research on blended learning in United Kingdom learning still focuses on the effectiveness of using online platforms in general, without exploring in more depth the specific impact of the combination of face-to-face and online methods. This research is here to fill this gap, by empirically evaluating the effectiveness of United Kingdom language learning through blended learning methods in the digital era. This study will also explore what factors affect the effectiveness of this learning, especially in the context of education in Indonesia which has various challenges in terms of technological infrastructure and the readiness of students and teachers.

This research is important to conduct considering the increasingly widespread use of technology in the world of education, especially after the COVID-19 pandemic, where online learning has become an integral part of the education system. A deeper understanding of the effectiveness of blended learning in United Kingdom learning in the digital era will provide new insights for educators in designing more effective learning strategies that suit the needs of students in this all-digital era.

The purpose of this study is to measure how effective the blended learning method is in

learning United Kingdom, as well as to identify the factors that affect its success. This research also aims to provide recommendations for educational institutions in implementing blended learning more optimally.

Method

This study uses a literature review method with a descriptive approach. Literature review is a research method that focuses on collecting, analyzing, and synthesizing various sources of literature related to the topic being researched. The descriptive approach in literature review aims to describe clearly and in detail the results of previous research as well as trends or developments related to the research topic, in this case, the effectiveness of United Kingdom language learning with blended learning methods in the digital era.

Literature Collection

The literature used in this study was collected from various sources such as scientific journals, academic books, and relevant conference articles. Searches were conducted through several leading academic databases such as Google Scholar, ERIC, and ProQuest, using keywords such as "blended learning", "English language learning", "digital learning", and "effectiveness of blended learning". The collected articles were published in the last 10 years (2013-2023) to ensure suitability with the latest developments.

Literature Selection Criteria

In selecting relevant literature, the following criteria are used:

1. Inclusion

- An article that directly discusses learning United Kingdom using blended learning.
- Articles published in nationally or internationally accredited journals.
- Literature that provides information about the effectiveness of blended learning methods in the context of language learning.

2. Exclusion

- Articles that are not relevant to United Kingdom language learning or do not use blended learning methods.
- Articles with too narrow a scope of study or do not present generalizable data.

Literature Analysis and Synthesis

After the relevant literature is collected, an analysis of key findings from each source is carried out. The selected articles were analyzed qualitatively with the aim of identifying key themes, such as the effectiveness of blended

learning, the challenges faced in implementation, as well as the factors supporting the success of this method in United Kingdom language learning. This descriptive approach allows researchers to describe existing research results and group information based on specific themes.

Each research result is compared with each other to see general trends, advantages, disadvantages, and gaps in previous research. The synthesis was carried out by summarizing the relevant key findings to support the purpose of this study, which is to understand how blended learning is effective in the context of United Kingdom language learning in the digital era.

Literature Validation

To maintain validity and relevance, the literature used has been verified by referring to accredited journals and articles. The selected literature also comes from trusted and recognized sources in the field of education, especially in language learning and educational technology.

Method Limitations

The literature review method with this descriptive approach has limitations in terms of empirical data, because it relies on theoretical studies and research that has been conducted previously. In addition, since this method relies only on secondary sources, there is no primary data collection that makes it possible to conduct more in-depth or experimental analysis. However, this method is suitable to provide a comprehensive overview and expand the understanding of the effectiveness of blended learning in United Kingdom language learning.

Result and Discussion

This study aims to explore the effectiveness of United Kingdom language learning with blended learning methods in the digital era through literature review. Based on the results of reviews from various relevant articles and journals, there are several main findings that can be concluded related to the effectiveness, challenges, and supporting factors of the blended learning method in United Kingdom language learning.

The Effectiveness of Blended Learning in United Kingdom Learning

Most of the literature reviewed shows that blended learning has significant effectiveness in improving students' United Kingdom language skills. This is because the blended learning method combines the advantages of face-to-face

learning with the flexibility of online learning. According to Andrian et al. (2023), blended learning allows students to learn at their own pace as well as repeat difficult-to-understand material through online platforms. In addition, research by Wahyuni et al. (2022) also shows that the use of technology in language learning can increase student motivation and engagement.

Some studies have also found that students' speaking and listening skills improved significantly with this method compared to traditional methods. Irawan (2022) found that online learning through videos and interactive exercises can help students master United Kingdom faster because students can listen to the correct pronunciation and practice directly in real situations or simulations.

These findings show that the blended learning method can be an effective solution in improving the quality of United Kingdom language learning. The combination of digital media with face-to-face interaction facilitates more flexible and adaptive learning. This is especially relevant in the digital age, where technology can be used to provide varied learning materials and experiences. Thus, the effectiveness of blended learning can be seen in the ability of students to access a wider range of materials and carry out active learning, both synchronously and asynchronously.

Challenges in Blended Learning Implementation

Although the effectiveness of blended learning has been proven, the implementation of this method also faces various challenges, especially related to access to technology. Research by Halim et al. (2020) states that in some developing countries, such as Indonesia, there are obstacles in terms of uneven technological infrastructure. Limited access to the internet and digital devices makes some students unable to participate in online learning optimally.

In addition, another challenge that is often found is the low digital literacy among students and teachers. Hidayah et al., (2020) revealed that the success of blended learning is highly dependent on the user's ability to utilize technology effectively. Lack of training for teachers and lack of technology skills among students often hinder maximum implementation.

These challenges show that while blended learning offers a lot of potential, the success of its

implementation is highly dependent on external factors such as infrastructure and digital literacy. Equitable internet access and increased technological literacy are important prerequisites to ensure that all students can benefit from this method. Therefore, governments and educational institutions must play an important role in providing the necessary access and training to support the effective implementation of blended learning.

Factors Supporting the Success of Blended Learning

The study also found several factors that support the success of the blended learning method in United Kingdom language learning. Graham (2013) showed that the flexibility of time and place in blended learning gives students the opportunity to set their own learning rhythm, which has a positive impact on their learning outcomes. This is supported by Istiningsih & Hasbullah (2015) who stated that blended learning allows students to access additional materials and have online discussions with their teachers or peers, thus enriching the learning process.

In addition, the use of interactive technology such as discussion forums, online quizzes, and interactive simulations has also been shown to increase student engagement. According to Sakti (2023), the digital technology used in blended learning provides variety in learning, which can ultimately increase students' interest in learning.

Flexibility and the use of interactive technology are two key factors that support the effectiveness of blended learning. Flexibility provides space for students to organize their learning, while interactive technology makes the learning experience more dynamic and engaging. This is especially important in the context of language learning, where practice and direct interaction are an important part of language mastery. Adequate technology support and good planning from teachers in integrating these two components can result in a richer and deeper learning experience.

Novelty and Research Gaps

The study also found gaps in the previous literature. Most of the existing research focuses on the technical aspects of blended learning, but few explore how local contexts, such as infrastructure and technological readiness in Indonesia, affect the application of these

methods. The novelty of this study lies in a more in-depth analysis of local challenges in the implementation of blended learning and how these challenges can be overcome to improve the effectiveness of United Kingdom language learning.

Gaps in the existing literature point to the need for further research that takes into account the local context and the specific challenges faced by developing countries such as Indonesia. The focus on this aspect makes an important contribution in enriching the discussion on the effectiveness of blended learning in various educational conditions and backgrounds.

Based on the results and discussion of this literature review, it can be concluded that blended learning has proven to be effective in improving United Kingdom language skills, despite challenges in terms of access to technology and digital literacy. The flexibility of this method and the use of interactive technology contribute to the improvement of the quality of learning. However, to ensure wider success, special attention is needed to the technological infrastructure and the training of teachers and students in making optimal use of technology.

Conclusion

This study aims to explore the effectiveness of United Kingdom language learning with blended learning methods in the digital era through a literature review approach. Based on the results of the literature review that has been carried out, it can be concluded that the blended learning method has proven to be effective in improving students' ability to speak United Kingdom. This is because the combination of online and face-to-face learning provides flexibility in time and place, and allows students to learn in a more adaptive way according to their needs.

However, the effectiveness of blended learning is inseparable from several challenges, especially related to access to technology and digital literacy. Obstacles such as limited technological infrastructure and low skills in using digital devices are obstacles in the application of this method, especially in developing countries such as Indonesia.

Factors supporting the success of blended learning include flexibility in learning, the use of interactive technology, and the role of teachers in designing effective learning. To maximize the effectiveness of this method, more attention is

needed to providing equitable access to technology and digital literacy training for teachers and students.

References

- Adri, F. M., Giatman, M., & Ernawati, E. (2021). Manajemen pembelajaran pada masa pandemi covid-19 berbasis blended learning. *JRTI (Jurnal Riset Tindakan Indonesia)*, 6(1), 110. <https://doi.org/10.29210/3003875000>
- Aliah, N., Suwarni, A., Zulkhaeriyah, Z., & Natsir, N. (2024). Enhancing English Language Learning Through Dynamic Assignment Strategies: A Comparative Study. *International Journal of Education and Literature*, 3(1), 1–11. <https://doi.org/10.55606/ijel.v3i1.101>
- Andrian, P. D. P., Sudatha, I. G. W., & Suartama, I. K. (2023). Video Tutorial Materi Shooting Bola Basket Untuk Mendukung Blended Learning. *Jurnal Teknologi Pembelajaran Indonesia*, 13, 7–10. https://doi.org/https://doi.org/10.23887/jurnal_tp.v13i2.2573
- Ayu Sri Wahyuni. (2022). Literature Review: Pendekatan Berdiferensiasi Dalam Pembelajaran IPA. *Jurnal Pendidikan MIPA*, 12(2), 118–126. <https://doi.org/10.37630/jpm.v12i2.562>
- Damanik, R. N. (2019). Daya Tarik Pembelajaran Berbasis Blended Learning Di Era Revolusi 4.0. In *Prosiding Seminar Nasional Fakultas Ilmu Sosial Universitas Negeri Medan* (Vol. 3). <http://digilib.unimed.ac.id/id/eprint/37348>
- Diastuti, K. (2023). *Literature Review Model Blended Project Based Learning Terhadap Keterampilan Abad Ke-21* (Vol. 01). <http://repository.radenintan.ac.id/30820/>
- Fahmi, M. H., & Cipta, B. S. I. (2020). Pengembangan Blended Learning Berbasis Moodle (Studi Kasus Di Universitas Islam Raden Rahmat Malang). *Jurnal Teknologi Terapan: G-Tech*, 2(1), 106–113. <https://doi.org/10.33379/gtech.v2i1.328>
- Fobia, M. S., Nenohai, J. M. H., & Samo, D. D. (2021). Tren Blended Learning untuk Pengembangan Keterampilan Matematika Siswa. *Fraktal: Jurnal Matematika Dan Pendidikan Matematika*, 2(2), 94–104. <https://doi.org/10.35508/fractal.v2i2.5506>
- Hambali, U. N., Natsir, R. Y., & Nasir, N. (2023). Tinjauan Literatur tentang Integrasi Teknologi dalam Proses Pembelajaran Keterampilan Bahasa Inggris. *Jurnal Dieksis Id*, 3(2), 128–141. <https://doi.org/10.54065/dieksis.3.2.2023.346>
- Helsa, Y., Marasabessy, R., Juandi, D., & Turmudi, T. (2022). Penerapan Hybrid Learning di Perguruan Tinggi Indonesia: Literatur Review. *Jurnal Cendekia : Jurnal Pendidikan Matematika*, 7(1), 139–162. <https://doi.org/10.31004/cendekia.v7i1.1910>
- Hidayah, N., Ahli, W., Bpsdm, M., & Penulis Korespondensi, A. (2020). Efektifitas Blended Learning Dalam Proses Pembelajaran. *Jurnal Pencerahan*, 14(1), 1693–7775. <https://edukasi.kompas.com/read/2012/06/06/11503150/Perpaduan.Tatap.Mukadan.Kuliah>
- Hikmah, A. N., & Chudzaifah, I. (2020). Blended Learning: Solusi Model Pembelajaran Pasca Pandemi Covid-19. *Al-Fikr: Jurnal Pendidikan Islam*, 6(2), 83–94.
- Irawan, R. (2022). Persepsi Siswa Dalam Pembelajaran Bahasa Inggris Secara Daring Menggunakan Platform Google. *Equilibrium Jurnal Pendidikan*, 10(3). <https://doi.org/10.26618/equilibrium.v10i3.7465>
- Istiningsih, S., & Hasbullah. (2015). Blended Learning, Trend Strategi Pembelajaran Masa Depan. *Elemen*, 1(1).
- Lase, D. (2019). Pendidikan di Era Revolusi Industri 4.0. *SUNDERMANN: Jurnal Ilmiah Teologi, Pendidikan, Sains, Humaniora Dan Kebudayaan*, 12(2), 28–43. <https://doi.org/10.36588/sundermann.v1i1.18>
- Lestari, H. (2020). Literasi Sains Siswa Melalui Penerapan Model Pembelajaran Blended Learning Dengan Blog. *NATURALISTIC : Jurnal Kajian Penelitian Pendidikan Dan Pembelajaran*, 4(2b), 597–604. <https://doi.org/10.35568/naturalistic.v4i2b.769>

- Lestari, Y. A. (2021). *Penanaman Nilai Karakter Melalui Metode Bercerita Kisah Nabi Dan Rasul Pada Anak Usia Dini Di Ra As-Sunnah Nw Pendem Tahun Pelajaran 2020/2021*. UIN Mataram.
- Majid, A. R., Mujahidin, & Asriani. (2022). *Implementasi dan Normalisasi Metode Pembelajaran Blended Learning di Era Digital (Studi Kasus: Mahasiswa Prodi Pendidikan Agama Islam IAI DDI Sidenreng Rappang)*. 4, 6642–6649.
- Muhria, L., Fitriati, S. W., Suwandi, S., & Wahyuni, S. (2022). Penguatan Literasi Digital Melalui Penerapan Model Blended Learning Dalam Pembelajaran Bahasa Inggris. *Prosiding Seminar Nasional Pascasarjana Universitas Negeri Semarang*.
- Padmawati, D. R., Rianto, S., & Rakhmawati, Y. (2022). Penerapan Pembelajaran Blended Learning Tipe Flipped Classroom untuk Meningkatkan Kemandirian Belajar Tematik Peserta Didik Sekolah Dasar. *Paedagogie*, 17(2), 79–87. <https://doi.org/10.31603/paedagogie.v17i2.8419>
- Rasimin, Semma, A. B., Zakiyuddin, Ali, M., & Helmy, M. I. (2024). Multi-dimensional challenges in the Indonesian social science information technology-based learning: A systematic literature review. *Heliyon*, 10(7). <https://doi.org/10.1016/j.heliyon.2024.e28706>
- Sakti, A. (2023). Meningkatkan Pembelajaran Melalui Teknologi Digital. *Penelitian Rumpun Ilmu Teknik*, 2(2). <https://doi.org/https://doi.org/10.55606/juprit.v2i2.2025>
- Sarjani, A. I., Syarfuni, S., & Nasution, A. R. (2023). Integrasi Media Teknologi Untuk Meningkatkan Kemampuan Bahasa Anak Usia Dini : Systematic Literature Review. *Jurnal Buah Hati*, 10(2), 109–122. <https://doi.org/10.46244/buahhati.v10i2.2304>
- Sholihah, K., Anbiya, B. F., & Qonita, D. U. (2023). Online Learning: Tantangan dan Peluang Pasca Pandemi Covid-19. *Research in Education and Technology (REGY)*, 1(2), 111–117. <https://doi.org/10.62590/regy.v1i2.84>
- Wahyuni, N., Djonnaidy, S., Miladiyenti, F., Fitria, N., & Ramadhani, A. P. (2022). Pemanfaatan Aplikasi Educandy sebagai Integrasi Technology-Based Learning Strategies untuk Meningkatkan Motivasi dan Keterlibatan Siswa SMK dalam Pembelajaran Bahasa Inggris. *Abdimas*, 4(1). <https://doi.org/https://doi.org/10.30630/jppm.v4i1.693>
- Zebua, E., & Harefa, A. T. (2022). Penerapan Model Pembelajaran Blended Learning Dalam Meningkatkan Minat Belajar Siswa. *Educativo: Jurnal Pendidikan*, 1(1), 251–262. <https://doi.org/10.56248/educativo.v1i1.35>