

**ODD-EVEN SYSTEM IN BLENDED ENGLISH LEARNING:  
A STUDY OF TEACHERS' AND STUDENTS'  
ACTIVITIES AND PERCEPTIONS**

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***Abstract***

*This study aims to find out about teachers' and students' activities and perceptions on the application of odd-even system in blended English learning. This study uses the qualitative-descriptive method to achieve the research objectives, the data collected were in the form of questionnaire and interviews. The data resources in this study were the English teachers and the eleventh grade of SMAN 10 Pinrang. In order to get the sample, this study was used convenience sampling for the interview instrument and simple random sampling technique for the questionnaire instrument. The results of data analysis showed that (1) Teachers' activities on the application of odd-even system in blended English learning were divided into 3 namely preparation, implementation, and evaluation. (2) Students' activities on the application of odd-even system in blended English learning are divided into 5, namely visual activities, oral activities, listening activities, writing activities, and mental activities. (3) Teachers' perceptions on the application of odd-even system in blended English learning, namely the system has been implemented well despite time constraints and lack of student attention, but this system can increase teacher-student interaction. (4) Students' have positive perceptions on the application of odd-even system in blended English learning because it has several benefits based on the perceptions of teachers and students.*

*Based on the discussion considerations, the researchers concluded that the activities implemented by teachers and students were not much different during learning before and after the odd-even system in blended English learning, besides that it also had several benefits. Therefore, the application of the odd-even system is either used in blended English learning or limited face-to-face.*

**Keywords**— teachers' and students' activities, teachers' and students' perceptions, odd-even system, blended English learning.

**INTRODUCTION**

Since COVID-19 was identified as entering Indonesia on March 2, 2020 the government has taken several policies to prevent the process of spreading the corona virus. One of the steps taken is to close all areas of life, including education. Similar to other countries affected by COVID-19, Indonesia has adopted a policy of closing schools and starting learning activities with an online system. However, since the vaccine entered Indonesia, the government has begun to relax its policy by imposing face-to-face learning (offline) in various regions that have entered the green zone, which means that the areas has low a number of sufferers or the spread of Covid, although it has not fully returned to the way it was before COVID-19.

One of the schools that implement this learning is SMAN 10 Pinrang, where the school applies an odd-even system during class hours. The odd-even is similar to application of vehicle number plates in the Java area, but they use the absent serial number as a determinant of the face-to-face schedule. Although the face-to-face learning system has implemented, of course there are some obstacles experienced when applying the learning system. Where the lesson hours considered less affective because of limitation of lesson hours and the material presented is also limited, while there are learning objectives and basic competencies to achieve. Mager (1962) suggests that learning objectives are behaviors to achieve or students under certain conditions levels of competence can do that. Of course, these conditions affect the activities and perceptions of teachers and students.

Depending on the preceding discussion, it is possible to deduce that during the execution and the odd-even system there are pros and cons and everyone has activities and opinions about the system. As a result, the researcher is motivated to conduct teachers' and students' activities and perceptions in the odd-even system in blended English learning, especially learning English as an evaluation material for the school regarding the application of learning system.

## **LITERATURE REVIEW**

### **1. Blended Learning**

According to Garisson and Kanuka (2004) blended learning is described as the intentional combination of head class learning opportunities with online learning. As a consequence, collaborative learning may be defined as a kind of education that mixes in-person and digital instruction

### **2. Activities**

#### **a. Teachers' Activities**

##### **1). Preparation**

According to Reiser & Dempsey (2007) Session preparation is described as a systematic technique for developing and structuring educational and training programs with the goal of significantly boosting knowledge.

##### **2). Implementation**

Djamarah and Zain (2010: 28), learning implementation is an activity with educational value, and educational value influences the interactions between teachers and students.

##### **3). Evaluation**

This task is used to determine whether or not the learning objectives have been met. In those other words, intended to fulfill as a gauge to determine how well the learning goals have been accomplished. This is why the evaluation feature is primarily used to evaluate objectives.

#### **b. Students Activities**

Diedrich (in Sadirman, 2007: 101) describes the different sorts of learning activities as follows:

- 1) Mental exercises, such as looking at photographs, experimenting and reacting to certain other people's ideas.
- 2) Verbal exercises, such as beginning to formulate ideas, asking questions, providing advice, expressing opinions, conducting interviews, conversations, in addition to disruptions.

- 3) Hearing exercises including such reading a narrative, hearing to a conversation, hearing music, or hearing to a presentation.
- 4) Involving authoring, such as narrative writing, essays, and writing up, questionnaire writing, and copying.
- 5) Activities involving drawing, uch as drawing, making maps, diagrams, and graphs.
- 6) Motor activities such as conducting experiments, building structures, fixing models, playing gardening, and raising animals are examples of motor activities.
- 7) Cognitive tasks such as reacting, recalling, issue, evaluating, developing connections, and decision-making.
- 8) Psychological activity including such inquisitiveness, restlessness, pleasure, and enthusiasm, passion, bravery, calmness, and nervousness.
- 9)

### **3. Perception**

Perception, according to Schmitz (2009), is the method of choosing, organising, and evaluating data. According to Robbins and Judge (2013), perception is the movement of individuals arranging and interpreting these sensory impressions are used to provide meaning to their environment. Furthermore, perception is a notion, a belief, or a picture that individuals possess as a result as to how they view or comprehend things (Hornby, 2006: 1079).

## **METHODS**

### **1. Research Design**

The qualitative research technique in this study used descriptive research. According to Taylor (1984), qualitative research originates from the disciplines of education and social sciences with their studies of complex human behavior.

### **2. Time and Place of the Research**

#### **a. TIME**

The researcher conducted this research in academic year 2022/2023 of eleventh grade (XI) on July 2022 at SMAN 10 Pinrang.

#### **b. PLACE**

This research was conducted in SMAN 10 Pinrang, Desa Lerang, Kec. Lanrisang, Kab. Pinrang, Prov. Sulawesi Selatan.

### **3. Data Resources**

The data resources of this research are the English teachers and eleventh grade students the 2022/2023 academic year conducted at SMAN 10 Pinrang. There are two English teachers and the eleventh grade; there are 5 classes and 148 students, which consist of 20 students from MIPA class and 5 students from IPS class taken as sample. In order to get the sample, this study was used convenience sampling for the interview instrument and simple random sampling technique for the questionnaire instrument.

### **4. Research Variable**

This study has one research variable, namely teachers' and students' activities and perceptions.

## 5. Research Instrument

### a. Interview

In collecting research data and to answer the research questions 1, 2, and 3 the researcher used interview method. In this case, there are 5 questions for research questions 1 and 2, while for research question 3 there are 7 questions.

### b. Questionnaire

In collecting research data and to answer the research question 4, the researcher used a questionnaire. The questionnaire consisted 15 questions this research used close-ended questions. Close-ended questions were also easy to analyze using percentages, because we could predict the answer and the participants do not need to write too much.

## RESULTS

### 1. Teachers' activities in the application of the Odd-Even System in blended English learning

#### a. Preparation

In preparation the teacher has a different focus on preparation, teacher 1 focuses more on classroom management or activities before starting learning such as cleaning the class, while teacher 2 focuses on the activities she does before teaching such as preparing learning according to the semester program. This is accordance with the results of the interviewees as follows:

##### **Extract 1 (Teacher 1, 29/07/2022)**

*Begitu saya sebelum mulai pokoknya **periksa semua laci, pembiasaan kebersihan dulu**, kalau sudah kebersihan mengaji. Saya tidak memaksakan mereka pinar bahasa inggris yang penting ada yang mereka dapat di setiap pertemuan.* (As soon as I started, I basically checked all the drawers, got into the habit of cleaning first, when it was clean, I recited the Koran. I do not force them to speak English, it's important that they get it at every meeting).

##### **Extract 2 (Teacher 2, 29/07/2022)**

*Sebelum masuk di kelas, saya **harus mengetahui materi apa yang akan diajarkan sesuai jadwal yang ada di program semester**. karena adanya sistem ganjil-genap dengan memiliki batasan waktu yang lumayan sedikit. Jadi kadang saya memberikan sedikit ulasan materi, selanjutnya siswa yang mencari sebagian.* (Before entering the class, I have to know what material will be taught according to the schedule in the semester program. because there is an odd-even system with a fairly small time limit, so sometimes I give a little review of the material, then students are looking for some of the material.

In the preparation stage, the teacher directs students to maintain the cleanliness of the classroom and the teacher prepares teaching materials that are in accordance with the learning program. This was later confirmed by reiser & dempsey (2007) lesson planning is described as a systematic technique for developing and structuring education and training programs with the goal of significantly boosting learning. In addition to the time constraint, the teacher instructs pupils to seek for material weaknesses in multiple information sources.

#### b. Implementation

In the implementation activities, the teacher has different activities by applying different methods. Teacher 1 uses the lecture method, while teacher 2 uses the blended learning method using the classroom application in blended learning. This is in accordance with the results of the interviewees as follows:

##### **Extract 3 (Teacher 1, 29/07/2022)**

*Metode yang saya gunakan itu **metode ceramah**...* (The method I use is the lecture method...).

**Extract 4 (Teacher 2, 29/07/2022)**

*Untuk metode pembelajaran karena terkendala waktu, saya menggunakan **blended learning dengan menggunakan media classroom**... (For learning methods due to time constraints, I use blended learning by using classroom media...).*

In providing motivation teachers also have different ways. Teacher 1 motivates students by giving directions to students and students not to be afraid of making mistakes and making habits in communicating in English, while teacher 2 motivates students by inserting games in learning and giving directions to students to think about their future. This is accordance with the results of the interviewees as follows:

**Extract 5 (Teacher 1, 29/07/2022)**

*Itu saja kalau saya motivasinya, pertama **jangan takut salah** tidak ada orang sukses tanpa kesalahan jadi pokoknya ngomong saja dan pembiasaan... (So the motivation is, first, don't be afraid to make mistakes, there are no successful people without mistakes, so the point is to just talk and then get used to even if it's just a little...).*

**Extract 6 (Teacher 2, 29/07/2022)**

*Kadang dalam pembelajaran saya selipkan games atau kadang nasihat-nasihat untuk lebih berfikir masa depan mereka. Saya juga selalu menekankan **jika ada hal yang kurang dimengerti coba tanyakan jangan diam saja** (Sometimes in learning I insert games or sometimes advice to think more about their future. I also always emphasize if there is something you don't understand, try asking, don't be silent).*

The implementation stage is based on the results of the interview above, applies the lecture method. This is reinforced by the opinion of Syah (2002:205) which states that the lecture method is a way of teaching by presenting information orally to students and this method can be said to be an economical and effective method in overcoming scarce literature or references. In addition, the teacher also uses the blended method using classroom media. This is supported by research by Haka et.al (2020) which states that there is an effect of blended learning google classroom on students' creative thinking abilities and independent learning. In addition to methods in the application of learning, teachers must be able to motivate students to stay enthusiastic in participating in learning. The way the teacher motivates students is by giving advice so as not to be afraid of making mistakes and in learning, usually the teacher also inserts games so that students feel excited. This is supported by the results of research from Aeni et.al (2019) which states that using circle games can impact their (learners) interest in studying English.

**c. Evaluation**

However, based on interviews, teachers have the same assessment method where they are more inclined to assess the learning process. This is accordance with the results of the interviewees as follows:

**Extract 7 (Teacher 1, 29/07/2022)**

*Kalau misalnya sistem penilaian **rata-rata kita penilaian proses, penilaian proses yang banyak dibandingkan**, anunya toh kan kalau penilaian akhir jelas karena ada ujiannya ada ulangan hariannya... (If the scoring system, we average the assessment process. There are a lot of process assessments because the final assessment is clear because there are exams and there are daily tests...)*

In the evaluation process there is an assessment system applied by teachers, and the assessment system before and after the pandemic has no difference. This is accordance with the results of the interviewees as follows:

**Extract 8 (Teacher 2, 29/07/2022)**

*Sistem penilaian tidak ada perbedaan... (There is no difference in the assessment system...)*

At the evaluation stage based on the results of the interview, it was found that the teacher in conducting the assessment prioritized the assessment of the process in the learning process, in this case the assessment was based on what was happening in the classroom (offline/online). In addition, in the evaluation there is no difference in the assessment system between face-to-face learning, online learning, and limited face-to-face learning. This is supported in an article that is "in principle, the assessment of face-to-face learning outcomes is no different from the assessment of distance learning. The difference only lies in the pattern or media used (Nababan, 2020)".

## 2. Students' activities in the application of the Odd-Even System in blended English learning

### 1). Visual Activities

In learning, there are several visual activities carried out by students in the odd-even system in blended English learning at SMAN 10 Pinrang such as looking for deficiencies in learning material through various sources and paying attention to the teacher when delivering material. This is in accordance with the results of the interviewees as follows:

**Extract 10 (Student 4, 27/07/2022)**

*Karena waktu terbatas dan materi yang disampaikan juga terbatas, jadi saya biasanya mencari materi pelajaran di google.* (Because time is limited and the material presented is also limited, so I usually search for course material on google)

**Extract 11 (Student 1, 27/07/2022)**

*Memperhatikan guru yang sedang menerangkan pelajaran.* ()

From the interview results, it was found that the visual activities are reading material that has been given by the teacher via WhatsApp and searching for and reading subject matter from various sources of information such as Google according to with teacher direction. This is in line with Diedrich's opinion (in Sadirman, 2011) that visual activities include reading, paying attention to demonstration pictures, experiments, and other people's work.

### 2). Oral Activities

In oral activities, there are several activities carried out by students in the odd-even system in blended English learning at SMAN 10 Pinrang, namely forming discussion groups, asking about lessons that are not understood and being active in discussions. This is in accordance with the results of the interviewees as follows:

**Extract 10 (Student 1, 27/07/2022)**

*Karena materi terbatas, jadi biasaya saya melakukan kerja kelompok dengan teman yang lain.* (Because the material is limited, so I usually do group work with other friends).

*Kalau ada yang tidak kumengerti saya bertanya seputar pelajaran dengan guru mapel apa yang tidak kumengerti.* (If there is something I don't understand, I ask about the lesson with the subject teacher what I don't understand).

**Extract 11 (Student 2, 27/07/2022)**

*Jika ada diskusi dikelas, kalau saya tau dan tau tentang apa yang didiskusikan biasanya saya ikut memberi pendapat.* (If there is a discussion in class, if I know and know about what is being discussed, I usually share my opinion).

Oral activities from the results of the interview above, namely conducting discussions or group work to overcome the problem of limited learning material due to limited learning time. In addition, in learning there is usually a discussion so students will participate in giving opinions if the student knows and understands what is being discussed. In addition, if there is something they do not understand, they will ask the subject teacher. This is in line with the

opinion of Diedrich (in Sadirman, 2011) that Oral actions include declaring, formulating, asking questions, making ideas, expressing opinions, and participating in dialogues, intrusions.

### 3). Listening Activities

In this activity, students in the odd-even system in blended English learning at SMAN 10 Pinrang listen carefully to the discussions taking place in class and listen to everything the teacher says during the lesson. This is in accordance with the results of the interviewees as follows:

**Extract 12 (Student 3, 27/07/2022)**

*Saya hanya menyimak/memperhatikan dan **mendengarkan dengan baik jika terjadi diskusi dikelas**.* (I only listen / pay attention and listen well if there is a discussion in class).

**Extract 13 (Student 5, 27/07/2022)**

*Dalam pembelajaran saya **mendengarkan setiap hal yang disampaikan oleh guru**.* (In learning I listen to everything the teacher says).

From the results of the interview above listening activities, namely listening to what the teacher says in the form of matters relating to learning materials and they listen well to the course of the discussion. This is in line with the opinion of Diedrich (in Sadirman, 2011) Hearing exercises include, for instance, explanations, talks, debates, and musician presentations.

### 4). Writing Activities

In writing activities, there are several activities carried out by students in the odd-even system in blended English learning at SMAN 10 Pinrang, namely copying other students' notes in different sessions and recording learning material that considered important. This is in accordance with the results of the interviewees as follows:

**Extract 14 (Student 3, 27/07/2022)**

*Materi yang disampaikan terbatas terkadang juga berbeda dengan sesi yang lain, cara mengatasinya itu dengan **menyalin catatan teman saya yang ada di sesi genap untuk melengkapi catatan yang ketinggalan di sesi ganjil**.* (The material presented is limited sometimes also different from other sessions, the way to overcome this is by copying my friend's notes in the even sessions to complete the notes that were left in the odd sessions).

**Extract 15 (Student 4, 27/07/2022)**

*Kalau dalam proses pembelajaran biasanya saya **mencatat hal penting yang perlu dicatat dan saya anggap penting**.* (If in the learning process I usually take notes on important things that need to be noted and I think they are important).

From the results of the interview above writing activities, namely students took the initiative to record or copy the lack of material through notes from other students in different sessions and in learning students also record learning materials that they consider important. This is in line with the opinion of Diedrich (in Sadirman, 2011) that writing tasks such as story writing, written assignments, word processing, and photocopying.

### 5). Mental Activities

In terms of mental activities in the odd-even system in blended English learning at SMAN 10 Pinrang related to activities in doing assignments, where there are students who can complete assignments well and on time and are also late. This is in accordance with the results of the interviewees as follows:

**Extract 16 (Student 2, 27/07/2022)**

*le kak biasanya selesai dan tepat waktu karena waktu yang dikasih itu lama, biasanya sampai jadwal berikutnya. (Yes sis, usually my assignments are completed and on time because the time given is long, usually until the next schedule).*

**Extract 17 (Student 4, 27/07/2022)**

*Terkadang saya mengumpulkan tugas terlambat dan kadang tidak mengerti karena kadang saya kurang paham dengan materi yang disampaikan. (Sometimes I submit assignments late and sometimes I don't understand because sometimes I don't understand the material presented).*

Mental activities based on the results of interview above are related to the activities of doing assignments. There are students who can do assignments well and on time because the deadline for collecting assignments is quite long. However, there are also those who sometimes submit assignments late due to a lack of understanding of learning materials related to assignments. This is in line with the opinion of Diedrich (in Sadirman, 2011) that mental activities for example are responding, remembering, solving problems, analyzing, and making decisions.

### **3. Teachers' perceptions on the application of the Odd-Even System in blended English learning**

#### **1). Factors Supporting the Application of the Odd-Even System in Blended English Learning**

##### **a) Application of the odd-even system in blended English learning**

Based on the results of the interviews the two teachers had the same opinion regarding the application of the odd-even system in blended English learning at SMAN 10 Pinrang where the application of the system is going well as has been arranged by the school. This is in accordance with the results of the interviewees as follows:

**Extract 18 (Teacher 1, 29/07/2022)**

*Telah berjalan dengan baik meskipun tidak seefektif pembelajaran tatap muka. (Has been going well although not as effective as face-to-face learning).*

**Extract 19 (Teacher 2, 29/07/2022)**

*Berjalan dengan baik, meskipun awalnya itu sangat perlu penyesuaian karena kan mereka masuk bergantian dan waktunya juga sangat terbatas. (Went well, although at first it really needed adjustment because they entered alternately and the time was also very limited).*

##### **b) Supporting Components for the Implementation of the Odd-Even System in Blended English Learning**

Based on the interview results, the two teachers have opinions that are not much different and even tend to be the same where the learning support components are in the form of writing instruments such as pens and books. In addition, because there are online classes, the supporting components needed are cellphones that connected to the internet. This is in accordance with the results of the interviewees as follows:

**Extract 20 (Teacher 1, 29/07/2022)**

*Kalau komponen belajarnya itu yahh berupa buku, pulpen, yahh pokoknya alat pembelajaran. Tapi kan ada kelas online juga jadi harus ada alat berupa handphone kalau tidak ada bagaimana mereka bisa mengikuti kelas online. (The learning component is in the form of books, pens, well, basically learning tools. But of course there are online classes too, so there must be a tool in the form of cellphones, otherwise how can they take online classes).*



**Extract 21 (Teacher 2, 29/07/2022)**

*Komponen pembelajarannya itu handphone atau perangkat lainnya yang bisa memudahkan mereka mengikuti kelas online kalau bukan gilirannya lagi tatap muka dan pasti harus terhubung ke internet.* (The learning component is a cellphone or other device that can make it easier for them to take online classes if it is not their turn to face-to-face and definitely have to be connected to the internet).

Based on the results of interviews in its application, the odd-even system in blended English learning has been running well by the existence of learning supporting factors in the form of learning tools such as books and hardware such as mobile phones in online learning. Agree with the research of Hilna, et al (2020) where they argue that Online courses is possible due of various supporting variables, such include cell devices, pulse, limits, and a steady and good network connection.

**2). Inhibiting Factors for implementing the odd-even system in blended English learning**

**1. Inhibiting factors for implementing the odd-even system in blended English learning**

There are two teachers, where they have different problems regarding the inhibiting factors for implementing the odd-even system in blended English learning, namely teacher 1 has obstacles in the number of face-to-face meetings that are not balanced between the odd and even serial number of students. Meanwhile teacher 2 has obstacles in the presence of students because they tend to forget the face-to-face learning schedule, lack of students' attention to the material sent via WhatsApp, and the limited face-to-face time, which makes the material not conveyed properly. This is accordance with the results of the interviewees as follows:

**Extract 22 (Teacher 1, 29/07/2022)**

*Misalnya ada bahasa Inggris anggaplah setiap hari senin, minggu ini masuk ganjil minggu depan gilirannya genap idealnya kan begiu. Tapi pada saat itu rapat orang, tidak masuk tidak ada pembelajaran minggu depannya ganjil lagi yang masuk bergntian ki, jadi jadi ganjil dua kali masuk genap belum jadi kadang anak-anak itu pertemuannya tidak berimbang...* (For example, in English every Monday, this week it will be odd and next week it will be even. But at that time there was a meeting, so there was no learning and the next week odd came in alternately, so it was odd twice and not even, so sometimes the students had an unbalanced meeting....).

**Extract 23 (Teacher 2, 29/07/2022)**

*Kehadiran siswa, karena kadang mereka lupa jadwal masuk dan biasanya yang gilirannya onlien itu kadang tidak memperhatikan materi yang sudah di kirim di WA. Selain itu juga keterbatasan waktu, siswa sudah tidak setiap hari masuk ehh waktunya lagi yang kurang jadi materi tidak tersampaikan dengan baik.* (The presence of students, because sometimes they forget the schedule of entry and usually it is the online turn that sometimes does not pay attention to the material that has been sent in WhatsApp. In addition, time is limited, students don't come in every day and the time is not enough so the material is not conveyed properly).

**2. Solutions to the inhibiting factors for implementing the odd-even system in blended English learning**

Even though there are inhibiting factors in implementing the system the teacher also has a different solution, namely teacher 1 overcoming unequal meetings by sending material via WhatsApp. Meanwhile for teacher 2 to overcome the schedule of face-to-face meetings and the lack of student attention to the teaching material sent, the teacher enriches it by reminding to read and study the material and suggesting students to look for material deficiencies in various sources. This is accordance with the results of the interviewees as follows:

**Extract 24 (Teacher 1, 29/07/2022)**

*Ya solusinya pastinya dengan mengirim materi pada pertemuan itu di WA”* (the solution, of course, is to send materials at the meeting on WhatsApp).

**Extract 25 (Teacher 2, 29/07/2022)**

*Solusinya siswa diingatkan di malam hari untuk jadwal tatap muka ganjil-genap, mengenai materi yang dikirimkan di WA semapunya saya selalu follow up supaya siswa tergerak untuk membuka dan pelajari materinya. Kalau masalah waktu yang terbatas saya menyarankan kepada siswa untuk mencari kekurangan materi di google atau semacamnya.* (The solution is that students are reminded at night for an odd-even face-to-face schedule, regarding the material sent on WhatsApp as much as I can, I always follow up so that students are moved to open and learn the material. If it's a problem of limited time, I suggest students to look for material shortages on Google or something like that).

Based on the results of interviews above, the inhibiting factors are the number of face-to-face meetings that are not balanced between odd and even serial number students, the presence of students because they tend to forget the face-to-face learning schedule, lack of attention students to the material sent via WhatsApp, and the limited face-to-face time which makes the material not conveyed properly. The solutions to some of these problems are sending learning materials via WhatsApp, always reminding them of the face-to-face schedule and reminding them to always study the material that has been sent on WhatsApp, as well as directing students to ask what they don't understand and directing students to look for material deficiencies in various sources. The same thing was also conveyed by Dewi (2020) giving homework through instructor monitoring and coaching via WhatsApp groups so that youngsters truly learn.

### **3). The Challenges of Applying the Odd-Even System in Blended English Learning**

The challenges faced by teachers in applying the odd-even system in blended English learning are different. The challenge experienced by teacher 1 is that the teacher must be extra patient and must be able to deliver material with limited time, while teacher 2 argues that the challenge of implementing this system is adjustment to the learning system. This is accordance with the results of the interviewees as follows:

**Extract 26 (Teacher 1, 29/07/2022)**

*Kalau tantangannya itu kita harus ekstra sabar dan harus pintar-pintar dalam menyampaikan materi karena waktu terbatas...* (The challenge is that we have to be extra patient and have to be smart in delivering the material because time is limited).

**Extract 27 (Teacher 2, 29/07/2022)**

*Tantangannya menurut saya itu menyesuaikan dengan sistem ganjil-genap ini, jadi sama saja dengan pembelajaran online kita perlu penyesuaian.* (The challenge in my opinion is adjusting to this odd-even system, so it's the same as online learning, we need adjustments).

Based on the results of interviews, there are challenges experienced by teachers in implementing the odd-even system in blended English Learning are patience and having to be able to convey the material well even though time is limited. This is supported by the opinion of Zakiah (2005) which states that the personality competence of educators with teacher morals, one of the teacher's morals is that the teacher should be patient and calm. In addition, another challenge is the adjustment to this learning system because what we know since Covid hit Indonesia, the learning system has always been changing following the developments of Covid.

#### 4). The Impact of Applying the Odd-Even System in Blended English Learning

In this case, the teacher also feels a different impact from the implementation of this system. Where teacher 1 argues that the impact is that, the interaction between teachers and students has increased. Meanwhile, teacher 2 believes that the impact of the system is that students' interest in learning increases and the teacher can learn student characteristics. This is accordance with the results of the interviewees as follows:

**Extract 28 (Teacher 1, 29/07/2022)**

*Dampaknya itu kami sebagai guru lebih mudah interaksinya ke siswa, jadi sedikit banyaknya materi belajar bisa tersampaikan dibandingkan pada saat masih online...*

(The impact is that as teachers, it is easier for us to interact with students, so more or less learning material can be conveyed compared to when we were still online).

**Extract 29 (Teacher 2, 29/07/2022)**

*Kalau saya liat, anak-anak minatnya terhadap pembelajaran itu lebih meningkat, dan dari tatap muka ini kita bisa pelajari karakternya siswa... (If I see it, the students' interest in learning is increasing, and from this face-to-face we can learn the character of the students).*

The results of the interview show the impact of the implementation of the odd-even system in blended English Learning at SMAN 10 Pinrang according to the teacher, namely facilitating interactions that occur between teachers and students and learning materials can be conveyed better than when they were still in online learning. In addition, students' interest in learning is increasing and teachers can find out and learn the character of students through limited face-to-face learning. This is also in accordance with research conducted by Supriyadi in 2017 which proved that applying blended learning was proven to increase student interest in learning.

#### d. Students' perceptions in the application of the Odd-Even System in blended English learning

In the findings, the researcher got the data from the questionnaire. The researcher used questionnaire as instrument of the research. The questionnaire consists of 15 items Close Ended Questionnaire and the participant were 30 students at the eleventh grade of SMAN 10 Pinrang.

As evidenced by the data, students have a favorable attitude toward the use of the Odd-Even System in blended English learning. according to assertion number one indicate that 4 students or 16% said "strongly agree", 17 students or 68% said "agree", 4 students or 16% said "undecided", 0 students or 0% said "disagree", and 0 students or 0% said "strongly disagree". It means that most students believe that "the process of learning English is simpler with the adoption of the odd-even approach in blended English learning". In statement number 3 indicated that 1 students or 4% said "strongly agree", 18 students or 60% said "agree", 9 students or 36% said "undecided", 0 students or 0% said "disagree", and 0 students or 0% said "strongly disagree". It means that majority of students believe that "the adoption of odd-even approach in integrated English learning makes the English learning method more successful in accomplishing learning objectives". And in statement 7 indicated that 7 students or 28% said "strongly agree", 18 students or 72% said "agree", 0 students or 0% said "undecided", 0 students or 0% said "disagree", and 0 students or 0% said "strongly disagree". It means that most of students believe that "the adoption of this odd-even strategy in blended English learning makes it easier to support students in gathering tasks". This was consistent with Setyoningsih's (2015) results that the blended learning technique improves instructors' and students' perceptions by allowing them to become more successful in activities of teaching and learning.

In statement number 2, indicated that 3 students or 12% said "strongly agree", 19 students or 76% said "agree", 3 students or 12% said "undecided", 0 students or 0% said

“disagree”, and 0 students or 0% said “strongly disagree”. It means that most of students agree that “English learning processes are more fun with the application of odd-even system in blended English learning”. In statement number 4 indicated that 2 students or 8% said “strongly agree”, 13 students or 52% said “agree”, 9 students or 36% said “undecided”, 1 students or 4% said “disagree”, and 0 students or 0% said “strongly disagree”. It means that most of students agree that “The application of odd-even system in blended English learning can increase students' interest in learning. This was stated by (Walib, 2018) which states that blended learning is learning that is very effective, efficient to increase student ability to be fun, student interest is greater with a more diverse learning environment.

In statement number 5, indicated that 0 students or 0% said “strongly agree”, 16 students or 53% said “agree”, 13 students or 44% said “undecided”, 1 students or 4% said “disagree”, and 0 students or 0% said “strongly disagree. It means that most of students agree that “The application of odd-even system in blended English learning can improve students' understanding in learning English”. In statement number 13 indicated that 7 students or 28% said “strongly agree”, 15 students or 60% said “agree”, 3 students or 12% said “undecided”, 0 students or 0% said “disagree”, and 0 students or 0% said “strongly disagree”. It means that most of students agree that “the application of this odd-even system in blended English learning can save times in the learning process”. This is supported by the results of research from Bowyer & Chambers (2017) which shows that there are three advantages to using the blended learning model, namely in terms of improving learning outcomes, time effectiveness in learning, and accommodating online discussion processes.

In statement number 6 indicated that 1 students or 4% said “strongly agree”, 12 students or 48% said “agree”, 11 students or 44% said “undecided”, 1 students or 4% said “disagree”, and 0 students or 0% said “strongly disagree”. It means that most of students agree that “the application of this odd-even system in blended English learning can foster students' motivation in learning”. This is in line with previous research conducted by Albiladi (2019) which stated that mixed learning may successfully be utilized to strengthen language abilities, improve the English educational environment, and increase students' motivation to study the languages. Students who are taught with blended learning have higher learning motivation and learning outcomes.

Statement number 8 indicated that 4 students or 16% said “strongly agree”, 15 students or 60% said “agree”, 6 students or 24% said “undecided”, 0 students or 0% said “disagree”, and 0 students or 0% said “strongly disagree”. It means that most of students agree that “students or teachers have problems in implementing odd-even system in blended English learning because of limited time and limited mobile phones facilities”. Statement numbers 9 indicated that 1 students or 23% said “strongly agree”, 14 students or 56% said “agree”, 9 students or 36% said “undecided”, 1 students or 4% said “disagree”, and 0 students or 0% said “strongly disagree”. It show that most of students agree that “the application of this odd-even system in blended English learning is difficult to do because of the lack of students' knowledge of learning resources towards the use of technology”. This is supported by Noer's statement (in Husamah, 2014: 36) explaining the shortcomings, namely the media needed are very diverse, so it is difficult to implement if the facilities and infrastructure are not supported, the facilities owned by students are not evenly distributed, such as computers/mobile phones and internet access, and lack of knowledge of learning resources (teachers, students and parents) on the use of technology.

Statement numbers 10 indicated that 6 students or 24% said “strongly agree”, 16 students or 64% said “agree”, 3 students or 12% said “undecided”, 0 students or 0% said “disagree”, and 0 students or 0% said “strongly disagree”. It means that most of students agree that “the application of this odd-even system in blended English learning can foster students' independent learning attitudes”. This is supported by Sutisna's research (2019) which

concludes that the blended learning model is effective in increasing students' learning independence. Statement numbers 12 indicated that 11 students or 44% said "strongly agree", 14 students or 56% said "agree", 0 students or 0% said "undecided", 0 students or 0% said "disagree", and 0 students or 0% said "strongly disagree". It shows that most of students agree that "the application of this odd-even system in blended English learning makes it easy for students or teachers to communicate and interact. This is in line with the results of the statements of Lin, et al (2017) and Borba, et al (2016) who stated in their research that blended learning can increase interaction between teachers and students and components in blended learning can reduce obstacles in class and improve performance learners.

Statement numbers 11 indicated that 18 students or 72% said "strongly agree", 7 students or 28% said "agree", 0 students or 0% said "undecided", 0 students or 0% said "disagree", and 0 students or 0% said "strongly disagree". It means that most of students strongly agree that "The application of this odd-even system in blended English learning is a method used in limited face-to-face learning". Because in essence the odd-even system in blended English learning is applied to limited face-to-face learning as a solution to the transition from online learning to face-to-face learning during a pandemic. Statement numbers 15 indicated that 1 students or 4% said "strongly agree", 19 students or 76% said "agree", 5 students or 20% said "undecided", 0 students or 0% said "disagree", and 0 students or 0% said "strongly disagree". It shows that most of students agree that "Based on the development of the corona virus in new normal era, the application of this odd-even system in blended English learning can continue to be developed". This is in line with the results of research by Saila et.al (2022) which states that in limited face-to-face learning, teachers can apply the learning method that is considered the most effective in improving students' cognitive abilities is the blended learning method. This method has begun to be designed and applied in the early 21st century. However, along with the spread of the Covid outbreak, this method was studied more deeply because it was considered to be one of the suitable learning methods for students in Indonesia.

Statement numbers 14 indicated that 0 students or 0% said "strongly agree", 6 students or 24% said "agree", 13 students or 52% said "undecided", 6 students or 24% said "disagree", and 0 students or 0% said "strongly disagree". It shows that most of students are Undecided/neutral that "the application of this odd-even system in blended English learning is wasteful of internet data".

## CONCLUSIONS

The study concluded based on the evidence and debate that:

1. Based on the data obtained through interviews, the researcher found that the teachers' activities, namely before starting learning the teacher made preparations by compiling a learning plan then continued with implementation by applying learning methods, and then evaluation where there is no difference in the assessment system in the evaluation process before or after the odd-even system is applied.
2. Based on the data obtained through interviews, the researcher found that the students' activities were categorized into several themes, namely visual activities, oral activities, listening activities, writing activities and mental activities.
3. Based on the data obtained through interviews, the researcher found that the teachers' perceptions, that is, in its application the system has been implemented well although initially it needed adjustments. This is inseparable from the existence of a supporting component even though in its application there are inhibiting factors and challenges. This system has a good impact on learning which makes it easier for interactions that occur connection professors and students, as well as students' eagerness to learn is increased and teachers can know and learn the character of students.

4. Based on the data obtained through close ended questionnaire, the researcher found that has a positive perception because in the application of the Odd-Even System in blended English learning make learning English easy, fun, effective in accepting learning objectives, foster student interest in learning, improve student understanding in learning, etc. Although in practice, teachers and students have problems in implementing the odd-even system in blended English learning.

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