



<https://jurnal.unigal.ac.id/index.php/jeep>

P-ISSN: 2460-4046

English Education Program

Faculty of Teacher Training and Education Galuh University

JEEP: Journal of English Education Program, Vol. 9 No. 1, April 2022, p-ISSN 2460-4046

<b>Received:</b>	<b>Accepted:</b>	<b>Published:</b>
<b>September 2021</b>	<b>October 2021</b>	<b>April 2022</b>

## **EFL STUDENTS' PEDAGOGY FOR SOCIAL CONSTRUCTIVISM IN SPEAKING BLENDED MODE ACTIVITIES: A CASE STUDY**

**Dhea Setiawan**

[ndheasetiawan18@gmail.com](mailto:ndheasetiawan18@gmail.com)

*English Education FKIP Galuh University Indonesia*

**Ratnawati, M.Pd.**

[ratnawati.english.edu@gmail.com](mailto:ratnawati.english.edu@gmail.com)

*English Education FKIP Galuh University Indonesia*

### **ABSTRACT**

This article reports on a learning method using social constructivism on blended learning efl pedagogy in speaking class. This research investigated the activeness of twelfth grade students from six science classes, in learning English speaking applying both face to face and online classes. A case study research design was used in the present study, and the observation and interview data were collected transcribed, coded, and analyzed with triangulation, The findings revealed that learning using social constructivism is very important in students' activities. So that students must be better in their preparation, and comprehend the teaching materials before attending the class for their readiness, activeness, and fully participation in classroom activities, It can be said that social constructivism is beneficially needed for students for equipping themselves to follow learning process both face to face and online learning. The present study calls for other researchers to do other issues in the same field for responding the research gap: How a teacher can motivate students who are not ready in the teaching and learning process to be active in speaking in class despite their lack of understanding in learning, and how much time should be used for the teaching and learning process with the social constructivism method so that students can really master class learning in the classroom. appeal to teachers who only act as facilitators.

**Keywords:** *Social Constructivism, Blended Learning, EFL Pedagogy, and Speaking.*

## **INTRODUCTION**

In the teaching and learning process students are required to be active in speaking so that they can grow their confidence and understanding learning can easily achieve. Therefore there is a learning model that demands the role of students in the classroom to be more active in learning with the teacher only as a facilitator or mentor in the classroom.

Social Constructivism defines learning as a personal construct which is a fabrication of the learners' interactions with other members present in the classroom. These members can be classmates learning at the same level or more knowledgeable individuals like the teachers or special guests invited into the class. In this case, interacting with working professionals are authentic learning moments as much as, the real-world subject matter introduced by the teacher at the commencement of a lesson (Applefield, Huber, Moallem, 2000; Rannikmäe et al.;2020 as cited in Samuel Finch (2021, p. 24). “Social constructivism is a theory of knowledge in sociology and communication theory that examines the knowledge and understandings of the world that are developed jointly by individuals” (Amineh & Asl, 2015, p. 13).

Constructivism learning theory is a theory that gives freedom to humans who want to learn or seek their needs with the ability to find their desires or needs with the help of others, so this theory provides activeness for humans to learn to find their competence, knowledge, or technology and other things that needed to develop itself (Sugrah, 2020, p.121). The researcher chose this topic is where the Social Constructivism learning model is a learning model that can make students learn more effectively where researchers want to see a learning process like this and conclude the results of the data obtained whether or not it can be achieved or not by using a blended learning method using learning in the classroom and outside the classroom using WAG media.

Social Constructivism is a learning method in which students are required to play an active role in class according to their understanding so that students speak more and play a role in learning while the teacher is only a facilitator or mentor, Social constructivism is defined as socially constructed; this means it is a world of human consciousness.

In this case, includes the activity to be more active in speaking during the teaching and learning process, but in reality, this method is not easy to apply where students are not ready and lack confidence and lack of understanding so that students are better off silent and afraid will put forward an idea because they are still afraid of mistakes, even though in this case the teacher also plays a role in guiding students to justify what they assume.

According to Dewey (1938) as cited by Alghamdi (2021, p.166) "Students learn by doing rather than by observing which is something that calls progressive teaching. Therefore, the role of teachers in this theory is facilitator, therefore, students need to do self-learning under their teachers' supervision". Social Constructivism is a learning model that focuses on student activity in the classroom compared to teachers who talk a lot. In this role the teacher motivates students to be able to make the students themselves active in the classroom according to their abilities, and the teacher becomes a guide in the activities of these students so that students will be able to follow the learning with the easy understanding they get. "A learner here is not just a learner, but a researcher.

The responsibility of the teacher is to make the students' learning process easier and to coordinate the learning with others around a particular content" (O'Yu., 2018, p. 117). In social constructivism, knowledge is collectively constructed by individuals, whose purpose is to share their experience to construct and negotiate to mean. In this case, the teacher also has a very important role to build students' mindsets and confidence in teaching to motivate students to be active in speaking in the classroom when the teaching and learning process takes place on their own with the encouragement of the teacher's help.

According to Vygotsky (1986) as cited by Johnson (2020, p.118) "psychological tools for teacher thinking, enabling our teachers to construct and on theoretically and pedagogically sound instructional practices for their students". This study was carried out by observing in direct face-to-face classes and online classes using WAG, thus in this case the learning process used the Blended Learning model. Blended learning is a learning process using social media in the learning process with direct learning interspersed in the classroom, in this case, the direct classroom learning process and the learning process using modern technology outside the classroom are carried out alternately.

According to Graham (2006) as cited in Pardede (2012, p. 168) "Blended Learning is that of expresses as learning systems that "combine face-to-face instruction with computer-mediated instruction". However, students are also required to be brave in speaking during the teaching and learning process to train their self-confidence and be able to speak in public, especially in foreign languages or English foreign language. However, not a few students remain shy or dare not because they are afraid of wrongly speaking in public, including using foreign languages, therefore the teacher plays an important role here to motivate students to dare to appear and speak using foreign languages in front of the class. Speaking is a very important communication in real life so that in the classroom students are required to be able to

speak so that they can follow life in the social environment outside of school later, including in English which is required to be understood by every student which is expected to be able to communicate well. Speaking skill is measured in terms of the ability to carry out a conversation in a language especially EFL. The aim of teaching speaking is to train the students to be able to express meaningful and contextual communication as in real life (Nanik et al., 2019, p. 01).

There are previous research focused on exploring constructivist online learning in normal classroom situations (Sugrah, 2020; Aminah & Asl, 2015; Applefield et al., 2001). However, no research examines social constructivism in online learning during a pandemic situation. Therefore, with limited time, limited learning makes the teaching and learning process in this study more difficult to achieve the goals to be achieved. With research questions, they include the following: First, “How does Social Constructivism EFL pedagogy reflect on blended learning activities in the speaking class?” Second, “To what extent does Social Constructivism EFL Pedagogy on Blended Learning create students’ confidence in speaking class?”

## **METHOD**

This study used a case study to conduct the study of social constructivism and EFL pedagogy of students, by using two instruments transcribing and coding. This research was conducted in one of the senior high schools in Ciamis involving participants from class 12 MIPA 6 with 25 students in the class. A case study copes with the technically distinctive situation in which there have been many more variables of interest than data points, and as one result benefits from the prior development of theoretical propositions to guide design, data collection, and analysis, and as another result relies on multiple sources of evidence, with data needing to converge in a triangulating fashion (Hinkin et al., 2001).

In this study, researchers conducted observations and interviews on student learning, in which two observations were made using the blended learning method by observing students' speaking activity during the teaching and learning process. by making direct observations in class and online classes using learning through WAG. After getting the results from the observations, the next step was to interview the students of class 12 MIPA 6 from their previous learning outcomes.

## **FINDINGS**

In this case, after doing observations where students can have social constructivism if they have received directions or teachings, especially from the teacher in a one-time meeting of the teaching and learning process and the teacher's motivation to encourage student activity in the classroom. The findings of the present study were based on the result of face-to-face observation, online class observation, and semi structured interview. They will be elaborated in the following sections:

### **The Result of Face-to-face Observation**

The first observation was direct observation in class to see the teaching-learning process of students in March 2021, The researcher extended the result generally. The indicated for the class, The class have 25 students and the teacher is women that have been more experience about teaching English. The implementation of face-to-face observations in class, it can only be done within one hour of learning because there are school restrictions due to the ongoing COVID-19 outbreak. The teaching and learning process runs as usual in teaching, the teacher provides expressing suggestion material where the teacher begins to provide directions and examples in the material and students pay attention to the teacher's direction during the teaching and learning process within one hour of lessons.

From the data obtained after direct face-to-face observation in the classroom, it can be concluded that teaching with the social constructivism method still cannot run according to what the students want to achieve, where students are more silent than talking, it can be seen from their lack of confidence, their still lack of understanding, and a lingering fear of error. Here the teacher does various ways to be able to make students play an active role in the class whereby only asking for material about teaching materials and students can talk even if only a little according to their abilities.

The finding of data obtained about social constructivism in grade 12 MIPA 6 in high schools in Ciamis is that students are less active in the teaching and learning process and teachers are in a hurry to tell students to be able to talk and just because they are silent, the students try to explain the material teaching itself and students can only listen and pay attention to the teachings of the teacher. In this study, there is a 10-30% percentage of student activeness in class: Students are very low and not active in class, 40-60%: students are low and less active in class, 70-90%: students are median and active in class, 100%: students are high and very active in class. Below is a table of percentages that have been obtained in face observations of grade 12 MIPA 6 students in high schools in Ciamis.

**Table 4.1 Percentage of the activeness of Study**

<b>Types of activities in class face-to-face</b>	<b>Value</b>	<b>Percentage</b>
The activeness of Students	Low	40%
Students speak up in class	Low	40%
The preparation of learning	Low	50%

### **Online Class Observation**

The second observation was an online class observation to see the teaching-learning process of students in an online class in March 2021. The researcher extended the result generally. In this observation class online using Whatsapp group and make use of voice notes to speak up to the students and teacher. The writer investigates the activeness of students in class online using WAG.

Firstly, The teacher says hello, and Students answer it. Then Greeting from the teacher, and The teacher explains a little the teaching material to be taught. Next, the teacher asks students to open their textbooks to start learning and the teacher instructs students to read material from textbooks. The teacher gives a question and ordered students to talk. From students answered questions and ordered the material of learning, the teacher gives time for students to talk. Then, other students speak to answer and ordered teacher questions and the other's student talks about the material more. The last meeting, the teacher gives a conclusion and the teacher gives assignments for students to do at home by explaining the assignment so that students understand the assignment.

In this study, there is a 10-30% percentage of student activeness in class: Students are very low and not active in class, 40-60%: students are low and less active in class, 70-90%: students are median and active in class, 100%: students are high and very active in class. by looking at the learning process in the online class whether students are active when the teaching and learning process takes place under the guidance of the teacher. Below is a table of percentages that have been obtained in online class observations of grade 12 MIPA 6 students in high schools in Ciamis.

**Table 4.2 Percentage of the activeness of Study**

<b>Types of activities in class face-to-face</b>	<b>Value</b>	<b>Percentage</b>
The activeness of Students	Median	70%

Students speak up in class	Median	70%
The preparation of learning	Median	80%

### **Semi Structured Interview**

In order to make the research valid, to the got the data from an interview with the students that from study direct observation and observation in an online class to see the activities of teaching-learning the participants and the experience and opinion about improving their abilities. To get the data from the result of experience students in the teaching and learning process. The results of several interview questions to several students who have taken part in learning both in face-to-face classes or studying in online classes using WAG can be concluded where the learning process in online classes is more difficult for students where there are several shortcomings including, among others, poor networks, extravagant quotas, lack of student focus in learning, and sudden interruptions in communication tools. so that learning can be disrupted, and students prefer the face-to-face learning process in class so that they can focus more on learning in class. The purpose of this study was to gain that a better understanding of the activeness of students in learning using Social Constructivism on Blended Learning Method in EFL Pedagogy Speaking Class. Whereas past researchers found That the social constructivism model might be especially helpful in stressful times that accompany an ethical challenge, such as in deciding an approach to handling research, because the model is parsimonious and does not involve complex steps or stages.

### **DISCUSSION**

The purpose of this study was to gain that a better understanding of the activeness of students in learning using Social Constructivism on Blended Learning Method in EFL Pedagogy Speaking Class. Whereas past researchers found That the social constructivism model might be especially helpful in stressful times that accompany an ethical challenge, such as in deciding an approach to handling research, because the model is parsimonious and does not involve complex steps or stages.

Although the present result clearly supports that social constructivism in online classrooms can make students more active, but how can teachers make students active in the classroom with existing tools even if it's only a textbook, it is

appropriate to recognize several potential limitations of the present research. Therefore, contributes to a growing body of evidence suggesting that that social constructivism in the blended learning EFL pedagogy speaking class can help improve students' ability to speak English with the learning process in class with the initial teaching with less active students plus the student learning process in online classes can learn more actively because the learning that has been in done it face-to-face in class so that students better understand and prepare well.

Based on the findings from this data, it can be seen that there is still a lack of application of the social constructivism method because there is still a lack of preparation and students' self-confidence in learning in class as well as a lack of understanding of teaching materials in face-to-face classes, while online learning students are less active in learning. seen from previous learning in class and students are more coordinating preparations in online learning.

According to Jie (2020, p. 830) Social Constructivism perceives learning as an active process and negation between cultures, which can be regarded as an effective paradigm to incorporate collaboration and interactions. It emphasizes the social environments and interpersonal connections in the process of educational activities, which are central components to construct knowledge in mobile pedagogy. Social Constructivism theory supports the theoretical foundation for mobile pedagogy in that knowledge is based on the experience of the learners. It promotes student-centered mode, collaborative interaction, and situated learning in the changing dynamic information environment.

## **CONCLUSIONS**

The results are presented as follows, Following the data that has been obtained by the researcher, as can be seen, the application carried out in the learning process in social constructivism in blended learning EFL pedagogy speaking class still cannot be applied properly due to the lack of readiness of students in the teaching materials and lack of self-confidence of students in speaking English in class. Teachers should also be able to motivate students to be active in the classroom, but everything is not as easy as imagined and students are only more silent so the teacher is forced to be able to talk more than the students themselves. However, students can be more active in learning in online classes than in face-to-face classes because there has been early learning in previous classes and students' readiness is more ready in online classes so that they can speak English actively and there is also no direct interaction with others So that students can be calm in speaking.



## REFERENCES

- Applefield, J.M., Huber, R.; Moallem, M. (2001). Constructivism in Theory and Practice: Toward a Better Understanding. *High School Journal*, v84 n2 p35-53 Dec 2000-Jan 2001
- Alghamdi, N. (2021). Social Constructivism Theory in a Sociolinguistic Classroom. *International Journal of Social Science and Human Research*, 04(02), 166–170. <https://doi.org/10.47191/ijsshr/v4-i2-07>
- Amineh, R. J., & Asl, H. D. (2015). Review of constructivism and social constructivism. *Journal of Social Sciences, Literature and Languages*, 1(1), 9–16. <http://blue-ap.org>
- Hinkin, T. R., Tracey, J. B., Enz, C. A., Riris, R. H., Pixler, P. W., م. و. د. عامر, Treloar, C., Champness, S., Simpson, P. L., Higginbotham, N., Description, A., Outcome, E., Anderson, D. ., Krathwol, L. ., Maháthera, N., Geometry, R., Analysis, G., & Yin, R. K. (2001). Case study research and applications: Design and methods. In *Journal of Hospitality & Tourism Research* (Vol. 53, Issue 5). <https://doi.org/10.1177/109634809702100108>
- Jie, Z., Puteh, M., & Hasan Sazalli, N. A. (2020). A social constructivism framing of mobile pedagogy in English language teaching in the digital era. *Indonesian Journal of Electrical Engineering and Computer Science*, 20(2), 830–836. <https://doi.org/10.11591/ijeecs.v20.i2.pp830-836>
- Johnson, K. E., & Golombek, P. R. (2020). Informing and transforming language teacher education pedagogy. *Language Teaching Research*, 24(1), 116–127. <https://doi.org/10.1177/1362168818777539>
- Nanik Handayani Riki Bugis Hanapi Hanapi. (2019). *Blended Learning Approach in Improving Students' Speaking*. January. [https://www.researchgate.net/publication/330635228\\_BLENDED\\_LEARNING\\_APPROACH\\_IN\\_IMPROVING\\_STUDENTS'\\_SPEAKING\\_SKILL](https://www.researchgate.net/publication/330635228_BLENDED_LEARNING_APPROACH_IN_IMPROVING_STUDENTS'_SPEAKING_SKILL)
- O.Yu., M. (2018). Vygotsky's Social Constructivism. *Qalaai Zanist Scientific Journal*, 3(2), 0–150. <https://doi.org/10.25212/lfu.qzj.3.2.05>
- Pardede, P. (2012). *Pardede, Blended Learning for ELT Blended Learning for ELT*. 165–178 [https://www.researchgate.net/publication/330834033\\_Blended\\_Learning\\_for\\_ELT](https://www.researchgate.net/publication/330834033_Blended_Learning_for_ELT)
- Samuel Finch, K. (2021). Development and Validation of an Instrument To

Measure Social Constructivism in a Virtual Classroom. *PUPIL: International Journal of Teaching, Education and Learning*, 5(1), 23– 39.  
<https://doi.org/10.20319/pijtel.2021.51.2339>

Sugrah, N. U. (2020). Implementasi teori belajar konstruktivisme dalam pembelajaran sains. *Humanika*, 19(2), 121–138.  
<https://doi.org/10.21831/hum.v19i2.29274>