

ABSTRACT

This study aimed to investigate students' perceptions toward the use of blended learning through Google Classroom in descriptive speaking tests. Employing an explanatory sequential mixed methods design, this study involved fourteen eleventh-grade students at a senior high school. Quantitative data were collected through a twelve-item Likert-scale questionnaire, while qualitative data were obtained through an open-ended questionnaire and semi-structured interviews. The quantitative findings revealed that students generally had positive perceptions of blended learning, as reflected in the overall mean score of 4.01, which falls into the Agree category. The qualitative findings further explained that students appreciated blended learning because it provided greater flexibility in learning, facilitated access to organized learning materials through Google Classroom, and helped them prepare and build confidence before completing the descriptive speaking test. Nevertheless, several challenges were identified, such as unstable internet connectivity, limited device performance, time management during independent learning, and limited interaction with teachers. In conclusion, blended learning was positively perceived by students and served as an effective instructional approach that complemented face-to-face instruction in supporting descriptive speaking tests.