

CHAPTER I

INTRODUCTION

This chapter contains background of the study, research question, objective of the study, significance of the study, scope and limitation, definition of key term, and previous study.

A. The Background of Study

At the end of 2019, this virus was first detected in Wuhan, the capital of China's Hubei province. This disease was called COVID-19 and quickly became a global pandemic. Indonesia was the first country affected by this virus in early March 2020. Due to the widespread spread of COVID-19, all operations in Indonesia, including business, government and education have been affected. COVID-19 can become a global contagious disease that has impacted various facets of human life. The pandemic has plagued the educational system, increasing college and staff workloads and forcing many colleges, universities, and schools to close or function with extremely restricted resources in order to avoid the risk of infection (Dhawan, 2020; Rapanta et al., 2020). Hockly (2015) argued that the teaching and learning process can be done without face-to-face interaction, which is known as online learning. Since the pandemic era, all schools and universities in the world have to shift their teaching and learning process to online learning. It was chosen as one of the best methods for several reasons.

Hybrid or Blended Learning offers one such opportunity to produce engaging learning opportunities for students by combining the medium of face-to-face instruction with online learning opportunities. According to (Dziuban et al. 2004), Blended Learning is an instructional strategy that combines the efficiency and socializing of traditional face-to-face classroom with the digitally improved learning capabilities of online modes of delivery. Individual sessions in Blended curriculum are essentially a mix of both face-to-face and online learning, with online resources and tasks.

According to Alammary, et al. (2014), it argues that it is increasingly proven that Blended Learning can overcome the various limitations associated with online learning and face-to-face. Besides, such as the current condition regarding covid-19. According to Ossiannilsson (2017), they argue that the Blended Learning ecosystem should be used as a role model to promote a culture of quality in Blended Learning and for the future of learning. Warman (2018), summarized that Blended Learning is a useful, helpful, and practical way to help students learn English. Many schools or universities use Blended Learning in teaching and learning activities. As evidence, based on observations at one of the junior high schools.

There are some positive perceptions of Blended Learning, such as useful, helpful, efficient, motivated, satisfied, and flexible. However, some researchers who conducted a study of Blended Learning found negative perceptions, namely network problems, low skill to use technology, and waste of time. Ja'ashan (2015) mentioned that slow internet connectivity, lack of face-to-face interaction, taking more time, and ease to cheat are students' negative perceptions of Blended Learning. Previously, Rombe (2014) also reported that students' negative perceptions of Blended Learning are caused by internet connectivity and social isolation. Meanwhile, Sari and Wahyudin (2019) stated that lack of social contact interaction is a problem when students want to ask the teachers about the material and causes students to misunderstand about learning.

On 11 January 2023, the researchers visited one of the best junior high schools in Wates, SMP Negeri 1 Wates. Based on an interview with one of the teachers, many of the students at SMPN 1 Wates come from remote areas, so some students who are active in face-to-face learning at school become passive, do not participate in online learning, submit assignments late, and some do not submit assignments at all. Therefore, the researcher tried to investigate students' perceptions, the barriers faced by students and how students' motivation for learning English through Blended Learning has been implemented in their school.

Students' perceptions on using Blended Learning on ELT during the Covid-19 are described in this study, which presents students' perceptions

based on their experiences. As a result, the researcher interested to investigate students' perceptions on using Blended Learning in ELT.

B. Research Questions

Based on the background of the study above, the researcher stated the problems of the study as follows:

1. What are the students' perceptions on using Blended Learning in ELT during Covid-19 at SMPN 1 Wates?
2. What are the barrier on using Blended Learning in ELT during Covid-19 at SMPN 1 Wates?
3. What are the motivation on using Blended Learning in ELT during Covid-19 at SMPN 1 Wates?

C. Objective of the study

Based on the background of the study above, the researcher stated the objective of the study:

1. To know the students' perceptions on using Blended Learning in ELT during Covid-19 at SMPN 1 Wates.
2. To know the barrier on using Blended Learning in ELT during Covid-19 at SMPN 1 Wates.
3. To know the motivation on using Blended Learning in ELT during Covid-19 at SMPN 1 Wates.

D. Significances of the study

This research informs readers about student's perceptions on using Blended Learning on ELT during Covid-19. Furthermore, this research can be utilized as reference for other researchers interested in performing more teaching methodology research, particularly in the area of Blended Learning. For the teacher, this research showed the students' perceptions of using Blended Learning on ELT at the eight grade SMPN 1 Wates, so that they can provide pupils with fresh learning options. It can be used as a kind of teacher evaluation and can also

help teachers become more efficient in the classroom. For the students, they know new alternatives method in teaching and learning process and also know more about Blended Learning. Last for the school, it facilitated the use of a Blended Learning method in ELT process.

E. Scope and limitation of the study

Based on the background of the study above, the scope of this study is students who ever use Blended Learning in SMPN 1 Wates. The limitation of this study is students' perceptions on the use of Blended Learning.

F. Definition of the key terms

The Key Term of the title "The Students' Perceptions on Using Blended Learning on ELT During Covid 19 at SMPN 1 WATES".

1. Perceptions

Perception is a process of individual evaluation of an object. Perception has two definitions, perception in a broad sense and perception in a narrow sense. In the narrow sense, perception is defined as how each individual sees an object, whereas in the broad sense, perception is defined as a view or understanding, namely how individuals perceive or interpret a particular object. The attitude a person will take is influenced by their perception of the object they see. This means that these students' perceptions can be a factor that affects their understanding of the material presented. Therefore, it is important to know students' perceptions of a platform used in any online learning process (Yunita & Maisarah, 2020). Students' perception are students point of view or understanding of the material or information that has been received by students when learning activities take place. This learning perception is also how students understand to respond to the subject matter that has been transmitted through the learning process.

2. Students' Perceptions

The process of a students preferential treatment of information obtained from an item is known as student perceptions. Knowing students' perception is critical since it allows teachers or lecturers to evaluate the results of the students' perceptions. Students' perspective are vital for measuring instructional efficacy, according to (Qudratullah et al., 2020).

3. Blended Learning

Blended Learning as combining face-to-face, mobile and online teaching and learning approaches, as well as components of both synchronous and asynchronous online learning alternatives. (Melbourne 2012). Blended Learning can integrate both modes of teaching and learning process in which the traditional and online learning are mixed in the classroom setting. The traditional learning or the face-to-face interaction that is usually done offline or meeting directly in the classroom is shifted into the virtual meeting through video conferencing such as Zoom, Google Meet, and so on.

4. Covid-19

This disease was called COVID-19 and quickly became a global pandemic. Indonesia was the first country affected by this virus in early March 2020. Due to the widespread spread of COVID-19, all operations in Indonesia, including business, government and education have been affected. COVID-19 can become a global contagious disease that has impacted various facets of human life.