

CHAPTER I

INTRODUCTION

This chapter discusses background of the research, research question, objective of the research, significance of the research, scope and limitation, and the definition of key terms.

A. Background of the Research

The new age revolution of Information and Communication Technology (ICT) has become the rapid progress and brought the significant change in many sectors of human life, and now it is revolutionizing education. The innovation of ICT plays an important role that provides solutions for improving teaching and learning process, especially in language learning context. According to Chhabra (2012), language teaching in general and English Language Teaching (ELT) in particular has progressively changed over the years. It means that the method of language teaching and learning always change as the time goes as the request to become better and more effective method. Since internet access and digital technology are increasingly accessible as the development of ICT, e-learning becomes the innovative teaching in education. E-learning is education system by using electronic devices and internet access in some way to provide learning material (Stockley, 2003). Another definition of e-learning also stated by Chhabra (2012), e-learning is various of technological tools that can be used by the teachers to enhance teaching and learning process. It has been known as significant tool for educational change to make an advance with combining digital technology and teaching and learning process, especially in English language learning.

Many schools in Indonesia are now using e-learning during English language teaching and learning process. Even though e-learning has made the students to freely access and may become more interesting learning, it began to lose credibility due to any difficulties that face by the students and teachers. In reality, students must be independent and self-regulated during e-learning process, even most of them have difficulties to get used to the system of e-learning, to manage time, and to keep self-motivation (Rooney, 2003). They also do not get chance to have guided exercise and social interactions with classmates. Teachers get too tired and too confused with online material and individual control online. Sometimes it can create unfairness because each student probably has different understanding of the material (Harashima, n.d). Using e-learning methods may become complicated, because without face-to-face and directly communication between the teachers and students are hardly imaginable. They require some conversation, authentic listening, and group work. Therefore, educators and researchers discover the new method called blended learning.

There are many different meanings of blended learning has defined. Hubackova,, Semradova, and Klimova (2011) define blended learning as a combination of standard face-to-face teaching with e-learning. It is in line with Bonk and Graham (2006), blended learning system combines face-to-face instructions with technology-generated instructions. Furthermore, Riel, Lawless, and Brown (2016) mention that blended learning provides students with online learning and face-to-face learning, it also provides students to collaborate in work group on some projects. Hence, blended learning becomes an opportunity to

integrate the e-learning with face-to-face learning. It is supported by Garrison and Vaughan (as cited in Albiladi & Alshareef (2019), blended learning combines both types of learning as traditional classroom and online learning are used in the teaching and learning process. In the present studies, blended learning has become as a new and significant educational trend. Neumeier (2005) notes that the most important purpose of blended learning is to find the most effective teaching and learning process with combining of the two methods of learning for the individual learning subjects, contexts and objectives.

Research on blended learning in English teaching and learning has increased and become the focus of many research studies. Talis (2018) investigated studied the students' perception toward implementing blended learning method in English Language Teaching (ELT) at the fifth semester students English Department Makassar Muhammadiyah University. The study found that the respondents had positive judgment of blended learning method. Blended learning method also made the students more interested, active, and responsible in learning. Pardede (2019) also studied the perception of pre-service EFL teachers of blended learning in learning English as a foreign language (EFL) setting. The result showed the students' perception towards blended learning was positive. The respondents revealed that using the online platform in blended learning provided convenience, flexibility, freely access, and increased their insight of technology. The study also showed face-to-face instruction in blended learning was effective for them during interaction with teachers and reading of printed texts.

Furthermore, the quantitative study by Utami (2018) determined the effect of blended learning model on senior high school students' achievement. The result of this study showed the learning result of experimental group was higher than the learning result of control group. It can be concluded that the blended learning model contributed more to the senior high school students' achievement. In addition, the study by Zarei & Jailani (2018) examined the students' perceptions toward blended learning approach at UNITAR International University Malaysia. The findings of the study found that UNIEC Virtual as an online language learning platform brought positive influence towards students' English language learning. Moreover, the students revealed that blended learning is an effective and useful learning method, although they said that there were some obstacles such as internet access problems and auto log out function related to the UNIEC Virtual platform.

However, the study related to investigating the EFL students' perception of blended learning especially in Indonesian context is still limited in number. Due to the gap, this research is interested to students' perception toward blended learning in studying English as a Foreign Language in terms of the implementation, challenges and their perception of solution in blended learning method. The school is chosen because the teaching and learning process uses blended learning during Covid-19 pandemic. The school enable to do face-to-face learning which is only followed by half of the students in class capacity. The school also has rotating schedule to do face to face learning which consisted only an hour in each lesson. Students do not study in the school full day, but they still use online learning at home. While in online learning, the teacher and student use online learning media

such as Google Classroom, Google Meet, WhatsApp, and Quipper video. The school consider that this method could create students learning experience to achieve the learning purpose optimally during Covid-19 pandemic. Therefore, this study aims to explore **The Students' Perception Towards Blended Learning in Studying English as A Foreign Language at Eleventh Grade of SMAN 1 Sukomoro Nganjuk.**

B. Research Question

Based on the background of the study, the research question is as follows:

“What is the students' perception on the implementation of blended learning method in their learning English?”

C. Objective of the Research

Considering the research question above, the objective of the research is as follows:

“To know the students' perception on the implementation of blended learning method in their learning English.”

D. Significance of the Research

This research is expected to be valuable reference in teaching English as a foreign language. For the result of this research also will contribute to the EFL teachers, students, and other researchers. First, this research provides the information regarding the EFL students' perception on the implementation of blended learning. It will be useful for the teachers to know how the students' perception towards implementation of blended learning during English teaching and learning process. Realizing that some of schools apply blended learning as the

learning process during Covid-19 pandemic, the English teachers may use blended learning method become more effectively for their class.

Second, this research also provides the information about the students' challenges and the solutions from students' suggestions in blended learning method. The school and teacher can consider some students' suggestions as the solution to reduce the obstacles in blended learning method, especially in English language learning. The last contribution for the other researchers, this research can be used as valuable information to conduct further research related to blended learning strategy with other concerns.

E. Scope and Limitation of the Research

This research focuses on investigating the students' perception towards blended learning method in studying English as a Foreign Language in terms of the implementation, challenges and their perception of solution in blended learning method. This study conducts in the eleventh-grade students of SMAN 1 Sukomoro Nganjuk. The school is chosen because the learning process uses blended learning method during Covid-19 pandemic.

F. Definition of Key Terms

1. Student Perception

Student perception refers to how student interprets information related to their experience about an object or phenomenon. It also includes the perception of problem and perception of solution on their experience about an object or phenomenon.

2. Blended Learning

Blended learning is one of the learning methods that combines face to face learning in the classroom with e-learning experience through various trends of online media such as Google Classroom, and WhatsApp.

3. English as a Foreign Language

English as a Foreign Language is learning and using English as an additional language in a non-English speaking country, especially in Indonesia.

4. The Implementation of Blended Learning

The implementation of blended learning is combining face-to-face learning in the classroom and online learning which using Google Classroom, and WhatsApp at home. In face-to-face learning, the teachers give and explain the material, then they ask their students to discuss the material and assignment that has been done during online learning at home. In online learning, the teachers just give instruction to students for doing some online assignment through online media.