

CHAPTER II

LITERATURE REVIEW

This chapter presents the literature review of definition of perception, short information English teaching methods, definition of blended learning, the importance of blended learning, kinds of blended learning, the implementation of blended learning and some previous research findings related to this study.

A. Definition of Perception

The word “perception” comes from the Latin words *perceptio*, *percipio* that means the ability to become aware about something through the sense, the way in which something is regarded, understood, or interpreted (Oxford Learners Dictionary, 2020). Based on Longman Dictionary of Contemporary English, perception is also defined as the way people think about something and their idea about what it is like or it can be defined as the common ability to understand or notice something quickly. Some experts also have defined the perception itself. Elliot (1996) reveals that perception as the ability to identify objects, or phenomenon that already known with the meaning and expectation. If a person perceives something, it means that he can recall past experiences with objects or phenomenon, and he experiences the meaning and has certain expectations about the objects or phenomenon.

In addition, Robbins (2003) in Darmuh (2016) defines that perception is the process taken by individuals to organize and interpret information to give the meaning in their environment. Another definition of perception stated by Sari (2019), the term of perception is the way a person observes, responds or understands

something easily using his five senses. So, it can be concluded that perception refers to the way sensory information that is consciously organized, interpreted, and experienced. It can be affected by someone's beliefs, values, prejudices, expectations, and life experiences. When dealing with educational context, perceptions are very important. For instance, through the perception, the teacher will be able to know what students' need in learning. The students' perceptions also become evaluations for the teacher in determining more efficient teaching strategies.

B. UTAUT (Unified Theory of Acceptance and Use of Technology)

Unified Theory of Acceptance and Use of Technology or UTAUT is a framework designed by Venkatesh, Morris, Davis, & Davis (2003). UTAUT is based on the basis of integrating the primary constructs of eight previous models on technology acceptance information (Taiwo & Downe as cited in Mahande & Jasruddin, 2018). According to Chang (2012), the eight previous models such as Theory of Reasoned Action (TRA) Technology Acceptance Model (TAM), Motivational Model (MM), Theory of Planned Behavior (TPB), Innovation Diffusion Theory (IDT), Combination of TAM and TPB, Model of PC Utilization (MPCU), and Social Cognitive Theory (SCT). In addition, UTAUT provides explanation of four main constructs (performance expectancy, effort expectancy, social influence, and facilitating condition) that influence the use of information technology.

First is performance expectancy. According Venkatesh et al. (2003), performance expectancy refers to the degree of which an individual believes that

using the system will help him or her to get the benefits in job performance or certain activities. The five variables that related to performance expectancy are perceived usefulness, relative advantage, outcome expectation, extrinsic motivation, and job-fit.

Second is effort expectancy. It is defined as the degree of ease related to the use of the system. Three variables related to the concept of effort expectancy such as perceived ease of use, ease of use, and complexity. Third is facilitating conditions. It refers to what extent which someone believes that the existing of technical infrastructure and organizational can support use of the system. There are three variables that related to the facilitating conditions such as variables such as perceived behavioral control, facilitating conditions, and compatibility.

Fourth is social influence. It refers to the degree of which an individual becomes aware to others believe that he or she should use the new system. Social influence as a direct determinant of behavioral intention is represented as subjective norm and social factors.

C. English Language Teaching

The importance of English cannot be denied and neglected since English is the greatest common language spoken universally. Knowledge of English is becoming the major window of the modern world. English is the most common foreign language (Nishanthi, 2018). It means that most of countries usually use English as a common language to communicate. This is why people need to learn English language in order to communicate easily with their fellow global citizens. With the global expansion of English as the language of international communication,

another expansion is that teaching and learning English becomes necessary for the field of education.

Actually, there are two kinds of English disparate geographically: those of second language (ESL) and foreign language (EFL). Stern (1983) in Peng (2019) refers to the differences between "foreign language" and "second language" in terms of language functions, learning purposes, language environment and learning methods. Foreign language means the language used outside the country and it is usually for tourism, communicating with native speakers, reading foreign journals and so on. Meanwhile the Second language refers to the language that takes the same important role as mother tongue.

According to Broughton, Brumfit, Flavell, Hill, & Pincas (1980), there are many socio-linguistic researches in recent years have made educators more conscious of language functions and therefore, it has defined one level of language teaching goals with the appropriate ones. In language teaching methods, there are the terms namely language skills and language components. There are four language skills such as listening, speaking, reading, and writing. Those skills can be grouped into receptive skills (listening and reading), and productive skills (speaking and writing). From another point of view, they can also be grouped into spoken skills (listening and speaking) and written skills (reading and writing). Language components consist of pronunciation (including stress, rhythm, and intonation), grammar structure, and vocabulary. These four language skills and three language components become the targets both TEFL (Teaching English as a Foreign

Language) and TESL (Teaching English as a Second Language) (Fachrurrazy, 2011).

D. Teaching Methods and Development of Technologies in English Language Learning

The famous trends in the English language teaching (ELT) have been used in the entire world with specific reference to the common trends during the previous decades. There are many language teachings approaches and methods also have been developed for TEFL/TESL. Kumaravadivelu (1994) in Fachrurrazy (2011) classifies the methods into language-centered methods (focus on what to teach), learning-centered methods (focus on how to teach), and learner-centered methods (focus on who is learning). Included in these methods such as the Grammar Translation Method (GTM), Direct Method, Audiolingual Method, Suggestopedia, Natural Approach, Communicative Language Teaching (CLT), etc.

In the last decade of the 20th century, the language teaching approaches and methods began to change with the newer trends which have emerged in the field of education (Fachrurrazy, 2011). The current methods such as Constructivist Approach, Contextual Approach, Quantum Teaching and Learning, Cooperative Learning, and various methods that are integrated with technology. Furthermore, recent trends, methodologies and developments bring the important role of education sector especially in ELT with its awareness of the education process, increase in the adoption of technologies, and necessity for professional teacher (Deelip, Faruk, Gadilohar & Baviskar, 2016). Now, there is an advance of communicative methodology which emphasize communication directly method

than activity, topic and situations. The process of English communication learning become more student-centered. Therefore, the teaching quality will be improved and students applied English communicative competence will be further developed.

Furthermore, Gilakjani (2017) stated that the evolve of language teaching method cannot be separated from the use technology. According to Ahmadi (2018), Information and communication technologies (ICT) have some benefits for teaching and learning, especially in English language learning context. Dawson, Cavanaugh, and Ritzhaupt (2008); Gilakjani (2014) in Ahmadi (2018) maintained that using technology can create a learning environment centered around the student rather than the teacher that severally creates positive changes. With using technology, language class becomes active place that full of meaningful tasks where the students are responsible for their learning. Students can learn attractively when technology is used in the process of learning through using computer and internet.

The use of technology also can help the students in developing their higher order thinking skills. Thus, it can be concluded that the combination of the use information and communication technologies (ICT) as multimedia and teaching methodology is very important to attract students' attention towards English language learning.

E. Blended Learning

The term blended learning originally comes from the business world in connection with corporate training, then it is employed in higher education and lastly it appears in language teaching and learning. According to Rahim (2019) blended learning can be defined as an appropriate approach to change the traditional

methods with technological-integrated approaches of language teaching and learning in the new age revolution of ICT (Information Communication Technology). Blended learning also combines face-to-face learning and computer assisted language learning (CALL) or mobile assisted language learning (MALL) in a single teaching and learning environment (Neumeier, 2005). Blended learning becomes the upgraded educational approach that facilitating to student-centered learning. It provides the students with collaborative tasks and helps the teachers to design the learning activities which become more student-oriented (Albiladi & Alshareef 2019).

Therefore, blended learning approach can increase access and flexibility for students, increase level of active learning, and it can get the better student experiences and outcomes. Blended learning can also improve teaching and class management practices. Saliba, Rankine and Cortez (2013) identify some concepts of blended learning such as face-to-face session and online learning activity, the availability of technologies, there are group activities and practical works, and so on.

F. Kinds of Blended Learning

Blended learning defines as a model for student-centered learning which adjusted to the school-wide context. As blended learning continues to develop, new models may emerge. Eastman (2015, p. 6), categorizes model of blended learning into four kinds, there are Rotational model, Flex model, Self-blended model, and Enriched Virtual model. Each of these models utilize of technology advances in educational context to provide various extents of integration between interactive

online learning activities and face-to-face engagement. Here are the four most common of blended learning models in a nutshell:

1. Rotational Model

The rotational model is arranged students rotate between learning both in and outside the classroom. The set-up of the classroom is divided into stations and the students spend their day rotating between them. The teacher sets the rotation schedule and each station has a different approach to the same learning objective, and the students work individually, work in small group or with the teacher, depending on the station. One of the stations is online learning (for example, where the students access the materials via online, listen to a story or answer questions). This model is also divided into four variations, there are station rotation, lab rotation, flipped classroom, and individual rotation.

a. Station Rotation

The activities in the station rotation model usually occur in a single space which the students move from station to station within set periods of time. Face-to-face engagement at the station is often designed with moveable tables and chairs which consist of 4 to 8 students and a teacher in there. These small group stations may make use of white boards or large screen digital media to facilitate the interaction. Usually, at least one station in the rotation is designed for the individual work with using digital media such as laptops or iPads.

b. Lab Rotation

This model is similar to the station rotation model where the students have the opportunity to rotate stations through the schedule but the activities undertaken in the computer lab setting. Small group of instruction may also be used in the classrooms.

c. Flipped Classroom

Flipped classroom is the most widely known model that often used in many schools. In this model, the students access the content via online outside of the classroom or outside of the school day. This content is accessed before the students have meeting with the class, then they practice to solve the problems they got during online learning with the teacher or their friend in the classroom. These activities intend to help the students get deeper understanding of the subject matter. Typically, the implications of this model are similar to collaborative and project-based learning.

d. Individual Rotation

The individual rotation model allows the students to participate in stations depending on the individual schedules. It is distinguished from station rotation where the students participate in each station that has been determined by the teacher, students in individual station just rotate to the stations that are targeted at their specific needs.

e. Flex Model

The flex model is one of blended learning variations where online instruction is the majority of learning content, but it still needed with face-to-face and small group interaction with a teacher in the class. This model is structured to allow the students to work individually while still having the opportunity for face-to-face interaction in the class in order to increase their understanding. In face-to-face engagement, teachers provide the learning activities such as small group projects or individual tutoring with flexible schedules.

f. Self-blended Model

In self-blend model, students will take online course as a complement to conventional class, so the learning activity is not always online. For the learning materials can be delivered inside or outside the classroom, depending on the students' choice regarding time and place. This model also provides the students to work individually using online media in the classroom.

g. Enriched Virtual Model

Different from self-blended model, enhanced virtual model delivers a portion of every course online. The learning material complemented by face-to-face engagement where the students allow to interact with their teachers and peers in conventional school settings. In contrast to most of the other blended learning models, students may not be on the school every day.

G. The Benefits of Blended Learning

Blended learning which combines face-to-face learning with technology has become increasingly popular in educational system in recent years. This method is

very important because it provides a way for schools or colleges to engage the students through face-to-face and online interaction. With accessing to present-day technologies and resources, the teachers can adapt the learning experience for each student. Blended learning has some benefits for the teachers and students, so the following benefits of blended learning has to offer are (itslearning, 2020):

1. More effective use of classroom time

Blended learning allows teacher to make better use of the limited time they have with their students. By replacing some traditional classroom activities into the online learning, the teacher is expected to spend less time for talking in front of the class and give more time working with individual students. It is because one key to successful education is the teacher has less talking time in classroom and better relationship between students and teachers.

2. Easier differentiation

With having more time to work with students in class, teacher finds they can consider to differentiate their teaching to customize each student needs, answering student questions and giving students feedback.

3. More active students

One of blended learning models like rotating model uses online videos and resources to prepare students before they come to the class. In this way, the students have already learned the material and they can use their time in the classroom to put that theory from the material into practice. In this model, the teacher in the classroom as guide and mentor.

4. More creativity for students

There are several online resources that can make the students to study how to create videos, animations, podcasts and new media. Therefore, it gives the students new ways to engage with their assignment and express what they have learned. Active students can also do extra work online to show their knowledge and understanding of a subject.

5. Better prepared students

When the online work is done to prepare students in advance (like flipped classroom model), students come to class with better prepared. It means that they are more engaged in material from the beginning.

6. Teaching 21st century skills

In recent years, students need to learn how to study and collaborate with online learning. They also need to develop their critical-thinking and creative skills as the demanding in modern era. Blended learning helps the teacher to teach these skills by encouraging the students to study and collaborate with online learning.

7. Less paperwork

We can realize that most of teacher in their desks are full of student papers that need to give feedback and correction. However, in online learning platforms, it converts many assignments to become digital assignment, so the teacher can give feedback and correction through online (from school or at home). There are some learning platforms provides grades or score and feedback comments to student works, and even automatically make this information available to other teacher, schools and parents.

8. All the teaching resources in one place

Online resources can be accessed from computer or the other electronic device. It means the teacher only has to upload a material, video, website link, article or other resources. The teacher and students are able to access it from their computers or their smartphone and even the other electronic device that can access internet.

9. Lower costs

Many schools and colleges which use blended learning as their teaching and learning process reveal that this method can reduce long-term costs such as expenditure on textbooks, paper and photocopying.

10. Better informed parents

In blended learning, students can study at home through online learning, it increases the opportunities for their parents to take part and help out. As a result, students get support from their parents, and it provides such a closer connection to their students' assignment.

H. The Implementation of Blended Learning at SMAN 1 Sukomoro Nganjuk

Blended learning is one of learning methods that has been implemented in educational system. Since Covid-19 pandemic happens, all of the levels of education in Indonesia must change the existing learning system with online learning at home. Because online learning is still considered ineffective to be applied in schools which previously have face-to-face learning, blended learning becomes one learning methods that can be used to optimize learning process during

Covid-19 pandemic. Some schools are now using blended learning method as their learning process to exchange the online learning.

SMAN 1 Sukomoro Nganjuk is one of the schools that uses blended learning. The school started using blended learning as the learning method 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. It also has rotating schedule to do face to face learning which consist only an hour in each lesson. Students do not study in the school full day, so they still use online learning at home. While in online learning, the school use online media such as Google Classroom, Google Meet, Quipper video and WhatsApp.

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. Meanwhile, during online learning, the teachers just give instruction to students for doing some online assignment through online media. However, every teacher uses different online learning media as their learning method in online learning. For instance, the English teacher only uses Google Classroom and WhatsApp as their learning method during online learning. Hence, the school considers that blended learning method can create students learning experience to achieve the learning purpose optimally during Covid-19 Pandemic

I. Previous Studies

There are some previous studies that have been conducting to investigate blended learning method in different case, especially in English language learning. The following previous studies are presented below:

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 face-to-face instruction in blended learning also 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.

Based on the previous studies regarding blended learning, the researcher is interested to explore 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.