

## **CHAPTER I INTRODUCTION**

### **A. Background of the study**

Educators are always interested in understanding the factors that influence student learning and the success of schools in providing students with the knowledge and skills essential for their integration into society and the economy. The development of information and communication technology is growing rapidly and has an impact on its wider use in all aspects of life. With communication technology, internet usage can be used to give and receive information anytime and anywhere. In the world of education, this is very much used to encourage effectiveness in teaching and learning. In addition, to always see developments and adjust teaching and learning strategies. Moreover, today's students are referred to as digital natives who are active users in their daily lives who cannot be separated from the use of cellphones, laptops, and the internet. As a result, teachers must be required to improve the ability of information and communication technology to be used in class.

As one of the human resources, the teacher certainly plays an important role in the success and effectiveness of training in the learning process. The learning carried out by a successful teacher is not only influenced by the ability to master (the teacher's ability) the material to be delivered. But there are other factors you need to learn to be able to do it professionally and effectively. These factors are contained in the Law on

Teachers and Teachers of 2005 Number 14 Chapter IV Part 1 Article 10, "Teacher competencies as referred to in Article 8 include: pedagogic competence, personality competence, social competence, and professional competence obtained through professional education."

This ability is contained in Government Regulation No. 16 of 2007. Pedagogy is one of the points where teachers must master the theory and principles of learning. The acquisition includes educational skills in applying different approaches. Strategies, methods, and learning skills to educate creatively on the subjects taught.

Learning in schools is not only done by using one method, but by combining several methods to get maximum student learning outcomes. In terms of delivering material, there is more than one method that can be used by teachers, such as the use of software, websites, and so on. Meanwhile, in the learning process, students can use a combination of face-to-face learning in the classroom, virtual learning, or online learning which can also be called independent learning. Following the development of the current era, blended learning tends to be used by teachers to describe learning methods directly in the classroom indirectly or can be called virtual.

Blended learning has emerged as an alternative to teaching English as a foreign language. It provides students and teachers with a systematic range of resources in combination with face-to-face education with virtual learning experiences. The development of ELT methods and approaches has

changed rapidly over the decades, and the need for educational technology has opened new avenues in language lessons. There are many internet platforms for mastering four English skills, one of which is YouTube where students can view videos of material with more attractive packaging.

Blended learning is a combination of web-based learning and classroom learning. As an advanced student, this learning can be applied to all subjects, including English for writing, listening, reading, and speaking skills. One of them is influenced by the rapid development of science and technology. The use of the web in learning is generally applied to universities that enable effective and meaningful learning. However, the web-based learning model can also be used at the elementary and secondary levels.

The application of blended learning in English classes and online media can help students learn how to use language in real life as native speakers, so students can learn more contextual, I can do that. (Bielawska, 2012) Using blended learning to learn English is an effort to make it easier for students to learn effectively. He also said that the application of blended learning can improve students' grades and increase their vocabulary. In addition, blended learning is a teaching and learning approach that is recommended for the New Normal. (Pardede, 2012) He said that using Blended Learning English could improve students' understanding. Compared to doing online or face-to-face education. The reason is that the

face-to-face education and learning process can cover aspects of the shortcomings that cannot be covered by online learning.

In this study, a researcher focused on analyzing the perception of eighth-graders on learning English using blended learning. The researcher used a questionnaire as a data collection instrument. Researcher want to know which ones provide development and interest for students in learning English, considering that students have less interest because according to students, English is difficult to understand, there are lots of words to remember, and most of the students feel that learning English is not important because is a foreign language.

Some previous study of students' perception of blended learning in EFL has been conducted. According to Lukman Arif Rachman, Sudiyono, & Elzi Phonix (2021) "The Blended Learning Implementation of ELT Based on Teacher's and Student's Perspective in New Normal Condition of Covid-19" The result of this study has a positive impact on challenging teachers to use the media. Mixed learning helps teachers bridge the gap between online and offline learning. Help students speak English in context. Improve students' language skills. Based on the survey, teachers are wise in choosing and providing materials when implementing blended learning, and students are encouraged to be motivated and able to participate more actively using their current learning while studying. Both parties need to understand and know all the strengths and weaknesses of blended learning to achieve optimal implementation results.

According to Magdalena Kartikasari Tandy Rerung's (2018) "Student's Perception on Blended Learning in English Listening and Speaking Class" The result of this study is face-to-face learning still plays an important role, especially in the student learning process. Online learning, on the other hand, can be seen as a useful tool for practicing skills outside of the classroom. To facilitate and be more effective in online learning, teachers need to outline how students can use the portal with face-to-face education. Online learning is expected to help students gradually become independent learners. The teacher can also be a moderator who supports and supervises student discussions during the learning process. Lack of teacher attention can reduce students' work motivation in online learning. For this reason, teachers are encouraged to enter and evaluate in class so that students remain motivated.

According to Nirmala Elmin Simbolon (2021) "EFL students' perceptions of blended learning in English language course: learning experience and engagement" The result of this study found that students benefited from blended learning with social media such as WhatsApp and instructor feedback on their work. Student vocabulary learning has also been reported to improve, demonstrating the potential of social media as one of the main tools for blended learning. The survey also revealed the concerns of students in the field of blended learning. These include a lack of clarity about learning tasks and limited knowledge about the use of ICT learning tools. Mixed learning, includes choosing online learning tools based on

student needs and providing appropriate and appropriate support to students in each learning mode, especially those related to handling technical problems during online learning. The results of this study also show that ELT teachers are the first actors who need professional development, especially when designing online learning assignments. Therefore, these skills help enhance the student learning experience.

In the explanation above, the researcher aimed to find out students' perception in blended learning will make the English learners can work faster and more challenging. Students will also be able to handle material that they have not mastered and can access the material provided by the teacher anywhere and anytime.

### **B. Research problem**

Based on the statements which have been stated in the background of the study above, this research has a problem that's going to be discussed. This problem will lead the researcher to find out what the researcher should do first, as follow: "What are the student's perceptions about the blended learning method in English lesson in MTs Nurul Islam?"

### **C. Objective of the study**

Based on the research problem above, the research objective of this thesis is to know students' perception toward implementation of Blended Learning method in learning and teaching the English language.

**D. Significance of the study**

The researcher tries to dig deeper into students' perceptions about blended learning. This research is expected to give benefit English learners and the lecturer of discourse analysis.

**a. English Learners**

Studying language always needs practice. The more learners practice, the more they understand. By using blended learning, it is hoped that students can explore more of the material provided by the English teacher, facilitating active learning, developing collaborative teamwork, and increasing classroom interaction.

**b. English Teacher**

Researchers hope, through this research, it is hoped that in the future blended learning will become one of the methods used by teachers. Teachers no longer have to guess at the ability level of their students.

**E. Scope and limitation**

This study attempts to analyze and describe the perception of using blended learning. This scope of the thesis proposal is talking about blended learning which is used by junior high school teachers. This researcher will look for 30 eighth-grade students of MTs Nurul Islam Kota Kediri. The purpose is to compare of analysis results of students' perceptions.

**F. Definition of key terms**

These terms below are some definitions of the key terms to understand the research:

**A. Perception**

Perception is an interpretation of sensory information to represent and understand the presented information or environment. In which the nature and meaning of sensory stimuli are recognized and interpreted. Perception can be influenced by attention and can occur subliminally, without conscious awareness.

#### B. Blended Learning

Blended learning is an innovative concept that utilizes traditional face-to-face and ICT-based learning, such as offline and online learning. Provide space for collaborative learning. Constructive learning and computer-based learning (CAI). Mixed learning requires a lot of effort, a good attitude, a good budget, and motivating highly motivated teachers and students for successful implementation.