CHAPTER I

INTRODUCTION

1.1 Background of the Study

According to Eshreteh and Siaj (2017), technology plays an important part in a learning process. It helps the learners to improve their language learning whether it is in the class or out of the class. Harmer (2007), emphasized that as teachers we should encourage learners to find appropriate activities by using computer technology to be successful in language learning. Clements and Sarama, 2003 stated that the use of suitable technological materials can be useful for learners because of the benefits of technology itself.

With the development of the era, technological progress is also progressing. In various fields, it also experience the impact of current technological advances. One of them is in the education field. According to Akgunduz and Akinoglu, (2016), technology that has become an integral part of life now impacts education positively and brings along many opportunities. Current technological sophistication can be used by educators as a way to share knowledge.

According to Husamah (2014) educators or instructors, whether teachers or lecturers must have knowledge and skills in using digital tools and resources to help students achieve academic standards. By entering the online world, educators or instructors can obtain various information related to the learning materials which are needed for the learning process. In the learning site (texts, photos, videos, animations, and simulations) are kinds of media that are available. By utilizing these various media, educators or instructors can present material concepts taught in multiple representations (online learning and conventional learning) that make it easier for students or learners to understand a concept. The online technology also

makes it easy for students or learners to get additional information in order to meet the demands of competence and enrichment. The availability of e-learning facilities enables students or learners to take online courses without wondering the time and place.

Nowadays many educators are starting to combine their teaching systems by utilizing technological advances or often known as blended learning. According to Moskal, Dziuban, and Hartman (2013), blended learning is one of a successful approaches to integrate technology, including mobile technologies, into standard classrooms. In the 21st century where the new era of learning and teaching, the needs and expectations of language learners are based on technology-oriented. Thus, all teaching is somehow blended with technology especially in using the internet and the other media like applications.

Boulton, 2006 states educators support online learning because of its unique abilities to provide students with rich learning experiences. Blended learning can provide a more personalized and student-centered learning experiences while still allowing students to readily access teacher support (Staker and Horn, 2012). The concept of blended learning is a call to integrate ICT in classroom teaching as well as for the preparation and evaluation of classroom work. It is called blended, as it does not intend to replace or remove face to face traditional teaching, rather it invites the teacher to take advantage of the developments in the field of information and communication technology. It intends to synthesize an amalgam of past and future to build a presence that remains in transition with every step forward to attain perfection (Grover, 2013).

Chaeruman, 2013 states that blended learning can help; (1) a paradigm shift in learning, from what used to be more teacher-centered towards a new paradigm that is student-centered, (2) an increase in interaction or interactivity between students and educators, students and students, students or educators with content, students or educators and other learning resources,

(3) convergence between various methods, learning media, and other relevant learning environments.

According to Muhtia, Suparno, and Sumardi (2018), the emphasis of educational instruction has shifted from teaching to learning where the role of teachers is not knowledge transmitters but the facilitators, knowledge navigators, and co-learners. Advanced technologies have a place in the shifting of teacher roles, for example, internet technology which enables online learning to be held to enhance the teacher roles in facilitating learning. Online learning integrated into face-to-face learning which is called blended learning is believed to be more beneficial than online learning or face-to-face learning alone.

In this study, blended learning is defined as the combination between face to face learning and online learning using applications which is used by the lectures in English Language Education of Ganesha University of Education.

Based on the preliminary interview conducted by the researcher in English Language Education, Ganesha University of Education on june 2019, the lecturers already applied blended learning such as using Schoology, Google Classroom, Kahoot, etc in their teaching. In this case, based on what the researcher experienced Schoology is used as the form of a discussion of the material and also as the form for collecting the task or assignment. Besides that, the students also already used World Wide Web to help them to get as many information as they can related to the material they have learned.

The result of the preliminary interview shows that there are different opinions from some students toward the use of blended learning by their lecturers in teaching and learning process. Some students said blended learning that had been used by the lecturer did not affect their interest in the learning process, if they have any problems or questions they cannot get the answer or feedback fast because sometimes the participant in online learning did not respond

to it directly and only some students were active to participate. Besides that, they need to always have mobile data and a good connection to the internet, so they can make update in the group but sometimes their mobile data is limited and the connection of their internet is not always good. In this case, based on their opinion meet face to face meetings in the learning process are more effective because if they have any problems the can ask questions directly to get feedback at that time and the discussion becomes more fun if they meet face to face. Hence, they think they did not need the learning process through an application (e-learning).

Meanwhile, some students have different opinion, they said that the use of the applications are important because they could work whenever and wherever they want as long as there is a connection to the internet. A student also said using blended learning can complement both face to face and online learning because if there is something still missing in their conventional meeting they can still discuss it in the online learning.

Based on those variety of students' opinion toward the use of blended learning in the teaching and learning process, the writer is interested to investigate the students' perception toward the use of blended learning. This research used mixed-method study and focused on two issues; 1) students' perception toward the use of blended learning in learning process, 2) students' challenges and solution encountered during the implementation of blended learning in learning process. The participants in this research are the students of English Language Education of Ganesha University of Education who have been taught using blended learning such as using schoology application and the other applications that help the lecturers teach and deliver the material to the students.

1.2 Identification of the Problem

As the advances of technology nowadays in Indonesia, one of the important things for the educator is that as the educators they need to use ICT (Information and Communication Technologies) in each subjects or course. According to Ju and Mei (2018), the use of technology in education has become necessary of its positive effects on the teaching and learning process. There is much attention paid to encourage students as well as lecturers to engage in blended learning environment. Nowadays a lot of higher educational institutions and companies use technology to combine it in their teaching system. Through this method students gets the opportunity to learn in a group (classroom) with a lecturer and additionally at home at a convenient time, students themselves could set the optimal speed and intensity of the learning process, this method helps students to discipline themselves and help students learn to work independently.

The use of technology in education can give a positive effect on the teaching, and because of that some lecturers of English Language Education in Ganesha University of Education have used blended learning in their teaching because using blended learning is one of the ways to utilize the advances of the technology.

However, some students of English Language Education states that blended learning that had been used by the lecturers did not affect their interest in the learning process. In this case, based on their opinion meet face to face meetings in the learning process are more effective because if they have any problems the can ask questions directly to get feedback at that time. This is in line with a study by Balci (2017), which found that the majority of the students states face-to-face instruction more effective than online studies. This could be explained by the students' readiness level for blended instruction and adaptation. For students who only experience traditional face-to-face instruction in their previous education, it is expected for them not to easily accept new teaching model.

Based on the issue found in English Language Education and related with the explanation above, so there are different opinion from the students' side toward the use of blended learning.

1.3 Limitation of the Problem

Based on the identification of the problem, in this research the limitation of the problem is the researcher focused to investigate the use of blended learning in English Language Education, Faculty of Language and Art at Ganesha University of Education especially about students' perception toward blended learning used by their lecturer in their learning. It showed how the students in English Language Education as an EFL Students perceived the use of blended learning.

1.4 Research Problem

1. How do the students of English Language Education perceive the use of blended learning in their learning?

2. What are the challenges and solutions encountered by the students of English Language Education in their learning toward the implementation of blended learning?

1.5 Objective of the Study

Related to those research problems, in this research the objectives of the study are focused on:

1. Investigating about EFL students' perception of blended learning used in English Language Education.

2. Investigating the challenges and solutions faced by the students toward the implementation of blended learning.

1.6 Significant of the Study

This study has two significances, the first from theoretical side and the second from the practical side:

1. Theoretical

    From the theoretical side, the results of this study are supposed to present the blended learning use for the students in English Language Education, Ganesha University of Education, Singaraja. There are two points that presented in this research. The first is the result of the students' perception of the use of blended learning. The second is the explanation of the challenges faced by the students toward the implementation of blended learning and the solutions of those challenges.

2. Practical

    From the practical side, it has three purposes based on the target itself, such as for students, for educators and for the reader or others researchers.

    a. For the students: To give chance for the students in order to state their opinion about blended learning used in the learning process.

    b. For the educators: To add contribution for English teachers to analyze the use of blended learning. It can be a consideration for English teachers to use the strategy by seeing the result of the study because it presented students'

opinion toward the strategy that has been used. Thus, the teacher can developing strategy in teaching English.

c. For the readers or other researchers: To add reference for readers who are interest in teaching English especially for the readers who will become an English teacher in the future.