

CHAPTER I

INTRODUCTION

A. Research Background

The teaching and learning process integrated with ICT can be carried out in two systems, namely E-Learning and Blended Learning (BL) because both systems are digital-based, both content and mechanisms (Elyas, 2018: 1). E-learning is learning which utilizes electronic technologies to access educational curriculum outside a traditional classroom. Many terms are used to describe e-learning that is delivered online via the internet, ranging from education to computerized electronic distance learning, online learning, internet learning, and many others. Meanwhile, Blended Learning brought traditional physical classes with elements and virtual education together. The blended learning method not only has some face-to-face class meetings but also has some class sessions that are replaced with online instruction (Hassan Ja'ashan, 2015: 40-46). In other words, Blended Learning integrated online learning with traditional face-to-face class activities in a planned way in a solution to improve the quality of learning.

Judging from the statements above, the blended learning method has advantages because it consists of two online and offline learning systems, so they can overcome the obstacles that occur. If only implement online learning, there will be many obstacles such as facilities, packet data quotas, and minimal signal coupled with burdensome technical learning that many students with assignments, with short deadlines for workmanship (Sulata & Hakim, 2020). Meanwhile, for offline learning in class, there are also distractions. Two distraction factors arise in classroom learning, including external and internal distraction (self-generated distraction). Many things can trigger disturbances in the classroom, a small proportion of the disturbance factors in the classroom are caused by technology disturbances (Aunurrahman, et al. 2016: 61). Meanwhile, other disturbances such as natural disasters, covid-19, and so on can create obstacles for offline learning

(face to face). Therefore, the implementation of blended learning is needed to deal with the current era. An era where online and offline learning can help improve the quality of learning. Not only in the era of adaptation of new habits but also blended learning method that is integrated online and offline learning can also be used when conditions Covid-19 have improved.

Based on the researcher pre-observation in SMAN 1 Selimbau, the researcher can find out that the English teacher at SMAN 1 Selimbau had just implemented the blended learning method for about one year, especially in English Language Teaching (ELT). Blended learning is implemented to provide convenience more than just e-learning because mixed methods make it easier for students in the teaching and learning process in the various eras. Not only that, but schools also make readiness before implementing blended learning methods, such as online and offline learning schedules so that teaching and learning activities are regular and do not experience obstacles, prepare appropriate regulations for the learning process, and make learning concepts better directed. However, Blended Learning was a relatively new method and not all teachers implement it as a teaching method. There are several reasons why teachers do not use blended learning, such as facilities do not support it, or they still use the traditional teaching process. The traditional teaching process involves a teacher-centered approach that explains material from a book and, after that, asks the students questions. Teacher-centered activities usually happened in the classroom but often do not use the new ICT innovations in the teaching and learning process.

The studies about blended learning had been conducted by some researchers. Some of the researchers who conducted the study are: (Setiyoningsih, 2015), this study is about the implementation of blended learning in teaching listening. The other study has been conducted using blended learning model in teaching the second grade students reading comprehension of exposition text (Alnuari, 2018). Then, the other study is talking about the use of schoology as a blended learning platform in teaching writing (Hardiansyah, 2018). Another study is conducted on the effectiveness

of blended learning in English speaking skill for undergraduate students in the era of industrial revolution 4.0 (Sari, 2019). Another similar study has been conducted the application of google classroom for blended learning in English teaching at universitas sulawesi barat (Fikri, 2020).

Based on the previous study above, it all similarly discusses the blended learning approach that can assist English language students to improve their learning skills by using technology. What distinguishes this research from previous research is that this research will focus on describing students' perceptions of the implementation of blended learning in English language teaching (ELT).

From the explanation above, the researcher is interested in conducting research about students' perceptions of the implementation of the blended learning method in English Language Teaching (ELT). Students' perceptions will help the researcher in finding out about the implementation of blended learning at SMAN 1 Selimbau so that this can produce a better and more sustainable learning method. The researcher hopes that this research will be able to contribute in the aspect of education and also make a good contribution to the school.

B. Research Problem

The research problem is based on the background above "How are the students' perceptions of the implementation of blended learning method in English Language Teaching (ELT)?"

C. Research Purpose

The purpose of this research is to describe students' perceptions of the implementation of The Blended Learning method in English Language Teaching (ELT).

D. Research of Significances

The results of this research are expected to benefit both theoretical and practical.

1. Theoretical Significances

The results of this study are intended to contribute to the implementation of the blended learning method in English Language Teaching. This can be used as a reference by the next researchers who are interested in studying this matter.

2. Practical Significances

- a. To students', this study provides an overview of the importance of perceptions to improve the quality of learning.
- b. To an English teacher, this research can be an evaluation for the teacher and also makes teachers more efficient in teaching.
- c. To the researcher, this study is expected to be a future experience when she becomes a real teacher.

E. Scope of Research

The scope of the research is variable and terminology. The scope of this study will focus on students' perceptions of the object of the study. This study is conducted to find out the students' perceptions of the implementation of the blended learning method in English language teaching.

1. Research Variable

In a research study, a variable refers to the person, place, object, or phenomenon that we are trying to measure in a specific, systematic, and directed way. According to Kaur (2013), a variable defined as attributes or qualities that describe an object, for example, the characteristic of the person, gender, social skills, achievements, etc. In addition, a variable is central to research because the title of the research is made up of it, and it is also the focus of this study (Oyebanji, 2017). In this research, there is only a single variable. The single variable in this research is the students'

perceptions of the implementation of blended learning method in English language teaching.

2. Research Terminologies

To avoid misunderstanding of this research, the researcher would like to explain the terminologies as follows:

a. Perception

Perception is the ability to identify, interpretation of sensory information to represent and understand the situation, through vision, hearing, the way something is considered and understood to make it more meaningful.

b. Implementation

Implementation is an action to practice a method and others to achieve certain goals and for an interest desired by a person or group that has been planned and arranged in advance.

c. Blended Learning(BL)

Blended learning is an education program formal or informal that combines online digital media with traditional classroom methods. Blended learning courses have some face-to-face class meetings, but also have some class sessions that are replaced with online instruction, such as web-based instruction, video streaming, audio, synchronous and asynchronous communication with face-to-face learning, including teaching methods, learning theory, and pedagogical dimensions. Blended Learning has a variety of communication options that can be used by teachers and students.

d. English Language Teaching (ELT)

English Language Teaching is an inherently social process where different strategies for learning can be effective, is implemented. In teaching English students can develop English language skills to produce English learning that is more touching on the language needs of students.