CHAPTER I

INTRODUCTION

This chapter provides the background of the research. It describes the reason why the researchers conducting the analysis of Blended learning strategy in teaching. Afterward, the problems are designed in the research questions along with the objectives of the study. It is continued with the significances of the study to inform how the result of the research will be beneficial. The limitation about what are included in this research is provided in scope and limits of the study. Finally, the last part of this chapter is definition of key terms.

A. Research Background

As a global language, English is important to be learned. It is very beneficial in many cases. One of its importance could be a communication between communities around the world. Because of the fact stated before, English is also important to be taught at school. Teaching English must be preceded by connecting thoughts and actions. Teacher should think about subject matter, students need, their behavior, and also think about what they can do to help their students. After considering those aspects, teacher should decide methods and strategies in teaching English which will be used. According to Diane Larsen-Freeman, there are 9 teaching methodologies; The Grammar-Translation Method, The Direct Method, The Audio-Lingual

¹ David Crystal, *English as a Global Language*, Second Edition (Cambridge University Press, 2003), p. 2.

² *Ibid.*, p. 11.

³ Diane Larsen-Freeman, *Techniques and Principles in Language Teaching* (New York: Oxford University Press, 2000), p. 1.

Method, The Silent Way, Desuggestopedia, Community Language Learning, Total Physical Response, Communicative Language Teaching, and Content-Based, Task-Based, and Participatory Approach. Those methodologies are meant for teaching second language. In traditional teaching methods, teachers have been blending or integrating various types of learning activities and resources in classroom, laboratory, and practicum for a very long time. In line with the statement before, students usually feel a boredom because of the repetitive activities they have. This affects some goals of the course which later could not be achieved by students. Therefore, nowadays, teachers are required to be more creative along with the development of technology. It means that they have to utilize technology for teaching.

In line with the development of technology, teaching method and strategy are highly improved, there are evolved e-learning or online learning; they utilize technology to ease and support students in learning. Utilizing technology in teaching means mixing learning and teaching practices in extensive ways. The combination of computer-mediated communication with multimedia courses, electronic libraries and databases become new kind of educational experience. According to Ruth and Richard, e-learning defined as

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⁴ Ibid.

⁵ Gina Saliba, Lynnae Rankine and Hermy Cortez, Blended Learning Team, Learning and Teaching Unit UWS, *Learning and Teaching Unit 2013: Fundamentals of Blended Learning* (University of Western Sydney, 2013), 6.

⁶ V.J. Shackleton, "Boredom and Repetitive Work: A Review." Personnel Review, Vol. 10 Iss: 4, pp.30 - 36

⁷ Som Naidu, *Learning & Teaching with Technology: Principles and Practices* (London; Sterling, VA: Kogan Page, 2003), p. 1.

⁸ Marc Rosenberg, *E-Learning: Strategies for Delivering Knowledge in the Digital Age* (McGraw-Hill Education, 2001), p. 28.

a study delivered by computer, including CD-ROM, internet, or intranet, that designed to support and achieve learning objectives. Online learning could be flexible because it can be done anywhere and anytime. But, as the opposite, students cannot be monitored directly as the face-to-face learning do. Looking at the field, when teachers give a task for their students, the teacher do not know whether their students do the task by himself, cheat to their friends, or the task is done by others. Therefore, nowadays there is a teaching strategy called Blended Learning Strategy which is combining traditional teaching methodologies with the online one. Usudents often experienced a boredom while learning, this is caused by several factors, one of the factor is that they find a repetitive monotonous learning strategy that does not excite them. It are the teacher of the factor is that they find a repetitive monotonous learning strategy that does not excite them. It are the teacher of the factor is that they find a repetitive monotonous learning strategy that does not excite them.

Blended learning commonly means using two or more methods or solutions to achieve learning goals. ¹² Blended learning represents an opportunity to integrate the innovative and technological advances offered by online learning with the collaboration and participation offered by traditional

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⁹ Ruth Colvin Clark and Richard E. Mayer, *E-learning and the science of instruction: proven guidelines for consumers and designers of multimedia learning* (San Francisco, CA: Pfeiffer, 2008), p. 7.

¹⁰ Josh Bersin, *The Blended Learning Book: Best Practices, Proven Methodologies, and Lessons Learned* (John Wiley & Sons, 2004), p. 18, accessed 6 Oct 2016.

¹¹ V.J. Shackleton, "Boredom and Repetitive Work: A Review." Personnel Review, Vol. 10 Iss: 4, pp.30 - 36

¹² Diann Wilson and Ellen M. Smilanich, *The Other Blended Learning: A Classroom-Centered Approach*, 1 edition edition (San Francisco, CA: Pfeiffer, 2005), p. 12.

learning. 13 Blended learning is also well known as blended education, online education, virtual education, internet-based education, and education via computer-mediated communication.¹⁴ It is applied in an organized style, to achieve learning objectives. 15 This teaching method will give some benefits for teachers, learners, and organizations. One of the benefits will be widened reach of teaching. The course is not only held by face-to-face method, but also can be held online. This strategy means that every educational learning using World Wide Web through internet connection as a tool for supporting teaching process in the class can be regarded as blended learning. Web stands as a teaching media and an assessment tool that gives students newly different challenges and experiences. This is used to engage students getting motivated and interested so they will receive knowledge easier. Considering those statements, teachers nowadays should realize that it is worth to apply blended learning strategy for achieving learning goals. There are many websites that can be the supporting media of blended learning, such as Haiku, Schoology, PeerWise, and Edmodo. Teachers can use one of those websites or others to gain students' interest by using the development of technology on the right way.

The first stage before designing a teaching process is plan. Good teaching plan should think about a number of critical considerations before

¹³ Kaye Thorne, *Blended Learning: How to Integrate Online and Traditional Learning*, 1st edition edition (New Brunswick, N.J.: Kogan Page, 2003), p. 2.

¹⁴ Vladan Devedzic, Semantic Web and Education (Springer Science & Business Media, 2006), p.

¹⁵ Wilson and Smilanich, *The Other Blended Learning*, p. 12.

going into designing the blended learning components of the course. The first thing is to consider the situation that teacher has, based on the situation teacher can develop a new course, continue the last course which is redesigning it, or take an existing course which have been designed by the prior teacher. Other considerations which should be realized are the type of students and their environment do the teacher have; schools, university, or community. ¹⁶ Thus, some teachers usually do not take those considerations, they usually go straight to the course design. Those considerations are important to set the appropriate course design. If the course design is set up in the right way, there are more chance the students can achieve the teaching goals.

In line with the statements before, the researcher found the similar case of the previous studies. The previous studies also discuss Blended Learning Strategy applied in some courses. The first study entitled "Using Blended Learning to Improve Student Success Rates in Learning to Program" by Tom Boyle. This study discusses how effective blended learning strategy is. In this case, Tom limits the study in learning to program. The results of this study indicate a generally positive evaluation of the main elements of the blend, and extensive use of the new online features.

Another similar study is found by the researcher, entitled "Engaging with blended learning to improve students' learning outcomes" by Rebecca

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¹⁶ Debra Bath and John Bourke, *Getting Started with Blended Learning*, (Griffith Institute for Higher Education, 2010), 9.

¹⁷ Tom Boyle et al., *Using Blended Learning to Improve Student Success Rates in Learning to Program*, (Volume 28, Issue 2-3, 2003)

Francis.¹⁸ This study also has same idea as the prior, which is discussing the effectiveness of blended learning strategy. In this case, Rebecca focused at the learning outcomes, which are the goals of learning. This paper evaluates case studies of the introduction of blended learning in these disciplines. The result demonstrates and evaluates that the students who do not engage with blended learning are academically disadvantaged.

The researcher also found another similar topic entitled "Using blended learning to increase learner support and improve retention" by Gwyneth Hughes. ¹⁹ This study also discusses blended learning strategy effectiveness for some purposes. In this case Hughes focused on learner support and improving retention. The researcher also found similar topic with different focus in a study entitled "Making the Connection in a Blended Learning Environment" by Liz Aspden. ²⁰ This study has blended learning as the topic, with its effectiveness for learners' connection with peers and institution. Those four studies have the same topic as the researcher which is discussing blended learning strategy, but it differs in the focus of the study which the prior four are discussing its effectiveness, while the researcher's focus is about how does the learning process of Blended Learning Strategy and learners' perception of it.

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¹⁸ Rebecca Francis, et al., *Engaging with Blended Learning to Improve Students' Learning Outcomes*, (Volume 38, Issue 4, 2013)

¹⁹ Gwyneth Hughes, *Using Blended Learning to Increase Learner Lupport and Improve Retention*, (Volume 12, Issue 3, 2007)

²⁰ Liz Apsden, et al., *Making the Connection in a Blended Learning Environment*, (Volume 41, Issue 3, 2004)

Another similar topic is found by the researcher, the study is entitled "Blended teaching and learning: a two-way systems approach" by John Hamilton.²¹ This study has blended learning as the main topic, and it has deeper explanation on Biggs' approach. The study has the same topic with what the researcher has, but it differs in the focus of the study.

The last similar topic that is found by the researcher is entitled "Blended learning: efficient, timely and cost effective" by Kevin Lothridge. ²² This research discussed blended learning as the topic, and its benefits, which are efficiently, timely, and cost effective as the focus. It is the same as the previous studies, which have same topics but differ in the focus.

This present study focuses on how Blended Learning Strategy is applied in Language Testing Course in English Teacher Education Department of State Islamic University of Sunan Ampel and what students' perception of this strategy are. There are some reasons for choosing this research. First, Blended Learning strategy has been used by some lecturers that could provide worth information of the learning process and also considering students view of this teaching strategy. In other side, some other lecturers who do not apply Blended Learning as their teaching strategy can attracted to apply this strategy by looking at the result of this study. The second reason is considering students point of view of Blended Learning strategy. Lecturers will know students'

²¹ John Hamilton, et al., *Blended Teaching and Learning: A Two-Way Systems Approach*, (Volume 32, Issue 5, 2013)

²² Kevin Lothridge, et al., *Blended Learning: Efficient, Timely and Cost Effective*, (Volume 45, Issue 4, 2013)

experiences and designing the better activities based on students' needs. Third, this study is scoped on English Education Department at State Islamic University of Sunan Ampel which is focusing on teaching second language. This can be a reference for other Departments of University that focusing on teaching second language. In addition, the researcher found a problem from preliminary research.

As the preliminary research, the researcher did an interview with 20 students of Language Testing Course. The interview question was generally asking about students' problems and obstacles during the course. Based on the students' answers, there were many problems and obstacles faced by students of the course. The researcher concludes those problems and obstacles into 4 aspects which are; some students usually feel boredom during the course, some students also cannot receive and understand the material of the course well, the third is some students usually face technical difficulties in online learning, and the last is some students feel unengaged from the middle till the end of the course.

Based on the problems, the researcher is interested in discussing how is the learning process of blended learning strategy applied and also students' perceptions about it that applied in their classroom. By this research, the researcher expects to give a valuable information about how the learning process is and also the students' perceptions of blended learning strategy. After knowing this information, the reader will determine how this strategy can be better to use and effective in a specific level.

B. Research Questions

Based on the background of the research, the researcher conducts two main research questions, they are:

- 1. How is blended learning strategy implemented in Language Testing course?
- 2. What are students' perceptions on advantages and disadvantages of Blended learning strategy in Language Testing course?

C. Objectives of the Study

As stated on the problems previously, the researcher conducts two main objectives, both are:

- To describe the learning process of Blended learning strategy implemented in Language Testing course in English Teacher Education Department at State Islamic University Sunan Ampel Surabaya.
- To know students' perception on advantages and disadvantages of Blended learning strategy in Language Testing course in English Teacher Education Department at State Islamic University Sunan Ampel Surabaya.

D. Significance of the Study

This research is conducted to know how does the learning process of Blended learning strategy in Language Testing course and also students' perceptions on advantages and disadvantages of Blended learning strategy in Language Testing course on the fifth semester students 2015 in English Teacher Education Department at State Islamic University Sunan Ampel Surabaya.

Having the purpose of this research, the writer reveals the benefits of this research for lecturers, writer, and students. They are:

1. For Lecturers

The researcher expects that it will be a valuable information for lecturers in teaching any subjects. The result of this research could be significantly important that lecturers will know the learning process of Blended learning strategy and also students' perceptions on advantages and disadvantages of teaching using Blended learning strategy. Having such information, Lecturers may use Blended learning strategy for their courses.

2. For the writer

The result of this research also gives many benefits for the writer. The writer will get the information about the learning process of Blended learning. The writer will know students' perceptions of Blended learning strategy, its advantages and disadvantages in appliance to teaching process. As a future English teacher, the writer may use Blended learning strategy for future courses.

3. For the students

Considering that the sample of this research is the fifth semester students who will be English teacher, the result of this research will be very

beneficial for students, since they will know their own perception of teaching using blended learning strategy through PeerWise, and its suitability to be applied in their future teaching.

E. Scope and Limits of the Study

In this research, the researcher focuses on fifth semester students 2015 of Language Testing course in English Teacher Education Department. The researcher limited this study on Blended learning as teaching strategy. The researcher discussed two main aspects; How is the learning process of Blended Learning applied and what students' perceptions on advantages and disadvantages of it in Language Testing Course is.

F. Definition of Key Terms

1. Perception

Jalaluddin Rakhmat defines perception as an experience about objects, phenomena, and relationship which are obtained by concluding information and interpreting message.²³ Pickens stated that perception is the process by which someone interprets and organizes sensation to produce a meaningful experience of the world.²⁴ Therefore, person interprets the stimuli into something meaningful to him or her based on

²³ Jalaluddin Rakhmat, *Psikologi Komunikasi* (Bandung: Remaja Rosdakarya, 1996), p. 51.

²⁴ Lindsay, P., & Norman, D. A., *Human information processing: An introduction to psychology*. (Harcourt Brace Jovanovich, Inc, 1977).

prior experiences.²⁵ In this research, the researcher defines perception as a students' interpretation on what they have experienced on the course.

2. Blended learning

According to Gina and Lynnae, blended learning is a strategic and systematic approach which combines times management and modes of learning. It uses appropriate information and advanced technology in communication. ²⁶ The blended learning method combines the basic aspects of online and face-to-face learning. ²⁷ In this study, the researcher interprets blended learning as a mix of face to face and online learning.

3. Language Testing Class

Language Testing course is a primary course for the fifth semester students of 2015 academic year in English Teacher Education Department at State Islamic University Sunan Ampel. This course is a method for measuring student's ability.²⁸ It means that students who will teach someday have to know about techniques, procedures, and items in designing a test. This course is the one which applied blended learning strategy using PeerWise as a media and an assessment.

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²⁵ Jeffrey Pickens, *Attitudes and Perceptions*, 47688_CH03_043_076.qxd 3/9/05 4:49 PM (1998), 52.

²⁶ University of Western Sydney, *Learning and Teaching Unit 2013 Fundamentals of Blended Learning*, (Australia, 2013), p. 4.

²⁷ John Watson, *Blended Learning: The Convergence of Online and Face-to-face Education*, (North American Council for Online Learning), p. 3.

²⁸ H. Douglas Brown, *Language Assessment: Principles and Classroom Practices* (New York: Longman, 2004), p. 1.