CHAPTER II REVIEW OF RELATED LITERATURE

A. Theoretical Framework

1. Blended Learning

a. Definition of Blended Learning

Blended learning, one of the teaching strategies, mixes traditional method of teaching with online course for achieving specific learning goals. This strategy can be used as a teaching media and an assessment.

Diann and Ellen stated that blended learning is using the most effective training keys that applied in an organized manner for achieving learning objectives. It will accomplish the desired learning goals.¹ Thorne also claim that blended learning is the most logical and natural evolution of learning agenda. It provides solution to the challenges of tailored learning and development to the needs of individuals. It represents an opportunity to integrate the advanced technology offered by online learning and either interaction or participation offered by face-to-face learning. It can be supported and enhanced by using the sense and one-to-one contact of personal coaches.² Kerres and De Witt discussed blended learning as a mix of different didactic methods and delivery formats. The argumentation is

¹ Diann Wilson, Ellen S. Milanich, *The Other Blended Learning: A Classroom-Centered Approach*, (San Francisco: Pfeiffer, 2005), 12.

² Kaye Thorne, *Blended Learning: How to Integrate Online and Traditional Learning*, (USA: Kogan Page Limited, 2003), 16.

based on the assumption that these two are independent.³ Bersin defines Blended learning as the combination of different training media such as technologies, activities, and types of events to create an optimal training program. He uses the term blended learning as traditional instructor-led training being supplemented with other electronic devices that use many different forms of e-learning.⁴

b. Keys of Blended Learning

In appliance for the theories of blended learning, there are five keys emerging as the important elements of blended learning process:⁵

- a. Live Events: Synchronous, having a real virtual classroom.
 Students and teacher have a real meeting when learning process. It can be stated as a face-to-face teaching.
- b. Online Content: Learning experiences that students finish tasks by their selves, work individually at their own ability, at their own speed and on their own time, such as interactive, Internet-based or CD-ROM training.
- c. Collaboration: Situation and environments in which learners communicate with others, for example, e-mail, threaded discussions and online chat.

³ Kerres, & De Witt, A didactical framework for the design of blended learning arrangements. *Journal of Educational Media*. 28 (2-3), (2003), 101-113.

⁴ Josh Bersin, *The Blended Learning Book: Best Practices, Proven Methodologies and Lessons Learned.* (San Francisco: Pfeiffer, 2004), XV.

⁵ Jared M. Carman, *Blended Learning Design: Five Key Ingredients*, (2005), 2.

- d. Assessment: A measure of learners' knowledge. Preassessments can come before having real-class, to determine prior knowledge, and post-assessments can occur following the schedule or online learning events, to measure learning outcomes.
- e. Reference Materials: Everything that enhance learning retention and transfer.

c. Teaching and Learning Processes

1) Scenarios

small class course focused on fewer lectures and sustained, asynchronous communication to design more engaging and meaningful learning experience.⁶ The main goal of having small class course is to reduce lecturing while increasing quality of learning. However, conveniences and efficiencies could be gained through reduced lecture time by having meaningful learning activities.

2) Guidelines

a) New approaches

synchronous and asynchronous connectivity and collaboration made possible through blended learning designs

⁶ D. Randy Garrison and Norman D. Vaughan, *Blended Learning in Higher Education: Framework, Principles, and Guidelines* (San Francisco: Jossey-Bass, 2008), 27.

portend a transformation of teaching and learning in higher education.⁷ Synchronous communication could be defined as direct communication which is happening in the face to face class. Lecturer and students are communicating directly by activities in the class. Nevertheless, asynchronous communication is indirect communication which is happening in online class. It means lecturer and students are communicating indirectly in no provision time.

- b) Applying the principles
 - (1) Design

Designing social presence is establishing climate that support open communication within a community of inquiry. ⁸ It aimed to establish trust among students through interaction in community learner collaboration. Besides, designing cognitive presence means establishing opportunities for critical reflection, discourse, and collaboration.⁹ It means the course design should give students opportunity to engage other students and reflect discussion through course content.

(2) Facilitation

⁷ D. Randy Garrison and Norman D. Vaughan, *Blended Learning...*, 85-86.

⁸ D. Randy Garrison and Norman D. Vaughan, *Blended Learning...*, 89.

⁹ D. Randy Garrison and Norman D. Vaughan, *Blended Learning...,* 90.

Social presence facilitation means to sustain community by shifting from initial efforts at open communication to nurturing purposeful cohesive responses.¹⁰ This means the activity of the course should require students communicate with their friends and conclude what they have communicated in purposeful responses. Besides, facilitating cognitive presence encourage and support the progression of inquiry through to resolution.¹¹ This aimed to implement what the students have communicated into their resolution in real life.

(3) Direct instruction

The social presence is concerned with managing collaborative relationship to ensure students assume responsibility for their learning and not become distracted by personal relationship. ¹² This means that students should not distracted by the relationship they have with their friends in the activity of the course. Nevertheless, instructional guidelines associated with cognitive presence must contribute ideas and perspectives which expected to help to resolution.¹³

3) Assessment

¹⁰ D. Randy Garrison and Norman D. Vaughan, *Blended Learning...*, 93.

¹¹ D. Randy Garrison and Norman D. Vaughan, *Blended Learning...*, 94.

¹² D. Randy Garrison and Norman D. Vaughan, *Blended Learning...*, 96.

¹³ D. Randy Garrison and Norman D. Vaughan, *Blended Learning...*, 97.

Formative assessment is important to gain feedback regarding the success of teaching methods and techniques. ¹⁴ Formative assessment related to assessments conducted during the course. Besides, summative assessment is critical for maintaining the credibility of blended courses which means that the assessment is conducted in the beginning or in the end of the course. The assessment could be preliminary test, placement test, mi-term and final exams.¹⁵

d. Benefits of Blended Learning

Thorne stated that using blended learning will have various advantages. They are summarized as following:¹⁶

- Students and teacher can learn through creating learning community which provide group work. Students will have communicative learning experiences by having more interaction whether in face to face learning and the online one.
- The course could be conducted as flexible as direct teaching in face to face class and indirect teaching in online class.
- Students have more opportunities to interact with others. The opportunities come from direct learning in the virtual class and indirect learning in the online class.

¹⁴ D. Randy Garrison and Norman D. Vaughan, *Blended Learning...*, 100.

¹⁵ D. Randy Garrison and Norman D. Vaughan, *Blended Learning...*, 100.

¹⁶ Kaye Thorne, *Blended Learning: How to Integrate Online and Traditional Learning* (London: Kogan Page, 2003), 132-133.

- 4) The course is conducted by considering the best teaching and learning strategy of direct and indirect learning. To achieve this benefit, teacher should consider what strategy is the most appropriate for the course and students.
- 5) Learner community interact indirectly and not in the same time. As the additional supportive class, the online learning gives experiences regarding with indirect interaction.

As the opposite, Thorne also warn teachers to be aware when introducing blended learning. The aspects are:

- 1) Time consideration. Blended learning requires more time within the additional online class.
- Students personal perceptions that experienced during the course.
 Students may face problems during the course. The problems could be students' feelings and course methodology technically.

2. Online Learning

a. Elements of Online Learning

The online learning has some special characteristics in terms of interactivity, collaboration, trusting relationships, and communication media.¹⁷

1) Interactivity

¹⁷ Du Jianxia, Liu Yunyan, Brown L. Robert, *The Key Elements of Online Learning Communities* (USA: Mississippi State University, 2010)

Interactivity is widely known as a vigorous element needed to raise a sense of community in an online learning environment.¹⁸ In an online course, it is undeniable that students are making an interaction with their peers, this interaction is very essential since they stand in a virtual classroom, they will learn how to make good interaction in an online course. Those all are meant to achieve learning goals.

2) Collaboration

Collaborative defines as working together, in this case is the students and also the teacher, it could be student-student, studentstudents, or students-teacher. They work together for achieving learning goals, it means they pursuing and giving desire to reach that goals.

Collaborative learning encourages the community improvement, by becoming more active and constructive in helping each other.¹⁹ It means when students are active and has a desire to help their friend; the online community will grow better than they have expected

3) Trusting relationship

¹⁸ Bannan-Ritland, B, Computer-mediated communication, elearning, and interactivity: A review of the research. *The Quarterly Review of Distance Education*. (2002)

¹⁹ Dolezalek H., Collaborating in Cyberspace Training, (New York, 2003), 40(4).

This is an intrinsic element which presents within communities, students have a feeling of a sense of belonging and connectedness within community they build. Trust must be the essential foundation for building good interaction and the relationship made among online communities

Trusting relationships stimulate innovative thinking and lead to organizational improvements. By the existence of this element, students will get advanced ideas and improve their community in the organization.

4) Communication media

The last element of online learning community is communication media. This is also important due to the limited time of face to face chance. It is undeniable that immediacy builds social presence, Students with direct interaction will have more social enhancement in comparison with the indirect. It will be better to have a web-based methodology teaching; direct learning supported by online learning as the virtual classroom.

b. Effective Online Learning

Web-based learning strategy will run well if applied in a good way. Some ways that make this strategy runs well are summarized in this session, guidelines for designing web-based courses to make best use of learning.²⁰

1) Require trainees to be active

Trainees are highly active when they are asking questions, collaborating with other trainees, discussing training content, completing learning exercises, or practicing new skills, and are inactive when they are listening to lectures and reading a textbook.

2) Incorporate a variety of instructional methods

Through the incorporation of a variety of instructional methods, web-based learning permits trainees who are having difficulty understanding the course material to continue to review the material in different ways. Additionally, including instructional methods that increase learner collaboration (e.g., discussion boards, group projects) may facilitate the learning of declarative knowledge by providing trainees with opportunities to learn the material from multiple perceptions.

3) Offer computer and Internet skills courses

This is important since some trainees may not have computer, or cannot access internet, even do not understand at all about computer and internet operational. Web-based learning needs a skill

²⁰ Sitzmann Traci, Ely Katherine, Wisher Robert, *Designing Web-based Training Courses to Maximize Learning*, (USA: Advanced Distributed Learning Co-Laboratory, George Mason University, U.S. Department of Defense, 2010)

to navigate and ease students during learning. Therefore, having a course or at least teaching students about how to operate computer and internet is essential.

4) Provide trainees with access to lecture notes

Online lecture notes allow trainees to review the course content at their own pace. Students who are already familiar with teaching material could skip and change their focus on another material. Students are able to read notes as long as they want.

5) Incorporate synchronous human interaction

Synchronous communication places as the basis for discussion and collaboration among learners. Teacher plays important role to be the facilitator in building students' interaction, teacher oversee information exchanged among students. Good discussion and collaboration will enhance understanding about learning material.

6) Provide trainees with learner control

Learner-controlled settings let trainees to spend as much time as they want or need learning the material. Learner control provides each trainee time to reveal on the material, prepare ideas, and assemble responses attentively. Providing trainees with control should reduce frustration and boredom, since trainees can skip sections of the material they are already familiar with.²¹ In addition, Web-based training courses have the benefit which is internet linking, making it possible to provide additional content (and more choices regarding content) for learners.

3. Face-to-Face Learning

Approaches and Methodologies

According to Jack C. Richards and Theodore S. Rodgers, language teaching divided into 3 parts; major trends in twentiethcentury language teaching, alternative approaches and methods, and communicative approaches.²² In this research, the researcher only focused on cooperative language learning which included as communicative approach.

a) Cooperative language learning definition

Cooperative language learning is a part of the general instructional approach called collaborative learning. Cooperative language learning defines as an approach that use cooperative activities involving pairs and small groups of learners in the classroom.²³

b) Types of learning and teaching activities

²¹ Large A., Hypertext instructional programs and learner control: A research review. *Education for Information* (1995), 14.

²² Jack C. Richards and Theodore S. Rodgers, *Approaches and Methods in Language Teaching*, (UK: Cambridge University Press, 2001)

²³ Jack C. Richards and Theodore S. Rodgers, *Approaches and Methods...*, 192.

According to Johnson et al., he describes that cooperative language learning consists of three types:²⁴

• Formal cooperative learning groups

The groups last from one class period to several weeks. This aimed for specific task and get students working together to achieve learning goals.

• Informal cooperative learning groups

The groups last from few minutes to one class period. This meant to focus student attention and learning facilitation during direct teaching.

Cooperative base groups

The groups last for long term, at least a year. It allows students to give support, help, encouragement, and assistance to others.

c) Jigsaw activity

Jigsaw activity consists of three steps:²⁵

- Each students of the group receives different piece of course material.
- Students regroup with others which have same course material to master it.
- Students return to first group division to share their specific course material.

²⁴ Jack C. Richards and Theodore S. Rodgers, *Approaches and Methods...*, 196.

²⁵ Jack C. Richards and Theodore S. Rodgers, *Approaches and Methods...*, 197-198.

B. Previous Study

The researcher found the similar topic in the previous studies. The previous studies also discuss Blended Learning Strategy applied in some courses. The first study found in the study entitled "Using Blended Learning to Improve Student Success Rates in Learning to Program" by Tom Boyle.²⁶ This study discusses about 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 found by the researcher, is entitled "Engaging with blended learning to improve students' learning outcomes" by Rebecca Francis.²⁷ This study also has same idea as the prior, which is discussing about blended learning strategy effectiveness. In this case, Rebecca focused on 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 evaluated the students who do not engage with blended learning are academically disadvantaged.

The researcher also found another similar topic which entitled "Using blended learning to increase learner support and improve retention" by

²⁶ Tom Boyle et al., Using Blended Learning to Improve Student Success Rates in Learning to Program, (Volume 28, Issue 2-3, 2003)

²⁷ Rebecca Francis, et al., *Engaging with blended learning to improve students' learning outcomes*, (Volume 38, Issue 4, 2013)

Gwyneth Hughes.²⁸ 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.²⁹ 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 with the researcher which is discussing about blended learning strategy, but it differs in the focus of the study which the prior four are discussing about its effectiveness, while the researcher's focus is about how does the learning process of Blended Learning Strategy is applied and learners' perception of it.

Another similar topic found by the researcher, is the study entitled "Blended teaching and learning: a two-way systems approach" by John Hamilton.³⁰ This study has blended learning as the main topic, and it has deeper explanation about Biggs' approach. The study has the same topic as what the researcher has, but it differs in the focus of the study.

The last similar topic that found by the researcher is entitled "Blended learning: efficient, timely and cost effective" by Kevin Lothridge.³¹ This

 ²⁸ Gwyneth Hughes, Using blended learning to increase learner support and improve retention,
 (Volume 12, Issue 3, 2007)

²⁹ Liz Apsden, et al., *Making the Connection in a Blended Learning Environment*, (Volume 41, Issue 3, 2004)

³⁰ John Hamilton, et al., *Blended teaching and learning: a two-way systems approach*, (Volume 32, Issue 5, 2013)

³¹ Kevin Lothridge, et al., *Blended learning: efficient, timely and cost effective*, (Volume 45, Issue 4, 2013)

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 prior studies, which have same topics but differ in the focus.

