

CHAPTER I INTRODUCTION

This chapter gives an over view of the background of the study, the research questions of the study, significance of study, scope and limitation of the study and definition of key terms.

A. Background of the study

Blended Learning Strategy is combining traditional teaching methodologies with the technology. Blended learning represents an opportunity to integrate the innovative and technological advances offered by online learning with the collaborative and participation offered by traditional learning.¹ Students are gaining awareness of technology advantages widely with this strategy. Online learning is pervading higher education to meet the connectivity demand of prospective students and grow expectations and demand for higher quality learning experiences and outcomes.

In the implementation, students are demanded to learn extensively². It means that students are given freedom to deepen a topic given by the teacher. In the offline class, Blended learning is implemented just like the usual classroom learning. In the online class, Blended learning is usually implemented by using application.³ The role of teacher in blended learning is the leader. Teacher guides student how to find the information about learning material, integrate information and demonstrate knowledge through application, manage project-based learning activities, keep students on-task.

Related to the topic being discussed, there is research about implementation of blended learning. In Nina Sofiana's research, she talks about implementation of Blended Learning in extensive listening course, and the students' perception toward the

¹Marsh Debra, *Blended Learning: Creating learning opportunities for Language Learners*(Cambridge University Press, 2012), p.1

² Sukarno, "Blended Learning Sebuah Alternatif Model Pembelajaran Mahasiswa Program Sarjana (S1)Kependidikan bagi Guru Dalam Jabatan". Retrieved: 26 September 2017 from: <https://eprints.uns.ac.id/11101/1/77-240-1-PB.pdf>

³Harvey Singh, "Building Effective Blended Learning Programs", *Issue of Educational Technology*, Volume 43, Number 6, 2003. P. 51-54.

implementation of Blended Learning. The result of her research is that the students and the lecturer involve actively in the face-2-face learning and online discussion, and the students have positive perception toward the learning.

Sauers and Walker found that students in a blended course indicated that their course system is more beneficial than the traditional face-to-face lecturers.⁴ Yamini Behjad and Bagheri showed that Iranian tertiary education context that blending traditional classroom instruction technology can help learners excel in their reading comprehension.⁵ The effectiveness of blended learning offers students a greater arranges of affordance that enhance the learning experience beyond that of either online or face-to-face modest alone. Support is offered by Ramesden who argued that blended environment increase students' choice and lead them to improved learning.⁶ But, there are some challenges that make hard for students to do well in blended learning. Some students also cannot receive and understand the material of the course well, some students usually face technical difficulties in online learning, and the last is students feel unengaged from the middle till the end of the course. Teachers have to re-think and redesign courses that afford students more and different learning experiences. The students don't have sufficient exposure to computer technology in the classroom or out classroom. Furthermore the students' view points and ambiguous instruction and guideline make student lost and disengaged. Students have their ancient and confusion when interacting with online materials. Hofman found that there is also considerable evidence that most blended learning for courses fail to fulfill this potential.⁷

⁴ D. Sauers & R.C Walker, (2004). "A comparison of traditional and technology-assisted instructional methods in the business communications classroom". *Bussiness Communication*. Quarterly, 67, p.430-442. Retrieved on 1st June 2017 at <http://dx.doi.org/10.1177/1080569904271030>.

⁵Behjad, F., Yamini, M., dan Bagheri, M.S. "Blended Learning: A Ubiquitous Learning Environment and Reading Comprehension". *International Journal of English Linguistics*, 2(1),2012, 97-106. Retrieved on 19th June 2017 at <http://dx.doi.org/10.55.39/ijel.v2n1p97>

⁶P. Ramesden, *Learning to teach in higher Education*. (London: Routledge Falmer,2003)

⁷ J. Hofmann, "Why Blended Learning Hasn't (Yet) Fulfilled Its Promises: Answers to Those Question that Keep You Up at Night. In C.J.bonk &

A year ago, the school used Quipper application to support the learning process in academic year 2016-2017. Teacher supported learning online by Quipper and gave assignment.⁸ But in academic year 2017-2018, the teacher will not use Quipper application again and plant to use OnKlas application because many students cannot perform well when they used Quipper application. The student said that they get many assignments when using the Quipper application because all of course using Quipper application in learning process. Quipper application needs high performance internet access. Sometimes, they don't do the assignment in the Quipper application because their internet quota is finished when they have to do it. They have to use their own tools to access the internet. In this year, the teacher also uses other kinds of application such as Blog and YouTube to support the learning process.

Based on the problems, the researcher is interested in discussing about implementation and kind of blended learning that is used by the teacher, and what students' attitude towards blended learning that applied in tenth grades students of SMK plus NU Sidoarjo. The researcher chooses this school because the school has vision that learning process is integrated with technology. Today, the school provides Tablet PC for every students and better internet access to support the learning process. The school asks the students and teacher to used tab in their class to support their learning.⁹ Tablet PC can use to enhance students learning experience.¹⁰ Teacher hopes that tablet PC will facilitate students to access the internet.

By knowing the attitude of the students during the learning process may help the teacher to overcome the challenges that ignored by teacher and design blended learning and give information to school in deciding application that suitable for

C.R.Graham(eds.), *Handbook of Blended Learning: Global Perspectives, Local Designs*. (Sanfrancisco, ca:Pfeiffer, 2006).

⁸ Interviewed with teacher

⁹ A. Stewart, "Tablet PC use in teaching and learning : a case study". Retrieved from <http://ro.ecu.edu.au/theses/697> on 18 June 2017

¹⁰Sven G. Bilén, Dongwon Leel, John I. Messner, Hien T. Nguyen, Timothy W. Simpson, Angsana A. Tech atassanasoontorn, and Richard F. Devon. "Tablet Pc Use and Impact on Learning in Technology and Engineering Classrooms: A Preliminary Study". (The Pennsylvania State University, 2008)

students.¹¹ Factors such as patience, self-discipline, easiness in using software, good technical skills and abilities regarding time management impact on students' attitude toward learning. Bhatia stated that attitude can be positive, if the new form of education fits the students' needs and characteristics, or negative if the students can't adapt to the new system because he does not have the sets of characteristic require.¹²

The researcher decides to observe tenth grade students of visual communication design because this major qualify students to develop creating visual refine presentations from a variety of social, cultural and historical aspect.¹³ Students also are prosecuted to present their creation in front of the people. By this research, the researcher expects to give valuable information about students' attitude towards blended learning, learning process and help the teacher to design more successful blended learning strategy for developing students' ability using technology and mastering English as global language.

B. Research questions

Based on the background of the research, the researcher conducts the main research question. The research question state as follows:

1. How is the implementation of blended learning that is used by the teacher at SMK Plus NU Sidoarjo in academic year 2017-2018?
2. What kind of blended learning that is used by the teacher at SMK Plus NU Sidoarjo in academic year 2017-2018?
3. How is the students' attitude towards blended learning at SMK Plus NU Sidoarjo in academic year 2017-2018?

¹¹Kyeinlydia Blankson, *Practical Application And Experiences In K-20 Blended Learning Environments* (Igi Global, 2014), p.23.

¹² Bhatia, R.P(2011). "Features and effectiveness of e-learning tools". *Global journal of business management and information technology*, 1(1), 1-7

¹³Visual Communication Design: Victorian Certificate of Education Study Design. Retrieved <http://www.vcaa.vic.edu.au/documents/vce/visualcomm/visualcommunicationdesign-sd-2013.pdf> on 10 October 2017

C. Objectives of The Research

The objectives of this research are as follows:

1. To find out the implementation of blended learning that is used by the teacher at SMK Plus NU Sidoarjo
2. To find out the kind of blended learning that is used at SMK Plus NU Sidoarjo
3. To find out the students' attitude towards blended learning at SMK Plus NU Sidoarjo

D. Significance of The Research

This research is conducted to know what kind of blended learning that is used, Implementation of Blended learning and students' attitude towards blended learning at SMK Plus NU Sidoarjo.

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

1. For teachers

The researcher expects that it will be valuable information for English teachers in using blended learning. The result of this research could be significantly important that teachers will know the students' attitude toward blended learning strategy. Having such information, teacher may use an appropriate blended learning strategy for their class.

2. For students

The result of the research will provide information about what kind of blended learning that is used by the teacher in teaching English, the implementation and understand their own attitude through blended learning strategy.

3. For researcher

The researcher will get the information about the implementation of blended learning, kind of blended learning that is used at SMK Plus NU Sidoarjo and students' attitude towards blended learning strategy in appliance to teaching process. As a future English teacher, the writer may use blended learning strategy in future.

E. Scope and Limitation

1. Scope of the research

In this research, the researcher focuses on kind of blended learning that is used by teacher, implementation of it in learning process and students' attitude towards blended learning at SMK Plus NU Sidoarjo in academic year 2017-2018.

2. Limit of the research

This study will be conducted on tenth grade of English class of visual communication design at SMK Plus NU Sidoarjo which uses Blended learning as teaching strategy in academic year 2017-2018.

F. Definition of key term

To make easier in understanding this research, the researcher defined the key terms as follow:

1. Attitude

Attitude shows a greater probability that learners will accept new learning system¹⁴. Attitude can be positive if the new form of education fits the students' needs and characteristics, or negative if the students cannot adapt to the new system because they do not have the set of characteristics required.¹⁵

2. Blended learning

Blended Learning is the thoughtful integration of classroom face to face learning experiences with online learning experiences.¹⁶

3. SMK NU Plus Sidoarjo

SMK NU Plus Sidoarjo is one of private Islamic vocational high school in Sidoarjo, East Java. This school is the one which applied blended learning strategy using Quipper as a media.

¹⁴Bertea, P. (2009). Measuring Students' Attitude towards E-learning: A case Study. *Proceedings of 5th International Scientific Conference on E-learning and Software for Education*.

¹⁵ Ibid,1-7.

¹⁶D. R. Garrison & H. Kanuka. (2004). "Blended Learning: Uncovering Its Transformative Potential in Higher Education". *Internet and Higher Education* 7, 95-100.