

CHAPTER II

REVIEW OF RELATED LITERATURE

The literature review in this chapter gives a brief explanation about some theories related that support this research. The theories are related to students' attitude towards Blended learning

A. Theoretical Foundation

1. The Attitude

Within education, attitudes are very important. Burn stated that beliefs can be evaluated from attitude which predisposes the individual to respond in a preferential way.¹ An attitude may involve feelings and experiences. Attitudes help other people to know what to expect from a person.² Attitudes have three components.³ Those are:

a. Cognitive

It made up of the knowledge about the object, the beliefs, idea components, opinion or information held by person. The cognitive contains thoughts that people have about the attitude object. It represents out thoughts, beliefs and ideas about something. The term opinion is often used as a substitute for the cognitive component of an attitude particularly when it is relevant to some issue or problem.

b. Affective

This is the emotional or feeling about the object, like or dislike component. This component determines our feeling that the people have in relation to the attitude object, such as fear or hate towards objects. The emotion refers to such as anxiety, sorrow and excitement regarding an object.

c. Behavioral

It is an intention to behave in a certain way toward someone or something. A tendency-towards-action the

¹ Burns, R. B. 1997. *Introduction to Research Methods* (3rd ed.). Longman, Melbourne. P.456

²Triandis, H. C. (1971). *Attitude and attitude change*, New York, Wiley.

³McGuire, W. J. (1985). *Attitudes and attitude change*. *Handbook of social Psychology*. I. G. L. A. E. Aronson. New York, Random House. P.346-257.

object component. The behavioral encompasses people's actions certain way toward the attitude object.⁴

Eagly and Chaiken analysis is that attitudes cannot be observed directly but must be inferred from observed behavior.⁵ The only way to know about attitudes of people is to observe their responses that reveal people's attitudes. These can be divided in three categories as well: cognitive responses, affective responses and behavioral responses. Cognitive and affective responses can range from extremely positive to extremely negative.⁶ In general, people who evaluate an attitude object favorable are likely to experience positive affective reactions in conjunction with it and are unlikely to experience negative affective reactions; people who evaluate an attitude object unfavorable are likely to experience negative affective reactions and are unlikely to experience positive affective reactions.

People who have positive attitudes about an attitude object tend to link it with positive attributes whereas people who have a negative attitude tend to link it with negative attributes.⁷ Negative attitudes towards specific subject areas can prevent further study or make it unproductive. Attitudes towards the processes of learning can also have very large effects, potentially cutting a student off from further study. Attitudes will also develop towards topics studied and these can be carried out into future living with good or bad effects on subsequent decisions. Most contemporary perspectives on attitudes also permit that people can also be conflicted toward an object by simultaneously holding both positive and negative attitudes toward the same object.⁸ Educator have dynamic task to

⁴ M. Fishbein, and I Ajzen. (1975). *Belief, Attitude, Intention and Behavior: An Introduction to Theory and Research* (London, Addison-Wesley Publishing Company, 1975).

⁵ A. H. Eagly, and S. Chaiken. *The Psychology of Attitudes* (New York, Harcourt Brace College Publishers, 1993), P.11

⁶Ibid

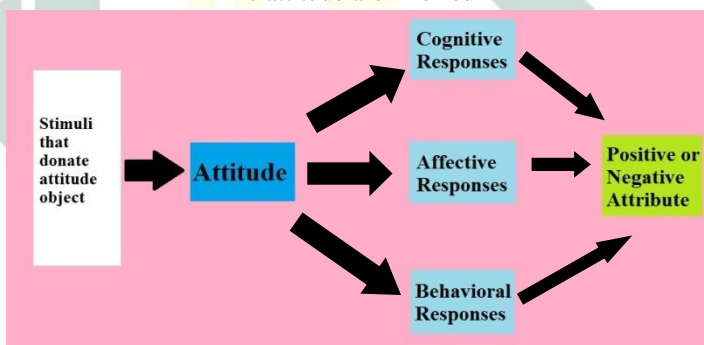
⁷ E. S. Jung, MSs Thesis: (2005). "Attitudes and learning Difficulties In Middle School Science In South Korea", (Glasgow: University of Glasgow,2005), P.24.

⁸ W. Wood, "Attitude Change: Persuasion and Social Influence". *Annual Review of Psychology*. 5,2000, 539–570.

improving the curriculum and delivery resources in an attempt to fuel positive learner attitude knowing that it would improve learning outcomes.

It is unlikely that there is a direct relationship between the way an attitude has been formed and the way it has been expressed to responses and formed on the basis of cognitive, affective, and behavioral processes. Some attitudes may be formed mainly by cognitive processes, others mainly by affective input while, for others, the experiences of life may be dominant. Similarly, some attitudes may be expressed mainly in cognitive terms while others are expressed mainly affectively or in terms of behavior.⁹ People's attitude can be formed through cognitive, affective, or behavioral processes exclusively or through different combinations of them.¹⁰

Picture 2. 1
The attitude are inferred



2 The Blended Learning

a. Definition of Blended Learning

Blended learning conducted face to face in classroom, the rapid growth in the use of learning technologies, particularly the use of the internet and web based communication, is providing language

⁹ A. H. Eagly, and S. Chaiken, (1993). *The Psychology of Attitudes*(New York: Harcourt Brace College Publishers, 1993), 16

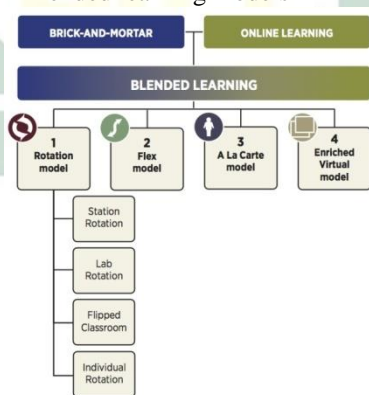
¹⁰ M. P. Zanna, and L. K. Rempel, *Attitudes: A new look at an old concept*. (Kruglanski: In. *The Social Psychology of Knowledge* D. B.-T. a. A. W. 1998), 315-334.

teachers and students with many more opportunities to explore the most suitable mix of teaching and learning styles for a task. Network mediated learning computer assisted language learning offers direction that have attracted attention and are now considered an important component or venue in any language learning curriculum¹¹. Blended learning designates the range of possibilities presented by combining internet and digital media with established classroom forms that required the physical co-presence of teacher and students.

b. Kind of Blended Learning

The majority of blended learning programs resemble one of four models: Rotation, Flex, A la Carte, and Enriched Virtual. The Rotation model includes four sub-models: Station Rotation, Lab Rotation, Flipped Classroom and Individual Rotation.¹²

Picture 2. 2
Blended learning models



¹¹ Debra Mars, (2012), *Blended learning: Creating Learning Opportunities for Language Learner* (USA: Cambridge University Press, 2012)

¹² H. Stalker & M. B. Horn, *Classifying K-12 blended learning*. Mountain View (CA: Innosight Institute, Inc, 2012). access in 15 june 2017 at <http://www.innosightinstitute.org/innosight/wpcontent/uploads/2012/05/Classifying-K-12-blended-learning2.pdf>

- 1) **Rotation model** –students is rotated on a fixed schedule between offline and online learning, at least one of which is online learning. The activities of learning include such as small-group or full-class instruction, group projects, individual tutoring, and pencil-and paper assignments. There are four sub type of rotation model:
 - a) **Station Rotation** – students rotate on a fixed schedule among classroom-based learning modalities. The rotation includes at least one station for online learning. Other stations might include activities such as small-group or full-class instruction, group projects, individual tutoring, and pencil-and-paper assignments. Those activities can be done together by divide the class into small group or one-by-one rotations. Students rotate through all of the stations, not only those on their custom schedules.
 - b) **Lab Rotation** –students rotate on a fixed schedule among locations on the brick-and-mortar school. At least one of these spaces is a learning lab for online learning. Students rotate among locations on the school instead of staying in one classroom for the blended course.
 - c) **Flipped Classroom** –students rotate on a fixed schedule between face-to-face teacher-guided practices on school during the standard school day. Content and instruction of subject deliver online from a remote location after school. Flipped Classroom model allow students doing homework practice online at night or choose the location where they receive content and instruction online and to control the pace of their movement through the online elements.

- d) **Individual Rotation** –students rotate on an individually customized, fixed schedule among learning modalities, at least one of which is online learning. Teacher sets individual student schedules. Students do not necessarily rotate to each available station or modality.
- 2) **Flex model** –content and instruction are delivered primarily by the Internet, students move on an individually customized, fluid schedule among learning modalities, and the teacher-of-record is on-site. The teacher-of-record can provide flexible face-to-face if it is needed. There are some variations of flex model; it may have face-to-face certified teacher to support the online learning on a daily basis or it may have little face-to face enrichment.
- 3) **Self-Blend model** –it is a whole-school experience. Students choose to take one or more courses entirely online to support their traditional courses and the teacher-of-recording the online teacher. Students may take the online courses either on the brick-and-mortar school or off-site. Students blend their selves some individual online courses and take other courses at a brick-and-mortar school with face-to-face teachers.
- 4) **Enriched-Virtual model** – Students get a whole-school experience in course. Students divide their time between attending a brick-and-mortar school and learning remotely using online delivery of content and instruction of course. This model allows students to seldom attend the brick-and-mortar school every weekday.

c. **Challenge in Implementing Blended Learning**

In the research of Victoria education, there are some challenges for teacher and students in implementing Blended learning.¹³ Those are:

- 1) Teacher are challenged to develop or re-designing the curriculum. Teacher has to manage content and instruction both online and face to face. Garrison and Vaughan stated that some students may not familiar with the technology that is used in Blended learning.¹⁴
- 2) Teachers incorporate new technologies into teaching and learning programs may be limited without an expanded time commitment, and better support from IT staff and additional professional development. Teacher needs training in questioning, creativity, observation, differentiation/scaffolding, and facilitating collaboration and networking opportunities. There is also a need to provide professional development for instructors that will be teaching online and face to face. There is possibility that new technological innovations provide in Blended learning. Teacher need to be able to produce cost effective solutions for changing nature of technology.
- 3) Students need preparation and support for the transition to becoming more independent learners and self-managers. Teacher should guide students during the learning process. Kind of blended learning that is used must be designed to increase learner maturity and capabilities for self-regulation. Teacher should consider human

¹³Department of Education and Early Childhood Development, *Blended learning :A synthesis of research findings in Victorian education 2006-2011* (Melbourne: State of Victoria, 2012). Access at 1 June 2017 at <http://www.education.vic.gov.au/Documents/about/research/blendedlearning.pdf>

¹⁴ R. Garrison and N. Vaughan, *Blended Learning in Higher Education: Framework, Principles, and Guidelines* (Wiley & Sons,2007), 272

interaction such as collaboration and learning communities to the learning process and to learner satisfaction with the process.

- 4) Teachers were able to assess many more skills than just traditional literacy (e.g. reading, writing) in activities such as digital story creation e.g. group work, media literacy and technical editing skills. Technologies that are used allow to assess deeper conceptual thinking and creativity of student. Students usually do collaboration and peer review in formal assessment through blogging or discussion board to make students more aware of social etiquette to raise healthy competition in academic achievement.
- 5) Blended approaches need adapting materials to local audiences. There is often a need for customizing the materials to the local audience to make them culturally relevant. Teacher plays an important role in helping to make globally distributed materials culturally relevant and meaningful.

B. Previous Study

In this part, the researcher wants to show about the previous studies to find the difference with this research.

The first study is done by Amal Rhema and Iwona Miliszewska from Victoria University. They investigated about Students' Attitude and beliefs towards e-learning. The researcher focused on the satisfaction with technology and past e-learning experience of engineering students. Their level of access to various technologies influenced their attitude percentage.¹⁵

¹⁵Amal Rhema and Iwona Miliszewska, "Analysis of Student Attitude towards E-learning: The Case of Engineering Students in Libya". *Issues in Informing Science and Information technology*, 11, 2014, 169-190.

The second study is done by Alfred P. Rovai And Hope M. Jordan from Regent University. This study examined the relationship of sense community between traditional classroom, blended and fully online higher education learning environments. This research just focuses on how the sense of community differed across full traditional, blended and fully online courses.¹⁶

The third study is done by Ozen Korkmaz and Ufuk Karakus from Ahi Evran University. The title of this research is the impact of blended learning student attitudes towards geography course and their critical thinking model on dispositions and levels. This purpose of this study was to determine the impact and correlation of blended learning to student attitudes at Kirsehir High School towards geography course and their critical thinking model on dispositions and skill.¹⁷

The fourth study is done by Azmi Mirza Fakhri from Sunan Ampel State Islamic University of Surabaya. This study concerns in analyzing the implementation of blended learning in language testing course and students' perceptions on advantages and disadvantages of blended learning strategy.¹⁸

Based on the previous study, the current study focuses on implementation of blended learning, finding the kind of Blended learning that is used in English course at high school, and students' attitude toward this learning.

¹⁶ Alfred P. Rovai And Hope M. Jordan, "Blended Learning and Sense of Community: A Comparative Analysis with Traditional and Fully Online Graduate Courses". *International Review of Research in Open and Distance Learning*, 2004,5.

¹⁷ Ozen Korkmaz and Ufuk Karakus, "The Impact of Blended Learning Model on Student Attitudes towards Geography Course and Their Critical Thinking Dispositions and Levels", 8, (4), 2009 51-63.

¹⁸ Azmi Mirza Fakhri, Undergraduate Thesis : "An Analysis on Blended Learning Strategy Applied in Language Testing Course in English Teacher Education Department"(Indonesia: The State Islamic University of Sunan Ampel Surabaya,2016)