

CHAPTER II

LITERATURE REVIEW

A. Theoretical Framework

1. Concept Perception

Definition of Perception from the Oxford Dictionary is the ability to see, hear, or be aware of something through the senses, the way something is perceived, understood, or interpreted (Oxford Dictionary, 2016). According to McDonald (2012), perception is an individual's view that makes it a strong driving force for an action. Perception is the process by which individuals organize and interpret their sensory impressions to give meaning to their environment (Robbins, 2013). Perception can be interpreted as the process of receiving stimuli through the senses, which is preceded by attention or awareness that the individual is able to determine, interpret, and appreciate what is observed, how someone sees, perceives or defines something. Perception is the process of human thinking about certain phenomena after being experienced consciously. According to Rachmadhani (2016), student perception is a complex interaction that involves at least three main components, namely selection, preparation, and interpretation.

2. Concept of Blended Learning

a. Definition of Blended Learning

Blended learning is defined as the combination of traditional and online learning, providing students with the opportunity to immerse themselves in technology while learning in the classroom. According to Husamah (2014), blended learning is the combination of the best feature of classroom learning (face-to-face) and the best feature of online learning to promote active independent learning for students. According to Tucker (2012) blended learning is a cohesive whole, that is a combination of traditional face-to-face learning methods with the Internet or an online component. Blended learning provides flexibility for teachers and students. Teachers can design a lesson that combines the best of traditional teaching with the unique benefits of an online component to achieve optional learning outcomes for all students.

This is an elegant solution to learning and development challenges for individual needs. It represents an opportunity to integrate innovative and technological advantages. Associative learning is a combination of multimedia technology, CD ROM video streaming, virtual classrooms, voicemail, email and conference calls, online text animation and video-streaming.

According to Dewi (2019), Blended Learning combines a variety of learning media (technology, activities) to create the best learning program for a particular student. Blended learning combines different

learning media, namely technology and activities to create an optimal learning program for students. The word "blend" means traditional learning (face-to-face in class) supported in an electronic learning format Ghirardini (Dewi (2019)). As shown in Figure.u1, it shows how blended learning is a combination of face to face learning and independent learning so as to provide a different and more effective learning experience.

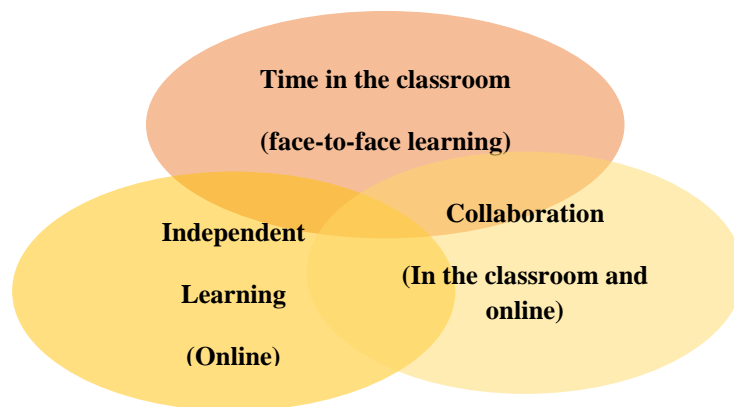


Figure 1 concept Blended-learning

(Source:<http://orangecharterschool.org/the-future-of-learning-has-arrived-at-ocs/>)

According to hon and Staker (2014), this learning provides students with the opportunity to learn at any time via an online system. Integrate experience and integrate learning. The blended learning can be in the following format base from Saliba et al (2013), there are:

- 1) Face-to-face and online learning activities.
- 2) conventional face-to-face classes with different models, such as weekend, intensive, external, trimester

- 3) Technologies such as recording lectures and using social media and technology.
- 4) Simulations, group activities, web-based learning, internships.

b. The Purpose of Blended Learning

The following is the purpose of using the learning model Blended Learning by Husamah (2013).

- 1) Help students develop a better inner learning process by learning according to their learning style and inner tastes.
- 2) Provides teachers and participating students with opportunities for practical relationships to develop learning independently, usefully and continuously.
- 3) Improved student planning improvements by combining the best areas of with face-to-face learning and online learning. Face-to-face classes can be used to engage students in an interactive experience, but online services offer students many opportunities. Multimedia content is known anytime, anywhere as long as students have access to the internet.

c. Benefit of Blended Learning

Blended learning has many advantages or benefits for the learning process. Blended learning can improve learner access and flexibility, increase the level of active learning, and achieve better student learning experiences and outcomes. For teachers, blended learning can improve classroom practice and class management. The advantages of Blended Learning according to Husamah (2014) are as follows:

- 1) Students are free to learn subject matter independently by utilizing materials available online;
- 2) Students can have discussions with teachers or other students outside face to face hours;
- 3) Learning activities carried out by students outside face to face hours can be managed and controlled properly by the teacher;
- 4) Teachers can add enrichment material through internet facilities;
- 5) Teacher can ask students to read the material or take tests that are done before learning;
- 6) Teacher can administer quizzes, provide feedback and make effective use of test results;
- 7) Students can share files with other students.

d. Models of Blended Learning

Blended learning is the process of combining 2 learning methods, namely online learning and face to face learning. Tucker (2012) states that there are 6 models in blended learning, namely:

1) Driver face to face model

In this model Elements of online learning that are used based on student needs, on learning models that are often carried out in the back of the classroom or in a technology lab. The students involved in activities outside the classroom by integrating online web technology. Not only involve face to face in classroom or laboratory.

2) Rotation model

This model rotates on a fixed schedule between online learning and classroom learning. This model combines online self-employment with face-to-face instruction in which the face-to-face teacher usually supervises students work online.

3) Flex model

In this model, tutorial sessions or small group instruction with the teacher can be combined or face-to-face to allow time for students to access the instructor, but most of the work (assignments) is done virtually.

4) Online Lab Model

Learning takes place on the school campus in a computer laboratory. the teacher only explains the material or curriculum through an online learning platform. These computer labs are monitored by professionals who are not trained in the field of study, but are here to deal with disciplinary or technological issues.

5) Self-blend model

This model students take online courses to support their face to face learning. It is a complement of traditional classroom which do not have to be inside the classroom but also outside the classroom using online learning.

6) Online driver model

This model can use online learning platforms and traditional teachers deliver content. but Most of the work is done remotely, face-to-face learning with teachers is included as an optional or mandatory element depending on the program.

e. Aspects and Characteristic of Blended Learning

According to Sharpon et al. In the book Rusman and Riyana (2012), the features of blended learning are:

- 1) Providing additional resources to relevant learning programs that follow traditional patterns, primarily through institutional support for virtual learning environments.

- 2) Transformative learning practices are supported by deep learning designs
- 3) An overview of the technologies that support learning.

The specific characteristics of blended learning according to Nasution et al (2019) namely, Separate learning activities with learning activities. During the learning process students and lecturers are separated. Because students and lecturers are separated during learning, communication between the two is assisted by learning media, both print media and electronic media (CD-ROM, VCD), telephone, radio, video, television, and computers. Services are provided both for students and for lecturers, such as resource learning centers or learning resource center, teaching materials for learning infrastructure. Communication between students and lecturers can be done either through one-way or two-way communication. The teaching and learning process in distance education is still possible by conducting face-to-face meetings. During learning activities, students are more likely to form study groups to support the learning process. The role of the lecturer is more as a facilitator and students act as participants.

3. Concept Implementation

a. Definition of Implementation

Implementation is typically employed in development or introduction of latest programs, particularly in running programs assessment that may be disseminated to users or implementers. Rimaru

(in Rita Prima Bendriyanti and Leni Natalia Zulita, 2012), implementation is a process of obtaining a desired result in accordance with the goals or objectives of the policy alone. wherever the policy implementer performs activity or activity.

Supported the statement above, it completed that implementation is an action to hold out one thing that has been planned and reciprocally arranged so as to realize planned goals or target so it's a positive impact on everybody.

b. Implementation of Blended Learning

Blended learning is widely used today by open learning and remote learning providers. Based on the Joint Decree of the Minister of Education and Culture, the Minister of Health, and the Minister of Home Affairs of the Republic of Indonesia Number 03/KB/2021, Number 384 of 2021, Number HK.01.08/MENKES/4242/2021, and Number 440-717 of 2021 concerning Implementation Guidelines Learning during the Pandemic Coronavirus Disease 2019 (COVID-19). One way to carry out learning based on government regulations is to implement blended learning-based learning. According to Sjukur and Sulihin (2013) there are six stages in implementing blended learning in the learning process so that the results are optimal, including:

- 1) Determine the types and materials of teaching.

- 2) Determine the design of the blended learning used. It is intended that the learning design made is truly relevant and facilitates face-to-face and online learning systems.
- 3) Set the online learning format. Teaching materials are available for example in PDF format, videos, and tools used such as Yahoo, Google, Facebook, or others.
- 4) Test the designs made. This test is carried out to find out whether this learning system is running well or not.
- 5) Organizing blended learning well.
- 6) Criteria for conducting evaluations.

c. Blended Learning at English Education Study Program

After the researchers made basic observations of the application of blended learning in the English education study program at Baturaja University, namely with a population of 2nd to 8th semester, the researchers concluded that blended learning was already in early 2020 to maximize the learning process to be more effective. Blended learning that is applied in the learning process is a flexible model. Tucker (2012) states that in this model, tutorial sessions or small group instruction with the teacher can be combined or face-to-face to allow time for students to access the instructor, but most of the work (tasks) is done virtually. Courses that use blended learning include writing, reading, speaking, listening, literature and criticism, English drama, syntax,

grammar, phonetics, phonology, morphosyntax, Japanese, foreign language teaching.

4. Concept English Language Teaching (ELT)

Strobl (Ahmed et al (2013)) defines learning as a social process in nature and the ability to implement different strategies for effective learning. According Graham (Larsen (2012)), had a large blended learning for pedagogy improvement, increased access and flexibility, increased cost-effectiveness. Schultz (2014) explains that there are three ways blended learning can make teachers' instruction more effective:

- 1) Blended learning makes it easier to intervene with troubled students.

Most blended learning solutions embrace online tools that provide immediate feedback to lectures. Students could take a fast quiz when reading a range or finishing associate activity, permitting lectures to search out quickly that students are struggling, while not having to try and do a bunch of extra grading.

- 2) Blended learning offers additional alternative within the best suitable your explicit category. Lecturers apprehend each class is different.

Some school rooms are crammed with tactile learners, whereas others have a heavier illustration of modality learners.

- 3) Blended learning helps create the foremost of room time. It's inefficient for lectures to pay time focusing completely on one learning vogue at a time for all students, particularly considering what number students may gain advantage from self-reliant learning,

however there haven't forever been sensible solutions to the present downside pronto available. With a alloyed learning approach, you have got the tools to require aim at multiple learning styles.

The problem with permitting misconceptions to win the day is that you just and your students will ultimately find yourself losing. homogenized learning is unobjectionably useful for students. Here are five of the numerous reasons why blended learning ought to be an area of your teaching method because this model is fun to teach English with the students, more flexibility and better time management for teacher, blended learning is effective to used, blended learning make good performance assessments in the classroom.

In many cases, the act of "blended" learning in order to achieve better student experiences and outcomes, and more efficient teaching practices and course management. Blended learning just not about using technology because it is available. Blended learning is all about finding better ways to support students in achieving their learning goals and provide them with the best possible learning and teaching experience. can also support teachers in enhancing their roles including course management and administration.

B. Previous Related Research

Researchers get references from journals to support research with the title EFL students' perceptions of blended learning in English language course: learning experience and engagement. Researcher found in journal on English as a Foreign Language. In this journal it is explained students' perceptions of their learning experience in a blended method of learning incorporating social media WhatsApp and Google Classroom application as learning instruments. The journals written by Simbolon (2021) published by JEFL have differences and similarities with the case that the researcher wants to do. The similarities the research focuses to students' perception of blended learning in English study. The differences are the population, sample, techniques of collection data, instrument of collecting data, method of analysis data, and research location. Researchers focus on students' perception to know the benefit of Blended Learning, meanwhile in this journal focus to students' experience.