

CHAPTER 1

INTRODUCTION

This chapter discussed about background of the study, limitation of the problem, formulation of the problem, the objective of the study, significances of the study, hypothesis of the study and criteria for testing the hypothesis.

A. Background of the Study

During the Covid 19 pandemic, online learning has been an inseparable part of the education system. Since that moment, the world of educations indirectly forced to be usual and familiar with online learning. Despite the government recommends it, it offers a lot of innovations and opportunities, especially for the teachers in optimizing their efforts to improve students' learning outcomes with various solutions (Purnawarman et al., 2016). However, since technology advancement is not balanced yet in every region in Indonesia, the use of full e-learning will be a burden especially for the students. Therefore, teacher should adopt and make it appropriate to be used in teaching and learning. Blended learning was one method for implementing e-learning. A study conducted by Purnawarman et al., (2016) shows that blended learning can be an alternative and an effort for the teacher to integrate technology into the teaching and learning process which is undeniable. Whereas, Falah and Chairuddin (2022), claimed that teaching through blended setting provides the flexibility for the students to study with their own paces.

According to Islam et al., (2018), the blended learning integrates innovation and technological advancement through system online learning with

the interaction and participation of traditional learning model. Aladwan et al., (2018) adds blended learning is an educational approach that combines learning with the participation of a teacher (face to face) and online learning. While Akbarov et al., (2018) explain that blended learning is a mixture of traditional and paperless (digital) classroom. In addition, Pattermann et al., (2022) state that, in implementation of blended learning use mobile device such as laptop/tablet and mobile phone. So, from several definitions of blended learning above, the writer concluded that blended learning was a method in teaching learning process that combine between modern learning (online learning) and traditional learning (face to face) then in their implementation use mobile device such as laptop/tablet and mobile phone.

Through this revolution in education, students' learning achievement is also affected. It is related to result of the research conducted by Rafiola et al., (2020) that show Blended learning has a positive and significant effect on students' achievement. They also state learning achievement itself is the culmination of learning outcomes that can reflect the results of student learning success towards the stated learning goals. While Ropong (2020) states that learning achievement was a number of measures, activities, processing, interpretation and assessment to measure the ability and determine the value of students after conducting learning activities. Learning achievements itself are affected by several aspect such as students' learning attitude, motivation, students' learning interest, and others (Anggeraini, 2017).

There are attitudes toward blended learning, namely positive and negative attitude. Students' attitude itself is one of the most important thing when they learn language especially English as a foreign language. It is one of the important factors to make learning English is success. According to Febrianti et al., (2018), students' attitude affects their level of learning English and can give them bad or good impact. In general, applying blended learning model to the classroom activities has a significantly positive impact on students' attitudes to this system of learning (Alsalhi et al., 2019). Some important and pedagogically relevant benefits of blended learning were listed. It generates interest in the class, enhances students' language skills, fosters deeper learning, motivates students, as well as makes them inspired, active, and more involved in technology (Abdelhak, 2015). It was determined that blended learning yielded better academic performance compared to learning delivered only online (Slomanson, 2014).

This blended learning is applicable to English as a foreign language (EFL) classroom. Better academic achievements were found in experimental studies, where the group exposed blended learning outperformed the group which was taught by traditional methods (Almasaeid (2014) & Fakhir (2015)). However, some EFL students think blended learning makes them socially isolated and is sometimes difficult to do, frustrating, or a waste of time (Ja'ashan, 2015). Futhermore, extensive studies have been conducted on blended learning and its impact on students' achievement in educational institutions such as schools and universities. Although the majority of research connected to blended learning has taken place in the post-secondary stage, such as universities, some studies have

found that this approach is useful for school students. The research conducted by Islam et al., (2018) found that the blended learning can improve the students' learning achievement and boost their motivation in learning.

The study conducted by Alsalhi et al., (2019) confirmed that blended learning was found to be more effective than traditional learning in terms of students' grades and pass rates. On the other hand, studies such as Tosun (2015) and Wei et al., (2017) have found no significant effect through the use of blended learning, finding no statistically significant differences between groups taught with blended learning techniques and traditional techniques. They therefore conclude that blended learning does not have a positive impact on students' achievement. Hence, the researchers consider it important to explore the impact of modern teaching strategies directly related to technology to support the achievement of students, especially students in the middle stage, in science.

So, from the background above, the writer interests to conduct this study to find out there was a correlation or not between students' attitude toward blended learning and their achievement. Correlational design was used to find out there is a relationship or no between those variables. The writer conducted this study at SMK N 1 OKU. Based on the writer's pre-observation of the English teacher at SMK N 1 OKU, in there has applied blended learning method, where combine between modern learning method using computer and internet connection also traditional learning face to face. So, it is suitable of the writer to conducted the the study entitled "The Correlation between Students' Attitudes of Blended Learning and Their Learning Achievement at SMK N 1 OKU."

B. Limitation of the Study

1. Limitation of the Problem

The formulation of this study was limited in investigation of the correlation between students' attitudes of blended learning and their learning English achievement at SMK N 1 OKU.

2. Formulation of the Study

Based on the background above, this study was focus to find out the students' attitude of blended learning and their learning achievement with problem, was there any significant correlation between students' attitudes of blended learning and their learning English achievement at SMK N 1 OKU?

D. The Objective of the Study

Based on the problem mentions above, the objective of this study were:

1. To find out the students' attitude toward blended learning.
2. To find out the students' English learning achievement.
3. To find out whether or not significant correlation between students' attitudes of blended learning and their learning English achievement at SMK N 1 OKU.

E. The Significance of the Study

The writer is expect that the result of this study would be useful to the students, teacher, writer her self and TEFL.

1. To the Students

This study to help the students to identify and develop skills and ability in using the IT platform for an increasingly advanced learning process.

2. To the Teacher

This study can help the teachers to understand any problems faced by the students through the students' attitude toward blended learning.

3. To the Writer

The result of this study for the writer is to increase knowledge, experience and researcher's ability.

4. To the TEFL

The result of this study can give a good contribution to development of teaching and learning English as a foreign language.

E. Hypothesis of the Study

According to Creswell (2018), hypotheses were predictions the researcher makes about the expected relationships among variables. The hypothesis of this study were "the null hypothesis (H_0) and the alternative hypothesis (H_a)."

The hypotheses were presented below:

1. The Null Hypothesis (H_0): There was no significant correlation between students' attitudes of blended learning and their learning achievement.
2. The Alternative Hypothesis (H_a): There was a significant correlation between students' attitudes of blended learning and their learning achievement.

F. Criteria for Testing the Hypothesis

The purpose of criteria for testing hypothesis was to accepted and rejected the null hypothesis. According to Sudijono (2012), if r -obtained (r_0) \geq r -table (r_1), so alternative hypothesis (H_a) was accepted, that means there was a significant

correlation between independent variable (X) and dependent variable (Y). While, if $r_{\text{obtained}} (r_0) \leq r_{\text{table}} (r_1)$, so alternative hypothesis (H_a) was rejected, that means there was no significant correlation between independent variable (X) and dependent variable (Y).