

CHAPTER II

LITERATURE REVIEW

This chapter discussed about theoretical framework consisted of the concept of correlation, the concept of attitude, concept of blended learning, concept of students' learning achievement and previous related studies.

A. Theoretical Framework

1. Concept of Correlation

Cohen et al., (2018) state that correlational analysis was simple and involves collecting two or more scores on the same group of subjects and computing correlation coefficients. Furthermore, correlation research assesses between two or more variables in a single group (Ibrahim et al., 2018). An advantage of correlation research was that it provides information about the strength of relationship between variables. Correlation research produces indexes that show both the direction and the strength of relationship among variables. This index was called a Correlation Coefficient. The correlation coefficient was a measure of correlation strength can range from -1.00 to 1.00.

This study was about correlation of two variable. Students' attitude of blended learning (X) and their learning achievement (Y), it means that students' attitude of blended learning was independent variable and their learning achievement was dependent variable. Where, the writer conduct this study to find out that there was a correlation or not between two variable of this study, namely students attitude of blended learning as a dependent variable and their learning achievement as a dependent variable.

2. Concept of Students' Attitude

There were a million works of literature that defined attitude differently. Those definitions were suited to the context that the researcher needs. In general, attitude could be defined as a person's point of view as a result of his / her experience towards a situation, objects, or people. Moreover, Langat (2015) states that attitude would lead them to respond either positively or negatively or based on their preference or psychological orientation. A positive or negative attitude derives from someone's opinion as a consequence of experiencing something like a situation, an object, or a person. Additionally, Mensah et al., (2013) also say that the way someone act, behaves and think is also the concept of attitude works.

According to Maio and Haddock (2010), there were three components of attitude namely cognitive components, affective components and behavioural component. First is cognitive components, it refers to aspect that can change the belief of person which is message and information. Then, affective component that refers to the feelings were linked to an attitude object. The last was behavioural component, it refers to the past behaviour or experiences regarding an attitude object. So, from the explanation of attitude above, the writer concluded that, students' attitude was students' point of view about something that influence by their cognitive, affective and behavioural components.

3. Concept of Blended Learning

According to Stein and Charles (2014) blended learning focuses on blended courses as a combination of onsite (i.e. face-to-face) with online experiences to produce effective, efficient, and flexible learning. While Smythe (2011) refers to blended learning as a practical framework that comprises a variety of operative methods of learning and teaching. It supports the use of computer technologies to facilitate learning and make use of various approaches to motivate students for more engagement. The last Blended learning was an educational approach that combines learning with the participation of a teacher (face to face) and online learning (Aladwan et al., 2018). So, from several definitions of blended learning above, the write concluded that blended learning was a method in learning and teaching that combine between modern learning or online learning with traditional learning face to face with support the computer technology to facilitate and increase students' learning motivation.

According to Bersin in Sulistiani (2016), defines blended learning as the combination of different training “media” (technologies, activities, and types of events) to create an optimum training program for a specific audience. The term blended means that traditional instructor-led training is being supplemented with other electronic formats. In the context of this book, blended learning programs use many different forms of e-learning, perhaps complemented with instructor-led training and other live format. While, according to Thorne (2003), Blended learning was a combination of: multimedia technology, CD ROM video streaming, virtual classroom, voicemail, email, and telephone conferencing,

online text animation and video streaming. All of this is combined with traditional forms of classroom training and one-on-one training. So, blended learning was the combination in learning that use media to support the learning environment.

In the implementation of blended learning, there were a students' attitude that related of their positive attitude, then negative attitude of blended learning, the last after know students positive and negative attitude toward blended learning, so there was understanding of need in blended learning. Those points explained in the following below.

a. Attitude of students toward blended learning

According to Alkhanak and Azmi (2011), attitude was defined as an individual's beliefs, which may affect someone's preference for something. In addition, Langat (2015) states that attitude would lead them to respond either positively or negatively or based on their preference or psychological orientation. The students' positive attitude reflects the students' preference, whereas the students' negative attitude reflects the students' disfavor toward the implementation of blended learning (Safitri, 2020). So, the students' positive attitude reflected on the students' beliefs in a good design of the blended learning system, the ease of use, and the usefulness of the blended learning program.

According to Stein and Charles (2014), there were several advantages of blended learning, as following below:

1) Increased access and convenience

The simple use of technology to facilitate learning activities provides added flexibility, because now students and teachers can participate in the course when most convenient.

2) Improved learning

- a) Improved instructional design. Blended courses (like online courses) may be more intentionally designed than face-to-face counterparts, if only because institutional initiatives for blended courses often involve instructional designers or educational technologists who support the faculty in a scheduled redesign process.
- b) Increased guidance and triggers. Students working in a face-to-face class receive guidance from the teacher during class time and from a syllabus when working on their own. In a blended course, the course environment provides a clear path through resources, activities, and assessments with explicit guidance each step of the way.
- c) Easier access to learning activities. Putting materials and activities online allows more of the class to engage with these on their own schedule, which may lead to more complete learning.
- d) Individualized learning opportunities. Because digital materials may be accessed according to students' individual needs, and reviewed upon demand, the provision of digital materials allows students to self-direct certain learning activities to fill their knowledge gaps. Automated

assessments often used in online learning environments may also provide immediate, corrective feedback that directs students to revisit materials.

- e) Increased engagement through social interaction. Students in a face-to-face course may have limited opportunities to engage with each and every one of their classmates, and the face-to-face environment itself may inhibit some students from participating. Online environments that facilitate class discussions, collaboration, etc. may increase the amount of student- to-student interaction. This may, in turn, enhance their engagement with the subject matter and provide motivational benefits from the increased social interaction.
- f) Time on task. Blended and online courses tend to intensify student focus on more relevant work through the course website. This may be true because of increased guidance and access, and improved instructional design as described above. It may also be that time on task is simply more visible in a blended course because student activity in an online environment can be tracked on every page.

3) Decreased (or more flexible) costs

Blended courses could decrease costs to teachers, students, and institutions. Teacher and students can benefit from less travel time, transportation savings, and fewer parking costs.

On the other hand, according to Lestari (2022) , there were several advantages of blended learning, following below:

- a) Learning could be more targeted, focused, and delivered in bite-size chunks that are delivered just in time
- b) Students could interact with the tutor
- c) Students could interact with one another
- d) Materials for learning are easily accessible
- e) By maximizing various technologies, a variety of techniques can be used. f. It can be built on top of other off-the-job provisions

b. Students' negative attitudes towards blended learning

According to Safitri (2020), the students' negative attitude reflects the students' disfavor toward the implementation of blended learning. So, it means that students' negative attitude toward blended learning was the students' beliefs in a bad design of the blended learning system, the difficulty of use, and the unusefulness of the blended learning program.

Adopting blended learning strategy by educators showed some difficulties and challenges which might have some consequences on the quality of the learning process and may hinder its expansion and application in various learning settings. Graham et al., (2005) focused on the challenges that encounter blended learning strategy. Of these challenges appear the role of live collaboration, the role of learner selection and self-organization, the need for models for sustenance and training, the need to create balance between novelty and production, the need for cultural adaptation, and the skill to handle the digital world.

Milheim (2006) also said that the use of blended learning strategy is encountering a number of challenges such as the resulted pressure that teacher

have faced by responding to students inquiries and contacting many of them continuously in addition to difficulties related to students' low skills in terms of dealing with the given technologies.

Hofmann (2011) also adds up other challenges that blended learning faces like ensuring participants' ability to use technology successfully, changing teachers' attitudes towards the effectiveness of blended learning, administering and controlling learners' progress, finding the best match between delivery medium and performance goals, and maintaining that online resources offer interactivity rather than just instructing learners. He also added that obstruction, misperception, irritation, and unease may be accompanying interaction can undesirably affect productivity, learning, social relationships and overall achievement in addition to many challenges in evaluation, observation and classroom management.

Moreover, Zayton (2005) added to the above other challenges the slow Internet connection which hinders the learning procedures and causes difficulties for participating in the online activities, the high costs of blended learning such as the high cost of hardware, facilities, software programs, and the execution of electronic communication between educational societies, specialists and students, and the need for specialized training programs for the academic staff to use computers and the Internet.

The writer thinks that we could overcome the difficulties by examining the advanced countries experience in this respect, having well-equipped infrastructure, securing suitable teaching environment and the required financial

support, providing clear systematic plans based on educational principles under supervision of experts in English language learning and information technology experts. This will create a real effective blended learning environment for teaching English.

c. Understanding the need for blended learning

In the implementation of blended learning, there were several things that we need. According to Pattermann et al., (2022) there were several mobile devices that use in implementation blended learning, such as laptop/tablet and mobile phone. Then, in their article they add that there were several advantages of digital devices for learning in implementation of blended learning, such as having quick access to online information, taking pictures of important content during class, taking notes and organizing content, or downloading necessary resources. Futhermore, according to McCarthy (2010), we also need social network such as Facebook, Twitter, etc. in the implementation of blended learning.

In addition, Aladwan et al., (2018) add that in blended learning, face-to-face training enables interaction between students and the teacher, as well as students. In the process of joint study in blended learning, a favorable educational environment is created, the mood to achieve results, the motivation to study. Participants in the learning process instantly receive feedback, discuss the material, and ask questions. Cooperative learning and student interaction not only increases cognitive abilities, but also develops students' emotional intelligence. From the point of view of online learning, a mixed model provides more freedom for students: they can choose the material, pace, time and place of study. The

teacher has more freedom in presenting teaching materials, monitoring and evaluation. Reduced time to test performance, due to the fact that testing can be done online.

2. Concept of Learning Achievement

Learning achievement was a sentence consisting of two words, achievement and learning. To understand more about the meaning of learning achievement, researchers describe the meaning of both words. Islam et al., (2018) states that achievement was the result of an activity of a person or group that has been done, created and please the heart obtained by way of work. On the other hand, Anggeraini (2017) states that achievement is the result of measurement for learners including cognitive, affective and psychomotor after following teaching and learning process which that measurement used relevant instrument. Then, Rafiola et al., (2020) add that student learning achievement can include aspects of cognitive (knowledge), affective (attitude), and psychomotor (behavior) and can be measured using learning achievement tests.

Daniyal et al., (2011) explain that there are different and important factors that can affect the student's performance and achievement. Some of these factors are related to parents such as parents 'contribution to their children's learning, the area to which they belong, and the educational background of the parents. There are other factors related to teachers' attitude in the class, and to what extent they contribute in the students' academic achievement. There are other factors, like amount of cocurricular activities, that can have impact on the educational achievements. So, from definitions above the writer concluded that, students'

learning achievement was a mastering skill and knowledge that measured by value or score after do the lesson. This achievement influenced by many aspect, such as from parents, environment and students' itself.

B. Previous Related Studies

In conducted this study, the writer used the relevant previous studies to help improve the study. The first study entitled "The Effect of Blended Learning on the Achievement of Ninth Grade Students in Science and Their Attitudes towards Its Use" conducted by Alsalhi et al., (2019). This study aimed to investigate the effects of blended learning on ninth grade students' achievement in science and their attitudes towards using it. It compares the results of various ways of teaching science topics, and students' attitudes towards their use. The study was conducted using a quasi-experimental design case study. The participants of the study were 112 students, divided into two groups: one an experimental group (n = 61) and the other a control group (n = 51). An achievement test and questionnaire were designed to confirm the study's validity and reliability. SPSS was used to analyze the data. The findings revealed that there were statistically significant differences between the experimental and the control groups, in favor of the experimental group, and the experimental group's attitudes were also more positive towards the using of blended learning. Their attitudes were in favor of students with academic performance in a science subject of the Performance level (Pass). The study recommends further research into the use of blended learning in higher education institutions.

The research conducted by Alsalhi et al., (2019) had a similarity of this study which was focus on the students' attitude toward blended learning and their achievement. The different were the previous research by Alsalhi et al., (2019) conduct their research to find out the effect of blended learning on ninth grade students' achievement in science and their attitudes towards using it. While this study focus to find out there was a correlation or not between students' attitude toward blended learning and their learning achievement. Next, this study conducted used descriptive quantitative while the research by Alsalhi et al., (2019) conducted through quasi-experimental design. In addition, this study just used questionnaire and documentation as instrument, while Alsalhi et al., (2019) used questionnaire and test as an instrument of their research.

The second research entitled "Students Attitudes toward Blended Learning among Students of the University of Jordan" conducted by Aladwan et al., (2018). This research aims to examine attitudes of University of Jordan students toward blended learning. A sample of 250 students were selected to complete online questionnaire who have taken blended courses that contains aspects of knowledge about and attitude toward blended learning and a high level of preferring toward blended learning. The results of the study indicated that blended learning is useful to Students, and that most students fully understand the goals of e-learning toward blended learning. In general the students have shown positive attitude toward blended learning. Furthermore, they have shown adequate information about the field of blended learning and to decide when and how to use the resources provided to them through blended learning. It also indicated that blended learning

is more effective than traditional way of teaching to develop and improve the knowledge and skills. The results also indicated that electronic resources provide through blended learning is an effective way that help students to get knowledge and improve their skills, and it has tremendous effect on students life to take responsibility for their own learning process.

The research conducted by Aladwan et al., (2018) also had similarities of this study which were focus on the students' attitude toward blended learning and use questionnaire as an instrument of the research. The differences were this study focus to find out there was a correlation or not between students' attitude toward blended learning and their learning achievement, while the research by Aladwan et al., (2018) just focus on the students' attitude toward blended learning.