

CHAPTER I

INTRODUCTION

This chapter presents the discussion on context of the study, focus on the study, formulation of research question, purpose of the study, significant of the study, scope and limitation of the study, and definition of key terms.

A. Context of the Study

English is approved as foreign language in Indonesian learner by distributing some aspect accepted there. English plays several aspect comprising culture, socio-culture, psychology, economy, dialects, and so on. So those can involve Indonesian learner to follow the culture. Following the culture causes the learner motivated that how important studying English and promoting its skills. They include reading, listening, speaking and writing. It will be acquired by the learners if the English skills' learning is designed with new environment following the globalization era. Following the development of technology in the globalization era, it should be participated by using technology for the media or resources of learning. Nowadays, technology cannot be separated from educational setting. Technology has been used in education starts from elementary level until higher educational level or university level. Students have been introduced and taught using technology in their school. There are some technologies which can be used in educational setting such as computers, netbooks, laptops, tablet PCs and Ipad. Students

know how to operate and manage those devices only for entertaining, gaming and others. They do not know how to use it in the context of educational setting. These device actually are useful for students to help them in the learning context if they really know how to use it. Technology can facilitate life long learning for people. Many people have opportunities to develop and enhance independent or collaborative learning through a material which can be supported by technology and online learning.

In involving students in various language activities, English teachers should become communicative and active in using current learning and teaching models. According to Marsh (2012:1), learning a language presents different challenges for different people in different contexts. The reasons for learning a foreign language are diverse as the different ways of individuals approach in the task of learning new vocabulary, figuring out new grammar rules, listening, reading and speaking in a language other than their native language. A range of methods and approaches are often used to introduce new language and a variety of classroom management techniques are employed to maximize practice opportunities (Marsh, 2012:1). One of methods that contributed technology to education is blended learning.

Blended learning becomes an easy system to empower English skills include reading, writing, listening and speaking. Pereira et al. (2007) showed that blended learning is more effective than traditional teaching for teaching human anatomy. The materials are designed to respond students' expectation involving their progresses. Blended learning is a learning style, combining

between face-to-face learning in the classroom and using technology as a second version to teach English. Stacey and Gerbic (2008) described the convergence of face-to-face setting and Information, Communication and Technology (ICT) based setting. In line with Singh (2003, p. 52-53), blended learning mixes various event-based activities including face-to-face classrooms, live e-learning and self-paced learning. Staker and Horn (2012) defined that blended learning facilitates the students to learn something at least in the classroom and online delivery so they can control over time, place, path or pace. So, the students can learn their materials everywhere without limited place, time and place.

Traditional or face-to-face learning and online learning are two important approaches in teaching pedagogy (Chou and Chou 2011). As an educational technology, Blended Learning is described as a combination of instructional modalities, especially face-to-face and online learning (Tayebnik and Puteh 2013). The use of Blended learning, a combination of face-to-face and online learning (Synchronous and Asynchronous), which has gained popularity in educational contexts, especially in teaching English, because of its effectiveness in students' language skills. With blended learning, teachers can use online resources in their daily classroom activities to engage students and help them become more active and effective learners (al Zumor et al. 2013). Mohammed (2015) define that blended learning courses have some face-to-face class meetings, but also have some class sessions that replaced with online instruction. In addition, Akkoyunlu and Soylu (2008) stated that Blended

Learning supported all the benefits of online learning including cost reductions, time efficiency and location convenience for the learner as well as the essential one-on-one personal understanding and motivation that face to face instructions presents.

Blended Learning does not mean replacing the face-to-face learning model in the classroom, but strengthening the learning model through the development of educational technology. Referring to the blended learning model, the English teacher of MAN 2 Blitar combines technology-based online learning such as WhatsApp and Google Classroom with offline learning, namely face-to-face learning as an instructional use in teaching that is useful for facilitating student understanding. By implementing the Blended Learning model there is a change in the learning process, where the learning process does not only listen to material descriptions from the teacher in class but also students become more active in the learning process with online learning facilities that can be accessed anytime and anywhere.

The Blended Learning model provides opportunities for students to develop individual abilities without leaving social interaction in the classroom, so that with this system students play an active role in learning while the teacher acts as a facilitator. The main focus of blended learning is students. So that students must be independent and responsible in the learning process by utilizing various sources in order to increase their knowledge. Students can build knowledge within themselves naturally and then can apply that knowledge in everyday life. The implementation of Blended Learning

encourages students to quickly understand the material better in participating in learning, so as to improve student learning outcomes.

Student activities during the learning process with the Blended Learning model are carried out starting from visual activities, oral activities and so on. Activities carried out by students during the learning process will make students enthusiastic about participating in the learning process. This is the basis for the implementation of the Blended Learning at MAN 2 Blitar. Blended learning also helps teachers prepare students to create a learning environment according to each student's learning style and can help students face future challenges. One thing that needs to be emphasized and understood is that Blended Learning can be used as an alternative in English learning strategies because it can combine conventional learning activities in the classroom with online learning towards independence in learning. This is what makes blended learning a trend in today's era because it has its own charm that conventional learning does not have.

In this research, the researcher takes four previous studies. The first research is conducted by Megawati (2020) The title of his research is "The Students' Perception Toward the Implementation of Blended Learning Method Used by The English Teacher at SMAN 9 Luwu Timur". This research just focuses on students' perception toward the implementation blended learning. The result of this research is the respondents of this study gave their positive perception toward the implementation of blended learning method by used the English teacher.

The second research is conducted by Nurrahman (2021). The title of this research is “Teaching English Based on Blended Learning at English Education Department of State Institute on Islamic Studies Purwokerto”. This study concerns in the process of teaching English based on blended learning at the English Education Study Program of State Institute on Islamic Studies Purwokerto at least adopted some instruction components like goals, material, method, media, and evaluation.

The third study is done by Masruroh (2017). The title of this research is “The Students’ Attitude Towards Blended Learning at Tenth Grade of SMK Plus NU Sidoarjo”. This study focus 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. The teacher used blog to support the learning process in the class. The students can learn the material wherever and whenever.

The fourth study is done by Mariani (2020). The title of this research is “Lecturers’ and Students’ Perception on Blended Learning Model in EFL Class”. The result of this study is the lecturers have a positive perception of the blended learning model, blended learning made learning process easier and more fun but blended learning model does not foster students' active attitudes and does not increase students' understanding in learning. Students also give a positive responses on blended learning model, blended learning made them more interested to learn but they find it difficult to use applications used in online learning.

From the previous studies above, the researcher may conclude that it is requires to know the implementation of blended learning to teaching English at MAN 2 Blitar. All the previous studies above talk about different purposes, media and stage of using blended learning. The different this research from the others research, this research focuses on the implementation of blended learning which includes how teachers deliver teaching materials and evaluations with blended learning using online learning support media such as WhatsApp, Youtube and Google Drive applications that are easily accessible by students.

According to the explanation above, the researcher will conduct a research entitled “THE IMPLEMENTATION OF BLENDED LEARNING TO TEACHING ENGLISH AT MAN 2 BLITAR”

B. Formulation of research question

Based on the background of the study above, the researcher formulated the problems of the study in to the following questions:

1. How does English teacher of tenth grade at MAN 2 Blitar deliver teaching materials using blended learning?
2. How does the English teacher evaluate students by using blended learning at the tenth grade students of MAN 2 Blitar?

C. Purpose of the Study

According to the research questions above, the purpose of the study is as follows:

1. To know how does English teacher of tenth grade at MAN 2 Blitar deliver teaching materials using blended learning.
2. To know how does the English teacher evaluate students by using blended learning at the tenth grade students of MAN 2 Blitar.

D. Significant of the Study

The result of this study is expected to provide some significances to the following reasons:

1. Theoretically: reading this research, the reader will understand about is the teaching of English based on blended learning.
2. Practically:
 - a. For the teacher, can be as evaluation to apply blended leaning method best based on the students need
 - b. For the students, they knew new alternatives method in teaching and learning process and also knew more about blended learning.
 - c. For other researcher, the result of this study could provide useful information for conducting researches on the same area.

E. Scope and Limitation of the Study

In a research it was very important to make scope of the research to get the relevant datum. Thus, it is better to make some limitations of this research

is English teacher at MAN 2 Blitar. This scope focused on the implementation and evaluation of Blended Learning to teaching English at MAN 2 Blitar.

F. Definition of Key Term

1. Implementation

Implementation is an action or implementation of a carefully and detailed plan, this implementation is usually completed after being considered permanent. Implementation is an application of ideas, concepts, policies, or innovations in a practical action so as to have an impact, either in the form of changes in knowledge, skills and values, and attitudes.

2. Blended learning

Blended learning is learning that combines technology and information based learning (online learning) with classroom based learning (face to face) in which students learn to control the time, place and capabilities. A blend of conventional learning where teachers and students meet face to face and meet online which can be accessed anytime and anywhere. Teachers can take advantage of today's technological sophistication. Such as WhatsApp applications, google classroom, YouTube, google forms, and so on.

3. Evaluation using Blended Learning

Evaluation is making of a judgment about the amount, number, or value of something. Evaluation using blended learning is the process used by the teacher to assess the students after conducting Blended Learning in teaching english