

# **CHAPTER 1**

## **INTRODUCTION**

This chapter presents six topics related to the introduction, namely Background of the Study, Formulation of Research Problem, Study Objective, Scope of Study Limitations, Research Significance, and Key Definition of Terms.

### **A. Background of The Study**

Education creates better people from time to time. Along with the development of each human's abilities, education will indirectly shape the human mindset so that educational goals will be achieved. According to (Priatna, 2019) education aims to prepare human resources (HR) with high quality. These qualified human resources have the ability to think creatively and innovatively in their field of study. With creative human resources, education will be more fun and less rigid. In contrast to creativity, innovativeness is applying and discovering new things to conditions and situations that have never been thought of before. Basically, every individual has creativity and innovative attitudes, however, because each person has different abilities, not all individuals can develop this creativity and innovative attitude to the maximum. To develop creativity and innovative attitudes, serious, consistent, persistent and highly dedicated efforts are needed so that creativity and innovative attitudes can be developed. Thinking creatively and innovating leads us to make changes according to the current of globalization which is marked by the era of industrial revolution 4.0.

The industrial revolution 4.0 is said to be a technology-based era which has now touched and is slowly changing all aspects of life. This era of revolution changed the order of work, perspectives, competencies needed in the world of work, industry and even education. The industrial revolution 4.0 changes the view on education, not only about methods, models and ways of teaching, more importantly the role of teachers in education and teaching. Another fact that is often found is the learning process that is still centered on the teacher (teacher centered) where the teacher is active, which makes himself as a source of learning, while students tend to be passive because only rely on teachers during face-to-face meetings to get the subject matter. In fact, in the learning process, students who attend the learning actually need to have the initial knowledge and do not start from zero. Of course, this kind of learning model will have an impact on student achievement. The role of teachers as teachers has little by little been shifted by technology. Even though the role of teachers as educators can be shifted by technology, the role of teachers as educators will certainly not be able to be replaced by technology or other sophisticated robots. So this needs to be addressed with existing innovations so that technology is not misused and the role of teachers as educators continues to be carried out. The entry of technology into the world of education is like a sharp knife. If technology is used properly, technology can facilitate and help humans develop their knowledge and abilities. On the other hand, if technology is used not according to its intended purpose, then technology can become a threat that will damage education itself. So, in following technological developments in the world of education, the role of a teacher as a guide to students in the learning process is still needed. Learning is

said to be a combination and collaboration between human elements, facilities, materials, equipment and procedures that influence each other to achieve learning goals. In achieving learning objectives, a learning model is needed that suits the needs of the elements contained in the learning process. According to (Nasution, et al., 2019) a learning model is a systematic procedure or pattern that serves as a guide for achieving learning objectives which includes techniques, strategies, methods, materials, media and learning assessment tools. One technology-based learning model that can be used is blended learning.

Blended Learning is a learning model that combines face-to-face learning with distance learning (online). This learning model combines technology-based learning, namely using application-based learning media with conventional learning carried out in the classroom. The blended learning model can be carried out with a ratio of 50% online learning and 50% face-to-face learning or with a different ratio but must still pay attention to the needs of students. Distance learning carried out in the blended learning model can take the form of web-based learning, video conferencing, synchronous or asynchronous audio and other learning assisted by applications so that students can more easily understand the lesson material. Meanwhile, face-to-face learning in the blended learning model can be carried out like normal learning in class. The presence of the blended learning model is the answer and covers the respective short comings of learning. By implementing the blended learning model, students can still follow technological developments, especially those related to education, so that students remain aware of technological advances, while still being able to receive education from teachers through face-to-face learning. The innovations

in the blended learning model will certainly make it easier for students to learn, learning motivation will increase as a result of which students' learning outcomes will increase.

Learning outcomes are changes that occur within students as a result of their learning and learning processes. Learning outcomes are an indicator that can be used as a reference to see whether the learning process is successful or not. Apart from that, learning outcomes also determine the steps taken by teachers or other educational elements in making decisions. For example, with learning outcomes teachers can assess and evaluate the models, methods and learning media used. There are several abilities that students will gain as a result of their learning, namely learning outcomes in the cognitive, affective and psychomotor domains. However, these learning outcomes can also be influenced by other factors such as internal factors in the form of learning motivation, interest in learning, or habits student learning. Meanwhile, external factors that influence student learning outcomes are learning media, learning models, teaching quality, and the environment.

Those phenomenon inspired several studies to examine students' perception of Blended Learning. The topic of students' perceptions on English learning through blended learning has been studied several times by previous researchers. As stated by Sri Sherli Novianti Talis in 2017 entitled "*The Students' Perception Toward Implementing Blended Learning Method In English Language Teaching (ELT) At The Fifth Semester Students English Department Makassar Muhammadiyah University*". The result of this research showed that the students gave their positive perception toward the

implementation of Blended Learning Method in English Language Teaching. The positive judgment from the respondents came from their experience in learning by using Blended Learning Method. They enjoyed the learning process when the lecturer implemented Blended Learning Method. This research also reveals that, Blended Learning Method were very beneficial from them. Blended Learning Method made them more interested in learning. In addition, become more active and responsible. Another previous study was conducted by Alma Sri Andriyani, et al in 2022 entitled "*Students' Perception in Learning English through Blended Learning*". This study indicated that learning English through blended learning showed positive behavior like attending the class regularly and enthusiastically. Besides, students felt comfortable and enjoyed learning English, showing their English language skills and favorable learning in the form of well-implemented blended learning. The last previous study was conducted by Arifi Dwi Fadila in 2023 entitled "*Students' Perception on English Blended Learning During New Normal Era at Senior High School 1 Harau*". The results showed that students' perceptions reflected positive perceptions towards blended learning models. Students believe that the implementation of the blended learning model in learning English is beneficial during the new normal era. Students experience the benefits of learning English using a blended learning model both online and face to face.

Based on the phenomenon found by the researcher and some previous researchers above, the researcher wants to examine students' perceptions on English learning through blended learning. However, this study is different from previous studies because previous studies the blended learning focused more on

the COVID-19 pandemic situation which requires students to maintain distance and not meet face-to-face too often. This study, the blended learning that was carried out was not during the COVID-19 pandemic but during the school internship programme for eleventh grade school majors and required them to carry out learning in two methods, namely online class and traditional classroom. In addition, the research place chosen is SMK 1 PGRI Tulungagung eleventh grade who are carrying out an internship programme from the school for 6 months and the learning method they are doing is blended learning, where sometimes they have to do learning in the classroom and sometimes when they are actively interning they have to do online learning. Therefore, the researcher would like to conduct a research entitled *“Students’ Perception Toward The Implementation of Blended Learning At The Eleventh Grade of SMK 1 PGRI Tulungagung”*.

#### **B. Formulation of Research Problem**

Based on the context of the study above, the research question can be formulated is *“What are the students’ SMK 1 PGRI Tulungagung perceptions on English learning through blended learning during the 6-month internship?”*

#### **C. Objective of the Research**

Based on the formulation of the research questions above, the objective of the research to know is *“Students’ perceptions on English learning through blended learning during the 6-month internship.”*

#### **D. Scope of Study Limitations**

This research was conducted and focused on eleventh grade students of SMK 1 PGRI Tulungagung who were implementing a 6-month school internship

program. The main focus of this research is on the perception of the eleventh grade students on the implementation of blended learning in English language learning for 6 months while they are carrying out the internship program. This study used classroom and student observations to collect data on their perceptions on the implementation of blended learning in English language learning for 6 months while they were doing their internship program.

### **E. Significance of The Study**

This research will be contributed to:

#### 1. Students

The results of this study are expected to increase student activeness in the learning process and develop independent learning in students. Blended Learning allows students to access learning resources from any location and at any time while still receiving face-to-face assistance and teaching.

#### 2. Teacher/Lecturer

The results of this study are expected to provide many benefits for lecturers and teachers, and provide inspiration or ideas for teachers in teaching English through Blended Learning in English learning. In addition, as educators, they can also improve the quality of English teaching and can be more creative in the learning process with the steps or procedures of teaching using the Blended Learning model.

#### 3. Researchers

This research will indirectly increase knowledge and gain new experiences that can be implemented for their own research. In addition, it is used as a reference for other researchers who are interested in conducting further

research on teaching methodologies, especially those related to Blended Learning.

## **F. Definition of Key Terms**

### **a. Students' Perception**

Perception is a person's view of something in order to judge it. In other words, perception converts sensation into information. In this study, perception refers to students' perceptions of Blended Learning in English learning during the 6-month internship period.

### **b. Blended Learning**

Blended learning is one of the learning system innovations in education. Blended learning is a learning method that combines more than one delivery method. Educators can improve learning outcomes by combining different models of delivery. Blended learning also refers to improving the quality of learning through the integration of online learning and face-to-face classroom activities (Octavia & Drajat, 2021). In this study, blended learning is conducted by learning online and offline simultaneously. Online learning is conducted on WhatsApp and Google Classroom. The teacher provides material through the WhatsApp class group and gives assignments through Google Classroom. All assignments given through online in Google Classroom. Meanwhile, face-to-face (offline) learning is only done when conducting daily exams. However, there are several learning meetings that require students to do face-to-face learning (offline) such as, listening learning which requires students to come to the language lab.