

CHAPTER II

LITERATURE REVIEW

This chapter provides knowledge of the research topic from the relevant literature. It presents the information related to the research to build an understanding of the study, such as perception, English and blended learning as the method of learning English. This chapter is used as the supporting theory in the research findings.

2.1 Theoretical Framework

2.1.1 Defining Technology in Teaching

Technology in teaching refers to using various technological tools and devices to facilitate learning and improve the educational process. Within the context of my research, technology can be defined as a learning activity or instructional purpose that employs technical procedures, methods, or knowledge. According to Sinha (2022), technology is a set of technological processes, methods, and knowledge used for learning or instructional purposes. It requires applying theoretical knowledge in real-world situations, focusing on practical outcomes. Moreover, Gilakjani (2017) described technology integration as how teachers use technology to do routine activities more effectively and how this usage modifies teaching activities. It means that technology in teaching enables teachers to customize their lessons to meet the needs of individual students, track students' progress more effectively, and provide more immediate feedback.

The use of technology provides benefits to language learners. Technology provides language learners with limitless resources (Bull & Ma, 2001). With technological advances, students are no longer limited to a few textbooks but can now access a wide range of resources, including online courses, language learning apps, podcasts, and video tutorials. This abundance of resources makes language learning more accessible, engaging, and effective for learners of all ages and skill levels.

Besides that, technology facilitates learners' learning (Ahmadi, 2018). Students can engage in independent learning, collaborate with peers, and receive personalized feedback by providing access to various educational resources, tools, and platforms. Technology integration in education has changed traditional teaching methods and opened new opportunities for students to improve their skills and knowledge. Moreover, learners might be motivated to study a language by providing them with various authentic materials (Ahmadi, 2018). These materials can help learners improve their language skills and learn about the culture and society of the target language. Authentic materials can make the language learning process more interesting and engaging, as learners are exposed to real-life situations and contexts, making it easier to understand and remember new words and grammar structures. Thus, the integration of technology into the curriculum supports the teaching-learning process.

Technology has the potential to transform the traditional methods of language education greatly. This transformation can lead to significant benefits. Gilakjani and Sabouri (2014) underlined that by utilizing technology, learners can control their learning process and access a wealth of material their teachers do not have control over. Technology can provide students with personalized learning experiences tailored to individual needs and interests. Technology is essential in improving learner activities and significantly affects teachers' teaching methods. Using technology in the classroom is essential for teachers to keep up with advancements and effectively teach language skills (Gilakjani, 2017).

2.1.2 Defining Blended Learning Practices

Blended learning is a term for a learning strategy. Blended learning has a narrow meaning, etymological. Blended learning is made up of two words: blended and learning. The term blend refers to the combining of two things. The definition of two things here is face-to-face learning and online learning. Furthermore, the term learning means studying. It can be summarized as a learning pattern containing elements of mixing or merging one way with another.

Many experts define blended learning differently but have the same concept or almost the same. Garrison and Kanuka (2004) define blended learning as a combination of face-to-face classroom learning experiences and online learning experiences (p. 96). Blended learning is a tool that allows students to explore their learning experience via a variety of interactive activities in addition to traditional classroom instruction. In this context, the blended technique is used to help students arrange their virtual experiences from many sources during their EFL learning process and enhance face-to-face courses.

The integration of several instructional media is known as blended learning. Blended learning involves integrating various training media, such as technology, activities, and events, to create an optimal training program for a specific audience (Bersin, 2004). In this learning, the teacher applies a variety of media, including technology and exercises, to help in the teaching-learning process and promote better learning. This learning system will provide the students with learning experiences where they can use many sources or media.

In brief, from the definition above, blended learning is an educational method that integrates or merges traditional learning (face-to-face learning) and online learning, employing a variety of sources or learning media to provide students with learning experiences through improvements in information and communication technologies. In general, blended learning aims to increase independent and active learning and reduce face-to-face learning time in class. Blended learning is newly introduced in Indonesia to solve unsatisfied online learning during pandemics. Therefore, it is necessary to have a case study to examine the students' perceptions of the newly introduced method in Indonesia.

Blended learning is one of the most significant learning improvements of the twenty-first century. There are three models of blended learning (Cleveland & Wilton, 2018):

Table 2.1
Models of Blended Learning

Model 1	Model 2	Model 3
<p>Blended presentation and interaction</p> <p>Face-to-face activities combined with online resources.</p> <p>For example, the flipped curriculum framework includes the following:</p> <ul style="list-style-type: none"> ● Short lecture on YouTube and online resources with ● Face-to-face tutorials/seminars for interaction and presentation of group work. 	<p>Blended block</p> <p>Combination of:</p> <ul style="list-style-type: none"> ● One-day and half-day intensive face-to-face sessions ● Weekly online tutorials/seminars for activities and interaction ● Online content and resources 	<p>Fully online</p> <p>Combination of:</p> <ul style="list-style-type: none"> ● Short lecture podcasts with online resources and learning activities. ● Online tutorials (asynchronous) ● Interactive via online collaboration, discussion forums, and group work.

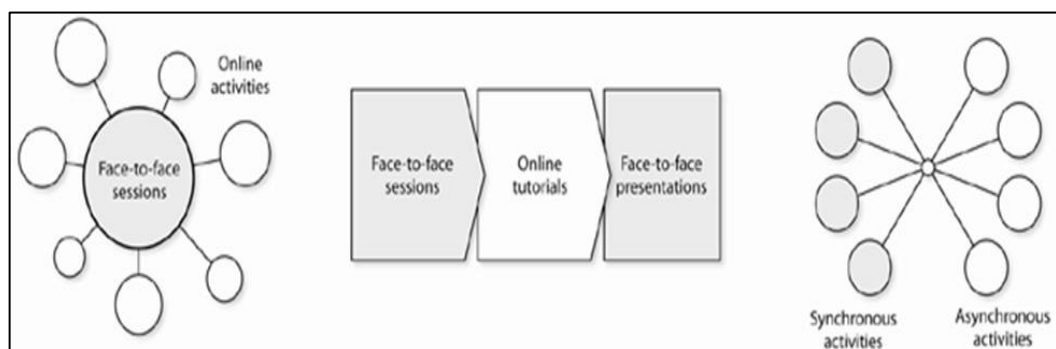


Figure 2.1. Models of Blended Learning

1. The first approach, combined presentation and interaction, encourages classroom participation, including out-of-class and online activities. The flipped classroom or flipped curriculum method is a typical example of this strategy. Students independently listen to podcasts or other online materials before participating in classroom-based tutorials or seminars based on these resources for group work.
2. The combined block model, also known as a program flow model, involves organizing activities or "blocks" that include face-to-face and online learning. This is done with pedagogical goals and practical constraints in mind. For example, a course designed for remote learners or working professionals may have limited opportunities for classroom-based learning. In this case, the course may start with a block of intensive face-to-face sessions, followed by blocks of online study and collaboration through online tutorials. The course may conclude with a final block of face-to-face learning or group presentations.
3. The third model is considered blended if it includes synchronous (e.g., online tutorials) and asynchronous (e.g., discussion forums) activities, even if entirely online. As a result, blended learning can be employed in one or more of all three cases listed below:
 - 1) Using several teaching methods (or delivery media).
 - 2) Employing a variety of teaching methods.
 - 3) Combining online and face-to-face instruction.

2.1.3 Defining English Learning

According to Mahu (2012), English is the most commonly spoken language worldwide. Many individuals dedicate more time to learning English as a second or foreign language. English is being integrated into the school curriculum of several countries, and children are starting to learn English at a younger age. In Indonesia, the English language is a part of their curriculum. All the students are learning this language.

Brown (2000) defines learning as "acquiring or gaining knowledge of a subject or a skill through study, experience, or instruction." It can be defined as the process of gaining knowledge of the subject under study. Therefore, learning here is a process of gaining English expertise or skills.

Learning a foreign language is a complex process. Language learning is a complex process influenced by numerous factors. Besides intelligence, non-intelligent factors such as motivation are essential and crucial factors in English learning. Because cognition dominates English learners' behavior, the learners have a motivation, which is a desire to continue learning English.

In psychology, motivation is a powerful force that drives behavior toward a specific goal (Paul et al., 1994). For English language learners, motivation is a crucial factor that drives their desire to acquire knowledge and learn the language. It is like an engine and guiding wheel that can transform students from uninterested to enthusiastic about their English studies. Motivating and encouraging students in their language learning journey requires strength and dedication. That is why the researcher focused on exploring students' perceptions of blended learning practices in English language courses.

2.1.4 Defining Perception

As Given (2008), perception is how we understand reality and experience through our senses, and it helps us differentiate between figure, form, language, behavior, and action. Hence, every individual can have a distinct reaction towards an object. Perception is a cognitive process that involves selecting, analyzing, organizing, interpreting, and integrating stimuli from any information received, and it can vary from person to person, as Sahrawi (2017) mentioned. In compiling, recognizing, and interpreting, it can be used by sight, hearing, touch, smell, appreciation, and feeling, producing a meaningful picture of the world.

Perception is a term used to describe the psychological function of processing information received from observations (Rose, 1995). It involves the simultaneous processing of sensations from multiple stimuli, which are then interpreted and grouped into a particular subjective meaning.

From the definitions provided above, it can be inferred that Perception is the process of understanding through our senses and analyzing, interpreting, and experiencing stimuli in a way that creates significance. Hence, the researcher studied students' perceptions regarding blended learning practices in English language courses.

There are two indicators of perception (Robbins, 2003):

1. Acceptance

Perception involves the five senses processing external stimuli and indicating physiological responses such as acceptance or reabsorption.

2. Understanding/Evaluation

The assessment of the external stimulus is subjective, as each individual perceives their environment differently.

Perception has 2three components, according to Alan Saks and Gary Johns (2011):

1. The Perceiver

A perceiver is someone aware of the stimuli and senses it. Several factors can influence a person's perception, but the three most critical ones are the motivational state, emotional state, and experience. These characteristics, mainly the first two, significantly impact how a person perceives a situation. Sometimes, a perceiver may use "perceptual defense," in which they only perceive what they want to perceive despite the stimulus acting on their senses.

2. The Object of Perception (Target)

The target refers to something or someone that is perceived. The amount of data gathered by the perceiver's sensory organs impacts the target's interpretation and comprehension.

3. The Situation

The situation is the stimuli's external elements, timing, and intensity that influence the perceptual process. These characteristics may cause a single stimulus to be treated as a stimulus rather than a percept that requires brain interpretation.

Perception is the individual's process of incoming stimuli to interpret appropriate actions (Szilagyi & Wallace, 1980, p. 570). Inspirations can come from both the outside and the inside of people. Individuals may perceive the motivations differently despite receiving the same encouragement due to differences in experience, reasoning ability, framework, and expectation. As a result, perception is subjective.

There are five types of perception (Walters in Walgito, 2004, p. 14). The five types include:

1. Self-Perception

Self-perception can be influenced by three key factors: self-esteem, self-concept, and self-efficacy. These three factors can shape how we see ourselves, our abilities, and our worth. It means that how an individual perceives something depends on their inherent intellect. For instance, a person with high self-esteem or self-confidence will likely have a good perception of a task that involves public speaking.

2. Environmental Perception

Environmental perception refers to how people interpret information based on the context in which it is received. For instance, one's opinion on the effectiveness of drama in enhancing speaking skills is a form of environmental perception. Such perceptions are formed based on the contextual data available at the time.

3. Learned Perception

Learned perception is shaped by personality, culture, and habits. For example, a student from an Eastern culture may be perceived negatively by Western students if they frequently raise their left hand to answer the teacher's question.

4. Physical Perception

Physical perception involves how our eyes sense objects, and our brain interprets them. This perception is linked to measurable physical activity.

5. Cultural Perception

Cultural perception is the most crucial impression that varies from city to city. For instance, the importance of English at the primary level may differ depending on people's perceptions. This perspective is specific to each location and depends on the prevalent culture in that area.

2.2 Studies of Relevant Research

There are numerous studies related to the perceptions of blended learning. For example, According to Simbolon (2021), Rianto (2020), Anas (2020), and Rerung (2018), students have a positive perception of blended learning, which can be beneficial for their learning. Rerung (2018) revealed that online learning could be a tool for students to practice and study English outside the classroom. Moreover, Simbolon (2021) showed that WhatsApp could be used to practice language skills online. Furthermore, blended learning is beneficial not only for students but also for educators. A study conducted by Anas in 2020 revealed that the use of applications like WhatsApp in blended learning can be highly beneficial for students. This application facilitates interaction between students and teachers and enables them to share learning materials, discuss challenging concepts, and resolve issues related to exams and assignments.

Several researchers have explored the perception of blended learning. For example, Simbolon (2021) investigated how university students perceived their learning experience using a blended learning approach incorporating social media platforms like WhatsApp and learning tools like Google Classroom. Similarly, Rianto (2020) studied Indonesian university students to understand their opinions, challenges, and suggestions for implementing blended learning in EFL courses. Moreover, Aji et al. (2020) conducted a study on using blended learning as a medium of instruction during the COVID-19 pandemic at the Parahikma Institute of Indonesia. They investigated the perceptions of both teachers and students. Additionally, Rerung (2018) investigated students' perceptions of online and face-to-face learning in listening and speaking classes. At the same time, in a study conducted on university students, Anas (2020) studied the satisfaction and perceptions of learners in a blended course at the College of Arts and Sciences, Al-Namas, University of Bisha, Saudi Arabia, focusing on transactional and transformational learning theories. However, there is a lack of investigation into students' perceptions of blended learning in senior high school. To address this research gap, the writer investigated students' perceptions of blended learning in English courses at the senior high school level.