CHAPTER I

INTRODUCTION

This chapter delineates the background of this study with some important points. In this chapter also sets out the formulation the problem, operational definition, aim of the research and significance of the research.

A. Background

Nowadays, internet becomes a popular phenomenon. It also gives an impacts on various aspects, and one of them is education, especially in language learning. Greenhow, Robelia and Hughes (2009) stated the survey from the National Boards Association, that students using their online platform to talk about education topics, especially about schoolwork. Lin et al (2015), also stated a report from Kabilan et al, whose successfully using online platform; Facebook, for English learning. Therefore, language learning can happen through online platform. Widodo, Budi, & Wijayanti (2016) stated that due to the advent of the Internet, language learning does not always take place in the classroom, it can also happen in online platform, with or without teacher.

As internet and an online platform are applicable, invaluable and favorable for language learning, at the present, they can be fused with face-to-face (f2f), and it characterized as Blended Learning (hereafter BL). BL supports teaching and learning process, especially in the field of creating and sustaining collaborative learning strategies, reflecting on learning process, presenting content, evaluating and monitoring student progress, and establishing

interaction between teacher and students (Duffy & Bruns, 2016, as cited by Cakir, 2013, p.245).

BL was developed and implemented by schools and the world, and some cases has been got underway for several years. According to survey, a quarter of all charter school in California, BL is being used in K-12 settings. (Horn & Maas, 2012, as cited by Oliver & Stallings, 2014, p.81). In other situation, Kabilan et al (2010) reported that Malaysian students has been success of using online platform for creating more positive attitudes toward English learning tasks (as cited by Lin et al, 2015).

Although the issue of BL is popular and often to examine, most studies focused either comparing blended and traditional academic quantitatively or investigating teacher and students experinces in implementing BL environment (Gleason, 2013). Truthfully, the issue from the pre-service teacher experience point of view implementing BL environment has been less explored. I as a pre-service teacher who get interested to BL environment and have felt the benefits of it, try to implement BL environment in language learning in my class for 3 month at a Senior High School in Tasikmalaya, where I took School Based Internship. The online platform that I used for implementing BL are Facebook and Whatsapp, and the BL only applied for exercise. Dealing with reflective practice study, the present study want to examines the experience of the pre-service teacher got form implementing blended language learning environment.

B. Formulation of the Problem

A research question is addressed in the present study. I interrogate, "What experience does the pre-service get form implementing blended language learning environment?"

C. Operational Definition

To avoid misunderstanding, here are the operational definitions of each keyword:

1. Pre-Service Teacher : A undergraduate English student who is teaching under the supervision of a certified teacher in order to qualify for a degree in education.

2. Reflective Practice : A repetitive written diary that serves to reflect our practice and express our knowledge.

3. Blended Language Learning Classroom Enviroment : English language learning environment that combines both of face-to-face and a technology-enhanced component, continue to do the exercise using online platform such as Facebook and Whatsapp.

D. Aim of the Research

The present study aim to explore pre-service teacher's experience from implementing blended language learning environment.

E. Significances of the Research

   1. Theoretical

This present study expand the pedagogic approach to engage pre-service teacher in implementing BL.

   2. Practical

The study serve the pre-service teacher with a potential technique in implementing BL environment.

   3. Empirical

This study provide empirical insights into how pre-service teacher get an experience from implementing BL environment.