

CHAPTER II

THEORETICAL BACKGROUND

This chapter discusses theoretical studies concerning of blended learning in ELT, Implementation of blended learning in ELT and teaching practice for pre-service teacher.

A. Blended Learning in ELT

Nowadays, internet has spreading throughout the world, and this phenomenon brings a new changes to many aspects, such as education. Due to the phenomenon of the Internet, teaching learning activity does not always happen in classroom, but it also occur through online platform. Nowadays the online platform can be blend with face-to-face, and commonly characterized as Blended Learning (hereafter BL).

The exact definitions of BL can be different to different people. Oliver and Trigwell (2005) stated that the term BL could have different meanings to different people and it has been criticized as conceptually unclear (as cited in Lai, Lam and Lim, 2005). Definitions of BL from some expert, such as; Horn and Staker (2011) said that “Blended learning is any time a student learns at least in part at a supervised brick-and-mortar location away from home and at least in part through online delivery with some element of student control over time, place, path, and/or pace” (as cited in Oliver and Stallings, 2014, p. 80). Furthermore, Garisson and Kanuka (2004) offers the popular definition about BL define BL as the integration of online learning experiences with face-to-face classroom learning experiences (as cited Lai, Lam and Lim, 2016, p.2)

Before implementing BL to classroom, BL should be designing as well. There are three basically design approaches to BL according to Alammary, Sheard and Carbone (2014), such as; (1) Low-impact blend, adding extra online components to a traditional course taught face-to-face (hereafter FTF); (2) Medium-impact blend, replacing some FTF activities by online ones; and (3) High-impact blend, full redesign or total redesign to the course, this approach commonly consistent with the curriculum development. Furthermore, Oliver and Stallings (2014) believes that teacher who want to implement BL will need to address at least three board consideration that closely match with common instructional design process, there are; (1) contextual consideration, such as topic and subject which suitable for blended learning; (2) instructional strategy and teaching considerations, the teaching method for activities that are well-supported by blended learning; and (3) technology consideration, technology which appropriate for blended modes and also the resources.

B. Implementation of Blended Learning in ELT

BL is increasingly implemented in education around the world, and it gives the student new learning experiences, such as in language learning. Gleason (2013) argued that Blended language learning environment, commonly characterized as those that include both a face-to face (f2f) and online platform, gives an impact to change the ways students' experience language learning. He also believes that BL can be beneficial for language learners, such as learner

autonomy, provide flexibility time or resources, and improve students' attitudes and motivation.

BL has been spreading around the world and has been implementing for language learning by schools and researchers. Widodo, Budi and Wijayanti (2016) the researchers from Indonesia implementing BL environment for creative writing class; poetry writing 2.0. They believes that BL is a helpful way of learning English, and it is not bounding by the time, as far as there is an internet connection for the students. The online platform that they used is Facebook (hereafter FB) and the participants total 37 junior high school students. They carry out 3 step writing activities for the students, such as; pre-writing, while-writing and post-writing. In the first step, the students be given directions and instructions about the concept of poetry by the teacher who was the one of the researcher, they also receive the stimulus for brainstorming what to write, and the demonstration how to give the feedback to their friends. In this step students creating the group consist of 3-4 students and work with their peers in groups in composing poetry on FB. In the second step, students are allowed to discuss their works with their own group and provides feedbacks on another groups on FB. In this online activity, teacher commented on what students posted. The last step, students reworked their poems based on peers' and the teacher's feedback, after that the leader of the group were told to post their last revised poems.

In another case, Yavuz (2016) in Turkish implementing BL using Whatsapp (hereafter WA) at Balikesir University, Necatibey Education Faculty

English Language Teaching program with 45 students. He carry out this activity in listening and pronunciation course and asked the student to download WA and joined the group that created by the teacher. The following steps that he created for the students are; (1) For transcriptions taks, students transcribe it on their notebook, and took the picture then share it to the group; (2) Teacher and the students gives the feedback either by writing on a piece of paper and taking the picture or using the IPA fonts; and (3) students record the voice using WA's voice recording feature and shared with the group for the audio tasks.

From those study we got the online platform for language learning there are Facebook (hereafter FB) and Whatsapp (hereafter WA). In FB platform, students can share their experience without any time and space constraints, because it is open for 24 hours (Widodo, Budi, & Wijayanti, 2016). FB also a good platform to give the assessment to the students, McCarthy (2010) also claimed that "FB was chosen as the host site for the assessment task because of the uniform strength of its features".

Other than, WA can also be a platform for language learning. In lined with Yavuz (2016), WA is a popular application that allows people to exchange messages, voice recorder, photos and videos. Although WA is commonly used by people, its used in education is fairly limited (p.409). One of the few studies is from Barhoumi (2015), his study show that WA is limited to used and tried but "...it is mainly used in writing skills in EFL context" (as cited in Yavuz, 2016).

From both study, it can be concluded that Widodo, Budi and Wijayanti (2016) used medium-blend impact approach in their study. They replaced some FTF activities to online ones, as their pre-writing, while-writing and post-writing activities has been done on an online platform. On the other hand, Yavuz (2016) using low-impact blend approach in his study, because he added an online components to a traditional course taught FTF.

C. Teaching Practice for Pre-Service Teacher

Teaching practice according to Adesina, Daramola, and Taiabi (1989) can be characterized ‘..as a teacher education programme or activity which involves the student-teacher putting into practices his/her acquired theory of teaching under the genuine experience of the normal classroom situation’ (as cited in Chikezia, 2017). Teaching practice give an excellent opportunity to the pre-service teacher to test their knowledge and skills of teaching and learning with their understanding about educational philosophies and theories, they also should be able to express it (Foncha, Abongdia & Adu, 2015, p.127).

Ogonor and Badmus (2006), stated the aims of the teaching practice 1) serves the opportunity to pre-service teacher to be exposed to the realities of teaching and performance as the professional, 2) provides opportunities to pre-service teacher to test the theories learnt and ideas in the classroom, 3) utilizes the various teaching methods in actual classroom conditions under the supervision of competent and experienced teachers, 4) and exposes pre-service teacher to professional activities. (as cited in Chikezie, 2017).

