Chapter I

Introduction

A. Background

In this 21st century, pedagogical and technological innovations are redefining higher education, and in the mid-1990s along with the developments of both technology and pedagogy, the World Wide Web trigger the humans' interest to make a discussion group, which create a term E-learning. The goal of e-learning is to create the community, which provide the information, or can be formally defined as electronically mediated asynchronous or synchronous communication for the purpose of constructing and confirming knowledge (Garrison, 2011). In the last 20 years, technology is extremely expanded and keeps improved, and gives impact to the human's life, technology gives human ability to do job easier, many companies change their employee to technological devices, so human are no longer needed in some aspect. Teaching using technological devices is way too much easier but some people still enjoy the old ways, for example, read many books to learn English as foreign language. Imad (2015), claims that technology integration in EFL (English as a Foreign Language) is at this time accepted and has developed into a significant aspect of successful learning and teaching.

Technology in EFL learning can be categorized as a multimedia. Most of the studies emphasizes the advantages and disadvantages of technology in EFL learning, Jonassen (2001) analyses the uses of multimedia can be used to support learning and knowledge construction. Through technology, student can be motivated and be more innovative. Although some teachers reject the use of technology in their classes, the majority of the research said that using technology can be a successful method. After some years growth of e-learning, human can find some problem in using e-learning in learning process, and e-learning lose its credibility. To avoid problem that exist in e-learning and problem that exist in learning in conventional way (face to face), some educators combine the practice of both ways of learning and define blended learning as learning method that can overcome the problem that exist on both e-learning and conventional learning. In other words, blended learning is the method that using both methods, or blending the online learning and face to face learning session with the right portion, this learning method can be very useful and exciting for some students.

Bataineh (2019) found that blended learning had a positive impact on students' English grammar performance, he said that the technology is a main part of learning and teaching process can succeed. Technology can inspire and motivating the student in giving some idea. Despite the technical issues that happened when learning using blended learning, student believed that learning online can helps students to practice their face to face class material with the mobility of online class. The problem that

occurred when using blended learning is the outdated technology that university must updated, and faculty should provide special training to operate the technology.

Meanwhile, Akbarov (2018) stated in his research, that teaching EFL changing educational environment, thus, it has to follow modern development in technology, informatics, and education. He believed, Blended learning can improve the students' academic performance, and enhancing student critical thinking skills. This result can be done because researcher found that student like to use their devices during the class, usually when learning EFL. The other finding that students find some difficulties on doing examination in digital form although their attitudes toward blended learning is positive.

Those two researchers were conducted in different countries that English language is treated as second or foreign language. In Indonesia learning EFL using blended learning can be categorized as a brand-new method to approach the students through technology which being a main aspect of the learning process for student in Indonesia.

B. Research Question

The main question of this research is "what are students' perception towards blended learning?" The researcher was really interested in the students' experience on using blended learning as their approach on learning EFL, because the researcher had experienced that blended learning could help learning EFL.

C. Research Objectives

The goal of this study is to examine the students' perception toward blended learning on EED students.

D. Significance of the Study

The results of this study are expected to be useful and contribute to:

1. To Lecturers, this study will hopefully provide information about students' perception of blended learning.

2. To other researcher, the result of this study can provide a basis for conducting further studies on the same area.

E. Research Scope and Limitation

This research is set to discover and examine the student perception toward blended learning at English Education Department in Universitas Kristen Indonesia. The respondent is from batch 2015 – 2018.