

CHAPTER I

INTRODUCTION

This chapter contains the background of the problem, the identification of the problem, the limitation of the problem, the formulation of the problem, research questions, the purposes of research, the significance of the research, and the definition of key terms.

1.1 The Background of the Problem

English is an important foreign language that is taught to junior and senior high school students. It plays a role in supporting the achievement of competence in the expertise program. According to Aprina (2014), learning English in Vocational High School (SMK) is expected that students of SMK to master the language skills to support the achievement of competencies in the expertise program.

The outbreaking of COVID-19 in the world forced people to spend most of their time at home. It made the purpose of learning English in SMK could not achieved properly. The uncertainty of when the pandemic will end had forced teachers to use digital technology to teach and accomplish the learning objectives. This is the moment when blended learning becomes the solution to the problem. Teachers have been trying to mix online and offline learning in the teaching and learning process to cover the students' need and to improve their language skills and the demand to pass the examination.

During teaching practice (PLP) which had been carried out by the researcher in the previous semester on August until October 2021, the researcher observed that learning activities in SMK N 3 Payakumbuh were carried out using blended learning asynchronously. The implementation of blended learning is the Payakumbuh government's response to the Instruction of the Minister of Domestic Affairs Number 37 of 2021. It states that the implementation of learning can be done through limited offline learning that is carried out by a maximum capacity of 50% (fifty percent) and/or distance learning.

According to Kerres & DeWitt in Uğur *et al* (2011), blended learning is the combination of technology-based learning with face-to-face learning. In addition, Garrison & Kanuka (2004) state that blended learning is the integration of classroom face-to-face learning with online learning

Based on the researcher's observation during teaching practice, some problems come from the students and the teachers during the implementation of blended learning. The problem that comes from the students is that only some students had a computer. Besides that, it is difficult for them to access the internet. The next problem comes from the teachers. There are only a few teachers who are good at using technology. Although there are some problems in the implementation of blended learning, the teachers have to use it in the teaching-learning process.

Behind each of these shortcomings, according to Shantakumari & Sajith (2015), blended learning is less stressful and more effective compared to offline learning processes. It is supported by their result of research. They found that students who use blended learning courses have a positive perception of the

process and content of blended learning. In addition, Rachman *et al* (2021) find that blended learning could improve students' language skills. They find that students think that blended learning has advantages of around 77% and weaknesses of around 23%.

According to Dandelion (2021), by knowing a perspective will help to understand situations from other positions, considering other beliefs, experiences, and viewpoints. The perspective gives a better understanding and greater empathy. It also reduces bias, judgment, and conflict. Furthermore, Shantakumari & Sajith (2015) state that research on students' perspectives toward blended learning is essential to ensure that high-quality learning is achieved. In addition, Rachman *et al* (2021) state that research on the application of blended learning in English learning has been carried out by several researchers who just focus on the effectiveness of blended learning.

Regarding the explanation above, the researcher was interested in conducting a research entitled ***“The Tenth Grade Students’ Perspective toward Blended Learning to Learn English at SMK N 3 Payakumbuh”***.

1.2 The Identification of the Problem

According to Rachman *et al* (2021), the research about blended learning implementation in English teaching and learning have been conducting for a decade by some researchers (Adas & Bakir, 2013; Akbarov, *et.al*, 2018; Ghazizadeh & Fatemipour, 2017; Grgurovic, 2011; Liu, 2013; Manan, Alias, & Pandian, 2012; Shih, 2012). These previous research were focused on the effectiveness of blended learning in English teaching and learning as a foreign

language. While it is important to investigate on students' and teachers' perspective toward blended learning as those who get the impact directly with the implementation of blended learning in English teaching and learning.

Shantkumari and Sajith (2015) explain that the feedback of students who are among the key stakeholders is important to ensure a successful implementation of any teaching-learning methodology. It is because the teachers could determine students' perspective of blended learning to ensure that prompt corrections can be made to the entire system.

There are two perspectives that related to the implementation of blended learning to learn English. There are teachers' perspective and the students' perspective. According to Rachman *et al* (2021), there are six aspects that can be investigated regarding the teachers' perspective in English blended learning. They are the students' motivation in learning, language skills, grammar comprehension, and students' autonomous learning, the challenge for the teachers, and teachers' perspective about the effectiveness of blended learning to cover up the lack of online learning and offline learning. Furthermore, there are some aspects as the students' perspective in English blended learning implementation are the students' motivation, grammar skills, language skills, and students' comprehension of English learning. In addition, Uğur *et al* (2011) also state that some aspects that can be studied about students' perspectives are easy to use on web media, online media, content, offline learning media, the learning process of blended learning, and evaluation.

1.3 The Limitation of the Problem

Based on the identification of the problem, the researcher limited the research on the tenth-grade students' perspective toward blended learning to learn English at SMK N 3 Payakumbuh. The research focused on students' perspectives; motivation learning, learning process, and content.

1.4 The Formulation of the Research

Based on the limitation of the problem above, the researcher formulated the problem. The formulation of the problem is 'How is the tenth-grade students' perspective toward blended learning to learn English at SMK N 3 Payakumbuh?'

1.5 Research Questions

Based on the formulation of the problem above, the research questions of this research are as the following:

1. How is the tenth-grade students' perspective regarding the motivation learning toward blended learning to learn English at SMK N 3 Payakumbuh?
2. How is the tenth-grade students' perspective regarding the learning process toward blended learning to learn English at SMK N 3 Payakumbuh?
3. How is the tenth-grade students' perspective regarding the content toward blended learning to learn English at SMK N 3 Payakumbuh?

1.6 The Purposes of the Research

The main purpose of this research is to find out the tenth-grade students' perspectives toward blended learning to learn English at SMK N 3 Payakumbuh.

The specific purposes of this research are:

1. To find out the tenth-grade students' perspectives regarding the motivation learning toward blended learning to learn English at SMK N 3 Payakumbuh.
2. To find out the tenth-grade students' perspectives regarding the learning process toward blended learning to learn English at SMK N 3 Payakumbuh.
3. To find out the tenth-grade students' perspectives regarding the content toward blended learning to learn English at SMK N 3 Payakumbuh.

1.7 The Significance of the Research

The researcher expects this research will give a contribution to teachers, the students, and also future researchers. For the teachers, the result of this research can be the consideration for applying blended learning in the future as a variation of learning process. For the students, they will know their perspective toward blended learning to learn English at SMK N 3 Payakumbuh. Also for the future researchers, it is expected that this research will inspire and give a contribution to the further study of students' perspectives toward blended learning.

1.8 The Definition of Key Terms

To avoid any misconception about key terms that were used in this research, the researcher defined them as follows:

- a. Blended learning is one method in a learning process that combines online learning and offline learning.
- b. Synchronous Learning is learning that is carried out at the same time between the teachers and the students
- c. Asynchronous is learning that is carried out with different time between the teachers and the students
- d. Students' perspective is students' viewpoint that determined their viewpoint on motivation for learning, learning process, and content in English blended learning.
- e. Students' motivation is students' desire to learn English through blended learning.
- f. The learning process is the series of the teaching-learning process during the implementation of blended learning.
- g. Content is the information and materials in learning English that teachers design for the students and available on an online platform.