Chapter One

Introduction

This introduction underlines a research description. There are some important points presented in this chapter. The background of the study includes the researcher's reason interest in researching the topic. Identification and delimitation of the research identify and limit the problems that might be experienced by students. Besides, the research questions and objective of the research lead and assist the researcher to find the specific objective of the research easily. Additionally, the significances of the research are also explained in this research. Last but not least, the organization of the chapters is mentioned as well.

Background of the Study

Nowadays the development of technology has been increasingly widespread in every field of life and plays one of the big roles in human necessity and helps them in completing their work. Hence, in this presence of technology people can easily access a lot of news or articles around the world, talk or send messages to someone abroad, and others that offers them a more advanced and better life. According to survey data from Indonesian Internet Service Provider Association (*Asosiasi Penyelenggara Jasa Internet Indonesia*) APJII (2017), there are 143,26 million people in Indonesia who access the internet using mobile phones, tablet, laptop, PC, other gadgets in the field of education, economy, politics, lifestyle, and others (p. 6). The survey proved that technology has affected every single field of life including the field of education. Therefore, most of the teachers and

student nowadays implement or use technology to support their teaching and learning process.

Along with it, the use of technology also becomes a huge encouragement in the teaching and learning process. Most of people use technology to help them deal with their job, hobby, and even school or education. Hence, after the technology take a turn, every single thing becomes easier, especially in term of education. Raja and Nagasubramani (2018) said that technology develop a simple and more interesting way in gaining a new knowledge for student (p. 33). Previously, teaching and learning (education) used to be in the classroom, with activity such as reading and taking a note from a lot of thick books, spending much time in the library, and working on the assessment by answering some questions on the paper inside the class. Meanwhile, McIsaac & Gunawarden stated that in 1800 another type of learning (distance learning, which combine the use of technology and the internet access) was for the first time to help teacher and students at the University of Chicago try to connect the correspondence program in a different place (as cited by Sun Anna and Chen Xiufang, 2016, p. 158). Moreover, by the existence of this experiment, the learning method developed rapidly and various types of learning methods occurred. Therefore, there are numbers of learning methods used in every institution, one of them is blended learning.

Blended learning is well-known as a learning method that is related to technology. Garrison and Kanuka (2004) stated that Blended learning is the thoughtful integration of classroom towards face-to-face learning experiences with online learning experiences (p. 95). Graham (2006) also argued that blended

learning can be identified as two archetypal learning environments where face to face learning usually takes a place inside the classroom and was directed by the teachers who have interaction among the students in a synchronous environment and online learning known as a self-learning. Hence, online learning is between the students and the materials (text-only) environment. Meanwhile, Friesen added that the term blended learning was found and implemented as a teaching method since 1999, and blended learning at first was named by Interactive Learning Centers and turned to be EPIC (Explicitly Parallel Instruction Computing) Learning (as cited in Kurt, 2018, p. 428). Also, this learning combined or mixed the use of electronic learning tools without replacing the conventional learning.

Furthermore, the implementation of blended learning in the teaching and learning process lately becomes more popular, because of its easy application. A lot of people put much interest in blended learning because it supports them to achieve the highest achievement by providing easy access to develop the update learning materials. Valiathan also added that the use of blended learning becomes the solution of teaching and learning process where they can mix and develop the media or material for teaching purposes (as cited by Kose, 2010, p. 2796). Besides, blended learning also makes an efficient environment by combining two different portions where the teaching and learning process can be held through internet-based meeting and usual classroom meeting, so the learning process will be conducted on a wide scale. Furthermore, the things that make blended learning become more popular because it provides a flexible time and place, where the learning process can be conducted at different places with the specified time. This

is in line with Rahman, Arifin, Manaf, Ahmad, Zin, & Jamaludin (2020) "the flexibilities offered by blended learning allow students to have some control over time, place and pace of learning."

According to the researcher's experience as an English Language Education Department student, most of teaching and learning process that conducted at an Islamic private university in Yogyakarta has implemented blended learning as the learning method. Lecturers usually arrange an interesting class by combining the offline class and online class by giving instruction and assignment using some educational platform such as Edmodo, Schoology, e-learning, and others. Therefore, teachers and learners have been familiar with this teaching method. This method also offers some beneficial things in the teaching and learning process. In general context Szadziewska and Kujawski (2017) stated that some of the beneficial things found in blended learning are having an easy process to access materials, tasks, and various resources, and the learners also have more focus and attention during teachers' explanations and better communication with their teachers (p. 3941). Therefore, from the statement mentioned, blended learning can help learners acquire more knowledge and increase their understanding of learning material.

As long as blended learning is a combination of online learning and face-to-face learning, there are some disadvantages occurred while implementing this method in learning process. Furthermore, in general context, Chen and Lu (2013), mentioned there are some challenges using blended learning namely the different background of learners, the network platform function, time and work condition, learning styles of learners, and the ineffective learners' evaluation (p. 29).

Meanwhile, Woodall (2010) also added that by implementing blended learning in the learning process, the students are required to have the high-speed internet connection and the electronic media to support their study (as cited in Kaur, 2012, p. 615).

Moreover, the use of blended learning method in teaching and learning process may give some benefits for students' education, and on another side, it also becomes the challenges for them. Therefore, from the phenomena mentioned above, it shows the researcher's curiosity to conduct this research regarding this research topic about the students' perception of blended learning at an Islamic Private University in Yogyakarta.

Identification of the Problem

Discussing the implementation of blended learning method in learning process, there might be some problems that occurred. Based on the researcher's experience as the students in the English Language Education Department, these problems such as the role of learners or self-regulation, students' perception, network function, and communication issues often occurred. Most of the students participate in choosing this method because of the easy access, the flexibility, and the convenience, but they have lack attention in the self-discipline of themselves. Hence the students become procrastinate on doing their task and sometimes cheating on their friends' task. Therefore, every single student may have a different perception using blended learning between their action or thought in learning and the reality that happened.

In addition, communication issues also frequently occurred because mostly the students have a lack of understanding about the material which becomes

harder for them to ask questions or have a further explanation from the lecturer. However, Woodall (2010) asserted that by implementing blended learning in the learning process, the students are required to have the high-speed internet connection and the electronic media to support their study (as cited in Kaur, 2012, p. 615). Therefore, considering these problems as the data or evidence by investigating the students' perception in the learning process using blended learning, the researcher perceives it is necessary to research in this field of topic.

Delimitation of the Problem

Discussing the problems or obstacles in blended learning, it must be related to students' perception of blended learning. Some the students can manage themselves well and enjoy the class to achieve the new knowledge easily while the rest of them may have difficulty and confusion in the learning process.

Besides, the other problems that commonly occur are the network function where some students may easily to find an up-to-date knowledge and easy to work on their assessment where the rest of it needs to find an appropriate place that has a high-speed network to work on the assessment and find some resources. Meanwhile, there are no other sources as the data except students' viewpoints. In addition, the researcher chooses the title of this research because it can give information to the teachers, students and other researchers about "the problems and the benefits that students face on blended learning". Therefore, the researcher wants to investigate and get detail information about the problems and the benefits of the students' perception of learning blended learning.

Research Questions

This research is intended to answer the following questions:

1. What benefits do students get on the implementation of blended learning at an Islamic Private University in Yogyakarta?

2. What problems do students face on the implementation of blended learning at an Islamic Private University in Yogyakarta?

The Objectives of the Study

Based on the research questions, the objectives of the research are:

1. To find out the benefits on the implementation of blended learning for students at an Islamic private University in Yogyakarta.

2. To find out the problems do students face on the implementation of blended learning at an Islamic Private University in Yogyakarta

Significances of the Study

This research is expected to give a positive contribution to the lecturers, the students, and the other researchers.

For the Lecturers

This research will be able to make the teachers know and understand the problems and benefits of teaching and learning process using blended learning. Besides, this research also becomes an evaluation of lecturers' teaching methods. Furthermore, this research can be an evaluation for lecturers on how they should teach, manage, conduct, and implement the blended learning in students' learning process. Knowing this research, the lecturers also can understand about students' perception on learning process using blended learning so that they are able to give students more explanation and instruction which can help them to be successful in the learning process.

For the Students

The students will know and understand the problems and benefits of using blended learning in their learning process. This research can help the students to get more information about how students can organize their learning process and several benefits or outcomes which they get after using blended learning. Additionally, the information of this research can be an evaluation for students to increase and develop their ability using blended learning. To conclude, the provided information in this research can be useful for students in identifying the benefits that occur while using or developing the learning process with blended learning.

For Other Researchers

Conducting this research, hopefully can give the benefit to other researchers who concern with the students' perception of blended learning. Besides, other researchers can have deeper understanding and easily to identify the problems and the benefits which happen while implementing a blended learning method. Other researchers can use the findings of this research as the theoretical overview of further research. Therefore, by conducting this research, it can encourage the researchers to conduct the research related to the same area of the research.

Organization of the Chapters

There are five chapters elaborated in this research. Those chapters are namely introduction, literature review, research methodology, finding and discussion, and conclusion. Introduction chapter describes the background of the study briefly along with the delimitation of problem, research questions, objectives of the study, as well as the significance of the study. Besides, literature

review chapter talks about related theories derived from experts that can support some statements of the research. In the end of this chapter, the conceptual framework of the study is explained. In addition, research methodology chapter provides the information of how the research is being studied, taken place, and analyzed properly. Furthermore, finding and discussion chapter reveals all the collected data from participants and elaborates the results of the research. Last but not least, chapter of conclusion and recommendation mentions a brief information from the research and puts the suggestions for all related elements regarding the topic of the research.