CHAPTER II

LITERATURE REVIEW

This chapter discussed the theoretical and conceptual framework and previous related research, which the writer used as references and guide in conducting the study.

2.1 Theoretical Framework

2.1.1 Concept Of Blended Learning

Many academics have provided various definitions of blended learning. Sharma (2010), for example, defines blended learning as the combination of two teaching modes, the combination of two pedagogical approaches, or the combination of two technical tools. According to Torrisi-Steele (2011), blended learning is an enhanced form of student-centered learning that is accomplished by combining face-to-face interaction with information and communication technology (ICT) and is made feasible by the harmonious integration of multiple strategy (p. 366).

Based on the preceding definition, blended learning is defined as learning that integrates technology and information-based learning (computer media) with classroom-based learning (face-to-face), in which students learn to control time, place, and ability. Thus, the focus of the blended learning design being the student-centered learning experience, learning methodologies, and implementation tools. Blended learning engages and motivates students to cooperate more actively in learning both offline and online; it also helps students build learning and time management skills in the classroom, according to Shivan, R. et al. (2015) as cited in Frafika, et al. (2018).

According to Thorne (2003). (p. 2) blended learning is a technique of "solving the problems of adapting learning and development to the requirements of individuals by merging the inventive and technological improvements afforded by

online learning with the interaction and participation offered in the finest of traditional learning." In the descriptions above, blended learning can combine the benefits of traditional face-to-face learning with e-learning.

Explanation of the blended learning concept combining learning models has a number of advantages, including the ability to combine the best aspects of direct (synchronous) and indirect (asynchronous). Learners who can self-motivate and control their learning ability wherever, at any time, resulting in student independence.

Husamah (2013), as cited in Sulistiana (2016), there are some advantages possessed by blended learning:

a) Learning is more efficient and effective.
b) The teacher provides enrichment materials via the internet.
c) The teacher's instructions to students to read or complete the pre-lesson tests.
d) Ease of administering quizzes, providing feedback, and effectively utilizing test results for teachers.
e) Teachers can plan quizzes, give feedback, and make good use of test results.
f) Students can exchange files or data with one another.
g) Expanding the scope of learning/training.
h) The simplicity of implementation.
i) Cost-effectiveness and superior results.
j) Adapting to various learning needs and making learning more appealing.

The following are the disadvantages of Blended learning teaching model Husamah (2013), as cited in Sulistiani (2016):

a) The range of required media is wide. Thus, when the infrastructure is not supported, there are certain difficulties in implementing it.
b) Not all students have equal access to the internet and computers, which are essential elements of blended learning. While students will find it difficult

to engage in an independent online study when the network is weak, blended learning requires sufficient internet access.

c) The use of technology in the teaching and learning process is unfamiliar to the learning resources (teachers, students, and the elderly)

2.1.2 Google Classroom As Learning Management System (LMS)

Learning management systems (LMS), which are online web-based systems that function in 21st-century education by making effective and innovative use of technology, are also known as electronic platforms (Zainuddin, 2015). Learning management systems have replaced chalkboards, whiteboards, and overhead projectors as teaching tools in universities in recent years. Learning management systems (LMS), defined as an information system that supports teaching and learning while also performing administrative tasks and facilitating communication between students and lecturers, are now widely used in higher education, both on campus and for distance learners, according to Klobas and McGill (2010).

With the aid of most LMS, which often include videos, courses, assignments, quizzes, tests, forums, scheduling tools, collaborative work, and evaluation systems, learning content may be accessed at any time and from any location. A learning management system (LMS) is typically used in learning activities outside of the classroom in a blended virtual classroom, according to Zainuddin (2015). This type of classroom does not entirely replace traditional classroom settings but rather adds e-learning platforms to supplement them. In higher education, there are two sorts of LMS: commercial systems like Blackboard, WebCT, eCollege, and so on. And for implementations that use open source software, such as Moodle, Edmodo, Sakai, Google Classroom, and so forth (Martin, 2008)

Google classroom is one of the learning management systems used in blended learning in this study. Google classroom is a tool that allows learners and lecturers to collaborate more easily. Additionally, lecturers can utilize it to make and freely give out homework to students in online classrooms (Beal, 2017), and

google classroom requires lecturers and teachers to limit group creation to assignment sharing and announcements. According to Nagele (2017), google classroom offers simple-to-use learning elements with a diverse set of students who can engage, enabling lecturers to build student-centered, collaborative, and memorable active learning.

Google classroom has several advantages, including being paperless, being accessible from anywhere as long as there is an internet connection and from any device, allowing lecturers to communicate with students, providing input to learners, and personalized learning (Muslimah, 2018). Google Classroom simplifies the management of student work for lecturers. It is very useful for both lecturers and learners because it is simple to use.

According to Sorbie (2015), the implementation of a learning management system (LMS) can enhance access to content, assess students' understanding, provide feedback, and promote collaboration and communication in the classroom. As a result of google classroom's ease of use, effectiveness, and environmental friendliness, as well as its ability to encourage collaboration between teachers and students, we can draw the conclusion that it is advantageous to both learners and lecturers.

2.1.3 Concept Of Perception

Organization, interpretation, and interpretation of sensory input are all steps in the process of perception, which helps us to represent and comprehend the environment around us. Perception, according to Schmitz (2009) as cited in Litmanen, Topi & Loyens, Sofie & Sjöblom, Kirsi & Lonka, Kirsti. (2014)., is the act of selecting, organizing, and interpreting data. People use perception to control and interpret the impressions of their senses in order to give meaning to their environment.

In their study, Barry (1998: 48) and Chee (2002) indicate mental awareness, previous experience, knowledge, motivation, and social relationships can all have an impact on an individual's ability to perceive. Perception is the collection of

processes that allow us to perceive, organize, and create stimuli in our environment. The attitudes of a person are ultimately derived from their views.

Slameto (2003: 12) discovered that perception is the mechanism through which the human brain receives messages or information from the environment. The five senses, which include sight, feeling, smell, and touch, are responsible for this relationship. In addition, Leavit (2002) explanation of perception in the restricted sense is right, that is, how to see things. In contrast, perception is often seen as an opinion on how anything should be defined.

The interpretation of sensory input is referred to as the nature of perception. To put it another way, sensation includes detecting the presence of a stimulus, whereas perception includes comprehending the meaning of the stimulus. When we see something, for example, the visual stimulus is light energy reflected from the outside environment, and the eye is transformed into a sense. The visual image of this external object becomes the perception at the time, which is interpreted in the brain's visual context.

Based on the explanation above, the researcher believes that perception is the process of observing something in the brain and interpreting it in the form of ideas or feelings that emerge as a result of the experiences that individuals have had.

According to Robbins and Judge (2013), there are three factors that influence perception as below:

a) Perceiver

   Personal characteristics, including attitudes, personalities, intentions, interests, previous experience, and expectations, contribute significantly to how someone interprets what they see when they examine a target and try to understand what they see.

b) Target

   The target's features have an impact on how it is perceived. In groups, persons who are difficult are more likely to be recognized than those who

are not. The interaction between the target and the background influences perception since the target is not viewed in isolation.

c) Situation

It's also important to consider the context in which we're viewing the object or event. The location, light, heat or situational numbers element can all influence how much attention is paid to an object or event.

Therefore, it can be inferred that a variety of things affect perception; these elements may come into play from the outside of the person themselves. Each person, therefore, perceives a particular object differently, the majority of things observed are the stimuli that are significant and interesting.

According to Robbins (2013), there are two different types of perceptions: positive perceptions and negative perceptions. Negative perception is the self-evaluation of anything negative, whereas positive perception is the self-evaluation of an object positively. The following details how positive and negative views differ:

a) Positive perception leads to a person feeling satisfied with particular objects that are the source of their perceptions, knowledge, and experiences with the objects they observe. The aim of positive affect is to create a mood that ranges from excitement, confidence, and cheerfulness.
b) Negative views result from individual knowledge, lack of experience with the perceived object, and individual dissatisfaction with specific objects that are the source of their impressions. A negative impact creates a mood that includes nervousness, stress, and anxiety.

The explanation of favorable and unfavorable perceptions is based on a person's perceptions of a certain thing because they affect how we perceive things; both positive and negative influences can have an impact on how we behave in the environment. One way that students can evaluate the lecture is by how they perceive it, and the lecturer will be able to determine what the students need to learn through

perception. For lecturers to be more effective in their instruction, the perception study is helpful.

2.2 Relefance Study

Several research has been undertaken in various settings on online learning practices in foreign language classes. Ja'ashan (2015) investigated Bisha University on students' perceptions and attitudes toward learning English through blended learning. The data show that students are satisfied and enthusiastic about learning English through blended learning. This English course's satisfaction with blended learning is due to its role in increasing their English abilities and making the learning experience more entertaining, collaborative, and engaging.

Khadijah and Abeer (2016) researched blended learning using Doroob as learning management system in The Technical and Vocational Colleges (TVTC). According to the findings, TVTC students had highly positive opinions of learning English in the newly implemented blended learning environment. This good perception is connected with various elements, including the benefits of blended learning, the ease of the system, the instructor's features, the depth of the information, and the applicability of the learning activities.

Al Zumor et al. (2013) used Black Board at King Khalid University to investigate EFL students' perceptions of the benefits and drawbacks of a mixed learning environment. Their quantitative results revealed favorable attitudes on the advantages of studying English in such a setting. They also discovered that blended learning has helped students expand their reading possibilities, increase their vocabulary, and improve their use of learning methods such as metacognitive, affective, and social strategies.

The preceding study found that students' basic computer and internet skills appeared to contribute to students' positive opinions of blended learning. Wright (2017) studied student preferences for each style of learning at a Malaysian university to further research this problem. According to the data, less than 5% of the 112 students chose a combination of learning modes, 50% preferred face-to-

face class meetings, and 37.5 percent preferred online lessons. Students said they chose the face-to-face learning approach because they can obtain a deeper understanding through this conventional learning technique, which provides direct access to teacher assistance and guidance.

The study by Sorbie (2015) is titled "Exploring Teacher Perceptions of Blended Learning." This study aimed to understand how teachers make use of learning management systems (LMS), what challenges they face, and how LMS impacts the teaching and learning process. Twelve instructors participated in a qualitative study using the resigned design, and information was acquired by a questionnaire, three observations, and written records. The study's conclusions demonstrate that blended learning enables students to take part in and cooperate in the educational process. Tools are helpful for organization, engagement, and individualization, but teachers who employ blended learning are frustrated because they cannot allow their students to access gaming websites during class.

Then, in a study on "Undergraduate Students' Perceptions Of Blended Learning Through Instagram in English For Business Classes," Sari M. Fatimah and Wahyudin Y. Achmad (2019) did research on blended learning methods. The purpose of this study is to find out how students feel about learning English and using Instagram in their English for Business class. The participants in this study were 116 undergraduate students who studied the General English for Business course at Universitas Teknokrat Indonesia's Faculty of Engineering and Computer Science. The study used a mixed-methods approach, with data collected through observation, questionnaires, and interviews. The results of this study indicate that most students have a favorable opinion of using Instagram for studying since it affects their motivation, engagement, and attitude.

In contrast to Spanish classes, Perez and Alastuey (2013) looked into the effects of fully integrating blended learning into the teaching of English for all skills. According to research, students in Spanish who have only been partially exposed to the blended learning approach report that their receptive skills have

improved more, while students in English classes where blended learning is fully integrated into teaching report that it has a greater impact on improving their productive skills. The combined learning technique was viewed favorably by the participants as a whole, and this study emphasized the need for training as well.

Guangying (2014) carried out an experimental study on the implementation of blended learning to enhance speaking and listening abilities in China. While the control group received standard instruction, the experimental group was taught using a blended learning strategy. The experimental group outperformed the control group in terms of exam scores, according to the results of the participants' performance on four standardized language exams. The blended learning approach does improve the students' academic performing in listening and speaking.

Schechter and Macaruso (2015) ran an experiment to see if the blended learning strategy may help students with poor socioeconomic levels improve their reading skills. By comparing participants' performance in the before or after reading exam, this study intends to describe the influence of the blended learning technique. The findings imply that individuals in the treatment group who were exposed to a blended learning method outperformed those in the control group on traditional reading evaluations. The findings revealed that a blended learning method could help low-income students improve their reading skills.

øúigüzel (2014) investigated the relationship between learner motivation and blended learning approaches in a study. Participants in the experimental group took German classes that used a mixed language learning strategy, while those in the control group took regular German classes. The study's findings revealed that the experimental group was more driven and described higher levels of academic performance.

Jee and O'Connor (2014) looked into how blended learning affected the performance and engagement of second language learners. The study's results showed that participants who got synchronous and one-on-one tutoring were more

engaged and outperformed those in the group who just engaged in independent learning.

The research was conducted by Shahrokni and Talaeizadeh (2013) to ascertain how students felt about blended language courses. According to data gathered through five chats, five forum interactions, and five interviews conducted during the implementation of the blended language course, the participants had positive attitudes toward the blended language learning experience and claimed that they were able to make up for the shortcomings of face-to-face teaching with the help of the blended language course.

Chen (2015) conducted a study on the opinions of students on blended language instruction. The asynchronous computer-mediated voice forum, which was incorporated into a tertiary English conversation course, was studied from the participants' points of view using an open-ended questionnaire, a blended learning satisfaction questionnaire, and semi-structured interviews. The findings indicated that the study's participants had favorable evaluations of blended learning situations. A number of studies have examined how students perceive blended learning as well as how it affects students' skill development.

Several past studies on learners' perceptions of blended learning have produced varied results, and they have used different methodologies to obtain the data. However, almost all previous studies found that students had positive perceptions of blended learning. Learners can improve their English skills, such as reading, listening, and speaking, through blended learning. Not only that but the blended learning approach is often regarded as effective because students may learn from anywhere and use the blended language course to compensate for the disadvantages of face-to-face instruction.

However, there are research shows that learners prefer the face-to-face learning approach since it allows them to gain better knowledge and provides direct access to teacher help and guidance. The conclusion is, while the object of research is the same in both cases, learners' perceptions of the blended learning method, the

outcomes will differ due to a variety of factors such as the different participants, the data collection technique, how the researcher collects the data, and the most important factor, how the teacher or lecturer applies the blended learning method to the learners.