CHAPTER II
LITERATURE REVIEW

A. Perception

1. Definition of perception

        In this study, the researcher discussed students' perceptions of the implementation of blended learning in English Language Teaching (ELT). Students' perceptions of blended learning can be seen from their motivation, independent learning, and their satisfaction in participating in blended learning. According to Toha (in Asrori, 2020), one of the factors that influence individual perceptions is desire or hope and motivation. If the expectation or motivation is good then the perception is also good but if the expectation or motivation is not good then the perception is also the same.

        Perception is the process of interpreting the stimulus received by the five senses into an understanding. The brain translates the stimulus received from the five senses to produce an understanding that can affect the way individuals behave or respond to a stimulus.Perception is about personal experiences through the five senses and feelings (Matthen, 2015). It is about what a person sees, hears, and feels in learning activities (Bruno, 2002). Human perception is defined as the result of different points of view in the senses. There are those who perceive that something is good or positive or negative perceptions that will affect visible or real human actions. This indicates that each individual will have a different point of view or perception even though they are in the same learning conditions because the stimuli received may be different and interpreted in different ways. Perception is not only influenced by objective characteristics but also by expectations and previous experiences. When learners get a stimulus, they tend to compare and match the stimulus with a concept or experience in memory. In the process, they also carry out a matching process with their expectations or ideal description of a certain

condition or situation. Based on the statement above, it can be concluded that students' perceptions in learning are in the form of students' opinions about what they experience and feel in learning activities. A good perception determines the success of learning. Therefore, students' perceptions are needed to find out how to implementation of the blended learning method in English language teaching so far. Students' perceptions determine what actions can be taken to make the quality of learning even better.

2. Aspects of perception

To find out students'perceptions, the researcher used the same question aspect as the journal entitled: teachers' perceptions of writing scientific papers in the Sekadau district (Aunurrahman, et al. 2019.).

Table2.1

The Aspect of Perception

Aspects	Description	Example
Understanding	To determine the extent to which students understand the implementation of the blended learning method in English language teaching (ELT)	Judging from one's mindset to be able to understand, if someone already understands it will be seen from the actions and results.
Expectation	Through hope could lead to efforts to improve the quality of learning	Judging from the motivation, if one's motivation better then expectations are good too.
Criticism	To find out the deficiencies that exist in the implementation of the blended learning method in English Language Teaching (ELT)	Judging from sensitivity, how sensitive a person to what they are feeling, what is lacking and could eventually give it a criticism.
Suggestions	To make the quality of learning better in the future	Judging from what someone needs, if someone needs something they will definitely suggest getting that something.

Adopted:Aunurrahman, et al. 2019.

With an explanation of the aspect of perception, it can be easier to know what is discussed in this perception. And it turns out from the explanation above that there are only 4 aspects of perceptions of the implementation of blended learning, namely understanding, expectation, criticism, and suggestion. That way it's easy to know the realm.

B. Implementation

1. Definition of Implementation

The implementation in this research is focused on the blended learning method which is implemented to the tenth-grade students of SMAN 1 Selimbau. Implementation is an activity carried out by planning to achieve the objectives of an activity. Implementation is not just an activity, but a planned activity to achieve the objectives of the activity (Murestiyanto, 2019). According to Viennet & Pont (2017), implementation aims to implement something in the educational process by several policy objectives. It is similar to the implementation of the blended learning method in the focus of this research, which also certainly has a purpose. The purpose of the implementation of blended learning in English Language Teaching in this study is to help facilitate the teaching and learning process in various eras so that they do not experience difficulties and obstacles. The implementation helps reveal "what" is going on, respond to a specific problem based on a specific context (Signed, 2017).

From the description above, it can be concluded that the implementation is a plan and response activity to achieve a specific problem in the educational process. An example in the educational field is the implementation of blended learning which can be applied in various eras.

2. Procedures of Implementation of Blended Learning

There are six stages in designing and implementing blended learning so that the results are optimal, including (1) determining the type

and material of teaching materials, (2) determining the blended learning design used, (3) setting the online learning format, (4) conducting a test on designs are made, (5) carry out blended learning properly, and (6) prepare evaluation criteria for the implementation of blended learning (Sjukur, 2012: 368-378).

1. The benefits of implementation of Blended Learning

According to Wijoyo (2020: 4) there are several benefits in implementing this blended learning method, including: 1) Learning activities can be done in other places so that time is more efficient. 2) It can facilitate learning activities, because with this learning students can be more cheerful and save energy. 3) The budget for learning can be more efficient because in their activities students usually report on paper and trips to learning locations can be allocated to other places.

With the benefits presented by the experts, it can be seen that there are many things that can be considered for implementing blended learning so that it can help teaching and learning activities to be better in the future and not experience obstacles.

C. Blended Learning

1. Definition of Blended Learning

According to Rusman and Riyana (2012: 303), blended learning is a combination of different learning approaches, blended learning is a teaching and learning strategy that aims to achieve learning objectives by combining face-to-face learning with IT (information and technology), based learning that is carried out online (Widiara, 2018: 50-56). The use of technology-based media allows learning to be more varied so that it is not boring (Dwi Irmawati, Sriyono, 2012). One example is the combination of the use of web-based learning and the use of face-to-face methods that are carried out simultaneously in learning.

In addition to blended learning, other terms are commonly used and have the same meaning: mixed learning, hybrid learning, blended e-learning and melted learning. Stein and Graham (2014: 12) states that blended learning is a combination of onsite (in face-to-face) with online experiences to produce effective, efficient, and flexible learning. Thus, the blended learning methods that the teacher can implement in the classroom according to the needs of the students can be used in English Language Teaching (ELT) that engages the students in the learning process and helps them to develop skills of critical thinking as well as language skills.

From the explanation above, it can be concluded that there are many advantages of the blended learning model depending on the teacher's actions in the teaching and learning process. This modeling can be successful if the process and the selection of the right method are directed at students. A number of research results show that the Blended Learning learning model has a positive influence on learning, starting from the teaching and learning process learning motivation, and student learning outcomes (Banggur et al., 2018).

2. The purpose of Blended Learning

The purpose of blended learning is to provide the most effective and efficient learning experience. The elements of blended learning-based learning combine face-to-face and e-learning which has six elements, namely (a) face-to-face (b) application, (c) independent learning, (d) tutorials, (e) collaboration, and (f)) evaluation (Amin, 2017: 58).

Through the existence of purpose, the activity can be directed and planned corresponds to what has been set. So that, they know what they want to do, what they want to achieve, what the target is. This makes the activity can be a real conceptualized.

3. Strength and Weaknesses

According to Marsh (2012, P.4-5), blended learning strengths: (1) supports and promotes independent and collaborative learning; (2) place for a variety of learning styles; (3) delivers a flexible study at any time or everywhere to meet the needs of the students.

The weaknesses of using the blended learning method are (1) The media needed is very diverse, making it difficult to implement if the facilities and infrastructure do not support it; (2) Unequal facilities owned by students, such as computers and internet access. Whereas in Blended Learning adequate internet access is required, if the network is inadequate, it will be difficult for participants to follow independent online learning; (3) Lack of public knowledge of the use of technology (Riyan Maulana, Daiyul Ma'ruf, 2020: 54-61).

The solution for blended learning weaknesses, namely: (1) A consistent schedule of blended learning is needed, so it has time to prepare and complete the facilities and infrastructure; (2) If there are obstacles, such as computer facilities and Internet access, which prevent from participating in the learning process, they must first make an attendance replacement agreement; (3) Before implementation of blended learning, it first provides explanations and tutorials on how to use the media as well as the applications that will be used to avoid confusion. From here they can get the knowledge about the use of technology.

D. English Language Teaching

English Language Teaching is a way for teachers to teach English to students by emphasizing English language skills through writing, reading, listening, and speaking. Language skills such as speaking can create interaction in the classroom. Thus, the teaching carried out by teachers in the classroom can be practiced by students in the school environment and becomes a habit that is formed in students to be practiced in the community. The teacher acts as a learning guide, motivator, and facilitator in teaching.

In teaching English there are several supporting components such as the subject matter taught by the teacher to students and the learning process itself. Not only in English, in other teaching as well. In English Language Teaching there are several methods that teachers can apply in the classroom based on students' needs, and may be used in teaching to involve students in the learning process and help them develop critical thinking skills as well as language skills. Eric (2013) states that several methods that teachers can use in teaching English are authority, demonstrator, facilitator, delegation, and hybrid or combined.

E. Previous Research on Blended Learning

1. Review Previous Research

    In this study, the researcher takes reviews of the related literature from the other thesis for comparison:

1) "The Application of Google Classroom for Blended Learning in English Teaching at Universitas Sulawesi Barat" By Haekal Fikri.

    This study is descriptive qualitative research that aimedto find out the application and students' attitude using Google classroom for blended learning in English teaching.

    The results of this study indicated that the lecturer has used the blended learning method in learning very well. Google Classroom also increased students' motivation because it is easy for students to send the assignments and get material. There are two challenge factors in using Google Classroom. The first is the facilities factor and the second one is the student factor. The lecturer provides alternatives in the form of the use of a blackboard if there are obstacles such as internet access. Then, students also sometimes have to look for alternative networks such as the wifi.id corner to send assignments.

2) "The Implementation of Blended Learning in Teaching Listening to the First Year Students of English Education Departement at University of

Nusantara PGRI Kediri Academic Year 2015/2016" By Tri Setiyoningsih.

This study is descriptive qualitative research that aimed to know how the implementation of blended learning in teaching listening to the first-year students at the University of Nusantara PGRI Kediri.

The results of this study indicated that the implementation of blended learning is effective learning in teaching listening to develop students' listening skills. The lecturer can solve the students' problems with a group discussion. In a group discussion between less concentrated students, they may be assisted by other friends who understand.

3) "The Effectiveness of Blended Learning in English Speaking Skill for Undergraduate Students in the Era of Industrial Revolution 4.0" By Desvita Sari.

This study is qualitative research that aimed to find out how the Individual Rotation Model (IRM) of blended learning improves students "English speaking skill achievement by using the Learn Social platform and to find out the students" perceptions after blended learning implementation.

The results show that actually, the IRM of blended learning improves the English speaking skill achievement, especially in the components of speaking skill namely, vocabulary, grammar, and comprehension, and is effective to be implemented for undergraduate students in the era of the industrial revolution 4.0.

4) "The Use of Schoology as A Blended Learning Platform in Teaching Writing" By Hardiansyah.

This study is aimed at investigating the use of Schoology as a blended learning platform in teaching writing. It examines whether the use of Schoology affects the students' writing ability and also portrays how Schoology as a blended learning platform is implemented. This study is both quantitative and qualitative.

The results of this study indicated that the use of Schoology as a blended learning platform is effective for teaching English, especially for teaching English writing. The platform can be used as an alternative to developing students' writing.

5) "Using Blended Learning Model in Teaching the Second Grade Students Reading Comprehension of Exposition Text at SMA Yapip Makassar" By Nurul Azizah Alnuari.
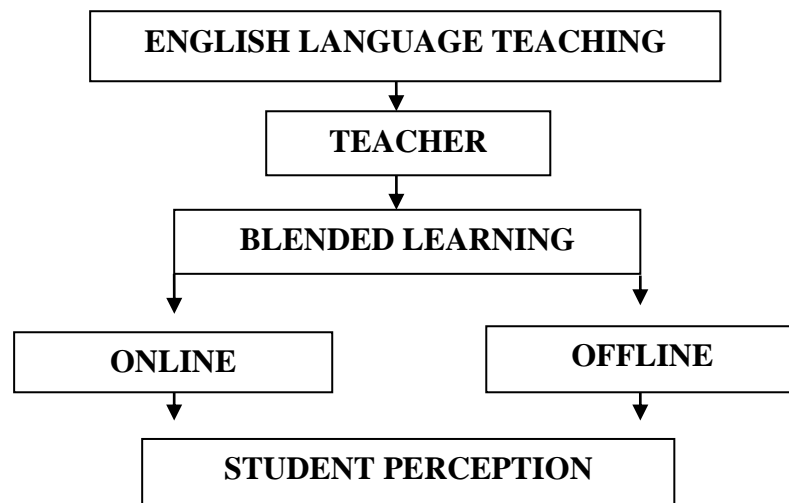
This study is quasi-experimental aimed to find out the effectiveness of blended learning model for developing students' reading comprehension of exposition text with two research objectives: to find out whether using blended learning model is effective for developing students reading comprehension of exposition text and to describe the influence of blended learning model in teaching students' reading comprehension of exposition text.

The results of this study indicated that using the Blended Learning Model was effective to improve reading comprehension at the second-grade students of SMA Yapip Makassar because the blended learning model has some advantages such as each student can be directly involved in answering a question given to them in the form face to face learning in the classroom, secondly, it can increase the students' activity with using e-learning in outside classroom. Thirdly, it can help to avoid students' be bored during the teaching-learning process, and the blended learning model can motivate and encourage students to be more interested and enthusiastic in learning English.

Based on the previous research, the researcher can conclude that it is required to know the students' perceptions of the implementation of blended learning in English language teaching of the SMAN 1 Selimbau. Previous research discusses the blended learning approach can assist English language students to improve their learning skills by using technology. What distinguishes this research from previous research is that this research will focus on students' perceptions of the

implementation of blended learning in English language teaching (ELT).The researcher hopes that this research will be able to contribute in the aspect of education and also make a good contribution to the school.

F. Conceptual Framework

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        │     BLENDED LEARNING           │
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  │     ONLINE       │      │     OFFLINE      │
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        │     STUDENT PERCEPTION         │
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Picture 2.1 Conceptual Framework

The conceptual frameworkabove describes the research to be carried out by the researcher. In English learning, the teacher is a facilitator and uses the blended learning method in the form of online and offline learning. The study describes students' perceptions of the implementation of the Blended Learning Method in English Language Teaching (ELT). Students' perceptions can be used as evaluation material for teachers, so those teachers can implementnew or best methods according to student needs, such as the Blended Learning method.