# CHAPTER I

# INTRODUCTION

This chapter consists of the background of the study, identification of the problem, limitation of the problem, formulation of the problem, objectives of the study, and significance of the study.

## 1.1.    Background of the Study

In higher education using Information and Communication Technology (ICT) tools are constantly evolving and developing. Therefore, Universities are not surprisingly, investing in ICT tools to meet the technological demands of today's world (Venkatesh, et al., 2014).  Chen (2011) argue that ICT provide a flexible self-paced learning for teachers and students to improve collaboration, interaction, and participation in their learning activities, and support them to create constructive learning environments that will makes the education more interactive. Moreover, Zhang & Han (2012) explain the new system in College English Curriculum Requirements (CECR), claims the new teaching model should be facilitated by information technology, and implementing teaching learning process by using technology. In addition, learning English language will be a certain extent and teaching is only to teacher-center and become passive but students will be more active and collaborative. The new requirements emphasize that the new model should be integrated into the strengths of the traditional classroom teaching with combine of E-learning and the advantages of employing modern information of technology.

Bonk & Graham (2006) explain blended learning is a part of teaching strategies to combine a traditional learning and online learning by using technology. It means that blended learning method is the one part of ICT that related to the application tools that represent some possibilities to change the style of teaching-learning strategy. Liu (2013) found there are many potential benefits for education by using blended learning approach, such as engages students' in a learning experience, flexible learning and it can increase students' interaction with each other. Those become supporting over traditional learning to provide motivation and autonomy for learners, and also support students with detailed feedback and reducing anxiety. Hammel (2006) also argue that using new technologies offers new possibilities to cater for individual learner needs. For instance, learners now can receive personalized and timed feedback whenever they demand.

Moreover, the lack of interaction between students and teachers is one of the main problems in learning process (Mory, 2003). It is because of the limitation of learning time in the classroom, and it can be influence in giving and receiving feedback by the students and the teacher during learning process. Additionally, Al-Naibi et al., (2018), explains that teachers usually complain of the limited time to teach students through all the stages of writing process and the teachers also argue that they do not have much time to improve students' writing and to receiving feedback. Furthermore Mory (2003), explain that feedback can be considered as an important to support mechanism in a variety of educational contexts. It consists of stimulating or corrective information about students' task

are performing in more traditional education, feedback is often handled by teachers that provide students with tailor-made information in direct face-to-face interaction.

According to (Liu, 2013) argue that blended learning is indicated can enhance students' interaction with each other as well as with their teacher. And it can encourage students to be motivated and become autonomous learners to improve their writing abilities. Furthermore, it provides opportunity to the teacher and students can obtain immediate feedback from each other, and it is more helpful for both to overcome time constraints inside teaching learning in classroom. Additionally, Challob et al., (2016) mention the application of blended learning for teachers and FL/SL learners are provided with multiple tools for interaction and discussion, and it becomes a better provides flexibility of learning, self-learning and interactivity derived from an online component of BL. In addition, BL affords collaborative work and immediate feedback and spontaneity gained from conventional teaching.

So and Lee (2013) argue learning in different situations are expected to motivate students to learn effectively and able to continue their exercise in another situation. It becomes provider for supporting students with learning flexibility and comfortable learning opportunities to learn and practice with their classmates and able to interact with the teacher continuously. These learning opportunities can be performed in leisure time and comfortable place. It can be used to manage the time and the solution of time limitation of English lessons in a traditional face-to-face classroom. According to Garrison & Kanuka (2004), suggest that blended

learning is a teaching strategy that has an acceptable pedagogical approach in learning, and also has the potential to transform learning process in higher education. In addition, the application of blended learning approach can increase students' performance in learning especially learning English it has been proved by many researchers. For example according to Challob et al., (2016), of their research about "The Influence of Blended Learning on EFL Students' Writing Apprehension and Writing Performance", found a positive result in successfully of using blended learning to students' writing performance. They found the significant result of the pre and post- writing tasks. The research showed most students have improvement to their writing ability and performance as a result of the BL implementation of writing course that students undertook in the semester. In addition, traditional learning activity also helped students to provided constructive feedback from their teacher to produce a well-written and organized essay. It makes students more interactive in online and traditional learning activity in do all stages of the writing process by receiving immediately feedback from their teacher.

Considering the phenomena that mentioned above, this study aims to capture the students' process in perceiving feedback in the application of blended learning in higher education. This study shows different ways from previous research that only focus on students' perception in feedback process by using the asynchronous blended learning approach, as an instructional strategy in academic reading and writing (ARW) class in Indonesian higher education.

## 1.2.    Identification of the Problem

An important issue that needs to investigate is the problematic of learning English especially the perceiving feedback for SL/FL students. That researchers claim that feedback can be considered as an important to support mechanism in a variety of educational contexts. It consists of stimulating or corrective information about tasks students are performing in more traditional education. Feedback is often handled by teachers that provide students with tailor-made information in direct face-to-face interaction. The important aspect that makes obstacle to the failure of the process of giving and receiving feedback is caused of the limitation of learning time in the classroom. As the result students have limited time to discuss with their lecture and have limited time to give and receiving feedback in detail during lesson. Furthermore, lecturing and teaching techniques should also be changed. Teaching-learning those only rely on traditional learning or face-to-face classroom judged not effective and too monotonous because of the demands of the era for education have to involve technology in teaching-learning process.

In another important aspect, there still have many problems to the students in using technology. The students' ability in using technology should be an attention such as; how students utilize the technology and the students' ability of concept using technology during their learning process. The last aspect is prospected to know more about the students' process in perceiving feedback of blended learning application, their experience and their learning outcomes. This research addresses above-mentioned questions within education context.

Meanwhile, this study mainly focused on blended learning application in feedback process as its particular context.

### 1.3. Limitation of the Problem

This study is limited with several variables. In term of focus, this study is limited to Academic Reading and Writing class in 4$^{th}$ semester, administered in English Language Education Department of Islamic University of Indonesia, Yogyakarta. In term of focus, this study examines students' process in perceiving feedback of blended learning application.

### 1.4. Formulation of the Problem

Based on the identification and limitation of the problem, this research was conducted to answer a question as follow: How do students' process in perceiving feedback of blended learning application?

### 1.5. Objective of the Study

The aim of this study is to investigate the students' process in perceiving feedback of blended learning application at English Language Education Department of Islamic University of Indonesia.

### 1.6. Significance of the Study

The expected of this study will contribute to the following aspects: The first for Students, this study introduces and promotes students in process of receiving feedback through blended learning. In addition, this research takes into consideration student experience, interests, and attitude with the support of traditional learning and the use of technology and online tools. Second, for the

teacher to find a different method for her/his learning and also to create an interesting lesson by using blended learning. The third, for the institution, it can be adopted by the institution to involve and support education and school to utilize the technology in other aspects. The last for the researcher, it can be an idea to solve the educational problems especially in Indonesia and become as references.