

CHAPTER II

LITERATURE REVIEW

In this chapter present the theories related to the title of the research. This chapter consists of literature review, review on relevant studies, and theoretical framework to understand the research comprehensively.

2.1. Blended Learning

Blended Learning (BL) has been used in higher education to increase the frequency of academic and corporate circles. Zhang and Han (2012) explain that blended learning able to support students self-motivated and self-paced learning as the characterized by integrating online learning with traditional face-to-face learning. According to Thorne (2003) argues “Blended learning is the most logical and natural evolution of our learning agenda”. It suggests blended learning has the potential to change the learning paradigm. In addition, Thorne (2003) explains blended learning represents a very real step for individual to gain opportunity to study in a wider environment and provide freedom for them to do the progress in the flexible environment. Furthermore, Bonk & Graham (2006) explain blended learning is the combination of traditional face-to-face instruction with computer-mediated instruction.

Moreover, involve technology-enhanced learning through web pages supports learners by such ways as facilitating and providing feedback or assessment, thereby it can be improving learning effectiveness (Shih, 2011). In addition, blended learning has significant portion of learning activities that have

combined traditional activities to online classroom that provides flexibility in teaching-learning process. Kaplanis (2013), Argue Blended learning greatly affects to the way feedback is facilitated. It means that blended learning allows the students to be more flexible in analyze the feedback of the teacher at home. The teacher can provide the feedback to learners in the physical environment, simply by using information from within the learning management system, in the forms of a report or automatically generated feedback without wasting valuable time from the class. Thus applications of blended learning give learner opportunity to improve their learning progress by utilizing the feedback. So, the teacher needs to make use of both the right tools and blended learning methods to prepare feedback, in order to assess learners' performance to handle limited time in class.

In addition, blended learning is the thoughtful integration of classroom face-to-face learning experiences with online learning experience. There is asynchronous (text-based Internet) learning activities as a transformation stems from the ability of online learners to be both together and connected to a community of learners anytime and anywhere, without being time, place, or situation (Garrison & Kanuka, 2004). According to Wilson & Smilanich (2005), blended learning is used to describe e-learning combined with additional training solutions such as aids, on training, or mentoring. Furthermore, Wilson & Smilanich (2005) argue the blended learning provides training solution between teacher and the students that allowing for clarification of points and quick response to the questions and also provides immediate feedback to the learners on their skill development.

All definitions and argument have been mentioned by experts above, it can be concluded that the experts have similarity in considering blended learning as a strategic integration between face-to-face and online learning. Blended learning generally means the application of two or more methods or solutions to a learning need. Moreover, Blended learning is an innovation of teaching method that offers students with a flexible teaching environment. It becomes learning solutions as aids on teaching or mentoring. Furthermore, blended learning as a tool to handle limited time in class. The teacher can utilize feedback and instruction through face-to-face learning and supported by the presence of online activities that allow students to gain more understanding of their learning.

2.1.1. Blended Learning Approach

In reality, the principles of blended learning approach are not different from any other form of learning. According to Thorne (2003), in his book explain about “An Approach to Blended Learning”, he mentions some key criteria that makes blended learning approach is different with another learning approach as follows:

1. Identifying the core learning need

In this part, the implementation of blended learning identifying the importance of designing the learning become more appropriate for each individual. Blended learning provides a great opportunity to adjust the learning necessary. These involved the monitoring of teaching-learning process become flexible. It can be said students’ activity can be monitored in every situation. It becomes an opportunity to increase the teaching learning process and gaining

learning experience to use a variety of media to suit differing needs. Those are related to underpinning skills development, for example communication skills such as questioning, listening and receiving feedback. It is important to help learners to be more active in class by asking question directly in the classroom. This knowledge is enhanced and developed through feedback. In terms, for coaching process and receiving feedback will be practice by supported of integrating some tools and techniques.

2. Recognizing the different learning styles

This term include the learning style of people. People have a different learning style. Thorne (2003), argues blended learning provides a variety of learning style solutions. In addition, students are able to find their learning style trough different situation without limited by learning in the classroom, it can also affect to students' awareness in learning. in addition, Keshta & Harb (2013), explains that the factors such as learners' individual differences, personal characteristics and learning styles have significant impacts on the learning environment. For instance, the learners who have difficulty in establishing communication in the classroom environment find it easier to communicate in the electronic environment. Blended learning considers the different learning styles to each other and the factors to take into consideration in the way that people prefer to learn (Graham, 2006).

3. Being prepared to offer follow-up coaching support

Blended learning provided learners with the opportunity to integrate technology in their learning. Especially in online learning involve students to get coaching support. It means students able to get peer support teams or different tutors linked in traditional and online classroom development. More over blended learning conducted via the computer (e-learning) can provide training for a diverse student, allowing them to participate in training on their own schedule. E-learning also help students to meet with other friends in other places that is possible to add the coaching support with the other people who more experts (Wilson & Smilanich, 2005). When Learners need for supporting, they have access to the most appropriate person available for them. It could be a line manager who starts the process and continues to monitor progress throughout the individual's development.

4. Setting up a monitoring process to evaluate the effectiveness of the delivery

Monitoring process to evaluate the effectiveness of the delivery is important in the beginning for learners' needs of their task and that measure any success in application of blended learning. In traditional learning, there should be support students participation to be more active to response the learning objective of the feedback from the teacher (Thorne, 2003). That is becomes the typical self-regulated strategies by the students which include monitoring of learning, development of comprehension of assessment criteria for academic tasks, reviewing material before and after classes, note-taking and summarizing, and

reflecting on learning (Venkatesh, Croteau, & Rabah, 2014). It could also be extremely valuable to test out the approach on students who have been habitual with a more traditional method. It can encourage the learner to take action by asking the question and receiving feedback from their teacher or their peer after getting knowledge before come in the class.

From some categories of blended learning approach based on Thorne (2003) above, it can be concluded that aspects are important for blended learning context. An approach of blended learning integration can influence students and teacher to be more flexible in their learning process. The other important aspect is that BL can help learners to recognize the appropriate learning for them. Students able to prefer the appropriate learning for students to develop their knowledge and improving skill based on their learning style. The knowledge can be enhanced and developed through the effectiveness of the combination of F2F and online learning process (Wilson & Smilanich, 2005). In this case students can interact and getting feedback directly in the classroom or in online section. The students can elicit feedback by asking direct questions to the teacher either during or immediately after the class. That is to gather deep information for students' effectiveness (Venkatesh, Croteau, & Rabah, 2014).

2.1.2. The Advantages of Blended Learning

There are some reasons of blended learning approach can be beneficial and has a better effect in learning English. According to Graham (2006), he identifies the following six reasons for using BL: (1) Pedagogical richness, (2) Access to knowledge, (3) Social interaction, (4) Personal agency, (5) Cost-

effectiveness, (6) Ease of revision. Of these six reasons, Graham, Allen & Ure, 2003 as cited in Graham (2006) they reviewed in three reasons why blended learning is chosen, as follows:

1. **Improved Pedagogy**, blended learning approaches improved the level of active learning strategies and focus on teacher peer center learning strategies and learner-centered strategies. It is also students' available getting information independently.
2. **Increased Access and Flexibility**, BL provide flexibility learning for the students. Many learners getting connect with the wide environment and getting access information possibly that they did not find in a F2F classroom.
3. **Increased Cost Effectiveness**, BL systems provide an opportunity for reaching a large, globally dispersed audience in a short period of time with consistent, semi-personal content delivery. That is in higher education find the solutions for higher education to increased cost-effectiveness.

In addition, Wilson & Smilanich (2005) mention some advantages of blended learning in teaching learning process is Widened Reach of Training; it means that BL offering a single method to deliver a material with unlimited reach. It has been offered by alternatives classroom training allows those who cannot be physically present in the classroom to have access in learning. Graham (2006) also explains Blended learning is useful for learning communication and social interaction between teacher and students in face-to-face and online learning. In the classroom

learning center is appropriate when students who require the English skill, knowledge, or information and available to deliver their content in the classroom. Moreover, classroom learning center is also appropriate when there is a desire for improving teacher's performance when there is feedback or knowledge that has to explain to the students directly in the classroom. Additionally, soft skills or other skill development requiring practice and face-to-face feedback are excellent choices for learning process in the classroom (Wilson & Smilanich, 2005).

The advantages of BL mention above conclude that Blended learning can support students and teacher to be more flexible in interaction each other without being limited by the classroom. In addition, blended learning can guide students more flexible to find out the resources and knowledge for their writing assignment in the wide world. Furthermore, blended learning fulfills students' needs to have different learning style. The students are flexible to prefer the comfortable zone to do their writing assignment and to develop their ideas and knowledge in the best environment or appropriate situation. Additionally, the integration of face-to-face learning is also appropriate for students and teacher to enhance their interaction and communication through feedback of the teacher that can be guided their incomprehension of the instruction and explanation in online learning. And then, students also can fulfill their understanding which is felt to be lacking in online learning.

2.1.3. The Challenge of Blended Learning

Although there are many advantages of using blended learning for teaching-learning process. However, it cannot be denied that implementation

blended learning has been challenging in teaching-learning process. In this case, the challenges of blended learning implementation have become common and often overlooked. Based on Hofmann (2014) & Winstead (2016), explains some categorize of blended learning challenges as follow:

1. **Managing and monitoring participant progress** can be the most difficult challenge to address because they do not have a strong understanding of what they have completed and they lack to understand the instruction and the feedback indirectly.
2. **The technology challenge Infrastructure** as like the internet connection becomes a problem in developing country, especially for EFL/ESL country to use blended learning in education. A slow internet connection may hinder the provision of giving information, materials and giving instruction.
3. **The plagiarism and credibility** become the one of obstacle in using BL. Naturally, in the online class offer Internet friendly, it can affect the students able to do citing or do plagiarism in many websites and also to their friends' work without monitoring and controlling by the teacher. As a result, that may affect fair assessment for students and the quality of coursework become declining.

Blended learning has been challenging for the teacher and students in technical or non-technical aspect. In addition, the technological challenges become the main aspect that makes blended learning process is not optimal. This obstacle is often found in some countries, especially in EFL and ESL country. The

knowledge of implementing technology in learning by students has been developed especially for online class to minimize cheats and other obstacles such as giving instructions material feedback and resources must be valid (Winstead, 2016). The Managing and monitoring participant progress can be the most difficult for teacher especially in online section because is not easy to give students ability to understand the instruction and the feedback indirectly. Hofmann (2014) argue students do not understand from receiving feedback of the teacher they what work needs to be completed by when. It makes traditional learning still dominant compared to online learning.

2.2. Feedback in Learning

Hummel (2006) explains feedback in learning is an 'umbrella concept' that entails several meanings of information. Feedback has an important role that can influence to students' knowledge in gaining rich information and experience during learning process. In addition, Schartel (2012) explain feedback is an integral part of the educational process. The effectiveness feedback is delivered in an appropriate setting to focus on performance which based on direct observation or objective perspective, and it is delivered by using neutral and non-judgmental language and identifies actions or plans for improvement. For best results, the teacher as the deliver and the students as the receiver of feedback must work in continuously. Both delivering and receiving feedback are skills that can be improved with significant training. The teachers have a duty to provide meaningful feedback to learners (Murphy & Cornell, 2010). According to Fernandez & Hurd (2014), feedback is a gap between the actual and the desired

levels of performance. It means that the distance makes feedback less immediate and less frequent. Learners should not only be told whether they getting the feedback only, but also be stimulated by providing a correct feedback or become positive reinforcement to stimulus when they need more information. Mory (2003), also explains feedback can be considered as an important of the supporting mechanism in a variety of educational contexts. It consists of stimulating or corrective information about students' task that 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. Additionally, Murphy & Cornell (2010) argue that feedback can affect to student's learning experience, motivation and encourage students through initial learning to the other transition during their learning process. However, a number of concerns have been raised about the quality and quantity of student feedback.

Furthermore, Mory (2003) argues feedback has been widely perceived as an important component of general systems. The Information presented via feedback in instruction might include not only answer correctness, but other information such as precision, timeliness, learning guidance, motivational messages, lesson sequence advisement, critical comparisons, and learning focus. Based on Pelgrim et al., (2012), feedback can be affected depends on the motivation that students getting during feedback, the opportunity of utilizing the time by the students to maximize their task based on feedback that they have got and the students is able and willing to accept the feedback. Additionally to supports the opportunity both the teacher and students can make arrangements for

feedback consulting and planning a meeting for observation and feedback sometime afterwards.

Based on the definition of feedback in learning above can be concluded that feedback has the important role to reinforce students knowledge in their learning process. Feedback also can maximize students' learning experience, motivation and encourage students through initial learning to the other transition during their learning process (Murphy & Cornell, 2010). That becomes important for influencing students' feelings, perceiving and experience during learning process.

2.2.1. Feedback Technique

Traditionally, studies of feedback in educational settings have focused on information provided to students by an external source, such as a teacher or a computer (Hyland & Hyland, 2006). The feedback is not available during learning activities but is given after a task has been completed or a test of achievement has been administered. The purpose of such feedback has almost always been conceptualized as seeking to confirm or change a student's knowledge as represented by answers to test or assignment questions. According to Harmer (2007) though feedback both assessment and correction can be very help during oral work by the teacher. That can develop the performance of the activity the type of mistake do by the students and the particular students who is making that mistake. There are some steps mentioned by experts in how teacher's technique in giving feedback and how students process on receiving the feedback by the

teacher. Based on Gattullo (2000) and Harmer (2007) divide feedback into corrective, evaluative and strategic.

1. Corrective Feedback

First type in processing giving and receiving feedback by the teacher and students is “corrective feedback”, it is focuses on helping students notice and correct errors. This type of feedback explains the correct responses of the task which include the wrong aspect and the correct aspect in oral or written production during learning (Hinkel, 2011). In addition, Harmer (2007) explain in language learning, corrective feedback will be primarily concern with accuracy and the improvement of writing and in the selection phase of the part to be written. Moreover, Faleiros (2008) explains during corrective feedback the teacher will make comments on students and the students will analyze in teacher correction. In teacher correction aspect, it can be measure the students understanding the feedback by teacher and students awareness in corrected the mistakes of their task (Hyland & Hyland, 2006). Furthermore, according to Hwang & Arbaugh (2009), giving feedback in face-to-face activity often time becomes one of the routine things done by the teacher and the students in every meeting. In other words, the teacher gives immediately feedback to the students after discussion the task. Immediate feedback can be interpreted by informative. In other words, corrective feedback given to a learner as quickly during instruction or testing (Vasilyeva et al., 2000). Additionally, Hwang & Arbaugh (2009) explain by asking questions after getting correction to the teacher directly are the most recognized form of feedback-seeking behavior in the classroom. This

feedback-seeking behavior has most obvious way to acquire knowledge, and getting correct errors of the task. Corrective feedback can be support by learning interactions as asking questions by the teacher in class and outside of class, and help by checking with fellow students to address knowledge needs (Butler & Winne, 1995)

2. Evaluative Feedback

The second is evaluative feedback aims to provide a judgment on the learners' works. It means that in giving evaluating feedback, teachers use words or phrases to indicate the extent to which learners' work have achieved the target or not (Gattullo, 2000). According to Hyland & Hyland (2006), evaluate feedback also can be interpreted as "conferences" is focus on suggestions and comments along with individualized goal setting on a formal level. Teachers can meet with a few students a day or a week depending on specific projects, deadlines, and individual student needs. It is important to set up these conferences in a structured way so both teacher and student make good use of their time. The end of the conference to use as a reference in making revisions and the main goal should be to meet with the students two or more times during the course of a project (Keh, 1990). Keh (1990), also explain this way, students are given multiple opportunities to make sure they are on the right track and make necessary improvements to their work. That using formal conferencing along with informal feedback, students are protected from failure and set up for success. It can be give several advantages of conferences between the student and the teacher. And compared to writing comments, conferences also allow more feedback and more

accurate feedback to be given per minute. Then, students can ask questions to talk more in English (Faleiros, 2008)

3. Strategic Feedback

The last of giving and receiving feedback involve strategic feedback, which aims to offer learners advice on what to do to improve their performance. In other words teachers try to suggest ways of helping learners to overcome their mistake by themselves. Strategic feedback may enhance learning as it can help learners to become self-reliant (Harmer, 2007). According to Hyland & Hyland (2006), strategic feedback not only involves the teacher but also more involve to students-center or students-peer feedback. Students can make their own revisions without involving feedback by the teacher overall and improve their task significantly. Moreover, Hyland & Hyland (2006) also argue that feedback is more effective when information is gathered from the subjects themselves as well as others. In fact, any form of feedback should be to move students to a more independent role where they can critically evaluate their own writing and intervene to change their own processes and products where necessary. In particular, it is seen as a way of giving more control and autonomy to students since it involves them actively in the feedback process.

2.3. Cognitive Learning Process

Cognitive Learning can be explained by analyzing the mental processes first. it means that with effective cognitive processes, learning is easier and new information can be stored in the memory for a long time Lindsay & Norman (1972). On the other hand, Lindsay & Norman (1972) explain cognitive learning

is the information represented in the memory structure. It means that when new information is learned, it is influence to individual perspective. This activity can be affect in individual knowledge to record the information properly. Moreover, Mory (2003) argues that cognitive strategies are techniques that learners use to help them attend to, organize, elaborate, manipulate, and retrieve knowledge, thus controlling their own cognitive processes.

Lindsay & Norman (1972) categorized 4 of process in cognitive learning those are following:

- 1. Reinforcement as a signal**, it means the process to help learners to think optimum if the condition is not felt unambiguous. Reinforcement helps students to develop their understanding of teacher's feedback. It also supports by rewards, punishment, and the motivation of teacher during learning process. There is requirement to maximize the reinforcement that is reinforcement have to give directly and not too long distance between the action to work of students with feedback from the teacher.
- 2. Learning and awareness**, actually in every student there must be awareness to learn but the consciousness of each person is different. There are students who are consciously consistent and there are also students who realize but forgotten the next day. It means that the awareness of learning is involving the action that will be influence to the result.
- 3. Learning by experimentation**, it is a crucial aspect of the intelligence of human being. It means that the process of students learning influenced by

the correlation between learning in the environment, the action, and the outcomes. This aspect involves students' reaction to their learning experience during the lesson.

4. **The importance of expectation**, in this process focus on students' goal that they have been achieved. In this case, students are aware of new things that they have not predicted before. Learners think how their reaction if the learning is appropriate or inappropriate for them and how students solve the problem.

The process of learning cognitive that has been explained above can be concluded that each student have different perspective in their thinking depends on their experience, actions, and feels.

2.4. Reviews of Relevant Studies

A research by Brew (2008) entitled "The role of student feedback in evaluating and revising a blended learning course", aimed to investigate 3 aspect based on the research question those are 1. The students provide detailed feedback if given the opportunity to complete an anonymous survey 2. Embedding an online survey within the course management software is an effective method of gathering feedback 3. Student feedback contains constructive critical information that will prove useful in evaluating and revising the course. The results indicate in this study that students were willing to provide detailed feedback, readily accepted the embedded survey, and provided constructive criticism that proved useful in the evaluation and revision process. The study concludes that this method is effective and may be most appropriate for courses with small enrollments

The second study by Liu (2013) entitled “Blended Learning in a University EFL Writing Course: Description and Evaluation”, describes and evaluates blended learning in AEW course especially in Beijing University. The results showed BL helped student-teacher increase their interactions, eliminate communication anxiety, and motivate them to become more independent and autonomous learners. And also support students with detailed feedback with provide opportunity to the teacher and students can obtain immediate feedback from each other. The other respondents show the increasing of motivation, confidence, and maximize their interaction with the other students and the teacher by using blended learning.

In other studies Larsen (2012), entitled “Teacher And Students Perspective On A Blended Learning Intensive English Program Writing Course”. The research investigates the use of BL with ESL writing students in an intensive English program. The study sought to discover how students experienced the teacher’s practice and behavior and the extent to which these factors affected student perceptions of the course and BL environment in general. The findings indicate, the students found to work more autonomously and focused while becoming more responsible for their own learning. Students also interest on their learning by using BL in their class. It is indicated students would prefer to more conventional classes. The main student complaints on teacher feedback on student writings and the kinds of activities carried out in the online activity. Additionally, students prefer more variety in the online and classroom activities they are assigned and would like to have frequent teacher feedback on their writings.

. Thus three research mentioned earlier are chosen as relevant studies to this research due to the facts that three of the researches mainly focus on students' blended learning application to support feedback process in learning process that concern in writing classroom setting and involve university students in EFL context as the research participant. In comparison to these previous researches, this study research mainly focuses on students' process in feedback instruction in blended learning application as particular context. Asynchronous blended learning is used for data analysis and using Google Classroom for online analysis. This study conducted at academic reading and writing (ARW) class in English Language Education Department of Islamic University of Indonesia (PBI UII) is chosen as the case to illustrate the issue of the study.

2.5. Theoretical Framework

Blended Learning is a strategic integration between face-to-face and online learning. Blended learning maximizes the best advantages of face-to-face learning and multiple technologies to promote more possibilities in learning. As an instructional strategy, blended learning offer to make learning process become flexible and may afford students enhanced opportunities to engage their ability in learning. Traditionally, studies of feedback in educational settings have focused on information provided to students by an external source, such as a teacher or a computer (Hyland & Hyland, 2006). The feedback is not available during learning activities but is given after a task has been completed or a test of achievement has been administered. Meanwhile, in feedback process the ideas of using blended learning is the one solution to overcome the limitation of getting and receiving

feedback in the classroom, because blended learning offer to give flexibility in learning. So, the teacher can focus giving feedback effectively in classroom or in other sides. And after giving feedback the teacher are able to monitoring students' progress trough Google classroom as a tool in online activity. BL also appropriate to facilitate students that have different learning style, it makes learning is not only limited to the classroom but students can get information and sources outside of the classroom. To simplify the above description, the figure 2.1 bellow illustrates the conceptual framework of this study.

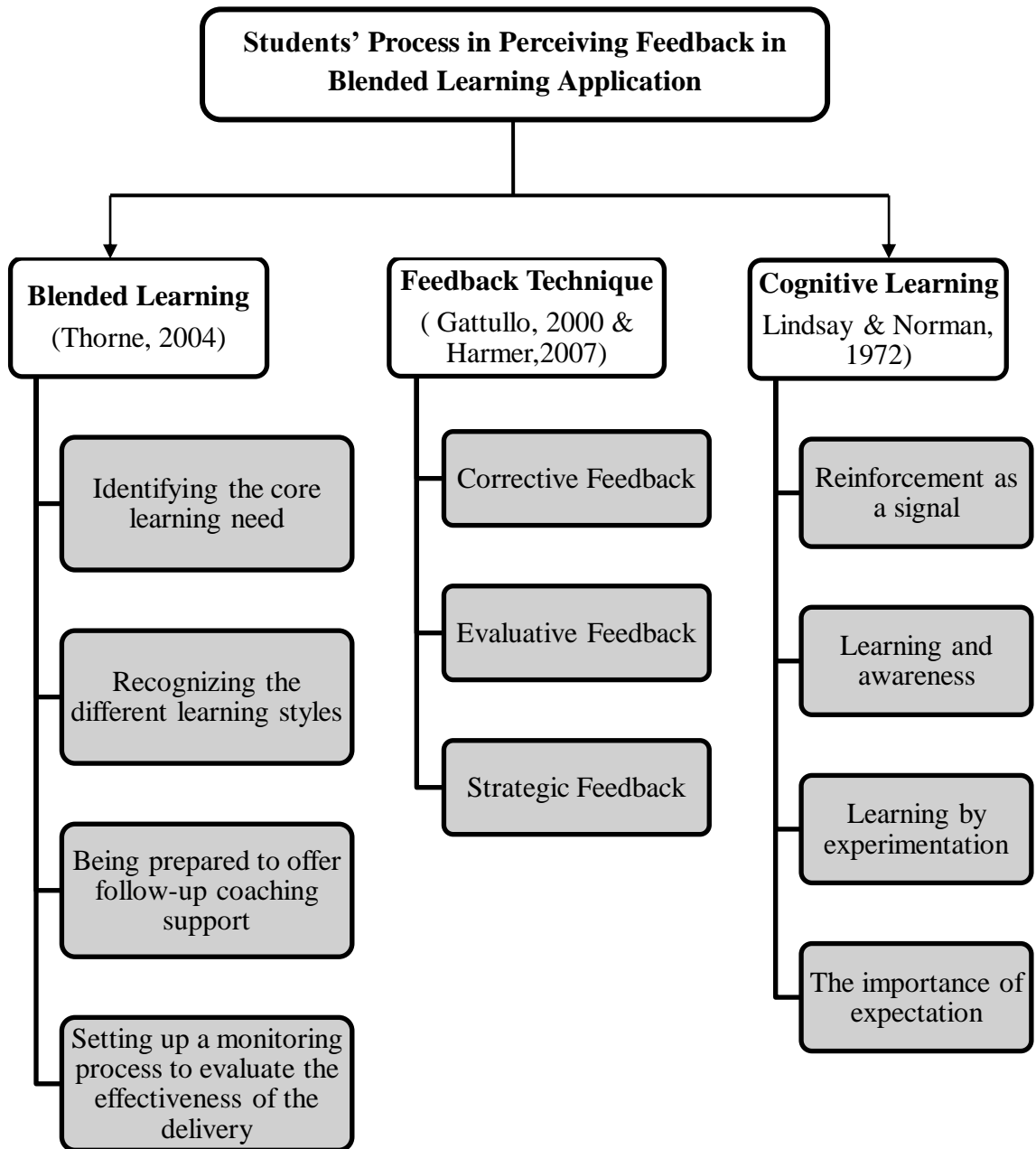


Figure 2.1 Theoretical Framework