

Chapter One

Introduction

This introduction discusses background of the research, identification of the problem, delimitation of the research, research question, objectives of the research, and significance of the research as well as the organization of the chapter. The background of the research includes the reason why the researcher is interested in researching the topic. Identification and delimitation of the problem identify and limit the problem investigated clearly. Besides, the research questions and objectives of the research describe the specific aims of the research being conducted. Finally, the significance of the research is also explained in this research as well as the organization of the chapter.

Background of the Research

In today's technology focused world, many universities in Indonesia have merged technology in their courses called as online learning. Online learning is an innovation classroom instruction which brings the technology and internet in delivering course instruction. Online learning includes the content and instruction of education delivered basically over the internet (Watson and Kalmon, 2005). When online learning is combined with face-to-face meeting in the classroom, it is called as blended learning.

In addition, blended learning has become an education current issue in this modern era in which most of the students who rely on their life on the technology and internet. In this context, combining internet-based instruction and face-to-face learning in the classroom becomes the concept of blended learning. As supported by Albrecht (2006), blended learning is a merging of both a web-based activity

and a face-to-face classroom instruction together. Following this, Bender (2003) added that blended learning is blending various media such as activity, technology, and events to conduct an optimum program for a specific audience.

Furthermore, one of the implementations of blended learning at a private university of Yogyakarta has been conducted in EFL classroom. Based on the Decree of Rector regarding the use of online learning in 2018, around 85% courses in this English Language Education Department (ELED) had already implemented the blended learning in which 40% is allocated for online learning and 60% for face-to-face meeting. The implementation of blended learning in ELED at one of Islamic private university in Yogyakarta had been adopted since 2017. Regarding the researcher's experiences, the lecturers at ELED of an Islamic private university in Yogyakarta used blended learning to maximize the benefits of blended learning for the learners' goals effectively and efficiently. Hence, blended learning has been implemented in this department to get deeper understanding in classroom through internet-based instrument such as Moodle, Blog, and Learning Management System (LMS).

Based on the researcher's personal experiences, there were students who enjoyed the blended learning, and some of them felt bored with this teaching mode. From the statement mentioned, it is regarded as unique issue because the students who normally love the use of online learning so that it is a bit unexpected for them to feel bored with the blended learning modes in the teaching process. While the blended learning is highly supported by the university and becomes an obligation for the lecturers to implement it in teaching and learning process, as the fact, some students do not enjoy this interesting type of learning. Therefore, this

topic is necessary to be further investigated especially related to the students' attitude towards the implementation of blended learning at ELED of an Islamic private university in Yogyakarta regarding the phenomena mentioned above.

Identification of the Problem

Forty - one (41) courses out of forty - eight (48) courses at ELED of an Islamic private university in Yogyakarta are applied through blended learning. Based on researcher's experience, there are several numbers of problems on the blended learning applied at ELED of an Islamic private university in Yogyakarta. Firstly, the students who do not have an experience in blending learning will face difficulties in learning process. For example, the students feel confused in accessing the online learning because there are many features of the Moodle use. For the students' schedule time, the lecturer will set the due for the assignment or emanation to some students in order not to miss the notification of the submission deadline. Following this, the students face the troubles with the internet-based instruments such as internet connection, laptop, and gadget when they are at boarding house. In addition, time management problems and missing the assessments notification or the up-to-date news of the form on the site come as the common mistakes for students. That way, the students must keep updating on the site and actively participate on the discussion forum or respond what the lecturer posts to represent every student's responsibility on their works. Furthermore, the students will face the difficulties to perceive competency in learning process using blended learning. Besides, the students' attitudes factors in blended learning which can maximize the learning outcomes. Lastly, maximizing the technology through blended learning in proper is a challenge for both lecturers and students.

To find the answers of this condition, the researcher feels necessary to conduct this study. However, there are some limited studies which discuss about the implementation of blended learning. Accordingly, it also encourages the researcher to explore more about the phenomenon happened.

Delimitation of the Study

Based on the identification of the problem mentioned in the previous section, this research focuses on investigating only on the students' attitudes especially the students of EFL in terms of the students' attitude factors in blended learning. In addition, among the choices of research designs, this research only focuses on quantitative approach using the questioners as the data collecting method.

Research Question

The problem of this study is formulated into "What are the Generation Z students' attitudes towards blended learning implementation in an EFL Classroom?"

Objectives of the Research

Based on the research question, the objectives of the research are related as follows:

- 1) to identify the students' attitude towards the classroom learning factors of blended learning.
- 2) to investigate the students' attitude towards the online learning factors of blended learning.
- 3) to find out the students' attitude towards the learning management factors of blended learning.

- 4) to inquire the students' attitude towards the learning flexibility factors of blended learning.
- 5) to examine the students' attitude towards the Online Interaction factors of blended learning.
- 6) to investigate the students' attitude towards the technical support of blended learning.

Significances of the Research

This research is expected to give positive contribution for some parties such as the students, teachers, other researchers, and institution.

For the teachers. This research becomes additional information for English teachers to consider blended learning implementation for all EFL course or some courses should not implement blended learning. In addition, the teachers can design an appropriate activity in their learning through blended learning. By knowing this research, the teachers can understand the students' problem in blended learning, and they are able to give their students more exposure on how to apply appropriate blended learning for their students to be effective in teaching and learning process.

For other researchers. This research findings and results are expected to provide references for other researchers who want to continue this research into greater depth information. Following this, this research may help the other researchers on a similar study in the same field with more participants and different design in order to gain various results to compare as literature in developing the suitable teaching approach of blended learning. Besides, the other researchers can use the findings of this research as the theoretical overview of

further research on the same topic and might become recommendation of further research. Therefore, by conducting this research, it can also encourage the researchers to conduct the researches related to the same area of this research.

For institution. This research is beneficial for the institution which implements blended learning to improve the learning outcomes. Also, facilitate more internet-based instruments such as stronger internet connection, wider internet connection areas, and newest computers in the laboratory to support the teaching and learning process.

Organization of the Chapter

This manuscript is divided into five chapters. The first chapter is introduction in which the researcher presents the background of the study and elaborates on the reasons why the researcher is interested to conduct the research. Identification of the problem and delimitation of the problem are also presented in this chapter one. The problems are formulated into one research question while research objectives are also presented in this chapter one.

The second chapter is literature review which provides some theories and concepts used as the foundation of this research related to students' attitude towards the blended learning. In the literature review, it highlights some theories related to this research. Besides, this chapter two covers the theory of generation, the concepts of blended learning, blended learning, the benefit of blended learning, blended in EFL classroom, factors of blended learning and review related studies. At the end of the chapter two, it also presents the conceptual framework.

The third chapter is methodology which consists of several points. The first methodology is research design which explains the quantitative approach taken to conduct this research. The second part is the research setting which explains where the research was conducted. The third section includes about the research population, sampling technic and sample. The data collecting method also presents on how the researcher collected the data using the questioners. The last methodology is data analysis which explains how to analyze the data.

In the chapter four, it includes finding and discussions. The research finding will be the student's attitudes on six factors of blended learning. As the factors of blended learning, those are classroom learning, online learning, technology, online interaction, learning flexibility and learning management. Also, the discussion is explained the detailed finding supported by various theories from the experts and related studies.

Chapter five includes the conclusion and recommendation, and implication of this research. The conclusion explains several important findings of the research. In addition, this research contains the recommendation and implication presented for some parties related to this research the students, teachers especially for English teachers, other researchers, and institution.