

Chapter Two

Literature Review

In this chapter, the researcher writes some essential studies from the previous research, books, and journal articles related to this research. This literature review composes the concept of blended learning, the types of blended learning, the benefits of blended learning, actual use and students' attitude in blended learning, and blended learning in EFL classroom. Finally, the researcher also puts review of related studies and conceptual framework.

The Concept of Blended Learning

Since blended learning emerged in early 21st century, there were various concepts of blended learning. Blended learning was essentially based on e-learning which had various concepts such as computer-based learning, computer-based training, and technology-based training. The statement mentioned was in line with Horn and Staker (2011) who asserted that blended learning enables the students to direct their way and movement through online technologies while being conducted within a lecturing setting face-to-face instruction conductively. Besides, the innovation learning instrument is one of the ways to reach the learning outcomes, and blended learning comes as an innovation learning instrument which brings the technology in learning instruments in order to maximize the learning and teaching. Following this, Wing and Khe (2011) added that both face-to-face and online instruments contribute in learning process. That way, Marsh (2012) stated that blended learning introduces to a mixing various leaning upon the environment. In educational practice, the blended learning is defined and implemented in various ways of teaching and learning process.

Furthermore, Watson (2012) argued that blended learning involves the integration of face-to-face and online learning to improve the classroom experience and extend learning through the innovative use of information and communication technology. The statement mentioned was in line with Allen, Seaman, and Garrett (2007) who maintained that 30-79% course is delivered through information and communication technology (ICT) called as blended learning.

In addition, Reay (2001) pointed out that blended learning is a combination of online and face-to-face instruction. Besides, Smith (2001) mentioned that the blended learning is an educating method which uses the technology as teaching aids such as high-tech (internet and television) or low-tech (voice mail or conference call) combined with traditional training. Overall, the blended learning is the combination of various learning environments.

According to Singh and Reed (2001), blended learning is a learning program which has at least one lecturing mode used in order to maximize the learning goals and lecturing cost program. For instance, some of lecturers bring the technology in classroom such as online books as source, video and international article on the website to encourage the students to receive deeper knowledge. Regarding the statement mentioned, it was in line with Neumeier (2005) who said that blended learning is a collaboration of face-to-face and computer assisted learning in the learning and teaching environment.

That way, Watson (2008) asserted that blended learning mixes the online instruction with classroom interaction and live instruction to allow respectful reaction, personalize learning, and differentiate instructions from the students to other students in crossing various group of learners. Regarding the statement

mentioned, it was supported by Koohang (2009) who emphasized that blended learning is a blended of face-to-face instruction and e-learning. Therefore, Marsh (2012) concluded that blended learning belongs to mixing of several learning environments.

The Benefits of Blended Learning

Blended learning is merged on face-to-face instruments and computer assisted learning instruments, and it provides a number of benefits in blended learning. Furthermore, in the term of blended learning benefits, Marsh (2012) defined that there are eight benefits of the following blended learning such as providing independent learning experience, supplying more personal supported learning, encouraging the independent and collaborative learning, and increasing the students' engagement in learning. Likewise, the blended learning gives various learning styles as providing practice space beyond the classroom, high motivated practice to the target language, and flexible instruments such as time and place. Therefore, each benefit of blended learning is explained in the following paragraphs in detail.

Providing independent learners experience. Blended learning allows the students to be the independent learners form the online material before the classroom. Based on the literature mentioned by Osguthorpe and Graham (2003), the blended learning is designed to provide the students with opportunities through three phases namely online self-learning to obtain background information, face-to-face learning which focuses on the active learning, and application experience instead of lectures. Following this, online learning can support to transfer the learning to the workplace environment. That way, Bonk

and Graham (2006) asserted that online self-paced learning is a benefit of blended learning. For instance, the students acquire background information before the course. Regarding the statement mentioned, it was in line with Harris et al (2009) who said that blended learning is an effective learning method as potential support in teaching and enriching the students' learning experience.

Supplying more personal supported learning. Blended learning brings learning supports such as feedback for the better learning, wide source to master the course, and simple communication through online learning. The statement mentioned was in line with Al-Hadidi (2013) who figured out that implementing blended learning provides the advantage for both teachers and students as learning stimulation such as effective cost, maximized communication, on-going feedback for students, various learning resources, and evaluation method.

Encouraging the independent and collaborative learning. In particular of higher education, Marquez and Jimenez-Rodrigo (2014) argued that Blended learning enables as education approach transformation. Also, it includes the concept of knowledge in collaboration among the colleagues and the understanding of how to manage the information in a particular context. It can be concluded that the blended learning is beneficial in making learning to be more essential for both individual and social level (Hew & Cheung, 2014; Prat-Corominas et al in Trujillo et al, 2016).

Increasing the students' engagement in learning. The use of blended learning engages the students in learning. According to Sharma and Barret (2007), the benefit of blended learning aims to improve the students' participation in classroom. Therefore, Eshreteh and Sijaj (2017) stated that blended learning can

improve the students' participation in presentation and engage the students' self-direct learning using their mobile phone during the class.

Giving variety of learning styles. Blended learning provides various learning styles which can maximize the learning outcome. Osguthorpe and Graham (2003) argued that there are potential benefits of blended learning which can be offered. Blended learning presents the various learning and teaching instruments. Besides, the potential benefits of blended learning in the variety of learning styles include providing practice space beyond the classroom, giving high motivated practice to the target language, and providing flexible instruments. Hence, each potential benefit of blended learning in the variety of learning styles is explained in the following paragraphs briefly.

Providing practice space beyond the classroom. According to Singh and Reed (2001), there are four benefits related to the blended learning, and those are improving the students' learning, extending better achievement, having effective cost, and saving time. In addition, Yuen (2010) argued that online learning provides the interactive communication between the students and lecturers beyond the classroom.

Giving high motivated practice to the target language. Blended learning enhances the students' motivation to practice the target language. Azizan (2010) stated that blended learning enhances the students' competence and confidence as well as improves their learning quality and outcome. Furthermore, Ja'ashan, (2015) argued that blended learning engages the educational needs of students such as learning satisfaction, convenience, flexibility, and improvement and achievement of language learning skills.

Providing flexible instruments. Blended learning allows the students to have flexible learning instruments such as place and time. Therefore, the students are able to learn based on their interest towards place and time. Oh and Park (2009) maintained that the blended learning facilitates an active learning setting with the flexibility of selecting the source for the students and provides extra time for the faculty members to spend with the learners in a group or individual learning.

The Benefit Blended Learning in English Foreign Language (EFL)

Classroom

Blended learning provides the numerous benefits and potential ways to be discovered. It will also be potential to enhance the students' language skill especially in EFL classroom. According to Bañados (2006), the implementation of blended learning includes the students' work with online English, online monitoring, face-to-face classes, and conversation classes with English native speakers. That way, those blended learning activities result the students' improvement towards the English language skill. Furthermore, there are specific implementations of blended learning based on English language skills such as writing, reading, listening, and speaking skills. Consequently, each English language skill towards the blended learning implementation is explained in the following paragraphs in detail.

Improving Writing Skill. The use of blended learning for college students in learning English is writing. Shih (2011) asserted that blended learning and web 2.0 usages are implemented to contribute university students in learning English writing. The research has proved the improvement of students' writing

skills by the incensement of students in organizing their content, vocabulary, structure, grammar, and spelling.

Improving Reading Skill. The implementation of blended learning in EFL classroom enhances the students' reading skill. The previous study showed that the blended learning has given the positive impact of the students' reading skill. Al-Jarf (2007) supported that in blended learning on college readers, it has been found the significant difference between the experimental and control group in the reading skill which are measured by post-test. Also, the students' reading achievement has improved in experimental group control through online instruction. As the fact, the online instruction usage can be an effective tool to improve the students' reading skill.

Improving Speaking Skill. Speaking skill is the output of learning language in the case of English language. Following this, blended learning is the effective method to enhance the students' speaking skill. Abu-Sheera (2015) stated that blended learning comes as effective way in enhancing the students' speaking skill especially in students' pronunciation mastery. Based on the research, the teachers asked the students to watch some videos of the sentence, and the teacher measured the students' speaking skill by checking their pronunciation use in teaching and learning process.

Improving Listening Skill. The majority of the students usually learn the listening as a part of English skills, and listening is one of the ways to learn the blended learning use. The output of listening is the students' understanding from what they have listened. From the statement mentioned, it was in line with Mubarok (2015) who stated that the blended learning is positive learning method

in enhancing the students' listening skill. Besides, the listening skill is measured by the students' ability to fulfill the listening comprehension task via online.

Additionally, the students are able to improve their understanding and comprehension use towards various source materials in the internet.

Blended Learning Factors Toward ELF Classrooms

Earlier studies frequently concentrate on investigating the positive influence of blended learning, but this research also aims to describe the blended learning factors which come from blended learning. According to Meng Tang and Yen Chaw (2013) concluded that there are six blended learning factors towards EFL classroom, and those are classroom learning, online classroom, technology, online interaction, learning management, and learning flexibility which have the positive impacts on the adaptation of blended learning. Meng Tang and Yen Chaw (2013) found that the students' attitude toward those six learning factors have a positive influence on the adaptability of blended learning. Regarding the statement mentioned, it gives the students' positive attitude towards the six factors of learning as the positive adaptability which they can obtain from blended learning. For more detailed information, each factor of blended learning is explained in the following paragraphs in detail.

Classroom learning. Classroom learning comes as the first factor of blended learning which has meaningful and interactive interaction between the students and teachers outside of the online learning. Likewise, Wasoh (2014) asserted that the implementation of blended learning in classroom to enhance the communication and students' interest so that the students do not easily get bored. Additionally, Harris et al. (2009) mentioned that the students who have a great

passion for traditional or face-to-face learning lead to have a larger chance to retire from online learning.

Online learning. The second factor of blended learning is online learning. Howard (2009) asserted that online learning fulfills the needs of introvert students and those who are uncomfortable to share opinion and ideas in public directly. Hence, Tayebinik and Puteh (2013) defined that the blended learning environment stimulates the students to participate in online classes more actively as they have the opportunity to meet and discuss virtually or online with their classmates.

Technology. The third factor of blended learning is technology. Harris et al (2009) concluded that ICT is the main key in blended learning. Besides, Azizan (2010) assumed that the utilization of technology in classroom extends the extra resources for the students, and this is expected to improve the learners' confidence and competence as well as to develop the quality of learning. In regards to the statement mentioned, it was in line with Yulia (2017) who said that this research aims to see whether some technological boundaries in the form of internet access and online activities are covered by the students or not. Based on the statement mentioned, the accessibility and familiarity of the students towards digital technology are the prerequisite of success on the implementation of blended learning.

Online interaction. The fourth factor of blended learning is online interaction. According to Harris et al. (2009), online interaction is the space where the interaction and discussion rise as the crucial learning factor included in blended learning. Hence, online interaction comes as a crucial role in learning

since it can introduce how online learning works in the teaching and learning process.

Learning flexibility. Blended learning creates learning to be more efficient and effective. Vaughan (2007) defined that blended learning enables the students to balance their academic and life of family regarding their different responsibilities. In fact, Senn (2008) found that there were 51 graduated students who enjoyed the flexibility of the online setting even though they felt anxious to meet in the face-to-face setting for extra instructional support. Based on the statement mentioned, it was in line with Badawi (2009) who defined that blended learning as flexible instruments merges online learning and face-to-face activity. For instance, the flexibility encourages the students to exchange in replacing group and individual feedback, responses [in] four specific areas, namely, learners' feedback, strategies, and alternative assessment synchronously or asynchronously. Moreover, Oh and Park (2009) stated that an effective learning environment with flexible resource allows the students' learning in small group or individual learning.

Learning management. The last factor of blended learning is learning management. Tsai (2010) assumed that learning management is a self-regulated learning process in which the students make conscious efforts intended to plan, manage, and direct the learning activities as good as possible to accord learning responsibility with the teachers.

On another research, Bonk and Graham (2003) accentuated that the blended learning includes blending delivery media or pedagogical modalities, pedagogical method, and online and face-to-face instruments. In addition, Stacey

and Gerbic (2008) concluded that there are four features of learning management which promote successful blended learning such as institution, teachers, students and pedagogical aspect. For more detailed information, each blended factor is explained in the following paragraphs.

Institution. To promote the blended learning, the institution should be ready in any element of teaching and learning process. Tabor (2007) defined that the importance of learning factors is the institution. Also, the institutional building blocks must be in a place including organizational readiness, sufficient technical resources, motivated faculty, and good communication and feedback channels with students.

Teachers. The influence on teachers' workloads must be taken into the account. Littlejohn and Pegler (2006) asserted that the costliness in terms of both institutional and teachers' investment suggest the creation of shareable. Following this, the reusable digital devices in an effort is to ensure that blended learning to be sustainable in learning process.

Students. As another factor of blended learning, the students who come as the objects to promote the blended learning can be successful. Tabor (2007) asserted that the students' learning ability and readiness in blended learning with their desires for independent learning must be considered. Furthermore, the students' expectations on several face-to-face classes mean less working, and they need to improve the responsibility for their learning and time management skill which must be taken into the learning (Vaughan, 2007; Tabor, 2007).

Pedagogical Factors. The last factor of blended learning is pedagogical aspect. According to Meyer (2004), the samples of good practice in the online

discussion literature can inform blended learning purpose. That way, based on Walker and Arnold (2004), pedagogical aspect has extended the learning by providing a pedagogical framework where the different phases of the course utilize the strengths of the different tools and add the value to the learning activities.

Students' Attitude in Blended Learning

Attitude is an individual's reaction to attempt in facing up the reality in learning. There are several attitudes in blended learning stated by the experts such as motivation and satisfaction, usefulness and activeness, confidence and frustrating, and students' ITC skills. Hence, each part of students' attitude and actual use in blended learning is explained in the paragraphs below.

Feeling Motivated and Satisfied. The attitude affects the students' ability in learning which is not related to their talents. Besides, the attitude shapes up the sense and stages of the students' stimulant or motivation. That way, based on Larson and Sung (2009), on their survey, there were 168 college students who felt more motivated and satisfied with blended learning which brought the online learning in correlation to face-to-face learning. Likewise, the statement mentioned was supported by Zhu, Au, and Yates (2013) who assumed that the students who have positive attitude in great level case of motivation towards learning have positive attitude upon the online learning through blended learning. From the statement mentioned, it was in line with Abdelhak (2015) who said that the students' attitude of pedagogical learning benefits in blended learning can motivate the deeper learning. According to James (2016), blended learning instruction is able to enhance the students' motivation.

Increasing the students' critical thinking, learning achievement and participation. Blended learning can bring the positive attitude which is able to increase the students' critical thinking, learning achievements, and participation. According to Korkmaz and Karakuş (2009), blended learning instruments are the effective instruments to enhance the students' critical thinking skill in their particular course which they enroll. Alseweed (2013) defined that blended learning brings the significant differences among the approaches with achievement score test.

Besides, Abdelhak (2015) asserted that the students' attitude in blended learning can create their interest in classroom activity in order to improve language skills and guide the students to be active and intensive in the technology use of the learning process. Besides, James (2016) argued that blended learning instruction is able to enhance the frequency of students' participation in classroom activities. As the fact, it shows that the students who are taught by blended learning have better academic achievements than those who are taught by traditional instruction only (Almasaeid, 2014; Fakhir, 2015)

Being confident and frustrated. Confidence and frustrating are the student's attitudes found in the previous research of the blended learning. Bendania (2011) assumed that positive attitudes can clarify the implementation of blended learning which is about the confidence. That way, blended learning improves the students' confidence in learning. On the other hand, Ja'ashan (2015) maintained that blended learning will make some the students feel socially isolated, frustrating, challenging to do the learning activities, and wasting the time.

Students' ITC Skills. Blended learning brings positive attitude in the use of technology and the students' ITC skill. Bendania (2011) assumed that positive attitudes of blended learning improve the student's ICT abilities. Hence, the statement mentioned was in line with Abdelhak (2015) who defined that blended learning guides the students' intensive of the technology use towards the learning process.

Review of Related Studies

Although there were many studies related to this research, the researcher took two previous researches. The first research was conducted by Yulia (2016) which entitled "Readiness for Blended Learning viewed from the Students' Attitude towards Learning Aspects". The research investigated the blended learning students' attitude towards blended learning factors. The research was conducted to 108 students in Faculty of information and technology. Besides, the research design of the research used qualitative and quantitative descriptive research. Regarding the statement mentioned, it aimed to describe the students' readiness for blended learning implementation viewed from the students' attitude towards learning aspects in blended learning. The research adopted the questioners as the data collecting method to know the use of technology, internet access, online activities, and the students' attitude towards the learning aspects. In gathering the data, Yulia adapted the questioner from Meng Tang and Yen Chaw (2013). Following this, in-depth interview to the students were conducted to know deeper on the students' attitude towards the learning aspects in blended learning.

In addition, Meng Tang and Yen Chaw (2013) research was about "Readiness for Blended Learning: Understanding Attitude of University

Students”. This research analyzed the use of technology in education, blended learning adaptability, and attitude towards classroom learning with the students’ readiness for the blended learning. This research was responded by 201 students of undergraduate business program in private university of Malaysia. To collect the data, Meng Tang and Yen Chaw adopted pervious literature from Churchill (1979), Dunn et al. (1994), and Segars (1997) which remained 34 items.

The second study related to this research was taken from Ja'ashan, M.M. (2015) entitled “Perception and attitudes towards blended learning for English Courses: A case study of students at university of Bisha. This paper distinguished the perceptions and attitudes which the blended learning was provided for the students’ learning experiences as well as to investigate negative impressions in blended English courses from the learners’ perception. In addition, this research outlined the concept of blended learning courses and e-learning from the students’ attitudes. The research was conducted at English department of Bisha University, and there were 130 English department students enrolled in the research survey. Besides, the survey used questioners to collect the data. That way, the questionnaire was designed to measure the students’ perceptions and attitudes towards blended learning. The study assumed that in general, the students’ perceptions and attitudes towards blended learning were positive in terms of the three domains in the questionnaire. Moreover, the students were encouraged to take responsibility for their learning process as well as the learners were able to decide when and how to use the resources provided. Therefore, this study also concluded that blended learning came as the effective as face-to-face learning in developing and improving knowledge and skills. Following this, it reflected the

students' negative impressions in some points as a waste of time, easy cheating and social isolation.

It can be concluded that this research has similarities and differences with those two previous researches above. This research has similarities with both previous researchers in terms of the topic towards blended learning. Besides, those two related studies have the similar methodology to this research in the data collecting method. Both previous researches use the questioner to find the data and a similar setting and the research participation. In addition, one of the previous researches has the same focus on the students' attitudes in English courses. However, this research is different from the previous researches because while one of the previous researches has researched the students' attitudes in general in terms of technology information classrooms. However, this research focuses on investigating the students' attitude in the EFL classroom. Lastly, the previous respondents of research are from Malaysia and Saudi Arabia, and these research respondents are from Indonesia especially in Yogyakarta. Furthermore, those two previous researches have contributed to this research. The previous researches can give the finding which grows the researcher's interest to conduct the research topic about the students' attitude in blended learning especially in EFL classroom on the perception of generation Z students' attitudes.