

# CHAPTER I

## INTRODUCTION

### 1.1 Background of Research

Learning in the 21st century has a difference, technological advances have changed human lifestyles, both at work, socializing, playing, and learning, including education (Abdur Rohim, et al. 2016, P.2). The educational process consists of three basic elements, namely input, process, and output. The intended input is students with various backgrounds. Process, namely learning activities which include the provision and understanding of the material by the teacher to students. The output is the result of understanding that has been achieved including cognitive, affective, and psychomotor (Syamsu, R & Syuhaedir, B. 2015). Learning is an internal process that is measured through behavior. The existence of cognitive, affective, and psychomotor differences among students affects their learning choices which appear in the form of differences in learning styles. The existence of cognitive, affective, and psychomotor differences among students affects their learning choices which appear in the form of differences in learning styles (Fajar, I. 2016).

Learning style is the easiest way individual to absorb, organize and process the information received. An appropriate learning style is a key to student success in learning. Visual, auditory and kinesthetic learning style are learning style that each student has differently, in the learning process students can understand, organize and process information that will affect student achievement (Arylien L.B. et al. 2014). The success of the learning process will of course be influenced by various factors both from the school environment, family, or from the students themselves. Students as people who are learning and developing have their uniqueness and character in the learning process. The uniqueness possessed makes students have different responses in understanding a lesson. Either from the attitude or learning style that supports the success of learning (Syamsu, R & Syuhaedir, B. 2015).

Learners are community members who struggle in developing their potential through learning processes informal education, informal education, and non-formal education. Education has an important role in efforts to improve human resources for the better. Education is expected to be able to form students who can develop their intellectual skills and intelligence to become skilled and intelligent human beings with noble character. Currently, language is a system of communication tools with others. Language is means of communication used to convey intentions, ideas, thoughts to others. Conversely, language will certainly make it difficult for someone to convey it. So someone needs to master and continue to improve language skills (Rina, D. 2017). English has become the language of international communication, the language of science, modern technology, commerce, politics, and is used by almost all fields, then English is a foreign language that must be learned among other foreign languages (Syahputra, I. 2014). Being one of the foreign languages that must be learned by students is not easy to learn, not only the material is learned but also the need for practice.

Learning English at school does not make students immediately understand and understand the material presented by the teacher, sometimes many problems faced by students start from lack of motivation in learning, it takes a long time to understand the material being taught, limited time, and learning methods that are used less interestingly so that makes students bored. Nowadays students can learn English anywhere and anytime, not only at school. the development of technology has increasingly advanced. The internet is a cellular network that can facilitate a person in finding information, especially in learning English material. Many English learning resources and materials can be learned through the internet so that students have no difficulty in learning English, but the teacher continues to be a guide in student learning to avoid misunderstandings.

For this reason, in learning English teachers must use interesting teaching methods and appropriate learning models so that the students are easy to learn the

material being taught. Nowadays students not only learn English in class but students can learn through the internet. The learning model that combines classroom learning and online learning using the internet is the blended learning model. Blended learning is a learning model that combines face-to-face learning and online learning. Blended learning is a new concept in learning where instruction is delivered through a mixture of online and traditional learning in its implementation (Bielawski & Metcalf in Humasah, 2014). Combine learning models conducted between teachers and students both face to face which is done in the classroom and online learning where students can access at any time.

According to (Magfirah, S. 2020: 142) Blended learning is a formal education program that allows students to learn online through content and instructions that are delivered online as well as offline that are flexible with time, place, and speed of learning. In addition to face-to-face learning in class, there is also the use of an online classroom system, namely by using the Learning Management System (LMS) application, which is a tool for creating web-based learning materials that manage learning activities and their results and facilitate interaction between teachers and students.

The development of technology, blended learning has become a lot of conversation, because of seeing boring classroom learning and the wider development of technology so that many developers and give opinions (Semler in Humasah, 2014). The challenges faced by higher education institutions today are how to build and use a highly supportive learning environment that can be used to provide face-to-face learning instructions, independent group collaboration, and distance learning needs. This can be realized in blended learning (Apriyanto, E. 2018) believes Blended learning is a combination of learning models from face-to-face excellence face, the advantages of online learning, and its application. (Moebis & Weibelzahl in Humasah, 2014) defines Blended learning as a mixed learning model between online and face-to-face meetings in one learning activity.

According to (Magfirah, S. 2020 : 143) Blended learning method can be carried out flexibly anywhere and anytime. As long as internet access is available The diversity of learning media, the low motivation of students in learning English, less interesting learning so that it applies the blended learning model. Educators can control the learning process of students, therefore students can explore the material presented and the process of giving assignments can be informed easily. of course the teaching and learning process becomes more efficient and more effective because communication and interaction between educators and students can continue to occur, not only when the lesson takes place.

In the thesis entitles “An analysis of students learning English through blended learning model at Islamic junior high school” the researcher will use the blended learning model as a model for learning English. This study aims to know the learning process using the blended learning model and how effective the learning process using the blended learning model. The researcher hopes with this method the students will improve their learning and make it easy to study English.

## **1.2 Identification of the Issue**

The identification of issues prefers the background of research. The research foundation is Learner Profile in the 21st Century. Nowadays, the learning process becomes discusses for teachers, students, and parents. Since it was determined by the government to learn from home, many problems have been found, especially in learning English. There are some issues found in the Learning process :

1. The students are less motivated to learn English
2. The students are passive in learning English
3. Lack of students knowledge in using learning applications
4. The students have limited gadgets

### **1.3 Limitation and Focus of Research**

This limitation of the research focuses on the students' learning English through blended learning in Junior High School. It's meant to avoid the problem and to help the researcher focus on the research. This issue in this research consideration of the students' learning English through blended learning at Junior High School. Based on research focused on several factors that are learning styles, learning process likes learning in the classroom, learning used gadgets, and blended learning model. The research data collected using observation, interviews, and study documentation to get data from teachers and students conducted at Junior High School in Cirebon and choose grade 7 to sample students as representative randomly. The researcher using Junior High School at MTs NU Astanajapura; because this school has applied a blended learning model.

### **1.4 Research Questions**

The research focused on students' English learning using a blended learning model for learning activities. Based on the background of the research before, the researcher proposes the main problems can be as follows:

1. How is the learning process in school using blended learning?
2. What is teacher and students perception implementing blended learning model?

### **1.5 Aims of the Research**

The aims of the research based on research questions as follows :

1. To find out how blended learning is applied in Islamic junior high school
2. To know what perception of teacher's and students' using blended learning in Islamic junior high school

## **1.6 Significance of Research**

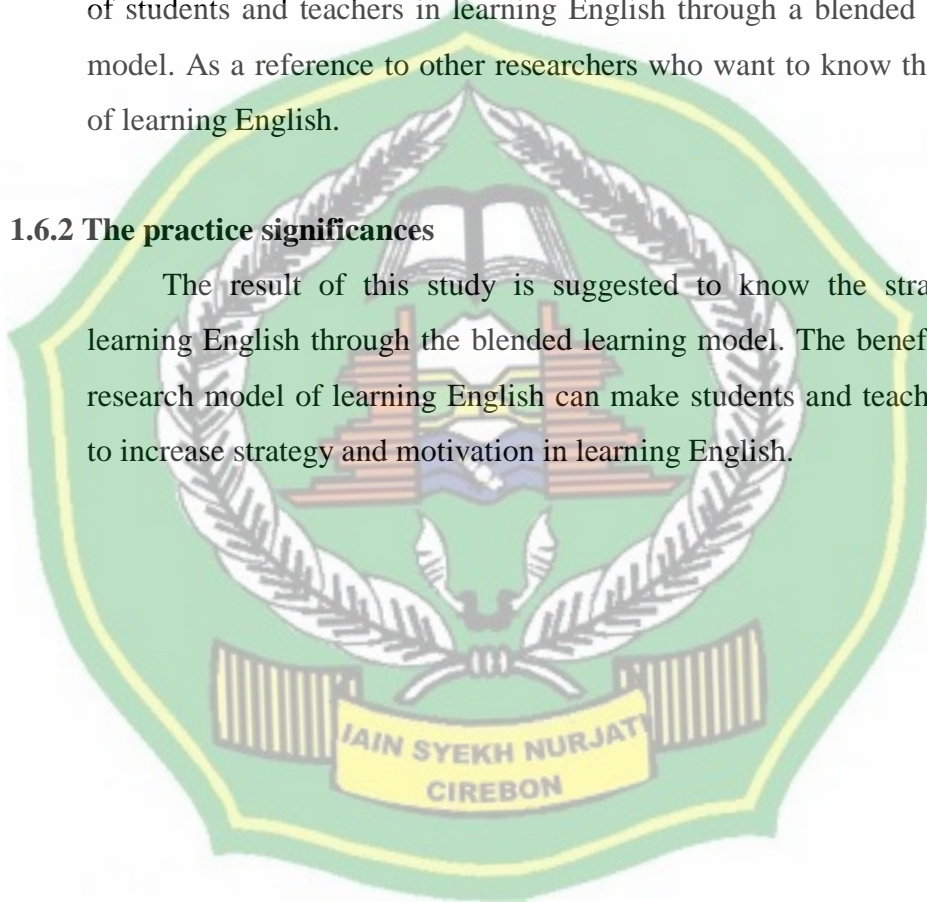
The research provides theoretical and practical significance in learning English through a blended learning model. Especially in the Junior High School in Cirebon. West Java. Indonesia.

### **1.6.1 The theoretical significances**

The result of this study is expected to able to widen the knowledge of students and teachers in learning English through a blended learning model. As a reference to other researchers who want to know the model of learning English.

### **1.6.2 The practice significances**

The result of this study is suggested to know the strategy of learning English through the blended learning model. The benefit of the research model of learning English can make students and teachers able to increase strategy and motivation in learning English.



## **1.7 Theoretical foundation**

There are several theories related to research that has been carried out by researchers. There is a journal about students' English learning model through blended learning model focus on several factors there are student's learning in the 21st century, Characteristics of a 21st-century learner, learning styles, learning process like learning in the classroom (Offline learning), learning used a gadget (Online learning), and blended learning model in the learning process.

### **1.7.1 Student's Learning in 21<sup>st</sup> Century**

The learner profile is community members who struggle in developing their potential through learning processes informal education, informal education, and non-formal education. In this study, research about successful learners using the Blended learning model. The development of technology is currently rapidly increasing, many people use technology for daily needs as a means of communication, entertainment, and information. In the world of education, learning uses technology as a learning tool, one of which is the Blended learning model. The blended learning model is one of the mixed learning strategies. This is formal education enabling students to learn through content and instructions delivered online.

Learning is a process built by teachers to enhance morality, intellectual, and develop the skills have the students. Both the ability to think, creativity skills, the ability to construct knowledge, problem-solving skills, to the ability to master the learning material well. These abilities are abilities that need to be developed in the 21st century (Edi, 2018, P.1277). Learning in the 21st century has a difference, technological advances have changed human lifestyles, both at work, socializing, playing, and learning, including education (Abdur Rohim, et al. 2016, P.2). The students will be dependent on technology. In the

era of globalization, technology can be easy for anything. Easy to access the internet one of the characteristics of the 21st century.

Learning English is very important learning for students. With the Association of Southeast Asian Nations economic community. The students should be learning English and have skills in the English language. So that students can communicate well using the English language. The learning process in the 21st century is different, students can learn independently. They can learn whenever and wherever they want with advanced technology and the internet (Lian, A and Sussex, R. 2018).

Learning English can be conducted whenever and wherever. Now, not only a school the students' can be learning English but the students can use smartphones for learning English. One of them is applying the Blended learning model in learning English. Blended learning is a learning model that combines face-to-face learning and online learning, is a new concept in learning activities where teaching is delivered through smartphones and face-to-face in class (Bielawski & Metcalf in Husamah, 2014). Combine learning models conducted between teachers and students both face to face which is done in the classroom and online learning where students can access at any time

### **1.7.2 Characteristics of the 21st-century learner**

The characteristic that must be owned by students in 21st-century learning is 4Cs. The first, is critical thinking and problem solving it means students should behave in critical thinking and find or solve a problem in the learning process. The second is the creativity it means the students should be creative and innovative to able to compete with other nations. Third, is communication skill, build communication skills in the students it's very important to students able to understand and



create effective communication. And the last is collaboratively in these characteristics students are trained to collaborate and cooperate. It aims to instill the ability to socialize and control the ego. Thus, the collaboration will create togetherness, responsibility, and caring among members.

According to (Syahputra, 2018, P.1282) Currently students are quite creative, so there is no need to apply learning based on Information communication and technology. In the learning 21st century the students should behave characteristics:

1. Think critically, have the will, be able to solve the problems, communicate well, be creative, collaborative, and innovative.
2. Has digital literacy capabilities, new media, and ICT (Information communication and technology)
3. An initiative that is flexible and adaptive.

The purpose of education is to prepare the next generation, the researcher will mention the characteristics of the 21st-century learner

#### 1. Global Citizens

In this era, the use of social media and internet access has made it easier for everyone, especially students. In this case encourage students to introduce new ideas, culture, and lifestyle. Not only that students are also able to develop their abilities and can interact with anyone and anytime with other people who have different religions, cultures, ethnicities, and countries.

#### 2. Thinking creatively

Creative thinking is the ability of thinking owned by individuals and can direct the individual to think that is full of creativity, to be able to create a new creation.

### 3. Thinking critically

Knowledge is a power owned by someone, in this era, a lot of information gets both indirect information and social media. One must think critically when getting information obtained believe or not with that information. Critical thinking skills are very important in future work environments where there is a technology change. Students' need to have a balanced ability between argumentation and knowledge, so students can interpret the information obtained and be able to conclude from that information.

### 4. Communication and collaboration

Communication is a way for humans to socialize for their survival. Nowadays, with the development of technology, it can make it easier for humans to communicate with each other remotely. As well as learning, with technology students' can continue to study and discuss remotely.

### 5. Digital Literacy

Technology is the heart of almost all workplaces, mostly in industry and the economy. Using technology in schools and applying it to student learning can develop student skills.

The original, very short text (Scottish Executive, 2004: 12) has been inexpensive in its treatment of good learners, leaving it open to interpretation in many different ways, each of which, The researcher will argue, is important for the practice of the classroom. The report stated that the aim of the curriculum was to the successful learner :

- 1) Students have enthusiasm and motivation to learn
- 2) Students have the courage to achieve high standards of achievement
- 3) Students have new ideas

- 4) Students can apply communication skills, literacy, and other abilities
- 5) Students can use technology as a learning tool
- 6) Students can think creatively and independently
- 7) Students can study independently or in groups
- 8) Students can make an evaluation of the learning that has been obtained

Successful It is hard to define progress. One definition might be the achievement of an aim or purpose, another the attainment of popularity, wealth, or social status another the desirable outcome of something done the attainment of the desired or expected outcomes, or the attainment of positive outcomes.

### **1.7.3 Learning Styles**

Learning style is a person's way of receiving information from the environment and processing that information. Learning styles are also various kinds of approaches or ways to learn. This includes the methods used by individuals to get the best learning process. An appropriate learning style is a key to student success in learning (Arylien L.B. et al. 2014). Learning style is not only how the results of what is obtained but is a process of processing information or knowledge that has been received. The aspects contained in the learning style are how to react or respond in receiving the information. This can be seen in the ability of each child, because applying a good learning style can affect the quality of children's learning. The term learning style refers to the view that everyone has different ways of receiving information (Fajar, I. S. 2016). Everyone has a different learning style. In the realities of everyday life, some people easily receive new information by listening directly from the source, some are sufficient with writing or memos, and some have to demonstrate their activities, this shows that there are differences in

human learning styles (Arylien LB et al. 2014). According to (Fajar, I. S. 2016) There are various kinds of learning including :

### 1. Visual Learners

Visual learning styles focus on visual activities. This learning style is to see first then only be able to understand it. There are several characteristics of students' who like visual learning styles, including :

- a. Students' have a strong sensitivity to colors
- b. To be able to understand the information, students must look at the information obtained first
- c. Have sufficient artistic ability
- d. Has difficulty interacting
- e. Too reactive to sound
- f. Difficulty following verbal recommendations
- g. Often misinterprets words

### 2. Auditory Learners

Auditory learning style uses hearing as the main means to be able to understand and remember the information or knowledge obtained. The characteristics of students who have this learning style are :

- b. Information can only be absorbed through hearing
- c. Students' have difficulty in absorbing written form of information
- d. Students' have difficulty reading and writing.

### 3. Kinesthetic Learners

Kinesthetic learning styles require the individual to touch something that provides certain information. The characteristics of the kinesthetic learning style are:

- a. Likes to use real objects as learning aids
- b. Touching everything he encountered, including while studying.
- c. It's hard to keep quiet or sit pretty, always wanting to move
- d. Do everything that allows his hands to be active
- e. Enjoys practice/experimentation
- f. Difficult to master abstract things such as maps, symbols, and symbols.
- g. Enjoys games and physical activity.

#### **1.7.4 Offline Learning**

Face-to-face learning is classroom learning that relies on the presence of the teacher to learn face-to-face in the classroom (Anthony, A. 2019). Conventional learning is a learning process that is carried out by combining one or more learning methods and the teacher has a role in this approach, while the method used is in the form of face-to-face explanations, assignments, and questions and answers (Roman, A. et al. 2019). In face-to-face classroom learning, there is a significant and real interaction between students and students and students and teachers that cannot be found by online learning. According to (Norman, 2016) one of the problems in traditional face-to-face learning is that it requires high costs. However, some things are beneficial in face-to-face learning, namely, in face-to-face learning, it is very influential psychologically, emotionally, and in absorbing subject matter. This makes the learning environment a supporter of the student learning process. If the learning environment is suitable for students, it will create a motivation for learning which will affect better learning outcomes. Types of learning activities found in face-to-face traditional learning are lectures, exercises that are done in class and done at home, discussions, reading text lessons, team and individual assignments (Anthony, A. 2019).

### 1.7.5 Online Learning

Online learning can be interpreted as technology-based learning where learning materials are sent electronically to distance learners using a computer network (Roman, A. et al. 2019). The types of learning activities contained in online learning are independent learning from information obtained from online documents and databases, online exercises, online assignments, searching for individual learning materials, video conferencing, and interactive discussions. The online learning model allows students to adjust the location, study time, and speed of learning, which is not found in traditional face-to-face learning methods (Anthony, A. 2019).

According to (Roman, A. et al. 2019) conventional and online learning also have advantages and disadvantages each from the responses obtained, more details can be seen in the following table.

**Table 1.** Comparison of advantages and disadvantages between traditional (face-to-face) learning and online learning

	<b>Traditional learning</b>	<b>Online Learning</b>
Advantages	<ol style="list-style-type: none"> <li>1. Prompt feedback</li> <li>2. It has become something familiar to teachers and students</li> <li>3. Motivate students</li> </ol>	<ol style="list-style-type: none"> <li>1. Centralized learning &amp; flexible time and location independence training</li> <li>2. Affordable costs for participants</li> </ol>

	4. Cultivating a spirit of socialization with the surrounding environment	with unrestricted access to knowledge development
	<b>Traditional learning</b>	<b>Online Learning</b>
Disadvantages	<ol style="list-style-type: none"> <li>1. Too dependent on teachers</li> <li>2. Limited by time and location</li> <li>3. Increasingly expensive learning costs</li> </ol>	<ol style="list-style-type: none"> <li>1. Lack of feedback needed in the teaching and learning process</li> <li>2. Teachers need more time to prepare.</li> <li>3. Sometimes it makes some people feel uncomfortable.</li> <li>4. The possibility of frustration, anxiety, and confusion arises.</li> </ol>

Based on previous studies conducted, it shows that 3 things can have an effect related to online learning, namely :

1. Technology, using today's technology tools, one of which is a smartphone, makes it easier for students to access various kinds

of information. In distance learning or through online learning students' must have a network that can be adequate so that learning continues to run effectively.

2. Characteristics of the teacher, the teacher plays a role in regulating the effectiveness of learning, in the application of the learning process it will affect students' learning outcomes, students' who learn in class by meeting face-to-face with the teacher will have a positive attitude towards learning and understanding. through online learning, teachers must also pay more attention to the students' learning process so that they know the difficulties faced by students' during the learning process.
3. Characteristics of students' can be seen from the learning process. Every child has different abilities and characteristics. Therefore, in the learning process, it is necessary to apply the right learning model so that the information provided by the teacher can be easily understood by students'.

Blended learning has many advantages as stated by Deklara, et al. 2018) including :

- a. Students can study and study subject matter independently by utilizing the materials available online
- b. Students can communicate on discuss with teachers or other students remotely through smartphones and do not wait to be done in class (face to face)
- c. The teacher can manage and control learning activities well during direct learning outside the classroom
- d. Teachers can add material taught from various reference sources
- e. The teacher can provide information to students related to the lessons to be studied at the next meeting



- f. The teacher can make some questions for students through quizzes, games or other methods.
- g. Students can share files with other students

Based on Deklara, et al. (2018) they explanation that the advantage of the Blended learning model is that learning activities can be carried out in the classroom and outside the classroom by utilizing technology and can be controlled by the teacher so that learning becomes effective.

Blended learning model has advantages and disadvantages. The advantages of online learning expressed by (Rusman, 2011) include:

- a. Make it easy for every student to learn anything and anywhere without being limited by space and time
- b. More affordable cost.
- c. Parents can more easily supervise
- d. The web-based learning design allows for personalized learning activities
- e. Learning materials can be searched easily

Online learning also has disadvantages, including:

- a. The success of Online learning depends on the ability and motivation students.
- b. Access to follow learning using the web is often a problem being a student
- c. Students quickly feel bored and bored
- d. A guide is needed for students to find relevant information
- e. By using Online learning will be obstacles if there are limitations in communication facilities

- f. One of weaknesses in online learning is the lack of direct interaction between educators and students and between fellow students

### **1.7.6 Blended Learning Model**

The development of technology today, blended learning has become a lot of conversation because of seeing boring classroom learning and the wider development of technology so that many developers and give opinions, such as (Semler in Humasah, 2014) believes Blended learning is a combination of learning models from face to face excellence face, the advantages of online learning and its application. (Moebs & Weibelzahl in Humasah, 2014) defines Blended learning as a mixed learning model between online and face-to-face meetings in one learning activity.

According to (Semler, Moebs, and Weibelzahl's Husamah, 2014) explanations, the meaning of blended learning is the merging of e-learning learning models with face-to-face learning models that use media and theory in learning. In learning English learning strategies and interesting learning media are needed so that students have a passion for learning. Especially in learning English sometimes it seems boring because many students still do not understand. For this reason, it is very important to apply interesting learning strategies and learning media in learning English because currently, English is very important to learn.

According to (Walib, A. 2018) In the 21st century, learning has entered the digital era, where educators has designed and developed digital-based learning, such as ongoing online learning. However, online learning still requires another learning model, namely face-to-face learning. Therefore, teaching experts combine

the two learning models which are called Blended learning. Based on several studies, it is stated that blended learning has a more effective impact than online learning or face-to-face learning in terms of student learning outcomes. The use of blended learning can be applied using the following combinations 50/50 means 50% online learning and 50% offline learning (face to face), 75/25 which is 75% online learning and 25% offline learning (face to face), or 25 / 75 so 25% of online learning and 75% of offline learning (face-to-face) from the allocation of learning time. Several things need to be taken into consideration in designing and applying a blended learning model, that is how to make learning interesting and following the characteristics of student learning styles.

The application of Blended learning is to prove how much the blended learning model affects increasing the learning independence of students. According to (Sutisna, A. 2016) Some procedures must be carried out in implementing the blended learning model, namely through three stages. Among them: (1) Planning, (2) Implementation, and (3) Evaluation. Each of these stages can be explained as follows :

- 1) The planning stage in the implementation of this model includes several activities, including (a) a Learning implementation plan, where the teacher must make plans for implementing Online and Offline learning. (b) Identification of the subject matter, where the teacher will determine what material will be delivered in learning following the core competencies and basic competencies of learning.
- 2) In The implementation stage of blended learning, the teacher acts as a facilitator and acts as a learning resource in the learning process with the following steps: (a) Delivering the

learning objectives that will be achieved (Core Competencies and Basic Competencies). (b) Describing or explaining material to students through online learning and face-to-face learning.

- 3) The evaluation stage needs to be done to see the effectiveness of students in applying the learning model. Evaluation of the effectiveness of the learning model is carried out through the assessment stage, (a) the learning process by applying the blended learning model (b) the activeness of students in the learning process (c) the ability of students to receive and understand the material. Evaluation of learning outcomes is carried out to measure the level of effectiveness of learning success through face-to-face observations in the classroom to determine the student learning process in understanding the material and student activity in learning. And researchers also conducted student online learning observations through the Whatsapp application. The evaluation of the learning process is carried out to measure the effectiveness of the application of the learning model, through interviews conducted about the opinions of students in the learning model developed.

Online learning is learning where teachers and students can do learning outside the classroom. The teacher give a assignments to students where the source of subject matter can be accessed on the internet.

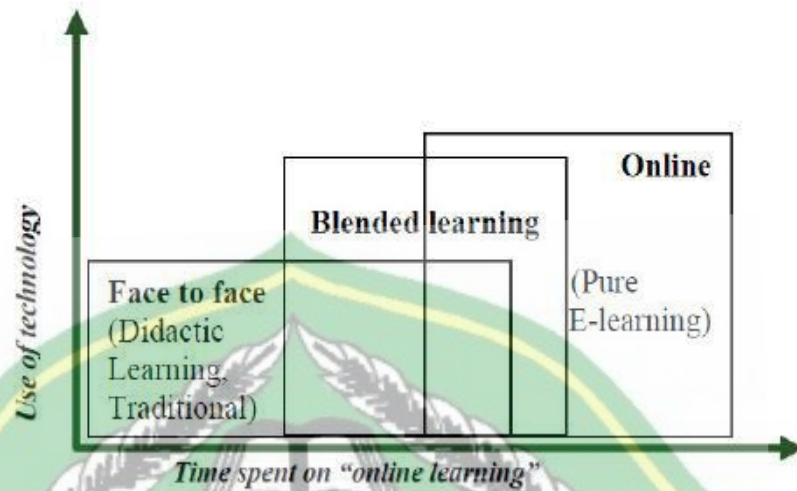
According to (Walib, A. 2018) Blended is a learning model that combines face-to-face learning and online learning models with advantages including :

1. Students look for learning materials directly
2. Can interact with friends remotely
3. Group discusiion and exchange of opinions over a distance

4. Can access electronic libraries
5. Online-based assessment
6. Online and face-to-face learning in the classroom
7. Access learning Apps
8. Online seminars (webinars)
9. See various learning resources
10. Learn online through video and audio
11. Virtual laboratory



Blended learning is a combination of online learning and face-to-face learning which is guided by the teacher with structured learning. the image is below:



**Figure 1: Concept of Blended Learning source: Walib, A. (2018)**

The blended learning model aims to facilitate learning by providing various learning media with attention to student characteristics in learning. This learning can also encourage students to take advantage of face-to-face learning in developing knowledge. Learning programs that use full online are not appropriate for learning that requires face-to-face learning between students and teachers such as English material. In the English language material, students have problems understanding the material because there are still many students who cannot master English. For this reason, the teacher implements a blended learning system to make it easier for students to learn English. In online learning, it is effective if all students are present and take part in the learning. Blended learning is learning that is very effective, efficient to improve students 'ability to be fun, students' interest in learning is greater with a more diverse learning environment. Blended learning offers better learning, whether separate or in groups and at the same or different times.

The latest blended learning is one of the solutions in the learning process so that it is relevant to the times (Sugama, M & Endah, W. 2019). According to Marsh and Drexlerdalam Lin, Tseng & Chiang (2017) Blended learning is a learning method that represents the digital era because it is integrated with the internet.

The blended learning method has many advantages including improving the learning process in students, reducing distractions that usually occur in class, simplifying task management, and improving student performance (Borba, Askar, Engelbrecht, Gadanidis, Llinares, & Aguilar, (2016). The blended learning model can improve understanding and learning outcomes in English subjects. Based on the author's observations, this is because students have a relatively long time to learn the material. Students in addition to getting class material, students can also access material via the internet and can communicate with classmates and teachers via the Whatsapp group application. In addition, teachers can also share material in the form of audio and video that can be accessed easily by students to become a reference for independent learning students. This is by the results of research by (Lin, Tseng, & Chiang. 2017) which states that the application of blended learning can help students to learn according to their abilities and can increase interaction between teachers and students, can facilitate the collaborative learning process. According to Bowyer & Chambers (2017), it shows that there are three advantages to using the blended learning model, namely in terms of improving learning outcomes, time effectiveness in learning, and accommodating the online discussion process. With the existence of blended learning, the learning process is no longer limited by time

and space. But still maintaining the traditional learning process or class.

According to (Sulmi, M. 2020) blended learning is a formal education program that allows students to learn online through content and instructions that are delivered online and offline which are flexible to time, place, or according to lesson schedules. The face-to-face method in the classroom is combined with online or online learning activities that can be accessed by computers or smartphones to spur student learning outcomes. Face-to-face learning is a method designed to support the learning process of students manually or face to face. This activity is a learning activity in the form of a process of interaction between students and educators. There are two face-to-face learning strategies, namely the teacher center oriented strategy and the student center oriented strategy.

In the blended learning method, there is direct interaction in the form of direct discussions online and offline in the learning and teaching process. this can be a solution in overcoming educational problems in the school understudy. The blended learning process that is applied in school is to adjust the learning schedule for each class in the school. For the distribution of schedules, one week of online learning or learning is carried out online and one week later the learning is carried out face-to-face in class. schedules began to be created and enforced since the government set students to study from home. In research that has been carried out how students learn in English material is when learning online, teachers and students interact and communicate in a learning application, the teacher also provides material and explains the material, after explaining the material, the teacher also gives assignments to students and if



students still do not understand the material that has been explained through online learning, the teacher also explains it again during face-to-face learning in class. In collecting assignments, students are given time to collect assignments during face-to-face learning. With the blended learning method, learning is carried out flexibly anywhere and anytime, as long as internet access is available. In addition, students can also access material freely and are required to be able to study independently because the teaching materials prepared by the teacher are already stored online. So that discussions and questions and answers between educators and students do not only take place during class hours but can also take place outside of class hours. The teacher can control the student learning process, therefore students can explore the material presented and the assignment process can be informed easily. Of course, the teaching and learning process becomes more efficient and more effective because communication and interaction between teachers and students can continue not only during class hours.

The researcher has mention believe that learning English by using the internet through blended learning at English language teaching has certain relation or a certain position in this research field. In this research, the researcher believes this research will be useful for other people in enhancing learning English through blended learning.

### 1.7.7 Definition of Perception

Perception is one component of several theoretical frameworks used in research. Perception has a unique individual experience. A person can only argue from what he knows himself (Susan Marry, 2011). Perception of objects in the visual world is influenced by features such as shape and color as well as meaning and semantic relationships between them (Hwang, Wang, & Pomplun, 2011). In the process of grouping and interpreting individual impressions received through the five senses (seeing, hearing, feeling and touching) to give meaning to the environment. Meanwhile, according to Jalaluddin Rahmat (2007) perception is the experience of objects, events, several relationships obtained by inferring information and conveying a message.

From some of the definitions above, there are several perceptions held from various researchers' perspectives on the process of interpretation, organization and student stimulation that can be influenced by various knowledge, desires, and experiences that are relevant to stimuli that are influenced by human behavior in determining their life goals. In addition, perception is a detector of information, and perception cannot be separated from action.

According to Jallaludin Rakhmat (2007) there are several factors that influence and play a role in determining perception. Factors that include functional or personal factors and structural factors. Functional or personal factors consist of needs, experiences, past, motivations, hopes, desires, concerns, emotions, values, memories, and moods. Meanwhile, structural factors consist of physical stimuli and nerve effects that act on the nervous system.

## 1.8 Previous Studies

The researcher by Patmanthara, S & Hidayat, N. W. (2018) is Improving Vocational High School Students Digital Literacy Skill Through Blended Learning Model. This study explains how to increase students' digital literacy skills using the application of a blended learning model, one of which is by combining conventional (face-to-face) learning models with online learning models. The study shows that there are substantial differences between the control classes and the experimental class in digital literacy skills, which suggests that the introduction of blended models will boost the digital literacy skills of students. In this research the point is not to explain student motivation and what should the students have skill in English Language, it is a gap for this research, the researcher only explains Learning strategies English Language through Blended learning to improving students digital literacy skill.

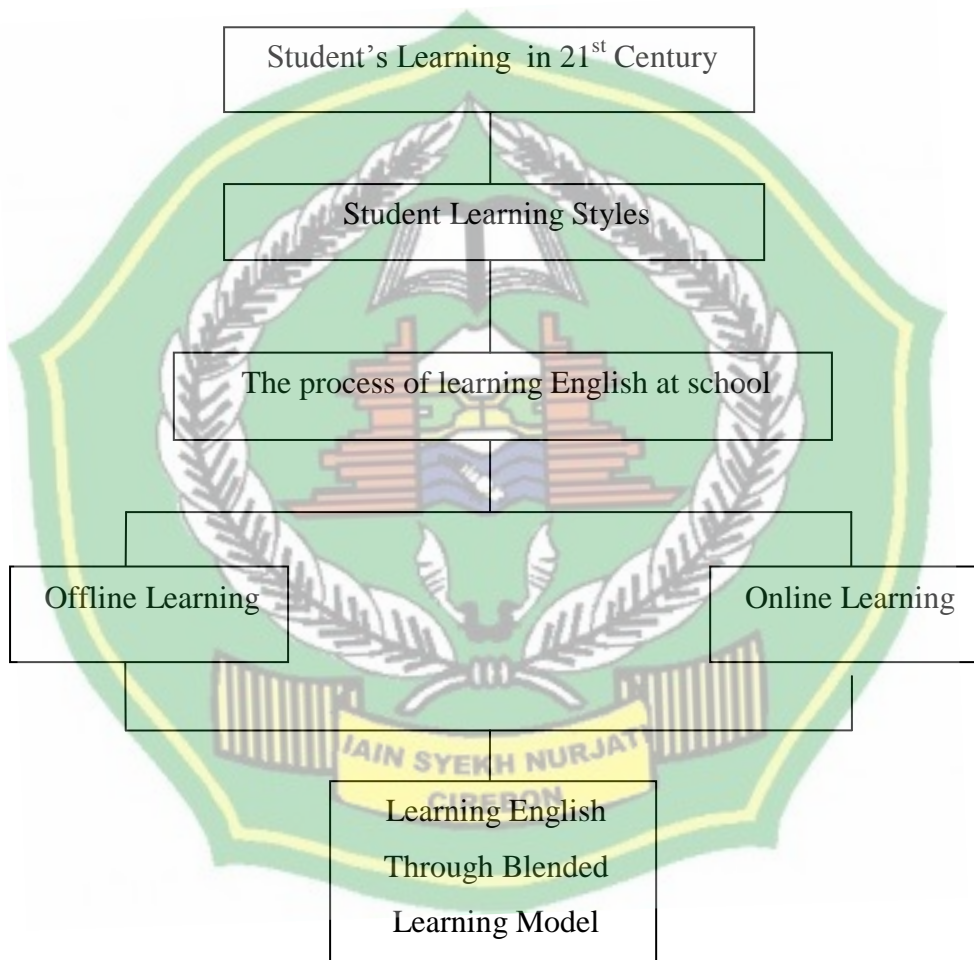
The second previous study according to Buwono, M. A & Ciptaningrum, D. S (2019) is Suggested blended learning models to teach English for senior high school teachers in Indonesia. This research discusses teaching English uses blended learning as a learning model for high school level. The gap in this research does not discuss how student activities in learning use blended learning.

The third previous study according to Wardani, D. N. Dkk (2018) is Attraction learning in the 21st-century era with blended learning. This study discusses the attractions of learning in the 21st century the blended learning model. According to the researcher, blended learning is a learning model that enhances attractions in the learning process by using technology without having to leave face-to-face learning in the classroom. The gap in this study does not discuss student activities in learning using blended learning but more explains the advantages of blended learning. The researcher will focus the discussion of research on successful models

of learning English and student activities in learning English in the 21st century using a blended learning model.

### 1.9 Frame of Thought

Several key terms are used in this research. The terms are students learning English through blended learning. The general descriptions of this research to analyze the data find out the result as follows :



*Figure 2: Frame of thought*

21st-century learning emphasizes the ability of students to think critically, be able to connect knowledge with the real world, master information communication technology, and collaborate. The achievement of these skills can be achieved by applying appropriate learning methods in terms of mastery of materials and skills. Learning is an attempt to direct students into the learning process so that they can achieve learning goals following what is expected (Epi, H. B. 2018).

In the learning process, one should be paying attention to the conditions of each student because they are the ones who will learn. Students are individuals who are different from each other, the process of receiving information or material is different so that students have different learning styles. Learning style is a combination of how students absorb, then organize, and process information. (Dawn, I. S. 2018). Therefore, in the learning process, you should pay attention to learning models that are suitable for application in learning. In learning English, teachers must use interesting teaching methods and appropriate learning models so that the students are easily learn the material being taught.

Nowadays students not only learn English in class but students can learn through the internet. The learning model that combines two models, namely classroom learning and learning using the internet is a blended learning model. Blended learning is a learning model that is currently used by teachers in order to facilitate the student learning process. Blended learning is a new concept applied in learning where teaching is delivered through a combination of online and traditional learning in its implementation (Bielawski & Metcalf in Husamah, 2014). Combine learning models conducted between teachers and students both face to face which is done in the classroom and online learning where students can access at any time.

## **1.10 Research method**

Qualitative research methods are methods associated with the evaluation of social dimensions in general. Qualitative methods provide a lot of information because they see and analyze directly in the field so they can get a lot of information (Sakyi, Musona, & Mweshi, 2020). Qualitative research as a situated activity to observe or analyze the phenomena in their natural settings to interpreting includes open-ended and closed-ended with the responses. Qualitative research is a type of social research that collects data by observing and asking directly and working with non-numeric data. Qualitative data obtained from observations, interviews, and documentation.

### **1.10.1 Research Design**

In this research using case studies as the research design, is a research strategy in which the researcher explores in depth an event, event, activity, process, or one or more individuals in the study. Case studies are limited by time and activity, and the researcher collects detailed information using various data collection procedures over a defined period of time (Creswell, 2009).

Research design is a plan for selecting subjects, research sites, and data collection procedures to answer the research question(s) to provide a result that is judged to be credible (Pretoria, 2010). However, the research design is to plan a select participant to collect the data with the research questions to provide the research results.

### **1.10.2 The Participants**

The participants are a subject has been certain the qualities that the researcher needs to analyze makes drawing of the result (Sugiyono, 2013). The participants are samples such as students in seventh grade and an English teacher. The number of students and teachers who

participated in this research was one English teacher and 59 students in seventh grade in Islamic Junior High School. One English teacher and 6 students were interviewed. 59 students have been observed.

### **1.10.3 Instrument**

An instrument is a tool or facility used by researchers to collect the data properly and systematically (Sugiyono, 2013). In this research, the researcher as an instrument must also be “validated” to what extent qualitative researchers are ready to carry out research which then goes to the field. Validation of researcher as an instrument includes validation of understanding qualitative research methods, mastery of insight into the field under study, the readiness of researcher to enter research object, both academically and logistically. This research has third types of data collections instrument were used observation, interview, and study documentation. The interviewed were prepared used to get data from the participants to the first research question about the learning process in school using blended learning and the second research question about effective learning English using the blended learning model. Moreover, observation to get data from participants to explore the information from first and second research question by interview students.

### **1.10.4 Source of Data**

The types of sources the data are primary and secondary source is the researcher gets the data that has already been collected by other sources, such as data disseminated in a scientific journal ( Victor, 2017).

#### **a) Primary Data**

Primary data is data obtained directly from the source.

Primary data sources used in this study include :

- a. A person is a source of data in the form of people who can provide data in the form of oral answers through interviews
- b. Paper is a data source that presents signs in the form of letters, numbers, pictures, or other symbols.
- c. Place the data source in the form of a place, namely a data source that presents a description of a situation that is directly related to the problem being discussed.

#### **b) Secondary Data**

Secondary data is data obtained indirectly by the source. In this study, secondary data sources used are written sources such as books and documents related to research.

### **1.10.5 Data Collection**

#### **1.10.5.1 Observation**

Observation according to Stainback in Sugiyono (2020: 107) is a process technique collecting data conducted in the field. In this research the researcher will use participant observation, the researcher observes what people do, listen to what they say, and participate in their activities.

#### **1.10.5.2 Interviews**

The interview is a meeting of two persons to exchange information and ideas through questions and responses. In this method, the researcher will interview students related to how to learn English using the Blended learning model and what skills they show up in learning English. The interview lasts approximately 15-20 minutes. To make it easier, all the interviews conducted in the Indonesian language then be tape-recording with the subject's permission. The researcher translates it into English.



### 1.10.5.3 Study Document

Documentation according to Sugiyono (2015: 329) is a method used to obtain data, and information in the form of books, archives, documents, written figures, and pictures in the form of reports and information that can support research. The documentation used in this study includes the syllabus and lesson plans.

### 1.10.6 Data Analysis

Qualitative data analysis based on the assumptions obtained, can use an interpretive theoretical framework to ensure a written report or presentation that includes participants, researcher reflexivity, description, and interpretation of stated problems, and contributions to the literature (Creswell & Poth, 2016). ). The method of grouping data depends on the research strategy and data collection techniques, the researcher can proceed to the next stage of data analysis.

According to Scott and Usher (2011) that a qualitative analytical approach can include the following aspects:

- 1) Coding or classifying, namely carrying out interviews by concluding from the words that were checked significantly
- 2) Examining the classification to identify the research, as well as starting the process of understanding the relationship in general from the limits of the credibility of the case being examined. Researchers draw on prior knowledge of the world that allows them to distinguish between objects and between events in their lives.
- 3) Make patterns, similarities, and differences briefly, understand the data, and bring the research instruments that have been made in the field.

- 4) Describe some of the problems contained in the research, so that researchers will be able to get a lot of information and collect data at the time of research
- 5) conclusion, after the data and information obtained, the researcher will describe and find a discussion so that they can find the results of the research and can conclude the results of the study.

#### 1.10.7 Technique of data analysis

According to Sugiyono (2020: 132), the qualitative data analysis was carried out interactively and continued until the data reached saturation. The stages are :

##### a) Data Collection

Processing and preparing data for analysis. This step involves interview transcripts, typing field data, or sorting out and organizing the data into different types depending on the source of information

##### b) Reduction Data

Data reduction is a form of analysis to sharpen, select, focus, discard, and arrange in the direction of making conclusions. In this stage, the researcher is editing, sorting data, and grouping data.

##### c) Data Display

Data display is the process of presenting data or displaying data after data reduction is performed. In this stage, the researcher organizes and summarizes the data obtained.

##### d) Conclusion

After passing through the stages of data reduction and the last data display is to conclude the data. Researchers conclude the results of the research and provide answers to the formulating of the problem.

### 1.11 Research Timeline

The research was conducted at Islamic Junior High School in Cirebon. West Java, Indonesia, until three months. They require time by delay, are a process of comparison, are improved by feedback, seek to enlighten, and should entertain alternative explanations (Sesay, 2011). The first is observation in the classroom, the second is to make questions for students and a teacher, and the third study document with accurate pictures. Below is the table showing the timeline of this research.

**Table 1.1  
Research Timeline**

No.	Activity	Time of Research								
		1 <sup>st</sup> Month			2 <sup>nd</sup> Month			3 <sup>rd</sup> Month		
1.	Identification of the Issue	■	■	■						
2.	Identification of the Participants		■	■	■					
3.	Data Collection				■	■	■			
4.	Data Analysis							■	■	
5.	Interpretation and conclusions (finding)									■