

CHAPTER I

INTRODUCTION

This chapter discusses there search background that leads to research question, research objectives, research significance, research scope and limitation, and definition of key term.

1.1 Background

Coronavirus Disease (COVID-19) has been formally classified as a worldwide disease outbreak by the World Health Organization. SARS-caused COVID-19 The coronavirus that caused SARS in 2003, CoV 2, is a member of the same family as that one (Utari et al., 2020). According to WHO data, Covid has impacted 216 people. Since March 2020, when the virus first started to invade Thailand, it has significantly impacted many aspects of Thai society. The government has been compelled to adopt new practices as a result of the COVID-19 outbreak, which has no known end date. Learning, which must be done online, is impacted.

Currently, we are in the new normal period. The "New Normal" is a time when new routines are followed while adhering to safety precautions (Rohana & Syahputra, 2021). One of the effects of this new normal policy is in the area of education. The Thai Ministry of Education aims to use distance education as an avenue for experimentation. Since online learning cannot be avoided in Thai education in the future, new teaching techniques will result in modifications to academic standards. Students are meant to study and expand their knowledge through the use of the online learning approach. Naturally, the idea that "Schools can be stopped" goes hand in hand with competent instruction. Learning, however, cannot be halted. Thurakit Prachchat (2021).

The educational system has changed since Pandemic. In order to teach and learn English, all Thai schools and universities, including Fatoni University, are currently using e-learning. Even while e-learning has given students more freedom to acquire information and may make studying more enjoyable, it started to lose credibility owing to any challenges that students and teachers may encounter. While most students struggle to adjust to the system of e-learning, manage their time, and maintain their motivation, it is true that students must be independent and self-regulated during the process (Rooney, 2003). Additionally, they are unable to engage in social interactions with classmates or guided exercise. With online content and individual control online, lectures become too worn out and confusing. Because each student undoubtedly has a different grasp of the subject, it can occasionally lead to unfairness (Harashima, n.d). Because face-to-face and direct communication between the lecturer and students are practically possible without them, using e-learning techniques may become challenging. They necessitate collaborative work, genuine listening, and conversation. As a result, academics and researchers come across the novel blended learning Method.

In accordance with technological advancements and growing digitalization, the blended learning paradigm has gained acceptance across the globe for use in educational programs (Ossiannilsson, 2017). However, advances in information technology are increasingly expanding learning opportunities and offering resources for students, allowing them to get the most out of combining online and traditional (face-to-face) learning (Li, et al. 2020). Additionally, the term "blended learning" is no longer a fresh one in Thailand. It has proven to be well-liked in education and is still in use today. Alammary, et al. (2014) contends that there is mounting evidence that blended learning can get over the numerous drawbacks of both face-to-face and online instruction, including the state of affairs following COVID-19. When seen historically, integrated learning is a dynamic process. On the other hand, blended learning strategies are becoming more and more popular. . Ossiannilsson (2017) suggested that in order to advance a culture of quality in blended learning and for the future of education, the blended learning ecosystem should be adopted as a paradigm. Additionally, this

supersedes assumptions, the technical concept used in blended learning. According to Macdonald (2008), blended learning is a rather popular issue right now, but just like the word "e-learning," everyone has a different interpretation of what it entails. Since BL is a relatively new technique, not all professors use it as a teaching strategy. There are a number of reasons why lecturers don't use BL, including the fact that their facility doesn't support it or the fact that they continue to employ the traditional teacher-centered method of instruction.

Today, blended learning is widely used in teaching and learning activities, particularly at Fatoni University. Since June 1, 2021, blended learning has been employed in all lectures at Fatoni University. This includes both online and in-person instruction. Beginning on that day, blended learning is being used in nearly every school and university in Thailand. After the Pandemic, many colleges and universities switched back to in-person instruction. It is completed in a rolling fashion. The Covid-19 epidemic marked the beginning of the usage of blended learning up until this point. And this is one of the factors in the form of policies that the minister has established as requirements that must be fulfilled in order to reverse the Covid-19 trend and ensure that Fatoni University complies with the requirement. After the pandemic, the researcher developed an interest in the university's teaching and learning activities, particularly the use of blended learning that combines in-person and online instruction. From the aforementioned claims, the researcher was curious to know **“Students’ perception toward Implementation of blended learning method in English language teaching (ELT) after pandemic at Forth semester students of English department at Fatoni University in academic year 2022”**

1.2 Research Question

Based on the previous background, the researcher formulates a question as follow:

1. How is the blended learning process in English Language Teaching after pandemic at Fatoni University?

2. What are the students' perceptions toward implementing of Blended Learning method in English Language Teaching after pandemic at Fatoni University?

1.3 Objective of the research

1. To explain how blended learning process in English Language Teaching after pandemic at Fatoni University.
2. To know Students' perceptions toward implementing Blended Learning method in English Language Teaching (ELT) after pandemic at Fatoni University.

1.4 Signification of the Research

It is anticipated that this research's findings will contribute to a better understanding of how blended learning can be used to teach and learn, particularly English. The second has practical implications. There are a number of advantages that can be realized in terms of practical significance, including:

- a) **For further researcher.** It is intended that this study would serve as a resource for future academics looking into how students see the blended learning approach.
- b) **For lecture.** Additionally, this study will offer fresh insights into how students view blended learning. This will therefore serve as both an input and an evaluation for future learning.
- c) **For students.** Students will be familiar with the blended learning approach employed in the teaching and learning process, and it is anticipated that this knowledge will increase students' enthusiasm for studying and help them in the future.

1.5 Scope and Limitation

Setting the research's scope was crucial to obtaining the necessary data in a study. Therefore, it is preferable to set some restrictions to learn how students feel

about using the blended learning method when teaching English (ELT). This study's aim was on how fourth-semester students at Fatoni University's English departments perceived utilizing BL following the epidemic.

1.6 Definition of Key Terms

The following definitions of the important terminology used in this study are provided to prevent misunderstandings:

1.6.1 Blended Learning

Blended learning is prepared by an effective combination of different models and learning styles carried out in meaningful learning environment that is actively connected to one another.

1.6.2 Perception

A person's perception is their experience of an event or phenomena, which is then communicated by providing information on how they understood the information they had learned.

1.6.3 After Pandemic

We have been forced to adjust to the "new normal" a year after the COVID-19 pandemic first surfaced. This includes working from home, having parents' home-school their children in a new blended learning environment, being in lockdown and quarantine, and being required to wear face masks and face shields in public.