CHAPTER II

REVIEW OF RELATED LITERATURE

The chapter is divided into four main sections, namely Concept of perception, concept of blended learning and previous study.

2.1. Concept of Perception

2.1.1 Definition of Perception

The arrangement, identification, and interpretation of sensory data for the purpose of representing and comprehending the environment are known as perception, from the Latin perception or percipio. The capacity to see something through the senses, the manner in which something is regarded, comprehended, or interpreted (Oxford Dictionary, 2016). The process through which data from the external environment is chosen, gathered, structured, and interpreted to give it meaning for people is known as perception. Additionally, Robbins (2003) in Darmuh (2016) defines perception as the action people do to control and interpret sensory perception in order to provide meaning to their surroundings.

The interpretation of sensory input is referred to as the nature of perception. In other words, perception entailed interpreting the meaning of the input, whereas sensation involved recognizing its presence. For instance, when we saw something, the eye served as the sensor and the visual stimulus was the light energy reflected from the outside environment. This visual representation of the outside object was translated into perception in the visual cortex of the brain. Visual perception is the process of deciphering the image of the outside world that is projected onto the retina of the eye and creating a three-dimensional model of the world.

It was made evident from the foregoing explanation that perception is different from sensation. A person can identify the items and objects that the sensations pertain to by correlating, integrating, and comprehending information from many different body organs.

2.1.2 Factors Affecting Perception

There were variations in people's perceptual skills. The same stimulus may be interpreted differently by two persons. People's perceptions are influenced by the following factors:

a. Perceptual learning

Each member of the group learns to prioritize some sensory signals while ignoring others. People with training, for instance, can do better than untrained individuals in occupations like artwork or other skill vocations. The best teacher for such perceptive abilities is experience. For instance, hearing someone's speech or the sound of their footsteps can help the blind recognize them.

b. Mental set

Each member of the group learns to prioritize some sensory signals while ignoring others. People with training, for instance, can do better than untrained individuals in occupations like artwork or other skill vocations. The best teacher for such perceptive abilities is experience. For instance, hearing someone's speech or the sound of their footsteps can help the blind recognize them.

c. Motives and needs

Certainly, our view will be influenced by our goals and wants. A person who is hungry, for instance, is driven to focus primarily on the food items amid other stuff. Before his motive is met, his attention cannot be diverted to other things.

d. Cognitive styles

According to certain theories, people differ in the ways they typically process information. Every person will interpret the scenario in his or her own unique way. It is believed that flexible people pay good attention, are less influenced by other forces, and are less controlled by their own desires and goals than persons who are more constrained.

One of the students' evaluations of the lecture may be their perception of it. The lecturer will be able to determine what the pupils need to learn through perception. For lecturers to be more effective in their instruction, the perception study is helpful.

2.2. Concept of Blended Learning

2.2.1 Definition of blended learning

Blended is made up of the words "blend (mix)" and "learning" (studying). A formal or informal educational program called blended learning combines traditional classroom instruction with online digital media. According to Santosh (2013), blended learning is a formal educational program in which a student learns at least in part through online content and instruction with some level of student control over time, place, path, and/or pace. Blended learning, according to Melbourne (2012), incorporates elements of both synchronous and asynchronous online learning options. It combines teaching and learning methods from face-to-face, mobile, and online learning. Additionally, Mohammed (2015) defines blended learning courses as those that include some in-person class meetings and some online lessons in place of those meetings.

Blended learning is an approach that combines in-person instruction with online, mobile, and mobile learning. Additionally, it goes by a variety of names, including melting learning, blended e-learning, mixed learning, and hybrid learning. In order to improve the teaching and learning experiences for students and lecturers by enabling them to engage in ways that would not normally be available or effective in their usual environment, whether it is

primarily face-to-face or distance mode, blended learning involves effectively integrating ICT into course design (Debra and John, 2010).

2.2.2 Forms of Blended Learning

According to Santosh (2013), the rationale for selecting a blended model typically determines which of the following six (6) variants of BL:

a) Face-to-face Driver

Face-to-face learning is a blended learning method where lectures are used to deliver the majority of the curriculum. Technology is a secondary consideration as the lecturer conducts the class according to established protocol. To supplement or update the course material, they also create online resources that students can access from anywhere and study in a technology lab, at home, or in the classroom.

b) Rotation

In the blended learning Rotation model, a student alternates on a set schedule between learning one-on-one online at their own pace and in a traditional classroom setting with a face-to-face instructor.

c) Flex

The majority of the curricula are delivered online in the flex model of blended learning. In this model, the majority of learning takes place online, and face-to-face help is provided on-site in the form of in-person tutoring sessions and small group sessions on an adaptive and flexible basis, as needed.

d) Online Lab

Online lab is a type of blended learning that describes courses that use an online platform to deliver the entire curriculum but take place in a physical lab setting. Teaching and learning are conducted entirely online. Through prerecorded videos, audio and video

conferences, discussion forums, and email, lectures engage with students.

e) Self-Blend

The Self-Blend concept is an entirely personalized strategy that enables students to select one or more online courses to complement the offerings of their regular school. Although the majority of the learning is done online, face-to-face classes are still required of the student.

f) Online Driver

Online Driver involves online platform as well as lecture to deliver the curricula. Students work from remote locations most of the time and come to school for optional or required face-to-face classes.

2.2.3 Procedure of Blended Learning

The concept of Blended learning may be intuitively apparent and simple; the practical application is more complex. The adoption of blended learning does not merely add an additional, pricey instructional layer. It shows how class contact hours have been organized in order to increase participation and increase access to online learning alternatives. The structure and method of teaching and learning are fundamentally changed by blended learning, which is its most significant aspect. A mixed learning design's fundamental presumptions are:

1. Carefully combining in-person and online learning.
2. Redesigning the course from the ground up to maximize student involvement.
3. Modifying and substituting regular class contact hours.

According to Debra and John (2012), the BL Strategy at Griffith University outlines three modes of operation to represent the degree to which technology is used in teaching and learning. The university's BL

Implementation Strategy aspires to have all courses achieve "Mode 2" classification.

1. Mode 1: Resources for learner support and course management are facilitated by technology. As an illustration, to give students access to information and resources (such as lecture notes or recordings, assessment criteria), and to carry out administrative tasks (such as announcements or course emails).

2. In Mode 2, interactive learning activities that go beyond what is possible in face-to-face classroom interactions are used to improve the quality of the student learning experience. Use technology, for instance, to facilitate communication, teamwork, assessment, and course management.

3. In mode 3, learning that is mostly self-directed but also uses interactive and collaborative learning activities is supported by technology. Courses are entirely offered online in this format.

2.2.4 Benefits of Blended Learning

All current research studies, according to Namyssova et al. (2019), detail the application of the blended learning strategy in various contexts, its benefits and drawbacks, and an evaluation of blended learning and its design. According to Azizan (2010), blended learning has positive effects on both teachers and students during teaching and learning activities. These positive effects include: 1) enhancing social interaction, communication, and collaboration; 2) providing flexibility and efficiency; 3) extending reach and mobility; and 4) optimizing development costs and time.

2.2.5 English Language Teaching (ELT)

The practice of teaching English to non-native speakers is known as English Language Teaching, or ELT. Many sizable publishing houses have ELT divisions that produce books for English teachers and students to use.

According to Strobl (2007) in Ahmed and friends (2013) define that Learning is an inherently social process, where different strategies for effective learning can be implemented. According to Ampora (2011), the planning and design of a subject of study entails integrating all of the components of the educational process, including the objectives, contents, methods, resources, and assessment.

1. Objectives. These are the outcomes they hope to achieve through their educational endeavor. They offer standards for choosing teaching strategies, student learning activities, and performance evaluation frameworks.
2. Contents. What to teach is one of them. It entails focusing the learning area and organizing the curriculum components into important entities.
3. Methodology. It contains the instructional techniques and materials that will be applied during the teaching-learning process. The quantity of students and their maturity level, the duration of the subject and the planned activities, as well as other elements relating to the infrastructure and the institutional framework, must all be taken into consideration.
4. Assessment. It speaks to the methods used to monitor the teaching-learning process and assess the level of student learning.

According to the needs of the students, the lecturer may utilize a variety of ELT teaching strategies in the classroom. These strategies encourage student participation in the learning process and aid in the growth of their language and critical thinking skills. According to Eric (2013), a lecturer may use the authority, demonstrator, facilitator, delegator, and hybrid or blended methods in ELT. There are various techniques in ELT. In Larsen (2012), Osguthorpe and Graham (2003) listed six justifications for employing BL:

1. Pedagogical richness Access to knowledge
2. Social interaction
3. Personal agency

4. Cost-effectiveness

5. Ease of revision

According to separate studies by Graham, Allen, and Ure (2003, 2005) and reported by Larsen (2012), BL was largely adopted for the following reasons: (1) improved pedagogy; (2) greater accessibility and flexibility; and (3) greater cost-effectiveness.

According to Schultz (2014), BL improves the effectiveness of learning and teaching in three different ways. These three approaches are as follows:

1. Blended learning makes it simpler to help struggling students. Online tools that provide students and lecturers with immediate feedback are a common component of blended learning solutions. After reading a selection or finishing an activity, students can take a brief quiz, which enables instructors to identify which students are having trouble right away without having to do a lot of extra marking.

2. Blended learning gives you more options for what will work best for your particular class. Lecturers are aware that each class is unique. While auditory learners predominate in some classrooms, tactile learners are more prevalent in others.

3. Blended learning makes the most of the time spent in the classroom. There haven't always been good answers to this issue readily available, but it's inefficient for lectures to spend time focused entirely on one learning style at a time for all students, especially considering how many students could benefit from self-directed learning. With a mixed learning approach, it is possible to target various learning preferences.

Blended learning is unobjectionably beneficial for students. Here are five of the many reasons why blended learning should be a part of teaching and learning method:

1. Increased student engagement

2. It's fun

3. More flexibility and better time management for teacher

4. It's cost-effective

5. Performance assessments in the classroom

The process of "blending" frequently results in improved student outcomes and experiences as well as more effective teaching methods. According to Debra and John (2010), there are three essential components to effective teaching and learning. Technologies for blended learning can:

1. Increase the variety of learning environments and opportunities; 2

2. Support course management tasks (such as communication, assessment submission, marking, and feedback);

3. Support the distribution of knowledge and resources to students;

4. Engage and inspire students through interaction and teamwork.

Therefore, BL is not just about using technology because it is readily available; it is also about figuring out better ways to help students achieve their learning goals and give them the best learning and teaching experiences while also supporting lecturers in their roles, such as course management and administration.

1.3 Previous Research

The previous related studies that have been conducted to investigate students' perception of Blended Learning method in different case study are expected to help the researcher as her literatures in writing this research. These studies are presented below:

In their research on students' perceptions in a blended learning environment based on various learning styles, Buket and Meryem (2008) discovered that the field of evaluating students' perceptions in learning styles and mixed learning environments is still relatively young. The findings revealed notable discrepancies in the students' opinions on blended learning approaches.

In order for learning to take place, the online course must be effectively constructed; it should not indicate that "anything will do."

Given that some students had issues with internet access and the poor pace of connectivity on the university campus, Samuel and Patrick (2015) discovered that using web-based resources for blended learning programs was troublesome in their research on the topic of blended environments. And the results of the student survey, informal conversational interviews with students, and classroom observations revealed that giving students the right communication tools in BL environments could improve their interaction and collaboration with their peers and instructors, which in turn would improve their learning of the material.

Students at Gulf Medical University had a favorable opinion of the BL courses that are offered, according to research by Nisha and Pria (2014). The disparity in opinions among students taking various courses suggests that the BL format should be changed to better suit the course material.

Pardede (2012) from Kristen Indonesia University, conducted research about Blended Learning in English language teaching. He found that most ELT lecturers agree that students do not have opportunities to practice the skills and language components they just learned in different and varied contexts due to the limited time they have in the classroom. Various current studies have revealed that blended learning systems could effectively tackle this problem. Blended learning provides ELT students with recording devices, video players, newspapers, and language laboratories. A variety of activity types, with group work and pairing work, collaborative learning and independent learning could be employed to engage the learners in communicative language practice. In addition, the inclusion of the online element in blended learning also enables the use of the foreign language in real communicative acts (through forums, chats, emails, etc.) and provides students with authentic learning materials. What's more, it allows for the diversity of ELT students' learning styles to be catered for, perhaps more easily than in face-to-face settings. Based on research

above, the researcher may conclude that it is required to know students' perceptions of implementing BL in ELT from the students at Fatoni University. All the previous research above talked about different kinds of purposes using BL. Those are based on purposes and learning style. The different of this research from the others research was this research would be conducted about how blended learning process after pandemic and students' perception toward implementing of blended learning method in English Language Teaching (ELT) after pandemic. From these statements above, the researcher hopes this research will make contributions an educational aspects and also good contribution for the university.