

## **CHAPTER II**

### **THEORETICAL REVIEW**

#### **A. Students Readiness in Learning**

Students' readiness would influence their academic achievement in the learning process. Students who are better prepared would have a better educational effect as well. On the other hand, students who are not well prepared to take part in the learning activities might find difficulties during the learning process. According to Winarso (2016), students' readiness to participate in learning activities, as well as their actual competence that is suitable to certain teaching and learning goals, are referred to as "learning readiness." Students' readiness can help them to make better adjustments in difficult situations, where they might comprehend the issue and come up with a solution. As this research was investigated students' readiness in blended learning, their tolerance toward technology acquisition would support the students' readiness.

According to El Gayar et al. (2011), students' acceptance of technology determines the success or failure of learning related to blended learning. This because when it comes to online learning, the utilization of technology is needed to conduct the learning activities. Furthermore, Holley and Oliver (2010) imply that the students' online learning experiences encourage students to be able to control both technology and their learning activities. As the material is provided in the online platform, they might access it whenever and wherever they want.

Students have more flexibility in selecting when, how, and with what content and activities they participate in online learning settings where the online curriculum framework is mainly automated (Khan, 2009). However, students must change their behavior as well as activities to adapt with the unique learning environments in order to achieve this flexibility (Zimmerman, 2000). Furthermore, students have to comprehend the material independently as the teacher would just facilitate them by the material as well as simple explanation. They might participate actively in the learning process such as gathering information, planning, and assessing learning activities. This is in line with Demir (2015), who states that students are more aware of their own learning obligations than external sources such as teachers. Furthermore, this awareness would help them to achieve their goal in learning. As the active learning practices can boost student engagement while also improving learning processes and outcomes (Freeman et al., 2014; Yilmaz, 2016).

From the explanation above, academic achievement is related to students' readiness to participate actively during the blended learning. Students who are more prepared would have a better education performance, but students who are not ready to conduct learning activities might find difficulties in their learning process. Furthermore, technology acquisition is a crucial aptitude as it helps them to participate during the learning activities. Besides that, the students should have self-aware to manage their behavior even if blended learning provide flexible time-learning in order to obtain a good learning process as well as result.

## **B. Blended Learning**

### **1. Definition of Blended learning**

Blended Learning (BL) provides an educational environment that allows various forms of communication as it combines face-to-face learning and the online learning. Yoon and Lee (2010) define blended learning as presenting together the positive attributes of online and offline education, such as instructional methods, and the learning tools, to support the learning activities, achieve optimal learning achievement, and improve teaching and learning quality as well. This establish the opportunity to conduct the teaching and learning activities both in and out of the classroom (Moonen and Collis, 2012).

Furthermore, blended learning is crucial because it combines e-learning and face-to-face encounters (Inoue, 2010). However, according to Tayebinik and Puteh (2012), the online learning might contain some obstacles, such as reducing the direct interaction and the social communication between students. Somehow, it could be covered by the face-to-face learning, as Tayebinik and Puteh (2013) state that the gestures, voice intonation, facial emotions, and eye contact all contribute to the teaching and learning process is directly performed during the face-to face learning.

According to Watson (2008), the implications of blended learning include another good combination of communication, teaching, and learning styles that blends educational models with the technology-based

media. The teacher and parents of students both make a significant contribution, as the classroom teachers' plays facilitators' role and the parents' plays as support role.

From the explanation above, blended learning combines face-to-face learning with digital enhancement to support meaningful activities. Besides that, the society's interaction in education create comfortable environment to practice the teaching and learning process.

## **2. The implementation of blended learning**

Blended learning combines face-to-face and online learning to allow students to participate the learning process in any time and any place as resources were provided in digital as well as online form. However, there are some obstacles and challenges that students might face during the blended learning, such as the limited facilities to support the learning activities and the lack of technology acquisition. This is in line with Gyamfi and Gyaase (2015); Ma'arop and Embi (2016) who states restricted internet connection and facilities for access the blended learning as the issues and difficulties in the implementation.

## **3. Impact of Blended Learning on Teaching and Learning English**

Blended learning help to ease time and location barrier by combining face-to-face activities with online modules materials. This method is seen as the approach that apply the self-design learning activities. Through the use of technology that provides more visual, as well as interactive tools, students can experience different learning approaches which would enhance their learning activities (Sejdiu, 2014).

There were some researcher who investigated the impact of blended learning for EFL class. A research that conducted by Ghazizadeh and Fatempipour (2017) who concerned on the impact of blended learning on the development of reading abilities in English learners showed that the implementation of blended learning for language learners has a direct impact on improving their reading ability. Furthermore, Shih (2010) investigated how to apply blended learning strategy for teaching English. The result of this research showed that blended learning increased students' speaking skills as well as their ability to interact and active participation during the learning.

From the statement above, it can be concluded that blended learning is the approach that apply the self-design learning activities. As blended learning facilitate students to experience different learning method with more interactive tools, it brings many advantages for students such as improves their reading ability, speaking skills and increase their participation during the teaching and learning process.

### **C. Students' Readiness in Blended Learning**

This study aims to find out how students' attitudes towards the five aspects of learning adopted from Tang. Namely, learning flexibility, online learning, learning management, information technology, and classroom learning (Tang & Chaw, 2013).

1. Learning flexibility

Students have a lot of responsibilities, including school, and family responsibility such as helping their parents. The learning flexibility would help them to manage their academic as well as family lives (Vaughan, 2007).

2. Online learning

Students who learn online could express themselves more clearly as they have more time to conceive their thought. Furthermore, this might make it easier for introvert students or the nervous students to express themselves in front of others as they did not meet in person (Howard, 2009).

3. Learning management

This is critical to boost learning motivation and improving time management while studying online. Blended learning is a combination of traditional and non-traditional methods. Students are given the authority to take responsibility for their own learning, which needs self-discipline and motivation (Smyth et al., 2012)

4. Information technology (IT)

Blended learning is supported by information technology. To support the successfulness of blended learning, students must have digital technology acquisition and keep in touch with the technology (Harris et al., 2009)

## 5. Classroom learning

There is genuine and meaningful interaction between students and educators in classroom activities. Otherwise, it is decreased when it comes to online learning. Thus, students who prefer more face-to-face learning showed disinterest in online learning (Howard, 2009).

Blended learning is an approach that combines classic and non-traditional learning techniques. Blended learning goals could be achieved when the students have technology acquisition. Furthermore, the ability of students to adapt to blended learning was determined by their attitudes toward the five learning components such as learning flexibility, online learning, learning management, information technology, and classroom learning.

### D. Previous Study

To support this research, the researcher has reviewed several previous studies that are not only relevant, but also support this research, including:

1. *E-learning Readiness among Students of Various Backgrounds in Leading Malaysian Educational Institutions (Adam et al., 2018)*

This research was conducted by Adam et al. (2018) in Malaysia. The research investigated the readiness among students from various educational institutions during the e-learning process. The blended learning student's readiness was considered as a variable that was tested by a questionnaire. The data was analyzed used the quantitative approach by a

cross-sectional quantitative survey. A total of 235 undergraduate students (64.21%) and 131 graduate students (35.79%) from a public higher education institution in Kuala Lumpur, Malaysia, were chosen from diverse disciplines of study. The respondents were handed a hard copy questionnaire by the researcher directly, as well as an online survey performed through the university student email list, using a convenience sample approach. This research demonstrates a modest degree of preparation for e-learning and the tools available.

According to previous research, the students' readiness in blended learning was measured based on the gender, age, ethnicity, field of study, and educational level. There was a difference between the previous research and the present research. The previous research respondent was taken from different academic fields that were selected from public higher education institutions in Kuala Lumpur, Malaysia. Meanwhile, the respondents for the present study was drawn from then-grade students in a vocational school in Purwokerto. However, both researches aimed to investigate or explore a condition related to the blended learning readiness of students. Furthermore, the previous as well as present research was collected the data by distributing questionnaire to the participants.

2. *Undergraduate Students' Readiness for Blended Learning during COVID – 19 Pandemic in Sri Lanka*

This study was conducted by Kumari and Jayasinghe (2020). The aim of the study was to find out the readiness of undergraduate students in

blended learning. The study population consisted of all undergraduate students in Sri Lanka universities, and the sample consisted of 549 students that chosen randomly.

After the data was obtained, most of the students prefer blended learning over face-to-face learning or online learning. Furthermore, they showed an interest in improving their attitudes, habits, and abilities during the COVID-19 by taking the positive side of blended learning. It can be concluded that the most appropriate learning technique for Sri Lanka institutions during COVID-19 is blended learning through online platform. On the other hand, Sri Lanka students should make a greater effort to improve their qualities, and attitudes for blended learning. Internet and Higher Education. During COVID-19, assist students in meeting their higher education objectives on time.

The participant in the previous research were undergraduate students in Sri Lanka. Whereas, the participant of the present research were students in a vocational school in Purwokerto. Both research used random sampling technique to select the sample. The data was collected through surveys and questionnaires to acquire information about students' preparation for blended learning.

### 3. *Chinese Students' ICT Readiness for a Blended Teaching and Learning Environment*

This research was conducted by Lu and Price (2018). The aim of this study was to find out whether the Chinese students were ICT ready to

take higher education in Australia. The result was indicated that Chinese students were ready for blended teaching and learning environments in terms of ICT. The data was collected through questionnaires and were analyzed using quantitative. This blended learning strategy is intended for Chinese K-12 graduates who will be enrolled in a combined program with a Western University, especially the one in Australia. There are 120 volunteers from China's top 100 research-intensive institutions. The participants' age was from 16 to 18 years old and came from 12 different Chinese regions. All of them acquired their K-12 education in Chinese domestic schools and were admitted by Australian universities as self-funded or government-funded international students.

There are several differences between the previous and the present research. The previous research revealed that data retrieval and data management abilities were regarded as the most significant skills by both Chinese students and Australian academics. However, there were differences in the quantity of digital interaction and communication abilities employed in blended learning contexts between beginner Chinese students and Australian academics. While the present research was concerned to identify then-grade students in a vocational school in Purwokerto, where they were applied the blended learning in combination with appropriate digital use.