

CHAPTER I

INTRODUCTION

This chapter presents background of the research, research questions, and objectives of the research and contribution of the research.

1.1 Background of the Research

Nowadays, the educational purpose is confronted with the phenomenon of online teaching and learning. From primary school to higher education, online classrooms have been implemented. This phenomenon is caused by a pandemic situation in which activity is restricted. For instance, a lecturer must conduct online instruction. The activity of lecturer-student communication was restricted to the web. This is a new style for those who have witnessed the transition of traditional offline classes to online classes. To deal with this issue, technology provides a solution. In the other side, lecturer and students have to adapt in using the technology advancement.

As modern technology is getting more advanced, everything in society's day-to-day life is also developing, including science and education. People who work in science and education sectors seem to be more creative with the technology that they create more innovations which can be applied in a teaching-learning process. Their main goal is to help students have better understanding of what they are learning about. When they understand better, they have chances to get better grades, and that is when they feel the satisfaction in the learning process. This is why innovations in education are needed. It can make the teaching-learning process more fun as well as enjoyable not only for the students, but also the lecturers. One of the simple examples of the innovations is by using android games as learning. A game such as cahoots, e-learning platforms such as google classroom, whats app, and Learning Management System or LMS. They will help lecturer and students a new upgrading atmosphere for the teaching-learning activity.

The teaching and learning of English as a Foreign Language (EFL) in higher education has also incorporated technology in the form of online

learning. This has caused quite a chaotic situation in the world, including the education sectors. Lecturers and educators are forced to find a way to hold a class in which the lecturers and students are not allowed to meet and gather in a classroom. Later on, they come with an idea of doing a long-distance learning with the help of the technology called online learning.

One of the learning methods that is supported by the technology is Blended Learning. This method becomes a way to conduct a teaching and learning. Blended Learning has become one of the most popular methods for teaching EFL due to its dual component, which integrates face-to-face classes with virtual learning to provide students with a wide range of materials and resources organized methodically. Lecturers and students have changed the way this educational process is viewed over time as new technologies have been implemented and lecturers have had to propose new ways of working to display materials that complement EFL Face-to-Face classes. (Alpala & Flórez, 2011).

The problems of blended learning in higher education are numerous, and their emergence is constantly encouraged by creative technical advances and engagement through traditional learning environments, emphasizing blended learning's transformative force. Riel et al. (2016) also identified six types of challenges that lecturers face when implementing a blended learning curriculum. First, lecturers may encounter difficulties when collaborating with students on curriculum activities. Students may struggle to communicate with their peers in order to complete the assigned tasks. Second, there may be difficulties. With regard to student self-management Lecturers who use a blended learning approach may have difficulty staying on track. Lecturers must keep activities relevant and active in order to keep students focused on their task. Third, establishing a work environment. Another issue that lecturers may face when implementing blended learning is the issue of expectations. This refers to the configuration. Goals and objectives that are attainable in terms of student learning. Fourth, curriculum orchestration is concerned with organizing the curriculum and determining a time to conduct the lesson as well as a deadline to complete the work. Fifth, there is another

challenge that Outside-of-classroom challenges arise when implementing the blended learning method. As an example, consider taking part in extracurricular activities scheduling time for students to participate in out-of-class activities can be beneficial. Be challenging. Sixth, lecturers may face technological difficulties. These are the technological issues that arise during the blended learning implementation process.

Blended learning has become a reality in higher education courses, defined by ongoing research and debates about the benefits, possibilities, and effectiveness of transforming and improving the learning experience. Current and sophisticated technologies have aided the development of new, highly interactive, engaging, and student-centered blended learning environments. By building mixed learning environments, the convergence of traditional face-to-face and distributed learning environments, which were formerly starkly separated in process (Marunic, 2015).

Based on study conducted by Dahmash (2020), From the students' point of view, this study investigated the benefits and challenges that EFL students encountered when blended learning was implemented during the COVID-19 pandemic. Blended learning in English courses includes virtual synchronous classes, online tests, and learning materials available on Blackboard. EFL students benefited from this by improving their writing skills and encouraging them to search more broadly online, as well as matching their circumstances and being less expensive than traditional face-to-face classes EFL students faced a variety of challenges, including technological issues, instructor performance, and online learning. Individual attitudinal issues, limited resources, and decisions made by the university council are all factors to consider.

Many universities, nowadays tried to implement Blended Learning to teach English. One of campus in Banyumas, Universitas Nahdlatul Ulama (UNU) Purwokerto has also applied Blended Learning. There are many phenomenon belong to the implementation. In 2021, Blended Learning was applied in UNU. The prior issue of Blended Learning in the implementation is that the adaptation in teaching both online and offline at the same time.

The lecturer must prepare the teaching and learning with technology, and the students must follow the instructions as well as join the traditional classroom. However, it has challenges in implementing Blended Learning. Some lecturers and students may have difficulty following the teaching and learning through Blended Learning. This study concerns to investigate the university lecturers' challenges in facing the teaching English through Blended Learning. One of the big issues that may come to Blended Learning class was the students' attitude on response to the class through online. By means of these obstacles, the lecturer found a phenomenon that there is a different students' attitude between online class and offline class by the students. I have ever asked to one of English lecturers about her experiences in teaching using Blended Learning. The lecturer said that there were some strengths and weaknesses in adapting Blended Learning. Students were more excited to respond directly through online class than in offline class. The students' speaking achievement was also better since Blended Learning was applied.

Students, actually have a lack of confidence in practicing their speaking skills during traditional classes. Their weekly speaking class demonstrates that they are almost afraid to speak up, shy to perform, and practice their speaking skill with a low voice. Following an interview, it was discovered that they are afraid of making mistakes and are not yet confident. Meanwhile, another issue arises when they only have one meeting per week to learn and practice their public speaking skills. It is insufficient time for students to improve and master their English-speaking skills, as well as for the lecturer to review and check each student's speaking ability. Fortunately, based on the implementation of Blended Learning in teaching speaking, the students seem to be more enthusiastic to speak.

Speaking is one of the most important skills to master in English as a Foreign Language. Speaking skill is a productive skill and has become the main priority that students must master in the learning and teaching process of foreign languages, as stated by Bahadorfar and Omidvar (2014). Furthermore, mastering and developing speaking skills necessitates a great deal of practice. It is based on a review of several studies that stated that

mastering these skills is difficult due to a lack of motivation, student interest, and teaching techniques (Akmal, 2018).

Furthermore, some issues in the mastery of speaking skills include a lack of student motivation to practice, student anxiety, student confusion about what to say, and student fear of making mistakes, which leads to the emergence of a sense of inferiority in speaking English (Krebt, 2017; Tahir & Hanapi, 2017). As a result, lecturers must employ learning strategies to address these issues. By means of those facts, lecturer is obliged to develop a good teaching strategy to offer teaching speaking. They need to adapt with the distinguish situation, even teaching through offline and online. In other hand, the students' motivation might be better when the learning strategies appropriate to their teaching and learning.

In order to apply Blended Learning for teaching speaking to university students, the challenges might be faced. The problems of blended learning in higher education are numerous, and their emergence is constantly encouraged by creative technical advances and engagement through traditional learning environments, emphasizing blended learning's trans formative force. Blended learning has become a reality in higher education courses, defined by ongoing research and debates about the benefits, possibilities, and effectiveness of transforming and improving the learning experience. Current and sophisticated technologies have aided the development of new, highly interactive, engaging, and student-centered blended learning environments. By building mixed learning environments, the convergence of traditional face-to-face and distributed learning environments, which were formerly starkly separated in process. (Marunic, 2015).

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The phenomena of Blended Learning are at least related to the challenges on its implementation, strategies in the teaching in Blended Learning and the impact on students' achievements. The three phenomena were highlight in this study. The writer excited to investigate the teaches' and students' strategies in teaching speaking in Blended Learning based on the challenges. Moreover, the impact of their strategies to students' learning outcomes.

1.2 Research question

1. What are the lecturers' strategies in teaching speaking using Blended Learning?
2. How is the impact of the lecturers' strategies in teaching speaking on students' speaking ability?

1.3 Objective of the Research

1. To investigate lecturers' strategies in teaching speaking using Blended Learning.
2. To find out the impact of lecturers' strategies on students' speaking ability.

1.4 Contribution of the Research

Theoretical and empirical findings both contribute to be beneficial to lecturers, students and educators, especially to have better understanding of what a blended learning is (included the technology development in teaching in Blended Learning, challenges and the strategies to solve the difficult). Moreover, to what extent the higher education implement blended learning in order to offer English classes.

One of the research's practical contributions is more aware if any problems come up while practicing this kind of learning method since they already have a better knowledge of it. In addition, to compare among students learning progress dealing with the use of blended learning from each university. Students are able to see their peers learning progress. In addition, the readers may understand to the everyone strategies in teaching and learning through Blended Learning to overcome the learning outcomes.

