

CHAPTER II
LITERATURE REVIEW

A. Pandemic Situations

The principle of education policy during the Covid-19 pandemic is to prioritize the health and safety of students, educators, education staff, families, and society in general, as well as consider the growth and development of students and psychosocial conditions to fulfill educational services during the Covid-19 pandemic Sekretariat GTK (2020). The Ministry of Education and Culture (Kemendikbud) issued several circulars related to the prevention and handling of Covid-19. First, Circular Number 2 of 2020 concerning Prevention and Handling of Covid-19 in the Ministry of Education and Culture. Second, Circular Number 3 of 2020 concerning Prevention of Covid-19 in Education Units. Third, Circular Letter Number 4 of 2020 concerning the Implementation of Education Policies in the Emergency Period for the Spread of Coronavirus Disease (Covid-19), which among other things contains directions on the learning process from home Arifa (2020).

The Covid-19 pandemic has provided an overview of the world of education in the future through mentoring. However, technology still cannot replace the role of teachers, lecturers, and learning interactions between students and teachers because education is not only about acquiring knowledge but also about values, cooperation, and competence. This pandemic situation is a challenge for each individual's creativity in utilizing technology to develop the world of education Kemdikbud (2020). Some

things must be considered in this distance learning, among others, the quality of teacher resources must be improved, both in terms of content and methodology as well as in terms of the use of information technology Basar (2021).

According to Rosali (2020) learning carried out during the Covid-19 pandemic in the education department using an online model with applications such as V-class, Unsil meet, zoom, WhatsApp, telegram, google classroom, youtube, Facebook, and messenger. The implementation of online learning runs smoothly, although it is felt less than ideal. Student learning outcomes vary, ranging from unsatisfactory, moderate to good. Constraints faced by students and lecturers in online learning include the availability of internet quota, unstable network, and supporting tools such as gadgets and laptops. Online learning is considered effective if it is applied during the COVID-19 pandemic, but a more varied model is needed to keep it interesting if used in the long term.

B. English Teaching

According to Nilsen and Albertalli, as cited in Bethel T. Ababio (2013), teaching can be described as the process of guiding the teacher

to students to a higher level of knowledge or skill. Besides, Frimpong as cited in Bethel T. Ababio explains that teaching is the process of a teacher imparting knowledge, skills, attitudes, and values to students by respecting the intellectual integrity and capacity of students to change student behavior. It can be understood that teaching does not only involve how information is obtained from teachers to students but also how students use that information, interact, receive guidance, and receive feedback.

According to El-Mowafy (2013) defines that Learning is an inherently social process, in which different strategies are for effective learning can be implemented. J. Harmer (2004) A teaching theory is seen as something constructed by the individual teacher. From this perspective, teaching is seen as driven by the teacher's efforts to integrate theory and practice. The design of the study subject, its planning, implies the integration of all axes of the educational process: objectives, content, methodology, resources, and assessment.

- Objective. This is the result they expect with the teaching activity. They provide criteria for selecting teaching methods, student learning activities, and performance appraisal systems.
- Contents. These include what to teach. It consists of narrowing down the learning area and grouping the curriculum aspects into insignificant entities.

- Methodology. It includes the training strategies and resources that was used to carry out the teaching and learning process. We must consider the number of students and their level of readiness, subject and activity plans, as well as other factors related to the infrastructure and institutional context.
- Assessment. It refers to how the teaching-learning process is controlled and students' learning results are measured.

In ELT there are several methods that lecturers can implement in the classroom based on students' needs, and they can use them in teaching to engage students in the learning process and help them develop critical thinking skills as well as language skills. According to Gill (2013) state that some of the methods the lecturer may use in ELT are authority, demonstrator, facilitator, delegator, and hybrid or blended.

C. Blended Learning Model

The learning model is much related to the teacher's teaching style and the learning style of the student. Applying a good learning model, teachers can help students to gain knowledge, information, ways of

thinking, skills, and express knowledge ideas. According to Trianto (2007) the learning model is a pattern used as a guideline in planning classroom learning or tutorial learning. The learning model is a whole series of presentations of teaching materials covering all aspects before and after learning conducted by teachers and all related facilities that are used directly or indirectly in the teaching and learning process.

According to Joyce (2015) Joyce & Weil argues that a learning model is a plan or pattern that can even be used to form a curriculum (long-term learning plan), design learning materials, and guide learning in the classroom or other learning environments. Based on this understanding, it can be concluded that the learning model is a systematic and planned learning pattern to provide learning experiences to learners so that teachers can achieve learning goals.

According to Rusman (2012) in his book entitled model of learning model mentions that there are six characteristics of the learning model, namely:

- a) Based on the theory of learning and certain experts
- b) Have a specific mission or purpose
- c) Can be used as a guideline for teaching and learning activities in the class.
- d) Has a part of the model named: 1. The sequence of learning steps (syntax); 2. There is a principle of reaction;

3. Social system; 4. Support system. These four parts are practical guidelines if the teacher would do a learning model.

- e) Has an impact due to the implementation of learning models. These impacts include: 1. The impact of learning, namely measurable learning outcomes, 2. The impact of accompaniment, namely long-term learning outcomes.
- f) Make teaching preparations (instructional design) with the guidelines of the learning model they choose.

Blended learning comes from the words blended (combination) and learning (learning). In other words, blended learning can be interpreted as combination learning, namely a combination of face to face learning in class and online learning using computer applications connected to the internet. Blended learning is a combination of two learning models, namely face to face learning and online learning/e-learning. Blended learning is used to generate and foster learning motivation for students, it is necessary to innovate and create more interesting media. Herliana (2020) interprets blended learning as combining learning with several delivery methods to provide an effective and efficient experience to students. Downloaded from the internet. Presentation in class can be offline or online. Blended learning is a learning approach that combines the advantages of face to face learning

and e-learning. The idea of a blended learning environment is a learning environment where teachers and students work with a mix of books, presentations and classroom activities, and digital resources including online materials or smartphone applications Jeremy Harmer (2007). According to Agustiani (2019) said blended learning is any time students can learn, because blended learning is part of the learning process. Learn face to face and partly with the help of the internet. Additionally "Blended learning" has been used to describe a kind of teaching using face to face and completely online education. Meanwhile, Ghazizadeh & Fatemipour (2017) states that blended learning is a learning approach that integrates traditional face to face learning and distance learning that uses online-based learning media and various kinds of communication tools that support communication between students and teacher.

According to Hrastinski (2019) blended learning as follows: "Blended learning systems combine face to face instruction with computer-mediated instruction. Define blended learning as "the thoughtful integration of classroom face to face learning experiences with online learning experiences. Thus, we can conclude that there is general agreement that the key ingredients of blended learning are face to face and online instruction or learning. Thus, writer can summarize that blended learning is a learning plan or approach that combines face to face direct learning with online learning that utilizes technological

sophistication with the aim of students not only mastering learning materials but students also mastering technology obtained from learning experiences with this model. Therefore, technologies are progressing the range of workable options that can enhance inputs for teaching, learning methods, and results Gumartifa, (2020). In other words, Blended learning is a learning process that combines online independent learning and face to face learning by utilizing media and technology to provide students with a more enjoyable and effective learning experience.

In the implementation of learning, blended learning has several objectives. Huiying (2018) states that the objectives of the blended learning model are:

- a) Help students to get better learning that is tailored to their learning style and learning needs.
- b) Provide opportunities for educators and students for independent, rewarding and growing learning.
- c) Increased schedule flexibility for students, by combining face to face and online aspects.
- d) Face to face classes can be used to engage students in interactive experiences.
- e) Online classes provide students with rich multimedia content and knowledge at any time and anywhere as long as students have internet access.

In addition to the learning objectives, Huiying (2018) also mentions the characteristics of the blended learning learning model as follows:

- a) Blended learning fosters student independence because more time is spent trying out exercises independently before consulting and training students to conduct self-assessments.
- b) Students must have skills in time management and adapt the study schedule to the nature of the work at their own pace.
- c) Students perceive an integrated learning environment as an environment that requires more responsibility
- d) The blended learning model teaches students to be disciplined because students work more regularly and actively in online practice questions.

According to Hendarita (2018), there are three basic stages in the blended learning model which refers to ICT-based learning, which is as follows:

- a) Seeking information
Includes searching for information from various sources

of information available online and offline based on learning needs. The teacher or facilitator plays a role in providing input for students to seek effective and efficient information.

b) Acquisition of information

Students individually or in groups try to find, understand and configure it with ideas or ideas that have been in the minds of students before. Then students interpret information or knowledge from various available sources until they can re-communicate and interpret ideas and interpretation results using online or offline facilities.

c) Synthesizing of knowledge

At this stage, students construct/reconstruct knowledge through assimilation and accommodation processes starting from the results of analysis, discussion, and formulation of conclusions from the information retrieved and interpreting ideas and interpretation results using online or offline facilities.

Table 2.1 Syntax Seeking Of Information

Syntax Seeking Of Information	
Learning Activities	
Offline	Online

Face-to-Face : Students listen to the teacher's explanation regarding the material to be studied and try to answer questions posed by the teacher regarding the material	Independent : Students independently search for relevant material on the topics discussed through online or offline learning resources
Learning Experience	
<ol style="list-style-type: none"> 1. Encouraging students' creativity to find learning resources that match the topic 2. Encouraging students' critical thinking processes 3. Develop students' ability to connect the topics to be discussed with everyday life. 4. Cultivate self-confidence in students 	
21st century competence	
<ol style="list-style-type: none"> 1. Critical thinking: critical thinking to be able to explore answers to questions from the teacher 2. Creative: creative to find answers by browsing sources of information widely. 3. Communication: practice confidence to communicate with teachers or fellow students 	
Scientific approach	
<ol style="list-style-type: none"> 1. Observe 2. Associate 3. Discuss 4. Communicating 	

Source Hendarita (2018)

Table 2. 2 Syntax Acquisition of Information

Syntax Seeking Of Information	
Learning Activities	
Offline	Online

Group Presentation : Students discuss the results of the independent study in groups of 2-4 people. Then interpret and elaborate the information in groups	Online Discussion : Students discuss material online in online discussion forums. Teachers and other students can respond to each other's responses.
Learning Experience	
<ol style="list-style-type: none"> 1. Encouraging students' critical thinking processes 2. Building students' communication skills 3. Build the ability to work together among fellow students 4. Building students' creativity in preparing presentations 5. Growing students' ability to be able to make decisions 6. Cultivate students' self-confidence to appear conveying the results of group work 	
21st century competence	
<ol style="list-style-type: none"> 1. Critical thinking 2. Collaboration 3. Creative 4. Communication 	
Scientific approach	
<ol style="list-style-type: none"> 1. Observing 2. Associate 3. Try 4. Discuss 5. Communicating 	

Source Hendarita (2018)

Table 2.3 Syntax Synthesizing Knowledge

Syntax Seeking Of Information	
Learning Activities	
Offline	<i>Online</i>

Group Presentation : Students present the results of group discussions in front of the class	Upload Task : Students upload assignments or summaries of material to online forums or other online media.
Learning Experience	
<ol style="list-style-type: none"> 1. Encouraging students' creativity to find learning resources that match the topic 2. Encouraging students' critical thinking processes 3. Develop students' ability to connect the topics to be discussed with everyday life. 4. Cultivate self-confidence in students 	
21st century competence	
<ol style="list-style-type: none"> 1. Critical thinking: Think critically to be able to open answers to questions from the teacher 2. Creative: creative to find answers by browsing information sources widely. 3. Communication: practice confidence to communicate with teachers or fellow students 	
Scientific approach	
<ol style="list-style-type: none"> 1. Observe 2. Associate 3. Discuss 4. Communicating 	

Source Hendarita (2018)

1. Advantage of Blended Learning

According to Lalima & Dangwal (2017), Blended Learning enjoys the resulting benefits:

- a) Learning is finished through ICT, on the web or disconnected mode, so instructors and understudies get longer inside the homeroom for inventive and agreeable exercise.
- b) Students acquire the benefit of internet Learning and CAI without losing the social connection component and human

dash of conventional educating.'

- c) It gives more degree to correspondence. The correspondence cycle is finished in Mixed Realizing, which is inconceivable in the event that we keep just the standard methodology.
- d) Students become more techno-sagacious, and that they acquire upgraded computerized familiarity.
- e) Students have more reinforced demonstrable skill as they foster characteristics such as self-inspiration, self-duty, and discipline.
- f) It updates course content at that point gives new life to set up courses.

2. Disadvantages of Blended Learning

According to Krasulia (2017), the disadvantages of Blended Learning are as follows:

- a) Unless effectively arranged and executed, Blended Learning could have detriments in specialized viewpoints since it unequivocally relies upon the specialized assets or devices with which the Blended Learning experience is conveyed. These devices should be solid, simple to utilize, and modern to possess a significant effect on the instructive experience.
- b) IT literacy can work as a significant boundary for school kids

endeavoring to get to the course materials, making top notch specialized help fundamental.

- c) Another part of Blended Learning that might be testing is bunch work, on account of challenges with the board in a web setting.
- d) The utilization of talk recording advancements may wind up in understudies falling behind on materials. In a very report performed across four distinct colleges, and it was tracked down that lone a large portion of the writer watched the talk recordings routinely, and almost 40% of writer watched half a month of recordings at a time.
- e) From a teacher's viewpoint last, it's been noticed that giving viable input is additional tedious (and in this way more costly) when electronic media are utilized than conventional (e.g., paper-based) evaluations.

D. Blended learning for English Teaching

Many studies Rachman (2021) The implementation of technology in the teaching and learning process of English can improve the quality of teaching and learning, both face-to-face learning and online

learning. Because the use of online technology stimulates students to learn more effectively and improve the students' learning achievement. Considering the implementation of blended learning in English teaching, the students can learn more contextually since the online media can support the students to learn how the native uses the language in the real life. Lesiak-Bielawska (2012) mentioned that the implementation of blended learning in English teaching and learning is the effort to facilitate the students learn effectively. Moreover, Lesiak-Bielawska (2012) also describes that the implementation of blended learning can improve the student's score which indicates the improving students' vocabulary mastery. Additionally, blended learning is the teaching and learning approach that is recommended to be implemented in the new normal era.

According to Albiladi & Alshareef (2019). Have indicated that blended learning can be used effectively to develop the language skills of language learners. For instance, learners' speaking, listening, reading, and writing abilities can be developed when using blended learning instead of traditional face to face or fully online approaches. Ghazizadeh & Fatemipour, (2017) examined the effect of blended learning in developing the reading skills of English language learners. Specifically, the study aimed to investigate whether blended learning can be used to develop the reading proficiency of sixty intermediate-level Iranian EFL learners. The participants were randomly assigned to two groups: an

experimental group, which received classroom instructions and blended learning focused on the reading skills, and a control group, which received a more traditional approach to English teaching. The two groups were tested before and after the treatment to determine the learners' reading proficiency level. After comparing the two groups using a t-test, the writer found that the use of blended learning resulted in a statistically significant positive effect on the reading proficiency of the EFL learners. In other words, Ghazizadeh & Fatemipour (2017) asserted that using blended learning with language learners has a direct impact on enhancing the reading skills of language learners. Based on the study results, the writer also stated that blended learning facilitates the learning process and can be successfully adopted in English reading classes.

Likewise, Adas & Bakir, (2013) examined the use of a blended learning strategy in developing the writing competency of EFL learners. Specifically, the study aimed to determine whether blended learning can be an effective strategy that helps in increasing students' overall performance in writing. Sixty EFL learners in a Palestinian university participated in the study. The students were divided into two groups: one was taught English writing using the traditional face to face approach, while the other group was taught using a blended learning model. At the end of the teaching period, the writer found that the group that was taught using a blended learning performed better in writing than the other group.

In other words, the use of blended learning helped in developing the writing competencies of the participating EFL learners. The writer concluded by stating that using blended learning developed many aspects of the participants' writing such as grammar, spelling, punctuation, and paragraph coherence.

Moreover, Grgurović (2012) investigated the use of blended learning in an ESL context. Using Neumeier's (2005) framework of blended learning, the study aimed to determine how blended learning is used in ESL classes and how both face to face and distance learning are integrated. The study was conducted in a speaking and listening class in an intensive English program in the USA. The participants were 19 ESL students and one English instructor. The research method included observing the language classes, surveying the students, and interviewing the instructor to explore the effectiveness of this learning model. The findings indicated that blended learning could be successfully and effectively used to teach all language skills. Both teachers and students shared positive perceptions and attitude toward integrating blended learning in English teaching. They believed that the use of online teaching added to the traditional ways and improved the students' language learning process. The writer concluded by stating that blended learning can be used effectively to teach English in foreign/second language programs.

Similarly, in another study, Shih (2010) investigated the use of a blended learning approach to teach an English course. In particular, the study aimed to design a blended learning environment in which instructional blogging is used with ESL learners. Forty-four college ESL learners were involved in the study. Several research methods were used to investigate the effects of the blended learning mode, including students' satisfaction survey, teachers' and students' feedback, students' self-reflection, and interviews. The results of the study indicated that using the blended learning mode with video-based blogs resulted in many benefits such as improving the students' speaking skills, developing a sense of autonomy and collaboration, and enhancing the learning process. Shih (2010) stated that one of the benefits of using blended learning approach is to improve students' speaking skills as well as other language abilities such as their grammar, pronunciation, facial expression, and eye contact.

However, other studies indicated that the use of blended learning does not always have a direct impact on language skills. For instance, Tosun (2015) investigated the effect of using a blended learning approach in teaching English vocabulary. The study also explored English language learners' perceptions about blended learning in learning English vocabulary. The study included 40 students studying at

two classes in an intensive English program in Turkey. The participants were divided into two groups: an experimental group that studied the target vocabulary through a blended learning approach, and a control group that was taught the same vocabulary using the traditional teaching method (face-to-face instruction). At the end of the instruction period, both groups were tested to determine their vocabulary knowledge.

The findings indicated that even though the students were satisfied with blended learning as a teaching strategy, the use of a blended learning strategy did not have any positive effect on students' vocabulary knowledge. Tosun (2015) mentioned that their findings did not resonate with many previous research studies that linked the use of blended learning to the development of language skills. Tosun added that the one possible explanation of these results is the short duration of the study. All in all, in the ESL and EFL context, research shows that blended learning can be used effectively to develop the language competencies of English language learners. The reviewed studies indicate that language teachers could utilize blended learning as a teaching model to develop various skills such as reading, writing, speaking, and vocabulary knowledge.

Education in Indonesia is difficult to do offline because of the difficulty of face to face teaching taking place due to the number of Covid-19 victims in each region. According to Istaryatiningtias (2021) the government has an important role to play in overcoming educational problems in the COVID-

19 pandemic, namely by issuing an Emergency Curriculum. The curriculum is a curriculum that has similarities with the National Curriculum because it is a simplification. In this case, all teachers are expected to be able to utilize technology and find the right learning model in teaching with current conditions and situations. This learning model is intended to facilitate and master the subject matter in providing the best learning for students following the conditions and situations like today. Utilization of technology in finding the right learning model in providing learning, one of which is the blended learning model that utilizes technology and face-to-face or online learning processes needed during the Covid-19 pandemic.

The blended learning model is considered more effective to be used in situations and conditions during Covid-19 as it is now. Like the research that has been done Pardede (2012) Information and communication technology (ICT) has grown exponentially during the past three decades considerably changed many aspects in industrial and trading sectors. Currently, it is revolutionizing education. One of the most important results of the revolution is the emergent of blended learning, which combines the best of face-to-face and ICT applications. The implementation of blended learning models provides quite good results because it can make learning more varied and not monotonous so that it is widely liked by students. This can make blended learning a solution in the learning process during the covid-19 pandemic as it is now.

From the above explanation, it can be concluded that during Covid-19 blended learning is a learning model that can be used by teachers to find learning models that help in the process of learning remotely. Therefore, the main focus of this study is on this blended learning model used by a teacher X OTP 1 of SMKN 1 Pontianak in English language teaching. In terms of data collection techniques, writer plan to conduct interviews to gather information about how the teacher applies the blended learning model and what kind of constraints are in the implementation of the blended learning model. In addition, writer would also observe teacher activities. For example, to find out the implementation that occurs directly that she did in the learning process. This section can be done using field records. Finally, writer would try to describe the blended learning model used by the teacher.