CHAPTER I
INTRODUCTION

The contents in this chapter are: background of the study, statements of the problem,objectives of the study, and Significant of the study.

A. Background of the Study

The teaching and learning processes in schools initially had to be adjusted to regulations that came from the Indonesian government during the COVID-19 pandemic. The government enforced schools to limit offline learning and implement online learning. However, the application of online learning raises several problems that also make schools have to combine online and offline meetings (Pardede, 2012). The combination of online and offline learning is also known as blended learning. Teachers develop online media and materials for the teaching and learning process, such as using several platforms, social media, and other online sources. At this time, the condition of COVID-19 is starting to decrease and improve, therefore, there is a new policy from the government for 100% full learning.

Blended learning combines classical (traditional) learning methods with technology-based learning methods. Classical learning methods emphasize direct interaction between teachers and students in the classroom. Meanwhile, technology-based learning methods rely on the use of technology to facilitate teaching and learning activities that take place between teachers and students without direct meetings, such as the use of applications and others.

Throne (2003) mentions that the use of blended learning can be a learning style for the students nowadays to enrich their learning experience since they can access unlimited sources from the internet while still having the guidance from teacher through face-to-face learning. Blended learning is believed can make the students involved in English

teaching and learning more actively involved in order to improve their language skills in the target language.

Blended learning is allegedly the right way to respond to the times, especially in the digital era like today. Moreover, the application of the blended learning method to learning English requires teachers to be creative in providing an English learning platform in the form of YouTube links, videos, or power points. This creates student activity during online learning, so it really helps the progress of Distance Learning (PJJ). Even though blended learning is good, there are also problems with it. Putra (2019) found that blended learning provided little benefit for students in the learning process. They could not understand the teaching material if the teacher did not explain it directly. The network was inadequate, so students had difficulty participating in online learning. While Norhasanah (2021) found that students were too lazy to take part in online learning because they did not meet their friends directly. Besides, they were not optimal at learning English because they felt less supervised by the teacher directly.

Some schools were still implementing the blended system at that time because the circular still instructed limited meetings. Students are divided into classes, and there are those who are off at home because learning is not 100% complete yet. The teacher taught the students with a combination of offline and online learning. In schools, the most effective way to optimize learning there is limited learning to implement a blended learning system. This system combines face-to-face learning with online learning. Online learning provides material and space for students to learn and practice anytime and anywhere as long as they are connected to the internet. Online media can be in the form of e-learning, email, whatsApp, Google Classroom, Google Forms, Zoom, Google meet, and so on. Face-to-face sessions are used to clarify issues related to their language topics that they may encounter inonline learning.

The condition of COVID-19 has begun to improve at this time, the number of victims of the malignancy of COVID-19 has greatly reduced. President Joko Widodo has instructed the use of masks under all conditions. A circular from the governor of Central Java instructed to immediately carry out full face-to-face learning. Following up on instructions from the governor, schools must prepare all infrastructure as much as possible. The new academic year will be the culmination of all students normal learning as before.

Face-to-face learning is the more traditional type of learning instruction, and it involves the transmission of information from the teacher to the students (Bandara and Wijekularathna, 2017). It generally occurs in an enclosed physical classroom setting. Classes are conducted daily and may vary from early morning to late afternoon. A whiteboard is normally placed at the front of the classroom, with furniture to accommodate both teachers and students. Offline learning is the traditional counterpart of online learning and the original mode of learning that allows students to engage with their peers and teachers in a face-to-face setting on a regular basis. Even if online learning is anticipated to be the future of education, it will never be able to replace the whole nature of traditional education. Technical issues have little impact on offline learning, and it provides a wonderful opportunity for students to build and stick to a fixed schedule.

Offline classes encourage students to collaborate on projects with other students and help them learn new skills. Students become more introverted as a result of online education since they only communicate with other students through online chatting rather than face-to-face interaction. Additionally, offline learning allows teachers to observe their students' responses and behaviors and respond as needed. As a result, no matter how advanced online education becomes, offline learning will continue to play an important role in students' growth.

The shift in learning English in Vocational High Schools in Sragen from blended to offline learning makes students adapt to new circumstances. Some students must have been comfortable with online learning or blended learning before, but besides that, some students would prefer 100% face-to-face learning. Based on the current phenomenon, the researcher is interested in examining the perceptions and attitudes of several students in various vocational schools in Sragen. The present study intends to find out more about possible issues that could arise as students go through the transition from an online to an offline learning environment and strategies so that teachers and schools can plan some measures to cope with the emerging issues. As far as the researcher is concerned, there has been very little known about this topic, therefore, the researcher explored this research area with the title "*Students' Perception and Attitude Towards the Shifting of English Learning from Blended to Off-Line or Face-To-Face Learning*".

B. Statements of the Problem

There are several problems with this research. The problems are stated as follows:

1. What is the students' perception toward the shifting of English learning from blended to offline or face-to-face English learning?

2. How is the students' attitude toward the shift English learning from blended to offline or face-to-face English learning?

C. Objectives of the Study

From the construction of the problem statements above, this study is expected:

1. To determine the students' perception toward the shifting of English learning from blended to offline or face-to-face learning.

2. To determine the students' attitude toward the shifting of English learning from blended to offline or face-to-face learning.

D. The significant of the Study

This study can hopefully bring some benefits to educational science and all those involved. The benefits of this study are:

1. Theoretical Benefits

This research can hopefully give the contribution to educational science about students' perceptions and attitudes toward shifting English learning from blended to offline or face-to-face learning.

2. Practical Benefits

a. To the teacher

The result here can be an evaluation to apply the shifting English learning from blended to offline or face-to-face learning is better based on the students needs.

b. To the student

The result here can improve their knowledge about the shifting of English learning from blended to offline or face-to-face.

c. To future researcher

The result here can be used as a reference for other research.