# CHAPTER I

# INTRODUCTION

This chapter consists of background of this study, the reasons for choosing the topic, the research question, the objective of the study, the significance of the study, the scope of the study and the definition of terminology

## Background of the Study

In this pandemic era, the government makes regulations for learning at schools. Face-to-face learning at schools must be 50% of the number of students per class with health protocol and the remaining amount conducts online learning. It will make decrease students’ enjoyment from schooling in secondary/high education and higher education context have drawn attention to the concept of students’ engagement (Delialioğlu, 2012). Students’ engagement is very important in learning activities. Therefore, designing such learning environments requires utilization of instructional design strategies that address principles of students’ engagement in classroom. One of them is new learning environments called blended learning which is the combination of face-to-face and online learning environments. It is line with combining face-to-face and online learning environments have potential to provide a learning environment where students’ engagement opportunities are more than using only one type of learning environment (Delialioğlu, 2012).

The application of blended learning also applied in EFL teaching especially in writing classroom. Since many students are not engaged in their own education, resulting in high interest and in low interest, motivation, and academic outcomes yet. As teachers search for ways to increase students’ engagement, some have hoped that blended learning—the thoughtful integration of face-to-face and online instruction—might more fully engage students in their learning (Halverson & Graham, 2019). It is line with Pape (2010) via blended learning, students are given the electricity to choose the method of communique most suitable to them which include storybook, PowerPoint, drawing, web pages, podcasts, and so on. This performs to students’ exclusive getting to know and communication styles, in the end engaging them more of their gaining knowledge of. Whichever delivery mode is used (face-to-face, blended or virtual), students’ engagement is characterised or nurtured by enthusiasm, interest, belonging in classroom (Fisher, Perenyi & Birdthistle, 2018).

Furthermore, there have been previous studies related to students’ engagement in blended learning. Studies from Nkomo & Nat (2021) showed the result that students engaged differently with learning resources as students had different engagement patterns based on low, moderate and high engagement levels. In this study used SimpleKmeans clustering technique to known the data result. Another studies from Dwivedi, Bobek & Zabukovšek (2019) showed the result that the students’ engagement increased if the online content is related to the syllabus but engagement is not the same as the face-to-face lectures in the class. This study used a mixed methodology approach. Next studies from Delialioğlu (2012) showed the result that the difference in Active Learning was not due to student individual differences but rather the learning environment provided in the problem-based blended learning. This study repeated measure ANOVA analysis to analysis data collection. The other studies from Helverson & Graham (2013) showed the result that a possible conceptual framework for engagement that included cognitive and emotional indicators, offering examples of research measuring these engagement indicators in technology mediated learning contexts. In this study reviews the existing literature on learner engagement and identifies constructs most relevant to learning in general and blended learning in particular.

From the previous studies above, most of the studies focused on students’ perception and conducted in higher education. Hence, another study is needed with the different focus. So, in this reseach focusing on teachers’ perception and conducted in junior high school. The aim of this research is to find out students’ engagement in blended learning in EFL reading classroom from the teachers’ point of view.

## The Reasons for Choosing the Topic

The researcher conducts this research by taking this topic based on experience as a teacher and also a student. In blended learning, students' engagement looks different between traditional learning and online learning. One of the examples is students' enthusiasm for learning is greater during traditional learning because they can learn together in class while online learning they only learn through smartphones and not a few of the students find it difficult when carrying out online learning. Even the teacher feels the difference. Therefore, the researcher conducted this research is to find out teachers’ perception about the students’ engagement in blended learning especially in EFL reading classroom.

## The Research Question

The following research question is as follows :

What is teachers’ perceptions about students’ engagement in blended learning in EFL reading classroom?

## The Objective of the Study

Based on the research question, the objective of this study is to analyze students’ engagement in blended learning in EFL reading classroom based on teachers’ perceptions.

## The Significance of the Study

The result from this study is to expect to be used theoretical, practically and professionally :

1. Theoretically

It is expected that the findings of this study can support and complete previous theories related to the students’ engagement in blended learning in EFL reading classroom.

1. Practically

It is hoped that this study can provide inspiration or ideas to teacher to know students’ engagement in classroom when applied blended learning in teaching EFL.

1. Professionally

This research will be material and recommendation for further studies regarding teachers’ perceptions of students’ engagement in the learning process and it can have positive impact on other researchers.

## The Scope of the Study

The scope of this study is conducted at one of junior high schools in Garut located in Jl. Bratayudha Kelurahan Kota Kulon, Garut Kota- Garut, Jawa Barat. Based on the experience, this school applied a blended learning system in learning and also one of the activator schools in Garut. The participants involved in this research are three English teachers at this school. The teachers are active in every teacher seminar and association. Then, the teachers become the focus participants in this research.

## The Definition of Terminology

Students’ engagement is an important aspect of learning. According to Astin (1999); Fredricks, Blumenfeld & Paris (2004); Hu & Kuh (2002); Lester (2013) as cited in Prasetyawati & Ardi (2020) adds that student engagement is a psychological component that relates to the students’ efforts, attitudes, and experience devoted to educationally purposeful activities that directly contribute to desired learning achievements. Also, students’ engagement is closely related and has an important role in learning outcomes. It is line with Acer (2008) as cited in Mehdinezhad (2011) that students’ engagement with activities and settings conducive to high quality is beneficial for learning outcomes.

According to (Pecher, 2005) the perception is visible as an act of cognitive improvement as research display that sensory perception and movements aid human information of phrases and object principles. Furthermore, Walgito (2003) defines that perception is the system of human considering certain phenomenon. It is line with Stewart & Sylvia (2006) perception is an energetic system as one selectively, organizes and interprets what are reports and interpretations are based on the perceives past reports, assumptions approximately human conduct, expertise of the others occasions, present moods/desires/desires and expectations.

According to Garrison and Vaughan (2008) defines that blended learning became advanced from the strengths of face-to-face and distance learning. It combines both types of learning as conventional lecture room lecture and on-line studying are used inside the teaching and gaining knowledge of process. Furthermore, blended learning environments provide students with online and face-to-face places to satisfy, collaborate, and paintings on significant initiatives. Every of those spaces has unique benefits to a success getting to know (Riel, Lawless, and Brown, 2016). Blended learning environment are described as a aggregate of face to face learning and online getting to know environments to utilize strengths of each (Delialioglu & Yildirim, 2007; Osguthorpe & Graham, 2003).