

CHAPTER I

INTRODUCTION

A. Background of the Study

In the twenty-first century, the world's growth in information technology is increasing. This is proven with a plethora of new tools and technologies being found on a regular basis, boosting the efficacy and efficiency of human operations. This is nothing more than the natural consequence of the arrival of the digital age. As stated by Danuri (2019), the digital era, as it is known, has seen technology replace human intervention in all aspects of human life.

Rapid advances in information technology have delivered in a new era of globalization (Maghfiroh et al., 2020). The era of globalization is characterized by a widespread transformation that has taken place across the entire world. As a result of technological advancements and globalization era, those occurrences have a significant and widespread impact on many facets of human life at all hierarchical levels of society. This is marked by the number aspects are changing and advancing in various parts of life. As mentioned by Pajriani (2020) several aspects of life are evolving, including the economic aspect, the socio-cultural aspect, and the educational aspect.

The developments in the economic aspect are marked by higher economic growth in all regions of Indonesia; industrialization in numerous places with natural resources; and increased productivity in the industrial world. Meanwhile, in the socio-cultural realm, this begins with the ease with which information from across

the world can be obtained; the increase in online buying and selling; and the development of social interactions through social media. In educational aspects; the advent of interactive audio-visual media in the learning process may be considered as evidence of its evolution.

Apart from the development of media to support student learning, there are several other elements of education that are evolving, such as the emergence of electronic media as a source of knowledge at the centre of education and distance learning. With technological advances, the learning process does not have to bring together students and teachers by utilizing the internet (Pajriani, 2020). The internet has become an indispensable resource in modern human life (Indriastuti, 2019).

In line with the advancement of distance learning via the internet, learning-based technology with the help of electronic tools is also popular in the digital age. The electronic tool used in learning is electronic learning. Electronic learning (E-Learning) is the use of ICT (Information and Communication Technology) to facilitate the exchange of educational information between instructors and students who are separated by time, place, or both, in order to enhance the learning experience and performance of the students (Soussi, 2020). Of course, the availability of e-learning platforms makes the acquisition of language learning much simpler (Maghfiroh et al., 2020).

The use of e-learning provides a wide variety of educational activities during the learning process, each with its own unique focus. As stated by Ali (2021), the learning process through E-Learning consists of three distinct phases. Constructivism is used in the first phase of the learning process, and it entails such

practices as reviewing previously learned material, encouraging students to see the value in the material to be studied, and laying the groundwork for a solid foundation of knowledge. The next step is to engage in cooperative learning. In order for students to develop social skills, they are permitted to open e-learning, log in, study lab sheets, and complete assignments with their friends.

Furthermore, he also said that collaborative activities carried out with fellow students involve the same psychology, so student-to-student help at this stage can increase understanding of activities students are currently doing. The third stage involves learning that is customized to the learning material that has already been developed. The role of the instructor at this stage is that of facilitator. Further optimization of internet facilities will foster in students a culture of independent learning by granting them access to the teacher-provided links to learning resources used as personal references.

From those learning steps, it can be seen that in the teaching and learning process using E-learning, web-based learning is a type of material delivery facility to students. In fact, web-based learning attracted instructors from around the world in the early 2000s. It is a type of self-study where students choose their own schedule and study accordingly. Materials are available all the time. Online tests and assessments are completed automatically (Soussi, 2020).

Moreover, as a consequence of technological advancements in education, such as the usage of web-based learning in e-learning, education has also improved in terms of quality. The quality must have two orientations: an academic orientation that focuses on students and a life skills orientation (life skills) that prepares

students to face real-life situations (Ramadhani, 2020). In line with the use of web-based learning, followed by an increase in the quality of education, the widespread use of technology has also been exacerbated by the COVID-19 situation.

The COVID-19 virus was identified and propagated all over the world in the 2019. This has an effect on how students learn. As a result, the Ministry of Education opted to change the teaching model away from face-to-face instruction and toward online instruction. Online learning was a teaching method that made use of existing educational software and freely accessible digital platforms (Ulfa, 2021). During the COVID-19 pandemic, blended learning was used, which is a learning technique that combines online and offline learning.

The combination of face-to-face and online learning has both beneficial and negative consequences. Teachers must be able to develop and create instructional materials as effectively and creatively as possible. Parents, on the other hand, play an important part in their children's education. Even in the midst of the COVID-19 pandemic, instructors, and parents must be able to collaborate in order to achieve good learning (Musoffa, 2021).

In the last three years, blended learning is a popular learning model. Blended learning, which is derived from the words blended, which means combination or mixture, and learning, which means to learn or study, is a type of learning that incorporates diverse learning sources and styles. Blended learning, in its broadest sense, refers to any learning activity that blends or mixes face-to-face and computer-based learning (online and offline) (Dwiyogo, 2018).

In today's situation, blended learning is the educational option. Blended learning can be used for a variety of reasons. The first is to assist instructors in improving their learning processes by identifying learning styles and preferences. Second, it gives teachers and educators practical, realistic chances for independent, relevant, and ever-increasing learning. Finally, by integrating the best parts of face-to-face and online training, it gives educators more scheduling freedom (Ramadhani, 2020).

Blended learning is said to be the future of education because it combines two things in learning. The reason is that blended learning integrates traditional or face-to-face teaching with online learning. Students can gain face-to-face experience while working on their projects online if they use the right learning methods. As part of blended learning, online learning puts equal weight on the role of motivation to keep students interested in the activities that are part of the teaching and learning process (Azzahro et al., 2021).

In addition to motivation, learning using online resources can arouse students' enthusiasm. This is due to the fact that electronic resources are available in a wide variety of formats, including images and photographs, video and audio recordings, electronic books and journals, digital document databases, and so on. Online resources themselves are generally known as e-resources. According to Polade (2021), these are resources that are only accessible through electronic means, such as storing and retrieving them, as they are only available in electronic format.

However, in today's world, problems with English language instruction are likely to be quite challenging (Rachman et al., 2021) . It's similar to how e-

resources are used in English language teaching in blended learning. In previous research conducted by Dayakar (2018), dealing with e-resources presents a range of challenges at every stage of their administration, including preference choice, purchase, protection, and management.

In addition, he also said that the use of these tools has resulted in a number of benefits in addition to the obvious drawbacks they present. These benefits include an abundance of new opportunities for productive research findings and educational achievements in a shorter span of time. Other benefits include the elimination of the space problem, remote and blended access, simplicity of use, a larger readership, and enhanced services.

Furthermore, in a study conducted by Kuldeep (2019), the vast majority of students have experience using resources found online. All three levels of students namely undergraduates, graduate students, and research scholars make extensive use of the resources available online. The use of online resources by scholars to obtain trustworthy data is becoming increasingly common.

On the other hand, not all digital resources can be obtained totally free of charge. To gain access to some of these, someone will need to purchase a subscription. As a consequence of this, there is not the slightest shred of doubt that the university is dishing out a fortune in order to maintain its subscription to electronic resources. This has been done solely with the intention of making things simpler for the students. Students will have convenient access to online resources and will be able to put those resources to use in order to better understand the content that is being presented in class.

In fact, utilizing a strategy is obviously necessary for students to accomplish their goal of comprehending the content presented in the electronic resources, particularly that which pertains to English. Memory, cognitive, compensation, metacognitive, affective, and social learning strategies are the six primary categories that have been identified by Oxford (1990) as being present in language acquisition.

According to the findings of a previous investigation that was carried out by Tanjung (2018), regarding the responses that were provided, university students who choose English education as their major frequently make use of a variety of different learning strategies. They simultaneously employ all six of the aforementioned strategies. On the other hand, the most common form of learning strategy is known as metacognitive. Due to the fact that they are also students at the same university, they have already accumulated a great deal of learning experience in the application of various strategies to achieve higher levels of success. As a result, they are in a position to decide what kind of learning plan they will follow and evaluate it jointly.

In addition, the participants' second most popular choice of strategy is to engage in social interaction. Because they are required to converse and cooperate so frequently during the teaching and learning process, whether it takes place inside or outside of the classroom, social strategy is very common among people who have reached their level of education. The participants also utilized the compensation strategy as one of their strategies. They use this tactic because it enables them to deduce the meaning of the texts they are reading about or the conversations they

are having with others, employ gestures to assist them in conveying the message to their conversational partners, or make up new words if they do not know the appropriate words to utter.

Based on the background information presented here, researcher is aware of both the benefits and the drawbacks of using digital materials in blended learning. In addition, researcher has come to realize the significance of employing a methodical strategy when learning a language. As a result, the researcher intends to put this information to use by conducting research in order to discover the strategies that English education students use in order to comprehend digital resources when they are presented with blended learning environments.

B. Statement of the Problem

Based on the explanation of the background of the study above, the statements of the problem in this study are:

1. What strategies do English education students' employ in order to learn English with the assistance of various e-resources in the context of blended learning?
2. What factors affect students' willingness to employ those strategies?

C. Purpose of the Study

Based on the statements of the problem above, the purposes of this study are:

1. To investigate the strategies used by English education students' in order to learn English with the assistance of various e-resources in the context of blended learning.
2. To describe the factors affect students' willingness to employ those strategies.

D. Significance of the Study

The result of this study is expected to give some contributions in educational elements and to provide insight into contributions and benefits both theoretically and practically.

1. Theoretically

Theoretically, this study's findings could serve as knowledge for deepening comprehension, expanding human understanding, and laying the groundwork for future studies on the strategy used by English education students' for learning English with e-resources in blended learning and the factors affecting strategy used.

2. Practically

Practically, the significances of this research are important for the following subjects.

a. For students

This research is expected to provide insight on the strategies used by students to understand the learning materials in e-resources, particularly English education students' when undergoing blended learning. As a result, students will be able to share their knowledge with one another regarding the methods that are used to comprehend the materials with electronic resources in blended learning.

b. For teacher

This study enables educators to tailor their instructional approaches to correspond with the learning strategies employed by their students, thereby promoting a more efficient acquisition of knowledge. Moreover, educators have the potential to assign suitable assignments to students and enhance their teaching by

incorporating a diverse range of instructional resources, thereby fostering the development of their English language skills.

c. For institutions

With the help of this study, it is hoped that educational institutions that use blended learning will have a better grasp of the technique that English education students use in order to comprehend the materials through e-resources that are utilized in blended learning. As a direct result of this, institutions will become even more supportive of the utilization of electronic resources.

d. For the researcher

The researcher expects that by undertaking this research, they will gain both valuable experience and specialized knowledge regarding the topic.

E. Scope and Limitation

To avoid misinterpretation and misunderstandings as a result of this research, the researcher specifies the scope and limitations. It is very important to define the scope of the research to get relevant results. The scope of this study is the strategy for understanding e-resources in blended learning. The researcher can elaborate on the data about the English Education students' strategy for understanding the learning materials with the help of electronic resources in blended learning. This study is limited to several students at the university level who are majoring in English education and undergoing blended learning.

F. Definition of Key Terms

To avoid misunderstanding, here are some definition of key terms of this research:

Strategy : The strikes that someone plan to launch against a particular issue are known as strategies, and these strikes can look very different from one person to the next and from one set of circumstances to another (Brown, 2006).

E-Resources : Electronic sources, which can be referred to as internet-based sources of information, encompass various types such as bibliographic indexes, digital reference works, full-text book search engines, and digital information collections (Library and Information Science, 2022).

Blended learning : Blended learning refers to an educational approach that enables teachers to integrate the most effective aspects of traditional face-to-face instruction with online learning components, thereby establishing a novel educational setting for their students (Stein & Graham, 2014).

