ENGLISH TEACHING THROUGH BLENDED LEARNING DURING COVID-19 PANDEMIC AT A JUNIOR HIGH SCHOOL JAMBI

THESIS

Submitted As One of The Requirements
For Master Degree at English Education Department

by

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NIM: 805192002

POSTGRADUATE PROGRAM
UNIVERSITAS ISLAM NEGERI SULTHAN THAHA SAIFUDDIN JAMBI
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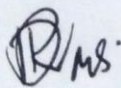
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Setelah membaca dan mengadakan perbaikan sesuai dengan persyaratan yang berlaku di Pascasarjana UIN STS Jambi, maka kami berpendapat bahwa tesis saudara **Puji Lestari** NIM **805192002** dengan judul "*English Teaching Through Blended Learning During the Covid-19 Pandemic at Junior High School Jambi*" telah dapat diajukan sebagai salah satu syarat untuk meraih gelar Magister pada Program Studi Pendidikan Bahasa Inggris Pascasarjana UIN STS Jambi.

Demikianlah yang dapat kami sampaikan kepada Bapak, semoga bermanfaat bagi kepentingan agama, nusa dan bangsa.

Wassalammu'alaikum wr, wb.

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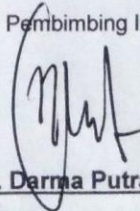**UNIVERSITAS ISLAM NEGERI**
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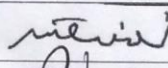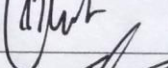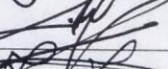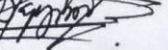
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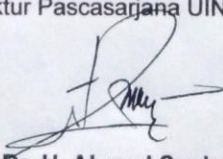
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Jam   : 13.00 – 14.30 Wib

Tempat   : Online Zoom Meeting

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NIM   : 805192002

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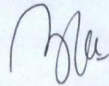
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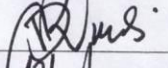**SULTHAN THAHA SAIFUDDIN JAMBI**
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I hereby declare that the thesis titled: **English Teaching Through Blended Learning During Covid-19 Pandemic at Junior High School Jambi** is my own work, with the exception of the quotations, the sources of which have been cited in accordance with applicable regulations. If in the future it turns out that this statement is not true, then I am fully responsible in accordance with applicable law in Indonesia and the provisions of Postgraduate UIN STS Jambi, including the revocation of the degree I obtained through this thesis.

As a result, I made this statement truthfully in order for it to be used correctly.

Jambi, 21 Maret 2022
Researcher

Puji Lestari
NIM.805192002

MOTTO

يٰٓاَيُّهَا الَّذِيْنَ اٰمَنُوْٓا اِذَا قِيْلَ لَكُمْ تَفَسَّحُوْا فِى الْمَجٰلِسِ فَافْسَحُوْا يَفْسَحِ اللّٰهُ لَكُمْۚ وَاِذَا قِيْلَ انْشُزُوْا فَانْشُزُوْا يَرْفَعِ اللّٰهُ الَّذِيْنَ اٰمَنُوْا مِنْكُمْۙ وَالَّذِيْنَ اُوْتُوا الْعِلْمَ دَرَجٰتٍۗ وَاللّٰهُ بِمَا تَعْمَلُوْنَ خَبِيْرٌ

O you who believed, when you are told, "Space yourselves" in assemblies, then make space; Allah will make space for you. and when you are told, "arise", then arise; Allah will raise those who have believed among you and those who were given knowledge, by degrees. And Allah is Acquainted with what you do.[1]

Hai orang-orang beriman apabila dikatakan kepadamu: "Berlapang-lapanglah dalam majlis", maka lapangkanlah niscaya Allah akan memberi kelapangan untukmu. Dan apabila dikatakan: "Berdirilah kamu", maka berdirilah, niscaya Allah akan meninggikan orang-orang yang beriman di antaramu dan orang-orang yang diberi ilmu pengetahuan beberapa derajat. Dan Allah Maha Mengetahui apa yang kamu kerjakan.

DEDICATION

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[1] *Anonim*, Al-Qur'an dan terjemahan. QS. Mujadalah:11

Praise the presence of Allah SWT for all His gifts,

This thesis is dedicated for:

My beloved mother almh. Musriyatun

My dear father Suhadi who always

Provide support in my education with prayer,

My beloved younger brother M.Arif Budiman and sister Herniyawati

who always pray for me,

Dear husband Muhammad Koni who gives prayers and support,

as well as morals and material from the past until now,

Thanks for supporting me in every situation and condition.

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Thanks to my first advisor Dr. Diana Rozelin, my Second advisor Dr. Darma Putra,

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to finish my thesis.

Thank you

ENGLISH TEACHING THROUGH BLENDED LEARNING DURING THE COVID-19 PANDEMIC AT A JUNIOR HIGH SCHOOL JAMBI

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PUJI LESTARI, 805192002

ABSTRACT

The study aims to: (1). To uncover the implementation of blended learning in English teaching at Junior High School Tunas Bangsa; (2). To unveil the problems faced by teachers in implementing blended learning in teaching English at Junior High School Jambi Tunas Bangsa. This is a qualitative study with a narrative approach that was conducted at Junior High School Tunas Bangsa. The informants of this study were six English teachers. Data was gathered through observations, interviews, and documentation. The study found that the implementation of blended learning is divided into two classes (flipped classrooms): face-to-face and online classes, the teacher focuses on the flipped classroom model in the process of teaching English. The flipped classroom model makes it easier for students and teachers in the learning process because when it is face-to-face the students may discuss the materials with their teacher when they faced problems at home. On the other hand, the study also found that there are several problems faced by teachers when using blended learning, namely the lack of facilities for students to learn online, then the lack of an internet connection when doing online learning, and the student's lack of motivation so students have difficulty understanding the material or assignments given, the result is learning become less effective. During the Covid-19 pandemic, blended learning could be an alternative model for teaching English. The recommendation of the current study is that the ICT skills of teachers in using online learning media must also be improved, so that blended learning can be an alternative during the pandemic.

Keywords: Blended Learning, English Teaching, Junior High School

PENGAJARAN BAHASA INGGRIS MELALUI BLENDED LEARNING SELAMA PANDEMI COVID-19 DI SEKOLAH MENENGAH PERTAMA JAMBI

OLEH
PUJI LESTARI, 805192002

ABSTRAK

Penelitian ini bertujuan untuk: (1). Mengungkap penerapan *blended learning* dalam pembelajaran bahasa Inggris di SMP Negeri Tunas Bangsa; (2). Untuk mengungkap permasalahan yang dihadapi guru dalam menerapkan *blended learning* dalam pengajaran bahasa Inggris di SMP Negeri Tunas Bangsa. Penelitian ini merupakan penelitian kualitatif dengan pendekatan naratif yang dilakukan di SMP Negeri Tunas Bangsa. Informan penelitian ini adalah enam orang guru bahasa Inggris. Pengumpulan data dilakukan melalui observasi, wawancara, dan dokumentasi. Hasil penelitian menemukan bahwa pelaksanaan *blended learning* terbagi menjadi dua kelas (*Flipped Classroom*): kelas tatap muka dan kelas online, guru berfokus pada model kelas terbalik dalam proses pengajaran bahasa Inggris. Model kelas terbalik memudahkan siswa dan guru dalam proses pembelajaran karena ketika tatap muka siswa dapat mendiskusikan materi dengan guru mereka ketika mereka menghadapi masalah di rumah. Di sisi lain, penelitian ini juga menemukan bahwa ada beberapa permasalahan yang dihadapi guru saat menggunakan blended learning, yaitu kurangnya fasilitas bagi siswa untuk belajar secara online, kemudian kurangnya koneksi internet saat melakukan pembelajaran online, dan kurangnya kemampuan siswa untuk belajar secara online. motivasi sehingga siswa mengalami kesulitan dalam memahami materi atau tugas yang diberikan, akibatnya pembelajaran menjadi kurang efektif. Di masa pandemi Covid-19, blended learning bisa menjadi alternatif model pembelajaran bahasa Inggris. Rekomendasi penelitian saat ini adalah keterampilan TIK guru dalam menggunakan media pembelajaran online juga harus ditingkatkan, sehingga blended learning bisa menjadi alternatif di masa pandemi.

Kata kunci: *Blended Learning*, Pengajaran Bahasa Inggris, Sekolah Menengah Pertama

This thesis was written to fulfill a portion of the requirements for a Master's degree (S2) in English Education Study Program Tadris English Postgraduate Universitas Negeri Sulthan Thaha Saifuddin Jambi.

This thesis is written using several theories about teaching and learning using a blended learning model. This thesis was written based on field research for three months at SMP Negeri Tunas Bangsa, with the title: **English Teaching Through Blended Learning During The Covid-19 Pandemic at A Junior High School Jambi.**

The researcher would like to thank everyone who contributed to the successful completion of this thesis. Without helping the following people, it might be impossible for her to finish it. Then, the researcher would like to express her gratitude and appreciation to:

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10. Postgraduate staff of UIN STS Jambi
11. Beloved friends in Postgraduate at UIN STS Jambi
12. All that the researcher cannot mention one by one

The researcher realizes that this study is still far from being perfect and hopefully the findings of this research were expected to be useful for those who read this study

and are interested in the topic. Therefore, construction criticisms, comments, suggestions, were welcomed for further improvement of this study. Finally, the researcher says thank you.

Jambi,14 Februari 2022
The Researcher

Puji Lestari
NIM.805192002

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CHAPTER I
INTRODUCTION

A.   Background of the Problem

Blended learning is becoming popular in language teaching and learning. The methodology integrates online and face-to-face learning into a single learning process. As result, students can access the learning, complete the task, and engage in discussions both online and offline. In both online and offline modes, the teacher could provide feedback and interact with students. To begin, blended learning refers to any formal education program in which a student learns in part through online learning, with some element of student control over time, place, path, and/or pace[2].

The distinctions between traditional courses, online courses, and blended courses are becoming increasingly blurred for two reasons. first, technological advancements have made synchronous meetings and gatherings much easier. This means that teachers and students can interact in real-time, similar to how they would in a traditional classroom. Second, understanding how we learn as a result of brain and cognitive research has resulted in more active teaching and learning strategies, no matter which environment is being used[3].

Blended learning can also be viewed as a response to technological advancement. It is more than just a combination of online and face-to-face learning. Blended learning is an opportunity to integrate technological advancements that can be delivered both online and face to face.

The use of blended learning has three major advantages for students;[4] (1) Flexibility in their learning environment, which accommodates different students' study habits, schedules, and study rhythms. (2) Individualized instructor feedback both in and out of class. (3) Recognized the importance of face-to-face instruction.

In the application of blended learning, teachers must have preparations such as[5]:

A teacher prepares their students for giving a presentation by first discussing the topic, then allowing them to practice fixed phrases with a CD-ROM, then watching a presentation video, and finally preparing and delivering their own. After that, make use

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[2] Michael, B. Horn & Heater Staker, *Blended Using Disruptive Innovation to Improve Schools,* (San Fransisco: Jossey-Bass, 2015), 34.

[3] Boettcher, Judith V & Conrad, Rita-Marie, *The online teaching survival guide: simple and practical pedagogical tips,* (San Francisco, CA : Jossey-Bass, 2016), 8.

[4] Tomlinson, Brian & Whittaker, Claire, *Blended Learning in English Language Teaching: Course Desain and Implementation,* (British Council: London SW1A 2BN, UK, 2013), 78.

[5] Tomlinson, *Blended Learning,* 16.

of a class wiki (a website on which the pages can be edited by the users, e.g., Wikipedia). On the other hand, Producing a podcast (a computer audio file). And then, Obtaining Moodle software (a platform) in order to support a virtual learning environment (VLE). The last, Creating a blog (an online diary).

It is undeniable that technological advancements change the way teaching and learning are conducted. In this day and age, the majority of EFL students are following the development of information and communication technology (ICT). During the current pandemic, all activities are electronic-based, meaning that all use technology, including for learning. E-learning is internet-based online learning that students can access from anywhere, including their homes. This E-learning model can also be applied to educational courses and distance learning[6]. Teachers as those in charge of teaching, must adapt to the revolution in information and communication technology (ICT). Teachers must begin using online materials in their classrooms. Blended learning has become a trend in language teaching and learning. The methodology combines online learning and face-to-face learning into one learning process. Thus, the students can access learning, do the task and have a discussion online and offline. In both online and offline modes, the instructor could provide input and communicate with the students.

In their list of three possible course designs for online learning in language learning environments, they mention a blended learning course in which 75% of the content is delivered online and 25% face-to-face[7].

1. A completely online language learning course that functions similarly to a coursebook online.

2. A blended language learning course in which 75% of the content is delivered online and 25% in person.

3. A face-to-face language learning course supplemented with online resources, in which online tools are used to supplement and extend face-to-face lessons.

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[6] Henny Mardiah, "The Use of E-Learning to Teach English in the Time of the Covid-19 Pandemic", *English Teaching and Linguistics Journal (ETLiJ)*, Vol. 1. No.2, (July 2020): 51, http://dx.doi.org/10.30596%2Fetlij.v1i2.4894.

[7] Tomlinson, *Blended Learning,* 16.

The COVID-19 outbreak has become a worldwide pandemic since March 2020.[8] Since the pandemic, which has spread to countries all over the world, all aspects of life have changed.[9] The COVID-19 pandemic has compelled educators to change their practices. This pandemic made this situation further worst. As a result, the Indonesian government has implemented a number of measures to mitigate the effects, for example, Physical Distancing is also known as Social Distancing, and a health and sanitation campaign is underway (washing hands frequently, wearing a face mask while going out). Because of the difficulty in preventing the outbreak from spreading further, world leaders have developed extremely stringent rules to break the chain of COVID-19 spread. Furthermore, many countries have decided to close schools and universities, including Indonesia. This crisis really struck unexpectedly, governments in many parts of the world including Indonesia must take a bitter decision, namely to close schools to reduce direct contact with people and to save lives.

Based on the Minister of Education and Culture's Circular, there are several educational policies that are established to stop the spread of COVID-19, including online learning or distance learning[10].COVID-19-related issues such as digitizing course contents and curricula for distance teaching, delivering courses via distance education, and dealing with student engagement and motivation raise serious concerns about how well-prepared teachers are to teach, adapt their instruction, and contribute to their students' learning during unprecedented times such as COVID-19. During the pandemic, online learning is described as teaching and studying from home using technology rather than going to school.

The teachers must change the lessons into online versions. Teaching English and teaching other subjects at schools is now facing problems. All levels of education will be taught and learned from home using online learning, this is one of the guidelines during

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[8] Retno Puji Rahayu, & Yanti Wirza, "Teachers' Perception of Online Learning during Pandemic COVID-19", *Jurnal Penelitian Pendidikan*, Volume 20, Nomor 3, (December 2020),393 https://doi.org/10.17509/jpp.v20i3.29226.

[9] Mentari Astuti & Imroatus Solikhah, "Teacher Perception in Teaching English for SMP in Klaten Regency During Covid-19 Outbreak", *IJOTL-TL, Vol. 6, No. 1,(2021):* 2, DOI: 10.30957/ijotl-tl.v6i1.645.

[10] Nadim Anwar Makarim, "Pelaksanaan Kebijakan Pendidikan Dalam Masa Darurat Penyebaran Coronavirus Disease (COVID-19)", No.4, (2020), www.hukumonline. com/pusatdata.

the transmission of the COVID-19[11]. The similarity of the situation between Indonesia and other countries in the world must be addressed with care. Schools must force themselves to use online methods. However, the use of technology is not without issues; there are numerous types of issues that impede the effectiveness of online learning.

Every single person in the world communicates with others in English, and the majority of them are native English speakers, English is one of the languages we must learn because it is the world's international language. English is currently the second language, which is taught from early childhood; so young learners must be able to learn English well. Teachers are encouraged to adapt their teaching-learning methods and prepare learning materials that enable students to learn from home now that the learning system that was once done face-to-face in school has gone online.

During the pandemic era, online learning has been an inseparable part of the education system. Online learning is the use of technology to gain access to learning opportunities.[12] The teachers are faced with the need to conform to online learning[13]. Thus, it is hoped that teachers must be able to learn the use of online learning applications. In addition, teachers are required to be able to make innovations, so that online learning is more interesting and students can feel like when they are learning offline. Distance learning itself certainly has advantages and disadvantages, people's views differ in responding to this distance learning. Some parents say with online learning students have flexibility study time, can study anytime and anywhere. However, there were also parents who said that their child was unable to follow or understand the lessons that were taught when their children studied distance learning.

The meaning of online learning during a pandemic is that teachers and students do not attend classes, but they do teach and use technology to study from home, they can use technology like smartphones, laptops, iPad, and tablets[14]. Every parent, teachers, and students have a different view of online learning. If we look in outline since online

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[11] Rahayu, "Teacher Percption", 393.

[12] Carliner, S, *Overview of Online Learning*. Amherst, MA: Human Resource Development Press, 2004).

[13] Konig, J., Jagar-Biela, D. J., & Glutsch, N, "Adapting to Online Teaching During COVID-19 School Closure: Teacher Education and Teacher Competence Effects Among Early Career Teachers in Germany", *European Journal of Teacher Education*, *43* (4), (December 2020), 608–622.

[14] Rahayu, "Teacher Perception", 393.

learning is practiced in almost all schools, parents must prepare the technology that will be used for online learning. Likewise, the teachers, are required to be able to understand the applications that will use when learning online, while their students must understand what the teacher says online.

The first previous study aims to explore teachers' and students' perceptions using of blended learning as media learning during the pandemic coronavirus. This study's findings were divided into two categories: teacher perceptions and student perceptions. According to teachers' perceptions, some benefits of blended learning include effective learning, autonomous learning, and ease of use. However, there were difficulties for teachers in teaching through blended learning, such as a poor internet connection, a lengthy time commitment, and a lack of experience. In contrast, when it comes to student perceptions, students reported benefits such as flexible learning, motivation, interaction, and improving their ICT skills from blended learning. Furthermore, poor internet connectivity and incomprehensible materials were identified as obstacles to their learning[15].

On the other hand, the second previous study aims for designing effective blended learning. This study discovered design concepts that were divided into two categories: synchronous learning and asynchronous learning. Based on this conceptual model, the authors propose a definition of blended learning as a type of learning that combines the best potential of synchronous learning strategies with the best potential of asynchronous learning strategies to create optimum learning[16]. Based on previous research, it can be concluded that blended learning can be categorized into two models, namely synchronous and asynchronous. Then blended learning has advantages and disadvantages in each of its implementations.

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[15] Widyawan Kuncoro Aji et al., "Blended Learning During Pandemic Corona Virus: Teachers' and Students' Perceptions", *Journal of Language Teaching and Learning, Linguistics and Literature.* Volume 8, Number 2 (December 2020), 10.24256/ideas.v8i2.1696.

[16] Uwes Anis Chaeruman et al., "Quadrant of Blended Learning: a Proposed Conceptual Model for Designing Effective Blended Learning", *Jurnal Pembelajaran Inovative,* No 1 (February, 2018): 1-5, DOI:10.21009/JPI.011.01.

Online learning continues to mature in terms of media and technology, as well as appropriate pedagogy for their use. As a subset of distance education, online learning has always been concerned with providing access to educational experiences that are more flexible in time and space than campus-based education. Online learning encompasses a wide range of technologies such as the internet, email, chat, new groups and texts, audio and video conferencing delivered over computer networks to provide education. The learning material can be used by the participant students by viewing or reading. Learning sources like this are the main capital in developing online learning. Because, if the teacher packages the learning as attractive as possible and according to the characteristics of students, the learning objectives can be achieved even in activities online.

All teaching and learning processes that are normally done in the classroom are done live in online learning technology, but virtual, which means that a teacher teaches in front of a computer in one location while students follow the lesson from other computers in different locations. material can be obtained for free in the form of files that can be downloaded, while interactive teachers and students can be done intensively in the form of assignments or discussions via discussion forums and emails[17]. The online learning platform is defined as a digital service that facilitates interactions between two or more distinct but interdependent sets of users (whether firms or individuals) who interact through the service via the Internet. Students can interact with teachers using several applications such as classrooms, video conference, telephone or live chat, zoom, or via WhatsApp group.

Online learning can be defined as a tool that can make the teaching–learning process more student-centered, innovative, and flexible[18]. Furthermore, The benefits of online learning for students include are no time zones, location, and distance, type of asynchronous online learning is the student can access materials anytime. Despite the fact that "anytime" or asynchronous modes of communication have been an empowering factor in allowing learners to transcend traditional limits of place and time, not every

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[17] Sri Hariyati, "An Analysis Of Online English Learning In The Covid-19 Pandemic At Senior High School", (Tesis, University of Muhamadiyah Sumatera Utara, Medan, 2020),18.

[18] Shivangi Dhawan, "Online Learning: A Panacea in the Time of COVID-19 Crisis",*Journal of Educational Technology Systems,* Vol. 49 No 1, (2020): 6-7, DOI:10.1177/0047239520934018.

learning objective or need can be met in the absence of real-time human interaction. The benefits of online learning for teachers: tutoring can be done anytime, anywhere, online materials can be updated, and students can see material changes right away[19]. All in all, both students and teachers benefit from online teaching, especially since they can conduct the learning process anytime and anywhere.

Online learning is defined as learning that takes advantage of the internet network in order to provide accessibility, connectivity, flexibility, and the ability to facilitate various types of learning interactions[20]. Furthermore, they believe that the online learning system has more drawbacks than benefits, one of which is that many students believe it is very difficult to learn, despite the fact that they do not hesitate to state that it is the best way to prevent the spread of COVID-19 in the educational setting.

After that, when they have a face-to-face lesson, the instructor will enrich the discussed content offline. Some scholars have proposed various definitions of blended learning. For centuries, inspirational teachers have practiced the art of blending. It focuses on the integration of various types of resources and activities within a variety of learning environments where students can interact and build ideas[21]. Blended learning is defined as being flexible, efficient, and effective because it combines online learning experiences with face-to-face learning[22]. Furthermore, blended learning is defined as learning activities that use 45 percent online learning and the rest face-to-face learning. The blended learning technique is a modern approach used in English because while there is a standard for the platform used in blended learning, there are differences in terms of how it is implemented in the classroom. In short, blended learning is a mix of in-person and online learning experiences[23].

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[19] Rahayu, "Teacher Perception", 393.

[20] Moore, J. L., Dickson-Deane, C., & Galyen, K, "E-Learning, Online Learning, And Distance Learning Environments: Are they the same?", *Internet and Higher Education*, *4*(2), (November 2017): 129-135, https://www.learntechlib.org/p/53705/.

[21] Allison Littlejohn and Chris Pegler, *Preparing for Blended E-Learning,* (London and New York: Routledge Taylor & Francis Group, 2007), 1.

[22] Jared Stein, & Charles R Graham, *Essentials for blended learning: A standards-based guide.*(New York : Routledge, 2014), 12.

[23] Ozlem Yagcioglu, "Blended Learning in Higher Education Framework, Principles and Guidelines" by d. Randy Garrison and Norman d. Vaughan, *European Journal of Education Studies,* No 5, (2017): 31, DOI: 10.5281/zenodo.814302.

Blended learning in the classroom can enhance teachers' pedagogical skills by incorporating certain principles into the teaching process. For example, using blended learning requires the teacher to blend the content with the instructional platform, which requires the teacher to plan the appropriate material and activity, which can increase the teachers' creativity in teaching.

During the pandemic, almost all schools in Jambi used online learning, in which teachers and students communicated using smartphones, laptops, or computers that were connected to the internet. When it comes to online learning, many schools are still limited in their ability to do so due to the limited communication tools they have available, particularly for students whose parents are in the middle class. On 03 May 2021, the researcher conducted interviews with one of the English teachers at SMP Negeri Tunas Bangsa, based on the information, the school has implemented a blended learning model, also known as combination learning at the school, which is the combination of face-to-face learning and online learning. When online learning, many teachers choose to use WhatsApp media to deliver material or assignments[24].

Online learning is carried out in a flexible manner using online media. The stages of learning include searching for information either independently or with the assistance of the teacher (seeking information), group discussions either online or during face-to-face learning in class (acquisition of information), and demonstration of the outcomes of discussions or learning outcomes conducted either directly in front of the class when face to face or through the submission of assignments online (synthesizing knowledge).

The teacher assesses that student will be more flexible to study the material independently by utilizing the materials available online, and students and teachers can also have discussions at any time and from anywhere with this blended learning. On the other hand, teachers also find disadvantages when they have to teach online, because not all students in the school have media to access online learning, and teachers get complaints from some parents when online learning requires a lot of internet quota. Many teachers in this school chose to interact with students by only sending messages via WhatsApp group, without any direct face-to-face interaction.

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[24] Aprilia Hudaida, Interview, May 03, 2021

The challenge itself for the teacher in online learning becomes the thing which it is should be finished. In order, the students are not bored with the subject when the teacher explains in online learning. Manageable time and how to manage the students' participants in online learning is needed the pedagogical technique. Then, the students are able to get the knowledge of what the teacher has explained. Based on the existing problems, the researcher chose the title "**English Teaching Through Blended Learning During Covid-19 Pandemic at SMP Negeri Tunas Bangsa**".

B. Formulation of the Problem

Based on the research background above, there are several topics that can be discussed. Due to several time constraints, availability, and accessibility, the researcher pays attention to the topic: English teaching through blended learning during the Covid-19 pandemic at SMP Negeri Tunas Bangsa.

Then, this study specifically aims to find answers to the following questions:

1. How is the implementation of blended learning in English teaching during the Covid-19 pandemic at SMP Negeri Tunas Bangsa?

2. What are the problems faced by teachers in implementing blended learning in teaching English at SMP Negeri Tunas Bangsa?

C. Focus of the Research

This research discusses blended learning at junior high school. The focuses of this research are to uncover the implementation of blended learning and to unveil problems faced by teachers in English teaching during the Covid-19 pandemic at SMP Negeri Tunas Bangsa.

D. Purpose of the Research

This research has purpose are :

1. To uncover the implementation of blended learning in English teaching at SMP Negeri Tunas Bangsa

2. To unveil the problems faced by teachers in implementing blended learning in teaching English at SMP Negeri Tunas Bangsa.

E. Significant of the Research

This research has theoretical and practical utility.

1. Theoretical Significance

It is hoped that the results of this study can be a reference for teachers when implementing blended learning during the COVID-19 pandemic

2. Practical Significance

a. The student

It is hoped that students can understand learning through different teaching, and they have new experiences through blended learning.

b. The Teacher

This is very useful for teachers, so that they can understand the differences in the teaching they do, and it is hoped that teachers will continue to innovate in teaching.

c. The Reader

This can provide information to readers that the teaching carried out online and offline is very different but the purpose of the teaching remains the same.

d. The Writer

The writer will get a new experience and be able to know more deeply the about blended learning

CHAPTER II
LITERATURE REVIEW

A. Definition of Online Teaching

Teaching is a social process and becoming more so all the time, as the reliance on formal didactic approaches to teaching declines. When we talk about the design of courses and resources, the focus is often on the formal resources and content rather than the communication process that supports them. Many organizations recognize the need for time and assistance, however as resources become more user-friendly and readily available, finding time and assistance to learn how to teach online and redesign a course for the modern online world is becoming increasingly challenging.[25]

Online education is defined as the delivery of learning programs, training, or education via electronic means such as computers or other electronic devices in a variety of ways to provide training, education, or teaching materials[26].

Online teaching and learning have a lot of potential for improving education quality because of the features that are available. Online learning has the ability to change teaching and learning by redesigning conventional classroom instructional methods, personalizing instruction, and improving the quality of learning experiences. Online teaching and learning provide not only an increase in educational quality, but also a solution to the challenges that conventional teaching and learning face.

Basically, online teaching has two-step, namely:[27] (a) Synchronous means that things are happening at the same time. Synchronous learning occurs when the teacher is teaching and the students are learning at the same time. This enables direct interaction between teachers and students, both via the internet and in person.(b) Asynchronous means that things are happening at different times. Asynchronous learning is more flexible than real-time learning because the class is not scheduled at a specific time. As a result, it is preferred by students who have busy lives, complicated

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[25] Boettcher, Judith V and Conrad, Rita-Marie, *The online teaching survival*, 4.

[26] Yazdi, M. E-learning Sebagai Media Pembelajaran Interaktif Berbasis Teknologi Informasi. *Jurnal ilmiah foristek*. Vol. 2, No. 1, Maret 2012.

[27] Susan ko and Stevan Rossen. *Teaching Online: A Practical Guide*, (Taylor and Francis Group,2010),19-20. 3rd edition.

schedules, or long commutes. Learners can participate at a time that is convenient for them. Of course, the same is true for the teacher.

Asynchronous learning allows for flexibility of:[28]

a. Time. Within a set time frame, one can study at any time of day or night.

b. Place. To access the course, all that is required is an internet connection.

c. Participation. There is no pressure on learners to respond to comments and questions as quickly as they would in an onsite course.

Based on the explanation above, it can be concluded that asynchronous learning will make it easier for students and teachers because students can better understand the material or tasks given by the teacher.

One of the requirements for online teaching is the availability of learning content provided by the teacher; the more interesting the content provided by the teacher, the more likely students are to pay attention to the material provided; this can be a very appropriate way to be implemented with the online teaching method because there are many online learning students. Loss of motivation to learn as a result of a lack of supervision by teachers and parents during the teaching and learning process. In online teaching, the teacher truly expects feedback in the material being taught so that there is a question and answer interaction in the learning, but in online teaching, students tend to accept what the teacher teaches without any questions and eat in the material, making the teacher difficult in evaluating student learning outcomes that have been implemented.

E-learning refers to learning that takes place through the use of technology such as the Internet, CD-ROMs, and portable devices such as mobile phones or MP3 players. There are several terms associated with e-learning that are frequently used interchangeably and can be confusing. Let's take a quick look at some of the key terms here:[29]

1. Distance Learning

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[28] Susan Ko, *Teaching Online,*21

[29] Gavin Dudeney and Nicky Hockly, *How To Teach English with Technology*, (Pearson Longman, 2007),136-137, How to Teach English with Technology (PDFDrive).pdf

Originally, the term distance learning referred to traditional paper-based distance courses delivered by mail. Nowadays, distance learning includes learning through technology such as the Internet, CD-ROMs, and mobile devices, hence the more recent term e-learning. Distance or e-learning are frequently used as umbrella terms for the terms listed below.

2. Open Learning

This is one aspect of distance learning that simply refers to the learner's level of independence. The more open a distance course is, the more freedom the learner has in deciding what course content to cover, how to cover it, and when to do so.

3. Online Learning

This is learning that occurs through the use of the Internet. Online learning is thus a subset of e-learning.

4. Blended Learning

This is a hybrid course that is delivered both online and in person. For example, students could meet with a teacher in person once a week for an hour and complete two hours of work online once a week. In some cases, the digital component is completed offline using a CD-ROM.

The fact that a significant portion of course delivery and coursework takes place virtually, via the Internet, is central to the concept of online learning. At one end of the spectrum, we have a completely online course in which learners never meet face-to-face and all course content and coursework is completed online, and at the other end, we have a blended option in which most coursework is completed face-to-face but there is a regular and carefully integrated online component to the course[30].

Online teaching didn't need a place or a space to accommodate students to give the material, needed a laptop/smartphone as a place/ means of learning which of course can be accessed wherever you are. So students can study directly where they stay, and use software or applications that are more interesting. While, teaching offline needed a place or a space to accommodate students to give the material, apply a certain of time to face-to-face learning, and use physical objects such as books, pictures, and

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[30] Dudeney and Hockly, *How To Teach English,*137.

whiteboards. The Internet has revolutionized the way we interact with one another, as well as how we access, exchange, and promote knowledge. The question is no longer one of how to use technology to teach, but rather one of the teachers understanding the importance of online literacy and the role that teamwork and online participation play in student learning and their future workplace climate.

There are advantages of online teaching[31]:

a. Increased time flexibility

Students and teachers can learn and teach at times that are more convenient and efficient for them. Students can operate at their own speed within a set structure, and the online learning and teaching interaction process can be divided into smaller, more regular chunks with time for reflection in between.

b. Increased flexibility of location

Learning and teaching can take place everywhere (at home, at the workplace, when commuting, in a coffee shop) and with students and teachers from all over the world.

c. Information sharing

Online education makes it easier and more convenient to access and exchange knowledge.

d. Online Resources

Online education gives students access to a wider range of services and knowledge.

e. Diverse and enriching experience

Online education can improve student learning by allowing cross-disciplinary, cross-cultural, and/or cross-campus partnerships. This type of learning can take place on a local, national, or international scale, and it can be enhanced by increased participation and commitment, peer input, and group work skills.

f. Digital information literacy

Online learning fosters the development of digital literacy skills, which are becoming increasingly important in today's society and workplace.

g. Administration

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[31] Harpreet, "Advantages and Disadvantages of Online & Offline Mode of Teaching", Accessed on April 22, 2021, https://www.shiksha.com/b-tech/articles/advantages-and-disadvantages-of-online-offline-mode-of-teaching-harpreet-b-s-a-i-t-m-blogId-38345

Some administrative aspects of teaching can be streamlined with online education.
From the description above it can be concluded that online teaching has advantages for teachers and students, but with supporting facilities and good cooperation.

B. Problem of Online Teaching

Everyone, including teachers and students, is required to work and study at home during the current pandemic, but student learning motivation has decreased during the pandemic, making students feel burdened by online learning as it is today.

There are several online teaching problems, namely:[32]

1. Some students' parents and students do not have a computer or android device, This condition makes it difficult for them to face reality. On the one hand, there is a demand for the provision of educational services to students, as required by the constitution. They, on the other hand, face a lack of support facilities.

2. Lack of the kuota internet, the absence of learning equipment or facilities, as well as the absence of an internet quota. The provision of internet quotas comes at a high cost. Students and parents from middle- to lower-income families are experiencing this difficulty. They do not have sufficient funds to provide an internet network.

3. Less effectiveness, their cellular network is sometimes unstable, This is also a problem that many students face when using online learning, making implementation less effective.

4. Less ICT Skill, Because the Covid-19 pandemic was not preceded by mature preparation, the transition from traditional learning systems to online systems occurred abruptly. Because many teachers lack ICT skills, they are unable to adapt to the change, namely technology and information-based learning.

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[32] Leli Efriana, Problems of Online Learning during Covid-19 Pandemic in EFL Classroom and the Solution, *JELITA: Journal of English Language Teaching and Literature*, Volume 2, Number 1(February, 2021).40

Applying online teaching and learning to meet current problems while retaining the need for face-to-face classes may be the solution to reconcile two opposing viewpoints on the use of online teaching and learning.

There are several advantages of offline teaching, namely:[33]

a. A teacher could give students more attention.

b. Students would concentrate more on their studies.

c. There should be more interaction between students and teachers.

There are several disadvantages of offline teaching, namely.[34]

a. Time and resources were squandered.

b. Students may not be able to find a competitive peer group and thus may feel unmotivated.

c. Advanced technology would not be taught to students.

Both teaching and learning processes that are usually performed in the classroom are done live but virtually in online learning technology. This means that a teacher teaches in front of a computer in one location while students follow the lesson from other computers in different locations.

Different terminologies are used in online learning, and it is proving to be a difficult task for some, Online learning is education delivered through a web-based educational delivery system that includes software to provide a structured learning environment. It improves and expands educational opportunities and can be synchronous (communication in which participants interact in real-time, such as video conferencing) or asynchronous (communication in which participants interact in real time) (communication that is separated by time such as email or online discussion forums)[35].

In a broad sense, online learning refers to an education that is guided by a teacher through the use of the Internet and web-based educational delivery systems, where the

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[33] Cuemath, "Advantages and Disadvantages of Online and Offline Classes*",* Accessed on May 06, 2021, **https://www.cuemath.com/learn/online-vs-offline-math-classes/**.

[34] Cuemath, "**Advantages and disadvantages".**

[35] John Watson et al, *Keeping Pace with K-12 Online and Blended Learning: An Annual Review of Policy and Practice*, (Durango, CO: Evergreen Education Group, 2012), 8, https://files.eric.ed.gov/fulltext/ED535910.pdf

teacher and students are physically and geographically separated, and software is used to provide a structured learning environment.

Synchronous participants are commonly involved in real-time communication, such as online mode via zoom, google meet and many others and Asynchronous (participants are not communicating in real time, for example, in a chat room on social media or in a learning discussion forum). Online learning is the use of technology to gain access to learning opportunities[36]. Meanwhile, defines as a branch of distance education, online learning has always been concerned with providing access to an online resource, at the very least, a more extensive educational experience than a campus-based curriculum in terms of time and space education is critical[37].

On the other hand, Online learning is a method of delivering traditional education in a digital medium. Using the internet. During a pandemic emergency, online learning is seen to be the best way for teachers and students to share information[38]. Furthermore, Indonesian teachers used three different teaching methods: only using online chat, using video conference, and combining the two[39].

The available evidence indicates that schools are using information technology to increase access, improve instructional efficiency, and reduce costs associated with conventional instruction, Online teaching and learning is one of the learning techniques that has emerged as a result of technological advancements[40]. Synchronous learning is defined as doctrine combined with real-world situations and conditions via the Internet. Its features include devices such as direct messaging and video calls. Asynchronous learning is defined as the process of learning that can be delayed in time such as email, blog, and bulletin board. The basic principle of online learning, as mentioned above, is to provide new classes that are similar to traditional classes in existing schools. As a

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[36] Carliner, "*Overview of online learning*".

[37] Anderson, T, *The Theory and Practice of Online Learning*, Second Edition, (AU Press Canada. Athbasca University, 2008), 79.

[38] Imania, Kuntum An Nisa, "Instrument Development Design Learning Based Assessment Online", *PETIK Journal* . Vol 5, (2019), 31-47

[39] Lestiyanawati, R. &, Widyantoro, A, "Strategies and Problems Faced by Indonesian Teachers in Conducting ELearning System During COVID-19 Outbreak", *CLLiENT Journal (Journal of Culture, Literature, Linguistics and EnglishTeaching),* 2(1), (2020).

[40] Bakia, Shear, Toyama, & Lasseter, *Understanding the Implications of Online Learning for Educational Productivity*. (Washington : U.S. Department of Education, 2012).

consequence, the creation of a virtual institution must produce results that are similar to the goal of establishing a traditional educational institution, to put it another way, online learning.

Learners must be self-regulated in online activities if they are to succeed at online learning. They can use self-regulation to help them make decisions about certain aspects of their learning. They have control over the goal-setting, planning, monitoring, and evaluation phases of the learning process[41]. Students will need a variety of skills to effectively perform an online class, including the ability to learn updated learning habits, the capacity to acquire new vocabulary, and the patience to discuss with the instructor. Based on all of these reviews, it has been determined that more research into the perceptions of teachers in online and offline classes is needed. Following the global outbreak of COVID 19, education institutions were required to provide online classes. As a result, a survey was conducted to gather feedback from the tutors on online courses.

1. Advantages of Online Learning:

   Online learning has several advantages such as[42]:

   a. Accessibility

   A student can learn from any location in the world thanks to the accessibility provided by online learning.

   b. Personalised Learning

   An online learning system can be used by a student to assess and process his or her learning style, content, goal, current knowledge, and individual skills.

   c. Cost-Effectiveness is a term used to describe the ability of a product

   Because less money is spent on travel, books, and other college-related expenses, online learning is less expensive.

   d. Everyone has the same chance.

   All students are treated equally; they are not discriminated against because of their caste, creed, race, gender, religion, or disability.

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[41] Vonderwell, S, "Online Learning: Student Role and Readiness, *Turkish Online Journal of Educational Technology*", 3(3), (2004), 38–42.

[42] Dhull et al, "Online learning, 32-33.

Based on the explanation above, the advantages of online learning there are; (1) It saves time and money. (2) Students may feel more at ease than in traditional classroom settings. (3) Students may have the opportunity to learn about the current teaching technology scenario.

2. Disadvantages of Online Learning

Online learning has several disadvantages such as:[43]

a. Poor Communication

Online learning does not allow for face-to-face contact with the teacher, which is critical for forming a relationship between the student and the teacher.

b. Feeling of Isolated

Students who only communicate with their friends through WhatsApp, Instagram, and Facebook without meeting in person develop a sense of isolation. Isolation is a stress factor that causes students to drop out.

c. a Lack of Motivation

Since they are easily distracted by other items, online students lack inspiration when learning. Traditional learning structures seem to work better for these students.

d. Lack of Funds

Price, hardware issues, internet problems, course material production, and concern about funding availability are all examples of technology's disadvantages.

e. Lack of Quality

Online learning can sometimes lead to a lack of consistency in the teaching and learning process. Too frequently, online teachers do not take their lesson preparations as seriously as they can, and this lack of dedication has a significant and detrimental impact on the quality of online learning.

f. Poor Accessibility in Remote Areas:

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[43] Dhull et al, "Online learning",.33-34

Hardware, software, and internet access are all requirements for online teaching and learning.

Since online learning has been used in a number of developed countries, the Indonesian minister of education and culture must consider how to address these shortcomings.

In verse 78 of Surah An Nahl, that humans were created by God not knowing anything, so without His grace and greatness, humans will not live perfectly as they are today.

Surah An Nahl Verse 78 explains the provision of life given by God to humans after being born into the world:

تَشْكُرُوْنَ لَعَلَّكُمْ ۙ وَالْاَفْـِٕدَةَ وَالْاَبْصَارَ السَّمْعَ لَكُمُ وَجَعَلَ شَيْـًٔا تَعْلَمُوْنَ لَا اُمَّهٰتِكُمْ بُطُوْنِ مِّنْ اَخْرَجَكُمْ وَاللّٰهُ

Terjemahan:

"...Dan Allah mengeluarkan kamu dari perut ibumu dalam keadaan tidak mengetahui sesuatu pun, dan Dia memberimu pendengaran, penglihatan, dan hati nurani, agar kamu bersyukur"[44] (An-Nahl: 11)

The Meaning:

"...And Allah brought you out of your mother's womb knowing nothing, and He gave you hearing, sight, and conscience, so that you may give thanks."

Allah SWT asserts in this verse that when a human child is born into the world, he knows nothing. Humans are endowed with complementary attributes as a result of His power and love, which can later be used to learn everything that was previously unknown. These characteristics take the form of three critical components in the human learning process: hearing, sight, and heart/mind.

Humans will be able to perceive everything with their hearing sense, which will be strengthened by sight and eventually stored in the heart as knowledge, as they understand and learn everything.

C. Blended Learning

1. Definition of Blended Learning

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[44] Q.S. An-Nahl : 11

Blended learning is becoming popular in language teaching and learning. The methodology combines online and face-to-face learning into a single learning process. As a result, students can access the learning, complete the tasks, and engage in discussions both online and offline. In both online and offline modes, the teacher could provide feedback and interact with the students. Three definitions of Blended Learning are particularly important in the world of education; a blend of in-person and online instruction, a technological combination, a mix of approaches. Blended learning is a method of combining conventional (face-to-face) learning with a web-based online approach (online teaching)[45].

The blended learning method can improve the effectiveness of the educational process in a changing paradigm of modern education if the components are applied methodically and adequate content is logically implemented. In other hand, stated blended learning is a teaching and learning methodology innovation that combines various methods supported by an interactive platform to improve students' competence and skills[46].

Based on the theory Blended Learning is:[47]

1. Access to a wide range of alternative resources on the computer as well as institutional digital repositories, accessed through a single log-in that personalizes the 'blend' of learning you are offered;

2. Online learning with tutors as facilitators and an emphasis on co-creation within a course that is rich in online collaboration;

3. Downloading content to mobile devices, using podcasts and e-books as resources, tablet PCs with wireless connections to take and share

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[45] Pete Sharma, "Blended Learning", *ELT Journal*, Vol. 64/4, (October, 2010): 456, https://doi.org/10.1093/elt/ccq043.

[46] Olga I. Shaykina, "Blended Learning in English Language Teaching", *Open Educational Resources Used for Academic Purposes in Tomsk Polytechnic University*, vol. 6, (2015); 256, DOI:10.5901/mjss.2015.v6n3s5p255.

[47] Littlejohn. *Preparing for Blended E-Learning.* 28-29

notes in class, and using text messaging to receive course updates

4. Whether on- or off-campus, use a virtual learning environment (VLE) to access course materials and ask questions.

5. Uploading notes to your own blog (weblog) while the lecture is in progress, and using hand-held voting devices to provide instant feedback to the presenter

6. Using computer-based tutorials to learn on a just-in-time basis;

7. Keeping in touch with study buddies outside of class via instant messaging and other informal' social computing' mechanisms;

8. Assembling and publishing an e-portfolio of your work from courses studied across several institutions;

9. Seamless integration of physical and virtual learning spaces that integrate and accommodate technology while focusing on student learning

10. Without ever meeting face to face, successful and rewarding student teacher relationships can be initiated and maintained through online communication.

Stated that using a virtual Learning Environment, students can access and ask questions about course materials whether they are on or off- campus[48]. When it comes to educating students, the word "blended learning" refers to the process of combining online and in-person learning experiences. Because of the variety of learning resources that can be obtained with the implementation of this blended learning, learning takes place in a more meaningful way. Based on the explanation above, it can be concluded that offline and online teaching certainly have different advantages and difficulties, so teachers are required to always create interesting innovations when they teach either offline or online.

There are three definitions of blended learning; (1) the integrated combination of traditional learning with web-based online approaches, (2) the combination of media and tools used in an e-learning environment, and (3) a combination of a number of pedagogical approaches that are not necessarily dependent on the use of learning technologies. In a blended-learning course, for example, students may attend a traditional classroom class taught by an instructor while also working independently on

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[48] Littlejohn, "Preparing for Blended E-Learning".

online course components outside of the classroom. In this case, in-class time could be replaced or supplemented by online learning experiences, and students would learn about the same subjects online as they would in class the online and in-person learning experiences would be parallel and complementary.

In general, blended learning has numerous potential benefits and drawbacks, the majority of which are dependent on the consistency with which a particular blended-learning model is designed and implemented. Blended learning proponents may argue that it provides students with the advantages of both online and in-person learning. The basic educational reasoning behind "flipped classrooms" or "flipped instruction," a type of blended learning, is that it allows teachers to spend less time giving whole-class lessons and more time meeting with students individually or in small groups to support them with specific concepts, abilities, questions, or learning problems. Blended Learning has three important components, namely (1) online learning, (2) face-to-face learning, (3) independent learning.

Blended learning can create a positive learning environment for interaction between fellow students, as well as between students and their educators, without being constrained by time or space.

After that, there are 4 types described of online and blended learning. the first type is face-to-face learning or traditional learning, then the second type is lightly blended or hybrid courses, the third type is a blended or hybrid mode, and the last type is online.[49]

Table 1: Types of Course

The Proportion of Content Delivered Online	Type of Course	Typical Description
None to 14 percent	Traditional face-to-face campus courses	Course with little or no online content; regular and frequent weekly synchronous gatherings; content delivered orally, with assigned meetings and readings, and assessed with

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[49] Boettcher et al, *The Online Teaching: Survival Guide*, 10-12.

		proctored tests, papers, or projects A course site may be used for handouts and emergency communications. This type of course, is becoming less common as all courses become blended or hybrid offerings.
15 to 39 percent	Lightly blended or hybrid course; might also be called a flipped course	The Course that uses technology to facilitate what is essentially a face-to-face course. Uses a course management system to post the syllabus and assignments and lectures, for example. Similar to face-to-face courses
40 to 79 percent	Blended or hybrid	A course that combines online and inperson delivery. A significant portion of the content is delivered online; online discussions are typically used, and there are some, but fewer, face-to-face or synchronous meetings.
80 percent or more	Online/MOOCs	A course in which the majority of all of the content is delivered online. These courses are beginning to include synchronous online meetings on a regular basis.
Source: Adapted from Boettcher and Conrad (2004) and Allen and Seaman (2008)		

Based on the table above, can be described learning face-to-face. In face-to-face learning nowadays, digital communication is often used, such as giving syllabus, reading material. it's done when they really can't study face to face.

The next types referred to as "lightly blended or hybrid courses." fact that the proportion of time spent in face-to-face meetings is decreasing, and that more teaching and learning experiences are designed and delivered using digital tools and resources These courses are also known as "flipped" courses because the lectures are digital and available asynchronously 24 hours a day, seven days a week, and face-to-face gatherings are used for discussion and collaborative problem-solving.

This third type is blended or hybrid, when teaching and learning occur synchronously, meaning that there are meetings that use physical space or face-to-face and the rest can be done online.

The fourth type of online course is one in which the majority of all of the content is delivered online and relies heavily on asynchronous (at different times) discussions and occasional synchronous meetings.

2. The Keys of Blended learning

In order to apply the blended learning model, there are five key elements that should be considered as significant elements, which are as follows:[50]

first, During live events; Teachers and students can participate in a virtual classroom meeting known as a face-to-face meeting. the second, Online content; Students have their own set of rules for setting up their online learning via the internet or CD room. Third, collaboration; A space for learners to interact with one another, whether through discussion or other activities. Fourth, assessment; The period during which students' learning progress is assessed. the last, Reference Material; Everything has to do with increasing transfer and retention of learning.

When online learning students and teachers interact directly, the teacher must provide a link to access online learning. Then the teacher provides material in the online learning. Besides that, students can also collaborate with their friends in virtual classes.

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[50] Mirza Fakhri Azmi, *An Analysis on Blended Learning Strategy Applied in Language Testing Course in English Teacher Education Department*, (2016): 14, http://digilib.uinsby.ac.id/14135/4/Bab%202.pdf.

3. The Advantages of Blended Learning

There are a number of advantages to be gained from using blended learning in its various forms[51]:

a. Learning can be more targeted, focused, and delivered in bite-size chunks that are delivered just in time.

b. Students can interact with the tutor.

c. Students can interact with one another.

d. Materials for learning are easily accessible;

e. By maximizing various technologies, a variety of techniques can be used.

f. It can be built on top of other off-the-job provisions.

4. The Disadvantages of Blended Learning

There are very few disadvantages, but there are some things to consider when implementing blended learning[52]:

a. Begin both online and offline.

b. Determine the support networks, which should include both technical help lines and coaching assistance.

c. Encourage students to make their participation in online learning known so that they are not disrupted.

d. Encourage students to recognize how they learn best and to create a learning environment that works for them, whether at work or at home.

e. Encourage students to share their successes and to support one another.

f. Create learning that is stimulating, visually appealing, and takes into account various learning styles.

g. Combine online learning with other types of learning.

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[51] Kaye, *Blended learning,* 132.
[52] Kaye, *Blended learning,* 132

5. Models of Blended Learning

There are several blended learning models that can be used, namely:[53]

1. Rotation Model

The Rotation model is the model that classroom teachers prefer first. In this rotation, students take turns either on a fixed schedule or at the discretion of the teacher as in online learning.[54]

Figure 1 : Blended Learning Models
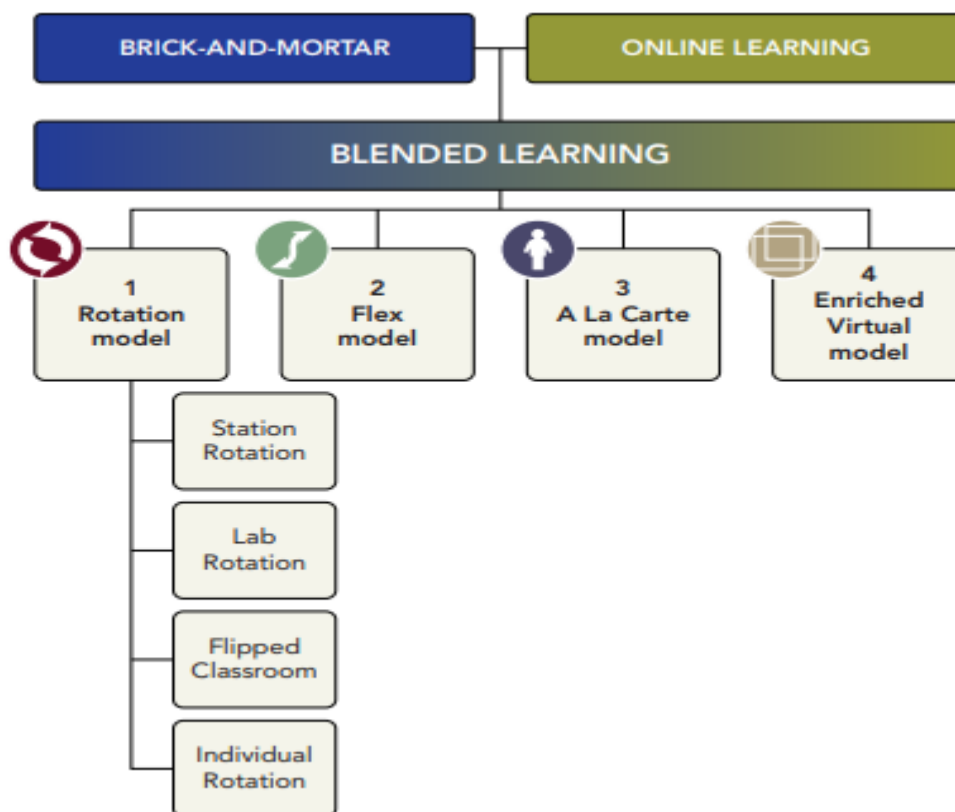
(Source: Michael. B.Horn:2015)

a) Station Rotation

In some cases, this rotation occurs within a single classroom or set of classrooms. This is known as a Station Rotation.

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[53] Michael, Blended: Using Disruptive Innovation to Improve Schools,37
[54] Horn. Blended, 37

Students are divided into three groups and rotate through three stations:[55]

1. Direct instruction in small groups in which the teacher uses resource books and works closely with individual students
2. Individual learning, which includes the use of software to practice reading skills.
3. Independent and modeled reading, in which students use paperbacks or audio books.

Figure 2 : Station Rotation Model
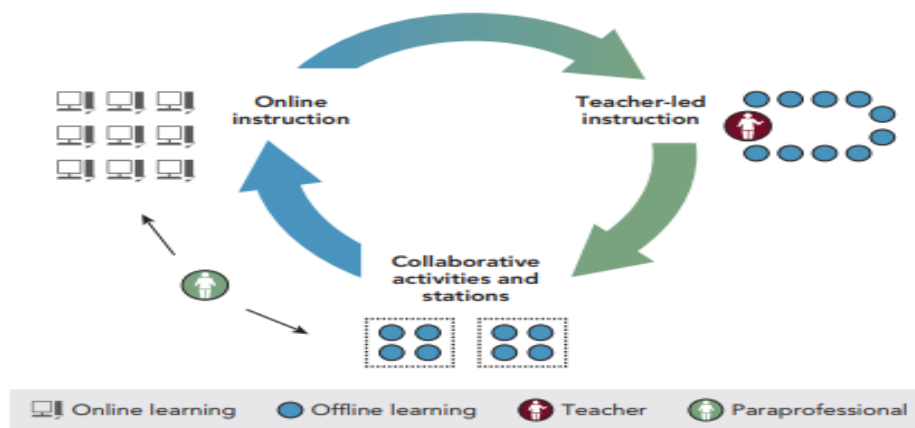
(Source: Michael. B.Horn:2015)

b) Lab Rotation

Lab rotation is almost the same as station rotation, with the exception that the student study room is located directly in the computer lab.[56] In the lab rotation model, the teacher integrates classroom learning with computers.

Figure 3 : Lab Rotation

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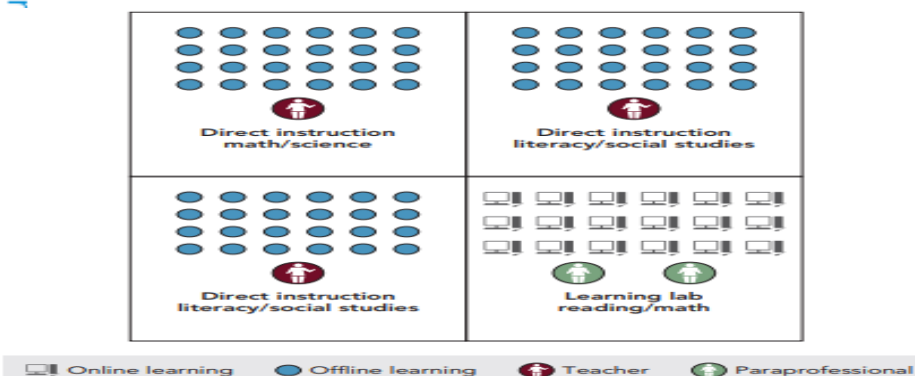
[55] Horn, *Blended*, 39
[56] Horn, *Blended*, 41

(Source: Michael. B.Horn:2015)

c) Flipped Classroom

The Flipped Classroom model reverses the traditional relationship between class time and homework.[57] Understudies learn gathering through online coursework and talks, and instructors use class time for educator-guided practice or undertakings. This model allows teachers to use class time for more than just traditional lectures.

The flipped classroom method is divided into three activities: before class (pre-class), during class (in-class), and after class (post-class) (out of class). Students have studied the material to be discussed prior to the start of class; at this point, the abilities that are expected of students are remembering and understanding the material.

Figure 4 : Flipped Classroom
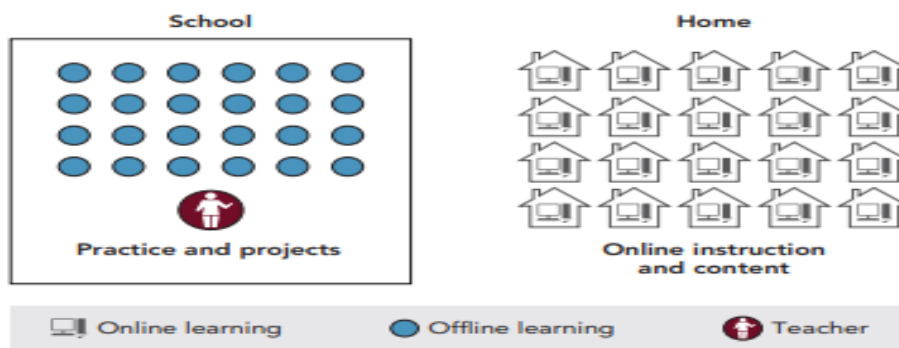
(Source: Michael. B.Horn:2015)

d) Individual Rotation

Individual Rotations differ from other rotation models in that students do not necessarily rotate to every available station or modality; their daily schedules are customized based on individual playlists.[58]

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[57] Horn, *Blended*, 43
[58] Horn, *Blended*, 45

Figure 5 : Individual Rotation
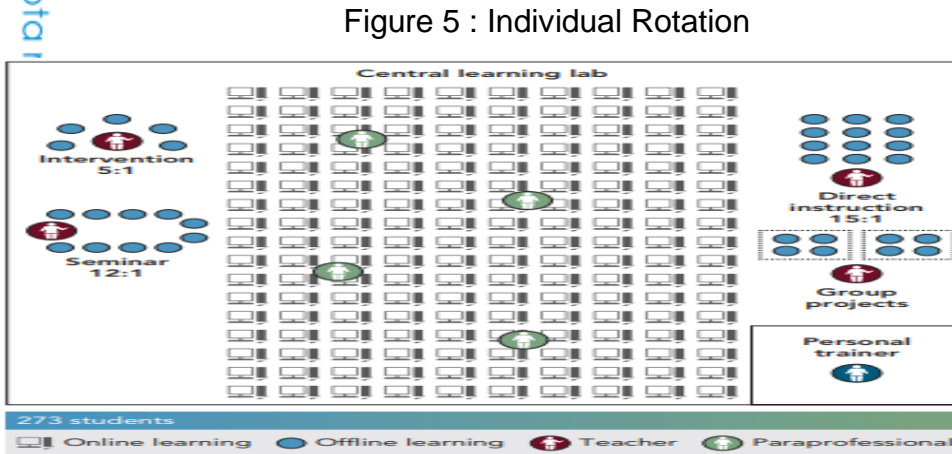
(Source: Michael. B.Horn:2015)

2. Flex Model

The Flex model The term refers to courses or subjects in which online learning is the primary means of student learning, even if it occasionally directs students to offline activities.[59]

Figure 6 : Flex Model
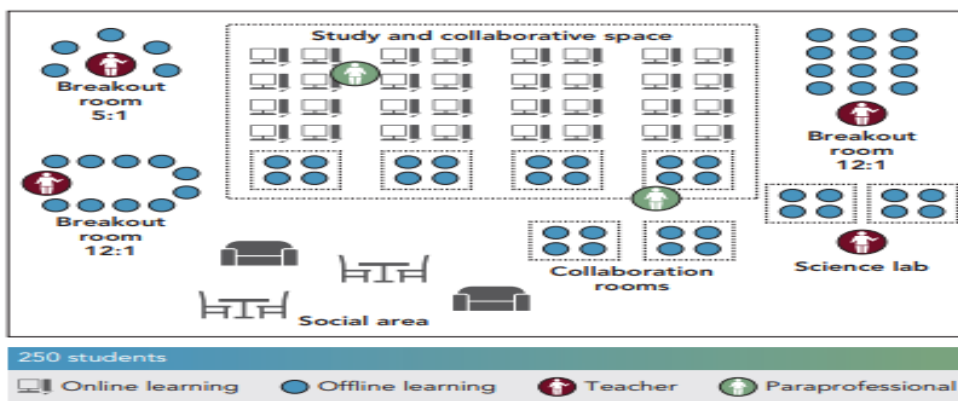
(Source: Michael. B.Horn:2015)

3. Model A La Carte

The A La Carte model enables students to require an internet course with a record internet teacher as well as other face-to-face courses, giving students more control over their schedules. A La Carte course may be a good option when schools can't provide specific learning opportunities, similar to a refined Arrangement or elective course, making it one of the more popular models in blended secondary schools.

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[59] Horn, Blended, 47.

Figure 7 : Model A La Carte
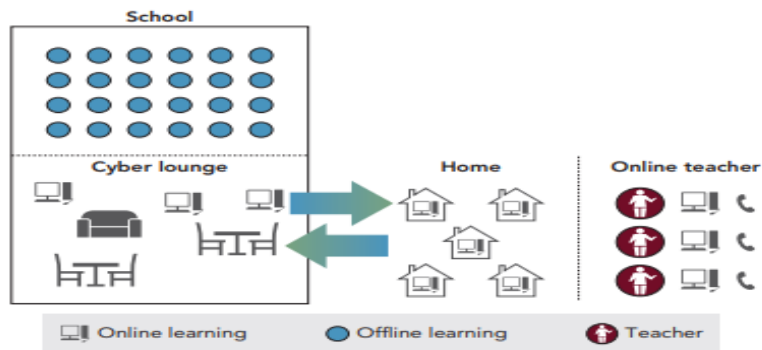
(Source: Michael. B.Horn:2015)

4. Enriched Virtual model

a learning model in which students can complete their assignments anywhere, after students and teachers have face-to-face meetings.

Figure 8 : Enriched Virtual Model
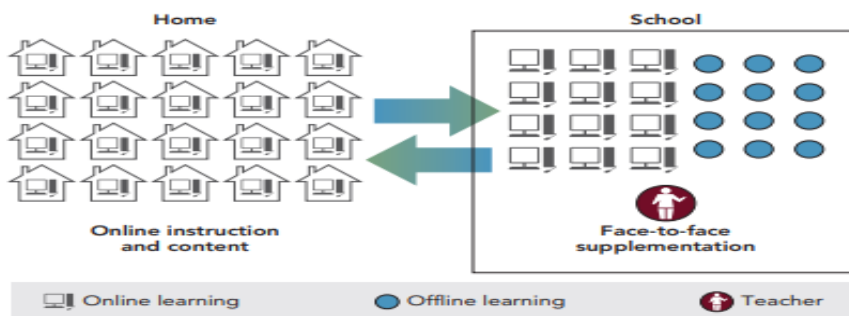
(Source: Michael. B.Horn:2015)

D. Theoretical Framework

The framework of thinking is a chart or workflow in solving research problems. The framework of thinking works for understanding the flow of thought quickly, easily, and clearly. The framework of thinking in this study aims as a direction in conducting research, especially to understand the flow of thought, so that the analysis carried out is more systematic and in accordance with the research objectives.

In the current era of globalization, along with the times, it is a time where learning is interrelated with a combination of technology, with this modern era it is expected to

improve education by utilizing learning support technology, and during the current pandemic forcing all schools to apply blended learning so that the learning process can continue. The right learning model is felt to make students better. In receiving learning, one example of a combined learning model between face-to-face and e-learning is called blended learning.

E. Previous Studies

Previous studies are critical for the researcher to use as a guide in completing this research. There have been some previous studies that are related to the current study. First, previous studies aim to investigate the effect of the blended method[60]. There were 200 college students involved in this study. Half of them were taught through a blended teaching method and half of them were taught through a traditional teaching method. The data were taken from the students' final scores in the lectures which included scores of assignments, quizzes, mid-term tests, and final term tests. The final scores of the two groups were compared to find out the effect of the blended teaching method and the traditional teaching method. The result showed that the scores of students who were taught through the Blended Method were significantly better than the scores of students who were taught through the traditional Method. the difference between previous research and research conducted by researchers is that previous studies investigated the impact of using blended learning, while current research looks at the application of blended learning and the problems faced by teachers when using blended learning.

On the other hand, the second, previous research aim at Teacher's Challenges Towards Online Learning In Pandemic Era[61]. The researcher found the teachers' challenges toward online learning in the pandemic era are divided into three parts. They are the supporting facilitation like internet connection, gadgets, and quota. Then followed by the learning process such as the interaction, the explanation, the generation gap between teacher and students, and the way to control students also the challenges

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[60] Harits Setyawan, "Blended Method: Online-Offline Teaching and Learning, On Students' Reading Achievement", *English Education: Jurnal Tadris Bahasa Inggris*, Vol 12 (1), (2019): 22-33, https://doi.org/10.24042/ee-jtbi.v12i1.4432.

[61] Elsa Rosalina et al, "Teacher's Challenges Towards Online Learning InPandemic Era", *LET: Linguistics, Literature and English Teaching Journal*, (2020): 84, DOI: http://dx.doi.org/10.18592/let.v10i2.4118.

to create an effective climate towards the process. This study both wanted to see the obstacles faced by teachers when implementing blended learning, but the difference in previous research was that researchers used questionnaires while current research used interviews. the difference between previous research and research conducted by researchers is that previous research examined the challenges of teachers when learning online, while the current research looked at the application of blended learning and the problems faced by teachers when using blended learning.

The third previous research aims to investigate the use of E-learning as the current phenomenon in teaching English in the time of the covid-19 pandemic[62]. This research was conducted with descriptive qualitative research. The result of the study suggests that the E-learning system is considered as the one and only relevant teaching-learning method in the time of the pandemic. Teachers and students just accessed the internet from homes and they would be connected to the E-learning application that has been approved by the institutions or the lecturers. However, challenges in applying E-learning were also undeniable, for instance: the unavailability of internet access/ WIFI, learners feeling unmotivated, poor levels of student engagement. The lack of actual social and psychological interactions between teachers and students in the E-learning system seemed to minimize affective domains. The interactive teacher-student talk is not as effective as in a normal classroom. Support from institutions (colleges or universities) and the government are needed for the success of E-learning, particularly in the time of the COVID-19 pandemic. previous research wanted to investigate the use of e-learning when learning online, while the current study wanted to look at the application of blended learning during the pandemic.

The fourth previous research aims to how the perceptions of teachers and students regarding the implementation of a blended learning approach in EFL[63]. This study

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[62] Henny Mardiah, "The Use of E-Learning to Teach English in the Time of the Covid-19 Pandemic", *English Teaching and Linguistics Journal* (ETLiJ) Vol. 1. No.2, (2020): 49-55, DOI: http://dx.doi.org/10.30596%2Fetlij.v1i2.4894.

[63] Linda Permata Ratna Sari et al, "The Implementation of Blended Learning Approach in Teaching English as a Foreign Language Classroom at SMA Islam Athirah Bone, (2018), ARTIKEL.pdf.

investigates how SMA Islam Athirah Bone teachers and students respond to the blended learning process in EFL classrooms, as well as how teachers and students perceive the implementation of the blended learning approach in EFL classrooms at SMA Islam Athirah Bone.

The descriptive qualitative research design was used for this study. Observation and in-depth interviews were used as instruments to identify students' and teachers' perceptions of the implementation of the blended learning approach, as well as the process of implementing the blended learning approach in the EFL classroom. Additional information was gathered from documents such as video recordings and photographs. The findings revealed that both teachers and students had positive perspectives on the blended learning process, such as being flexible in their use of online tools, being triggered to be autonomous, increasing teacher and student interaction, increasing mastery of the lesson, motivating students' engagement in the learning process, and so on. This study only described the perceptions of students and teachers in the blended learning approach of senior high school students; it is suggested that future research should examine the perception of the blended learning approach from the perspective of parents or school administration. previous research and the research that the researcher did were both qualitative research but the objectives they wanted to see were different, previous research wanted to look at the perceptions of teachers and students when using blended learning while current research wants to see the application of blended learning and the problems faced by teachers.

The last previous study aims at analyzing online learning difficulties faced by EFL teachers and students, and students' parents during the Covid-19 pandemic and solutions to solve them[64]. Textbooks in print or online form, articles from periodical journal websites, law regulations, and other sources relevant to the research problem are used to collect research data. The data was qualitatively analyzed using an interactive model, which covered data collection, data reduction, data presentation, and conclusions. According to the current study, the implementation of online learning during

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[64] Leli Efriana, Problems of Online Learning during Covid-19 Pandemic in EFL Classroom and the Solution, *JELITA: Journal of English Language Teaching and Literature*, Volume 2, Number 1(February, 2021).40

the Covid-19 pandemic, particularly in EFL learning, caused a variety of issues for teachers, students, and parents. The difference from previous research is that this study aims to analyze the difficulties faced by teachers when learning online, and is library research. While the research studied by researchers aims to look at the application of blended learning and the problems faced by teachers when using blended learning.

CHAPTER III
RESEARCH METHODOLOGY

A. Design of Research

The researcher used qualitative methods to conduct this research that focuses on blended learning. The study of research problems addressing the meaning individuals or groups ascribe to a social or human problem begins with assumptions and the use of interpretive/theoretical frameworks that inform the study of research problems addressing the meaning individuals or groups ascribe to a social or human problem. To investigate this issue, qualitative researchers employ an emerging qualitative approach to inquiry, data collection in a natural setting sensitive to the people and places under investigation, and data analysis that is both inductive and deductive and establishes patterns or themes[65]. Qualitative research is a method of investigating and comprehending the meaning that individuals or groups ascribe to social or human problems. Qualitative data is information gathered by the researcher through interviews and observations. The researcher chose a qualitative data collection method to gain a more in-depth understanding.

Qualitative research is a type of research that collects descriptive data in the form of written or oral words from people or actors who can be observed[66]. Qualitative

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[65]John W. Creswell, *Qualitative Inquiry and Research Design*, (London : Sage, 2007), 44. CRESWELLQualitative-Inquary-and-Research-Design-Creswell.pdf.
[66] Fitrah, M., & Luthfiyah, *Metodologi Penelitian: Penelitian Kualitatif, Tindakan Kelas & Studi Kasus*, (Sukabumi: CV Jejak, 2017), 44.

research is an inquiry strategy that emphasizes the search for meaning, understanding, concepts, characteristics, symptoms, symbols, and information about a phenomenon is focused and multimethod, natural and holistic, prioritizes quality, employs several methods, and is presented in the form of a narrative[67]. This study's method is a qualitative method with a narrative inquiry approach. In the narrative research design, the researcher describes an individual's life, collects it, tells stories about that life, and writes a story or history of that individual's experience[68].

A narrative is a type of qualitative research that focuses on one person, gathering data through the collection of stories, reporting individual experiences, and discussing the meaning of those experiences for the individual. Because of its recent popularity, national research conferences have dedicated sessions and papers to it, and educational journals have published stories submitted by teachers, students, and other educators[69]. Narrative research is a type of qualitative research that typically focuses on one person or a single individual and how the individual gives meaning to his experience through the stories told, collecting data by collecting stories, reporting individual experiences, and discussing the meaning of those experiences for individuals. There are several examples of types of narrative research, namely auto-biography, biography, personal experience story, life history and etc. In this study, the researcher chooses the type of biographical narrative research because the researcher writes and records the life experiences of other people.

Narrative research understands the experience of one or more people through the stories told by the individual, Stories are the data, and researchers usually collect them through interviews or informal conversations. Several characteristics must be understood when analyzing data during the narrative research process, including:[70] (1) Individual experiences, (2) Chronology of the experiences, (3) Collecting individual

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[67] Muri,Yusuf, *Metode Penelitian: Kuantitatif, Kualitatif dan PenelitianGabungan*, (Jakarta : Prenadamedia Group , 2019), 32.

[68] Creswell, "Qualitative Inquiry", 70.

[69] John W. Creswell, *Education Research : Planning, Conducting and Evaluating Quantitative and Qualitative Research Fourth Edition*, (Boston : Pearson Education, 2012), 502, creswell(1).pdf

[70] Creswell, *Education Research,* 507.

stories, (4) Restorying, (5) Coding for themes, (6) Context or setting, (7) Collaborating with participants.

B. Setting of the Research

The term population, let alone samples, is not used in qualitative research. In a qualitative approach, data sources are more accurately referred to as specific social situations in which the subject of research is objects, things, or people attached to data about the subject of research. In a qualitative approach, populations or samples are more accurately referred to as social data sources. Spradley argues that social situation or social situation consists of three elements, namely: places, actors, and activities that synergy interaction. In this research, researchers can observe in depth the activities, the people (actors), who are in certain places.

1. Research Place

A research location is a location where researchers conduct research to gather data and information regarding the subject under investigation. SMP Negeri Tunas Bangsa was chosen by the researchers. This school was chosen because it implemented blended learning since the covid-19 pandemic. The school has a policy of doing face-to-face and online learning based on a circular.

2. Research Time

The study was conducted from September 2021 to the end. The researcher conducted the study by interviewing teachers offline.

3. Research Participant

In this study, the researcher chose six teachers at SMP Negeri Tunas Bangsa. All of the teachers are certified as English teachers in senior high school who have taught English for years.

Table 3: Identity of the Teacher

No	Initial Name	Grade	Teaching Experience
1	AH	VII 11	11 Years
2	RD	VIII 11	11 Years
3	BA	VIII 4	4 Years
4	PS	IX 11	11 Years
5	AR	VIII 4	4 Years
6	MR	VII 24	24 Years

C. Source of Research

Qualitative researchers generally collect many data types such as observation, interviews, documentation, and audiovisual information instead of relying on a single source of information[71]. In this research, the researcher also was using observation, interviews, and documentation. Whereas, in collecting the data through interviews the researcher interviewed the English teacher at SMP Negeri Tunas Bangsa.

D. Technique of Data Collection

In this study, the researcher will collect data with the methods as follows;

1. Observation

The first data collection technique used observation to describe the entire learning process, which used a blended learning strategy. As previously stated by the researcher; the observation was carried out in a non-participant mode, in which the observer did not participate in the activities being observed. Observation is one of the main strategies in qualitative research for data collection.[72] If interviews and

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[71] Creswell, J. W. "Research Design: Qualitative, Quantitative and Mixed Methods Approaches: Fourth edition". *Thousand Oaks, CA: Sage Publications* (United State of Anerica, 2014): 231, https://JohnW.Creswell_ResearchDesign_ Qualitative Quantitative and Mixed Methods Approaches_SAGEPublicationsInc_2013_%20(1).pdf

[72] Creswell, J. W. *Research Design: Qualitative, Quantitative and Mixed Methods Approaches: Third edition*. Thousand Oaks, CA: Sage Publications (United State of America, 2013): 166,

questionnaires are always used to communicate with people, then observation should not be limited to people but should include other natural objects as well. The researcher could gain a comprehensive understanding and perspective of the entire learning process in the classroom, including situations and activities that occur in the classroom.

2. Interview

The second data collection technique used interviews. Interviews are one of the simplest ways to understand or explore someone's deep knowledge. In qualitative interviews, the researcher conducts face-to-face interviews, phone interviews, or focus group interviews with six to eight individual participants in each group.[73] The goal of the interview was to gather information on the research objectives by conducting face-to-face interviews with the respondents utilizing the guidelines. Researchers produced interview instruments that included questions about the blended learning model, as well as the advantages and disadvantages that are commonly experienced in blended learning.

Table 2 : Interview Indicator for Teachers:

Data Sources	Aspects that observed	Indicator	Item Instruments
Teacher	Model of blended learning	Implementation of blended learning	1, 2,23
		Planning of Blended Learning	3, 4,5,
		Online learning	10,11, 12, 13, 14, 15, 16,17
		Offline learning	18, 19, 20,21,22
		Advantages and disadvantages of blended learning	6, 7,8, 9

3. Documentation

During the research process, the researcher may collect qualitative documents. These documents can be public or private (for example, newspapers, session records,

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https://JohnW.Creswell_ResearchDesign_ Qualitative Quantitative and Mixed Methods Approaches_SAGEPublicationsInc_2013_%20(1).pdf

[73] Creswell, *Research Design*. Fourth edition. 293

or official reports) (e.g., personal journals and diaries, letters, e-mails)[74]. Documents can be in the form of writings, pictures, or monumental works of a person. Its function is to support and complement the primary data sources obtained through in-depth interviews. The documentation in this study was carried out by taking photos and recordings at the time of the interview.

E. Technique of Data Analysis

Theory to analyze the data, which suggests that data analysis is divided into three steps[75]. The Following are the steps for data analysis:

1. Data Reduction

The process of selecting, concentrating, simplifying, looking for themes and trends, and ignoring information that isn't needed is known as data reduction. Reduction is done by coding the interview results in order to select data. If there is data that is not suitable for the discussion, the researcher will not use that data. At this point, the researcher gathered information from interviews and observations with teachers about how blended learning was implemented during the Covid-19 pandemic and what problems were discovered during the implementation of blended learning during the Covid-19 pandemic.

2. Data Display

The data is shown in the form of a brief summary written in the original text, which may also take the form of graphs, matrices, and maps. The researcher will present the data in the second phase by simplifying it by using original text in the form of narrative text.

3. Conclusion

The conclusion is the last step in the data analysis process. The researcher distilled the key points from all of the data gathered, allowing them to stand out. The conclusion would be a response to the problem formulation at the outset.

F. Trustworthiness

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[74] Creswell, *Research Design*. Fourth edition.240

[75] Matthew B. Miles et al, *Qualitative Data Analysis*, (Arizona State University, 2014), 112.

The researcher must establish the validity of the findings, which means determining the credibility of the findings to ensure the accuracy of the findings and interpretations through various strategies such as triangulation[76]. In this study, researchers used source triangulation because data was gathered through observations, interviews, and documentation with key informants. To get results that are close to reality, the researcher explores the reality of the data through interviews with informants.

CHAPTER IV

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[76] Creswell, "Education Research",

RESEARCH FINDINGS AND DISCUSSION

B. Finding

This research was conducted in early September starting with licensing using letters to related schools until the research was carried out until October 22, 2021, the implementation includes the pre-field stage, research work stage and the last is data analysis. In the pre-field stage, in general, it is taking care of research permits in the selected location, namely SMP Tunas Bangsa. The research stage, it begins with field observations, documentation, and interviews with informants who have been selected and considered capable to answer the problems taken in this study.

Researchers made observations at SMP Tunas Bangsa regarding the application of blended learning during the pandemic by looking at the face-to-face learning process carried out by one of the teachers. Next is the interview stage. The researcher conducted interviews with several predetermined informants who felt they could answer and get the desired data related to blended learning. The purpose of the interview was explained by the researcher so that the informant felt comfortable and open so that he answered clearly according to field conditions. At the documentation stage, the researcher documents the results of observations in the form of photos and data in the form of files related to the implementation of blended learning. Documentation in the form of photos is a learning process as long as the researcher is careful.

To obtain data related to teaching English through Blended learning at SMP Tunas Bangsa, this study interviewed 6 (six) teachers who teach English. The teachers were successfully interviewed by name using the initials AH,RD,BA, PS, AR, and MR. Interview with teacher initial MR and AR on Thursday, Sept 17, 2021; interview with teacher initial RD on Monday, Sept 20,2021; after that interview with teachers initials BA and PS on Tuesday, Sept 28, 2021; the last interview with teacher initials AH on Tuesday, Oct 19, 2021.

On the other hand, teachers also face several Problems when implementing blended learning at SMP Tunas Bangsa, these problems are categorized into 3 aspects: motivation, technology support, experience, and knowledge. In practice, teachers also

have some differences, and teachers also have their own innovations and creativity. Detailed information about how teachers use mixed learning at SMP Tunas Bangsa.

1. Implementation of Blended Learning

The implementation of blended learning has three stages: planning, implementation, and evaluation.

a. Teachers Preparation

planning carried out by the teacher includes learning schedules, lesson plans, Syllabus or RPP, Platform, materials, assignments, time management, and health protocol.

1) Learning Schedule

Learning during the COVID-19 pandemic has significant changes, especially in the learning system. Learning that initially took place conventionally or face-to-face turned into online learning. Researchers conducted the interview and documentation techniques to obtain data about the reasons for using blended learning during the pandemic, the teacher's initials BA, revealed that blended learning is suitable for use during this pandemic, the teacher stated that:

> "*Karena model pembelajaran blended learning sangat efisien digunakan pada masa pandemi covid-19 ini, metode ini juga dapat menghemat waktu dan biaya karena materinya dapat diunduh dan diakses via internet".*[77]

(Because during this pandemic, in order for lessons to continue, we must follow the government's decision to carry out blended learning. Because the blended learning model is very efficient to use during this covid-19 pandemic, this method can also save time and money because the material can be downloaded and accessed via the internet).

While teachers with the initials AR and MR said that the application of blended learning was due to a decision from the government. Teachers said that:

> "*Karena dimasa pandemi ini, agar pelajaran tetap terlaksana ya kita harus mengikuti ketetapan pemerintah untuk melaksanakan pembelajaran blended learning".*[78]

(Because during this pandemic, in order for lessons to continue, we must follow the government's decision to carry out blended learning).

Different from the teacher's opinion that initial RD blended learning can run smoothly depending on the connection. The teacher said:

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[77] BA, Interview with Researcher, Sept 28,2021
[78] AR, and MR, Interview with Researcher, Sept 17,2021

" Model belajar blended ini tergantung jaringan nya..kalau jaringan kuat maka pembelajaran lancar, kalau jaringan tidak lancar, pembelajaran dengan anak tidak berjalan dengan baik, dan kelemahan nya juga anak jadi banyak alasan untuk beli kuota, kuota untuk belajar tidak ada tapi untuk game ada.jadi untuk alasan anak tidak belajar secara online".[79]

(This blended learning model depends on the network.. if the network is strong then learning is smooth, if the network is not smooth, learning with children does not go well, and the weaknesses are also children so there are many reasons to buy quotas, there is no quota for studying but for games there is .so for the reason the child does not study online)

In the implementation of blended learning, there are still many teachers who say that this model of learning will certainly have advantages and disadvantages faced by teachers and students. there are some informants who say that blended learning is more flexible and still effective, teacher said that:

"*Kalau dibilang efektif, lebih efektif karena memang secara kita tetap bisa ketemu siswa maka efektif, namun untuk hasilnya itu yang belum terlihat kalau dengan yang kita harapkan, untuk hasilnya belum bisa belance dengan blended itu"*[80]

(If it is said to be effective, it is more effective because indeed we still meet students so it is effective, but for the results that have not been seen, if it is with what we expect, the results cannot be balanced with blended).

While the teacher's initials BA also said that:

"*Ya,penerapan blended learning lebih fleksibel dan efektif karena dapat dilakukan sesuai dengan waktu pembelajaran yang diinginkan dan juga dapat dilakukan dari mana saja baik yang memiliki akses internet ataupun tidak"*[81]

(Yes, the application of blended learning is more flexible and effective because it can be done according to the desired learning time and can also be done from anywhere, whether you have internet access or not).

The blended learning schedule is divided into two, namely online learning and offline learning. at SMP Tunas Bangsa the learning schedule is carried out alternately, such as two days online, then two days later, studying offline.

2) Lesson Plan of Blended Learning

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[79] RD, Interview with Researcher, Sept 20,2021.
[80] AH,, Interview.
[81] BA, Interview.

The learning schedule at SMP Tunas Bangsa is done online and offline. because not all students have tools for online learning, so for students who cannot take online learning from home, the school provides computer labor and wifi that they can use when studying online. provided that they comply with health protocols.

After seeing the difficulties that teachers and students face when learning online, schools and teachers are looking for ways to overcome existing difficulties, in accordance with the difficulties that teachers face when teaching. while schools have made sufficient computers and Wi-Fi available for online learning, The following statement from informant AH:

> "*Agar mereka bisa tetap mengikuti pembelajaran online, sekolah menyediakan komputer dan wifi, sehingga siswa yang tidak memiliki alat untuk akses pembelajaran online mereka dapat kesekolah*"[82]

> (So that they can keep up with online learning, the school provides computers and wifi, so students who don't have the tools to access their online learning can go to school).

From some of the statements above, it can be explained that the efforts done in overcoming the obstacles of online learning are quite good. Wellobstacles from teachers or students. These efforts are made to assist and facilitate students' learning processes. The point is that the teacher will make every effort to ensure that his students are able to learn effectively during the pandemic.

3) Syllabus or RPP

The teacher must rethink the syllabus and lesson plans they will use, whether the syllabus they use is the same or different. The following is an explanation from the AH informant who said:

> "*...dari kementerian ada RPP yang darurat istilah nya yang disingkat kita ambil materi-materi penting yang disampaikan, karena waktunya lebih singkat makanya tidak sepanjang dan selama tatap muka*"[83]

> (..from the ministry there is an emergency RPP whose term is abbreviated, we take important materials that are conveyed, because the time is shorter, so it is not as long and as long as face to face).

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[82] AH, Interview.
[83] AH, Interview.

Different things about the syllabus used,as expressed by Teacher RD:

"Sama, karena kalau kita tidak memulai dari kegiatan awal nanti susah untuk kegiatan inti nya, karena kita harus menyiapkan anak memotivasi anak karena online kadang anak tidak semangat melihat layar itu, supaya ketika masuk ke materi mereka sudah siap"[84].

(Same, because if we don't start from the initial activities, it will be difficult for the core activities, because we have to prepare children to motivate children because online sometimes children are not enthusiastic about seeing the screen, so that when they enter the material they are ready).

Another teacher explained:

"Sama, namun untuk yang online dikurangi sedikit karena tidak sama antara tatap muka dan online, waktunya terbatas. Karena kadang-kadang anak banyak kendala, kuota habis dan lain-lain"[85]

(Same, but for those online it is reduced a little because it is not the same between face to face and online, the time is limited. Because sometimes children have many obstacles, quota runs out and so on)

While there are some informants who say that for online learning the lesson plans are reduced a bit, because they have to adjust to the hours determined by the school.The statement of the informant's initials BA, PS,AR and MR:

"Sama, melalui silabus yang normal ataupun daring, tetapi daring ini disesuaikan dengan waktunya, karena setiap tatap muka waktu kurang lebih 45 menit, tetapi kalau daring cukup 30 menit 1 kali pertemuan, pakai silabus yang sudah disetujui oleh MGMP kota kita pakai AKM silabus adaptasi kebiasaan baru AKB, namun untuk yang online dikurangi sedikit karena tidak sama antara tatap muka dan online, waktunya terbatas"[86]

(Same, through the normal or online syllabus, but online is adjusted to the time, because each face-to-face takes approximately 45 minutes, but if online it is enough for 30 minutes 1 meeting, we use the AKM syllabus to adapt the new AKB habit, but for those online it is reduced a little because it is not the same between face to face and online, the time is limited).

4) Platform Online Learning

In a learning model, there must be a step or stages in the learning process, the blended learning model consists of two learning models, namely face-to-face learning and online learning. for its implementation, of course, this is different, which really must

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[84] RD, Interview.
[85] AR, Interview
[86] BA, Interview.

be prepared by the teacher before starting learning. From interviews conducted by researchers, some teachers have the same stages of the learning process when they open the lesson then giving material and finally close the lesson. It's just that for face-to-face learning for teachers who use media such as zoom or Google meet, they must provide a link for online learning. As stated by informant AH and PS:

"Kalau proses dari jam awal sama, untuk link nya sudah saya berikan 1 jam sebelum atau malamnya, jadi saya sapa dulu di pagi, nanti saya buka absen saya ingatkan belajar menggunakan apa, ketika di wa ada 32 anak tetapi di google meet tidak sampai 32 anak, jd saya absen ulang, jadi kalau tidak ada di google meet ya tidak hadir"[87]

(If the process from the initial hours is the same, I have given the link 1 hour before or in the evening, so I greet first in the morning, I will open my absence and remind you what to learn to use, when in wa there are 32 children but in google meet less than 32 children, so I'm absent again, so if you're not on google meet, you won't be there).

The same thing was also conveyed by the informant that preparation for online learning must be more prepared, because online students can only interact via mobile phones, laptops, or computers. Informant initial BA said that:

"Menentukan platform teknologi yang akan digunakan misalnya saya membentuk whatsapp group untuk discuss, setelah itu saya membuat akun juga siswa-siswa dalam metode pembelajaran nya melalui google classroom, untuk yang tatap muka melalui internet menggunakan google meet, dan google form untuk soal-soal latihan kepada siswa". [88]

(Determining the technology platform that will be used, for example, I formed a WhatsApp group to discuss, after that, I created an account as well as the students in the learning method through google classroom, for face-to-face via the internet using google meet, and google form for practice questions to student).

Teachers use online media for learning such as zoom, Google meet, Google Classroom, and Whatsapp this was conveyed by informants RD, BA, AR and MR :

"Saya melaksanakan proses pembelajaran dengan memanfaatkan beberapa platform seperti whatsapp group untuk mengingatkan pertemuan, kemudian saya pakai zoom atau google meet untuk virtual meeting, sedangkan google classroom untuk mengirim tugas-tugas mereka".[89]

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[87] AH, and PR, Interview.
[88] BA, Interview.
[89] RD, Interview.

(I carry out the learning process by utilizing several platforms such as WhatsApp groups to remind meetings, then I use zoom or google meet for virtual meetings, while google classroom sends their assignments).

Based on the interview, it can be seen that when online learning, many teachers use media such as zoom, Google meet, Google classroom, and WhatsApp. But they separate the delivery of material and assign assignments to students. After finishing learning, they give assignments via Google Classroom or WhatsApp.

Then the teacher explains to students how the stages in online learning, what must be prepared, this is stated by the informant initials AH:

"*Tahapannya hampir sama seperti tatap muka, masuk, baca doa dulu sampaikan materi nya apa tujuan nya apa, pembelajaran ini tujuan apa tujuan pembelajaran baru materi disampaikan, kalau PPt saya share PPT kalau tidak saya jelaskan atau mengulang pelajaran yang kemaren belum mereka pahami, sedikit saya tanyakan itu kalau tidak ya lanjut materi berikutnya.sampai dengan waktu yang dibatasi, untuk penugasan saya ada group di google classroom,jadi tugas nya saya alihkan di google classroom, awalnya kita ajarkan cara menggunakan google classroom, bagaimana masukny kode nya apa, bagaimana pengerjaan soalnya, dmana lihat soal latihan nya, jadi sedikit banyak mereka bertambah ilmu untuk mengetahui teknologi*"[90]

(The stages are almost the same as face-to-face, enter, read the prayer first, convey the material, what is the purpose, what is the purpose of this learning, what is the purpose of the new learning, the material is delivered, if making PPT I share the PPT, if I don't explain or repeat the lesson they didn't understand yesterday, I'm a little bit ask it, if not, then continue with the next material. until the time is limited, for my assignment there is a group in google classroom, so I transferred the task to google classroom, at first we taught how to use google classroom, how to enter the code, how to do the problem , where to look at the practice questions, so they are more or less knowledgeable about technology)

While, other teachers said that online learning had the same stages as face-to-face learning. the following are the statements of the initials of informants RD, BA, PS, AR and MR:

"*Tahapannya hampir sama seperti tatap muka, dari mulai membuka pelajaran,inti dan menutup pelajaran*"[91]

(The stages are almost the same as face-to-face, from starting to open the lesson, the core, and closing the lesson)

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[90] AH, Interview.
[91] RD et al, Interview.

5) Learning Material

Providing material based on the needs of the students. After that, the teacher explained that the learning planning in the Blended learning model is nearly identical to other learning. The only difference is in the delivery, which is combined with online learning. Following an interview related to the blended learning process, the initial informant AH stated that:

> "*Kalau persiapan tentunya materi ya, kalau saya senangnya buat PPT jadi anak ketika di daring penjelasan tidak kemana-mana, yang jelas berdasarkan PPt yang saya buat, materi sesuai itu sesingkat mungkin agar mereka lebih paham.kalau memang bisa dimasukkan video, lagu, dan gambar-gambar yang berwarna, apalagi mereka kelas tujuh mereka tingkat basik mereka sedikit yang bisa berbahasa inggris, karena dari SD nya mereka ada yang tidak belajar bahasa inggris, mungkin mereka tahu nya bahasa inggris itu angka, tapi untuk pembelajaran itu masih sulit".*[92]

> (In terms of preparation, of course, the material is yes, if I like making PPT as a child when online the explanation doesn't go anywhere, what is clear is based on the PPt that I made, the appropriate material is as short as possible so that they understand better. -colorful pictures, especially when they are in seventh grade, they are at a basic level, they can speak little English, because some of them have not studied English from elementary school, maybe they know that English is a number, but learning is still difficult).

In preparation for the online and face-to-face learning process, of course, there is a little difference; following an interview with an informant with the initials RD stated that:

> "*Berbeda karena harus membuat power poin dulu, memcari video yang relevan yang sinkron untuk pelajaran saya, jadi ketika memberikan power poin itu tergantung jaringan lagi terkadang kan berat, apalagi kita cari video dari youtube"*[93]

> (It's different because I have to make PowerPoints first, looking for relevant videos that are in sync for my lessons, so when giving power points it depends on the network again sometimes it's hard, especially if we look for videos from youtube)

6) Assignment

online learning certainly makes teachers make assignments to a minimum so that they can be easily understood, because many students do not immediately understand the assignments given directly when face to face through online learning, so many teachers use google classroom, google form, or even via WhatsApp, so that students

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[92] AH, Interview.

[93] RD, Interview.

can better understand in doing the task. In the following interview related to the material, the initial informant AH stated that:

"Iya ada yang paham ada yang tidak, namun saya tetap mengulang penjelasan nya di whatsapp, agar mereka dapat memahami"[94]
(Yes, some understand, some don't, but I keep repeating the explanation on whatsapp, so they can understand)

"Menurut saya cukup paham bagi mereka, tapi jika mereka ada yang kurang jelas mereka akan menanyakan via whatsapp. Untuk menyampaikan materinya saya membuat sllide dan membuat video singkat".[95]

(I think they understand enough, but if they have something unclear they will ask via WhatsApp. To convey the material I made slides and made a short video)

"Iya, karena saya ngajar pakai power point, pakai slide, pakai warna warni karena bahasa inggris kita ini mengajar fungsi sosialnya, generic structure, language picture, ketika memberikan soal harus sesuai dengan indikator itu, jadi ketika mereka lupa saya saya slide lagi kesitu, ini fungsi sosialnya".[96]

(Yes, because I teach using PowerPoint, use slides, use colorful colors because our English teaches social functions, generic structure, language picture, when giving questions it must be in accordance with those indicators, so when they forget me I slide again there, this social function).

7) Time Management

In the blended learning process, of course, schools and teachers must manage time management for face-to-face and online learning. in current conditions, of course, learning cannot be carried out as in normal times. Informant initial AH said that:

"Karena memang ketika daring kita dibatasi seharusnya 1 jam pelajaran 40 menit,2 jam pelajaran 80 menit itu kalau normal, sementara selama daring ini 40 menit jadi 20 menit untuk 1 jam pelajaran, makanya saya buat sedemikian rupa dengan PPT agar penjelasan nya bisa lebih singkat jadi tidak kemana-mana menjelaskan nya dan anak-anak juga bisa lebih fokus materi yang diajarkan, dan lebih menarik, karena di PPT bisa diselipkan gambar, saya juga bisa kasih video, tidak harus mengoceh sementara anak juga tidak paham, mending mereka nonton apa yang dijelaskan sesuai dengan materi".[97]

(Because indeed when we are online we are limited to 1-hour lesson 40 minutes, 2 hours the 80-minute lesson is normal, while online is 40 minutes so 20 minutes for 1-hour lesson, so I made it in such a way with PPT so that the explanation can be shorter so I don't go anywhere explaining it and the children can also focus more on the material

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[94] AH, Interview
[95] BA, Interview
[96] RD, Interview
[97] AH, Interview.

what is taught, and more interesting, because in PPT you can insert pictures, I can also give videos, don't have to babble while the children don't understand, it's better if they watch what is explained according to the material)

Besides that, there are also teachers who when studying online for more than the allotted time because they explain to students who still don't understand the lessons delivered, RD as an English teacher said:

"Saya sesuaikan dengan RPP saya, ketika saya mengajar itu kegiatan awal, inti dan penutup saya ikti saja, ada durasi 1 jam lebih karena saya ajarkan mereka juga untuk share screen hasil tugas mereka saat itu selama belajr berlangsung jadi agak lama proses belajar nya"[98]

(I adjusted my lesson plan, when I taught it was the initial activity, I did the core and closing activities, there was a duration of more than 1 hour because I also taught them to share the screen results of their assignments at that time during the learning process, so the learning process took a while).

However, for other informants they adjust to the hours determined by the school, informant BA, PS,AR and MR said that:

"Manajemen waktunya sudah ditentukan oleh sekolah sebenarnya jadwalnya dari jam 7.30-09.30 untuk yang daring. Waktunya lebih fleksibel, karena anak dan guru dapat melakukan pembelajaran online dari mana saja"[99].

(The time management has been determined by the school, actually, the schedule is from 7.30-09.30 online, The time is more flexible, because children and teachers can do online learning from anywhere).

According to the findings of the above-mentioned interviews, time management for online and offline learning has been determined, so teachers must make the most of their available time.

8) Health Protocol

a. Check the temperature using a Thermo gun arriving at the school.

During the pandemic when the Tunas Bangsa Junior High School used blended learning, the school had provided a temperature measuring device to check children when they came and came home from school. Children whose temperature is 37.5 degrees Celsius are not allowed to take part in learning, and the teacher also monitors

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[98] RD, Interview.
[99] BA, Interview.

when the learning process takes place, if there are students who have complaints and fever, the teacher immediately acts. All of this is done to prevent the transmission of the Covid-19 virus to other students. As well as the teacher said that:

"Kalau criteria yang diajukan itu sudah, Alhamdulillah untuk prokes kita sudah siapkan, untuk cuci tangan, handsanitizer,termogan dan dari kementerian juga sdh dicek, dari dinas kesehatan sudah turun, dari tim covid pun sudah turun, dan syarat-syarat yang guru harus vaksin dan siswa pun harus vaksin itu sudah, kelas sdh siapkan berjarak sudah disemprot jadi untuk persiapan tatap muka kita sudah siap.sudah disiapkan jauh-jauh hari, insyaAllah mudah-mudahan tidak ada klaster baru dengan mereka masuk, dan jika ada dari mereka yang merasa ada gejala-gejala di harapkan segera melapor".[100]

(If the criteria submitted have been submitted, Alhamdulillah for the health program we have prepared them, for hand washing, hand sanitizer, thermo gun, and the ministry has also checked, the health service has dropped, the covid team has come down, and the conditions that teachers have to vaccinate and students also have to have the vaccine, the class has been prepared, the distance has been sprayed, so for face-to-face preparation we are ready. It has been prepared ahead of time, God willing, hopefully, there will be no new clusters with them entering, and if any of them feel there are symptoms -symptoms are expected to report immediately)

b. Wearing of Mask

Every student must wear a mask when coming to school, and parents must also continue to wear masks even though they only deliver at the gate, and for students who forget to bring their masks or their masks are damaged, the school has provided masks. to keep each other in class they also wear masks except for eating and drinking. the school always gives a warning to students every 30 minutes, as revealed by teacher AH as follows:

"Pihak sekolah telah menyiapkan masker untuk anak yang lupa tidak memakai masker dan kita juga memberi pengumuman setiap 30 menit untuk pemakaian masker.hendak nya mereka memakai masker dari rumah dan sampai pulang kerumah"[101]

(The school has prepared masks for children who forget not to wear masks and we also give announcements every 30 minutes for the use of masks. They should wear masks from home and come home)

c. Washing Hand

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[100] AH, Interview
[101] AH, Interview

During the pandemic, the school has provided several places to wash hands, and the teacher always reminds students before entering the classroom to wash their hands first, and when they go home they also wash their hands. As stated by the teacher BA:

> *"Sebelum masuk ruang kelas siswa harus mencuci tangan dan memakai masker, dan tidak diperkenankan buka masker kecuali mereka minum"*[102]

(Don't be bored to keep reminding students to always wear masks and wash their hand, Before entering the classroom, students must wash their hands and wear masks, and are not allowed to take off masks unless they drink)

Teacher RD said that:

> *"Tidak bosan untuk terus mengingatkan kepada siswa agar selalu memakai masker dan mencuci tangan"*[103]

(Don't be bored to keep reminding students to always wear masks and wash their hands)

d. Physical Distance

Schools also keep their distance from each other, avoiding large gatherings. when sitting in class the students are also far apart, and there are no learning activities that make students have to gather. when they discussed they remained seated in their chairs.

b. Implementation of the Teacher

1) Opening Online Class

Based on interviews, researchers found several ways that teachers used when opening online lessons, namely:

> *"Kalau proses dari jam awal sama, untuk link nya sudah saya berikan 1 jam sebelum atau malamnya, jadi saya sapa dulu di pagi, nanti saya buka absen saya ingatkan belajar menggunakan apa, ketika di wa ada 32 anak tetapi di google meet tidak sampai 32 anak, jd saya absen ulang, jadi kalau tidak ada di google meet ya tidak hadir".*[104]

(If the process from the initial hours is the same, I have given the link 1 hour before or in the evening, so I greet first in the morning, I will open my absence and remind you what to learn to use, when it Whatsapp there are 32 children but in google meet less than 32 children, so I'm absent again, so if you're not on google meet, you won't be there).

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[102] BA, Interview
[103] RD, Interview
[104] BA, Interview

when learning online, teachers continue to do the same things as during face-to-face learning, such as asking students how they are, motivating students to keep learning even during the pandemic. The teacher provides teaching materials to be taught, and as much as possible interactions between teachers and students can be established, such as a question and answer session between them.

2) Implementation of the Online Class

There are not many differences between online teaching and face-to-face teaching, the stages are still the same, it's just that when learning online for a limited time, the teacher must make the learning model more interesting, short, and easy to understand. because when students understand what is conveyed by the teacher, there will be an interaction between the teacher and students, such as questions and answers, or students can provide ideas related to the lesson.

> *"Tahapannya hampir sama seperti tatap muka, masuk, baca doa dulu sampaikan materi nya apa tujuan nya apa, pembelajaran ini tujuan apa tujuan pembelajaran baru materi disampaikan, kalau PPt saya share PPT kalau tidak saya jelaskan atau mengulang pelajaran yang kemaren belum mereka pahami, sedikit saya tanyakan itu kalau tidak ya lanjut materi berikutnya.sampai dengan waktu yang dibatasi, untuk penugasan saya ada group di google classroom,jadi tugas nya saya alihkan di google classroom, awalnya kita ajarkan cara menggunakan google classroom, bagaimana masukny kode nya apa, bagaimana pengerjaan soalnya, dmana lihat soal latihan nya, jadi sedikit banyak mereka bertambah ilmu untuk mengetahui teknologi"*[105].

> (The stages are almost the same as face-to-face, enter, read the prayer first, convey the material, what is the purpose, what is the purpose of this learning, what is the purpose of the new learning, the material is delivered, if making PPT I share the PPT, if I don't explain or repeat the lesson they didn't understand yesterday, I'm a little bit ask it, if not, then continue with the next material. until the time is limited, for my assignment there is a group in google classroom, so I transferred the task to google classroom, at first we taught how to use google classroom, how to enter the code, how to do the problem, where to look at the practice questions, so they are more or less knowledgeable about technology)

> *"Berbeda karena harus membuat power poin dulu, memcari video yang relevan yang sinkron untuk pelajaran saya, jadi ketika memberikan power poin itu tergantung jaringan lagi terkadang kan berat, apalagi kita cari video dari youtube"*[106]

> (It's different because I have to make PowerPoints first, looking for relevant videos that are in sync for my lessons, so when giving power points it depends on the network again sometimes it's hard, especially if we look for videos from youtube)

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[105] AH, Interview
[106] RD, Interview

From the results of the interviews, the researchers found that some teachers chose to use PowerPoint when explaining the material for different reasons.

3) Closing of the Class

The teacher responds to or reviews the material discussed at the end of the lesson. The remainder is then permitted to inquire about what they have not yet comprehended. Extra assignments are given by teachers. During online class meetings, clearer assignments are given. The teacher then discusses the material that will be covered in the next face-to-face class. The teacher AH said that:

> "Sama dengan pembelajaran online, awal masuk berdoa dulu, kemudian menyampaikan materi kegiatan inti kemudian penutup"[107].

> (Same with online learning, first enter to pray, then give the material for the main activity, and then close).

4) Material mastery

the teacher uses teaching materials in accordance with the lesson plan, so the teacher only explains the important points in sentences that are easily understood by students. because this is an English lesson to attract students' interest, there are teachers who add colorful pictures in their PowerPoint to make it more interesting, so students are excited to learn, and can be more active in online classes. the teacher AH said as follow:

> "Karena memang ketika daring kita dibatasi seharusnya 1 jam pelajaran 40 menit,2 jam pelajaran 80 menit itu kalau normal, sementara selama daring ini 40 menit jadi 20 menit untuk 1 jam pelajaran, makanya saya buat sedemikian rupa dengan PPagar penjelasan nya bisa lebih singkat jadi tidak kemana-mana menjelaskan nya dan anak-anak juga bisa lebih fokus materi yang diajarkan, dan lebih menarik, karena di PPT bisa diselipkan gambar, saya juga bisa kasih video, tidak harus mengoceh sementara anak juga tidak paham, mending mereka nonton apa yang dijelaskan sesuai dengan materi"[108].

> (Because indeed when we are online we are limited to 1 hour lesson 40 minutes, 2 hours the 80 minute lesson is normal, while online is 40 minutes so 20 minutes for 1

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[107] AH, INterview
[108] AH, Interview

hour lesson, so I made it in such a way with PPT so that the explanation can be shorter so I don't go anywhere explaining it and the children can also focus more on the material what is taught, and more interesting, because in PPT you can insert pictures, I can also give videos, don't have to babble while the children don't understand, it's better if they watch what is explained according to the material)

"Iya ada yang paham ada yang tidak, namun saya tetap mengulang penjelasan nya di whatsapp, agar mereka dapat memahami"

(Yes, some understand, some don't, but I keep repeating the explanation on whatsapp, so they can understand)

5) Media Mastery

During the covid-19 pandemic, many teachers mastered several online learning media, both for face-to-face learning or giving assignments. Teachers use many online learning media, such as zoom, google meet to teach face to face in online learning, while for assignments teachers often use media such as google classroom, and Google Forms. for online teaching teachers at SMP Tunas Bangsa use their own laptops. for internet connection, teachers use school wifi and there is also quota assistance from the government. As well as teacher AH said:

> *"Saya menggunakan platform untuk yang virtual google meet, sama zoom, google classroom, dan rumah belajar, materi-materi banyak disana tanpa kita membuat sendiri, dan whatsapp tetapi jarang menggunakan whatsapp mungkin Cuma kalau ada video".*[109]

(I use the platform for the virtual google meet, zoom, google classroom, and study house, there are lots of materials there without us making our own, and WhatsApp but rarely use WhatsApp maybe only if there is a video).

The same expression is also said by the teacher RD:

> *"Saya menggunakan platform,untuk yang virtual google meet, sama zoom, kalau untuk mengirim tugas di google classroom, email juga boleh".*[110]
> (I use the platform, for the virtual google meet, it's the same as zoom, if you want to send assignments in google classroom, you can also email).

Another teacher said:

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[109] AH, Interview
[110] RD, Interview

"Saya melaksanakan proses pembelajaran dengan memanfaatkan beberapa platform seperti whatsapp group, google meet, google classroom, google form dan lain sebagainya. Proses pembelajaran online untuk mengajar para peserta didik yaitu dengan menggunakan google meet. Keseringan saya mengajar melalui google meet".[111]

(I carry out the learning process by utilizing several platforms such as WhatsApp group, google meet, google classroom, google form, and so on. The online learning process to teach students is by using google meet. I often teach through google meet)

6) Assignment

Teachers usually give written assignments via google classroom or google forms. Usually, assignments are given by the teacher through Google Classroom and are given time to complete in one day. when students collect time past the specified limit then the value will decrease, teacher said:

"...kalau untuk mengirim tugas di google classroom, email juga boleh"[112]

(if you want to send assignments in google classroom, you can also email).

c. Evaluation

The teacher evaluates student learning outcomes when studying online and when studying face-to-face. According to the teacher for student learning outcomes, there are not many changes, but teachers are more satisfied to see students doing assignments face-to-face because teachers can see students actually doing assignments.

d. Advantages of Blended Learning

Blended learning is widely applied in schools during the current pandemic. considering that learning is very important, so that students can still learn, online learning is carried out. but not entirely students can follow online learning. so the teachers hope to be able to do face-to-face learning so that learning can run effectively again.

Based on interviews that have been conducted, it can be seen about the advantages and disadvantages felt when learning blended learning. from several informants have different statements. informant AH said that:

"Keuntungannya kalau si anak sekalipun mereka jauh mereka masih tetap bisa masuk sekalipun ada yang plus kamera, sedangkan kalau pertemuan mereka tidak masuk

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[111] BA, Interview
[112] BA, Interview

mereka tidak ada sama sekali. Untuk pengetahuan siswa bisa lebih karena jujur karena ini kelas tujuh, karena saya pakai nya zoom mereka exited , mungkin mereka di SD tidak pernah ketemu zoom, kadang malam nya mereka sudah nanya besok pakai zoom ya mis, link nya mana.dari 3 kelas ini ada 2 kelas yang menanyakan. Tapi untuk mereka yang difasilitasi orangtua nya HP, bagi yang tidak ada HP mereka bisa ambil materi kesekolah,. Jadi ada minus plus nya untuk penerapan ini kadang sinyal hilang, kadang kuota habis, ya kita tidak tahu"[113].

(The advantage is that even if the children are far away, they can still enter, even if someone has a camera plus a camera, while if they don't attend the meeting they are not there at all. For students' knowledge, it can be more because to be honest because this is seventh grade, because I use zoom they are exited, maybe they in elementary school never met Zoom, sometimes at night they ask tomorrow using zoom, i.e., where is the link. From these 3 classes, there are 2 classes asking. But for those who are facilitated by their parents' cellphones, for those who don't have cellphones they can take school materials. So there are minus pluses for this application, sometimes the signal is lost, sometimes the quota runs out, so we don't know).

After that, informant RD said that:

"Kekuatan nya tergantung jaringan nya, kalau jaringan kuat proses pembelajaran nya lancar, tapi kalau jaringan lelet atau rusak pembelajaran tidak berjalan dengan baik. Kelemahan nya terkadang anak jadi banyak alasan tidak ada kuota, untuk belajar tidak ada, untuk game ada, jadi alasan anak untuk tidak belajar online"[114]

(its strength depends on the network, if the network is strong the learning process will run smoothly, but if the network is slow or damaged the learning will not run well. The weakness is that sometimes children have so many reasons that there is no quota, for learning there is no, for games there are, so the reason for children not to study online)

While, informant BA have statement different:

"Keuntungannya dapat menghemat sumber daya, waktu dan juga biaya yang dikeluarkan. Peserta didik juga dapat mengakses pembelajaran dimana saja dan kapanpun tanpa ada pembatasan ruang gerak dan waktu. Selain itu peserta didik dapat mengakses modul pembelajaran dengan mudah karena dilakukan secara online, guru juga dapat menyampaikan materi dengan beragam cara seperti dengan video konferensi, video tutorial, sharing modul pembelajaran dan lain sebagainya"[115]

(The advantage can save resources, time and also costs incurred. Students can also access learning anywhere and anytime without any restrictions on space and time. In addition, students can access learning modules easily because it is done online, teachers can also deliver material in various ways such as video conferences, video tutorials, sharing learning modules and soon).

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[113] AH, Interview.
[114] RD, Interview.
[115] BA, Interview.

And then, informant PS said that:

> *"Keuntungannya waktunya lebih fleksibel, materi tetap biasa diberikan ke anak sesuai dengan jadwal dan tuntutan silabus, tetapi kadang-kadang penerimaan anaknya yang masih dipertanyakan, kalau diambil dari segi nilai bagus-bagus,untuk nilai jelas berubah karena kita tidak tahu siapa yang mengerjakan"*

(The advantage is that the time is more flexible, the material is still usually given to children according to the schedule and demands of the syllabus, but sometimes the acceptance of the child is still questionable, if taken from the point of view of good grades, the grades clearly change because we don't know who is doing the work).

Then the advantages of blended learning can increase the ability of teachers to use technology, as expressed by informant AR:

> *"Keuntungannya waktunya lebih banyak ke tatap muka dari online, kemampuan IT guru meningkat,4 guru lebih inovasi dan kreatif,dan kalau online dapat di lakukan dari mana saja"*[116].

(The advantages are that there is more time to face-to-face than online, the teacher's IT skills increase, 4 teachers are more innovative and creative, and online can be done from anywhere)

Last, there was a teacher who said that the advantage of blended learning was that the teacher was more creative and always looking for new innovations for learning, the informant MR said that:

> *"Keuntungannya dengan blended learning guru dapat lebih kreatif dan inovatif.karena ketika online guru di tuntut untuk dapat memahami teknologi yang akan digunakan untuk mengajar"*[117]

(The advantage with blended learning is that teachers can be more creative and innovative, because when online teachers are required to be able to understand the technology that will be used to teach.

Based on the interview with teachers, talk about the advantages and disadvantages of blended learning teachers and students can see and feel the difference when they learn online and when learning face to face.

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[116] AR, Interview.
[117] MR, Interview.

Then the researcher asked the informants whether the application of blended learning could improve the teacher's ability to use technology. The following is the answer from informant AH:

"Pastinya, sepanjang ini saya pun mencari tahu biasa nya tidak pernah pakai google meet maka saya mencari tahu bagaimana cara menggunakan nya, jadi kalau sekarang guru tidak bisa buka google meet, google classroom, zoom terlalu karena sudah 2 tahun ini kita pakai itu, bermanfaat sekali ternyata banyak di google itu yang bisa kita gunakan, apalagi sekarang ada ID belajar kan? Di ID belajar itu bisa kita kolaborasi dari dokumen dan excel"[118].

(Of course, all this time I've been trying to figure out how often I've never used Google Meet, so I'm trying to find out how to use it, so now the teacher can't open Google Meet, Google Classroom, Zoom is too much because we've been using it for 2 years, it's very useful. it turns out that there are many on google that we can use, especially now there is a learning ID right? In the learning ID, we can collaborate from documents and excel).

Next, informant RD said that:

"Ya, jadi guru harus lebih inovatif mencari video pembelajaran".

(Yes, so teachers have to be more innovative looking for learning videos)"[119].

Then, the same as the statement of the other informants, informant BA said that:

"Ya, tentu saja dapat meningkatkan kemampuan guru dalam menggunakan IT. Guru dituntut untuk melek dan paham teknologi agar proses pembelajaran blended learning dapat berjalan dengan lancar. Dengan seiring nya waktu guru sambil belajar juga"[120].

(Yes, of course it can improve the teacher's ability to use IT. Teachers are required to be literate and understand technology so that the blended learning process can run smoothly. With time the teacher is learning too).

Similarly, according to one of the informants who has been teaching there for a long time, informant MR said that:

"iya, karena seperti kami yang sudah tua dapat belajar cara untuk mengajar secara online melalui platform whatsapp dan google meet, agar anak tidak bosan maka guruharus mencari model pembelajaran yang efektif"[121]

(Yes, so teachers have to be more innovative looking for learning videos)Yes, because like us the elderly can learn how to teach online through the WhatsApp and Google

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[118] AH, Interview.

[119] RD, Interview.

[120] BA, Interview.

[121] Misrawati, Interview.

Meet platforms, so that children don't get bored, teachers must look for effective learning models).

2. The Problem faced by Teacher

Online teaching is very different from traditional teaching because it involves a new situation in which the teacher is separated from the students. Problems arise as a result of the implementation of this online learning.

a. Lack of facilities

There are still many students who do not have their own smartphones to study online. the condition of parents is dominant in the middle class, so that, there are still many students who do not have their own smartphones to study online; there are also students who smartphones but are hampered by internet connections or do not have quotas, so they cannot participate in online learning; there are some parents have smartphones but their parents work, so they cannot take lessons during the morning, the last, they use their parents' cellphones, but they must alternate with their brother or sister, both of whom study online. Teacher AH said that:

> "....kecendrungan mereka yang notaben nya kelas menengah kebawah mereka minder, jadi banyak orangtua yang meminta anaknya bisa masuk, karena tuntutan mereka belajar ini yang meminta HP kepada orangtuanya, sedangkan orangtuanya belum dapat memenuhi, tetapi diberi kemudahan dari sekolah untuk bisa ikut pembelajaran online nya, tidak menutup kemungkinan mereka tetap ikut materi"[122].

> (the tendency of those who are in the lower middle class to feel inferior, so many parents ask their children to come in, because their demands for learning are asking their parents for cellphones, while their parents have not been able to fulfill them, but given the convenience of the school to be able to participate in online learning, no close the possibility of them sticking with the material).

Another teacher said:

> "Terkadang kendala nya itu hp saya dibawa orangtua kerja bu, banyak alasan, jadi enak tatap muka lah, kadang sinyal dak ada, kuota dak ada, kadang hp giliran dengan kakak atau adek"[123]

> (Sometimes the problem is that my cellphone is brought by my parents, ma'am, for many reasons, so it's nice to meet face-to-face, sometimes there's no signal, no quota, sometimes it's my turn with my brother or sister

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[122] AH, Interview
[123] AR, Interview

b. Lack of Connection

Students have smartphones but are hampered by internet connections or do not have quotas, so they cannot participate in online learning. During online learning sometimes students are still constrained by the internet used for online learning, sometimes unstable signals at students' homes can be an obstacle for them to study online. To be successful in the online teaching process, both students and teachers must have good internet access. However, in practice, when teaching online, teachers discover that some students have poor internet access, so for students who cannot take online learning, the teacher must repeat the explanation or material through google classroom or WhatsApp media.

> *"Karena tidak seluruh siswa memiliki alat untuk pembelajaran online, dan akses internet yang siswa miliki itu menjadi kendala utamanya".*[124]

(Because not all students have tools for online learning, and the internet access that students have is the main obstacle).

Another teacher said:

> *"......pembelajaran kurang efektif karena beberapa kendala yang dihadapi siswa terutama untuk internet"*[125]

(...learning is less effective because of several obstacles faced by students, especially for the internet).

Internet connection is very important for online learning, so when the network is not stable students and teachers can't do online learning, as the teacher said:

> *"Kesulitan yang ditemui adalah terbatasnya akses untuk interaksi langsung dengan siswa, masih ada siswa yang tidak dapat mengikuti pembelajaran karena alat yang digunakan tidak ada, dan dominan anak-anak disini dari kalangan menengah sehingga tidak semua siswa memiliki smartphone sendiri"*[126].

(The difficulties encountered are the limited access to direct interaction with students, there are still students who cannot participate in learning because the tools used are not available, and the dominant children here are from the middle class not all students have their own)

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[124] AH, Interview
[125] BA, Interview
[126] MR, Interview

c. Less the Motivation

Parents have smartphones but their parents work, so they cannot take lessons during the morning, and they must alternate with their brother or sister, both of whom study online.

> *"Menurut saya ada sebagian siswa yang kurang minat nya belajar online karena dengan bebagai kendala yang mereka hadapi"*[127].

(I think there are some students who are less interested in online learning because of the various obstacles they face

> *"......karena kita harus menyiapkan anak memotivasi anak karena online kadang anak tidak semangat melihat layar itu, supaya ketika masuk ke materi mereka sudah siap"*[128]

(...because we have to prepare children to motivate children because online sometimes children are not enthusiastic about seeing the screen, so that when they enter the material they are ready)

Another teacher explained:

> *Minat belajar saya rasa iya, tapi kalau kita kalkulasikan, tetapi mereka yang difasilitasi dengan orang tuanya android, laptop itu mereka termotivasi, tetapi kalau mereka tidak punya, org tua tidak bisa mengusahakan itu mungkin motivasi nya juga kurang..."*[129]

(I think the interest in learning is yes, but if we calculate it, but those who are facilitated by their android parents, they are motivated by the laptop, but if they don't have it, the parents can't try it, maybe their motivation is also lacking....)

d. Assignments and Material not Understand

Assignments are still difficult to understand when studying online, so the teacher must explain them on WhatsApp or in google classroom. For example, the content of online reading materials may not be understood by all students. This is due to the fact that material content is presented in the form of e-books, which are presented per chapter, and teaching materials are presented in the form of PowerPoint and videos. This material may be understandable to students, but it is not comprehensive. Students comprehend the material based on their own interpretation or point of view. The teacher said:

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[127] MR, Interview.
[128] RD, Interview
[129] AH, Interview

"Iya ada yang paham ada yang tidak, namun saya tetap mengulang penjelasan nya di whatsapp, agar mereka dapat memahami"[130]

(Yes, some understand, some don't, but I keep repeating the explanation on whatsapp, so they can understand)

Another teacher said:

"karena ada materi yang dianggap anak sulit dipahami jadi kalau tatap muka akan lebih mudah menjelaskan nya"[131]

(because there is material that is considered difficult for children to understand, so face-to-face it will be easier to explain)

The material delivered when studying online, either slides or videos are resubmitted via WhatsApp, as one of the teachers said

"Menurut saya cukup paham bagi mereka, tapi jika mereka ada yang kurang jelas mereka akan menanyakan via whatsapp. Untuk menyampaikan materinya saya membuat sllide dan membuat video singkat".[132]

(I think they understand enough, but if they have something unclear they will ask via whatsapp. To convey the material I made slides and made a short video)

e. Less effectiveness

When learning online there are some teachers who say that learning is less effective because teachers and students do not meet face to face, so materials or tasks that are considered difficult by students cannot be explained online. the teacher said:

"Tidak efektif, karena mereka sekedar absen, ketika di absen di whatsapp group banyak ketika virtual meeting hanya sedikit paling banyak partisipan nya hanya 12 org tidak pernah lebih 15 orang"[133].

(It's not effective, because they are just absent, when they are absent in the WhatsApp group, there are many when the virtual meeting is only a little, the most participants are only 12 people, never more than 15 people).

Communication between teachers and students is not as good as when they learn face-to-face, because they cannot communicate directly, only through technology.

Another teacher said:

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[130] AH, Interview
[131] RD, Interview
[132] BA, Interview
[133] RD, Interview

"Kurang fleksibel namun karena pandemi mau dak mau jadi harus mengikuti"[134]

(Less flexible but because of the pandemic like it or not, you have to follow)

but there are also teachers who say that online learning is effective when the supporting facilities such as wifi or internet connection are good.

"Ya,penerapan blended learning lebih fleksibel dan efektif karena dapat dilakukan sesuai dengan waktu pembelajaran yang diinginkan dan juga dapat dilakukan dari mana saja baik yang memiliki akses internet ataupun tidak"

(Yes, the application of blended learning is more flexible and effective because it can be done according to the desired learning time and can also be done from anywhere, whether you have internet access or not)

Another teacher explained:

"Menurut saya pembelajaran blended learning ini belum efektif, karena pembelajaran akan efektif apabila belajar melalui tatap muka"[135].

(In my opinion, blended learning is not yet effective, because learning will be effective when learning through face-to-face learning.)

f. Lack of ICT Skill

Not all teachers are capable of operating computers or gadgets used in online learning activities. Some teachers have been able to use computers, but their capabilities in using them to support teaching are still limited. Some of them are still unable to use a variety of learning applications or create their own learning media/videos. However, a few teachers have mastered ICT as a whole and have created engaging learning videos. over time, teachers can use online learning media, as one teacher said:

"karena seperti kami yang sudah tua dapat belajar cara untuk mengajar secara online melalui platform whatsapp dan google meet, agar anak tidak bosan maka guruharus mencari model pembelajaran yang efektif"[136]

(Yes, so teachers have to be more innovative in looking for learning videos) Yes, because like us the elderly can learn how to teach online through the WhatsApp and Google Meet platforms, so that children don't get bored, teachers must look for effective learning models.

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[134] AR, Interview
[135] MR, Interview
[136] MR, Interview

Another teacher said:

"Pastinya, sepanjang ini saya pun mencari tahu biasa nya tidak pernah pakai google meet maka saya mencari tahu bagaimana cara menggunakan nya, jadi kalau sekarang guru tidak bisa buka google meet, google classroom, zoom terlalu karena sudah 2 tahun ini kita pakai itu, bermanfaat sekali ternyata banyak di google itu yang bisa kita gunakan, apalagi sekarang ada ID belajar kan? Di ID belajar itu bisa kita kolaborasi dari dokumen dan excel".

(Of course, all this time I've been trying to figure out how often I've never used Google Meet, so I'm trying to find out how to use it, so now the teacher can't open Google Meet, Google Classroom, Zoom is too much because we've been using it for 2 years, it's very useful. it turns out that there are many on google that we can use, especially now there is a learning ID right? In the learning ID, we can collaborate from documents and excel)

C. Discussion

A learning model that can be applied during the current pandemic is required to meet the learning needs of students during the COVID-19 pandemic**.** Learning that is simple for teachers and students to do while meeting health protocol standards, one of which is Blended learning can be used during this pandemic. Based on the findings of research conducted by researchers SMP Negeri Tunas Bangsa, the implementation of blended learning model in all lessons, not only in English lessons. To begin, blended learning refers to any formal education program in which a student learns in part through online learning, with some element of student control over time, place, path, and/or pace[137].

The use of the blended learning model aims to make the learning process easier during the COVID-19 pandemic by utilizing technological advances. Blended learning is used in the learning model, giving students and teachers the opportunity to learn independently. Divided study time between face-to-face and online learning. Face-to-face learning is used by teachers to engage students in interactive experiences such as discussions, whereas online learning is used by teachers to provide material with a wide range of learning resources. According to the researcher's findings, just like when teaching face-to-face, the teacher must still prepare lesson plans, subject matter, and learning media that will be used. However, for the RPP, the teacher is given guidelines

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[137] Michael, B. Horn & Heater Staker, *Blended Using Disruptive Innovation to Improve Schools,* (San Fransisco: Jossey-Bass, 2015), 34.

from the ministry to ensure that the RPP is tailored to the circumstances and only important materials are taken. Stated blended learning is a teaching and learning methodology innovation that combines various methods supported by an interactive platform to improve students' competence and skills.

This section discusses the research findings. In this study, there are two research questions. The discussion focuses on the findings of the two research questions. The first discussion is about the implementation of blended learning in English teaching during the Covid-19 pandemic, meanwhile, the second discussion is about the problems faced by teachers in implementing blended learning in teaching English. Based on their observations, the researchers discovered that the SMP Tunas Bangsa used a blended learning model in all subjects. This can be seen in the blended learning implementation planning, implementation, and evaluation.

1. Implementation of Blended Learning

a. Planning of Blended Learning

The writer found for implementing Blended Learning based on data collected during planning observations in SMP Negeri Tunas Bangsa Country while teaching English. Here is the outcome of the SMP Negeri Tunas Bangsa observations and items prepared for the Mixed Lesson Plan. In planning, the teacher prepares learning tools such as syllabus, learning materials, and questions that will be given to students when learning has been completed. the planning is to arrange a one-day online and one-day offline lesson schedule, then the things that must be prepared when studying online are quotas, computers, or laptops. While for face-to-face learning it will be easier because it only prepares the material. Face-to-face learning is carried out to anticipate students who cannot study online constrained by facilities such as smartphones or internet quotas. Besides, the platform used by SMP Negeri Tunas Bangsa, many teachers use Google Meet, Zoom, Google Classroom, and Google Forms. When teachers study online, the teacher directly uses Google Meet and Zoom. while google classroom and google forms are used to submit assignments

In a learning model, there must be a step or stages in the learning process, the blended learning model consists of two learning models, namely face-to-face learning and online learning. for its implementation, of course, this is different, which really must

be prepared by the teacher before starting learning. From interviews conducted by researchers, some teachers have the same stages of the learning process when they open the lesson then give material and finally close the lesson. It's just that for face-to-face learning for teachers who use media such as zoom or Google meet, they must provide a link for online learning.

Meanwhile, Providing material based on the needs of the students. After that, the teacher explained that the learning planning in the Blended learning model is nearly identical to other learning. The only difference is in the delivery, which is combined with online learning. preparation of materials when learning online and face-to-face is certainly very different, at SMP Negeri Tunas Bangsa some teachers make online learning materials through PowerPoint, because teachers can add colorful pictures as well, thus making students more interested in learning, besides also makes learning materials easier to understand because only the important points are shown. but to be clear, teachers sometimes still send subject matter via WhatsApp or google classroom, so students can repeat it again.

after that, teachers at SMP Negeri Tunas Bangsa also have to think about online and face-to-face learning time management. when learning online, the teacher makes an agreement in advance with students via WhatsApp, then, the teacher will send an online learning access link the day before learning so that students can prepare for learning. Meanwhile, when face to face, the teacher uses a short time to discuss material that is considered difficult when online learning.

b. Implementation Blended Learning

In the implementation of blended learning, the researcher saw from the results of interviews that SMP Negeri Tunas Bangsa used the flipped classroom model. This model was chosen because students can complete assignments at home if they are not completed in online meetings. from the results of the interview on the application of the blended learning model of the flipped classroom, starting with arranging subject schedules for online and face-to-face meetings, after that dividing one class into two classes, for example, two days online and two days face-to-face. this is done to maintain compliance with health protocols, so that there are not too many students in face-to-face classes.

Besides that, time management is also very important, because the teacher must use a short time to be able to deliver the material, so that both online learning and face-to-face learning, teachers must keep the material as short as possible and easy to understand. The school has a structured learning schedule, both online and face-to-face learning. for students who are in the red zone, they cannot attend face-to-face learning, they must take online classes such as zoom or google meet, so students must look for a good internet network so they can learn optimally, or can ask for materials or assignments via WhatsApp. based on the results of interviews with several teachers, it can be concluded that blended learning is very helpful so that learning can continue, although it has not been maximized, however, Blended Learning is beneficial to students.

c. Evaluation Blended Learning

The results of the evaluation interviews conducted by teachers in junior high schools, the assessment of student assignments, timeliness to collect assignments, assessment of students' attitudes and activities were also seen when learning online and face-to-face.

2. The Problem Faced by the Teacher in Implementation Blended Learning

Online education is a relatively new phenomenon in the world of education. teachers must improve their skills in using technology because of the change in the learning system from traditional learning to online learning. because when learning online the teacher must be good at choosing the learning model-, so that students don't get bored when learning online. on the other hand, the teacher also revealed that when online learning was early in learning when there was a lot of student attendance, but after entering the material there were several students who were missing, for various reasons, the most reason being the network was not good.

There are several online teaching problems, namely:[138] a) Some students' parents and students do not have a computer or android device, This condition makes it difficult for them to face reality. b) Lack of the kuota internet, the absence of learning equipment or facilities, as well as the absence of an internet quota. c) Less effectiveness, their cellular network is sometimes unstable, This is also a problem that many students face when using online learning, making implementation less effective. d) Less ICT Skill, Because the Covid-19 pandemic was not preceded by mature preparation, the transition from traditional learning systems to online systems occurred abruptly. Because many teachers lack ICT skills, they are unable to adapt to the change, namely technology and information-based learning.

Furthermore, in this study, the researchers found several online learning problems at SMP Negeri Tunas Bangsa. the first is the lack of facilities, there are still many students who do not have their own smartphones to study online. the condition of parents is dominant in the middle class, so that, there are still many students who do not have their own smartphones to study online; there are also students who smartphones but are hampered by internet connections or do not have quotas, so they cannot participate in online learning; there are some parents have smartphones but their parents work, so they cannot take lessons during the morning, the last, they use their parents' cellphones, but they must alternate with their brother or sister, both of whom study online. The second Lack of Connection, Students have smartphones but are hampered by internet connections or do not have quotas, so they cannot participate in online learning. During online learning sometimes students are still constrained by the internet used for online learning, sometimes unstable signals at students' homes can be an obstacle for them to study online. To be successful in the online teaching process, both students and teachers must have good internet access. Third, Less Motivation, when learning online many students lack the motivation to learn for various reasons, for example, because students do not have smartphones or laptops to take online learning, and a less attractive learning model will reduce student interest. students, so the teacher

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[138] Leli Efriana, Problems of Online Learning during Covid-19 Pandemic in EFL Classroom and the Solution, *JELITA: Journal of English Language Teaching and Literature*, Volume 2, Number 1(February, 2021).40

before starting learning must open with a word of motivation so that students are ready to learn online. The fourth, Assignments and Material do not Understand, Assignments are still difficult to understand when studying online, so the teacher must explain them again on WhatsApp or in google classroom. For example, the content of online reading materials may not be understood by all students. This is due to the fact that material content is presented in the form of e-books, which are presented per chapter, and teaching materials are presented in the form of PowerPoint and videos. The fifth, Less effective, When learning online there are some teachers who say that learning is less effective because teachers and students do not meet face to face, so materials or tasks that are considered difficult by students cannot be explained online. Based on the results of interviews, the teacher said that learning was less effective when learning online, it was easier to convey material when learning face-to-face, because teachers and students interacted directly. The last is, Lack of ICT skills, Not all teachers are capable of operating computers or gadgets used in online learning activities. the results of interviews of researchers with teachers, that learning online is indeed not easy for teachers, because teachers are required to understand online learning technology, the problem is that teachers who are not young anymore have to learn extra online learning models, but the teacher continues to learn so that they can also to use online learning technology. Currently, teachers at SMP Negeri Tunas Bangsa have been able to use online learning media such as zoom, google meet, google classroom, and google form.

CHAPTER V
CONCLUSION AND SUGGESTION

A. CONCLUSION

Based on the results of research that has been done, it can be concluded that:

1. The implementation of blended learning at SMP Negeri Tunas Bangsa, the teacher focuses on the flipped classroom model in the process of teaching English. the

flipped classroom model makes it easier for students and teachers in the learning process, because when face-to-face it is used to discuss material that is considered difficult when learning online. Blended learning at SMP Negeri Tunas Bangsa is considered an alternative to learning during the pandemic, although less effective, students can still follow the learning process. Learning plans are systematically prepared by the teacher, such as the syllabus, the platform to be used such as zoom, google meet, google classroom, and google form, and then time management that has been arranged and adapted to conditions during the Covid-19 pandemic.

2. The Problems Faced by the Teacher in Implementation Blended Learning at SMP Negeri Tunas Bangsa there is the first is the lack of facilities, there are still many students who do not have their own smartphones to study online, The second Lack of Connection, during online learning sometimes students are still constrained by the internet used for online learning, sometimes unstable signals at students' homes can be an obstacle for them to study online. Third, Less Motivation, when learning online many students lack the motivation to learn for various reasons, for example, because students do not have smartphones or laptops to take online learning, and a less attractive learning model will reduce student interest. The fourth, Assignments and Material do not Understand, Assignments are still difficult to understand when studying online, so the teacher must explain them again on WhatsApp or in google classroom. The fifth, Less effective, When learning online there are some teachers who say that learning is less effective because teachers and students do not meet face to face, so materials or tasks that are considered difficult by students cannot be explained online. The last, Lack of ICT skills, Not all teachers are capable of operating computers or gadgets used in online learning activities

B. IMPLICATION

Based on the results of this study, the researchers found the implications theoretically and practically as follows:

1. Theoretical Implications

a. Blended learning is a method of combining conventional (face-to-face) learning with a web-based online approach (online teaching). The implementation of blended learning can help students and teachers to still be able to learn even though they cannot study normally as they were before the pandemic.

b. The problems faced by the teacher are lack of facilities, Lack of Connection, Less motivation, assignments, Material not Understood, Less effectiveness, and Lack of ICT skills.

2. Practice Implication

The results of the research used by researchers to be a source for all teachers when faced with blended learning, what must be considered are adequate facilities and infrastructure to carry out blended learning. so that teaching and learning activities can continue as planned at SMP Negeri Tunas Bangsa.

C. SUGGESTION

1. For English Teachers

Researchers hope that if blended learning continues to be used, teachers will be able to prepare blended learning applications optimally, so that students will be more interested in learning online and face-to-face. The researcher hopes that governments and schools can facilitate students who do not have tools for online learning.

2. For English Students

It is hoped that by implementing blended learning, students will be able to participate in both online and face-to-face learning. Besides, hoped learning outcomes will also continue to increase even though using online learning, and students can be more interested in blended learning.

3. For the School

Researchers hope that schools will continue to provide the best solutions while also maintaining the existing infrastructure for blended learning activities. and if this learning

model continues, schools continue to provide more attractive services so that students remain enthusiastic about learning even during the pandemic.

4. Future Researcher

Researchers hope that this research can be useful for further research, and further researchers are interested in further developing an understanding of the application of blended learning. This study only discusses the application of blended learning and the problems faced by teachers when using blended learning. Further research can explore the perceived impact when using blended learning.

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CURRICULUM VITAE

Personal Detail

Puji Lestari was born in Rantau Rasau, Tanjung Jabung Timur Regency on 19 September 1988, the first daugthers of two siblings, from the couple Suhadi and Musriyatun. Puji Lestari's husband is Muhammad Koni have two childrens, namely Fatihah Khairunnisa and Ahmad Azkar Firdaus.

Educational Background

Puji Lestari Graduated from Islamic Univerisity Sulthan Thaha Saifuddin Jambi academic year 2010, has been finished the Islamic Senior High School (MAN) Ma.Bulian year 2006, Junior High School (SMP) YKI UPT Ma. Buliah II year 2003, the State Elementary School (SDN) 394/1 Bukit Sari year 2000.

Work Experience

Puji Lestari has worked at STKIP AL-Azhar Diniyyah Jambi since 2010-2018, and currently working at University Nurdin Hamzah since 2019 until now.

APPENDIX

Title	English Teaching Through Blended Learning During Covid-19 Pandemic At A Junior High School Jambi
Name	Puji Lestari
NIM	805192002
Major	TBI

Nama Informan	
Jabatan	
Tanggal Pelaksanaan	

POSTGRADUATE PROGRAM
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2021

Appendix 1 : Interview

No	Pertanyaan	Keterangan
	How long have you been as a teacher?	
	What grade did you teach?	
1	What is the reason for using the blended learning model during the Covid-19 pandemic?	
2	Is the application of blended learning more flexible and effective?	

3	What needs to be prepared for the learning process using the blended learning model?	
4	How time management is needed when using Blended learning?	
5	Is the Syllabus/RPP used the same when online and face-to-face?	
6	Apakah keuntungan menggunakan blended learning? What are the advantages of using blended learning?	
7	Can blended learning improve teachers' ability to use technology?	
8	Can blended learning increase students' interest in learning?	
9	Can all students participate in learning through blended learning?	
10	How is the online learning process that you do?	
11	What are the stages of learning carried out in online learning during the Covid-19 pandemic?	
12	In your opinion, what are the school facilities and infrastructure that support online learning?	
13	What are the impacts of online teaching policies?	

14	What digital platform do you use when teaching online?	
15	Are the materials and assignments understandable by students when learning online?	
16	What difficulties did you encounter in implementing online learning?	
17	What are the efforts made by teacher to overcome obstacles in learning online learning?	
18	What is your reason for implementing face-to-face learning in the midst of the Covid-19 pandemic?	
19	What are the stages of learning carried out in face-to-face learning during the Covid-19 pandemic?	
20	In your opinion, do schools meet the criteria for conducting face-to-face learning during the Covid-19 pandemic?	
21	What are the obstacles that teacher faced in implementing face-to-face learning during this pandemic?	
22	What are your efforts to overcome obstacles in face-to-face learning?	
23	What is your response to the learning process carried out using the blended learning model?	

SMP Negeri 16 Jambi

The Classroom

The Office Headmaster, Teachers and Staff

The interview with English Teachers

Documentation face to face Class

Documentation Online Teaching

7:47

myg-knsh-pxe ▶

Evan_

Nurma

Aldo

Marbun

Nayla

Lastama

Anda

N

Nurm7 lainnya

@ Hak cipta milik UIN Sutha Jambi

State Islamic University of Sulthan Thaha Saifuddin Jambi