

**TEACHING ENGLISH BASED ON BLENDED
LEARNING AT ENGLISH EDUCATION
DEPARTMENT OF STATE INSTITUTE ON ISLAMIC
STUDIES PURWOKERTO**



IAIN PURWOKERTO

THESIS

**Presented to Faculty of Tarbiya and Teacher Training, State
Institute on Islamic Studies Purwokerto as a Partial Fulfillment of
the Requirements for Undergraduate Degree in English Education
(S.Pd.)**

By:



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MOTTO

“Bencana akibat kebodohan adalah sebesar-besarnya musibah seorang manusia”

Imam Al Ghazali

“Bersyukurlah atas waktu terberat Anda, karena hal ini membentuk Anda paling indah”

Mardigu Wowiek Prasantyo

“Nilai akhir dari proses pendidikan sejatinya terekapitulasi dari keberhasilannya menciptakan perubahan pada dirinya dan lingkungan. Itulah fungsi daripada pendidikan yang sesungguhnya”

Lenang Manggala

“Without commitment you will never start, but more importantly, without consistently you will never finish. It’s not easy. Fall down seven times, get up eight. Ease is a greater threat to progress than hardship. So keep moving, keep growing, keep learning!”

Denzel Washington

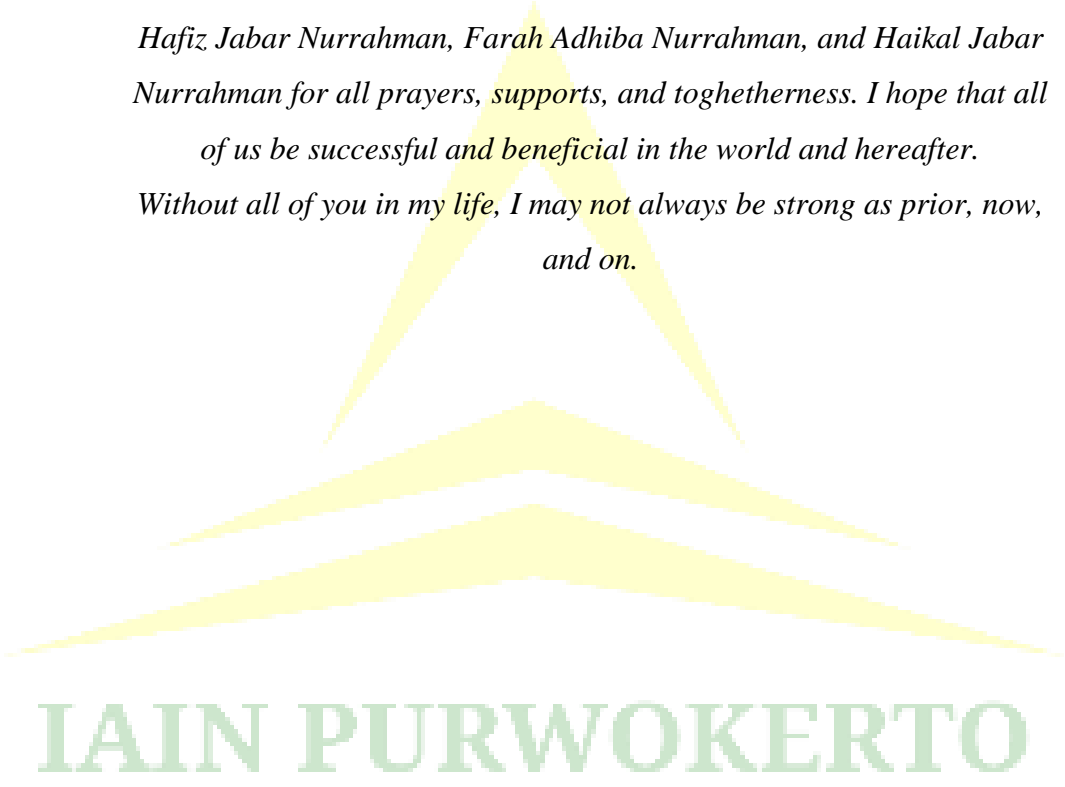
IAIN PURWOKERTO

DEDICATION

This thesis is entirely dedicated to my Great Parents in life, my Mama Nur Wijayanti and my Father Suratman. Both are the reason everything becomes true, so that I finally finished this thesis. Thank you very much for all sacrifices, admonitions, education and good prayers that never ends to me. I am forever grateful to have you as my parents.

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Purwokerto, July 10 2021



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Abstract

In the big progress of technology and critical thought of academicians, English teachers in this century have to successfully lead their students to master high standard of English so that they will be able to make the best use of ICT to maximize their contribution to education. Teaching English based on blended learning is one of academicians' effort to develop the way teachers teach and the way students learn.

The purpose of this research is to describe and analyze the process of teaching English based on blended learning at the English Education Department of State Institute on Islamic Studies Purwokerto. This research is descriptive qualitative research. There are two subjects of this research. The first subject of this research is three English lecturers and the second is 14 students from different semester and class of English Education Department. The object of this reserach is the process of teaching English based on blended learning at the English Education Department, specially in Interpretive Reading, Public Speaking, and Listening for Factual Communication subjects. The data were obtained by observation, interview, and documentation and were analyzed qualitatively. The data have the form of interview transcripts, field notes, and picture documentation. The researcher used triangulation method to validate the qualitative data.

The researcher has pictured out that teaching English subjects based on blended learning includes preparation, action, evaluation, advantages, reason for teaching, and the shortcomings. *Preparation* was generally formed in Semester Learning Plans that contained goals, materials, methods, media, etc. *Action* was formed in between face-to-face and online meetings. The learning was in real calss and some other meetings were online. *Evaluation* was formed from assignments, activeness, presence, middle test and final test. *Advantages* of blended learning is access to knowledge, social interaction, cost effectiveness, and ease of giving students' feedback. *The reason* of lecturers teaching English based on blended learning is to complement the learning process that cannot be delivered in face-to-face or online indepently. And *the shortcomings* is internet stability, not recomended to students who have low motivation of blended learning, lack of interaction, and the big challenge of character building.

Keywords: *Teaching and Learning, Teaching English, Blended Learning Approach.*

IAIN PURWOKERTO

TABLE OF CONTENTS

COVER PAGE.....	0
STATEMENT OF ORIGINALITY.....	i
OFFICIAL NOTE OF SUPERVISOR	ii
APPROVAL	iii
MOTTO	iv
DEDICATION.....	v
ACKNOWLEDGEMENT	vi
Abstract.....	ix
TABLES OF CONTENT.....	x
LIST OF FIGURES	xiii
LIST OF TABLES.....	xiv
LIST OF APPENDICIES	xv
CHAPTER 1	1
INTRODUCTION	1
A. Background of The Problem	1
B. Operational Definition.....	5
C. Research Question	7
D. Objective and Significances of The Research.....	7
E. Review of Relevant Studies	9
F. Structure of The Research.....	10
CHAPTER II.....	11
TEACHING ENGLISH AND BLENDED LEARNING	11
A. Teaching English.....	11
B. Elements of Successful Language Learning.....	16
C. The Shortcomings of Teaching and Learning English	17

D. Blended Learning	19
E. Elements affecting Blended Learning.....	22
F. Design of Teaching and Learning based on Blended Learning	23
G. Advantages	27
CHAPTER III	30
RESEARCH METHODOLOGY.....	30
A. Type of Research.....	30
B. Place of Research.....	31
C. Sources of Data.....	32
D. The technique of Data Collection.....	34
E. The Technique of Data Analysis.....	38
CHAPTER IV	40
RESEARCH FINDINGS AND DISCUSSION.....	40
A. The General Description	40
B. The Subjects Selection.....	44
C. The Subjects Identification.....	45
D. Data Presentation.....	47
E. Discussion.....	65
CHAPTER V	71
CONCLUSIONS AND SUGGESTIONS.....	71
A. Conclusions	71
B. Suggestion	72
C. Closing words	73
BIBLIOGRAPHY	74

APPENDICES 77



LIST OF FIGURES

Figure 1. Face-to-face meeting in Public Speaking Class	59
Figure 2. Face-to-face meeting in Interpretive Reading Class	60
Figure 3. Online Meeting using Telegram in Listening for Factual Communication Class.....	61



LIST OF TABLES

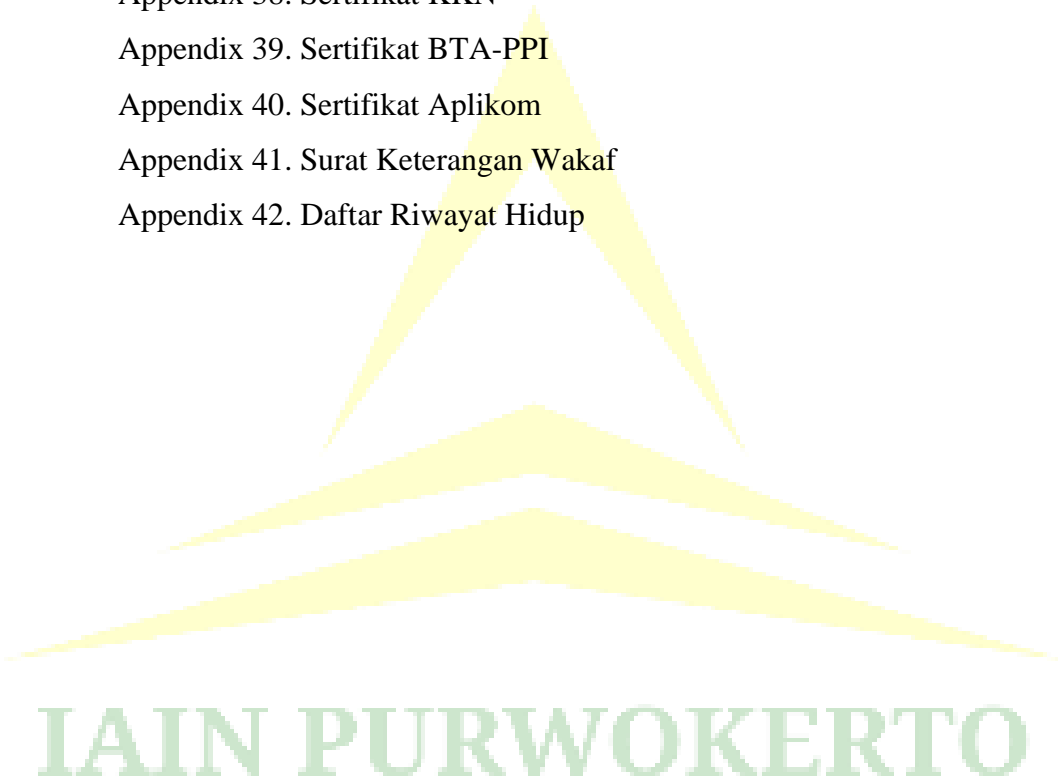
Table 1. Amounts of students in each class	42
Table 2. Compulsory courses of English Education Study Program Level	43
Table 3. Elective Courses of English Education Study Program Level .	43
Table 4. Date of Observation	46
Table 5. Date of Interview	46
Table 6 The Objectives of English Subjects	51



LIST OF APPENDICIES

- Appendix 1 Instrument Penelitian
- Appendix 2 Wawancara Dosen
- Appendix 3 Wawancara Dosen
- Appendix 4. Wawancara Dosen
- Appendix 5. Wawancara dengan mahasiswa
- Appendix 6. Wawancara dengan mahasiswa
- Appendix 7. Wawancara dengan mahasiswa
- Appendix 8. Wawancara dengan mahasiswa
- Appendix 9. Wawancara dengan mahasiswa
- Appendix 10. Wawancara dengan mahasiswa
- Appendix 11. Wawancara dengan mahasiswa
- Appendix 12. Wawancara dengan mahasiswa
- Appendix 13. Wawancara dengan mahasiswa
- Appendix 14. Wawancara dengan mahasiswa
- Appendix 15. Wawancara dengan mahasiswa
- Appendix 16. Wawancara dengan mahasiswa
- Appendix 17. Wawancara dengan mahasiswa
- Appendix 18. Wawancara dengan mahasiswa
- Appendix 19. Catatan Lapangan
- Appendix 20. Catatan Lapangan
- Appendix 21. Catatan Lapangan
- Appendix 22. Catatan Lapangan
- Appendix 23. Daftar Mahasiswa
- Appendix 24. Modul Mata Kuliah Listening For Factual Communication
- Appendix 25. Modul Mata Kuliah Public Speaking
- Appendix 26. Modul Mata Kuliah Interpretive Reading
- Appendix 27. Process of Teaching and Learning
- Appendix 28. RPS Public Speaking
- Appendix 29. RPS Listening for Factual Communication

- Appendix 30. RPS Interpretive Reading
- Appendix 31. Surat Observasi Pendahuluan
- Appendix 32 Surat Ijin Riset Individu
- Appendix 33. SK Pembimbing
- Appendix 34. Surat Keterangan Lulus Ujian Komprehensif
- Appendix 35. Blanko Keterangan Seminar Proposal Skripsi
- Appendix 36. Sertifikat Pengembangan Bahasa Arab
- Appendix 37. Sertifikat Pengembangan Bahasa Inggris
- Appendix 38. Sertifikat KKN
- Appendix 39. Sertifikat BTA-PPI
- Appendix 40. Sertifikat Aplikom
- Appendix 41. Surat Keterangan Wakaf
- Appendix 42. Daftar Riwayat Hidup



CHAPTER 1

INTRODUCTION

A. Background of The Problem

It is widely recognized that English is important for people around the world, including in Indonesia. It becomes the reason most frequently put forward as a global or international language. The broader use of English makes society are interested in learning English. It is considered that good English mastery helps people to be able to compete with others in the world.¹

As stated by Simatupang, English is not widely used by Indonesian society, yet it is still seen as a priority, as the most important of the foreign languages to be taught. As we can see, English is increasingly used as a medium of instruction in schools and universities.² There are not many graduates in Indonesia capable enough in both spoken and written English whereas universities graduates are potential human resources. English now is one of the important tools to compete in the global world. In other words, English is one of the main requirements. Hence, the attention to teaching English cannot be neglected but it must be seriously well managed.³ The contemporary English teaching at universities in Indonesia is not yet pleasing. Since students learn English in a limited time, it cannot make the students have the ability to use English to compete in the global world. This condition must be changed. There must be a policy that facilitates the students to learn English more and useful ways.⁴

Unfortunately, the teaching-learning process of mastering English does not balance with the trend of nowadays era. It is because of the use of outmoded

¹ Denada Pratiwi Putri, *The Impact of Old-Fashioned Teaching Methods in Students' Mastery of English* (2015)

² Allan Lauder, "The Status and Function of English in Indonesia: A Review of Key Factors" *Makara* 12 no. 1, (2008) p.3

³ Umi Rokhayati, "Teaching English at Higher Education in Indonesia: Searching for usefulness, Ahmad Dahlan University of Yogyakarta" *SELT* (2013) p. 235.

⁴ Umi Rokhayati, *Teaching English at Higher Education in Indonesia: Searching for usefulness*, p. 240.

methods in teaching English. In the big progress of technology and critical thought of people, since it cannot guarantee the development of methods in teaching English. With attention to methods used by teachers in the teaching-learning process, methods that are too old or undeveloped should be revised into a new one to make the process of teaching and learning more effective and practical. Mostly, in old-fashioned teaching English methods, teachers try to make their students know how a language works rather than how to use the language.⁵

Grabe stated that in this 21st century, the term “technology” is an important issue in many fields including education. This is because technology has become the knowledge transfer highway in most countries. Technology integration nowadays has gone through innovations and transformed our society that has changed the way people think, work, and live. According to Ghavifekr, Afshari, and Salleh, as a part of this, schools and other educational institutions which are supposed to prepare students to live in “a knowledge society” need to consider ICT integration in their curriculum. As mentioned by Ghavifekr et al. The integration of ICT in the classroom helps students in enhancing their collaborative learning skills as well as developing transversal skills that stimulate social skills, problem-solving, self-reliance, responsibility, and capacity for reflection and initiative. All these elements are core values that students need to achieve in an active teaching and learning environment.⁶

The use of ICT by teachers in Indonesia is still at a low level. Many teachers use computers and the internet only to prepare their lesson plans. Also reveal that many teachers are lack confidence in ICT use despite having

⁵ Denada Pratiwi Putri, *The Impact of Old-Fashioned Teaching Methods in Students' Mastery of English*, p. 5

⁶ Ghavifekr, S & Rosdy, W.A.W. Teaching and Learning with Technology: Effectiveness of ICT Integration in Schools. *International Journal of Research in Education and Science (IJRES)*, 1 no. 2 (2015) p. 175-191

adequate knowledge. This can be implied that teachers' experience and motivation to use ICT in class is still below expectation.⁷

English teachers in this era should be aware that they should successfully lead their students to master a high standard of English so that they will be able to make the best use of ICT to maximize their contribution to the welfare, peace, and prosperity of mankind and other creatures throughout the universe. In the meantime, global life also poses new challenges that while the number of Indonesian internet users is among the biggest in the world, the use is far from constructive purposes.⁸

The Web presents a challenge for formal education. In the age where there is free access to high-quality content and where people can look for and talk with experts, practitioners, and learners in any disciplines, what becomes of teachers' role, what are libraries for, and what remains special about the physically situated learning communities of academe? So the question we ask now is no longer 'does e-learning work?', but rather: 'how can we, in the formal, guided process of higher education, use the power and potential of contemporary electronic media to enable our students to learn better, from us, from each other and independently?'⁹

With the development of ICT and the awareness of being educators, the use of it in English teaching subjects has been already integrated by the English lecturers of the English Education Department of State Institute on Islamic Studies Purwokerto. Considering the usefulness of ICT in language education, some of them have already used online platforms like Google Classroom and Edmodo, social media like WhatsApp and Telegram, YouTube, e-mail, Blogger.com, WordPress, etc.

⁷ M. Mahdum et al "Exploring Teacher Perceptions and Motivations to ICT Use in Learning Activities in Indonesia" *Journal of Information Technology Education: Research. JITER*, 18 (2019) p. 3

⁸ Suherdi D. "Towards The 21st Century English Teacher Education: An Indonesian Perspective" *CELTICS Press* (2012)

⁹ Sam Breton and Heater Fry et al (eds) "*E-Learning -an Introduction Handbook for Teaching and Learning in Higher Education, Third Edition*" (New York: Routledge, 2009) p. 85

Based on the research by interviewing Mrs. Endang Sartika, as an English lecturer of Listening for Factual Communication subject, on March, 11th 2020, she narrated that since a few semesters ago she has engaged the English face-to-face courses by using social media and platforms like Google Classroom and Telegram whether to share the materials to her students, having explanation and discussion, to be used for her students to submit assignments and to help her checking students' submission easily and accurately. Several subjects are not proper to any specific platforms, so that she used the platforms based on the subject's needs. Sometimes, she included YouTube to train her students to listen or speak in English, used blogs to develop the students' writing and reading mastery, and used supporting devices such as a speaker or else in her English Listening class. Her students were most enthusiastic to join her class.¹⁰

On January 30th, 2020 the researcher did the interview with Mrs. Windharyati Dyah Kusumawanti, who taught Public Speaking subject claimed that besides having a face-to-face meeting class, she also used Google Classroom that sometimes engaged to e-mails and YouTube in her course. She used Google Classroom not only to send the materials or to collect the assignments but to have some deeper explanations or discussions between students and lecturer. She engaged YouTube to access some spoken materials or some English tutorials. Her students looked enthusiastic in every meeting.¹¹

In addition, Mr. Maulana Mualim, who taught the Interpretive Reading subject, on February, 24th 2020 stated that he used Edmodo and Kahoot to support face-to-face class to prepare the material, have some brainstorming with academic games, and some tests. Despite having enough access points to use in class, plenty of students still complain that using Edmodo has to possess

¹⁰ Preliminary interview with Mrs. Endang Sartika, as an English lecturer of Listening for Factual Communication subject, on March, 11th 2020 in the office room.

¹¹ Preliminary interview with Mrs. Windharyati Dyah Kusumawanti who taught a Public Speaking subject on January 30th, 2020.

a very good internet connection in and outside the “real class”. To be honest, he likes the way system does. It is pretty easy to be implemented and helpful.¹²

Besides interviewing the English lecturers, the researcher as well interviewed some of their students who were taught by them on March 20th, 2020. Informant 1 and informant 2 stated that learning English using a blended learning model was truly helpful, but it was difficult when having a bad internet connection then made them felt disturbed to do the assignments. In another way, they claimed that using it in the English courses can increase the students’ participation, they became forced to be active in the courses. As mention by them, integrating ICT into the courses gave them the possibility to practice more their English skills as they did outside the class.

Based on the conditions, the researcher describes the process of teaching English as a major subject based on the blended learning model at the English Education Department of State Institute on Islamic Studies Purwokerto. The researcher hopes that this research will be beneficial to increase the quality of the teaching and learning process using technology. Describing the extent of teaching English as a major subject based on blended learning at English Education Department of State Institute on Islamic Studies Purwokerto, this research then entitled “*Teaching English Subjects Based on Blended Learning at English Education Department of State Institute on Islamic Studies Purwokerto.*”

B. Operational Definition

To avoid misconception about the meaning of this thesis title, the researcher then limits the terms as follows:

1. Teaching English

Teaching English can be explained as teaching the major subjects of English Education Department of State Institute on Islamic Studies Purwokerto. Based on *Buku Panduan Akademik IAIN Purwokerto*

¹² Preliminary interview with Mr. Maulana Mualim, who taught the Interpretive Reading subject, on February, 24th 2020

2016/2017, the major subjects amount 34 units from the whole subjects every student should take amounts 75 subjects. Those major subjects are listening, speaking, reading, writing, grammar, translations, linguistics, ICT (Information, Communication, and Technology), and English Teaching subjects. The researcher only focuses on the major subjects delivered based on the blended learning approach and this research pictures out from the preparation, actions, evaluation, and advantages aspects of it.

2. Blended Learning

There are many theories about the blended learning approach so that the researcher limits the term of blended learning as an approach that adopts the integration of face-to-face and online delivery instructions. In addition, the researcher interpreted blended learning from the *Holistic Perspective* that stated by Holden and Westfall, means the delivery of instruction using multiple media that includes the integration of instructional media into a traditional classroom, or into a distance learning environment. It also includes any combination of media that supports instruction, regardless of the mix of synchronous or asynchronous media.¹³ The key assumptions of a blended learning design are thoughtfully integrating face-to-face and online learning. The proportion of face-to-face and online learning activities may vary considerably.¹⁴ Blended learning can be mediated by computerized devices and many online platforms.

The platforms used by English lecturers of the English Education Department of State Institute on Islamic Studies Purwokerto are Google Classroom, Edmodo, WhatsApp, Telegram, E-mails, YouTube, and Blogs. These kinds of blended learning approaches enhance students' engagement in the learning activities and improve the effectiveness and

¹³ Manjot Kaur, Blended Learning – is challenges and future, procedia- social and behavioral Science 93 (2013) 612 - 617

¹⁴ D. Randy Garrison and Norman D. Vaughan, Blended Learning in Higher Education (Framework, Principle, and Guidelines), Jossey-Bass: San Francisco, 2008. Pg.5

efficiencies of lecture time. As well as the lecturers, the blended learning model makes them easier to give their students feedback and controlling students learning activities.

C. Research Question

The problems will be discussed in this research are:

1. How is the teaching of English based on blended learning at the English Education Department of State Institute on Islamic Studies Purwokerto?
2. What are the advantages of teaching English based on blended learning at the English Education Department of State Institute on Islamic Studies Purwokerto?
3. What are the reasons of teaching English based on blended learning at the English Education Department of State Institute on Islamic Studies Purwokerto?

D. Objective and Significances of The Research

1. The Objective of The Research

Studies have been known as descriptive studies intended to portray accurately the characteristics of a particular individual, situation, or group.¹⁵ This research objective are:

- a. To describe and analyze the process of teaching English based on blended learning at the English Education Department of State Institute on Islamic Studies Purwokerto.
- b. To explore the advantages of teaching English based on blended learning at the English Education Department of State Institute on Islamic Studies Purwokerto.
- c. To explore the reasons of teaching English at the English Education Department of State Institute on Islamic Studies Purwokerto

¹⁵C.R. Kothari, *Research Methodology Methods and Techniques, Second Revised Edition*, (Jaipur: New Age International Publisher Ltd., 2004) p.2.

2. The Significances of The Research

The significances that can be expected from this research are:

a. Theoretical significances

Theoretical significances of this research are:

- 1) The researcher expects this research can be useful to improve knowledge in education and develop the teaching and learning quality using technology.
- 2) The researcher expects this research can be used as references for further researchers.

b. Practical significances:

Practical significances of this research are:

- 1) The writer herself, the significance of the study will improve the writer's knowledge to teaching English subjects based on blended learning.
- 2) The English lecturers at Study Program of English Education Department of State Institute on Islamic Studies Purwokerto, the result of this study can help them as an alternative model in English teaching activity to improve the teaching and learning quality.
- 3) The students of English Education Department of State Institute on Islamic Studies Purwokerto, this study attempted to increase the students learning achievement in English course and improve the learning quality.
- 4) The Institutions, this study is expected to be possessed for the institution and faculty to complete the facilitation and access which are needed to support the teaching and learning process using blended learning.

E. Review of Relevant Studies

Based on the sources related to this study, there are several previous pieces of research related to the topic of this research. The afterward discussion tends to the comparison of the results of the previous studies.

First, research wrote by Meliawati Komang, Nitiasih P.K. and Budasi I.G showed that the design of Blended Learning whose purpose was to make the teaching and learning process became student-centered activity and makes the students become self-assisted language learners; the developed blended learning based on reading material had a very high validity; the developed blended learning based on reading material could improve the students' reading comprehension. The similarity of this research is a discussion about teaching English subjects based on blended learning. The remainder of this study is the research tended to Read materials as a product and this study discusses teaching English subjects based on blended learning.¹⁶

Second, research wrote by Norman Vaughan et al. studied Blended Learning in compares and contrasts of four international faculty development programs to understand the benefits, challenges, lessons learned, and recommendations from such initiatives. The equality of this research is a discussion about the strengths and weaknesses of implementing blended learning in higher education. The remainder of both studies is this study tended to teach English subjects, and that research did not focus on any language teaching.¹⁷

Third, an article by Brian Tomlinson and Claire Whittaker. This research mostly discussed blended learning in English language teaching and learning which dealt with this study. The difference is, this study is conducted

¹⁶ Meliawati Komang, Nitiasih P.K. and Budasi I.G, "*Developing Blended Learning-Based Reading Materials for The Tenth Grade Multimedia Students Of Smk Wira Harapan*" by Postgraduate Program of Ganesha University of Education Singaraja, Indonesia, 2014.

¹⁷ Norman Vaughan et al, "*Blended Learning from Design to Evaluation: International Case Studies of Evidence-Based Practice*," 2017.

to the more specific English teaching as the major subjects of English Education Department of State Institute on Islamic Studies Purwokerto.¹⁸

F. Structure of The Research

The systematic order of this thesis is purposed that the main problems can be discussed in good order and compassed. The structure of this research is ordered as follow:

Chapter I presents the introduction. It has six subchapters, which are the background of the problem, operational definitions, research question, objective and significances of the research, review of relevant studies, and structure of the research.

Chapter II presents the theories of teaching English subjects based on blended learning at the English Education Department of State Institute on Islamic Studies Purwokerto which consists of two sub-chapters; teaching English subjects and blended learning.

Chapter III presents the research method which consists of subchapters; research design, subject of the study, the object of the study, instruments for obtaining data, the technique of collecting data, the technique of analyzing data, and triangulation.

Chapter IV presents the results of this research which consists of two sub-chapters; first, general descriptions of English Education Department of State Institute on Islamic Studies Purwokerto; geography location, history of the institution, visions, and missions, purposes, organization structures, main of function and duties, condition of lecturers and students, second, teaching English subjects based on blended learning at English Education Department of State Institute on Islamic Studies Purwokerto.

Chapter VI presents the conclusion, suggestion, and closing words.

¹⁸Brian Tomlinson and Claire Whittaker (eds), *“Blended Learning in English Language Teaching: Course Design and Implementation,”* British Council, 2013.

CHAPTER II

TEACHING ENGLISH AND BLENDED LEARNING

A. Teaching English

1. The Meaning of Teaching English

Language teaching can be defined as the activities which are intended to bring about language learning. Language teaching is more widely interpreted than “instructing a language class.” Formal instruction or methods of training are included; but so are individualized instruction, self-study, computer-assisted instruction, and the use of media. Since language teaching is defined as “activities intended to bring about language learning”, a theory of language teaching always implies concepts of language learning.¹⁹ Teaching cannot be defined apart from learning. Teaching is guiding and facilitating learning, enabling the learner to learn, setting the condition for learning.²⁰

All language teacher education, Davies stated, is about empowerment, making students powerful through their language knowledge and through their proficiency in the languages they need.²¹ According to Daniel via Bhayo and Yuyou, the conception of teaching is based upon one or more of the following areas of the teaching and learning process, those are content (what was to be learned); learners (the nature of adult learners and the learning process); teachers (roles, functions, and responsibilities); ideals (purposes of adult education; and context (external factors that influence teaching and/or learning).²²

¹⁹ H.H. Stern, *Fundamental Concepts Of Language Teaching* (Walton Street: Oxford University Press, 1991) p. 21

²⁰ Douglas Brown, *Principles of Language Learning and Teaching, Fourth Edition* (New York: Pearson Education, 2000) p. 8

²¹ Lomax, H.T. and Ferguson, G., ed., *Language in Language Teacher Education*. (Amsterdam: John Benjamins Publishing Company, 2002) p. 67

²² Nadir Hussain Bhayo and Professor Dr. Oin Yuyou, *International Journal of English Language Teaching*, 6 no. 4, pp.74-85 (May 2018) p. 76

English is generally taught in most schools and private language institutes. We use the term EAP (English for Academic Purposes) to describe courses and materials designed specifically to help people who want to use their English in Academic contexts.²³ English for Academic Purposes (EAP) is not only a teaching approach. It is also a branch of applied linguistics consisting of a significant body of research into effective teaching and assessment approaches, methods of analysis of the academic language needs of students, analysis of the linguistic and discoursal structures of academic texts, and analysis of the textual practices of academics.²⁴

English has an identity problem (concerning what exactly it is), which sets it apart from the other academic subjects.²⁵ English is more than a school subject and more than a medium of instruction.²⁶ George Sampson declared that it was about speaking and listening, reading and writing, study skills, and literature. However, it was more often defined, theoretically and practically, in terms of the triad of composition, grammar, and literature.²⁷

Language areas of English learning and teaching are Listening, speaking, reading, writing, grammar, pronunciation.²⁸

a. Listening

Speaking and writing are productive skills. Of the four, listening is fundamental. While listening and reading provide input, they are quite different. When we listen, we have to snatch sounds

²³ Jeremy Harmer, *The Practice of English Language Teaching Fourth Edition*, (UK: Pearson Longman, 1989) p. 20

²⁴ Ronald Carter and David Nunan (eds), *The Cambridge Guide to Teaching English to Speakers of Other Languages* (Cambridge: Cambridge University Press, 2001) p. 126

²⁵ Geoffrey Broughton et al., *Teaching English as a Foreign Language Second Edition*, (London and New York: Routledge, 1980) p. 27

²⁶ Geoffrey Broughton et al., *Teaching English as a Foreign Language Second Edition*, p. 28

²⁷ Geoffrey Broughton et al., *Teaching English as a Foreign Language Second Edition*, p. 30

²⁸ Ronald Carter and David Nunan (eds), *The Cambridge Guide to Teaching English to Speakers of Other Languages*, p. 37-116

from the air before they evaporate. With reading, we can pause, ponder, and reread.

Most students want to be able to understand what people are saying to them in English, either face-to-face, on CDs, or other recorded media. And one of the main sources of listening for students is the voice of the teacher. Listening is good for students' pronunciation, too. The more they hear and understand English being spoken, the more absorb appropriate pitch and intonation, stress, and the sounds of both individual words and those which blend in connected speech. There are six listening principles stated by Harmer²⁹;

- 1) Encourage students to listen as often and as much as possible.
- 2) Help students prepare to listen.
- 3) One may not be enough.
- 4) Encourage students to respond to the context of listening, not just the language.
- 5) Different listening stages demand different listening tasks.
- 6) Good teachers exploit listening texts to the full.

b. Speaking

It is useful to distinguish between 'reproductive' speaking and 'creative' speaking. In reproductive speaking, the learner reproduces language forms provided by the teacher or some other aural model. Both reproductive and creative language is necessary for developing speaking. Good teachers are aware of the proportion of reproductive and creative speaking work they require of their learners and can match the proportions to the proficiency level and needs of their students. Often students prefer reproductive oral work because it is 'safer' as the risk of making mistakes is minimized.

²⁹ Jeremy Harmer, *How to Teach English*, (England: Pearson Education Limited, 2007) p. 133-136

Again, good speaking teachers create a non-threatening environment and encourage learners to leave their comfort zone and engage in tasks that require creative language use. Remember that, while speaking and writing are productive skills, spoken and written language is quite different. These differences manifest themselves in different ways. Spoken language has been likened to a stream of water. You will often hear references to the ‘stream of speech.’ One second the words hang in the air, the next second, they have vanished.

David Bohlke provides a complementary perspective on what it means to have competence in speaking another language. He identifies four componential skills: phonological skills, speech function, interactional skills, and extended discourse skills. For language learners to communicate effectively, they must have a reasonable command of grammar and vocabulary. But this knowledge alone is insufficient. Learners need to learn a wide range of other skills. Four skill areas of speaking competence are required for effective communication.³⁰

c. Reading

Traditionally, reading, along with listening, is characterized as a passive skill. However, reading, like listening is anything but passive, and these days we refer to reading and listening as ‘receptive’ rather than ‘passive’ skills. We know from research that both involve highly complex thinking processes. A major difference between the two is that in the case of listening, the words disappear into the air the moment they are spoken. The written word, on the other hand, exists as a permanent record. Readers can ponder over the words, and revisit them as often as they want until they are satisfied that they have reconstructed the meanings originally intended by the author. These

³⁰Christine C.M. Goh, *Teaching Speaking in the Language Classroom*, (Singapore: SEAMEO Regional Language Center, 2007). p. 5

included top-down and bottom-up processing as well as schema theory. These terms are just as pertinent when it comes to reading. In reading, bottom-up processing involves decoding written symbols into sound. Two important functions of reading are, first of all, reading for communicative purposes, and second, reading for educational purposes.

d. Writing

Maggie Sokolik, a leading thinker, and researcher in the field of second language writing suggest that writing can be defined in terms of three key contrasts. First, she says, writing is both a physical as well as a mental act. On the surface, writing is a manual process of committing symbols (letters of the alphabet, etc.) to paper or a computer screen by manipulating a pencil, pen, or keys on a keyboard.

On the other hand, writing is a mental process of generating ideas and thinking about how to present them effectively in the form of a written text. Second, there are two purposes: to express and impress. “Writers typically serve two masters: themselves, and their desires to express an idea or feeling, and readers, also called the audience, who need to have ideas expressed in certain ways.”³¹

The third contrast that Sokolik draws is between process and product. Process refers to the steps that a writer goes through to create a piece of written work. The product is the result: the essay, recipe, report on a science experiment, and so on, which you can hold in your hand or see on a computer screen.³²

To sum up, teaching English subjects means activities that bring the English language learning as academic subjects in any

³¹ Maggie Sokolik, writing in David Nunan (ed.), *Practical English Language Teaching*, (New York: McGraw-Hill Companies Inc, 2003) p. 88

³² Maggie Sokolik, writing in David Nunan (ed.), *Practical English Language Teaching*, p.

education institution by the teacher to the learners that will spell out governing principles for choosing certain methods and techniques.

B. Elements of Successful Language Learning

Believing that students need exposure, motivation, and opportunities for language use, and acknowledging that different students may respond more or less well to different stimuli, it suggests that most teaching sequences need to have certain characteristics or elements, whether they take place over a few minutes, half an hour, a lesson or a sequence of lesson. These elements are Engage, study, and activate.³³

1. Engage

Engagement means paying attention emotionally with was going on, being curious, passionate, or involved because things are learned much better if both minds and hearts are brought into service. Engagement of this type is one of the vital compositions for successful learning.

Activities and material which frequently engage students include: games, music, discussions, stimulating pictures, dramatic stories, etc. even where such activities and materials are not used, the teacher can ensure the students engage with the topic, exercise, or language they are going to be dealing with by asking them to make predictions or relate classroom materials to their own lives.

This element is very important in teaching sequences because when students are precisely engaged, their involvement in the study and activation stages is to be more pronounced and the benefit they get from this will be considerably greater.

2. Study

Study activities are those where the students are asked to focus on the construction of something whether it is the language itself, how it is

³³ Jeremy Harmer, *How to Teach English New Edition*, (England: Pearson Education Limited, 2007), p. 51-53

used, or how it sounds and looks. Study activities can range from the focus on and practice of a single sound to an investigation of how a writer achieves a particular effect in a long text; from the examination and practice of a verb tense to the study of a transcript of the informal speech to discuss spoken style.

3. Activate

This element describes exercise and activities which are designed to get students using languages as freely and communicatively as they can. The objective in an activate activity is for them to use all and any language which may be appropriate for a given situation or topic. Activation is not just about producing language in speech and writing, however when students read or listen for pleasure or when they are listening or reading to understand the message rather than thinking about the form of the language are seeing or hearing they are involved in language activation.

C. The Shortcomings of Teaching and Learning English

Ponders uncovered a few characteristics of Indonesian learners, Exley stated, Indonesian understudies, are socially passive, noiseless, and modest within the class. They do not take an interest in the course exercises even though they are asked by the educator to take an interest. In this regard, an address may be raised whether these behaviors are socially implanted characteristics or as it were the impact of the need for English dialect proficiency.³⁴

Social setting plays a critical role within the victory of educating and learning English in Indonesia. English language learners who develop up in Indonesia will shape a certain shared meaning that makes up their characteristics, standards, and conviction. Within the Indonesian social setting, students are characterized as being modest, silent, inactive, and unreflective.

³⁴Suryanto, *Issues in Teaching English In A Cultural Context: A Case of Indonesia*, (Muhammadiyah University of Yogyakarta), p. 76

These characteristics are the item of culture that hampers the English Instructing and learning preparation.

Moreover, the teachers' educational capability and their level of English capability gotten to be other issues that are exceptionally potential to obstruct the students' learning accomplishment. Other than these, instructors moreover confront their residential issue as they have gotten to be underpaid parties. Even though the Indonesian government had propelled a certification program to illuminate this problem, a consideration of the impact of the program should be conducted.³⁵

Students' motivation is more of an instrumental motivation and teachers found that English difficult to utilize in class. The classroom instruction was conducted generally within the assortment of Bahasa Indonesia and Javanese. Teachers need to tune students' enthusiasm by moving forward their teaching techniques as well as their speaking competence in course to realize understudy integrator motivation as English is important for them.³⁶

And the problem faced of teaching English based on Blended Learning at Universidad Nacional, in a program called ALEX (Programa de Aprendizaje Autónomo de Lenguas Extranjeras [Program of Autonomous Learning of Foreign Languages]). This research project, created by Cantor in 2009, was carried out with four bunches of ALEX understudies. This investigation has both quantitative and qualitative information: for the quantitative portion, the students were asked to answer a survey about their perceptions that they knew how to use the technological tools but they perceived a lack of guidance on the teacher's part. They also said that the use of a foreign language in a Blended Learning reduces the vocabulary available with which to write, besides, the

³⁵Suryanto, *Issues in Teaching English In A Cultural Context: A Case of Indonesia*, (Muhammadiyah University of Yogyakarta), p. 80

³⁶Yuyun Yulia, *Teaching Challenges in Indonesia: Motivating Students and Teachers' Classroom Language*, (Indonesian Journal of Applied Linguistics, 3, No. 1, 2013), p. 1-16

development of autonomy was always rewarded with points that do not promote real autonomy for the students.³⁷

D. Blended Learning

Blended learning is no more about reshaping and enhancing the traditional classroom than it is about making e-learning more acceptable. In both contexts, one is left with essentially either face-to-face or online learning. Blended learning combines the properties and possibilities of both to go beyond the capabilities of each separately. It recognizes the strengths of integrating verbal and text-based communication and creates a unique fusion of synchronous and asynchronous, direct and mediated modes of communication in that the proportion of face-to-face and online learning activities may vary considerably.³⁸

Most important, blended learning is a fundamental redesign that transforms the structure of, and approach to, teaching and learning. The key assumptions of a blended learning design are thoughtfully integrating face-to-face and online learning. Fundamentally rethinking the course design to optimize students' engagement. Restructuring and replacing traditional class contract hours.³⁹

Blended learning is an approach to educational redesign that can enhance and extend learning and over designs that efficiently manage large classes, it represents a distinct design methodology that transcends the conventional classroom paradigm. The proportion of face-to-face and online learning activities may vary considerably, but blended learning is

³⁷ Carol A. O. Alpala and Eliana E. R. Florez, Blended Learning in *The teaching of English as a Foreign Language: an Educational Challenge*, (Bogota; *Columbia Journal for Teachers of English*, 2011) p. 161

³⁸ D. Randy Garrison and Norman D. Vaughan, *Blended Learning in Higher Education: Framework, Principle, and Guidelines* (San Francisco: Jossey-Bass, 2008.) Pg. 6

³⁹ D. Randy Garrison and Norman D. Vaughan, *Blended Learning in Higher Education: Framework, Principle, and Guidelines* (San Francisco: Jossey-Bass, 2008.) Pg. 5

distinguishable by way of the integration of face-to-face and online learning that is multiplicative, not additive.⁴⁰

There is some debate as to whether it was simply the term that was coined in corporate training, rather than the actual approach to teaching and/or learning. Blended nowadays, is the inclusion of computer technology providing online and offline activities and materials in the mix, rather than implying this is a wholly new approach to teaching and learning.⁴¹

Many of the terms are synonymous and that in ELT ‘blended learning’ is the term most commonly used to refer to any combination of face-to-face teaching with computer technology (online and offline activities or materials). Banados stated that concerning blended learning in higher education, it has been defined as a combination of technology and classroom instruction in a flexible approach to learning that recognizes the benefits of delivering some training and assessment online but also uses other modes to make up a complete training program which can improve learning outcome and/or save costs. Regarding ELT, Sharma suggests ‘for blended learning to be effective the two components parts should be integrated with the technology complementing and not replacing the efforts of the teacher’.⁴²

As stated by Garrison and Kanuka and Halverson et al, the blended learning model has also been described as defying definition in that it is evolving, responsive and dynamic. The lack of specificity in the definition of the blended approach has also been viewed as indicative of its strength, and the flexibility of its design that has evolved to maximize its potential and effectiveness in diverse contexts accommodating all learners across elementary, secondary, and higher education settings.

⁴⁰D. Randy Garrison and Norman D. Vaughan, *Blended Learning in Higher Education: Framework, Principle, and Guidelines* (San Francisco: Jossey-Bass, 2008) p. 5

⁴¹Brian Tomlinson and Claire Wittaker (ed.s.), *Blended Learning in ELT*, (London: British council, 2013) p. 11

⁴²Brian Tomlinson and Claire Wittaker (ed.s.), *Blended Learning in ELT*, (London: British council, 2013) p. 11

The focus of the blended learning instructional approach is not on the integration of digital devices and multimedia within a traditional classroom to enhance lessons with audio, images, and videos. Instead, implementation of the blended learning approach entails a conceptual reformulation of course structure to include online and in-class sessions that are conceptually fused and seamlessly aligned with the course goals.

Learner interaction with digital media resources that are assigned for the online sessions extends the course beyond the classroom asynchronously and provides an integrated deep and meaningful learning experience for learners of all abilities and levels, empowering them to explore, discover, reflect, and create while controlling time and space.

The blended approach has been viewed as transformative combining the best of both the traditional classroom and the online advantages of the digitally enhance universe. Furthermore, blended learning is being viewed as an approach that is likely to become the dominant model of schooling and it has indeed been increasingly implemented in higher education settings.⁴³

There is a big problem concerning blended learning. As stated by Dr. Gumawang Jati, some teachers still have the misconception about teaching English based on blended learning. Blended learning is not focused on the technology integration, but on the students themselves, because blended learning is a learner-centered approach. And the main challenge of having blended learning is how to create an educational experience, teach character and make the students learn better while the learning is delivered online. He also stated that teachers have to firstly decide the goals of learning students must get rather than decide the technology that will be adopted, because of that blended learning should not be implemented in the class where the students are low motivated to have this blended learning approach.⁴⁴

⁴³ Dorit Kaufman and John I. Lontas (Ed.s.), *The Shifting Paradigm: Blended Learning a Transformative Approach in Teacher Education*, (John Willey & Sons, Inc: The TESOL Encyclopedia of English Language Teaching, 2019) p. 2.

⁴⁴ Stated by Dr. A. Gumawang Jati, M.A, in a webinar of Online Guest Lecture PBI UMP "Creating a Transformative English Language Teaching with Blended Learning," on Saturday, April 17 2021 at 09.00 – 11.00 Jakarta Time via Zoom Application.

E. Elements affecting Blended Learning

Blended online learning must have several elements as follows:

1. There is a community web-based learning or learners' activity center, which is a community which can be a tool as learning place (a community) increase or develop learners' skill as reading material lesson or searching for information etc.
2. There is an interaction inside the group community web-based learning or a learning group. Learners can interact with other learners in that group to discuss the materials which are given by the teacher. Besides, the teacher only gives a review of the materials.
3. The existence of a personal administrative support system or a student administration system. Learners can view information about learner status, learning achievement, can review (membership), and so on through this information system.
4. General information. From this general information, learners can get information. For this reason, public facilities are provided without the first student registration process.
5. Deepening of learning materials and exams. Teachers give assignments to learners to deepen the learning material that has been taught. The usual method, among others, is for the teacher to conduct short/short tests and assignments, and to do a test at the end of the learning process to determine the ability of learners' learning outcomes.
6. Online learning material or other reading material from the web outside of the learning materials needed to add and complement learning. For this reason, teachers and learners can directly provide online learning material from other websites to be published to other learners via the web as an effort to support the learning process.⁴⁵

⁴⁵Dr. Munir, *Pembelajaran Jarak Jauh Berbasis Teknologi Informasi dan Komunikasi*, (Bandung: Alfabeta, 2012) p. 119.

F. Design of Teaching and Learning based on Blended Learning

1. Preparation

For students, evidence of a plan shows that the teacher has devoted time to think about the class. It suggests a commitment to the study they reasonably expect. Lack of plan may suggest the opposite of these teachers' attributes. And for teachers, a plan gives the lesson a framework, an overall shape. Good teachers are flexible and respond creatively to what happens in the classroom, but teachers also need to have thought ahead, to have the target which they want the students to get, and some thought of how they are going to get the goals. The plan also helps the teachers to remind what they have to do.⁴⁶

The elements of plan formats usually included:

- a. Description of the students; this includes the general picture of the group (its level, age range, atmosphere, etc) to detailed descriptions of individual students (what they find easy or difficult, how they respond to different activities, etc).
- b. Aims and objectives; this includes what students and teachers hope to achieve. Most lessons will have a series of primary and secondary aims.
- c. Procedures; the core of the plan is how the lesson will be executed. The procedure includes the patterns of interaction like groups, pairs, etc. frequently, teachers will also include the timing of how long teachers expect things to take. Or include some actual procedure such as students' look through pictures and match them with the phrases.
- d. Anticipated problems; teachers frequently make some kind of a list of potential difficulties and suggestions of what to do if they arise. The teacher might consider if the computer or other equipment failed them or some of the students' based eventually occurred (such as the activity is a lot difficult than expected).

⁴⁶ Jeremy Harmer, *How to Teach English*, (England: Pearson Education Limited, 2007) p. 156

- e. Extra activities/ material (just in case); many teachers noted extra activities if things go quicker than anticipated.
- f. Material to be used in the classroom; teachers attach examples of the material they are to use with the students to their plan, especially when they are to be observed.⁴⁷

Teaching English based on blended learning involves the use of tools in effective ways to reach learning outcomes. Designing blended learning start with deciding the result of learning and consider what will support the students to get successful learning outcomes. Remember that blended learning is a learner centred approach which means that students are involved more than only read the screens, so consider the student to engage and participate actively in the learning. Map the sequences of the learning, resources, support, and timing. Resources and support including instruction, assignments, learning guide, online tools, media file, etc.⁴⁸

Effective blended learning is designed as an integral component of the unit. The activity may help students achieve the learning outcomes, for example, by practicing written communication skills and critical thinking in an online discussion. Or it may help students prepare for an assessment task, for example by doing practice quizzes of multiple attempts; provide the students with a guideline; and give students feedback on their performances.⁴⁹

2. Action

A good lesson needs to contain a judicious blend of coherence and variety. Coherence means that students can see a logical pattern in the lesson. Even if there are three separate activities, for example, there has to be some connection between them or at very least a perceptible reason for changing direction. In this context, it would not make the students listen to

⁴⁷Jeremy Harmer, *How to Teach English*, (England: Pearson Education Limited, 2007) p. 160

⁴⁸Gina Saliba et al, *Fundamentals of Blended Learning*, University of Western Sydney, 2013
https://www.westernsydney.edu.au/_data/assets/pdf_file/0004/467095/Fundamentals_of_Blended_Learning.pdf

⁴⁹Gina Saliba et al, *Fundamentals of Blended Learning*

an audio track, ask a few comprehension questions and then change the activity completely to something unrelated to listening, we might well want to call the lesson incoherent.⁵⁰

In addition, Harmer stated that doing a 45-minutes drill would be equally damaging. The lack of variety and strict procedures will be against students' engagement. An ideal way to plan the lesson is to plan with internal coherence but still allow students to do different things as it progresses.⁵¹

The composition of having blended learning is not only 50% delivered face-to-face, but the other 50% is also delivered online. The presentation of this is not strictly on that portion, it can be suited with the necessary and based on the condition of the students. It also depends on the competition of analysis that is needed, the goals of the subjects, students' characteristics, students' capability, and the availability of resources. But the main consideration in designing the composition of the learning is to provide the source of learning which suits with students' condition to make the lesson interesting, effective, and efficient.⁵²

The elements of blended learning are face-to-face meeting in the real class; self-study; application use; tutorial; teamwork; and evaluation. Teachers take a role as a facilitator and mediator. The teacher gives a guideline and explains to the students how to use the application and how the steps must be rolled. Other than that, the teacher also explains the material the same as the material while it is delivered face-to-face. The teacher can also give the students additional materials or structured assignments to the students.⁵³

⁵⁰ Jeremy Harmer, *How to Teach English*, (England: Pearson Education Limited, 2007) p. 157

⁵¹ Jeremy Harmer, *How to Teach English*, (England: Pearson Education Limited, 2007) p. 158

⁵² Walib Abdullah, Model Blended Learning dalam Meningkatkan Efektifitas Pembelajaran. *FIKROTUNA: Jurnal Pendidikan dan Manajemen Islam* 7 (1) 2018.

⁵³ Walib Abdullah, Model Blended Learning dalam Meningkatkan Efektifitas Pembelajaran. *FIKROTUNA: Jurnal Pendidikan dan Manajemen Islam* 7 (1) 2018.

3. Evaluation

At various stages during the learning, students need to be tested on their ability in the English language. At various stages during a term or semester, teachers may give students progress tests. The purpose of these is to see how students are getting on with the lesson and how well the students have assimilated what they have been taught over the last week, two weeks, or a month. At the end of a term, semester or year, students need to do a final achievement test to see how well students have studied everything.

Besides the tests in terms usually taking place at the end of the period when the ability is measured at a particular point in time, measuring the students' ability can be done by continuous assessment where the student's progress is measured as it is happening and where the measure of a student's achievement is the work done all through the learning period and not just at the end. One form of continuous assessment is the language portfolio, where students collect examples of their work overtime, and all of these pieces of work be taken into account when an evaluation is made of their language progress and achievement.⁵⁴

Good evaluation is that do the job which convenience the people taking and marking them that they work. A good evaluation also has a positive rather than negative effect on both students and teachers. A good evaluation is valid; has a face validity; marks reliability; marks washback/washback effect.⁵⁵

A good evaluation must be valid. Valid means it does what it says it will. In other words, a certain test is a good measure of a students' reading ability, then we need to be able to show that this is the case. Another kind of validity is when students and teachers see the evaluation, they should think it looks like the real thing, that it has face validity. A

⁵⁴Jeremy Harmer, *How to Teach English*, (England: Pearson Education Limited, 2007) p. 166

⁵⁵Jeremy Harmer, *How to Teach English*, p.167

good evaluation should have to mark reliability. It should be fairly easy to mark and anyone marking it should come up with the same result as someone else.

Evaluation has a marked washback/backwash effect, whether they are public exams or institution-designed progress or achievement evaluation. the washback effect harms teaching if the evaluation fails to mirror our teaching. When designing the progress and achievement evaluations, teachers need to try to ensure that the questions are not completely different from the activities that the students have taken part in during the lessons. That will be very unfair.

Finally, the teacher must remember that evaluation has a great effect to raise students' motivation. First, students will study a lot harder than the normal way when there is an examination insight. Secondly, students will be highly encouraged by success in evaluation.⁵⁶

G. Advantages

Some schools or institutions still implement conventional learning or having the learning in face-to-face meetings only whereas nowadays many jobs can be done easier with the integration of technology like learning. This makes teachers easily transfer the knowledge and make the students possibly explore more knowledge and information that are needed in their study.

Ujang Sukandi defines that the conventional approach is characterized by teaching more concepts, not competencies. The goal is that students know something, not be able to do something. During the learning process, students listen more. According to Brooks and Brooks, the implementation of learning conventionally emphasizes the addition of knowledge, so that learning is seen as a process of 'imitating.' Students are required to be able to re-express the knowledge that has been learned through quizzes or standardized tests. The conventional approach is a learning process that is dominated by the teacher as

⁵⁶ Jeremy Harmer, *How to Teach English*, (England: Pearson Education Limited, 2007) p.167-168

a knowledge transferer, while students are more passive as a recipient of knowledge.⁵⁷

Conventional models are seen as effective in sharing information that is not easy to find elsewhere, deliver information quickly, generating interest in the information, teaching students how to learn best by listening, easy to use in the teaching and learning process, learners are easier to manage, good time management and material can be completed.⁵⁸

Learning nowadays has implemented information, communication, and technology (ICT) which changes the way of learning conventionally or face-to-face oriented to digital learning. There are many developments of learning based on ICT that can make the students easier to learn independently and create online and offline learning but, according to Noer and Husamah, that direct interaction between students and teacher in online learning may not be created whereas teacher needs feedback from the students and students also need feedback from the teacher. This can make the students and the teacher feel less satisfied with the learning.⁵⁹

The reason for implementing blended learning added by Osguthorpe and Graham, Blended learning can be done by teachers, lecturers, educational instructors there are six reasons, namely pedagogical wealth, access to knowledge, social interaction, private agency, cost-effectiveness, and ease of revision.⁶⁰ According to Graziano & Feher, the key benefit of blended learning for teachers is the availability of various online tools and resources to differentiate instruction.⁶¹

⁵⁷Siti Azisah, *Pembelajaran Bahasa Inggris Model dan Aplikasi*, (Bandung: PT Remaja Rosdakarya, 2020), 13

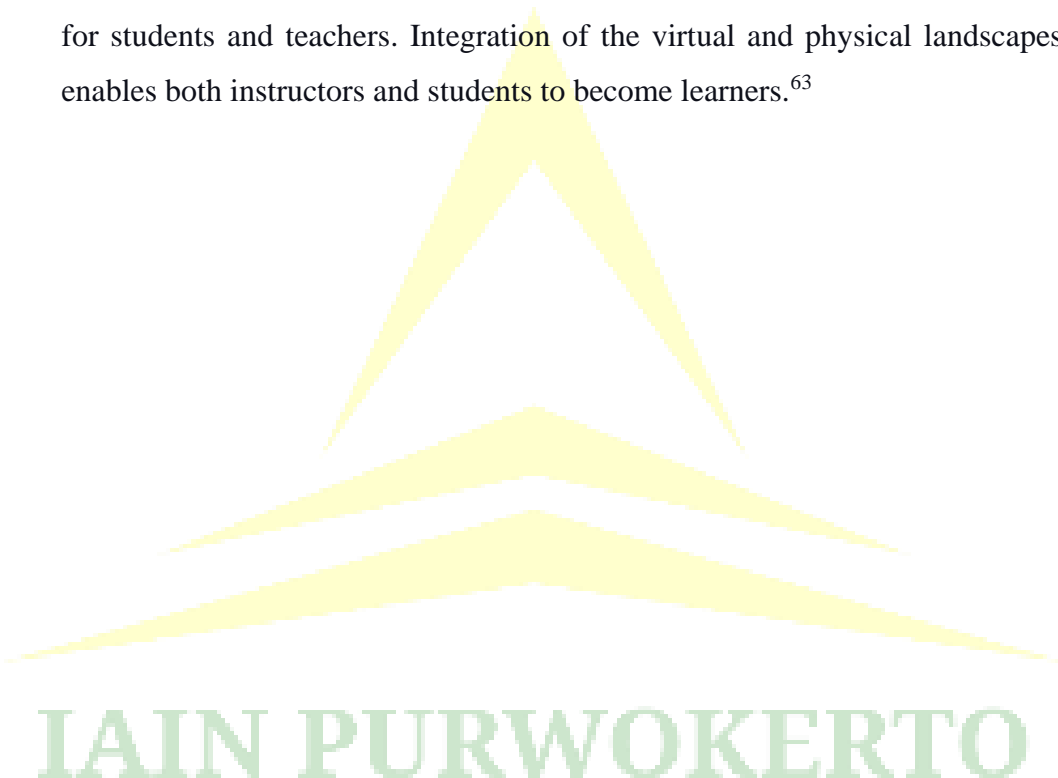
⁵⁸Siti Azisah, *Pembelajaran Bahasa Inggris Model dan Aplikasi*, 15

⁵⁹Husamah, *Pembelajaran Bauran Blended Learning*, (Jakarta: Prestasi Pustaka Publisher, 2014), 13.

⁶⁰Graham, Charles R. (2006) *Blended Learning System: Definition, Current Trends, and Future Directions*. In Bonk, C.J & Graham, CR.(Eds). "*Handbook of Blended Learning: Global Perspectives, Local Designs*." San Fransisco CA: Pfeiffer Publishing.

⁶¹Kristen Shand & Susan G.F, The Art Of Blending: Benefits and Challenges of a Blended Course for Perspective Teachers, Journal of Education Online <file:///E:/benefits%20and%20challenges%20of%20bl.pdf>

The benefits for the students are increased flexibility and control. It means that blended learning makes it the students possible to prioritize the learning. They can also have constant access to course materials. Other than that, students also benefit from feedback and the teacher can get drawbacks from the students. And most importantly, blended learning provides the necessary socialization that made the students feel part of the learning community.⁶² Bliuc added that blended learning provides flexibility in learning for students and teachers. Integration of the virtual and physical landscapes enables both instructors and students to become learners.⁶³



⁶² Kristen Shand & Susan G.F, The Art Of Blending: Benefits and Challenges of a Blended Course for Perspective Teachers, Journal of Education Online Journal of Education Online <file:///E:/benefits%20and%20challenges%20of%20bl.pdf>

⁶³ Manjot Kaur, Blended Learning Its Challenges and Future, Procedia – Social and Behavioral Sciences 93 (2013) 612-617

CHAPTER III

RESEARCH METHODOLOGY

A. Type of Research

Research methodology is a way to systematically solve the research problem. It may be understood as a science of studying how research is done scientifically. While research methods may be understood as all those methods used for the conduction of research.⁶⁴ According to Sukardi, the research method is someone's effort which is done systematically, referring to the arrangements of methodology such as systematic observation, controlled and based on related theory and strengthened with available tendencies.⁶⁵ Based on the problem formulation and objective of the research, this research type belongs to field research. The researcher is involved in the location of the research to obtain data.

Qualitative research is especially important in the behavioral sciences where the aim is to discover the underlying motives of human behavior.⁶⁶ Qualitative research is generally characterized by inductive approaches to knowledge building aimed at generating meaning. Researchers used this approach to explore; robustly investigate and learn about the social phenomenon; to unpack the meanings people ascribe to activities, situations, events, or artifacts; or build a depth of understanding about some dimension of social life. Qualitative research is generally appropriate when the primary purpose is to explore, describe or explain.⁶⁷

⁶⁴C.R. Kothari, *Research Methodology Methods and Techniques, Second Revised Edition*, Jaipur: New Age International Publisher Ltd., 2004) p. 7-8

⁶⁵Sukardi, *Metodologi Penelitian Pendidikan, Kompetensi Dan Praktiknya*, (Jakarta: Bumi Aksara, 2003), hlm.4.

⁶⁶C.R. Kothari, *Research Methodology Methods and Techniques, Second Revised Edition*, p. 3

⁶⁷Patricia Leavy, *Research Design Quantitative, Qualitative, Mixed Method, Arts-Based, and Community-Based Participatory Research Approaches*, (London and New York: The Guildford Press, 2017) p. 9

The researcher implemented a qualitative approach through the descriptive method to arrange the research based on the time and situation context dealing with the field condition.

Based on the classification of its field, this research belongs to academic research. Meanwhile, based on the location, this research belongs to field research, research that is done in reality that is head for finding excessively information from any phenomenon.⁶⁸ Field research typically produces an abundance of data in the form of field notes, memos, and interview notes or transcripts.⁶⁹ An approach that is used in this research is the qualitative descriptive approach. The qualitative descriptive approach is a strategy and technique of research that is used to understand society with collecting excessive deep facts, data is presented in verbal rather than the numeral.⁷⁰ A qualitative approach to research is concerned with the subjective assessment of attitudes, opinions, and behavior.⁷¹

The research method that is used to investigate the teaching English subjects based on blended learning is qualitative in the English Education Department program of Islamic States Institute of Purwokerto.

B. Place of Research

This research was taken place in Purwokerto, precisely in English Education Department Program one of the study programs of IAIN Purwokerto. This institution is located at Jl. A. Yani No. 40, Purwokerto, Central Java. The researcher is interested in choosing this location with the following consideration:

⁶⁸Bisri Mustofa and Tin Tisnawati, *Teknik Menulis Karya Ilmiah Menghadapi Sertifikasi*, (Semarang: Ghyas Putra, 2009), p. 30.

⁶⁹Patricia Leavy, *Research Design Quantitative, Qualitative, Mixed Method, Arts-Based, and Community-Based Participatory Research Approaches*, (London and New York: The Guildford Press, 2017) p. 137

⁷⁰Noeng Muhadjir, *Metode Penelitian Kualitatif*. (Yogyakarta: Rake Serasin, 1996), p. 20.

⁷¹C.R. Kothari, *Research Methodology Methods and Techniques, Second Revised Edition*, (Jaipur: New Age International Publisher Ltd., 2004) p. 5

1. The study program of this institution takes care of teaching and educating English as a major subject that one of the competencies is capable in either passive or active English.
2. The study program of this institution has been integrating ICT in the teaching and learning process, especially in teaching English subjects.
3. The study program of this institution is quite quality in terms of administrative management in the learning and teaching process to achieve the goals desired by students and parents despite the establishment of the study program is not yet long-standing.

Those considerations have complied requirement as a location to do the research.

C. Sources of Data

The sources of data in this research are based on considerations that the people or data object that are expected to provide information during the research in a comprehensive manner. The determination of sources of data includes the subject and object data sources.

To determine the participants of this study, the writer used purposive sampling to help the researcher understand the phenomenon being studied. According to Crashwell, purposive sampling is aimed to learn or understand the central phenomenon by selecting individuals and sites intentionally.⁷² The participants of the study were several students and English lecturers of the English Education Department of IAIN Purwokerto in Interpretive Reading in 2-TBI-A class, Listening for Formal Communication in 2-TBI-B class, and Public Speaking in 4-TBI-B class who were considered of integrating English teaching as major subjects with blended learning. The aggregation of data started from few ones who have criteria to become a member of the sample, they are lecturers and students who integrate Blended learning with English teaching as major subjects of TBI IAIN Purwokerto. They later make the

⁷²John W. Crashwell, *Educational Research: Planning, Conducting and Evaluating Quantitative Qualitative Research Fourth Edition*, (Boston: Pearson Education Inc., 2012), p. 206.

source of information about one else who also has the criteria to become a sample. Such was the case forth until the amounts of members have completed as it wanted. The gain of information is varied, not how many sample sources are taken.

1. Primary sources

The primary data are those which are collected afresh and for the first time, and thus happen to be original.⁷³ In another way, primary sources are data sources that are directly provided to the researcher. The primary data sources in this research will be obtained from:

- a. Three English lecturers of English Education Department of State Institute on Islamic Studies Purwokerto who teach English as the major subject of English Education Department based on blended learning. Those three English lecturers teach Interpretive Reading in 2-TBI-A, Listening for Formal Communication in 2-TBI-B, and Public Speaking in 4-TBI-B. From these three lecturers, the researcher investigated the process of teaching English subjects based on blended learning.
- b. Fourteen students of the English Education Department of State Institute on Islamic Studies Purwokerto were taught by the lecturers mentioned above. The researcher investigated their process of learning and opinion of having English subject classes that are based on blended learning.

2. Secondary sources

Secondary sources are data sources that are indirectly provided to the researcher. In another way, secondary sources mean supporting sources of primary sources which are often needed by the researcher in the thesis discussion. The sources intended can be documents shaped such as; demographic data of the area, monograph plank, notes, transcripts,

⁷³ C.R. Kothari, *Research Methodology Methods and Techniques, Second Revised Edition*, (Jaipur: New Age International Publisher Ltd., 2004) p. 95

etc.⁷⁴ secondary data are those which have already been collected by someone else and the nature of data collection work is merely that of compilation.⁷⁵ The secondary data sources in this study obtained from the documentation of the process of teaching English subjects based on blended learning in the English Education Department, like the following:

- a. Student's handbooks of each English subject.
- b. Lecturers' Semester Learning Plans (or RPS) that are used by each lecturer in teaching English subjects based on blended learning.
- c. Online learning platforms/applications used in the process of teaching and learning English subjects as the major subjects of English Education Department of Islamic States Institute on Islamic Studies of Purwokerto.

D. The technique of Data Collection

To obtain the data, the researcher used three techniques of data collection as follows:

1. Observation

Observation becomes a scientific tool and the method of data collection for the researcher, when it serves a formulated research purpose, is systematically planned and recorded and is subjected to checks and controls on validity and reliability.⁷⁶ This method implies the collection of information by way of the investigator's observation, without interviewing the respondents. The information obtained relates to what is currently happening and is not complicated by either the past behavior or future intentions or attitudes of respondents.⁷⁷

⁷⁴Sumardi Suryabrata, *Metodologi Penelitian*, (Jakarta: PT Raja Grafindo Persada, 1998), p. 85.

⁷⁵C.R. Kothari, *Research Methodology Methods and Techniques, Second Revised Edition*, (Jaipur: New Age International Publisher Ltd., 2004) p.95

⁷⁶C.R. Kothari, *Research Methodology Methods and Techniques, Second Revised Edition*, p.96

⁷⁷C.R. Kothari, *Research Methodology Methods and Techniques, Second Revised Edition*, p.17

According to Marshall in Sugiyono, stated that through observation, the researchers learn about behavior and the meaning attached to that behavior.⁷⁸ Sanafiah Faisal in Sugiyono classified observation into participant observation, overt observation and covert observation, and unstructured observation.⁷⁹

a. Participant observation

As stated by Susan, participant observation means the researcher observes what people do, listens to what they say, and participates in their activities.

b. Overt and Covert Observation

In this observation, researchers do data collection frankly to the source data that he/she is conducting research, but in one day the researcher is also not forthright or subtle observation, this is to avoid if a data sought is data that is still kept confidential.

c. Unstructured observation

Unstructured observations are observations that are not systematically prepared about what will be observed. In conducting observations researchers do not use standardized instruments, but only in the form of signs of observation.⁸⁰

From those three types of observations, the researcher used overt and covert observation. This method is used by the researcher to find the process of teaching English subjects by the lecturers related to blended learning in the English Education Study Program (Tadris Bahasa Inggris) of the States Institute on Islamic Studies (IAIN) Purwokerto, Banyumas Regency. With observation, the researcher observes the process of teaching, the media, and the method used by

⁷⁸ Sugiyono, *Metode Penelitian Kuantitatif, Kualitatif Dan R&D*, (Bandung: Alfabeta. 2014) p. 226

⁷⁹ Sugiyono, *Metode Penelitian Kuantitatif, Kualitatif Dan R&D*, p. 226

⁸⁰ Sugiyono, *Metode Penelitian Kuantitatif, Kualitatif Dan R&D*, p..227-228

lecturers and observes the students' condition, learning motivation, and activities in class.

The researcher did observation both in real class and also in online class to find out the data about the process of teaching English based on blended learning. Researcher was a passive participant that means the researcher came to both real class (inside of the classroom) and online class (inside of online classes/platforms) but did not get involved in the learning activities. Reseracher investigated the activities from the beginning until the end of the class. The researcher observed using field notes, so the researcher wrote all informations about the activity of the class. Besides, the researcher also took some screenshots of the online class/platforms' activities.

2. Interview

According to Brinkman, in general, interview uses conversation as a learning tool. Interview methods draw on something people are accustomed to participating in, even if not in typically informal settings.⁸¹

The interview method of collecting data involves the presentation of oral-verbal stimuli and reply in terms of oral-verbal responses. This method can be used through personal interviews and if possible, through telephone interviews. The interview is broadly divided into two, structured interview and unstructured interview. A structured interview involves the use of a set of predetermined questions and highly standardized techniques of recording. Thus, the interviewer follows a rigid procedure laid down, asking questions in a form and order prescribed.

As against it, the unstructured interviews are characterized by flexibility of approach to questioning. Unstructured interviews do not follow a system of pre-determined questions and standardized techniques of recording information. In a non-structures interview, the interviewer is

⁸¹P. Leavy, *Research Design: Quantitative, Qualitative, Mixed Methods, Arts-Based, and Community-Based Participatory Research Approaches*, (New York: The Guilford Press, 2017) p. 78

allowed much greater freedom to ask, in case of need, supplementary questions or at times he may omit certain questions if the situation so requires. In the case of descriptive studies, quite often use the technique of structured interview because of its being more economical, providing a safe basis for generalization, and requiring relatively lesser skill on the part of the interviewer.⁸²

In this research, the researcher interviewed by a structured interview. The researcher provided some questions which are needed to gain the information related to the research. The researcher interviewed some English lecturers and some of their students that identified using the blended learning model and some students of the English Education Department of State Institute on Islamic Studies.

To collect the data, the researcher used an interview sheet as guidance during the interview sessions. Because of the Covid-19 pandemic, the researcher used written interviews through online chats and screenshots of the interview as the substitution of recording. The researcher wrote an interview transcript based on the results of the interview.

3. Documentation

Documentation means all forms of data not gathered through interviews or observations. Documents are a ready-made source of data easily accessible to the imaginative and resourceful investigator. Documents refer to a wide range of written, visual, digital, and physical material relevant to the study at hand. Common documents include official records, letters, newspaper accounts, poems, songs, corporate records, government documents, historical accounts, diaries, autobiographies, and so on.⁸³

⁸²C.R. Kothari, *Research Methodology Methods and Techniques, Second Revised Edition*, Jaipur: New Age International Publisher Ltd., 2004) p. 98

⁸³Sharan B. Merriam, *Qualitative Research a Guide to Design and Implementation Revised and Expanded from Qualitative Research and Case Study Application in Education*, (San Fransisco: Jossey-Bass, 2009) p. 139-140

Documentation is used in the research as a data resource to gain information about blended learning in teaching English. To collect valid data, the researcher used some administration sheets, such as Semester Learning Plans (RPS)/lesson plan sheets, curriculum sheets, the profile of the study program, handbooks/modules of learning, and some photos.

E. The Technique of Data Analysis

According to Bogdan Data analysis is the process of systematically searching and arranging the interview transcripts, field notes, and other materials that accumulated to increase understanding and to enable presenting what have discovered to others. To analyze qualitative data, the researcher used the model of data analysis by Miles and Hubberman who stated that activity in qualitative data analysis can be done interactively and continuously. The analysis includes *data reduction*, *data display*, and *conclusion drawing/verification*.⁸⁴

1. Data Reduction

Miles and Hubberman as cited in Sugiyono stated that data reduction is defined as the process of selection, focus on simplification, abstracting, and transforming data that arise from written notes in the field. Reducing data means summarizing, choose the main things, focus on the important things, look for the themes and patterns, and throw away unnecessary things.⁸⁵

The stages in data reduction include: making summaries, coding, searching themes, and compile reports in full and detail. The reduction stage is carried out to examine in a manner overall data collected from the field, i.e. data about the process of teaching English subjects based on Blended Learning. Activities that can be conducted in the reduction of this data include; collect data and information from results of interviews and observation, look for things that are considered important from each aspect

⁸⁴Sugiyono, *Metode Penelitian Kuantitatif, Kualitatif Dan R&D*, p. 24

⁸⁵Sugiyono, *Metode Penelitian Kuantitatif, Kualitatif Dan R&D*, p. 245

of research findings, and discarding data that is not important from every aspect finding.

2. Data display

After data reduction, next is displaying the data. Display the data can be done by narrative text, graphic, matrix, network, and chart. Miles and Hubberman stated the most frequent form of display data for qualitative research data in the past has been narrative text. Looking at displays helps us to understand what is happening and to do something further analysis or caution on that understanding.⁸⁶

Data display in this case is delivery of information based on the obtained data is following the focus of research for well arranged, coherent, easy to read and understood the event and action related to the process of teaching English subjects based on blended learning in the form of narrative texts. Activities at this stage include making summaries in descriptive and systematic form and give meaning to each summary considering the suitability of the research focus.

3. Conclusion Drawing/Verification

Conclusion drawing is an attempt to interpret data that is displayed by involving researchers' understanding. Conclusions are raised at an early stage and supported by valid and consistent evidence at the time the researcher returns to the field in collecting data, then the conclusion is credible.

After data reduction and data display, the researcher made the conclusion based on the result of the research. The researcher will conclude and verify the data after rechecking, reducing, and displaying the data to answer the research questions of the teaching English subjects at the English Education Department of State Institute on Islamic Studies Purwokerto.

⁸⁶ Sugiyono, *Metode Penelitian Kuantitatif, Kualitatif Dan R&D*, p. 249

CHAPTER IV

RESEARCH FINDINGS AND DISCUSSION

This chapter presents the research findings and discussions. The research is about teaching English subjects based on blended learning at the English Education Study Program of State Institute on Islamic Studies (IAIN) Purwokerto.

A. The General Description

1. The general description of the English Education Study Program of State Institute on Islamic Studies (IAIN) Purwokerto

English Education Department is a Study Program that exists in the Faculty of Tarbiya and Teacher Science of State Institute on Islamic Studies Purwokerto located in Banyumas, Central Java, Indonesia. This major was established in 2015 based on the Decree of the Director-General of Islamic Education, Ministry of Religion of the Republic of Indonesia No. 547 of 2015 concerning permits for implementing Study Programs in the State Institute on Islamic Studies Purwokerto undergraduate program 2015. Starting from the 2015/2016 academic year, English Education Study Program starts accepting new students.

English Education Study Program of State Institute on Islamic Studies Purwokerto can be said as a new major, but the enthusiasm of students to be accepted in the majors is higher each year. This is because there is still the need for professional educators in the field of English in the surrounding environment.

2. The Geographical Location of State Institute on Islamic Studies Purwokerto

State Institute on Islamic Studies Purwokerto is located in Ahmad Yani Street Number 40 A, Karanganjing, Purwanegara Subdistrict, North Purwokerto District, Banyumas Regency, Central Java Province. The campus location is very strategic. It is facing the highway and near to the city town square.

3. Vision and Mission

The vision and mission of English Education Study Program of State Institute on Islamic Studies Purwokerto:

a. Vision:

In 2035 becomes a study program that excels in English Education development that develops Islamic value, towards a civilized society at the national level.

b. Mission:

- 1) Organizing education and teaching in the field of English Education in a professional manner to produce experts and practitioners in the field of English education who are committed to Islamic values;
- 2) Disseminating knowledge of English education to the general public at large;
- 3) Developing innovative, creative, and professional research in the field of English education;
- 4) Organizing community service by the field of English education towards the creation of a civilized society;
- 5) Realizing good governance university in the organization of English education in the Faculty of Tarbiya and Teacher Training of State Institute on Islamic Studies Purwokerto.

4. State of Lecturers and Students

a. Lecturers' situation

Lecturers are professional educators and scientists whose main task is to transform, develop, and disseminate science, technology, and art through education, research, and community service. Therefore, lecturers are required to possess pedagogical, personal, social, and professional competencies. Article 60, Law No. 14/2005 concerning Teachers and Lecturers, requires lecturers to "improve and develop their academic qualifications and competencies in a sustainable manner in line with the development of science,

technology, and art".⁸⁷ The important roles of lecturers in the activities of teaching and learning process are not only transferring knowledge to students but also values of life and able to make students communicate in real society.

b. Students' condition

The number of active students in the English Education Study Program of State Institute on Islamic Studies Purwokerto in the academic year 2018/2019 amounted to 92 active students and in the academic year, 2019/2020 amounted to 101 active students. The subjects of this research can be seen in this following table :

Table 1. Amounts of students in each class

NO	SUBJECT	CLASS	AMOUNT
1.	Interpretive Reading	2-TBI-A	51
2.	Listening for Factual Communication	2-TBI-B	50
3.	Public Speaking	4-TBI-B	46
AMOUNT			147

c. English major subjects of English Education Study Program

According to Dakir, a curriculum is an educational program that contains various materials, teaching, and learning experiences that are programmed, planned and designed systematically based on prevailing norms that are used as guidelines in the process of learning for education staff and students to achieve goals of education.⁸⁸

⁸⁷Hartono, U. et al., "Model of Needs-Based Professionalism Development in Military Academy Magelang", *Journal of Educational Development*. 2019, 7 (2). p.1.

⁸⁸Dakir, *Perencanaan dan Pengembangan Kurikulum*, (Jakarta: PT. Rineka Cipta, 2004) p.3

In the curriculum of the English Education Study Program of State Institute on Islamic Studies Purwokerto, there are three categories; institute-level courses, faculty-level courses, and study program-level courses. Courses of the study program of English Education level consists of two categories; compulsory courses and elective courses.

Table 2. Compulsory courses of English Education Study Program Level

NO	CODE	COURSE SUBJECTS	SKS
1.	TBI 001	Listening for Leisure	2
2.	TBI 002	Literal Reading	2
3.	TBI 003	Speaking for Daily Communication	2
4.	TBI 004	Free Writing	2
5.	TBI 005	Basic English Grammar	2
6.	TBI 006	Listening for Factual Communication	2
7.	TBI 007	Interpretive Reading	2
8.	TBI 008	Speaking for Forma Communication	2
9.	TBI 009	Paragraph Writing	2
10.	TBI 010	Intermediate English Grammar	2
11.	TBI 011	Listening for Critical Thinking	2
12.	TBI 012	Critical Reading	2
13.	TBI 013	Speaking for Academic Purposes	2
14.	TBI 014	Essay Writing	2
15.	TBI 015	Advance English Grammar	2
16.	TBI 016	Public Speaking	2
17.	TBI 017	Academic Writing	2
18.	TBI 018	Complex English Grammar	1
19.	TBI 019	English Syntaxes	2
20.	TBI 020	Semantics	2
21.	TBI 021	Introduction to Linguistics	2
22.	TBI 022	English Phonology	2
23.	TBI 023	English-Indonesian Translation	2
24.	TBI 024	Morphology	2
25.	TBI 025	Developing Material Design for English	2
26.	TBI 026	Teaching English as Foreign Language	2
27.	TBI 027	Instructional Media for English	2
28.	TBI 028	Language Testing and Evaluation	2
29.	TBI 029	Seminar Proposal	2
30.	TBI 030	Internship I: Curriculum and Education Model Observation	1
31.	TBI 031	Internship II: Learning System and Class Management Observation	1
32.	TBI 032	Micro Teaching	2
33.	TBI 033	Macro Teaching	2
34.	TBI 034	Thesis	6
AMOUNT = 69 SKS			

Table 3. Elective Courses of English Education Study Program Level

NO	CODE	SUBJECT COURSES	SKS
1.	TBI P01	English for Young Learners	2
2.	TBI P02	Classroom Action Research	2
3.	TBI P03	ICT (Information Communication Technology)	2
4.	TBI P04	English for Difable	2
5.	TBI P05	Language Learning and Acquisition	2
6.	TBI P06	Business English	2
7.	TBI P07	Tourism Management	2
8.	TBI P08	Public Speaking	2
9.	TBI P09	English for Mass Media	2
10.	TBI P10	Educational Entrepreneurship	2
11.	TBI P11	Theories of Translation	2
12.	TBI P12	Fiction Text Translation	2
13.	TBI P13	Cross Culture Understanding	2
14.	TBI P14	Translation Text Analysis	2
15.	TBI P15	Translation Text Editing	2
AMOUNT			30

B. The Subjects Selection

The data in this research were collected by observation, interview, and documentation. The researcher investigated the process of teaching English subjects based on Blended Learning at the English Education Study Program of State Institute on Islamic Studies Purwokerto. The subjects of this research were the lecturers who teach English major subjects and implement blended learning in its courses of English Education Study Program and some of their students with consideration of the focus of this research which is the process of teaching English subjects based on blended learning. The main discussion describes how the lecturers and students play the role of teacher and students in both face-to-face and online or blended classes.

In this process, firstly, the researcher came to the English lecturers of the English Education Study Program of State Institute on Islamic Studies Purwokerto who is identified as the lecturers who engage blended learning in their courses. From there, the researcher discovered three English lecturers who casually engage Edmodo, Google Classroom, and Telegram in their courses. Those English subjects were Interpretive Reading, Listening for Formal Communication, and Public Speaking. Then, the English lecturers proposed the researcher discuss with the person in charge of each English class to be used as

subjects in this study and found fourteen students of three different classes. The researcher began to research teaching English Subjects based on blended learning in the English Education Study Program of State Institute on Islamic Studies Purwokerto. The researcher did from the subjects in two classes of the second semester and one class of fourth-semester students.

C. The Subjects Identification

The presentation of the data in this part, related to the process of teaching English based on Blended Learning in English Education Study Program of State Institute on Islamic Studies Purwokerto. Those data can be gotten from the subjects (English lecturers, students, and Head of the study program).

The subjects of the research were taken from three classes of different subjects and different lecturers. From Interpretive Reading subjects of the second semester of TBI-A class, there were Nida'ul Khoeriyah S.N. 19104040002 (S1), Claire Ifhanatasha Febian S.N. 19174040008 (S2), Winanti S.N. 19174040009 (S3), Berliana Islamiati S.N. 1917404035 (S4), Naufal Rahadian S.N. 1917404036 (S5). Maulana Mualim, M.A (S6) is the lecturer who taught Interpretive Reading in their class.

From the Public Speaking subject of the fourth semester of TBI-B class, there were Mohammad Rizki Utomo S.N.1817404070 (S7), Anisa Nur Maesaroh S.N. 1817404048 (S8), Sri Maryanti S.N. 1817404087 (S9), Nurotun Aliyah S.N.1617404077 (S10), Aulia Salsabila S.N.1817404053 (S11). Windharyati Dyah Kusumawanti, M.A., M.Pd. (S12) is the lecturer of Public Speaking subject in their class.

From Listening for Formal Communication subject of the second semester of TBI-B class, there were Harnes Septi Andini S.N. 1917404053 (S13), Maulidiya Umi Handayani S.N. 1917404089 (S14), Tendi Putra Setiawan S.N. 1917404087 (S15), and Zaenun Nadhif S.N. 1917404052 (S16). Endang Sartika, M.A (S17) is the lecturer of Listening for Formal Communication subject in their class.

Table 4. Date of Observation

No.	Date	Activity	Platforms
1.	February, 6 th 2020 / 14.30 – 16.00 WIB	Face-to-face meeting Public Speaking Class	YouTube, Google Classroom
2.	February, 13 th 2020 / 14.30 – 16.00 WIB	Face-to-face meeting Public Speaking Class	Google Classroom
3.	February, 20 th 2020 / 14.30 – 16.00 WIB	Face-to-face meeting Public Speaking Class	Google Classroom
4.	March, 19 th 2020 / 14.30 – 16.00 WIB	Online Meeting Public Speaking Class	Google Classroom
5.	March, 26 th 2020 / 14.30 – 16.00 WIB	Online Meeting Public Speaking Class	Google Classroom
6.	February, 24 th 2020 / 14.30 – 16.00 WIB	Face-to-face meeting Interpretive Reading Class	Kahoot!, Edmodo
7.	March, 2 nd 2020 / 15.30 – 17.00 WIB	Face-to-face meeting Interpretive Reading Class	Google Scholars, Edmodo
8.	March, 9 th 2020 / 15.30 – 17.00 WIB	Face-to-face meeting Interpretive Reading Class	Edmodo
9.	March, 16 th 2020 / 15.30 – 17.00 WIB	Online meeting Interpretive Reading Class	Edmodo
10.	March, 23 rd 2020 / 15.30 – 17.00 WIB	Online meeting Interpretive Reading Class	Edmodo
11.	March, 16 th 2020	Online meeting Listening for Factual Communication	Google Classroom
12.	March, 23 rd 2020	Online Meeting Listening for Factual Communication	Google Classroom
13.	April, 6 th 2020	Online Meeting Listening for Factual Communication	Telegram
14.	April, 13 th 2020	Online Meeting Listening for Factual Communication	Telegram
15.	April, 20 th 2020	Online Meeting Listening for Factual Communication	Telegram

Table 5. Date of Interview

No	Date	Activity
1.	April, 29 th 2020	Interview with S1
2.	April, 30 th 2020	Interview with S2
3.	May, 2 nd 2020	Interview with S3
4.	April, 28 th 2020	Interview with S4
5.	April, 29 th 2020	Interview with S5
6.	April, 4 th – 9 th 2020	Interview with S6
7.	April, 4 th 2020	Interview with S7
8.	April, 2 nd 2020	Interview with S8
9.	April, 2 nd 2020	Interview with S9
10.	April, 2 nd 2020	Interview with S10
11.	April 5 th 2020	Interview with S11
12.	April, 2 nd 2020	Interview with S12
13.	April, 29 th 2020	Interview with S13
14.	May, 2 nd 2020	Interview with S14
15.	May, 4 th 2020	Interview with S15
16.	April, 28 th 2020	Interview with S16
17.	April, 30 th 2020	Interview with S17

D. Data Presentation

Based on the result of observation and interviews with the subjects of the research, the following were presented the data of the research. The data were also taken from the documentation. This part was the findings of the process of teaching English subjects based on Blended Learning at English Education Department of State Institute on Islamic Studies Purwokerto that the researcher did the observation in three different classes; 2-TBI-A, 2-TBI-B, and 4-TBI-B. the researcher did a passive participatory observation in this research and observed the process of teaching and learning activities from the beginning until the end of the class. The researcher also took documentation while observed during the class and did the interview by asking several questions to some students and the lecturers. The date of observation can be seen in the 4th table while the date of an interview can be seen in the 5th table.

This part explains the data presentation which the researcher found in the field related to the process of teaching English Based on Blended Learning at the English Education Department of State Institute on Islamic Studies Purwokerto. After the researcher investigated the process of teaching English subjects based on blended learning, finally the researcher procured some data. The results of the research findings are presented in the following discussion.

1. Teaching English Subjects based on Blended Learning at English Education Study Program of State Institute on Islamic Studies Purwokerto

In the field of language education, the lecturer needs to be up-to-date concerning innovative research on how students best learn. The lecturers need to gain knowledge and access to new curriculum resources and technology tools for the classroom which is especially important in the contemporary world of education.

English Education Department is a program of an undergraduate degree of State Institute on Islamic Studies Purwokerto that exists since 2015. Teaching English as the major subject of English Education Department of State Institute on Islamic Studies Purwokerto which are based on blended learning has been applied by amounts of English

lecturers in some English major subjects. The awareness to apply blended learning in some courses is proven by firstly holding some E-learning socialization to the lecturers which are in line with one of the duties of lecturers or professional teachers to disseminate knowledge and technology to the students. Technological literacy is needed by the academy to organize education and realize good governance university as a mission of the study program.

Teaching English Subjects based on Blended Learning at English Education Study Program of State Institute on Islamic Studies Purwokerto that the researcher investigated includes Interpretive Reading, Public Speaking and Listening for Factual Communication. Based on the RPS, an Interpretive Reading subject contains the materials which help the students to improve their receptive skill to understand the text and give a proper interpretation of it. Public Speaking subject equips the students with public speaking skills so the students can master theoretical contemplation about rhetoric, public speaking activities, technic to decide theme or topic of speaking, research toward objective/target, collecting support material, psychological preparation, and doing self-evaluation after the presentation. Listening for Factual Communication subject aims to give the understanding of statement manuscript in the form of conversation which includes factual information such as daily formal/informal conversation (example, at a party, in a restaurant, or traveling away from home). Besides that, students also can practice the listening in studying and working situation which exercises of it aims to help students to improve listening skill like listening for opinion, listening for details and listening for the main idea. After taking this subject, students are expected to understand factual utterances and be able to practice them to communicate with a native speaker in or out of the country.

Teaching English Subjects based on Blended Learning at English Education Study Program of State Institute on Islamic Studies Purwokerto includes:

a. Preparation

The preparation of the Interpretive Reading course in 2-TBI-A by S6 is the RPS/Semester Learning Plans, materials, book references, and articles that are appropriate to be delivered in that course. In some meetings which are using Edmodo, the materials or assignments will be prepared in this application. Besides materials and assignments, Edmodo allows the lecturers and students to have various games and quizzes as variations of teaching and learning. To support the learning and teaching process, the lecturers instructed the students to use smartphones or personal computers. Not only that, the lecturers appealed to the students to connect to Wi-Fi available in class or use their internet connection. Excerpt of interview with S6 (see *appendix 2*);

“I prepare the RPS/semester Learning Plan, materials, book sources, articles which are appropriate to be given to my students. If it needs to use Edmodo, so I prepare the material there, too.”⁸⁹

This is a line with the statements of S6 while the researcher conducted an interview with him and it is a line with what the researcher got from the observations.

The preparation of the Public Speaking course in 4-TBI-B by S12 is making sure that the learning materials are appropriate with the learning goals or in other words, learning objectives. Then, prepare the method of learning, so that before going into the learning process, the activity plan has been ready, started from opening, having a brainstorming before go into the learning material until the conclusion and also closing. It has to be well planned before going into the process of teaching and learning to make everybody ready to receive the materials. Other than that, making sure about the

⁸⁹Interview result with Mr. Maulana Mualim, M.A. (S6) as the lecturer of Interpretive Reading in 2-TBI-A, April 4th 2020 at 16:04 Western Indonesian Time through WhatsApp Chats.

concept of activities in the teaching and learning, making sure about the other supporting documents of learning such as laptops, papers, or other media is also needed.⁹⁰ Excerpt of interview with S12 (see *appendix 3*);

“The preparation that I did before carrying out the lesson was to make sure that the learning materials were following the learning objectives or in other words, the learning objectives, then I also prepared the learning methods so that before entering the learning process, I had to have an activity plan from opening the learning process to how to warm up for students before entering the learning material to conclude, and also closing ... it must be designed before entering the learning process so that later when we are in class we are ready to immediately practice it, besides that, I also make sure about the concept of activity in learning and ensuring about other supporting learning documents, for example, whether a laptop is needed or other paper or media is needed in the learning.”⁹¹

To maximize the learning, it is very important to the lecturer to prepare by the lecturer before going into the class. The learning plans are suited to the learning objectives, class agendas, materials that are needed, and other plans. The process of planning the learning is combined with several sources, for example comparing some earlier learning plans based on the experiences while studying in Indonesia and the USA, with the result that reflects how the learning goals be maximized. Other than that, having discussions with several formulations related to the Public Speaking course is needed to formulate an effective, efficient, and conducive learning plan.

Before the lecture time, the preparation of Listening for Factual Communication course in 2-TBI-B by S17 is the RPS/Semester Learning Plan for the whole semester, Learning

⁹⁰ Interview result with Mrs. Windharyati Dyah Kusumawanti, M.A., M.Pd. (S12) as the lecturer of Public Speaking in 4-TBI-B, April, 2nd 2020 at 13:12 Western Indonesian Time through WhatsApp chats.

⁹¹ Interview result with Mrs. Windharyati Dyah Kusumawanti, M.A., M.Pd. (S12) as the lecturer of Public Speaking in 4-TBI-B, April, 2nd 2020 at 13:12 Western Indonesian Time through WhatsApp chats.

Objectives/Goals that want to be achieved by the students, materials that will be given in the class in the form of a recommended book for students, share the pdf book and ask the students to take a print out of it. To support the learning, PowerPoint will be given at the beginning of the lecture to talk about strategies for listening like vocabulary that will be used, questions or to display some supporting videos. Other than that, the lecturer also finds a certain video related to the topic in the book for additional listening exercises like videos from YouTube or songs. Because it is a listening class, a speaker cannot be abandoned. Before learning it has to be checked and make sure it works well or not. Excerpt of interview with S17 (see *appendix 4*);

“Before the lecture begins, I used to prepare the RPS, the goals of learning, materials, PowerPoints, Videos, and Speaker.”⁹²

Table 6 The Objectives of English Subjects

No.	Subject	Objectives
1.	Interpretive Reading	<ul style="list-style-type: none"> - Students are able to understand simple English text - Students are able to use critical, logical, creative, innovative and systematic thinking to solve problems reading English text - Students have a sense of pride and confidence in communicating English as a provision for becoming educators in the field of English

⁹² Interview result with Mrs. Endang Sartika, M.A. (S17) as the lecturer of Listening for Formal Communication in 2-TBI-B, April, 30th 2020 at 07:55 WIT through WhatsApp chats.

		<ul style="list-style-type: none"> - Students are expected to be able to identify the suffix, prefix, multiple meaning words, signal word using a dictionary, following direction, understanding analogies, making inference reading diagrams and matrices and so on.
2.	Public Speaking	<ul style="list-style-type: none"> - Students are able to master theoretical reviews of rhetoric, public speaking activities, multiple presentation texts, determine themes or topics of discussion, research on target objectives collecting supporting materials, psychological preparation and conducting early evaluation after conducting presentation.
3.	Listening for Factual Communication	<ul style="list-style-type: none"> - Students are able to identify contexts situations, speakers and relation inter-speaker in the audio - Students concluded the topic of the conversation which was in the audio - Students are able to identify factual information conveyed by speakers in the audio. - Students are able to understand simple authentic conversations such as in official and informal conversations.

b. Action

Based on the researcher's observation, there are steps in teaching English based on blended learning which are generally adopted in every course. Firstly, the lecturer will upload the materials/assignments which can be a link to any other platforms, a barcode linked to the online materials, or direct files, or something else. Then, the lecturer explains the uploaded learning material, gives the students motivation and appreciation, or gives any feedback. In the last lecturer evaluated the learning by giving the students a quiz in an essay as the washback.

The process of teaching Interpretive Reading in 2-TBI-A by S6 started with having a light conversation with the students in the class, talking about something or having some brainstorming then reviewing a little from the last material of the previous meeting, connecting the material with actual events before then go into the main material and creating a relax and interesting atmosphere. The students' responses and enthusiasm on this course were exactly good showed by the activeness of every student in the class to read and do the assignments.

To create an interaction between lecturer and learners in the teaching and learning process, S6 used some teaching techniques such as question and answer, modelling (show by the example of a way to read), pointed a few students to read aloud, or gave some games. These techniques aimed to make the students active rather than the lecturer. From here, students are expected to be able to master new abilities or new skills.

According to S6, there is no appropriate method to teach reading except reading drills. Reading drill means accustoming the students to read while applying the techniques in reading that have been taught. This reading drill occurs to either face-to-face meetings

or online meetings. This reading class requires the students to be more active than the lecturer.

The media in the Interpretive Reading course which held offline or face-to-face are whiteboard, projector, laptop, students' book, material book, and internet. Those all are have been available on campus. While in online meetings the media used are the internet and materials book. In an online class, all are easy to access. In Interpretive Reading class, S6 always uses the online web as the supporting activity.

In this face-to-face class, they used Kahoot! It was such a brainstorming session before going into the material session. This brainstorming was quizzed that must be answered by the students after joining the Kahoot!

After doing the brainstorming or quizzes, students are instructed to go to Google Scholar and search "Maulana Muallim". Then, they were instructed to download one of the papers or articles to be read in the class. In Interpretive Reading class, the students have to be able to interpret, that's why they were asked to find all new vocabularies and then write them down in their books. Not only write it down, but they are to find the meaning of it before submitted to the lecturer.

The process of starting the lecture is very important because that process will decide whether students are ready or not. To make sure that the students focus, it's needed to have a brainstorming. In public speaking class, the lecturer gave the students a brainstorming engaging with actual information. This process of brainstorming could make the students understand the simple concept of analogy or the concept of the materials before going into the main material. The process of brainstorming is good to make the material relevant to the students' range and stimulate the students to think critically

and to care about their surroundings. So, they will not only being stick to how the theories tell.

It is important to build a good atmosphere in the whole learning process. A good atmosphere in the class can bring the students to reach a good achievement. The atmosphere that the lecturer built in the class was the combination between the student-center and interactive learning. In this case, what is meant by interaction is a good reciprocal relationship between lecturer to students, students to the lecturer, and students to students. Giving a reward is equally important to create the students' motivation to keep them become active, involve, and participate in the class. The lecturer may reward the students for being active in the class. While the concept of the student-centered is to emphasizes the development of student abilities. In the class, either the atmosphere or the activity of the learning process, the students are demanded to be active.⁹³

Building interactions during the learning in class whether online or face-to-face learning is very important. To revive an interaction in the learning process can be done by giving motivations internally and or externally. It has to be installed how important the interaction in the learning is. From the first meeting, this point has been already explained to the students on how to build a more alive atmosphere. Then, there are some tricks to liven up the process of interaction as follows;

- 1) Provoke students to argue by giving some relevant questions to actual events.
- 2) Appreciate the students who gave arguments, give them any positive feedback.
- 3) Provoke other students to argue.

⁹³Interview result with Mrs. Windhariyati Dyah Kusumawanti, M.A., M.Pd. (S12) as the lecturer of Public Speaking in 4-TBI-B, April, 2nd 2020 at 13:32 Western Indonesian Time through WhatsApp chats.

- 4) Point the students directly in an interesting way.
- 5) Raise other themes appropriate to students' interest.
- 6) Make the students feel comfortable with the lecturer and other students.

To maximize the learning process, the lecturer combined few applications in Public Speaking Class. There is Google Classroom as the main learning platform and WhatsApp for additional purposes. In this case, the lecturer did not use additional platforms too often because to avoid the students feel burden with the amounts of platforms. Excerpt of interview with S12 (see *appendix 3*);

“To maximize the learning process, I combined several applications during the learning process, for example, there is a google classroom as the main platform. Meanwhile, in addition, is WA. In this is I don't use additional platforms too much, because I don't want to burden students with the many platforms. So, I chose Google classroom as the main platform with WA as an addition.”⁹⁴

The student response in public speaking class is very good. It can be seen in the class that the students are very enthusiastic both inside and outside the class. Enthusiastic inside class means that the students have high participation, very active to play a role, ask questions, argue, and show a conducive atmosphere during the learning process. They seem to enjoy the whole learning in the class. Besides, enthusiastic outside the class means that the students are very curious about the materials, even just a little point, oftentimes they do not hesitate to have some discussions with the lecturer outside of class hours.

Despite the students have highly enthusiastic and participating, does not mean that there is no problem in the class.

⁹⁴Interview result with Mrs. Windhariyati Dyah Kusumawanti, M.A., M.Pd. (S12) as the lecturer of Public Speaking in 4-TBI-B, April, 2nd 2020 at 13:32 Western Indonesian Time through WhatsApp chats.

Based on the observation of the researcher, some students still mixing their language while doing a presentation, having a discussion, and doing questions and answers to the materials. They sometimes seemed confused about what is being spoken and what words should be produced while doing a speaking activity related to the material. They seemed thinking seriously to speak in English well, without respites, errors or any other mistakes in speaking it.

The guidance on the side-lines of the learning process is widely given to the students. The guidance is customized based on students' needs. It can be giving of materials, other academic consulting guidance which certainly has a role to support student performance, or assignments guidance. Excerpt of interview with S12 (see *appendix 3*);

“When it comes to learning methods or techniques, there are many different types of treatment methods and techniques. So far, what I use most often is cooperative learning, project-based learning, problem-based learning, interactive learning. These methods and techniques are very suitable to make students active and participate in class, of course, guided by the lecturer.”⁹⁵

The process of teaching Listening for Factual Communication began by giving the topic at the beginning of the lesson. This activity is called brainstorming. Students usually give their opinion or comment about the questions or topic. The topic in the book is usually given in the beginning besides give them supporting material from the actual event for example during pandemics corona, the lecturer asked them to watch the news about it then they have to answer some questions related to it.

⁹⁵Interview result with Mrs. Windhariyati Dyah Kusumawanti, M.A., M.Pd. (S12) as the lecturer of Public Speaking in 4-TBI-B, April, 2nd 2020 at 13:32 Western Indonesian Time through WhatsApp chats.

To create fun learning, students are grouped to do ice-breaking at the beginning and the middle of the class. Although in the reality, listening class is mostly listening to an audio or listening to the lecturer's explanation. But usually, the lecturer asks them to join a lively conversation and discussion after listening to the audio either discuss the topic or questions and answer from the book.

Students' responses in the class are varied. Some of them are very active students. Some of them just silent. Especially in an online class, it is very visible which and which active students and just a silent reader. Generally, in Listening class, the students will have a greater concentration at the beginning of the lecture but decrease as the lecture going on. Therefore, the lecturer used to give them exercises or assignments to make sure they pay attention to the lesson. Excerpt of interview with S17 (see *appendix 4*);

“I can't say that they are very enthusiastic. Some girls who used to sit on the front bench, are very enthusiastic but for the boys who used to sit on the last bench, I couldn't say whether they are really into learning to listen or just playing with their phones. I'm not sure about that. Partly some of the boys pay greater attention than the other.”⁹⁶

To make the students play an active role in the class, the lecturer used to ask them to answer the questions being discussed in the class by mentioning their name sometimes it is effective to make them more active. Or the lecturer will announce in the beginning that students' activeness will be marked and usually they will be more motivated to take part in the discussion.

In face-to-face meeting, both the lecturer and students were in a real classroom to do the learning activities from the beginning until the end of the class. The lecturer gave a lecture to the students and continued by the students to present about the task/material that has been agreed in the learning contract. After the students have

⁹⁶ Mrs. Endang Sartika, MA., 30th April 2020 08.06 WIB

finished the presentation and questions session, the lecturer always give some conclusions of the material. As can be seen below, the lecturer was reviewing students' presentation and give the points of the day's material.



Figure 1. Face-to-face meeting in Public Speaking Class

In other face-to-face meeting of other subject, lecturer and the students did the learning activities by giving lecture, having discussions, having drills, and also linking the real class into the online class. So that they brought and used computerized device such laptop or smartphones connected with internet while doing the face-to-face meeting. As can be seen in the figure below, students were using their device to access to the online platforms like Edmodo, Google Scholars, Kahoot, etc.



Figure 2. Face-to-face meeting in Interpretive Reading Class

In this following figure, it can be seen that the learning activities were done online in a regulated time. The lecturer gave the materials by sending chats, voice note, video, photos, article and any other files. Both the lecturer and the students were each other sending files based on what they were discussed. When the lecturer gave a lecture via Telegram, the students were asked to discuss it each other and finally reviewed all the material mediated with the lecturer.

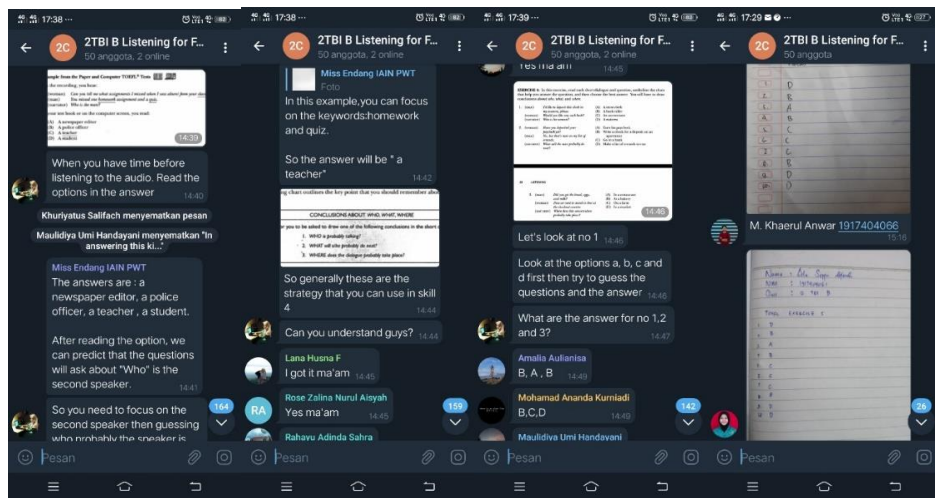


Figure 3. Online Meeting using Telegram in Listening for Factual Communication Class

c. Evaluation

The evaluation of Interpretive Reading Class is done by observation and also written test. It means that the points noticed in the realization of the evaluation are the students' activeness and triumph of the lecture. In other words, the aspects which will be marked are the students' activeness and the students' competence.

In the Public Speaking class, the evaluation takes 50% of students' scores from the learning process (in the class) during a semester. It is taken from assignments, presence, and activeness. Another 50% of students score is taken from middle test and final test. From this case, the lecturer allows the students to get their best scores. The Public Speaking class does not only discuss theories but also stressed the students' practice and skill. Students are demanded to take a role as public speakers in the class. So, the result of this learning Public Speaking is not only taken from middle and final or any other assessments/tests but also from the process from the whole meetings.

The thing that should be considered in conducting evaluation is objectivity. The scores are taken from the accumulation of all aspects. 50% is taken from tests (20% middle term test and 30% final

test). Another 50% is taken from the process during a semester (10% of participation, 20% of presence, and 20% of assignments).

In the Listening for Factual Communication class, the evaluation uses a scoring rubric. The evaluation is taken 50% from the students' assignment, 25% from the final exam, 20% from midterm examination, and 5% from presence. The scoring depends on the works; if the assignment is to write a review or giving comments the lecturer will use "weighting" and "partial credit". Meanwhile, for the multiple-choice task, the score will be marked by how many of the students score correctly.⁹⁷

d. Advantages

Implementing online learning will be beneficial while the study is held in the high motivation environment of the students. Online learning will not be successful in the class which the students are less interested in it.⁹⁸ While stated by Bates and Wulf, holding online learning will be very advantageous since online learning enhances interactivity between students with learning materials, students with teacher and students with other students; time and place flexibility; potential to reach a global audience; and easy to update the content as well as archivable capabilities. Margaret Loftus added, in a real classroom, a few students may dominate the discussions, and shy individuals do not stand a chance. By contrast, both the shy and pushy can speak up online.⁹⁹

While having many advantages, online learning is not free from challenges and problems. The main challenge of having online

⁹⁷ Mrs, Endang Sartika. 30th April 2020

⁹⁸ Stated by Dr. A. Gumawang Jati, M.A, in webinar of Online Guest Lecture PBI UMP under the theme "Creating a Transformative English Language Teaching with Blended Learning," on Saturday, April 17 2021 at 09.00 – 11.00 Jakarta Time via Zoom Application.

⁹⁹ Dr. Munir, *Pembelajaran Jarak Jauh Berbasis Teknologi Informasi dan Komunikasi*, (Bandung: Alfabeta, 2012) p. 174-176

learning is how to teach character to the whole students and doubts of whether the students learn better than face-to-face. Often teachers miss understanding of result orientation, that the education is most important than only the result of learning that students create; and the goals of learning are above the technology-oriented.¹⁰⁰ Thus, blended learning can be the answer to those problems. The teacher can teach character with no doubt because it can be taught while the learning is held face-to-face, and the teacher can also conduct learning which is easier and various.

- e. The reason for teaching English subjects based on Blended Learning at English Education Department of State Institute on Islamic Studies Purwokerto

Based on the statements of lecturers that the researcher investigated, the reason for having classes delivered online and face-to-face is to complement the learning that cannot be delivered only in face-to-face nor online itself. For example, when the lecturer needed a native English speaker who cannot be brought directly into the class, the lecturer can easily show them from the internet. It makes the lecturer's job easier. But, not apart from that, students still need explanations, guidance, character building, and practices that can only be delivered properly in a face-to-face way.

Using blended learning make the lecturers easy to check the students' presence, have some quizzes, connect to the online materials, give students' scores, give students some feedback, and so on. Lecturers can also see the students' activeness in the online platforms and easy to share articles/electronic books without print them out. It becomes paperless which means fewer costs and very

¹⁰⁰ Stated by Dr. A. Gumawang Jati, M.A, in webinar of Online Guest Lecture PBI UMP under the theme "Creating a Transformative English Language Teaching with Blended Learning," on Saturday, April 17 2021 at 09.00 – 11.00 Jakarta Time via Zoom Application.

accessible. Lecturers also still have direct interactions by having face-to-face meetings besides the online meetings which influence students' encouragement to practice their English skills.

In addition, blended learning is very helpful because it can be easily accessed anywhere and anytime. Blended learning can bring the students to avoid boredom because it is various. And it raises the students' motivation to learn both in a real class and online class. It gives both the students and lecturers many chances to achieve the learning objectives.

f. The Shortcomings in English Teaching Subjects Based on Blended Learning

Here are some shortcomings of e-learning; Lack of interaction between teachers and students or even between students themselves. This lack of interaction can slow down the formation of value in the learning process of teaching; Changing the role of teachers from the original master of conventional learning techniques is now also required to know learning techniques using ICT; Students who do not have high learning motivation tend to fail; Not all places are available internet facilities (this is also related to the problem of the availability of electricity, telephone, or computer);¹⁰¹ Learner's err understanding of learning materials and learning objectives. Teacher and learner's perception of learning materials and goals to be achieved may differ. Learners may feel that they have mastered all learning materials completely so that the purpose of learning has not been fully achieved. To overcome these misperceptions, an evaluation is needed at the end of each learning material.¹⁰²

¹⁰¹ Dra. Hj. Siti Azisah, M.Ed.St., Ph.D., *Pembelajaran Bahasa Inggris Model dan Aplikasi*, (Bandung: PT. Remaja Rosdakarya, 2020), p. 175

¹⁰² Dr. Munir, M.IT., *Pembelajaran Jarak Jauh Berbasis Teknologi Informasi dan Komunikasi*, (Bandung: Penerbit Alfabeta, 2012) p. 141

E. Discussion

After the researcher collected the data from research results that were obtained from observation, interview and documentation about teaching English subjects based on blended learning at English Education Department of State Institute on Islamic Studies (IAIN) Purwokerto from the data that had been presented, the researcher did analyzing data to explain more about teaching English subjects based on blended learning at English Education Department of State Institute on Islamic Studies (IAIN) Purwokerto. The researcher found some research findings to answer the research question. It would be about the process of teaching English subjects based on blended learning at the English Education Department of State Institute on Islamic Studies (IAIN) Purwokerto.

Teaching Listening, Speaking and Reading (or we can say them as Teaching English subjects) based on blended learning using Kahoot!, Google Classroom, Edmodo, and Telegram whether it is a face-to-face meeting and online meeting, there must be planning, learning activities, and evaluation.

Blended learning from the Holistic Perspective that stated by Holden and Westfall, means the delivery of instruction using multiple media that includes the integration of instructional media into a traditional classroom, or into a distance learning environment. It also includes any combination of media that supports instruction, regardless of the mix of synchronous or asynchronous media.¹⁰³ The key assumptions of a blended learning design are thoughtfully integrating face-to-face and online learning. The proportion of face-to-face and online learning activities may vary considerably.¹⁰⁴ From the perspective explained above, the teaching and learning English at English Education Department of State Institute on Islamic Studies Purwokerto partly have implemented blended learning. And it was agreed that the lecturers who

¹⁰³ Manjot Kaur, Blended Learning – is challenges and future, *procedia- social and behavioral Science* 93 (2013) 612 - 617

¹⁰⁴ D. Randy Garrison and Norman D. Vaughan, *Blended Learning in Higher Education (Framework, Principle, and Guidelines)*, Jossey-Bass : San Francisco, 2008. Pg.5

became the subjects of this research have already delivered the instructions by integrating a traditional classroom or a distance learning environment.

While having blended courses, there is no limitation on how much we must have the course composition either online or face-to-face meeting. Because blended learning is a flexible integration, we need to discuss how the learning process in English Department is running. Starting with planning. Every learning activity in a formal education institution has to plan the education activities in the best way. Teachers cannot spontaneously give a lecture to students without managing the course before. A learning plan is fundamental, so a teacher should have a fixed lesson plan to avoid something spontaneous that can be occurred in class. A good learning plan at least consists of goals or objectives, an indicator of accomplishment, learning activity, material, source of study, and time allocation. It is not enough with the semester learning plan only. Concerning with facilities, means that teacher need to plan and prepare the media. The teacher has to make sure the tools have to be used in class such as modules, articles, speaker, LCD Projector, audio track, video, and also online platforms, etc.

In an attempt to make the teaching and learning process successful, especially in English, the lecturers should consider some successful elements to be implemented in class. According to Harmer, there are three elements of successful language learning called ESA (Engage, Study, and Activate) which are must be present in most lessons or teaching sequences.¹⁰⁵ Whatever the main focus of the lesson like a reading skill exercise, students always need to be engaged, study and activate so that they can get the maximum benefit from the learning experience. In this case, the lecturers of the English Education Study Program at State Institute on Islamic Studies Purwokerto consider those elements. They showed a few efforts in making students engage in a class by making students actively participate and always pay attention during the class. They also showed efforts on how making students study and focus on the

¹⁰⁵ Jeremy Harmer, *How to Teach English*, (England: Pearson Education Limited, 2010) p.46

construction of the English language/materials students heard and looked at. And make the students exercise and use the language as freely and communicatively as students can.

Planning lessons means deciding what students will achieve by the end of a lesson, or the end of the week or month, for example. Many teachers have to plan based on a coursebook for their class and it is important to design appropriate sequences by three elements, Engage, Study and Activate.¹⁰⁶ Of all the semester learning plans/RPS that the lecturers made has considering it. The lessons plan gives the framework and overall shape as can be seen in the appendix that the RPSs at least had elements as stated by Harmer. It consists of a description of the students, aims and objectives, procedures, anticipated problems, extra activities/material, and material.

Teaching English based on blended learning involves the use of tools in effective ways to reach learning outcomes. Remember that blended learning is a learner-centered approach, which means that students are involved more than only read the screens, so consider the students to engage and participate actively in the class. Mapping the sequences of the learning, resources, support (instruction, assignments, learning guide, online tools, media file, etc.) and timing is very important to avoid spontaneous blended learning courses based. But the main consideration in designing the composition of the learning is to provide the source of learning which suits with students' condition to make the lesson interesting, effective, and efficient.

The elements of blended learning are face-to-face meeting in the real class; self-study; application use; tutorial; teamwork; and evaluation. Teachers take a role as a facilitator and mediator. It means that teacher has to specify if the lesson going to be blended so that RPS presents the online materials and online groups in each meeting. It can also include the links of video materials, online classes, electronic sources, and other online accessed tools.

¹⁰⁶ Jeremy Harmer, *How to Teach English*, (England: Pearson Education Limited, 2007) p.46

The second is the process or action. It involved learning methods, strategy, and approach that usually has been designed in the RPS/lesson plan. There are stages in the learning process; opening, core course, and closing. Opening the class, the teacher needs to make sure the students' attention while doing the greeting and start to ask the students' condition. In a face-to-face meeting, the teacher can have the greeting longer and more enjoyable than in an online meeting. The online meeting which is dominated by text and does not in a live video conference creates a rigid and short interaction between each other and often needed a longer time than a face-to-face meeting.

All lecturers adopted different learning management systems and teach different English subjects. One used Edmodo, another use Google Classroom and another more used Telegram. All of them brought many benefits and weaknesses. Those were interesting in making the class delivered online besides the real class/face-to-face. It attracted the students for not making them bored. But having online classes in our environment still has to explore for there are students who feel stressed out of online learning so that could influence the students' accomplishments. It also brought some challenges to the lecturer.

Such in the Listening for Factual Communication Class, the lecturer giving salam "*Assalamualaikum guys*" it takes too long to make sure all students answer "*wa'alaikumsalam, ma'am*". And more, while the teacher is having a brainstorming using the form of text, the teacher cannot stay long to only wait for all students to answer. It wastes time. But a teacher cannot move into another stage while many students are still typing, because it will disturb the next discussion. And having an online course in text form becomes less effective than face-to-face meetings and having a live video conference. The teacher is better to use a live video conference to have more flexible interaction with the students. And in google classroom and Edmodo, the teacher could not know which students stay online until the learning hours ends but only all member names so that will not be effective if the class in Edmodo is running in real-time.

In the teaching and learning process, the teacher needs to provide variety, then clearly there are included different stages in the lessons. When the teacher arrives in the classroom, they need to start the lesson off in such a way that the student's interest is aroused so that they become engaged. Where possible and appropriate, the teacher will tell the students what they will be doing or, in a different kind of lesson, discuss with students what they can achieve as a result of what they are going to do.¹⁰⁷ With the explanation above, teachers are limited to provide the variety while having online classes if again, delivered in text.

Teachers do not always need to explain exactly what the teacher is going to do, however, particularly if the teacher wants to maintain an element of surprise. But, a clear start to the lesson is necessary. The teacher has to refocus the student's attention when they make aware of the end of something or the beginning of what is coming next. In order to reach effective changes, the teacher need to get the students' attention. When a teacher has brought an activity or a lesson to a finish, the teacher provides some kind of closure: a summary of what has happened, a prediction of what will take place in the next lesson. Ideally, the teacher will be able to give the students some idea of what students will be doing next and create enthusiasm for it so they come to their next lesson with a positive attitude.¹⁰⁸

Based on observation and interview of Public Speaking subject, the lecturer and the students have made the learning contract that regulates about the materials that will be discussed in every meetings, the presenters, the media etc., yet sometimes spontaneously points random students to review the materials. In another class, a Listening for Factual Communication subject with different lecturer and students, commonly refocus the students by doing ice breaking or randomly point the students to answer mini questions. In addition, in the Interpretive Reading subject, the lecturer always gives a closure or

¹⁰⁷ Jeremy Harmer, *How to Teach English New Edition*, p. 40.

¹⁰⁸ Jeremy Harmer, *How to Teach English New Edition*, p. 40.

summaries in the end of the lesson and reminds the students of what will take place in the next meeting.

Having big classes in the context of real class (face-to-face class) is sometimes difficult for the lecturers to contact students at the back and it is difficult for the students to ask for and receive individual attention. It can be difficult to manage creative teaching and learning activities. It is not easy to have students change pairs or walking around, etc. Most importantly, big classes may be challenging enough for inexperienced teachers.¹⁰⁹ The things that teachers can work with big classes problems include use worksheets, use pairwork/group work, use chorus reaction, use group leaders, make a good class feeling.

As stated by Harmer that good evaluations are those that the work teacher designed to do and which convince the people talking and marking them. Good evaluations also have a positive rather than a negative impact for both students and teacher.¹¹⁰ In addition, the evaluation which is held on online platforms eases the teacher to control. The teacher can decide the final score easily because they can check student's presence, submission, and even the tests' scores. It is also easy to give feedback to students based on their work in a whole semester.

IAIN PURWOKERTO

¹⁰⁹ Jeremy Harmer, *How to Teach English New Edition*, (England: Pearson Education Limited, 2007) p. 176

¹¹⁰ Jeremy Harmer, *How to Teach English New Edition*, (England: Pearson Education Limited, 2007) p. 167

CHAPTER V

CONCLUSIONS AND SUGGESTIONS

A. Conclusions

Based on the data gained from the observation, the interview result and document analysis can be concluded that the process of teaching English based on blended learning at the English Education Study Program of State Institute on Islamic Studies Purwokerto at least adopted some instruction components like goals, material, method, media, and evaluation. Because of these learnings are blended, those components cannot be free from the learning which is held face-to-face and/or online.

Every English subject have their own goals. As mentioned in the RPS (Semester Learning Plan) in each subject, it has a clear goal. The learning platforms used are Google Classroom, Edmodo, Google Scholars, Kahoot!, WhatsApp, Telegram, etc. And the evaluations are taken from the whole aspects during the semester with percentage that the lecturer decided. From those English subjects, the researcher found that in the learning process there must be an opening, delivering materials, and closing.

There are no best methods and media can be used to the students but appropriate. Having projector, laptop, phones, printed books are very important cause it helps the students understand the materials. Some students were not comfortable having the online meeting for some reason such as signal trouble, cannot be focused while opening the online class, they feel boring and the worst, they loss of motivation to join online class but, without online supports, learning cannot be good managed and become less efficient and effective. Both English lecturers and students felt that learning can be easier and more beneficial by having online supports.

In other condition, the researcher found that many students were attracted to the lecturer who had blended class. There was no low enthusiasm to join the class because the lecturer handled the class by giving online games, fun quizzes, and temporary feedbacks. Besides, supervising the students inside

and outside the class can also influence the students' seriousness and enthusiasm in learning.

The reason of having classes delivered online and face-to-face is to complement learning that cannot be delivered only in face-to-face nor online itself. Using a blended learning make the lecturers easy to check the students' presence, have some quizzes, connect to the online materials, give students scores, give students some feedbacks, and so on.

B. Suggestion

Based on the discussion and also conclusions, the researcher provides some suggestions:

1. For the Faculty

Through this research, the researcher suggests to the faculty to consider the facilities which are still need to be added such as providing a language labor for English Education Study Program, because the lack of facilities is very influencing to the learning, supporting with a good facility will create better result.

2. For the Lecturers

In the process of facilitating or delivering the material to the students, especially English subjects, would be suitable if using English language in the whole meetings, give the students some interesting and challenging projects considering the suitable media and methods so that the learning runs well. And also, always give the students feedbacks either face-to-face class or online class and even a small feedback, because the students will notice more of their progress. Motivate the students continuedly in and outside the class. Having blended learning doesn't mean to focus on the knowledge transfer, but a character building. It will be a good effort to the lecturers to arrange and plan the blended learning clearly in the RPS.

3. For the Students

The students have to be pro-active in the learning process and prepare all by learning the up-coming materials. Students should independently study and learn knowledge through internet using. Because English is dominated with skills achieving, the students have to continuedly practice what have being learn inside and or outside the class.

4. For the Researcher

It would help the next researcher as the source of conducting research with similar problems and techniques.

C. Closing words

Alhamdulillah, there is no single word can describe how the researcher feels gratitude to Allah because of His guidance, mercies, and blessings the researcher can through any troubles and obstacles and keep being spirit. Therefore, the researcher can finish this thesis entitled “TEACHING ENGLISH SUBJECTS BASED ON BLENDED LEARNING AT ENGLISH EDUCATION DEPARTMENT OF STATE INSTITUTE ON ISLAMIC STUDIES PURWOKERTO”. Unforgettable, the researcher apologizes for the limited capability to arrange this thesis. Although the researcher is sure, this thesis has many weaknesses. Therefore, the suggestions from the readers in order to make this thesis better are welcomed by the researcher.

IAIN PURWOKERTO

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