

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



**THESIS**

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

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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.*

## 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
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.....	8
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

# 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.<sup>1</sup>

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.<sup>2</sup> 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.<sup>3</sup> 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.<sup>4</sup>

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 methods in teaching English. In the big progress of technology and

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

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

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

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

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.<sup>5</sup>

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.<sup>6</sup>

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

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

<sup>6</sup> 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.<sup>7</sup>

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.<sup>8</sup>

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?'<sup>9</sup>

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.

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<sup>7</sup> 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

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

<sup>9</sup> 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, 11<sup>th</sup> 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.<sup>10</sup>

On January 30<sup>th</sup>, 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.<sup>11</sup>

In addition, Mr. Maulana Mualim, who taught the Interpretive Reading subject, on February, 24<sup>th</sup> 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 a very good internet connection in and outside the

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

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

“real class”. To be honest, he likes the way system does. It is pretty easy to be implemented and helpful.<sup>12</sup>

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 2016/2017*, the major subjects amount 34 units from the whole subjects

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

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.<sup>13</sup> 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.<sup>14</sup> 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

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

<sup>14</sup> 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.<sup>15</sup> 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

#### 2. The Significances of The Research

The significances that can be expected from this research are:

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

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.<sup>16</sup>

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.<sup>17</sup>

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

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<sup>16</sup> 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.

<sup>17</sup> Norman Vaughan et al, “*Blended Learning from Design to Evaluation: International Case Studies of Evidence-Based Practice*,” 2017.

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

## **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.

## 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.

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