

**TEACHERS' PERCEPTIONS OF BLENDED LEARNING IN ENGLISH
INTENSIVE PROGRAM AT UINSA**

THESIS

Submitted in Partial of Fulfillment of the Requirement for the Degree of Sarjana
Pendidikan (S.Pd.) in Teaching English



**UIN SUNAN AMPEL
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Surabaya, 10 Agustus 2020

Penulis

(ARNITA)

The research will be conducted in English Intensive Program at UIN Sunan Ampel Surabaya. Researcher will choose the class randomly based on the teachers who become the participant. But, there will be a class which represent of basic level and another class which represent of intermediate level. This setting is chosen because of two reasons, first; the primary data obtained from interview section. Second, the classroom observation used assupplementary data; it was used to know how teachers applied blended learning program in their classes. So, by doing the research, it proposed to give contribution of the teachers' way in applying blended learning and what the teachers' perceptions of its implementation are.

C. Research Participant

To answer the research questions, the researcher involved 9 English intensive program's teachers of whole faculties in UIN Sunan ampel Surabaya who are chosen purposively by the researcher using six kinds of criteria. The criteria for the chosen teachers are graduating from magister of English education major, having experience in teaching for more than 5 years, having experience in using learning platform, having experience in teaching in English intensive program for more than 3 years, having an experience in English discoveries or others learning platform training, and having an ITC certification or training. The researcher chooses those criteria because of some reasons. First, the teacher should graduate from magister of English education major because based on the law number 14 of 2005 stated that the prerequisites for becoming a teacher for diploma or bachelor level are master graduate according to their area of expertise. Second, experiencing in teaching within 5 years; it assumes that the teacher already has quite experience in teaching and learning processes. Third, the teacher should experience in using a platform in teaching; it assumes that the teacher can give well interpretation by using English discoveries as the app in blended learning activities. Fourth, the

learning in an English intensive program. Based on the interview section to nine teachers, the results showed that the teachers less knowledge and experience related to blended learning programs. It might happen because this approach was still new in the English intensive program at UINSA and there is no enough training. So, this issue became an obstacle and challenges faced by the teachers. This aspect divided into two parts: teachers' lack of knowledge and experience and less training from the stakeholder.

Those made the teacher should take their time to learn the technique in blended first before implementing it in their class. Based on the interview result, teachers felt that they were burden with the program because they did not familiar yet. They still try to have good management time for an online session, offline, and their own business. Some teachers stated that it was needed for the additional workshop to the tutor so that the implementation could be maximal. Because based on the information from the teachers, the training for the blended program for the teachers was so limited. So, teachers should improve their skills on their own. This result was revealed by the teacher 4, 6, 8, and 9.

“The first thing, I still learn to use ED, then I still confuse how to blend the teaching and learning processes appropriately.” (teacher 4)

“...then the tutor has the double working; in online and in offline, and those are very exhausting. In addition, it is still difficult to manage the time.” (teacher 6)

“..It needs such workshop about ED, blended learning, because for us the teacher in English

