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



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ABSTRACT

Arnita. (2020). *Teachers' Perceptions of Blended Learning in English Intensive Program at UINSA*. A Thesis. English Language Department, Faculty of Tarbiyah and Teacher Training, UIN Sunan Ampel Surabaya. Advisor I: H. Mokhamad Syaifudin, P.hD. Advisor II: Fitriah, P.hD.

Keywords: Blended Learning, Teachers' Perception, English Intensive Program

In upgrading the quality of teaching and learning processes in English intensive program, UIN Sunan Ampel Surabaya applied blended learning as a new strategy in teaching. Teacher as the active implementer of curricula has significant role in running the program. Their perception is one thing that should be known to measure the effectiveness of the program, therefore, this study aimed to explore teachers' perception of blended learning in English intensive program particularly the way teachers use blended learning, the advantages, and the challenges of using blended learning. To answer this issue, this study interviewed nine teachers of English intensive program. The finding revealed that the ways teachers use blended learning divided into two parts; online and offline (face to face). Generally, they were given free ways to design the learning activities. The teachers perceived some advantages when using blended learning as the educational approach in teaching English in intensive program. The advantages are categorized into 3 aspects: teaching and learning processes, students' learning environment, and teachers' professional development. On the other hand, teachers also faced some challenges when implementing blended learning in English intensive program. Those challenges are categorized into 3 aspects: motivation, technological support, experience and knowledge. The findings highlights that the institution should continue the program, do regular program evaluation, and equip teachers with training to improve their ability in running the program.

ABSTRAK

Arnita. (2020). *Teachers' Perceptions of Blended Learning in English Intensive Program at UINSA*. Skripsi. Pendidikan Bahasa Inggris, Fakultas Tarbiyah dan Kedosenan, UIN Sunan Ampel Surabaya. Pembimbing I: H. Mokhamad Syaifudin, P.hD. Pembimbing II: Fitriah, P.hD.

Keywords: Blended Learning, Persepsi Dosen, Program Intensif Bahasa Inggris

Dalam meningkatkan kualitas proses belajar mengajar dalam program intensif bahasa Inggris, UIN Sunan Ampel Surabaya menerapkan blended learning sebagai strategi baru dalam pengajaran. Guru sebagai pelaksana aktif kurikulum memiliki peran penting dalam menjalankan program tersebut. Persepsi mereka adalah satu hal yang harus diketahui untuk mengukur efektivitas program itu, oleh karena itu, penelitian ini bertujuan untuk mengeksplorasi persepsi guru tentang blended learning dalam program intensif Bahasa Inggris khususnya cara guru menggunakan blended learning, kelebihan, dan tantangan dalam menggunakan blended learning. Untuk menjawab masalah ini, penelitian ini mewawancarai sembilan guru program intensif bahasa Inggris. Temuan ini mengungkapkan bahwa cara guru menggunakan blended learning dibagi menjadi dua bagian; online dan offline (tatap muka). Secara umum, mereka diberikan kebebasan untuk merancang kegiatan pembelajaran. Para guru merasakan beberapa keuntungan ketika menggunakan blended learning sebagai pendekatan pendidikan dalam mengajar bahasa Inggris dalam program intensif. Keuntungan dikategorikan ke dalam 3 aspek: proses belajar mengajar, lingkungan belajar siswa, dan pengembangan profesional guru (lihat tabel 4.3). Di sisi lain, guru juga menghadapi beberapa tantangan ketika menerapkan blended learning dalam program intensif Bahasa Inggris. Tantangan-tantangan tersebut dikategorikan ke dalam 3 aspek: motivasi, dukungan teknologi, pengalaman dan pengetahuan (lihat tabel 4.4). Temuan menyoroti bahwa lembaga harus melanjutkan program, melakukan evaluasi program reguler, dan membekali guru dengan pelatihan untuk meningkatkan kemampuan mereka dalam menjalankan program.

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LIST OF ABREVIATIONS

1. UINSA : UIN Sunan Ampel Surabaya

2. **ED** : English Discoveries

3. VLE : Virtual Learning Environment

4. USA : United State of America

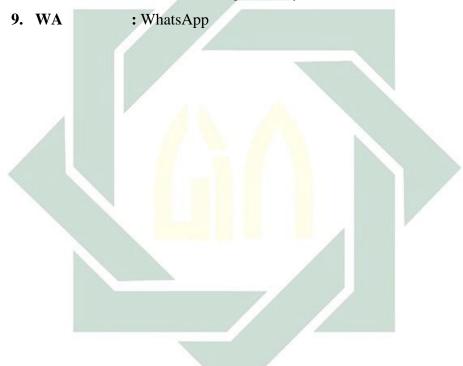
5. EPSS : Electronic Performance Support System

6. ITC : International Test Center

7. **EFL/ESL** : English for Foreign Language/ English for Second

Language

8. **TMS** : Teacher Management System



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CHAPTER I

INTRODUCTION

This chapter provides the introduction in this research paper. This introductory section contains six sub-headings: background of the research, research questions, objective of the study, significant of the study, scope and limitation, and definition of key term.

A. Background of the Study

Blended learning has become a trend in language teaching and learning. The methodology combines online learning and face to face learning into one learning process. Thus, the students can access the learning, do the task and have discussion online and offline. The teacher could also give feedback and interact with the students in both online and offline modes. After that, teacher can make enrichment of the discussed material offline when they have face- to-face class.

Related to the definitions of blended learning, Jhon and Pigler stated that blended learning is accessing and asking about courses material whether on – or- off campus using virtual Learning Environment (VLE)¹. This is in line with Rooney² that said blended learning is the innovation of e-learning which integrate e-learning and face –to-face learning. Similarly, Sharma³ defines blended learning consist of more than one requirements; they are using various mode, enabling by technologically tools, and facilitating by a teacher who teach interactively.

In this world, blended learning used by many educational levels. Based on the study conducted in Greece, the use of blended learning methods in several types of schools in teaching foreign language had been increased⁴. In the European Union, blended learning is being used at many

¹ Allison Littlejhon and Chris Pegler, *Preparing for Blended e- Learning* (Canada: Routledge, 2007).

² Rooney, J.E., *Blended Learning Opportunities to Enhance Programming and Meeting*, vol. 5 (2003), pp. 26–32.

³ Sharma P., Blended Learning, vol. 64, no. ELT Journal (2010), pp. 456–8.

⁴ Sarka Hubackova, *Blended Learning-New Stage in the Foreign Language Teaching*, vol. 197 (2015).

universities and exceptional secondary schools⁵. In the United State of America, Blended learning applied in elementary school and supports the students' learning⁶. Moreover, in Palestine, Blended learning is effective to use in Palestinian tenth grade for developing their writing skills⁷.

In Indonesian context, blended learning start applied in school and higher education in Indonesia which is indicated from the implementation of Indonesia Research and Education Network (idREN) as the network for online learning system in higher education since 2015 by the ministry of research and technology. 8 Further, in teaching and learning applied various platform and social media which integrate to teaching and learning processes, for example, Edmodo, Schoology, peerwise, and others for platform and Whatsapp, line and others for social media. Especially in academic cavities in UIN Sunan Ampel (UINSA) Surabaya, educators and academician usually use those kinds of a platform and social media to share any information, discuss the material, do an online assessment, and many other activities in language teaching. Especially, in English intensive program used English Discoveries (ED) as the media platform.

There are some reasons why higher education implements blended learning; they are improving pedagogy, flexibility, and cost-effectiveness⁹. Comes from that statement, applying blended learning in classroom activities can improve teachers' pedagogical skill through adding some values to the teaching process, for example using blended learning requires the teacher to blend the material with the educational platform, so, it makes the teacher designs the appropriate material and activity which

⁵ Ibid.

⁶ Matthew A. Correia, An Investigation of Teacher and Administratror Perceptions of Blended Learning:Implementation, Students' Learning and Professional Development., vol. 5 (2016).

⁷ Awas Soliman Keshta, The Effectivenss of the Blended Learning Program on Developing Palestinian Tenth Grader's English Writing Skill, vol. 6 (2013).

⁸ Zaky Mubarak, Blended Learning: Solusi Pembelajaran di Era Revolusi Industri 4.0. (2018), https://zakimu.com/wp-content/uploads/2018/03/Blended-Learning-Solusi-Pembelajaran-Revolusi-4.0.pdf, accessed 13 Apr 2020.

⁹ Brian Tomlinson and Claire Whittaker, Blended Learning in English Language Teaching (London; UK: British Council, 2013).

can increase the teachers' creativity in teaching. Using blended learning can accommodate flexibility between students and teacher meaning that students who are working they still have opportunity to join the fulltime lesson without meeting at the class. In addition, teaches who are busy with their agendas can manage the lesson through online. Moreover, blended learning can lower the expenditure because the learning process using personal smartphone or laptop. Thus, it is cheaper to do for students who live far away from the school by saving the money used for transportation.

However, the teachers' understanding of blended learning influence on how the blended learning implemented in teaching and learning processes. In addition, blended learning methodology count as the new strategy applied in English intensive program which runs for about a year, so, meanwhile there is a guideline of the platform used in blended learning, there is difference in term of its implementation in the classroom. Nur Habibah, as the teacher of English language program in UINSA stated that based on the instruction from English language centre, teacher should not teach the material inside the English discoveries but they should make reinforcement and design activities which related to the topic inside the platform in their classroom activities.

Conversely, the actual implementation in the class found that sometimes teachers do the activities inside the platform in the class session. It is happen because might influenced by the teachers perception of blended learning itself because based on Richardson¹⁰, perception contains three major sources which influence the teachers; they are teachers' educational background, teaching experience and teaching object. So, this issue becomes an important point to discuss so that the implementation of blended learning can be the appropriate one for the students and also gives beneficial for the learning processes. Therefore,

¹⁰ Nailil Mukaromah, "Teachers' Perception on The role of Warm Up Activities in Developing Students' Metacognitive Knowledge at EFL Classrooms in Surabaya" (Surabaya: UIN SUnan Ampel Surabaya, 2019).

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discussing the teachers' perception becoming the essential issue because teacher as active curriculum implementer has significant role to give feedback about current curriculum that applied to improve it¹¹.

There are several previous research conducted that for concern on teachers' perception of blended learning. Based on the research that conducted in Western Connecticut University, USA, the teachers in the elementary study had a different understanding in blended learning and they believe that blended learning supported the students' learning¹². Another research conducted in nursing students in Finland indicated that the teacher assumes through blended learning can enhance the students' learning but it requires teacher's professional development support¹³. The results of those studies are closely related to Mouzakie's research¹⁴ finding in Tomlinson and Whittaker's book that teachers are satisfied with the students' achievement through blended learning.

On the other hand, the teachers' perception not only from the advantages side but also provides information about the disadvantages and challenges of blended learning implementation. The implementation of blended learning makes the institution prepare high financial to support technological support. It becomes one of the disadvantages of blended learning which make school or institution have good consideration to implement this method. Additionally, for the challenges, disengaging students with the material becomes a challenge that should be faced in implementing blended learning 15. Some of those researches have a concern on the teachers' perception of the advantages, disadvantages, and challenges of blended learning implementation whether in different

¹¹ Gamze YAVUZ KONOKMAN, Tugba YANPAR YELKEN, Kursat KARASOLAK, esra CESUR, *Teachers' Perception: Competent or not in Curriculum Development*, vol. 5, no. 4 (2017).

¹² Matthew A. Correia, An Investigation of Teacher and Administratror Perceptions of Blended Learning:Implementation, Students' Learning and Professional Development.

¹³ Pirkko Jokinen, Irma Mikkonen, *Teachers' Experience of Teaching in Blended Learning Environment*, vol. 13 (2013), pp. 524–8.

¹⁴ Brian Tomlinson and Claire Whittaker, *Blended Learning in English Language Teaching*.

¹⁵ Jill I. Sorbie, *Exploring Teachers Perceptions in Blended Learning* (2015), http://scholarworks.waldenu.edu/dissertations.

students' level. But the other research by Correia provides the more specific area in term of the implementation, students' learning, and professional development aspects¹⁶. Especially, regarding students' learning, the results shows by implementing blended learning the students provided by the individual learning experience.

While the previous studies have shown that blended learning gives advantages, disadvantages, and challenges in its implementation, they have not deeply explored the issues about how the teachers' way of its implementation. Meanwhile there is a study by Jill I Sorbie¹⁷ that discussed about teachers' perception of blended learning, but, the concern about the successful and challenges in applying blended learning, therefore, this research will focus on the teachers' perceptions of blended learning in English intensive program at UIN Sunan Ampel Surabaya which concern on how the ways teachers use blended learning in English intensive class and what are their perceptions of its advantages and challenges faced.

This focus was chosen as in the Surabaya area only UIN Sunan Ampel Surabaya which has a compulsory language intensive program outside lecturing schedule. Blended learning is the innovation applied inside the program that still entering the second year. Teachers as the active implementer of curricula have a significant role to control the running program. Therefore, this research is expected to give a contribution to give information to the educators about how the teachers use blended learning and how their perception toward that program. Through this research perhaps can give an overview for the teacher to design the appropriate teaching and learning design through maximize the use of blended learning. This study gives an extended opportunity to the other research to investigate in students' perception area toward their

¹⁶ Matthew A. Correia, An Investigation of Teacher and Administratror Perceptions of Blended Learning:Implementation, Students' Learning and Professional Development.

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¹⁷ Jill I. Sorbie, *Exploring Teachers Perceptions in Blended Learning*.

teacher dealing with designing blended learning classroom activities which are not covered in this study yet.

B. Research Questions

The following question becomes guideline and aim to answer during the research: What are the teachers' perceptions of blended learning in English intensive program at UINSA?.

Further, to explore the main research question, this study explored the following subquestions:

- 1. How do teachers' ways of using blended learning in English Intensive program at UINSA?
- 2. What are the teachers' perceptions of advantages and challenges of using blended learning in English intensive program at UINSA?

C. Objective of the Study

Related to the research question that stated above the objective of this study is to investigate the teachers' perceptions of blended learning in English intensive program. This includes the teachers' perceptions of the implementation of blended learning in English intensive class, the advantages and the challenges of blended learning toward English intensive program.

D. Significance of the Study

This research is conducted to investigate the teachers' perceptions of blended learning in English intensive program. Specifically, the teachers' perception on the way of implementing blended learning in English intensive program and the teachers' perceptions of the advantages and challenges of its implementation. So, having the purposes of this research, the researcher reveals advantages of this research are:

1. This is the new method applied in English intensive program, so, this research might give necessary information to the stake holder about how teacher as the educator perceive blended learning using English Discoveries (ED) platform in English intensive program.

2. Through this research which focuses on the teachers' perceptions, the result might give information to the reader especially for the other teacher who applied the same method an overview how the teachers perceive blended learning and how they implement in learning processes. So the teacher and the educator can make the appropriate strategy in maximize the existence of blended learning in teaching processes.

E. Scope and Limitation

In this research, the researcher makes limitation of the study only in teachers' perceptions of blended learning using English discoveries platform in English intensive program. This includes the teachers' perceptions of the ways in implementing blended learning in English intensive class, the effect of blended learning in teaching and learning processes in English intensive program, the advantages and the challenges of blended learning toward English intensive program.

Despite the study conducted in English intensive program at UINSA but it took a part in basic and intermediate level which taught by the teacher who eligible for the participants, so, it might have a different result when the study conducted in advance level.

F. Definition of Key Terms

1. Teachers' Perception

According Pickent perception is a process of someone to interpret something to produce a meaning full experience in the world¹⁸. Hornby defined perception as the idea, belief, or an image of understanding something¹⁹. Moreover, teachers' perception means a basic belief to make a decision in teaching and learning processes²⁰. In this research,

¹⁸ Mirza Fakhri Azmi, An Analysis on Blended Learning Strategy Applied in Language Testing Course in English Teacher Education Department (2016).

¹⁹ L. and Jansem Srakang A., A Study of Teachers' Perceptions towards uisng Textbooks: A case study of 10th grade English Teachers in Maha Sarkham Province., vol. 2, no. 1 (2013), pp. 49–58.

²⁰ Farida Keni Nurhayati, Sri Samiati, and Hersulastuti, *Teachers' Perceptions toward The Implementation of Curriculum 2013*, vol. 2 (2018).

the researcher defines perception as the teachers' belief, idea, and experience about blended learning in English intensive program.

2. Blended learning

Based on Horn and Staker in Sorbie's article, Blended learning is an activity occurs when students learn part of the time in the brick time or mortar environment using online technologies²¹. Based on Smith and Khurten²² define blended learning as subjects that utilize some significant online activities in otherwise face-to-face learning, but less than 45 per cent. In a nutshell, Blended learning defines as the combining two different learning environments between face-to-face learning (synchronous) and online (unsynchronous) as the complimentary way to deliver a program²³. In this research, blended learning defines as the teaching and learning activity that combine online and face-to-face learning using technological tool called as English discoveries app.

3. English Intensive Program

English intensive program is a program proposed for the freshmen students in UIN Sunan Ampel Surabaya. This program is in line with the policy direction and strategy of Islamic education, which refers to the policy direction of the Ministry of Religion of Republic Indonesia in 2015-2019. That is about improving the quality of education services in this case in the form of providing services to improve foreign language skills. There are two kind of languages taught; they are English and Arabic, but for this research the researcher only concern on English language.

This is the compulsory program that has to be taken during one first year of the students of UIN Sunan Ampel Surabaya. Two days per a week the students will have a class at 06.00 am and finished at 07.30

²² Brian Tomlinson and Claire Whittaker, *Blended Learning in English Language Teaching*.

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²¹ Jill I. Sorbie, Exploring Teachers Perceptions in Blended Learning.

²³ King, A., *Blended learning: Part of the Cambridge papers in ELT Series (pdf)* (Cambridge: Cambridge University Press, 2016).

am for English and two others day for Arabic. The class member come from the students per faculty who mixed based on the result of placement test in the early meeting. In the end of the program, the students will have a post test and get certificate as the requirement of the fulfillment for having thesis examination in the future start for the students in academic year 2018/2019.



CHAPTER II LITERATURE REVIEW

This chapter presents the review of theoretical framework of the research. The first part discusses about the review of literature related to the limited of the study. Thereafter, the following part provides some literature review related to previous studies revealed by some researcher.

A. Blended learning

1. The Nature of Blended Learning

A discussion about the teachers' perception of blended learning implementation only appropriate if it is preceded by the nature of blended learning itself. Therefore in this part it focuses on the definition of blended learning and its role in teaching and learning processes. While blended learning has been used for many years and the experts have tried to propose the definition of blended learning, there are various definitions to describe blended learning itself²⁴. This statement in line with Karres and de Witt²⁵ statement that said even blended learning corporate in training but the term of it still difficult to define. That is why some experts make vary in term of the definitions to describe blended learning. Correia²⁶ in her research stated blended learning in the past is consider a technological component that inserted in classroom activities or it might also a technological component that combines in instructional approaches. Similarly, Singh²⁷ stated blended learning

²⁴ Matthew A. Correia, *An Investigation of Teacher and Administratror Perceptions of Blended Learning:Implementation, Students' Learning and Professional Development.*

²⁵ Brian Tomlinson and Claire Whittaker, *Blended Learning in English Language Teaching*.

²⁶ Matthew A. Correia, *An Investigation of Teacher and Administratror Perceptions of Blended Learning:Implementation, Students' Learning and Professional Development.*

²⁷ Harvey Singh, *Building Effective Blended Learning Program*, vol. 43, no. Educational Technology (2003), pp. 51–4.

includes several forms of teaching tools such as collaboration software, electronic performance support systems (EPSS), webbased course and those tools embedded with job- task environment and knowledge management systems. From the preceding definition above, the term of blended learning can be conclude from Syaikina²⁸ stated blended learning as an innovation in teaching and learning methodology that combine different method supported by interactive platform to enhance students' competence and skills.

2. The Keys of Blended learning

According to Carman, in order to apply blended learning model, there are five keys that should be considered as the significance elements²⁹; those are:

- a. Live events, teachers and students have an access to have virtual classroom meeting called as face-to-face meeting.
- b. Online content; students have their own rule to set their online learning through internet based or CD room.
- c. Collaboration; space for learner to have interaction to other, whether discussion or other activities.
- d. Assessment; time for measuring the students' progress on learning.
- e. Reference Material, everything related to increase the learning transfer and retention.

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²⁸ Olga I. Shaykina, *Blended Learning in English Language Teaching:Open Educational Resources Used for Academic Purposes in Tomsk Polytechnic University*, vol. 6 (2015).

²⁹ Mirza Fakhri Azmi, An Analysis on Blended Learning Strategy Applied in Language Testing Course in English Teacher Education Department.

3. Blended learning in EFL classroom

Sharma in Tomlinson and Whittaker's book³⁰ set out a guideline for the implementation of blended learning in English language classes. This guideline consists of five practical examples of lesson to be learned.

- a. Teachers prepare students to have presentation by doing discussion about the topic.
- b. Using a class wiki (a website which the user can edit the pages)
- c. Creating podcast or audio file
- d. Involving software or platform to support the learning process based on virtual learning environment.
- e. Setup a blog or diary notes activities.

Additionally, Dudeney and Hockly³¹ provides three types of possible online learning design in language learning environment:

- a. 100 percent online learning course
- b. Blended with 75 percents online and 25 percents face-to-face.
- c. 100 % face-to-face learning

In its practice, Garrison and Vaughan³² explain the guideline, strategies and tools to implement blended learning.

a. Guideline; in blended learning environment teacher must understand the properties of synchronous verbal and asynchronous text communication in order to achieve the intended learning outcomes. Blended learning which combines

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³⁰ Ibid.

³¹ Ibid.

³² D. Randy Garrison, Norman D. Vaughan, *Blended Learning in Higher Education : Framework, Principles, and Guidelines* (USA: Jossey-Bass A Wiley Imprint, 2008).

face-to-face learning and online learning will be successfully applied when the teachers have a clear understanding of the fundamental of teaching and learning processes.

The guideline aims to establish interaction among the students to support the collaboration communication engagement within community learner. So, one of the activities that can be done is by asking students to introducing him or herself and having a discussion related to the course. In addition, whether face-to-face or online, students should be initially assigned to small group to discuss specific issues so that they have more opportunities to get each other.

The other guideline which has concern on the challenges of collaborative learning as the part of blended learning is to make sure the students' progress to the phase, so, the teacher should design the activities to encourage the students in both of knowledge construction and application. Brain storming is one activity that can be done in face- to- face and online learning as the early exploratory phase in blended learning activities which has benefit to motivate students to generate for having a lot of ideas.

b. Strategies and tool

In his book, Garrison and Vaughan discussed the strategies and tools for the first week discussion and evaluation that can be tailored to a range of field settings, such as a blended curriculum. With regard to strategies, there is a resolution or application approach to support progress that includes four inter-related phases:

1. Pre-activity in offline meeting; this phase involving the use of communication technologies as the tool to trigger

the students. The detail design will be describe in the table below:

Table 2.1. The Design of the Use of Blended Learning in the Warm up Activity.

Nature of	Learning	e-learning tool/
inquiry	activities	resources
Learner	Reading/writing	Communication
Create a	Pre-reading	Announcement session
triggering	assignment	of a learning
event		management system
Advance	Followed by a	Group email feature
organizer	self-assessment	within an LMS
Stimulate	Listening/ writing	Posting or linking to
connections		pre-reading assignment
Teacher	Auditory/ visual	Web based library
	presentation	indexes and abstracts
Determine	Followed by a	Digital learning object
learners' prior	self-assessment	Podcasting presenter
knowledge or		Learning object
experience		repositories
with the topic		Self-assement quizzes
or issue		Test manager tool

2. Face —to-face session; this phase provides opportunities to explore and make the integration phase. This phase is no longer as the transferring the material likes in a lecture but becomes an occasion to analyze the students' misconceptions, building a critical dialogue and support peer instruction. The following table is the design that should be consider in face-to-face session.

Table 2.2 The design of face- to-face session.

Nature of inquiry Learni	e-learning tools/resources
triggering event (keys question) Beginning to learner specifie questions Mini tutorial the resu or surve Large/ discussi	and fellows about the lissue class quizzes and surveys to to address ts of pre-test ys Displaying small group on objects dy Displaying

- 3. This phase gives students the possibility of studying and reflecting on the course of activities following face- to-face sessions. The first part of this phase is to use the advertising board future in LMS for the following advertising board feature summaries and follow-up lists.
- 4. Preparing for a next face to face meeting; this will be facilitated at the beginning of the face- to- face session. The study should start with a summary of the result of the last face- to face surveys, then address the students' questions, then ask students to show their research progress.

4. The Benefits of Blended Learning Implementation

Blended learning as a new method which combines face to face learning and e- learning has a certain effect. Singh³³ has

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³³ Harvey Singh, Building Effective Blended Learning Program.

claimed in his work that blended gives learning effectively. Similarly, Shuh³⁴ stated that blended learning with adequate tools and curricula would help to ensure effective learning and satisfaction of the students. In addition, Shaykina³⁵ has established some powers of combined blended learning in teaching and learning processes.

- a. Providing a productive and individual training. It creates a personalized thinking and ability to take responsibility for learning by students. Some students need to be guided during the early stages of e- course or online education to recognize that this versatility does not mean and independence from the routine of classes.
- b. Increased students' duty to learn. It develops solutions necessary to enhance know-how in information processing for effective independence learner; it is important that students do not have to limit their direct importance in the promotion of cognitive work but rather learn from the use of information technology under untrained conditions.
- c. Promoting cooperation. Collaborative research, evaluation and analysis, discussion forums focused on various educational platforms or open educational tools are offered. It also helps the students in pairs or groups recognize their strong and weak point when doing online research. On the basis of technology, blended learning is an online chat facilitator, allowing students to engage in new discussions which are relevant to their areas of interest.

35 Olga I. Shaykina, Blended Learning in English Language Teaching:Open Educational Resources Used for Academic Purposes in Tomsk Polytechnic University.

³⁴ Ru-Chu Shih, Blended Learning Using Video-Based Blog: Public Speaking for English as a Second Language, vol. 6 (2010), pp. 883-97.

Because the blended learning in English intensive program used English discoveries as the platform or technological tool, so, here are the benefits of English discoveries which offered in its provider. English Discoveries (ED) as the platform used in blended learning in English Intensive Program offers some beneficial for English learning as the subject that involved and for teachers as the active implementer. These following descriptions are the detail information based on the information adapted from the official ED Provider.

1. For EFL learning

Based on the program explanation in ITC Indonesia, English Discoveries offers three kinds of advantages those are:

- a. Effective; through the combination of e-learning and face-to-face learning will be completed the learning processes by the supervision and testing given by the teacher.
- b. Fast; by combining method it can be done in anywhere and everywhere.
- c. Flexible; the program can be adjusted based on the purpose of learning, further it can avoid the obstacle faced in face-to-face learning.

2. For Teacher

Besides for the EFL learning itself, ED also offers some benefit for the teacher as the active implementer in teaching and learning process, those are:

- a. Helps monitor students learning progress
- b. Helps create learning material
- c. Enrich teaching methods and material
- d. Improve teaching effectiveness

e. Have access to know the original ED material

5 .Technological support

When discussing the term of blended learning, it is close related with using technological media or supportive platform in learning processes. In choosing the media for supporting the learning processes, Shaykina³⁶ propose two things that should be considered as the factor when applying supporting technology; they are instructional and technical. Instructional related to the learners' satisfaction using the media and technical related to the internet provider.

To accumulate the students' needs in limited time allotment there are several educational resources can be used. Shaykina³⁷ in her article provides some of the educational resource used to support blended learning implementation such as,

- a. Moodle, to provide successful intercultural communication in professional area
- b. GoCongr, to facilitate the students to have discussion
- c. Emaze, to facilitate the students have their online presentation
- d. HumBox, to storing, managing, and publishing teaching resource in the web.

B. Teachers' Perception

To start the term of teachers' perception, it is better to know the definition of perception and why teachers' perception becomes one of important elements in blended learning implementation. Kotler³⁸ stated that perception is the whole process of creating

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³⁶ Ibid.

³⁷ Ibid.

³⁸ Nailil Mukaromah, "Teachers' Perception on The role of Warm Up Activities in Developing Students' Metacognitive Knowledge at EFL Classrooms in Surabaya".

meaning conception by selecting, organizing, and interpreting the information. To clarify, Gibson at al. is obviously providing definition of perception as the individual cognitive process to understand the environment³⁹. Hornby defined perception as the idea, belief, or an image of understanding something⁴⁰. So, each person might have the different interpretation of something whether to the same object. Here teachers also might have different perception in their teaching environment.

Richardson explains about the sources of teachers' perception which consists of three major sources; they are teachers' educational background, teaching experience, and teaching object⁴¹. Additionally, Chudler defines perception is the conscious experience of the people feeling or sense. Therefore, this case, teachers' perceptions used for understand the teachers' idea, feeling, and experience of blended learning using ED in English language learning. Sawyer⁴² said teachers' belief was more personal and may not be apparent to others. So, each teacher may have their own perception in term of blended learning implementation in language classroom, so, it becomes importance to know how the teacher perceives blended learning and how they how they implementing that program in English language classroom activities.

There are two types of perception. First, positive perception and the second one is negative perception. Positive perception describes the precious gift that creates trust, gives power to grab the universe, concentrates out and endures crises. Conversely, the

³⁹ Ibid.

⁴⁰ Srakang, A Study of Teachers' Perceptions towards uisng Textbooks: A case study of 10th grade English Teachers in Maha Sarkham Province.

⁴¹ Nailil Mukaromah, "Teachers' Perception on The role of Warm Up Activities in Developing Students' Metacognitive Knowledge at EFL Classrooms in Surabaya".

⁴² Lawra Marie Sawyer, Perceptions and Practice: The Relationship Between Teacher Perceptions in Technolog Use and Level of Classroom Technology Integration, vol. 4 (2017), https://firescholars.seu.edu/coe.

negative perception is sense which tries to acquire their self-worth and disposed to focus on their own desires⁴³.

C. Previous Studies

The implementation of blended learning has been observed some researchers for recent years. By administered questionnaire to 12 purposefully selected high school teacher and 3 different observation in each classroom, computer screenshot and semi structured interview to the teacher, Sorbie⁴⁴ found that blended individualization, learning fosters cooperation, organization, engagement, the relevant of the real world and students- centered learning. Beside of their belief that blended learning could support their teaching, the result found the challenges faced in implementing blended learning such as disengaging students in learning processes, integrated with device and infrastructure concern, and the time management for involving technology in learning.

Not only discus the advantages, this study also provides the disadvantages of the blended implementation, for example, for implementing blended learning the institution should be ready for financial commitment to support technological needs and resource. On another hand, Keshta⁴⁵ also tested the efficacy of blended learning by carrying out longitudinal experiment using a 40 point writing achievement test.

By taking 40 Palestinians tenth grader's students which divided into two groups 20 students belong to experimental group and the other 20 students belong to control group, the results

⁴³ Riska Lailil Ula, "Teacher Perception toward the Incorporation of 4C Skills in English Lesson Plan" (Surabaya: UIN Sunan Ampel Surabaya, 2019).

⁴⁴ Jill I. Sorbie, *Exploring Teachers Perceptions in Blended Learning*.

⁴⁵ Awas Soliman Keshta, *The Effectivenss of the Blended Learning Program on Developing Palestinian Tenth Grader's English Writing Skill*.

showed that there were significant different between control group and experimental group and this result recommended for teacher and stakeholder for implementing blended learning because it enrich teaching and learning processes, create effective learning and develop students' level. Similarly, those results of study perceive that blended learning implementation brings positive vibes for teaching and learning processes.

Besides, some researches were conducted in teachers' perception area; a research by Shin and friends investigated the pre-service teacher and educator perceptions toward the use of technology- enhanced cases in teaching method course⁴⁶. This research revealed that the majority of pre-services teacher and educator perceived that technologu - enhanced gave useful and meaningful and few of them perceived tha contradictory issues. Thus, that research is different from this research because the participants of the research were not come from the pre-service teacher but the professional teacher. On another hand, those both researches used technological media as the object of the research

The next research conducted by Titis Kusuma Dewi which was focused on the teachers' percpective on teaching English in the Intensive English Program in an Indonesian University toward its relation to Gagne's theories about the nine of instructional events⁴⁷. Absolutely, that research has different focus which is investigated the teachers' perspective in teaching English related to theory and this research discussed the teachers' perceptios of Blended Learning. But, those researches have the same setting in English intensive program with teachers as the participants.

⁴⁶ Sungwon Shin, Thomas A. Brush, and John W. Saye, *Using technology-enhanced cases in* teacher education: An exploratory study in a social studies methods course, vol. 78 (2019), pp.

⁴⁷ Titis Kusuma Dewi, "TEACHER PERSPECTIVES ON ENGLISH LANGUAGE TEACHING PROCESS IN RELATION TO GAGNÉ'S THEORY IN AN INTENSIVE ENGLISH PROGRAM IN AN INDONESIAN UNIVERSITY" (The University of Adelaide, 2018).

Moreover, Eyyam and friends carried out a research that focused on the prospective teachers' perceptions toward technology used in the class⁴⁸. This study revealed that they had positive attitudes and belief that by using technology in the class gave some beneficial. Similarly, this research focused on the teachers' perception of using blended learning in English intensive class. So, those both of research have same concern in technological media and perceptions whether have different subject and participants.

Related to the recent research that explore about perception, some research are existed in Surabaya are; a study from Lubna⁴⁹ on the Pre-services students in Surabaya which investigated their perception toward the importance of culture in language teaching. This study applied qualitative research design and used questionnaire and interview as the data collection technique. The findings indicate that the attitude of pre-service students about the inclusion of the target language community is positive, that they view the target language is important for language learning and the students' excitement for learning is enhanced.

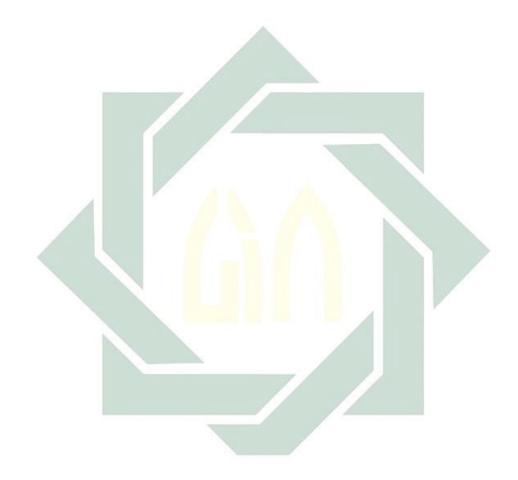
A study carried out by Nailil Mukaromah⁵⁰ which examines the perceptions of teachers on the role of regenerating students' metacognitional knowledge in EFL classrooms in Surabaya shows that there are five regenerating activities in order to develop metacognitive knowledge: questions, game, video, pictures, and stories. The manner of these five forms are used

⁴⁹ Himmatul Aini Lu'luatul Lubna, "Pre-Services Students Perception towards the Incorporation the Target Language in Teaching Reading in ELT Class" (Surabaya: UIN Sunan Ampel Surabaya, 2019).

⁴⁸ Ramadan Eyyam, Ipek Meneviş, and Nazan Doğruer, *Perceptions of prospective teachers towards technology use in class*, vol. 3 (2010), pp. 88–93.

⁵⁰ Nailil Mukaromah, "Teachers' Perception on The role of Warm Up Activities in Developing Students' Metacognitive Knowledge at EFL Classrooms in Surabaya".

depends on the instructor. At the end, the work is different than this study. This study focuses on teachers' perception of blended learning in English intensive program. This includes teachers' perceptions of the ways using blended learning, the teachers' perceptions of advantages and challenges of using blended learning. This is actually the same as the previous study with the same subject but different focus.



CHAPTER III

RESEARCH METHOD

The research methodology and analysis are presented in this chapter. It includes a number of subdivisions, including research design, research setting, research participant, data and source of data, data collection technique, research instrument, data analysis technique, and research trustworthiness.

A. Research Design

The main purpose of this study was to investigate the teachers' perceptions of blended learning in English intensive program. Those includes, the teachers' ways of using blended learning in English intensive class, the teachers' perception of the advantages and the challenges of blended learning in English intensive program. Those objectives are appropriate to be conducted by qualitative design because it is suitable with the feature of qualitative research; studying in under-world conditions, representing the views and perspective of the people, covering the contextual conditions, contributing insights into existing, and striving to use multiple sources of evidence rather than relying on a single source alone⁵¹.

This research can be categorized as descriptive qualitative research which focuses on describing a phenomenon without focuses on why that phenomenon occurred⁵². Considering the characteristics, this research applied qualitative research design to investigate the teachers' perception of blended learning in a real condition of specific group in English intensive class.

B. Research Setting

⁵¹ Robert K. Yin, *Qualitative Research from Start to Finish* (New York: The Guilford Press, 2011).

⁵² Eunsook T. Koh, Wilis L. Owen, *Descriptive Research and Qualitative Research* (2000), pp. 219–248.

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 teacher should experiencing in teaching for English intensive program minimally 3 years; it assumes that the teacher can give well interpretation by giving the idea and thought of the learning especially in English intensive class environment. Fifth, the teacher should have an experience in English Discoveries or others platform training; it assumes that the teacher can give the interpretation of how learning platform are and how to operate them in learning processes. Sixth, the teacher should have an ITC certification or training; it assumes that the teachers are competence and credibility in operating the learning tool.

D. Data and Source Data

Referring back to the research questions of "What are the teachers" perceptions of Blended learning in English intensive program at UINSA", the data needed to be collected is the teachers' perspective on the use of blended learning in their English intensive class.

Data on the teachers' perspective of the blended learning are collected from the English intensive teachers, and observation of the process of the learning processes. Based on Bogdan and Biklen said that involving multiple sources of data in doing research are better than only one source to make fuller understanding about the phenomenon⁵³. Hence, this study involved nine teachers to become the source of data to answer the research question related to the teachers' perception of blended learning in English intensive program.

E. Data Collection Technique

Considering the research design that use qualitative study, this research used interview as the technique to gather the data. Cresswell stated that qualitative research design involves four basic types as the collection procedures; they are observation, interview, document analysis,

⁵³ Robert C. Bogdan, Sari Knopp Biklen, *Qualitative Research fo Education* (United State of America: Pearson, 2007).

and audio and visual materials⁵⁴. Hence, to answer the research question, this study adapted interview as the technique to collect the data. Interview technique applied to get deep information about the topic by involving interaction between the researcher and the participants. The interview conducted individually for 9 teachers using interview guideline in open ended questions to allow the participant use their own words to discuss the topic⁵⁵. Each participant will be interviewed approximately within 15-20 minutes using audio recorded.

In this study, interview used to get the data regarding the teachers' perceptions of the blended learning implementation by using interview guideline. In order to answer the research questions, this study involved 9 English intensive teachers who are given approximately 12 open ended questions to explore the teachers' perception of blended learning. The questions about the teacher experience regarding blended learning implementation and their feeling toward that program. Each of interviewee will be met in face-to face individual interview within approximately 15-20 minutes in different places based on the appointment between researcher and interviewee. The voices of interviewee are recorded as the premier data collection. In addition, to know the process of blended learning used in classroom activities, this study also conducted observation toward two classes as the supplementary information gotten from interview section.

This technique meets with the theory from Creswell that explained qualitative interview can be done through face- to-face interview, telephone interview, group interview which consist of sixth to eights interviewees⁵⁶. Ary, Jacob, and Razavieh⁵⁷ stated that observation is the common technique used in qualitative study. Hence, those techniques are

⁵⁴ John W. Creswell, *Research Design* (United State of America: Sage Publication, 2014).

⁵⁵ Robert K. Yin, *Qualitative Research from Start to Finish*.

⁵⁶ John W. Creswell, Research Design.

⁵⁷ Hilarius RadityaPriambada P., "Sidang Akademi as the Strategy to Develop Speaking Confidence in Pangudi Luhur Van Lith Senior High School: a case study" (Yogyakarta: Universitas Sanatha Dharma Yogyakarta, 2016).

the valid techniques to gather the data regarding to answering the research question in this study.

F. Research Instrument

This study used interview guideline as the instruments (see appendix 1). The interview guideline was designed by the researcher based on the references from theory of some experts and assessed by the practitioner. The practitioner here is the lecturer comes from English language department. The interview guideline consisted of 12 questions in open-ended question covered three main aspects about teachers' experience used blended learning.

There were four first questions about the teachers' ways of using blended learning in English intensive program. The following eight questions talked about the perception of the teacher regarding their feeling and experience of blended learning, and the last question talked about the teachers' perception regarding their challenges in implementing blended learning. This interview guideline guided the subject to answer the questions as the main data of this study. Further, the researcher asked relevant questions outside the guideline to gain more information if it was needed.

G. Data Analysis Technique

To analyze the data, the researcher used descriptive qualitative approach⁵⁸. The data obtained by interview. Afterward, the researcher presented the collected data in the form of description through these following steps. To get the deep information the researcher analyzed the data from interview into several stages. Firstly, the researcher transcribed made a coding to classify the theme of the transcription. Then, the researcher gathers the same theme into one classification of table. Further,

58 Mirza Fakhri Azmi, An Analysis on Blended Learning Strategy Applied in Language Testing Course in English Teacher Education Department.

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the researcher interpreted the data in the form of description. The appropriate data showed the finding of the teachers' perception of blended learning in English intensive program. After doing those steps, the researcher concluded the finding in the form of report.

H. Trustworthiness of the Research

To meet the trustworthiness of the research, the researcher involved 9 English teachers which teach basic and intermediate level and used observation activities in English intensive class. Then, the researcher confirmed the result of the interview to observation result to gain the complete information so that the data were understandable, valid and trusted. Bogden and Biklen stated that to make a fuller understanding of a phenomenon that was studying, it is better to involve more than single source⁵⁹; hence this study involved more than one source to reach the complete understanding and trustworthiness.

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⁵⁹ Robert C. Bogdan, Sari Knopp Biklen, *Qualitative Research fo Education*.

CHAPTER IV

FINDINGS AND DISCUSSION

This section describes the research findings about the teachers' perception of blended learning implementation in English intensive program at UINSA. This chapter presents two subheadings; findings and discussion of the findings.

A. Findings

To obtain the data related to the teachers' perceptions of Blended learning in English intensive program, this research interviewed nine teachers of English intensive class program at UIN Sunan Ampel Surabaya. The results of the interview indicated that teachers perceived some advantages when using blended learning as the educational approach in teaching English in intensive program. The advantages are categorized into 3 aspects: teaching and learning processes, students' learning environment, and teachers' professional development (see table 4.3). on the other hand, teachers also faced some challenges when implementing blended learning in English intensive program. Those challenges are categorized into 3 aspects: motivation, technological support, experience and knowledge (see table 4.4). In term of the implementation, the teachers also have some differences. The detail information of the ways of the teachers using blended learning in English intensive program is described as follow.

1. The Ways in Using Blended Learning in English Intensive Program

Blended learning used in English intensive program by online and offline (face-to-face), therefore, the researcher identified the implementation of this blended learning approach by interviewing all the nine participants and doing classroom observation of the two representative participants. In collecting the data using interview, the researcher used interview questions as the guidance in doing interview (see appendix 1). To strengthen the data, the researcher used

observation sheet to describe the result of classroom observation (see appendix 2).

a. Online Learning

In English intensive program, the use of blended learning in online learning processes involves a platform called English Discoveries. Each students and teachers have their own account to sign in and do teaching and learning processes there. The platform contains 10 topics in a semester which are embedded with materials, exercises and test in each topic. Based on the interview results, the teachers' way in using blended learning just controlled the students' works, and the students had their own learning responsibility such as explored the material, did online exercise or assignments, and took online quizzes.

The interview result indicated that teachers implemented blended learning using English discoveries, Whatsapp application, and direct instruction in the class. The activities that they did included giving feedback, reviewing the material, and remaining students of their online assignments (see table 4.1). The detail information on how the teachers use the application and the activities done is explained in the following paragraphs.

Table 4.1. The Teachers' Way in Implementing Blended Learning in Online.

Teachers' way in implementing blended learning in online	Media	Activity
controlling / monitoring students' learning	Teacher management system WhatsApp classroom	Giving feedback, remaining students' assignment, reviewing material
	Direct instruction in face to face meeting in the class	Reviewing material, remaining the online assignments.

According to table 4.1, the teachers' way of monitoring the students' progress in doing online assignment is by using the Teacher Management System (TMS) which provided in teacher ED account. They checked the students' progress in students' completion features; there, the teachers could see the performance of each student. Besides, the teachers also could see the reports of the class completion generally through the class completion feature. In terms of building rapport with the students in virtual learning, teachers used communication features that allowed teachers to create their forum with students; their teachers can give students feedback related to their assignment and build a class discussion related to the materials. Related to giving feedback activities of the students' assignment, this feature connected with the teachers' personal e-mail; it usually used to review the students writing, so, it is easier for teachers to give comments related to the students'

writing work. Those findings are supported by the teachers' statement as follows.

"Emm, the blended learning in UINSA is more systematic because it used a platform namely English Discoveries. Inside the platform, there is TMS to monitor the students' progress. I usually used that tool to monitor the students' activities online and the students' completion per week." (teacher 1).

"For online learning, it is easy to monitor the students' learning because there is TMS in ED account so that it will have appeared whose students already access or yet." (teacher 3)

"In online, the monitoring activities are done through teacher management system to see the students' progress." (teacher 9).

"....so, when they do writing, their works or submission will be sent directly in our personal email, so, I usually give them a feedback, so, the online session between the teacher and students are not in the same time." (teacher 1)

"... the other activity in online learning is like giving feedback in writing session, so, there is a feedback from the platform itself, on another side the teacher also gives feedback." (teacher 3)

Based on table 4.1, the teachers' way of using blended learning was by using the WhatsApp (WA) classroom group which formed in the early meeting of English intensive class. The WA group consists of a member of the class and their teacher. This group was an additional tool to inform any information related to teaching and learning processes. Usually, teachers shared the additional material before the meeting in the class through WA, so, the students can prepare first. When there was some schedule changing, it was also effective to inform the students through this application. Besides, through this group, the teachers also remain their

students to do their assignment in online, which means, when the teacher checked the students' performance in TMS and found that some students did not do their assignment yet, so, the teacher informs the related students through WA group and asked them to finish their responsibility.

"...for them who don't do their work in ED yet, I capture it and send the capture to the WA group, then I remain them so that do their works as soon as possible because they only have one week to finish one unit" (teacher 2)

"In term of monitoring the students learning in online, I used TMS and also WA group, so, we have a group." (teacher 4)

"First, I join the WA group that they made in the class, then, remain the to do their online works regularly, in a week they should finish one unit" (teacher 7).

"....when there are some students who don't do their online works yet, so, remain them through WA group to finish it." (teacher 4).

"so, in ED account, the students are already given by a lot of materials like reading, reading, speaking, writing, grammar, vocabulary, so, in online, there should finish their works, so, per week, the students should finish one level that contains 10 units, per unit contains 5 lessons, so, don't add any assignment more, just remain them to do their works per week." (teacher 6)

"so, every week the students should finish one unit, for example, for the Monday and Wednesday, so in Sunday night, I remain the students to do their works". (teacher 7)

Referring back to table 4.1, the teachers' way of using blended learning was controlling students' learning by giving direct instruction in the class. The teachers perceived that this was a good way to know the students' progress in learning by asking them directly. Because, sometimes, in controlling using

WA or TMS which is conducted in virtual did not give the positive effect for them who do not finish the assignment, so, it was more effective when the teacher and the students gather in a room and the teacher could ask the students directly, checked their account to make sure their online learning. Moreover, teachers could ask their difficulties and their questions related to the material in online.

"....besides using TMS, I usually monitoring the students' online learning by asking directly in the class. I ask them who already finish the task and who don't do the task yet. I motivate them so that they do their works regularly." (teacher 1)

"....then I remain the students in the class who don't do their online works yet so that do their works as soon as possible because if there are so many works so it will be more difficult." (teacher 9)

"....each of the teacher in English Intensive program has personal account, so, they can check the students' progress through TMS, then, when the students already finish their work, further we have a review in the class. If there are students who don't do their works yet, so, I ask them to do their works immediately or I give them some questions". (Teacher 5).

In addition, besides those activities, there are several others activities that were done by the teacher as a part of the way in using blended learning in online such as signed in to ED teacher account and tried how to do the assignment, gave students responsibility to present the materials, and used ED as the review tool based on the lesson from the class.

"I usually also open the unit and try to do that, sometimes there is a student who ask a question related to how to do the task in online or there are some difficulties in term of doing their works, for example in speaking activity, they ask me why it is so difficult to record, it might be caused by the internet connection, or the headset, or the

gadget speaker, so, when I don't try by myself, I cannot answer their questions." (teacher 2)

"....so there are 10 units in online learning, I divided into 10 groups, one group one unit, so in a week, the students have responsibility to deliver material once based on the online topic." (teacher 8)

"For me, my style, teach the materials first in the class, then for further I ask them to do the online work in their home. So, ED is as the review activity based on the materials gotten from the class." (teacher 9)

b. Offline Learning (Face-to-Face meeting)

This section provides the result of data analysis from interview and classroom observation. The detail information on how the researcher interviewed the teachers and did the classroom observation is explained in previous section. As explained in chapter 3, this study only observed two classes. One class represents the basic level and another class represents the intermediate level. The detailed information on how the teachers use blended learning in an offline meeting is described as follows.

1. Interview result

The interview result showed that every teacher proposed different way on how they created activities in offline learning or face to face learning. The institution gave them freedom to design the suitable classroom activities. The main thing they could achieve the teaching goals. For example, teacher added supplementary material with the same topic in ED, made review online material, and provided more activities and games in the class.

".....usually, the activities that done in the class is in the form of reinforcement. So, don't teach the material inside the platform but teach another material with the same topic. For example, in ED there is a topic about election, then I give the materials that have relationship with election that located in England, because I am the alumnus from that country, next I ask them to relate with the condition in Indonesia." (teacher 1)

"if I, I am in the class just give the supplementary materials, so they already got the material in per unit from their account like reading, listening, writing, vocabularies, and others, my task is to give reinforcement and follow up activities such as giving exercise, speaking practice..." (teacher 2)

"I usually give another material that have the same topic within ED, for example, in ED they learn about travel, so, in the class I give material about travel also but there is no inside the platform, so they will do another thing." (teacher 9)

In addition, the next way of using blended learning in offline is by designing activity such doing review the material based on the material provided in online.

"I usually, em, in online they are already given reading activity, and reading just to check our understanding, so, in the class I make a review in grammar and writing, are they understand with the instruction? And for the speaking, I create a speaking activity with the same theme like in online, then, make a dialogue, so, there is an interaction between their friends." (teacher 5)

"..if I am more explore the material in online, for example, in online talk about conditional sentences, but just discuss the type 1. So, in the class is more explore the exercise, change to the type 2..." (teacher 6)

Teachers also gave additional activities in the class, such as games and PPt slides. Teacher 7 stated that she usually used games to attract the students' attention and participation through the use of online game. On the other hand, teacher 3 explained that he used power

points in the class too explain the material. The power point contains the supplementary materials in online.

- ".. I like the active students, because the learning processes start from 6 am, so, to make them wake up, I give them game such kahoot, bingo, and other games." (teacher 7)
- "....in every meeting, I always provide power point and use white board in the class to explain the materials. I make an evaluation through driving some questions to the students." (Teacher 3)

During face-to-face learning, teachers are free to design the activities. All participating teachers had similar ideas. They design the learning stage in offline learning, namely: pre-activity, while activity, and post-activity.

In pre-activity, teachers did warm up or brain storming as the leading activity to the topic that discussed. In warm up activity, teachers had some various styles for example asked some questions related to the topic, gave game activity as the opening, and made review of previous material. Teacher 1 and 3 gave students some questions as the warm up activity. The questions related to the material that will be discussed. Through questions, students guided to learn the new material based on the unit in online.

- "So, in pre-activity I give students warm up activities or leading. For example, the topic talk about election, so, I driving questions such as" are you belong to the active chooser in this election?' and yeah, almost them are the active chooser. So, then I ask them to tell their experience" (teacher 1)
- "In warm up activity I give students some questions related to the material and what they learnt from the online class." (Teacher 3)

The teacher 2 and 7 were usually used game as the activity in warm up. The games depend on the material, whether in traditional or online. Through gave game activity, student were invited to involve in learning activities.

"For example the material about job, so, for the warm up I give them cards or pictures and ask them to make a group. Then, there is a representative who describes the word inside and the other guess." (Teacher 2)

"For example, the topic is talk about business woman; I use Kahoot as the opening. Then I ask the students whether there are difficulties or not in their online learning." (Teacher 7)

The teacher 5, 6, and 9 used to elicit new vocabularies in warm up activities. They stated that through delivering vocabularies students can used them to be applied in speaking or writing activity.

"...So, for example in bargaining topic, in the beginning, I elicit vocabularies and expression first that might be used in students interaction like " is there any... I want to buy..." then the students could continue in the next interaction." (teacher 5)

"In my personal, for the pre-activity I give them warm up by memorizing vocabularies, game, or reviewing material." (teacher 6)

"In the beginning, I give them the overview about the current material, then I elicit some vocabularies before they have speaking activity in the class." (teacher 9)

Teacher 7 and 8 usually recalled the previous material in doing warm up activity. Before continue to the next material, students were asked to remember what they leant in the previous meeting or online learning.

- "I ask the students about their difficulties in the previous material, then I will explain." (teacher 7)
- "For the pre-activity, I recall the material that already students learnt." (teacher 8)

. In while activity stage, teachers were free to design what activity in learning processes. Teachers designed the activity according to the material that they discuss in the class. They usually inserted speaking as the activity in while stage whether individual, pair, or group discussion. For example, teacher 5 designed the activity in learning by focusing in speaking and listening in a form of students' interaction.

"...after the students given some expressions and vocabularies, they can buy the thing based on the board (when talking about bargaining topic) so they have interaction." (teacher 5)

The teacher 8 explained the material by himself in doing main activity. So, he prepared the material and explained to the students as the additional lesson from the online session.

"...in while activity, in main material, it is usually handle by my own." Teacher 8)

In a post activity, the teachers made evaluation through written or spoken by driving some questions to the students. The students were asked about what they gotten from the lesson, then some of them asked students to make a summary which presented or shared in their group WA.

".....usually, I ask the students to write what they learnt in the class and share in WA group." (teacher 2)

".... They make a summary about the material and remain the students so that do the online assignment." (teacher 6)

"....for the post activity is assessment and summary in the class. Usually, I ask the students about the material that already learnt but not at all just some students." (teacher 8)

2. Observation result

Those findings were confirmed by the observation result. The observation took place in intermediate 1 and basic 1 level. This observation result used for the supporting data gotten from the interview, meanwhile the observation only took apart once in each level. The data collected within two days which were on March, 2^{nd} - 3^{th} 2020 at 6 -7.30 am.

The detailed information about the teacher's staging in using blended learning in basic and intermediate level in English intensive program at UINSA are described in the following table. See table 4.2.

Table 4.2 The Teacher's Staging in Face-To Face Meeting using Blended learning based on observation.

The teachers' way in using blended learning in offline	Staging	Activity
Follow up activities based	Pre-activity	Warm up
on online learning	While activity	Depend on the material
	Post activity	conclusion

According to table 4.2, the first staging used by the teachers in using blended learning in face-to-face meeting was pre-activity. This staging was as the stimulus for the students to get ready to study in the class. Based on the classroom observation, teachers did some activities in warm up such as greeting and reciting Quran as the compulsory agenda before started the class in UINSA educational environment, then as the brain storming activity he recalled the previous material and also gave students leading questions to the current material. Those findings confirm the interview result that stated below.

"...I usually ask the students related to the previous material before go to the next material, then I give them several questions related to the material that they want to learnt, the material already provided in online, so, I check them whether they already open they platform or not" (teacher 3)

The teacher 2 who taught in intermediate level also did some activities in warm up such as checking students' attendance list and students' progress in online learning, asking some questions related to the materials, and giving brief explanation. This finding supports the interview data.

"I ask the students if they already open and do the online learning or not, drive some questions related to the material like what do you know about..." (teacher 2)

Based on the table 4.2, the teachers' activities in the class during while activities were depend on the material that they taught. According the classroom observation, Teacher 2 was more focus on speaking and

interactive activity that teacher 3 was more focus in discussing grammar as the step for facing TOEIC test. Those findings were confirming the interview result that stated below.

"... in the next activities I more focus in speaking, speaking and listening, so, they are given speaking game or topic that make them have their time to communicate." (teacher 2)

"...in every meeting, I always provide power point (PPT) in the class, then I explain the material and check students' understanding. I more focus on grammar because in the end they will do a test, so, they should be accompanied by the trick and steps." (teacher 3)

Referring back to the table 4.2, the last staging used by teacher in blended learning approach was post activity. Here, the time for the teachers to conclude the learning processes within that day. Based on the classroom observation, there were some activities done by teachers such as checking students understanding about the material that learnt by delivering some questions, remaining the students to do the online learning and giving parting closing. Those findings were confirming the interview result that stated as follow.

"I usually ask the students about what they learnt, if there is spare time I ask them to write it down and share it." (teacher 2)

"..usually, I do evaluation by my own through giving students questions related to the material randomly." (teacher 3)

2. The Advantages of Blended learning in English Intensive Program

In this section, the writer investigates the teachers' perception of the advantages of using blended learning by interviewing nine teachers in English intensive program. As the result, the data shows that the teachers' perception of the advantages of using blended learning divided into three aspects: teaching and learning processes, the teachers pedagogical in teaching (performance development), and the students learning environment. Based on the interview data, the findings can be seen in the following table. See table 4.3.

Table 4.3. The Teachers' Perception of the Advantages of using Blended learning

Aspects	Advantages
Teaching and learning processes	1. Providing the easy way in teaching
	2. Encouraging the effective learning
Teachers' self development	Promoting teachers' creativity
Students' learning environment	1. Encouraging the students' responsibility in learning
	2. Providing flexibility in learning

The table 4.3 was found by interview session to nine teachers in English intensive program. As described above that the teachers' perceptions of the advantages using blended learning divided into three aspects: teaching and learning processes, teachers' self development, and students' learning environment. Those aspects were elaborated in several points: providing easy way in teaching and learning, encouraging the effective learning, promoting teachers' creativity in teaching, promoting students' responsibility in learning, and providing the flexible learning for students.

The advantages in teaching and learning aspects defined as the benefit felt by the teacher in teaching and learning processes through blended learning using the ED platform. This included the learning processes in online and offline classes. The advantages of teachers' self-development (teachers' performance) described as the teachers'

feeling of their self-improvement by using blended learning in an English intensive program. This can be the teachers' skill in teaching. And for the advantages of students' learning environment defined as the teachers' feeling in terms of their students' learning environment by using a blended learning approach.

The data of the teachers' perception of the advantages of blended learning in English intensive program obtained from interview session of nine teachers. The interview questions are provided in Appendix 1 and the results are provided in appendix 2. The detail explanation of those advantages will be described as follow.

a. Teaching and Learning Processes

To gain data on teachers' perception of the advantages of blended learning in an English intensive program, the researcher interviewed nine English intensive teachers. The results revealed that blended learning allowed teachers to teach easily and create effective learning.

1). Providing the easy way in teaching and learning

The first advantage in teaching and learning processes that could be gained by using blended learning was an English intensive program by the teacher's perception is providing effective teaching and learning. As stated before that teaching and learning process using blended conducted in an online and face-to-face class, so, the learning material were broader and richer. Student had self-learning through online and teachers as the facilitator gave the enrichment in offline. Before went to the face-to-face class, students were already given online material that accessed individually and it triggered for preparing learning in the class. So the teaching and learning processes were

more maximal. This is revealed by the teacher 1, 2, 3, and 5.

"So, it helps me a lot in teaching and learning processes, I don't need to explain the material which is already provided in online, in the class they already have the prior knowledge, so, in the class just give reinforcement." (teacher 1)

"For me, myself, it helps a lot because the material already provided in online from the first unit till the end, so, we as the tutor just to look for what materials are already provided and what materials which should need more explanation." (teacher 2)

"It helps a lot, besides as the guidance it also acts as the references in the teaching and learning." (teacher 3)

"For me, it helps the teacher because the materials already provided, so, the teachers just need to improve." (teacher 5)

2). Encouraging the Effectiveness in Learning

The second advantage in teaching and learning processes that could be gained from the using of blended learning was encouraging the learning effectiveness. As the blended involves the use of technological tool as the platform, it assumes that the self learning by students can be done in flexible way; that means it could be accessed in every time and everywhere as long as there is an internet connection.

"I think it is positive to teaching and learning processes because it promotes the students to study in everywhere and every time." (teacher 8)

On the other hand, some teachers felt that the use of blended learning does not give any advantages in teaching and learning processes. This comes from the statement of teacher 9 in that the advantages of blended learning are based on how the teacher implements it in learning processes; if the teacher could maximize the use of blended learning, it could bring effectiveness in teaching and learning. But, if the teacher does not maximize the use of blended learning, it is just nothing. Besides, teacher 7 felt that she was depressed with the blended learning approach applied in the English intensive program because she thinks that the users are not ready yet for facing blended learning.

"It depends on the teacher, if the teacher could maximalist the using of blended learning it could brings the effectiveness." (teacher 9)

"In my opinion, I felt depressed with the using of blended learning because the demand of this program is too high, it does not match with the human resource yet." (teacher 7)

b. Teachers' Self Development

Based on table 4.3, the research on the teachers' perception of blended learning also revealed the advantage of using a blended approach in teachers' performance. Some teachers felt that the use of blended learning in an English intensive program could promote them to be more creative in terms of providing the materials and designing the learning activities. Those findings revealed by teacher 1, 4, 5, and 9.

"...it requires teacher to have more responsibility both in online and offline. It requires doing more things, challenges me doing more activities, and designing variety in teaching..." (teacher 1)

" It promotes the more ideas in teaching, meanwhile it also should be compliment with the other materials outside." (teacher 4)

"It pursues the teacher to think what the activities that appropriate for the students which is differ from the online but still fun learning." (teacher 5)

"Automatically, the teacher can enrich the teaching methodology based on the material provided in online. It influences the teacher to have innovation to design the learning activity." (teacher 9)

On the other hand, some teachers also stated that the use of blended learning in the English Intensive program did not give any impact on teachers' performance. They believed that the teachers' performance depended on the teachers themselves, not depends on the educational approach. And some teachers felt that they still confuse cooperate with blended, they still need more time and training so that could blend the learning appropriately. This finding reveals by teacher 3, 7, and 8.

"Actually, whether there is ED (the platform used in Blended) or not, it does not influence in teaching variety, because it can use movie, music, video, play it and ask the students to discuss. But, through ED, it helps the teacher in term of providing the materials." (teacher 3)

"For me, myself, I like blended, but I cannot see my students in a burden, so I tend to look for another way to be applied. I think, in this intensive there is still mismatch between the goal and the process in learning. The goal students should pass TOEIC, but the process the tutor should design practical activity. In addition, there are some students who do not familiar yet with technology." (teacher 7).

"I think, there are many teachers who still need improvement in digital literacy, so, we as the teacher should learning more individually to implement blended language program, maybe because this is still the new program so, there are some weakness." (Teacher 8)

c. Students' Learning Environment

Referring back to table 4.3, the third advantage from the use of blended learning in an English intensive program was in terms of students' learning environment. Based on the interview result, teachers perceived that through the use of the blended learning program, it gave students motivation in learning, and also gave more flexibility to the students to have their self-learning. The detailed explanation described as follows.

1. Promoting students' responsibility in learning

As the new methodology applied in the English intensive program, blended learning gave impact to the students learning activities. Teachers as the active implementer of curricula and as the guider of students' learning perceived that through this blended approach, students were more responsible in learning because this was using technological involvement, so, based on the teachers' analysis, the students were more interested in it. Besides, it stimulated students to have a discussion session and learning variety in the class. These findings were revealed by the teacher 1, 5, and 7.

"...for my students who are in intermediate level, they are motivated by this program especially in term of discussion. Because, I think in Indonesia, it still difficult to have any discussion activities in learning, so, I feel that through online learning it motivates students to have discussion." (teacher 1)

"..actually, it depends on the students, there are some students who are very exciting for facing the new technology." (teacher 5)

"..through the using of ED in blended learning, it is more interesting for the students, and the language is more simpler than the material provided in manual book in previous session." (teacher 7) The use of blended learning in an English intensive program gave an advantage in terms of encouraging the students' obligation in learning. Because the learning processes conducted in both face-to-face learning and online, it promoted students to have an obligation to do works in two learning processes. Besides they had to study independently through their platform account, they also must attend the face-to-face class twice per week. When they ignore one of them, they would fail to pass the intensive program and could not join the TOEIC test in the fifth semester. So, it stimulated students to have more responsibility in learning.

Unfortunately, besides, it gave students' obligation in offline and online learning, it made the students depress because it required double works. Moreover, the teachers also perceived that it made the students getting bored. This was revealed from the statement from the teacher 2, and 4.

"em, the goal of blended learning is self study, but, sometimes there are some students who are busy, so, they skip some parts in online activities. In the platform there are three steps, explore, exercise, and test, there are many students who skip the two early steps and go through to the test part. Meanwhile the online assessment accounted from the first step." (teacher 2)

"sometimes, students are getting bored with the learning styles." (teacher 4)

2. Giving Flexibility to the Students In Learning

The other advantage that could be obtained from the using of blended learning in English intensive class was students had flexibility to have their self study where ever and whenever they were. The materials could be accessed

easily, and the information could be seen early. These findings revealed form the statement of teacher 8.

"In my opinion, it is a positive vibe because the students can do learning in everywhere and every time, and they can do the task from the teacher." (teacher 8)

But, sometimes, students were facing a bad internet connection which was become one of the obstacle in doing online learning. It revealed from the statement from teacher 6.

"It supposed to be supported for the students' learning, but, sometimes they face the bad internet connection which make them cannot maximal in term of doing online learning." (teacher 6).

3. The Challenges of Blended learning in English Intensive Program

In this section, the writer describes the teachers' perception of the challenges of the use of blended learning in an English intensive program by interviewing nine teachers. Based on the interview result, the data showed that the implementation of blended learning in an English intensive program was the new approach. This method has only entered its second year in this program. So, as the tutor, teachers had some challenges in using blended learning because they were not familiar with the approach before. To help the reader understand the teachers' challenges founded in this study, the following table is the sum up result of the teachers' challenges based on the data.

Table 4.4 The Teachers' Perceptions of the Challenges of using Blended learning

Aspect	Challenges	
Motivation	Students' low motivation	
Technological support	Bad internet connection	
	Unsupported infrastructure	
Vnoviledge and evnerience	Teachers' less experience	
Knowledge and experience	Less of training to the teacher	

Tables 4.4 were found based on the interview section towards nine teachers of the English intensive program. According to the interview result provided above, there are several challenges faced by teachers such as students' low motivation, bad internet connection, unsupported infrastructure, teachers' less experience, less of teachers' training. Those challenges were categorized into three aspects: motivation, technological support, knowledge, and experience. The detailed information on teachers' challenges in using blended learning in an English intensive program described below supported the teachers' utterance to support the data.

a. Motivation

To gain the data related to teachers' perception of the challenges of the motivation aspect, the researcher interviewing nine teachers of the English intensive program. The results revealed that motivation has an important role in teaching and learning processes. Teachers perceived that students' motivation has a significant role in terms of doing blended learning. Without good motivation from students, teachers as the tutor feel difficult in conducting teaching and learning processes

1. Students' Low Motivation in Learning

Based on the interview result to the teachers in English intensive program, the first challenge faced by the teacher in using blended learning is students' low motivation. Students are now motivated to have their self learning through their platform account. They still need a strong figure of the teacher as a motivator to push up the students to open up their online learning and do the online assignment. The teachers should have a big responsibility to remain the students related to their tasks in online

learning and activate students in offline learning. This finding was revealed by the teacher 1, 7, and 9.

"The challenge is on the students' motivation, which is very difficult whether in online and offline. In offline, they should come to the class at 6, the crucial time to have sleepy time, and they come from various major so, their belonging to English are different. In online, there are some students, who open the platform just for obligation to be recorded in the system, on another hand this platform is very good." (teacher 1)

"....maybe because this intensive program does not include the SKS, so, it makes the students, em let I say low motivated. So, my role in English intensive class is not only as tutor but also as motivator." (teacher 7).

"The challenge is only one; motivating students to learn English." (teacher 9).

"ideally, it can improve the students' ability, but, I can say that only about 20% or 30 % who truly aware to doing the online learning, the rest should use any forces from the teacher." (teacher 9)

b. Technological support

Teachers' perception of the challenges in using blended learning in technological support defines as the challenges faced by the teachers related to the infrastructure provided by the university as the media in teaching and learning processes.

Based on the interview results, there are 4 out of 9 teachers perceived that their class infrastructure such as LCD Projector, electricity, board marker, and the other facilities incomplete. So, it becomes an obstacle in doing teaching and learning processes in especially in a face-to-face meeting. Moreover, the internet connection capacity in the university does not operate maximally. So, teachers are often to use and share their own internet data connection.

The following explanation will explain in more detail the lack of infrastructure and lack of internet connection supported by the teachers' utterance.

According to the interview result, one of the challenges faced by the teacher in using blended learning is the lack of technological support. Some of the classes did not support with the appropriate infrastructure like LCD, projector, and the important one is an internet connection. Some other classes are already available but in an unstable internet connection. Moreover, there were some students found that they did not have support media such as laptops, android, and data packages which were distracting the learning processes. Those findings were revealed by the teacher 2, 3, 5 and 7

"The first challenge comes from the internet connection, because they work from their home, sometimes the connection or signal is unstable." (teacher 2).

"The challenge is there are some students who do not have the appropriate facilities like laptop or the unstable internet connection." (teacher 3)

"There are some students who do not have laptop, second the unstable internet connection, and then there are some students who don't familiar with technology yet." (teacher 5)

"There are some students who don't familiar with technology, internet connection which is not supported." (teacher 7)

c. Knowledge and experience

According to table 4.4 which found that one of the aspects of teachers' challenges in using blended learning was knowledge and experience. Teachers' knowledge and experience became a significant role in doing blended

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

intensive program; it still the new program, and for me, myself, I am still learning so far." (teacher 8)

"...Another difficulty is the time management, because blended is both online and offline. "(teacher 9)

B. Discussion

This section discusses the interpretation and discussion about the result of the teachers' perception of blended learning in an English intensive program at UINSA. In the result findings, there are three subheadings discussed; they are the teachers' perception of the ways in using blended learning, the teachers' perception of the advantages in using blended learning, and the teachers' challenges in using blended learning. This section makes a review of those findings with the associated theories.

a. The Teachers' Ways of using Blended learning

The findings of this section revealed that the teachers' perception of the ways of using blended learning divided into two; online and face-to-face (offline) modes. In online activities, students were free having their independent learning through English discoveries platform. On the other side, teachers had a responsibility to monitor the students' online learning trough Teacher Management System (TMS), which provided inside the teacher's platform account. In face-to-face learning (offline), teachers designed and gave the activities in the classroom. They made an overview of the materials online by designing skill activities such as speaking, writing, and giving additional materials.

Those terms recalled the theory from Carman about the keys of blended learning⁶⁰. He stated that to apply blended learning model there are five keys to be considered as the significant elements; they are live event, online content, collaboration, assessment, and reference

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⁶⁰ Mirza Fakhri Azmi, An Analysis on Blended Learning Strategy Applied in Language Testing Course in English Teacher Education Department.

material. Those keys completed through the activities designed by the teachers in applying blended learning in English intensive program.

Those findings also confirmed the theory by Garrison and Vaughan about the guideline, strategies, and tool in implementing blended learning⁶¹. It could be seen from the staging done by teachers in teaching that involved pre-activity, main activity, and post-activity. The activities inside those staging were in line with the guideline provided in the theory. Furthermore, it is expected to have continuity in using blended approach in the following semester in English intensive program.

b. The Advantages in using Blended learning

The salient results of the advantages of using blended learning categorized into three aspects: teaching and learning processes, teachers' self-development, and students' learning environment. The aspects elaborated into some detailed advantages, namely; encouraging the easy way in teaching, promoting effective learning, promoting the teachers' self-development in teaching, encouraging the students' learning obligation, and promoting the flexibility in students' learning.

The first advantage of using blended learning was it provided an easy way of teaching and promotes effective learning. This was because the Blended learning in English intensive class involved the English Discoveries platform as the technical support which was embedded with the materials for one semester. So, the teachers were not bothered to prepare the students' materials.

The second advantage of using blended learning was promoting the teachers' self-development in teaching. By involving a platform in teaching, it promoted teachers to provide various additional material, activities, and other teaching variety. So, the teachers' task just to

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⁶¹ Ibid.

implement it in classroom activities, gave additional necessary information, and broke down the students misunderstanding about the material.

The third advantage of using blended learning in an English intensive program was encouraging students' learning obligation. Through involving e-learning, students are required to have their independent learning at home, doing the exercise and test. It promoted another obligation to the students to do another work besides the meeting in the class. The students should do both of the activities in balance. Thus, students had more responsibility to keep their learning and increase their knowledge

This first advantage confirmed the theory from Garrison and Vaughan about the guideline in implementing blended learning which aimed to support the collaboration and communication in teaching and learning⁶². This was also in line with the advantage offered by English discoveries platform in which through involving English Discoveries as the supporting platform in English language teaching which that can promote the completed learning by combining e-learning and face-to-face learning and it could improve the teaching effectiveness⁶³.

This second advantage supported by the theory from Tomlinson and Whittaker about the reasons the higher education applied blended learning; they were increasing pedagogy, flexibility, and cost effectiveness⁶⁴. Related to this term, by implementing blended learning, teachers were promoted to provide more creativity in teaching which considers as the pedagogy skill. Related to this term, by implementing blended learning, teachers are promoted to provide more creativity in teaching which considers as the pedagogy skill.

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⁶² Ibid.

⁶³ International Test Center, *Program English Discoveries di UINSA*.

⁶⁴ Brian Tomlinson and Claire Whittaker, *Blended Learning in English Language Teaching*.

The third advantage recalled the previous study by Shaykina that one of the benefits that could be obtained by using blended learning was enhancing the students' obligation in learning by evolving the students' ability to find a solution and expand information through technologies to achieve the successful learner⁶⁵. Similarly, a research by Correia at Conecticut University, USA revealed that the blended learning implementation in an elementary study can support the students' learning⁶⁶.

c. The Challenges of using Blended learning

The first challenge faced by the teacher in using blended learning was the students' low motivation in learning. Teachers perceived that students still need a strong figure of teachers as the motivator in the classroom, particularly when they did online learning. Teachers should remain the students regularly to do their assignments, practice, and do quizzes before the due date. Actually, this was the students' obligation and awareness, but, they do not have high motivation yet. Teacher 9 who teaches at an intermediate level in the English intensive program stated that only 20 % up of students who aware of their independent learning, the rest, they still need high pressure to be motivated.

That phenomenon recalled the research conducted by Sorbi eat Walden University which focuses on the teachers' perception of blended learning⁶⁷. The finding revealed that the challenge faced by the teachers in using blended learning is students' disengaging in the learning processes. In this case, students' low motivation in learning could be considered as one disengaging activity done by the students. Similarly, Azmi's research which concerns on the implementation of

⁶⁵ Olga I. Shaykina, Blended Learning in English Language Teaching:Open Educational Resources Used for Academic Purposes in Tomsk Polytechnic University.

⁶⁶ Matthew A. Correia, An Investigation of Teacher and Administratror Perceptions of Blended Learning:Implementation, Students' Learning and Professional Development.

⁶⁷ Jill I. Sorbie, *Exploring Teachers Perceptions in Blended Learning*.

blended learning in English testing course in English department, UIN Sunan Ampel Surabaya confirms the challenge faced in term of using blended learning in English language teaching based on the students' perceptions was they felt frustrated with the online assignments inside the platform⁶⁸. They felt they should do many things, however, that is already become their obligation. From this case, it could be concluded that students still in their low motivation for doing some online learning activities.

The second challenge faced by the teacher in using blended learning in an English intensive program was related to technological support. Teachers faced that some students did not have a personal computer or supportive smartphone to access online learning. Besides, the bad internet connection faced the big problem whether for the students and the teachers because when they doing online learning at their home they use their own data, and sometimes the provider does not good enough. Some teachers revealed that in some classes the classroom facilities like LCD projector, internet connection, speaker, and electricity were not supportive enough for delivering materials in a face-to-face class.

However, teaching facilities and internet connection and other infrastructure were the fundamental components in doing blended learning in English language teaching. This was supported by the theory about the reasons that influence the use of blended learning in English course by Sharma and Barret that stated in English course by using blended learning the teachers and the students had access to technology which incorporated in the course ⁶⁹. This condition could be done effectively if the facilities and internet connection support it properly. In addition, Shaykina proposed two things that should be

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⁶⁸ Mirza Fakhri Azmi, *An Analysis on Blended Learning Strategy Applied in Language Testing Course in English Teacher Education Department*.

⁶⁹ Awas Soliman Keshta, The Effectivenss of the Blended Learning Program on Developing Palestinian Tenth Grader's English Writing Skill.

considered in applying technology; they were the satisfying of using the media, and the satisfying using the internet provider⁷⁰. In this case, the using of media and internet provider still does not provide any satisfaction, so, it became a challenge faced by the teachers in doing blended learning in English intensive program at UINSA.

Related to that discussion above, the previous study by Sorbie, which investigated the teacher perceptions of blended learning, confirmed that teachers are feeling frustrated with the building's Wi-Fi infrastructure⁷¹. However, that study focus on blended learning implementation using Moodle as the platform in teaching high school students. This was differently with this research which used English Discoveries as the platform for teaching university students, but, those researches revealed the same finding in term of the challenge in using blended learning.

The third challenge faced by the teacher in using blended learning in an English intensive program was the lack of teachers' experience of using blended learning in their class. Based on the finding above, some teachers revealed that they still need more training and workshop in terms of using blended learning in teaching and learning processes. Some teachers felt confused about how to blend appropriately. It happened because this approach was a new approach applied in an English intensive program, which is why the teachers still did not familiar with the approach in a detail and still need more experience through workshops and training sessions. Meanwhile, the teacher skill and experience was one of the important things in terms of applying an approach in teaching and learning processes because the teacher was the active implementer in teaching and learning.

According to Jokinen and Mikkonen in their research which was conducted in nursery students in Finland revealed that in applying

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⁷⁰ Olga I. Shaykina, Blended Learning in English Language Teaching:Open Educational Resources Used for Academic Purposes in Tomsk Polytechnic University.

⁷¹ Jill I. Sorbie, *Exploring Teachers Perceptions in Blended Learning*.

blended learning approach, an institution should prepare the teachers' professional development⁷²; in this case, teachers' professional development could be gained through the experiences using the related approach which is blended learning. Similarly, parts of Cambridge Papers in ELT series stated that teacher training (giving experiences) is one of the important considerations before adopted blended learning in teaching English. Teachers should be trained to construct the program during the study to take account both weak and strong in the environment⁷³. So, when teachers were lack for having experiences and training related to how implement blended learning in English intensive program, it became challenge for the teacher that could make the learning processes cannot run maximally.

From the discussion above, giving the maximal training to the teachers as the experience was the important thing to make sure teachers were guided to set up the appropriate program during teaching and learning processes. It makes the output of the students can match with the goal of the study arranged by the curricula and the stakeholder.

⁷² Pirkko Jokinen, Irma Mikkonen, *Teachers' Experience of Teaching in Blended Learning Environment*.

⁷³ King, A., Blended learning: Part of the Cambridge papers in ELT Series (pdf).

CHAPTER V

CONCLUSION AND SUGGESTION

This chapter presents the conclusion of the study about teachers' perceptions of using blended learning in the English Intensive Program. Further, this chapter also provides a suggestion for the stakeholder and future researcher about the teachers' perceptions of using blended learning in an English intensive program.

A. Conclusion

Based on the data above, it can be conclude that teachers' percepotions of blended learning in Englisih intensive program at UINSA classified into three aspects; the ways of using blended learning, the teachers' perception of advantages of using blended learning, and the teachers perceptions of the challenges of using blended learning. The teachers have two ways of using blended learning in an English intensive program; they are online learning and face-to-face learning. In online learning, the learning processes become the students' self-learning priority, and teachers' roles act as motivators and guider. While in face-to-face learning, teachers have the flexibility to design classroom learning activities.

In term of using blended learning in English intensive program, teachers perceive some advantages such as providing the easy way in teaching and learning processes, promoting students' responsibility in learning, and encouraging the teachers' self- development. On the other hand, besides giving some advantages, teachers also perceive that the use of blended learning in an English intensive program brings some challenges, for example, students' low motivation in learning, lack of infrastructure in learning and lack of teachers' experience of using blended learning in teaching processes. (See appendix II)

B. Suggestion

1. For the Stakeholder

Based on the finding of this study, some teachers revealed that blended learning in an English intensive program still faces some obstacles. As the active implementer of curricula, they have problems related to the technological support such as laptop, internet connection, and LCD Projector, so, it would be better if the classroom facilitated by the appropriate facilities so that the learning processes can be run effectively. Moreover, according to the result of the interview, some teachers still have difficulties related to blended learning methods, so, it is important to give the teachers more training or workshop or guidance to set up the blended class appropriately so that the goal of the learning can be achieved maximally.

2. For the Future Researcher

For the future researcher could develop this study to become better research. This research only discusses the teachers' perceptions of using blended learning in an English intensive program; however, learning processes involve another subject which is students. So, it would be balanced if there is research that focuses on the students' perceptions. In addition, for giving more valuable research rlelated to this field, the future research can investigate the challanges faced by students in doing blended learning and the strategies applied.

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