TASKS SELECTION FOR BLENDED LEARNING IN EFL CLASSROOMS: A CASE STUDY AT SMP PEMBANGUNAN JAYA SIDOARJO

THESIS

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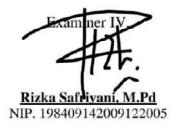NIP. 196301231993031002

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ABSTRACT

Nadhiroh, Ainun (2021). *"Tasks Selection for Blended Learning in EFL Classroom: A Case Study at SMP Pembangunan Jaya Sidoarjo"*. A Thesis. English Language Education Department, Faculty of Education and Teacher Training. UIN Sunan Ampel Surabaya. Advisors: Dr. Phil. Khoirun Niam and Rizka Safriyani, M.Pd.

Key words: Blended learning, Tasks selection, EFL classroom.

Blended learning is one of the central approaches in the teaching learning process. To use the approach effectively, teachers are required to select the appropriate and the applicable tasks for their blended learning classrooms. This study aims to investigate the tasks that the teachers use and how they choose appropriate tasks for their classrooms. The study also investigated the students' perceptions of blended learning experience. To explore the issue, this study used qualitative design by interviewing EFL teachers and administering questionnaires to students. This study found that teachers used various tasks for blended learning such as listening, word processing tasks, images and video processing tasks, multimedia utilizing, comparing and contrasting, and web surfing. In selecting the appropriate and the applicable tasks, the English teachers considered the syllabus, students' learning styles, students' future skills, students' ability, and students' psychological stress. Moreover, students gave positive perceptions about the tasks selected by the EFL teachers for blended learning. The finding of the research can give new insight for the EFL teachers. Therefore, the finding of the research can be a reference for the EFL teachers who want to implement blended learning in their classrooms. As it can be expected, blended learning is totally different with traditional classrooms. Moreover, the findings also imply that the further research needs to know more about the teaching strategy for blended learning in Indonesian EFL Classroom.

ABSTRAK

Nadhiroh, Ainun (2021). *"Tasks Selection for Blended Learning in EFL Classroom: A Case Study at SMP Pembangunan Jaya Sidoarjo"*. Skripsi. Program Studi Pendidikan Bahasa Inggris. Fakultas Tarbiyah dan Keguruan. UIN Sunan Ampel Surabaya. Pembimbing: Dr. Phil. Khoirun Niam dan Rizka Safriyani, M.Pd.

Kata Kunci: Pembelajaran campuran, Pemilihan tugas, Kelas Bahasa Inggris.

Pembelajaran campuran adalah salah satu pendekatan utama pada proses belajar mengajar. Untuk menerapkan pendekatan ini efektif, guru harus memilih tugas yang tepat dan dapat diterapkan di kelas campuran mereka. Penelitian ini bertujuan untuk menyelidiki tugas tugas yang digunakan guru dan bagaimana mereka memilih tugas yang sesuai dan bisa diterapkan di kelas mereka. Penelitian ini juga menyelidiki tentang persepsi siswa tentang pengalaman mereka di kelas campuran. Untuk mengeksplorasi kasus ini, penelitian ini menggunakan desain kualitatif dengan mewawancarai guru Bahasa Inggris and menyebarkan kuesioner kepada siswa. Penelitian ini menemukan bahwa guru menggunakan tugas yang bervariasi untuk kelas campuran seperti mendengarkan, tugas pengolahan kata, tugas proyek gambar dan video, pemanfaatan multimedia, membandingkan dan membedakan, dan penjelajahan internet. Dalam memilih tugas yang tepat dan bisa diterapkan, guru Bahasa Inggris mempertimbangkan silabus yang digunakan, gaya belajar siswa, kebutuhan siswa, kemampuan siswa, dan beban psikologi siswa. Selain itu, siswa memberikan persepsi positif terhadap tugas yang diberikan oleh guru Bahasa Inggris untuk kelas campuran yang mereka ikuti. Penemuan pada penelitian ini dapat memberikan pandangan baru bagi guru Bahasa Inggris yang ingin menerapkan pembelajaran campuran pada kelas mereka. Karena seperti yang diketahui bahwa, pembelajaran campuran sangat berbeda dengan pembelajaran tradisional. Oleh karena itu, dari penemuan penelitian ini meminta agar penelitian selanjutnya bisa mengetahui lebih tentang strategi pembelajaran yang digunakan di pembelajaran campuran.

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LIST OF ABBREVIATION

1. **EFL**   : English as a Foreign Language
2. **ELT**   : English Language Teaching
3. **ICT**   : Information Communication Technology
4. **K13**   : Kurikulum 2013
5. **EFL**   : English as Foreign Language

LIST OF APPENDICES

CHAPTER I

INTRODUCTION

This part explains the rationale of the research followed by background of study, research questions, objectives of the research, scope and limitations of the study, and the definition of key terms which give emphasis to readers' understanding.

A. RESEARCH BACKGROUND

Blended learning is one of the central approaches in the teaching learning process. In the last seven years, blended learning as one of approaches has been a popular topic. Moreover, the principle of blended learning in nowadays education has been accepted to greater extent in teaching learning process environments.[1] Further, relevance in teaching and learning activities is still sustained by the learning approach, especially in the context of English Language Teaching. In terms of the currency of teaching approaches, this proposed study is to engage in Indonesian EFL classroom by involving blended learning for the approach. Asif and Noor mentioned that blended learning is able to cover the needs of the teaching learning process. It provides a flexible, accessible, interactive, and efficient process of learning based on the teaching design.[2] Moreover, blended learning is also promoting students' social connectedness and self-regulation.[3] In her research, Laura has mentioned that students' self-directed and self-pace are significant to be mastered by the students in nowadays' society.[4] From the statements above, it can be said that

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[1] R.K. Kavitha - W. Jaisingh, "A Study on the Student Experiences in Blended Learning Environments" *International Journal of Recent Technology and Engineering (IJRTE)* ISSN: 2277-3878, Vol. 7 Issue. 4S, November 2018, 186.

[2] Asif Irshad Khan, Noor-ul-Qayyum, Mahaboob Sharief Shaik, Abdullah Maresh Ali, Ch.Vijaya Bebi, "Study of Blended Learning Process in Education Context", *I.J.Modern Education and Computer Science*, 2012, 9, 23-29 Published Online September 2012 in MECS (http://www.mecs-press.org/) DOI: 10.5815/ijmecs.2012.09.03

[3] Jdaitawi, Malek, "The Effect of Flipped Classroom Strategy on Students Learning Outcomes", *International Journal of Instructions* e-ISSN: 1308-1470 ● www.e-iji.net July 2019 ● Vol.12, No.3, 674.

[4] Hesse, Laura, "The effects of blended learning on K-12th grade students" (2017). *Graduate Research Papers*. 116.https://scholarworks.uni.edu/grp/116

blended learning can cover the students' future skills for today's society. Therefore, blended learning is a very useful teaching approach to be implemented in nowadays education.

A common problem in implementing blended learning is designing the materials as interesting as possible and selecting the appropriate task by the teacher. The findings by Asif and Noor have mentioned that to implement blended learning, teachers have to consider how to construct an interactive blending environment to reach students' satisfaction during the process.[5] Furthermore, knowing the best way to give instruction both in person and online is the most crucial thing that should be mastered by the teacher.

In the existing studies, the influence of blended learning is not only about the students' achievement, but also the students' self-directed and self- paced.[6] It is due to students being able to learn independently. The output is also considering the teacher designing the activities in blended learning.[7] In addition, the significant influence of blended learning in providing such an interactive and efficient learning, the use of particular applications which support the approach does not always bring positive output.

In the previous studies, numerous studies about blended learning have been studied. Some of them have focused on students' perceptions and students' achievement.[8] In addition, the other studies have been focused on students'

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[5] Asif Irshad Khan, Noor-ul-Qayyum, Mahaboob Sharief Shaik, Abdullah Maresh Ali, Ch.Vijaya Bebi, "Study of Blended Learning Process in Education Context", *I.J.Modern Education and Computer Science*, 2012, 9, 23-29 Published Online September 2012 in MECS (http://www.mecs-press.org/) DOI: 10.5815/ijmecs.2012.09.03

[6] Hesse, Laura, "The effects of blended learning on K-12th grade students" (2017). *Graduate Research Papers*. 116.https://scholarworks.uni.edu/grp/116

[7] R.K. Kavitha - W. Jaisingh, "A Study on the Student Experiences in Blended Learning Environments" *International Journal of Recent Technology and Engineering (IJRTE)* ISSN: 2277-3878, Vol. 7 Issue. 4S, November 2018, 183.

[8] Isti'anaha. (2017) "the students' perspectives on observing language use in social media as social practice", *ijet (indonesian journal of english teaching)*, 6(2), pp. 203-217. Doi: 10.15642/ijet2.2017.6.2.203-217.

communication,[9] students' literacy,[10] learning platform and students' needs.[11] Moreover, language skills have been involved in the previous studies such as writing and speaking. Whereas, developing writing skills in blended learning are implemented in junior high school.[12] Optimizing the use of social media is clearly seen in some previous studies. Based on the previous studies, the implementation of blended learning is common for university's students. Several studies have been conducted in universities both Indonesia and overseas. Moreover, blended learning is more often implemented in overseas universities rather than Indonesian University. Additionally, the two previous studies have been conducted in secondary schools focused on language skills. One of the secondary schools that have been investigated is Islamic Junior High School (MTs). It is shown that blended learning is implemented rarely in Secondary Schools especially Junior High School.

From the reasons above, it is a fact that task selection for blended learning in EFL Classroom for junior high school has not been studied much yet. In terms of task selection for blended learning in EFL Classroom, the researcher decided to choose SMP Pembangunan Jaya Sidoarjo as the setting of this research. The researcher chose SMP Pembangunan Jaya Sidoarjo based on two criteria: firstly, the school had implemented blended learning with some tasks for English language teaching class since 2018 and secondly, the topic of this research had not been studied yet at the school. Therefore, this research investigated the task selection for blended learning by the teacher at SMP

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[9] Prasetiyom. (2017) "ict-based instructional material development: a study of communication department students' ', *ijet (indonesian journal of english teaching)*, 6(2), pp. 229-247. Doi: 10.15642/ijet2.2017.6.2.229-247.

[10] Isti'anaha. (2017) "the students' perspectives on observing language use in social media as social practice", *ijet (indonesian journal of english teaching)*, 6(2), pp. 203-217. Doi: 10.15642/ijet2.2017.6.2.203-217.

[11] Kiranas. (2017) "students' perception of quipper as an online practice tool for the english computer-based national examination", *ijet (indonesian journal of english teaching)*, 6(2), pp. 248-264. Doi: 10.15642/ijet2.2017.6.2.248-264.

[12] Fathurk. (2019) "developing e-writing materials for the junior high school students' ', *ijet (indonesian journal of english teaching)*, 8(1), pp. 23-32. Doi: 10.15642/ijet2.2019.8.1.23-32.

Pembangunan Jaya Sidoarjo. Moreover, the findings of this research can be useful for the English teachers who implement blended learning in their class and the future researchers who are interested to study about blended learning in EFL Classroom.

B. RESEARCH QUESTIONS

Based on the logic statement mentioned in the background above, these were the formulated research questions.

1. What tasks do the teachers select for blended learning in EFL Classroom at SMP Pembangunan Jaya Sidoarjo?

2. How do the English teachers select the appropriate and applicable tasks for blended learning in EFL Classroom at SMP Pembangunan Jaya Sidoarjo?

3. What are the students' perceptions of the task selection of blended learning selected by the English Teacher of SMP Pembangunan Jaya Sidoarjo in improving their English skill?

C. RESEARCH OBJECTIVES

According to research questions above, the objectives of the study were the following.

1. To investigate the tasks selected by the teachers for blended learning in EFL Classroom at SMP Pembangunan Jaya Sidoarjo.

2. To investigate the teachers' considerations and the main methods used by the English teachers in selecting the appropriate and the applicable tasks for blended learning in Indonesian EFL Classroom at SMP Pembangunan Jaya Sidoarjo.

3. To explore the students' perceptions of the tasks selection of blended learning selected by the English Teacher of SMP Pembangunan Jaya Sidoarjo in improving their English skill.

D. SIGNIFICANCE OF THE RESEARCH

According to the logic statements above, these were the benefits that will be given by this study on some certain aspects.

1. Theoretically, this study would give more insight related to the tasks selection for blended learning in EFL Classroom. It also presents the teachers' considerations, the method used by the teacher, and also the students' perspectives dealing with the tasks selected by the teacher for blended learning in EFL Classroom. Therefore, it can develop the tasks selection theories.

2. English teachers, especially who implement blended learning in EFL Classroom. This research would help the English teachers to select the appropriate tasks for blended learning that can be suited with the Indonesian Curriculum. Thus, this research would be a reference for English teachers in other schools who implement blended learning in their EFL Classroom.

3. For future research, this study would be useful by providing related information dealing with tasks selections. The finding of this study can be compared if future research studies about the tasks selection for blended learning in Senior High School. As it can be expected that the tasks can be more complicated because the level of the students are different and the proficiency of the students are also different.

E. SCOPE AND LIMITATION OF THE STUDY

This study involved 2 English teachers and 40 students. The participants were chosen based on two criteria. For teachers: they were English teachers of SMP Pembangunan Jaya Sidoarjo and they implemented blended learning in EFL (EFL) Classroom at SMP Pembangunan Jaya Sidoarjo. For the students, they were students of SMP Pembangunan Jaya Sidoarjo and they joined an English Class which implements blended learning in English Language Teaching (EFL) Classroom at SMP Pembangunan Jaya Sidoarjo. Based on the title this study focused on the tasks selection for blended learning in Indonesian EFL Classroom at SMP

Pembangunan Jaya Sidoarjo which focused on language functions. The research consisted of the English teachers' consideration and main methods used in selecting the tasks for blended learning and also the students' perspective of the tasks selected by the English teachers for blended learning.

F. DEFINITION OF KEY TERM

There are some key terms which are often mentioned in this research. In order to avoid misinterpretation, the definitions of the key terms are clarified from the experts accustomed to this study.

1. Tasks Selection

In this context of study, task selection is an educational work that is selected by the English teachers who implement blended learning in EFL Class at SMP Pembangunan Jaya Sidoarjo. It is to assess students' comprehension or production in using their target language for the purpose to achieve an objective of the teaching and learning process at SMP Pembangunan Jaya Sidoarjo.

2. Blended learning

In the context of this study, blended learning is an educational approach which combines face – to – face and online instructions as well as guidance to support teaching and learning process in EFL classroom at SMP Pembangunan Jaya Sidoarjo. It also assists the English Teachers of SMP Pembangunan Jaya Sidoarjo in giving the students tasks which the appropriateness and applicability are considered.

3. Students' perceptions

In the context of this study, students' perception is a reaction of the students by giving an opinion in their own insight about the tasks selection of blended learning selected by the English Teacher in improving their English language skills at SMP Pembangunan Jaya Sidoarjo.

4. EFL Classroom

In this context of study, EFL classroom is an English learning and teaching process provided by SMP Pembangunan Jaya Sidoarjo in which the English teachers implement blended learning in teaching English for eight grade students of SMP Pembangunan Jaya Sidoarjo.

CHAPTER II

REVIEW OF RELATED LITERATURE

This part is the overview of the related literature explained in sub-parts. There are theoretical frameworks and previous studies. This part includes the existing studies conducted by the previous researchers.

A. THEORETICAL FRAMEWORK

1. Tasks Selection

A task is considered as one of the main parts of teaching. In learning language, a task requires the learners to use the target language; in this context, it is English language. Furthermore, it is dealing with the students' language mastery. By implementing the target language, you can gain the language itself. According to Nunan (as cited in Tuyen) that task is a classroom work that involves students in producing, manipulating, comprehending or interacting in English language.[13] Furthermore, Richards and Rodgers assumed that a task is a meaningful activity for learners which can emphasize authentic communication. [14] It can be clearly seen that there are some activities covered for the appropriate and the applicable tasks for blended learning in EFL Classroom.

The assumption indicates that a task is used for checking students' comprehension of the material they have learnt in terms of reaching the goal of teaching and learning process in English Language Teaching (EFL) classroom. Thus, it can be clearly seen that a task provided insists the students to use the previous knowledge they have learnt from the EFL Class to solve the tasks. Furthermore, from the last definition, it can be meant that

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[13] Van Le, Tuyen, "Factors Affecting Task-Based Language Teaching from Teachers' Perspectives", *Original Paper* ISSN 2329-311X Vol.2, 2014.109 www.scholink.org/ojs/index.php/sEFL

[14] Jack C Richards, Theodore S Rodgers. *Approaches and Methods in Language Teaching.* Cambridge: Cambridge University Press, 2001. 224

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a task must be authentic to help students use the target language in terms of implementing the target language in a real communication context.

In terms of those points, in selecting the tasks the English teachers need to consider the appropriateness and the applicability of the tasks. Based on Fuji, students will come with different and various ways in doing the tasks and they will focus on comparing and discussing those diversity.[15] Therefore, the tasks should be understandable for the students in minimizing the teacher intervention. Another thing to consider is the use of dimension in blended learning; the tasks given by English teachers have to interconnect systematically to support teaching and learning process. There are eight dimensions; pedagogical, technological, interface design, evaluation, management, resource support, ethical and institutional- that can be used for providing the guidance and designing tasks for blended learning.[16] On the other hand, Richards and Rodgers mentioned that pre-task and task-cycle are the two procedures that the teachers must follow.[17] It can be meant that those two procedures must be interconnecting each other. Furthermore, Brown agreed that tasks selected by the English teachers must be an activity in which meaning is primary, there is some communication problem to solve, there is some sort of relationship to comparable real-world activities, task completion has some priority, and the assessment of the task is in terms of outcome.[18] The previous statements can mean that in designing tasks for blended learning, the teachers have to consider the content, the media, the resources and the learners' diversity. To have such appropriate and applicability tasks for blended learning, the other things to consider are the organization and methods used in blended learning environments.

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[15] Fujii, Toshiakira, "Designing and Adapting Tasks in Lesson Planning: a critical process of Lesson Study", *ZDM Educations, 2016,* 414

[16] Jessica Bowyer, Lucy Chambers, "Evaluating Blended Learning: Bringing the Elements Together", *Research Matters*, 2017. 20

[17] Jack C Richards, Theodore S Rodgers. *Approaches and Methods in Language Teaching.* Cambridge: Cambridge University Press, 2001. 224

[18] Brown, H. Douglas. *Teaching by Prinsiples an Interactive Approach to Language Pedagogy.* San Fransisco: Longman, 2000.

Furthermore, introducing the topic and giving a clear instruction to the students before they do the tasks are also important to avoid misinterpretations between the teachers and the students. In addition, tasks selected by the teachers have to facilitate the students to explore more about the real-world activities such as interviews, conversations, letters, and so on. Those activities can facilitate students to be more creative and develop their critical thinking. These two skills are part of important skills for their future in the real-world.

2. **Tasks in English Language Teaching (ELT)**

There are three principles of tasks based on Prabhu and Griggs (as cited by Tuyen); a) *Information-gap activity* which involves transferring information from one to another, b) *Reasoning-gap activity* which involves developing given information to some new information through process of inference, practical reasoning, deduction, or a relationship perceptions or forms, and c) *Opinion – gap activity* which involves articulating and identifying a personal feeling, attitude, or preference in responses to the situation given.[19] The assumption indicates that a task given to the students can facilitate students to produce the target language. In addition, the tasks given to the students must be in variety to fill the needs for higher and lower aptitude students, extrovert and introvert students, and different learning strategy preferences.

Another thing to consider is the types of tasks in ELT. Based on Sarah, there are types of tasks in language teaching.[20]

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[19] Van Le, Tuyen, "Factors Affecting Task-Based Language Teaching from Teachers' Perspectives", *Original Paper* ISSN 2329-311X Vol.2, 2014.110 www.scholink.org/ojs/index.php/sEFL

[20] Louisa Pavel, Sarah, "TBLT in practice; The Task-Based Language Teaching Approach", *WiSE,* 2014,1 – 21.

a. Listening

Unimaginative tasks are seen in listening tasks. However, in fact, tasks for listening also involve speaking. For example, a student explains while the other students listen. Furthermore, tasks for listening can be in the form of a conversation asking and answering questions, doing an interview or it can be a brainstorming in small groups or pairs. The target language is used when speaking and the part of listening can be taking note or listing what the information delivered by the speaker. The outcome of this activity can be a draft, an article, or a mind map.

b. Ordering and Sorting

This kind of task involves the learner doing a ranking of items to specified characteristics. Students bring a chronological order of events and actions. Furthermore, students classify or categorize in different ways. The outcome of this kind of task can be a list of a ranking or a picture of a story.

c. Problem-solving

The students are asked to solve the problem given. Problem-solving tasks can help the students to increase their critical thinking because it is quite challenging. Additionally, it depends on the complexity of the problem. As Willis (as cited by Sarah) mentioned that students are very satisfied and engaged when solving a problem. The simple problem-solving task can be a short logic puzzle. For the more challenging problem-solving tasks, it can be a real-life problem, comparing solutions for the existing problems in the world. Moreover, it can be switching positions from one to another to give their own solution based on their role.

d. Comparing and Contrasting

This kind of task involves an action of contrasting or comparing information they got. The students are asked to identify or compare the differences or common points by relating and matching from one point to other points. They are asked to find the similarities or the contrast between each other.

e. Story Telling

This kind of task encourages the students to share and talk stories, it can be their own stories from experience or the fictional stories they like or given by the teacher. This kind of task is purposed to share the true or fictional stories with their friends. The casual conversation will be shown in this kind of task. This task is less outcome-oriented than the other kind of task.

f. Projects and Creative Tasks

This kind of task asks students to do in groups for a creative project. They will be allowed to do freer work which means that the tasks can be done outside the classroom if it is needed. Actually, this kind of task also involves the other types of tasks such as interviewing when the students do a research project. Furthermore, in these kinds of tasks, the teacher can introduce to the students about writing stories in a creative way, script writing for role-play. In addition, this kind of task can consume more time to be done because it cannot be manageable in one meeting in a lesson. Extending the time to make these creative tasks become a big project which can be published as the outcome of this creativity. Moreover, the creativity can be accessible for the audience around the world.

3. Indonesian English Language Teaching Curriculum for Junior High School

In the past six years, the Indonesian government has implemented the 2013 Curriculum in Indonesian formal education. In the 2013 curriculum, there are four educational standards; graduate competency standard, process standard, main standard, and assessment standard. Besides the four educational standards, there are three important points in developing the 2013 curriculum; determination of competencies to be achieved, development of strategy to achieve the competencies, and evaluation.[21] It can be clearly seen that both educational standards and the three important points are necessary and complete each other. Because the competencies that will be achieved must be planned and supported with teaching strategy based on the expected competencies. Furthermore, it also supported the evaluation based on the competencies given to the students. Thus, the conducive teaching and learning process can be achieved.

Along with the curriculum, English language subjects for junior high school are proposed to develop the four students' language skills. In addition, based on Permendikbud 81 A mentioned that there are 5 principles to reach the quality of teaching and learning process in the 2013 curriculum. The first is the teaching and learning process are student-centered. The second is that the teaching and learning process develop students' creativity. Furthermore, the teaching and learning process are enjoyable, challenging for the students, filled with values, ethics, aesthetics, logic, and kinesthetic, and providing various learning activities which are enjoyable, contextual, effective, efficient, and meaningful.[22] The statement can be meant that the targets are not only in academic context, but the target skills are also prepared for social context such as politeness in interacting with others,

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[21] Kemendikbud. *Kurikulum 2013 Sekolah Menengah Pertama (SMP) dan Madrasah Tsanawiyah (MTs)*. Kurikulum, Kementerian Pendidikan dan Kebudayaan, n.d.
[22] Permendikbud. *Peraturan Menteri Pendidikan dan Kebudayaan Republik Indonesia Tentang Implementasi Kurikulum*. Jakarta: Menteri Pendidikan dan Kebudayaan, 2013.

tolerance, students' self – confidence, students' creativity, students' critical thinking, and students' collaboration with others. To reach the targets, the 2013 curriculum asks the teacher to create the English language teaching and learning process becoming a student-center instead of teacher-center. Thus, it can be expected that the students are actively contributing to the teaching and learning process. On the other hand, the roles of the English teachers in the 2013 curriculum are as a facilitator and guide for the students. Moreover, creating the teaching and learning process which can cover all students' learning styles more contextually is important to give an opportunity to the students to explore more about materials through various resources. Therefore, the meaningful teaching and learning process can be achieved and the students can enrich both their academic and social knowledge.

4. **Information and Communication Technology (ICT) in English Language Teaching (ELT)**

Over the past three decades, Information and Communication Technology (ICT) have impacted education in the World, especially in EFL Classrooms. Gavin and Nicky agreed that the development of ICT influenced EFL practices and materials in several ways. For instance, influencing the corpus linguistics, particularly dictionaries and course books. Besides that, the development of ICT can be seen in CD-ROMs which increase with the addition of 3D games and video. Furthermore, the internet access also increases time by time. It promotes autonomous learning in which the students can produce their own content and take part in online communities.[23] The statement can be meant that time by time ICT has a significant development. The development of ICT can provide numerous innovative activities in English Language Teaching (EFL) Classrooms. Furthermore, the development of ICT can motivate students to create their

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[23] Dudeney, Gavin – Hockly, Nicky, "ICT in EFL: How Did We Get Here and Where are We going?", *EFL Journal,* 2012. 541.

own environment to improve their language skill. In addition, Information and Communication Technology (ICT) in EFL can provide an opportunity for the students to integrate the target language and learning into everyday objects and places of experience.

According to Hendi and Linda, there are some categories of tasks integrated ICT[24]

a. Word Processing

Word processing facilitated by word processors such as Microsoft Word. Based on what Oemar mentioned, maximizing the use of word processors in EFL Classroom can improve the students' thinking skills which are important in writing class. Furthermore, it also can motivate students to extend the students' linguistics skills to find its requirements.[25] Therefore, integrating word processors has potential to give better outcomes in Indonesian English language teaching. The examples of word processing tasks are drafting and redrafting, writing in a variety of genres, and responding to art text.[26]

b. Image and Video Processing

Image and video processing are examining the images to identify objects and a certain case of signal processing.[27] Producing group and class projects are examples of this kind of task.[28] In addition, the students can

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[24] Hidayat,Hendi − Silfiyana, Linda, "Information and Communication technology (ICT) Oriented Task in English Textbook", *Indonesian Journal of Integrated English Language Teaching,* 2018. 21-22*. Doi:* http://dx.doi.org/10.24014/ijiEFL.v4i1.5141

[25] Oemar Na'eem Mohammed Bani Abdelrahman, "The Impact of Using the Word Processor to Develop EFL Learners' Writing Skill at Al-Imam Mohammad Ibin Saud Islmic University", IUGAZA, 2013.18. http://www.iugaza .edu.ps/ar/periodical/

[26] Hidayat,Hendi − Silfiyana, Linda, "Information and Communication technology (ICT) Oriented Task in English Textbook", *Indonesian Journal of Integrated English Language Teaching,* 2018. 22*. Doi:* http://dx.doi.org/10.24014/ijiEFL.v4i1.5141

[27] KANG, Byeong-Ho, "A Review on Image and Video Processing" *International Journal of Multimedia and Ubiquitous Engineering",* 2007. 62.

[28] Hidayat,Hendi − Silfiyana, Linda, "Information and Communication technology (ICT) Oriented Task in English Textbook", *Indonesian Journal of Integrated English Language Teaching,* 2018. 22*. Doi:* http://dx.doi.org/10.24014/ijiEFL.v4i1.5141

be asked to create a product of design, video graphic, and so on. Furthermore, projects are complex tasks which can help students to develop their critical thinking, communication, collaboration, and creativity.

c. Communicating Electronically

Communicating electronically is facilitated by communications equipment such as phones, mobile phones, faxes, etc. The tasks can use E-mail, WhatsApp, etc. In using E-mail, the tasks that can be provided in the form of sending letters to friends, doing a dialogue, etc. Furthermore, it can be clearly seen that communications equipment can support language learners to practice their language authentically. From the activity, the language learners can get meaningful communication.

d. Multimedia Utilizing

Improving students' competence by multimedia utilizing. Multimedia laboratory which is provided by the school can facilitate the students to practice their language skills such as grammatical and lexical on CDs, drill-and-practice.[29] It can be clearly seen that the multimedia laboratory of the school has to support the teaching and learning process.

e. Web Surfing

The students are not working for the teachers. They work for the readers, the viewers, and the audiences. It can motivate students to give their best and make the tasks become real. There is a potential that the real public will view and judge their work.[30] Therefore, the students do not only work for the teachers, but also for the public.

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[29] Delfino, Manuela – Dettori, Giulana – Lupi, Valentina, "Task-Based Learning and ICT: Creative Activities in the Context of an European Project", *E-Learning Papers,* 2009.5.
[30] Delfino, Manuela – Dettori, Giulana – Lupi, Valentina, "Task-Based Learning and ICT: Creative Activities in the Context of an European Project", *E-Learning Papers,* 2009.9.

5. **Blended learning in English Language Teaching**

In the last 7 years, blended learning has become the main approach in language teaching. Ferreira, Garcia, and Morales stated that in teaching through technology-mediated environments, blended learning is the most appropriate approach in combining the face – to – face learning and computer – assisted language learning. [31] Asif and Noor agreed that the concept of blended learning is combining the diverse teaching styles, media format, delivery means and also it is the integration of various activities in learning such as face – to face and online learning.[32](Figure.2.1)

Figure 2.1. Blended Learning Adopted from Khan and Qayyum

In blended learning the students can directly interact with the English teacher as a facilitator or guide like in discussion or consultation sessions. [33] Therefore, the English teachers have to be more creative and critical. Laura agreed that the English teachers cannot repackage the materials in the old version; they have to consider how to deliver the content through blended learning.[34] It deals with fostering language learning and

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[31] Ferreira, Anita – Garcia, Jaime- Morales Rios, Sandra, "Using a Task-Based Approach for Supporting Blended Learning Model for English as a Foreign Language", *International Journal of Computer-Assisted Language Learning and Teaching,* 2016.3

[32] Asif Irshad Khan, Noor-ul-Qayyum, Mahaboob Sharief Shaik, Abdullah Maresh Ali, Ch.Vijaya Bebi, "Study of Blended Learning Process in Education Context", *I.J.Modern Education and Computer Science*, 2012, 9, 23-29 Published Online September 2012 in MECS (http://www.mecs-press.org/) DOI: 10.5815/ijmecs.2012.09.03, 23.

[33] Ferreira, Anita – Garcia, Jaime- Morales Rios, Sandra, "Using a Task-Based Approach for Supporting Blended Learning Model for English as a Foreign Language", *International Journal of Computer-Assisted Language Learning and Teaching,* 2016.3

[34] Hesse, Laura, "The effects of blended learning on K-12th grade students" (2017). *Graduate Research Papers*. 116.https://scholarworks.uni.edu/grp/116, 5.

also can improve the students' independent study. Through independent study, the students can practice their self-direct and self-pace which in nowadays society both self-direct and self-pace are important to be mastered by students. [35] Practicing self – direct and self – pace means that the students need to create their own environment to practice their language. Furthermore, the flexibility, efficiency, accessibility, and the interactivity are provided in blended learning.[36] Therefore, it can be clearly seen that blended learning can help to increase the effectiveness of teaching and learning process especially in English Language Teaching (EFL) context.

B. PREVIOUS STUDIES

There are some previous studies of tasks and Blended learning which focused on tasks-based approach, process of blended learning, the effect of blended learning, and the evaluation of blended learning.

The first previous study is written by Anita Ferreira, Jaime Garcia, and Sandra Morales Rios. The title of this study is using a task-based approach for supporting a blended learning model for English as a foreign language. The study from Anita, Jaime, and Sandra explored empirical evidence concerning the effectiveness of a blended learning model, and also the strategies of language learning used in this kind of learning approach due to its methodological strength and language learners.[37] Another one is written by Sarah Louisa Pavel with the title TBLT in practice: The task-based language teaching approach. The research was focused on the use of authentic language by requiring students doing a

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[35] Hesse, Laura, "The effects of blended learning on K-12th grade students" (2017). *Graduate Research Papers*. 116.https://scholarworks.uni.edu/grp/116, 39.

[36] Asif Irshad Khan, Noor-ul-Qayyum, Mahaboob Sharief Shaik, Abdullah Maresh Ali, Ch.Vijaya Bebi, "Study of Blended Learning Process in Education Context", *I.J.Modern Education and Computer Science*, 2012, 9, 23-29 Published Online September 2012 in MECS (http://www.mecs-press.org/) DOI: 10.5815/ijmecs.2012.09.03

[37] Ferreira, Anita – Garcia, Jaime- Morales Rios, Sandra, "Using a Task-Based Approach for Supporting Blended Learning Model for English as a Foreign Language", *International Journal of Computer-Assisted Language Learning and Teaching,* 2016.1-30

meaningful task in the target language.[38] From the previous studies, it is clearly seen that the teachers have to be more flexible and creative in teaching a foreign language to meet the students' natural needs in learning a target language.

The second study is written by Asif Irshad Khan, Noor-Ul-Qayyum, Mahahoob Sharief Shaik, and Abdullah Ali. The study investigated the process of blended learning in an educational context. It has presented about the advantages of blended learning; providing many resources, giving feedback to the learners quickly, removing constraints of traditional teaching, making the learners more responsible to their learning and building a self-motivation, and also providing a collaborative activity among students and teachers.[39] Another study from Lyashenko and Malinina which focused on the use of learning management system projects for teaching a foreign language. The finding of study was about the benefit of technology in teaching and learning process due to quick feedback, autonomy of the learners, and collaboration.[40] From the previous studies, it can be said that a blended learning which involves technology in the teaching learning process can increase the availability, transparency, and flexibility in education.

The third study is written by Laura Hesse. The study examined the effect of blended learning on students' achievement, students' engagement, and the students' perceptions in K-12th grade classrooms. The finding of this study has mentioned that blended learning has helped to increase students' engagement and the implementation is fairly easy. [41] Another previous study from Kavitha and Jaisingh which focused on students' experiences in a blended learning

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[38] Pavel, Sarah Louisa. "TBLT in Practice: Tasks – Based Language Teaching Approach." *WiSE,* 2014: 1-21

[39] Asif Irshad Khan, Noor-ul-Qayyum, Mahaboob Sharief Shaik, Abdullah Maresh Ali, Ch.Vijaya Bebi, "Study of Blended Learning Process in Education Context", *I.J.Modern Education and Computer Science*, 2012, 9, 23-29 Published Online September 2012 in MECS (http://www.mecs-press.org/) DOI: 10.5815/ijmecs.2012.09.03

[40] Lyashenko, Malinina, "The Use of Learning Management System Projects for Teaching a Foreign Language in the University", *Procedia – Social and Behavioral Science,* 2015. 81-88

[41] Hesse, Laura, "The effects of blended learning on K-12th grade students" (2017). *Graduate Research Papers*. 116.https://scholarworks.uni.edu/grp/116,

environment. The study justified that there is possible space to develop students' collaborative skills in a blended learning environment.[42] It can be concluded that blended learning can help teachers to increase students' engagement and students' collaborative skills.

Other studies such as from Jessica Bowyer and Lucy Chambers have been focused on how to evaluate the blended learning programs and describe the evaluation frameworks.[43] Dealing with the tasks, a study from In-Jae Jeon and Jung-won Hahn have explored English Foreign Language (EFL) teachers' perceptions of Task-Based language teaching in Korean Secondary School Context. The findings of the study mentioned that changing the traditional way into a more active way in giving the tasks can help the students to increase their communication and interaction skills.[44] It can be clearly seen that the implementation of blended learning is different from traditional learning. Therefore, the activity for the students has to be different from traditional learning. It is also clearly seen that in blended learning there is a big contribution of technology which has to be optimized.

From the statement above, it can be said that the numerous foci about blended learning have been studied. Some of them have focused on students' perceptions and students' achievement.[45] In addition, the other foci have been

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[42] R.K. Kavitha – W. Jaisingh. "A Study on the Student Experiences in Blended Learning Environments." *International Journal of Recent Technology and Engineering (IJTRE),* 2018: 186.

[43] Jessica Bowyer, Lucy Chambers, "Evaluating Blended Learning: Bringing the Elements Together", *Research Matters,*2017. 17-27 http://www.cambridgeassessment.org.uk/reserach-matters/ @UCLES 2017

[44] Jeon, In Jae – Hahn, Jung-won, "Exploring EFL Teachers' Perceptions of Task-Based Language Teaching: A Case Study of Korean Secondary School Classroom Practice", *Asian EFL Journal* Vol. 8, 2006, 1-27.

[45] Isti'anaha. (2017) "the students' perspectives on observing language use in social media as social practice", *IJET (Indonesian Journal of English Teaching)*, 6(2), pp. 203-217. Doi: 10.15642/ijet2.2017.6.2.203-217.

focused on students' communication,[46] students' literacy,[47] learning platform and students' needs.[48] Moreover, language skills have been involved in the previous studies such as writing and speaking. Whereas, developing writing skills in blended learning are implemented in junior high school.[49] Optimizing the use of social media is clearly seen in some previous studies. Based on the previous studies, the implementation of blended learning is common for university's students. Several studies have been conducted in universities both Indonesia and Overseas. Moreover, blended learning is more often implemented in overseas universities rather than Indonesian University. In addition, the two previous studies have been conducted in Secondary schools focused on language skills. One of the secondary schools that have been investigated is Islamic Junior High School (MTs). Thus, it is shown that blended learning is implemented rarely in Secondary Schools especially Junior High School.

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[46] Prasetiyom. (2017) "ict-based instructional material development: a study of communication department students", *IJET (Indonesian Journal of English Teaching)*, 6(2), pp. 229-247. Doi: 10.15642/ijet2.2017.6.2.229-247.

[47] Isti'anaha. (2017) "the students' perspectives on observing language use in social media as social practice", *IJET (Indonesian Journal of English Teaching)*, 6(2), pp. 203-217. Doi: 10.15642/ijet2.2017.6.2.203-217.

[48] Kiranas. (2017) "students' perception of quipper as an online practice tool for the english computer-based national examination", *IJET (Indonesian Journal of English Teaching)*, 6(2), pp. 248-264. Doi: 10.15642/ijet2.2017.6.2.248-264.

[49] Fathurk. (2019) "developing e-writing materials for the junior high school students", *IJET (Indonesian Journal of English Teaching)*, 8(1), pp. 23-32. Doi: 10.15642/ijet2.2019.8.1.23-32.

CHAPTER III

RESEARCH METHOD

This chapter describes the method of this research. It starts with explaining the approach as well as design of the research. Afterwards, this chapter explained how to select the subject and also the research setting, followed by the explanation of the instruments used to conduct the data and the data collection procedure. As a final point, this chapter explained how to analyze the data and the research procedure.

A. RESEARCH DESIGN

According to the aims of this research, this research used a qualitative approach. Creswell mentioned that qualitative design explores activities, events, and processes. One of the examples of qualitative research design is case study.[50] Based on the theory that has been mentioned, in this research used case study. The case study involved the detailed descriptions of the setting or individuals. [51] In terms of exploring the activities in depth, the researcher did an interview and distributed the questionnaire. Therefore, choosing qualitative research design was appropriate to reach the purpose of the study.

This research studied task selection as the main topic that could influence students' achievement and the learning goals in blended learning. This research investigated the tasks selected by the English teachers for blended learning at SMP Pembangunan Jaya Sidoarjo. Furthermore, the English teachers' considerations and main methods in selecting the tasks for blended learning at SMP Pembangunan Jaya Sidoarjo. Additionally, this research also explored the students' perspectives about the tasks selected by the English teachers. It was dealing with the difficulties, the efficiency of the task, and the suitability of the task with the materials given by the teacher. This research is exploring the

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[50] John W Cresswell, *Research Design: Qualitative, Quantitative, Mixed Method Approaches.* United State of America, SAGE Publications, 2014.239
[51] John W Cresswell, *Research Design: Qualitative, Quantitative, Mixed Method Approaches.* United State of America, SAGE Publications, 2014.246

activities in depth. Therefore, choosing the qualitative case study was the appropriate one for this research.

B. RESEARCH SUBJECT

In reaching the goals of this research, the participants of this research were 2 English teachers and 40 students in 8th grade of SMP Pembangunan Jaya Sidoarjo. There were 2 English teachers at SMP Pembangunan Jaya Sidoarjo. The participants were chosen based on two criteria. For teachers: they were English teachers of SMP Pembangunan Jaya Sidoarjo and they implemented blended learning in EFL Classroom at SMP Pembangunan Jaya Sidoarjo. For the students, they were students of SMP Pembangunan Jaya Sidoarjo and they had been taught in English Class which was implemented as blended learning in EFL Classroom at SMP Pembangunan Jaya Sidoarjo.

C. RESEARCH SETTING

This research was conducted in SMP Pembangunan Jaya Sidoarjo academic year of 2020-2021. There were some reasons the researcher chose the school to do research; first, the topic had not been studied yet. Second, the school had implemented blended learning for English Language Teaching (EFL) Classroom since 2018 and SMP Pembangunan Jaya Sidoarjo was the first school in Sidoarjo which implemented blended learning for junior high school.

D. DATA AND SOURCE OF DATA

1. Data

`There were 4 sets of data in this research; the data concerning the first research question is the type of tasks selected by the English teachers for blended learning in EFL Classroom at SMP Pembangunan Jaya Sidoarjo. Furthermore, there were two data concerning the second question; the teachers' considerations and the method used by the English teachers in selecting the appropriate and applicable tasks for blended learning in EFL Classroom at SMP Pembangunan Sidoarjo. Then, the data concerning the

last question was the students' perceptions of the tasks selected by the English Teachers for blended learning in EFL Classroom at SMP Pembangunan Jaya Sidoarjo.

2. Source of Data

Another thing to consider was the sources of data, the source of data for the first and the second questions were the English teachers who implement blended learning in EFL Class at SMP Pembangunan Jaya Sidoarjo. For the last question, the source of data was the students who got the tasks in blended learning in English Language Teaching (EFL) Class at SMP Pembangunan Jaya Sidoarjo.

E. DATA COLLECTION TECHNIQUE

Data collection technique used to collect the data empirically and objectively.[52] Therefore, to achieve the goal of this study, the data collection techniques used in this research were interviews and the questionnaire. Based on the research questions above, to answer the first until the third research questions, the researcher interviewed two English teachers of SMP Pembangunan Jaya Sidoarjo. Furthermore, to answer the last research question, the researcher used a questionnaire.

The researcher did the interview first. In doing the interview, the researcher came to the school to ask permission, it was on 10th of February 2021. Then, the researcher did the interview on 15th February 2021. The researcher interviewed 2 English teachers of SMP Pembangunan Jaya Sidoarjo in person and alternately.

Furthermore, distributing the questionnaire was done after the interview session. The questionnaire was distributed on 15th February 2021 by using Google Form. The link of Google Form was sent via WhatsApp Group of 8A and 8B class of SMP Pembangunan Jaya Sidoarjo.

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[52] Donald Ary et al., *Introduction to Research in Education*, 8th ed. (Belmont, USA: Wadsworth, 2010), 29.

F. RESEARCH INSTRUMENT

The research instruments of this research were interview guidelines for answering the first and the second questions. The interview guidelines were adapted from Tuyen.[53] Furthermore, the interview guidelines helped the researcher in doing the interview which was an unstructured interview and consisted of 10 questions about the task selected by the English teachers and the English teachers' considerations and the main methods in selecting the tasks for blended learning (Appendix 1). Furthermore, the interview was done once with the English teachers. During the interview session, the researcher recorded the interview to avoid misinformation.

To answer the last question, the researcher used questionnaire sheets that adapted from Kormos and Prefontaine.[54] The questionnaires were 10 close ended questions and 5 open-ended questions in terms of supporting the close – ended questions. The questionnaires used Bahasa Indonesia (Appendix 1). It was due to avoid misinterpretation for participants. In addition, the questionnaire sheet consisted of three components. There were the difficulties in doing the tasks, the efficiency of the task, and the suitability of the task with the materials given by the teacher.

G. DATA ANALYSIS TECHNIQUE

After gathering the data by interviewing and distributing the questionnaire, the researcher analyzed the data. There were some steps in analyzing the data used by the researcher. First, the researcher prepared and organized the data that

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[53] Van Le, Tuyen, "Factors Affecting Task-Based Language Teaching from Teachers' Perspectives", *Original Paper* ISSN 2329-311X Vol.2, 2014.110 www.scholink.org/ojs/index.php/sEFL

[54] Kormos, J.., & Prefontaine, Y, "Affective Factors Influencing Fluent Performance: Learners' Appraisals of Second Language Speech Tasks" *Language Teaching Research*. 2017

were analyzed.[55] The data were analyzed from the interview as the main data collection technique and questionnaire as the second data collection technique.

For the interview, the researcher transcribed the interview recording to help the researcher in analyzing the data. Here is the example of the interview transcription:

Interviewer   *: How do you select the tasks for your students?*

Participant   *: I select the task based on their English proficiency.*

Interviewer   *: Besides based on their English proficiency, do you have another consideration?*

Participant   *: Yes of course, I consider the basic competences in selecting the appropriate tasks for my students.*

Second, the researcher read all the data. In reading the data, the researcher wrote a note in the transcript about the general ideas of the participants saying and the use of the information.[56] This step showed the overall meaning of the information given by the participants. All the information given by the participant was translated into English.

Third, the researcher started to highlight the data needed to answer the research questions. The researcher used highlighter with two different colors, the yellow was for the first research questions and the blue was for the second research questions. For example:

Interviewer   *: How do you select the tasks for your students?*

Participant   *: I select the task based on their English proficiency.* (r2)

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[55] John W Cresswell, *Research Design: Qualitative, Quantitative, Mixed Method Approaches.* United State of America, SAGE Publications, 2014.247

[56] John W Cresswell, *Research Design: Qualitative, Quantitative, Mixed Method Approaches.* United State of America, SAGE Publications, 2014.247

Fourth, the researcher generated a description from the highlighting data. Furthermore, the description involved detailed information from the participants in the research setting. The descriptions also showed the multiple perspectives of individuals for the specific evidence.

Fifth, the description interrelated with the theory from the expert. The interrelating description and theory showed the answer of the research questions.

The last step was interpreting the meaning of the description. The researcher interpreted the description in the result and findings chapter. The interpreting could be from the researcher's personal interpretation[57] and it could be interpreting the meaning compared with the theory. For example, the theory from Fuji mentioned that students will come with different and various ways in doing the tasks and they will focus on comparing and discussing those diversity.

For the questionnaire, the researcher provided a table which consisted of each participants' answers. The table was like the following.

Table 3.1. Table of questionnaire

Questionnaire														
Participants	S1	S2	S3	S4	S5	S6	S7	S8	S9	S10	O1	O2	O3	O3	O5
P. A	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Auditori	vocab	bertanya	reading	grammar

Notes:

S = Statements

O = Open ended Questions

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[57] John W Cresswell, *Research Design: Qualitative, Quantitative, Mixed Method Approaches.* United State of America, SAGE Publications, 2014.248

P = Participant

Y = Ya / Yes

The table above is just an example, the table for the questionnaire the statement was written fully. It was due to avoid misinterpretation from the researcher.

After providing a table, the researcher put all the data into the table. Next, the researcher read all the data and counted it into percentages. After that, the researcher generated a description from the data. Furthermore, the detailed information was involved in the description from the participants in the research setting. Next, the description interrelated with the theory from the expert. The interrelating description and theory showed the answer of the research questions.

The last step was interpreting the meaning of the description. The researcher interpreted the description in the result and findings chapter. The interpreting could be from the researcher's personal interpretation[58] and it could be interpreting the meaning compared with the theory. For example, comparing with the theory from Brown mentioned that a good task must be an activity in which meaning is primary and an activity in which there is some sort of relationship to comparable real − world activities.

H. RESEARCH PROCEDURE

During conducting the research, there were some procedures.

1. Asking Permission

   As the first stage, the researcher asked permission by giving a research permission letter from the faculty to the SMP Pembangunan Jaya Sidoarjo as target school. The permission also included the English teachers and students as the participants of this research.
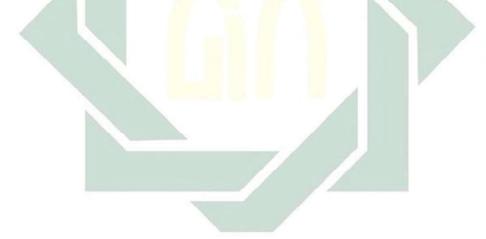
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[58] John W Cresswell, *Research Design: Qualitative, Quantitative, Mixed Method Approaches.* United State of America, SAGE Publications, 2014.248

2. Interview

   The researcher did an interview with the English teachers who have implemented blended learning in EFL Classroom as the main source of data. The interview covered questions which are about the task selection by the English teachers, the teachers' consideration and teachers' main methods in selecting the appropriate and the applicable tasks. The interview session between the researcher and the English teachers was recorded to help the researcher in doing the next stages.

3. Distributing questionnaire

   After an interview with the English teachers, the researcher distributed the close-ended and open-ended questionnaire to the English students who have joined in blended learning. The questionnaires covered the students' perceptions related to the task selected by the English teacher.

CHAPTER IV

RESEARCH FINDINGS AND DISCUSSION

The research findings and discussion about the topic of task selection for blended learning in EFL Classroom focusing on language function are presented in this chapter of research. According to the theories in the theoretical framework, the data of this research had been collected and analyzed. Furthermore, in presenting the findings, the presentation is based on the line of research questions.

A. RESEARCH FINDINGS

Data of the research were collected through conducting interviews and distributing questionnaires. The interview was about the tasks selected by the English teachers and the teachers' considerations and main method in selecting the task for the students, and it was done with two English teachers of SMP Pembangunan Jaya Sidoarjo who had experience in teaching English in Blended learning. For the questionnaires, there are close – ended and open – ended questionnaires. The questionnaires consisted of the difficulties in doing the tasks, the efficiency of the task, and the suitability of the task with the materials given by the teacher. The questionnaires were done with the students who had joined the blended EFL Classroom. The presentation of findings is presented narratively in terms of the kinds of tasks selected by the English teachers and the English teachers' consideration and main method in selecting the tasks for students in a blended EFL Classroom.

1. Kinds of Tasks Selection for Blended Learning in EFL Classroom

English teachers pointed out that the tasks in blended learning could facilitate the students to practice both students' soft-skill and hard-skill. Furthermore, in investigating the kinds of tasks to the English teachers, both of them agreed that the tasks had to be suited with the basics and main competences of Indonesian EFL Curriculum. Thus, the English teachers could select the tasks based on the objectives of Indonesian EFL Competences. In addition, both English teachers agreed that the facilities of the school play an important role to support the tasks for blended learning in

EFL Classroom. The school's facilities such as the platforms used, computers, and also providers must be adequate. Moreover, the school's facilities and the English teachers' capability had to be in the same line. It can be meant that the English teachers had to be capable enough in operating the platforms used.

According to the interview with the English teachers of SMP Pembangunan Jaya Sidoarjo, the platforms used in blended learning were Quintal as the Learning management systems. The learning management systems used for giving a material, discussion, and giving and submitting the tasks. The tasks selected for the blended EFL Classroom were presentation, storytelling, speech, power – point tasks, drafting, video project, quiz, discussion, and survey report. The elaboration of the tasks is presented below.

1. Presentation

Figure 4.1.
Presentation document of SMP Pembangunan Jaya Sidoarjo

Both the English teachers selected presentation as the one of tasks for blended learning in their blended class.

Teacher A said

"Then submitting a power-point slides for having a presentation next meeting"

There was an individual score for students, the score was taken from the students' presentation.

Teacher B said

> *"Individual score will be based on your (the students) speaking ability when you (do) presentation"*

Presentation was chosen as one of the tasks for blended learning in English Language Teaching Class because presentation involved one of important skills in learning English. It was speaking. The speaking ability was practiced and scored in the presentation.

2. Story Telling

Figure 4.2.
Storytelling document of SMP Pembangunan Jaya Sidoarjo

The same point with presentation, storytelling was selected as one of the tasks for blended learning in English Language Teaching class because it also could facilitate students to practice their public speaking but in an informal way.

Teacher A said

> *"Let me show you the tasks that the students have done" (showing documentation of storytelling"*

Teacher B also mentioned the instructions that he had done to the students

"You (the students) make something inspirational based on your story"

It can be clearly seen that both teachers chose storytelling as one of the tasks in blended learning. Moreover, teacher A stated

"We can't just explain without asking the students to practice"

Based on the statement above, the teacher asked the students to tell a story as a task, because he realized that in learning new a language, the students needed to practice not only learning about the theory. It was due to English being totally different from Bahasa starting with the pronunciation, vocabulary, and so on.

3. Speech

Figure 4.3.
Speech document of SMP Pembangunan Jaya Sidoarjo

The same point with presentation and storytelling. Speech was selected as one of the tasks for blended learning in EFL Classroom. Teacher A mentioned

"For speech, we also had a project. It was for 8th grade. In 8th grade, we have an English project which is English plus."

They practice delivering some information to the audience in an understandable way. In addition, there is an English plus program to give an additional practice for speaking in English. Teacher A also mentioned

"There is integrated English Plus, speaking needs to practice"
One of the tasks was speech which was integrated with another subject.

According to the interview, it can be meant that storytelling was chosen as a task for blended learning in EFL Classroom to practice students' speaking skills.

4. Power-Point Tasks

Figure 4.4.
Power Point Tasks document of SMP Pembangunan Jaya Sidoarjo

Based on the interview session, the researcher found that there was a power – point task. The power – point task was to complete the presentation tasks, a power-point task was chosen because in presenting information students needed slides.

Teacher A stated

"Submit a power – point slide for having a presentation in the next meeting"

Teacher B also mentioned

"I talk to them and then I use the platform to complete the job, so they have like this (PPT Slides)"

The teachers asked students to create slides to guide students in presenting materials in a formal way. Moreover, teacher B added

"Before the task, I usually give example. I just give them one, one slide. Then I tell what to do. Because you know, I keep students satisfied. In my mind, if I give them so many (examples), they will get stressed. But if from an example in one slide, maybe it consists of six words. They can create something like this (the students' slides). The work is beyond my expectation"

He was sure that the tasks could facilitate students to explore more about giving such great slides to their presentation. They would learn by themselves to know how to add animation in their slides, how to design the background, and so on. Therefore, the teachers decided to select power – point tasks as one of the tasks for blended learning in the EFL classroom.
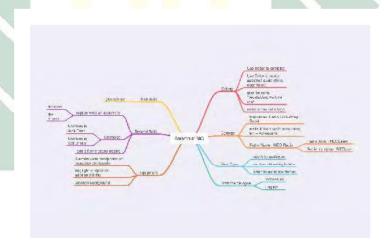
5. Drafting

Figure 4.5.
Mind Mapping document of SMP Pembangunan Jaya Sidoarjo

Based on the interview, both teachers took drafting as one of the teachers used a draft as a task for blended learning to help students in presentation. Teacher A said

"Each student created it (draft). Then speaking we take from their presentations"

On the other hand, teacher B also used a draft to guide students in doing creative projects such as video projects, and so on. The drafting was scored as a task in which the teachers could control the progress of the project. The drafting could be in terms of mind map *(figure 4.5.)* Teacher B mentioned

"I always control their progress. This is for the draft, so I ask them to make like this one."

The teacher B stated that drafting was helpful for him to control the students. Moreover, giving drafting as a task could give students an opportunity to be disciplined and express their creativity. Even though, in blended learning students could study wherever and whenever they wanted. Due to that fact, the teacher would make the students still feel in control.

6. Project and Creative tasks / Video Project

Figure 4.6.
Video Project document of SMP Pembangunan Jaya Sidoarjo

From the interview session, there was a video project. Both the English teachers selected a video project as one of the tasks for blended learning in the EFL classroom. In addition, the students had a month to do the video project.

Teacher A stated

"Our students have many scheduled projects. For example, projects like creating video"

Teacher B also stated

"They create the dialogue, what are they going to show in the video? And then, they make a video. And then, yah this is the documentation while they are working. They have a month to do that"

Moreover, this kind of project could facilitate students in developing their skills in both editing and students' creativity. Teacher A said

"They are asked to create a video using their skills in technology that they have mastered. It turns out that the involvement of extracurricular in selecting tasks for students gives good results. Moreover, I thought that I can't do that, but my students made it."

In the same line with teacher A, teacher B agreed that blended learning had facilitated students to be familiar with IT Development. Teacher B said

"Working with IT, working with computer is very important for you and publishing on the social is also very important. Every task, every video, at least it is related with computer, because you (the students) can use it in the future."

Therefore, the two English teachers selected a video project as one of the tasks that they gave to the students for blended learning in the EFL classroom.

8. Quiz in platforms

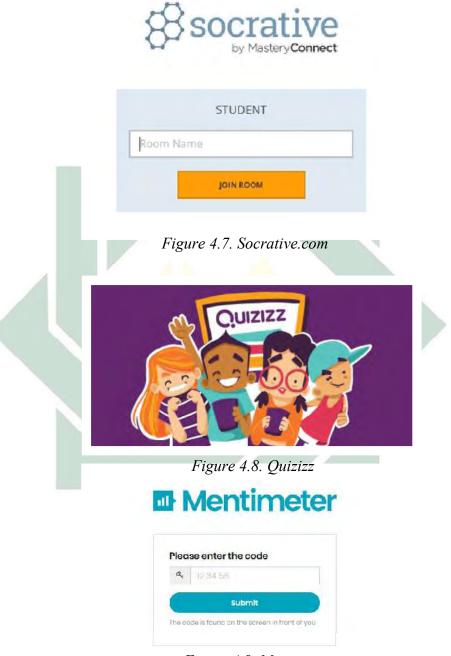*Figure 4.7. Socrative.com*

Figure 4.8. Quizizz

Figure 4.9. Mentimeter

According to the interview session. There were some quizzes done by some platforms to check the students' understanding. The quizzes used some platforms such as Mentimeter, Socrative, and Quizizz.

Teacher A mentioned

"I usually use Socrative, Quizizz. The new one, we try to use mentimeter."

Teacher A used Socrative, Quizizz and Mentimeter because he knew that the students felt interested with those kinds of quizzes. He continued his words by saying

"My students are always enthusiastic about it"

In the same line with teacher A, teacher B also mentioned

"See this is the link, we will put the Quizizz. I use this one"

Teacher B continued by saying

"Yeah, sometimes we have quiz in Socrative or Quizizz. They enjoy"

Both teachers used quiz platforms to give the students a quiz. Furthermore, both the English teachers stated that giving a quiz on platforms could minimize the students' boredom. Then, when the classroom started, they gave the students a link which could connect to the platforms in the learning management system's wall. The students just needed to fill the code given by the teacher. Thus, the two English teachers chose quiz platforms as tasks for blended learning in the EFL classroom.

9. Discussion

Based on the interview session, there was a discussion session. The discussion was done inside the classroom during school time. Both the English teachers used discussion sessions. Teacher A said

"So, we use Quintal just via chats for discussing. If we discuss, we are easier in the classroom, because it is a blended class. Because I

also commit, I will make my class interactive, they speak when they come, they communicate, they are active, discuss."

In the same line with teacher A, teacher B meant to make all students in the groups share their opinion. In the other words, all members of groups had to speak. The activeness in groups was scored as a task Teacher B mentioned

"You (the students) have to have a question, at least everybody has to speak. So that's very good."

There were some skills covered in this kind of activity; speaking, collaboration, communication, and critical thinking. Therefore, the two English teachers decided to use the discussion as a task for blended learning in the EFL classroom which did not seem like a task.

10. Survey Report

In the blended learning of EFL Classroom at SMP Pembangunan Jaya Sidoarjo, teacher A asked the students to look for reference to create a survey report. The students wrote their point of view about the topics.

Teacher A stated

"I asked the students to look for references. So, they found references. Commonly, after they get the references, they create reports based on their point of view (and) write it there (in the reports)"

Teacher A continued by saying

"This is one of literacy integrated"

Survey report was only taken by teacher A. From the interview session, it can be seen that he wanted to train the students' high order thinking skills by expressing their point of view about something. Moreover, this kind of task could facilitate students' literacy skills as

mentioned by teacher A above. Therefore, the survey report was taken by teacher A as a task for blended learning in EFL classroom at SMP Pembangunan Jaya Sidoarjo.

2. Ways in Selecting Tasks for Blended Learning in EFL Classroom

Blended learning is different with face − to − face learning. Thus, it made the English teacher to be more creative in designing tasks for the students. Both the English teachers agreed that selecting tasks for blended learning was challenging. The tasks must be applicable and appropriate enough for blended learning. Therefore, the English teachers considered some things and implemented some methods in selecting the tasks for the students in blended learning class.

The following analysis is shown in terms of answering the second research question about ways in selecting tasks for blended learning in EFL Classroom. To conduct the data, the researcher used interviews adapted from Kormos and it was done with two English teachers of SMP Pembangunan Jaya Sidoarjo. Furthermore, the data concerning the second question were the English teachers' considerations and main methods in selecting tasks for blended learning in EFL Classroom.

a. Teachers' Considerations

In selecting the appropriate and the applicable tasks, the English teachers have five considerations. The tasks must fit with the syllabus, students' learning style, students' future skills, students' ability, and students' psychological stress.

1. Fitness with the Syllabus

The two English teachers stated that the first thing that had to be considered in selecting the tasks was the basic competences mentioned in the syllabus. Thus, they had to make sure that the tasks given to the students for blended learning were appropriate with the syllabus.

The teacher A stated that in selecting the appropriate tasks for the students he had to classify the materials first. Teacher A said

"Of course, we refer to the basic competencies that must be mastered. We are there. We will refer to it there. So, we cannot compromise, we will carry out the appropriate tasks there. However, we map out which KD matches the task like A, for example, and which KD matches the task like B. So that, I can give the best task for students."

Teacher A classified the materials into some categories. He considered the objectives of the unit that had to be achieved.

The teacher B stated that selecting the appropriate tasks for the students in EFL Classroom was not complicated enough if the English teachers understood well about the objectives of each unit in the syllabus.

Teacher B mentioned

"This is about the syllabus; we use the national and the cognitive what kind of material do we talk about."

In selecting tasks for blended learning in EFL classroom. Teacher B also stated

"I use national KD KI and I follow this because it is a must. So, I could find out here, focus on the objective of each unit."

In the same line with the teacher A, before giving a task for the students, he also classified the materials, what kind of materials are appropriate for word processing tasks, listening tasks, multimedia utilizing, and so on. Teacher B mentioned

"For example, the topic is about the present continuous. So, I ask them to take a picture and do like this"

The example was KD 3.6 about the present continuous. The teacher B asked the students to take a picture about "what are you doing" and did a presentation.

Both the English teachers agreed that considering the basic competences in syllabus as the first step in selecting the tasks for blended learning could guide the English teachers to give the right portion of tasks and the right type of tasks based on materials given. Additionally, both English teachers agreed that in implementing blended learning, the tasks involved technology could facilitate students to explore more about something new related to technology development.

2. **Students' Learning Style**

In selecting the appropriate tasks, the English teachers of SMP Pembangunan Jaya Sidoarjo considered students' learning styles.

Teacher A said

"*In the teaching and learning process, we are the teachers, not only English teachers, expected to accommodate all types of students' learning style."*

Teacher B also mentioned

"Based on the students' learning style"

They had to realize that all students came to the school bringing their own and different learning styles. There are three kinds of students' learning styles; Visual, Auditory, and Kinesthetic. The students with visual learning style studied best in visual images, charts, pictures, posters, video tapes and computer programs. Furthermore, the students with auditory learning style studied best

by hearing an audio, reading aloud and singing. On the other hand, the students with kinesthetic learning style studied best by long nature walks, doing and touching, drama, and typing instead of writing.

The teacher A stated that the kinesthetic learning style was the most complicated one if the teaching and learning process had just been done inside the classroom. Teacher A mentioned

"And the last one is kinesthetic, in this level which is probably the most complicated compared to the other two. We have to practice so that all three of them are applied, so that must be complete. It is a challenge, but I think if we have dedicated ourselves as teachers, we must understand that condition as well"

He had to select the appropriate tasks that can cover all students' learning styles. He stated that as the teacher, he couldn't give activities in the classroom just for one learning style. That was not fair for the others. Thus, he had some stages in teaching English for blended learning. He would explain the materials first by giving a video. Teacher A said

"If in my class, I give them a stimulate in term of video or the others"

The teacher B agreed that in selecting the appropriate and the applicable tasks, he had to consider the students' learning styles. In a different opinion with teacher A, he thought that all the students' learning styles had their own challenges. It was not difficult to select such appropriate tasks if the teachers knew the students' interest. He mentioned

"I know they love to take pictures. They love to work with computers. That's why I hope they enjoy"

Thus, the students' learning style had interconnectedness with the students' interest. He preferred to select a task for blended learning

which could be in the same line with the students' interest but it still followed the syllabus to achieve the objectives of units. He believed that if the tasks were based on the students' interest, it also could cover their learning styles. Teacher B also mentioned

"This is about daily life, they won't get stressed, because they can do it based on their style. They like"

For instance, the topic in basic competence 3.6 about present continuous "what are you doing?" He knew that his students loved to take pictures and work with computers. He asked the students to create a power-point which consisted of activities they were doing at home. Then elaborated it by using present continuous tense.

Both English teachers had a similar point of view in selecting tasks for blended learning in the EFL classroom. They agreed that the students' learning styles became one of the crucial considerations in selecting the appropriate and the applicable tasks for blended learning in EFL Classroom.

3. **Students' Future Skills**

According to the interview session, in selecting the appropriate and the applicable tasks, the English teachers of SMP Pembangunan Jaya Sidoarjo considered the students' future skills for today's condition. Both English teachers stated that in this generation, the students needed to follow the technology development. Furthermore, they also stated that in the future, students have to have good communication and good teamwork. They believed that as a teacher, they have to facilitate students to practice their future skills.

Teacher A mentioned

"There are so many things that may be more challenging because technology is getting more sophisticated. So, we asked the students to look for references related to curious development. Then they make a report. Tasks like that can improve students' literacy that they need. Then, the communication we take it from their presentation"

The teacher A said that the technology is developed day by day. Furthermore, to make the students feel familiar with technology development, he involved the role of technology to give a task for students. For example, he asked the students to look for a reference about the topic given by the teachers on the internet. The students read many articles on the internet then they made a report. The teacher meant that they are not only familiar with technology, but they can increase their literacy as their needs in the future.

Moreover, teacher B stated that the students have to have good communication and teamwork skills for their future. Therefore, in selecting the appropriate and applicable tasks, he considered the students' future skills. He mentioned

"Because we hope that the students also learn by themselves and we hope that students also are able to work collaboratively. Because in the future, they have to be like that."

Teacher B continued by saying

"If there is a video project, there is a group presented, I said they have to speak. Everybody has to speak"

Based on the statements above, it can be clearly seen that teacher B believed that the students in the future need collaboration and communication skills.

Besides good communication and good teamwork, teacher A mentioned that he facilitated students to practice for the real-world. For example, he asked the students to create a video describing their favorite place at school. Then, the video was uploaded on YouTube which automatically meant that the video was for the public also. It made everyone watch, like, and comment on the video. The teacher A believed that it could help students in facing a real-world. Teacher A stated

"YouTube is one of the ways to appreciate and to document the results of the students' project. And it can also train students to face real-life "this is your work, not only for me, but also for many people out there""

According to teacher B, in facilitating students to face the real-world later, he preferred to select a task that involved technology more. Teacher B stated

"I said to my students like this "working with IT, working with computer is very important for you, and publishing on the social is also very important" every task, every video, at least it is related with computer, because you can use it in the future"

It was due to the development of technology time by time. He believed that skill in technology for the students' future is one of the important things to face in the real-world. The students also could explore more new knowledge in terms of practicing their English skill and additional skills such as ICT.

Therefore, the English teachers considered the students' future skills in selecting the appropriate and the applicable tasks.

4. Students' Ability

Based on the interview session, both of the English teachers of SMP Pembangunan Jaya Sidoarjo mentioned that they had to consider the tasks' complexity and the language or vocabulary mastered by the students. Both tasks' complexity and language or vocabulary mastered by the students involved the students' ability to finish their English tasks.

Teacher A mentioned

"The students' ability must also be considered. Because they have different abilities."

Teacher B also mentioned

"Alright, the complexity of the tasks. Thus, we have to know the students' capability."

Moreover, those two considerations relating to students' ability are also used for deciding the time needed for the students to complete the tasks. Teacher A mentioned

"But if the tasks need editing skills for example. We are involving technology, and we need editing skills. I usually give them a month to do the project"

According to the statements above, the two English teachers considered students' ability in selecting the appropriate and the applicable tasks for blended learning in the EFL classroom.

5. Students' Psychological Stress

There were 15 subjects that students had as the requirements for junior high school students. English became one of them. In selecting the appropriate and the applicable tasks, both the English teacher considered the students' psychological stress also. They

could not imagine if all subjects had tasks and they were sure that the students would be under pressure.

Teacher A stated

"Because the headmaster and the Pendidikan Jaya Foundation do not allow students to give too much homework or tasks to students, that is one of the reasons for the smart curriculum program. So, there is one task but each teacher can take a score from it."

Teacher B stated

I think this is, you can see like this one (students' task). This is actually a combination. In our mind, the students didn't get stressed."

Based on the statement above, it can be clearly seen that there was an integrated task. The task was selected due to the students' psychological stress. Thus, the student could do the tasks once but the other subjects could take a score from it.

b. Teachers' main method

According to the interview session, in selecting the appropriate and the applicable tasks, the teachers' main method is necessary to be discussed. There are 5 main methods to select the applicable and the appropriate tasks for blended learning in the EFL Classroom; classifying the materials, involving extracurricular, understanding the students' world, knowing the students' level, and evaluation.

1) Classifying the Materials

The first way that the English teachers used was classifying the materials. In classifying the materials, both the English teachers would classify which materials that could be done with video as the task, which materials that could be done with word processing,

images and video processing tasks, communicating electronically such as problem – solving, and so on.

Teacher A said

"I classify which KD matches the task like A, for example, and which KD matches the tasks B. That way, I can give the best task for the students"

Teacher B said

"I use national KD KI and I follow this kind because it is a must. I tried to modify it according to the book. Because we have an area here (presenting the draft of classifying). For example, the topic is about the present continuous. So, I ask them to take a picture and do like this"

Both the English teachers believed that classifying materials could help them to select the appropriate and the applicable tasks for the students in blended EFL Class. It can be clearly seen from teacher A who said that he classified the KD which matches with tasks A or B. In the same line with teacher A, teacher Bs did the same thing. In doing the interview, the teacher B showed the draft of his classification of the KD in table. For example, in basic competences 3.7 about comparative degree, he used multimedia utilizing to do some quizzes which the platform used was Socrative. That would be different if the materials about grammar focus such as in basic competence 3.5 about simple present and basic competence 3.6 about present continuous. For the basic competences 3.5 and 3.6, the English teachers decided to give the students presentation tasks using power-point talking about their daily activities and what they were doing.

2) Involving Extracurricular

There were two kinds of extracurricular students. There was cinematography extracurricular and journalistic extracurricular. The two English teachers stated that in selecting the appropriate and the applicable tasks, they combined the students' skill which they got from the extracurricular they had joined at school.

Teacher A mentioned

"The extracurricular involvement in selecting tasks for the students is amazingly cool. The students are happy, because they need a new challenge"

Teacher B mentioned

"There is a video project, I always control their progress. The cinematography extracurricular gave skills in editing"

For the journalistic extracurricular, teacher A gave an example of what he had done to combine the extracurricular with the lesson. There was a literacy material for English, due to curious development. The teacher A asked the student to search for some references which talked about the job that would be very important in the future. The students would use their skill that they got from the journalistic extracurricular to do the tasks. Teacher A said

"We are involved there too (journalistic extracurricular), a lot of readings for the students about many things that have happened in this world. There are many things that may be more challenging, more challenging because technology is getting more sophisticated. Well, there we asked the students to look for references related to curious development. Then they make a report."

For the cinematography extracurricular, teacher B combined the extracurricular skill with creative projects such as video. The

task was done in a group. The reason why in a group, the teacher B mentioned that students had different skills in editing even though they were joining the same extracurricular. However, all students have basic experience in editing video. This creative group task meant that the students who were good in ideas, students who were good in editing could learn from each other. Therefore, they could develop their additional skills.

Teacher B mentioned

"*Sometimes, they are good at editing, designing, but others are not really. I said "Alright, you choose your own group and then you know the job". We learn about recounting text and then we learn about past stories, we learn something inspirational for them. "You make something inspirational based on your story or based on the group story, so you decide what kind of story and then one become the main master, the others maybe can collect pictures or something. Go ahead. And the others study with editing"*

Both the English teachers agreed that involving extracurricular in selecting the tasks could give the most appropriate and the applicable tasks for the students. It is due to the students' interest in doing the task. Moreover, both English teachers knew that their students in today's era really love working with computers. In addition, the tasks were not only appropriate and applicable, but also the tasks could facilitate students in developing their additional skills such as editing and writing which those skills are needed for their future.

3) **Understanding the Students' World**

Completing the previous point, to make the students enjoy a blended English language teaching class, both the English teachers stated that the teachers had to follow the students' world. They stated

that their world was totally different with their students in this generation. The teacher A said that following the students' world to select the tasks for blended learning in English Language Teaching Class was one of the ways to make the students enjoy doing the tasks but the tasks were not out of the goals of the unit. In the same line with teacher A, teacher B stated understanding the students' world was very important to select the task for each unit. Understanding the students' world also could give the English teachers experience about it. For example, nowadays, the students are really familiar with social media and IT development. Sometimes, there was a task which should be uploaded on their official Instagram account of their classroom. Of course, in deciding the platform used, both the English teachers asked the students opinion about that. Because both the English teachers also considered the students' privacy.

Teacher A mentioned

"Of course, the common fact now is that students are familiar with social media. In fact, they may know better than the teachers. But we cannot lose, right? We still have to keep up with the times. Our students play Twitter, our students play Instagram, we are also in there. Now, there are a lot of social media that the students use, because they are interested in using it. This is one of the things that the teachers use in giving tasks so that the students are comfortable to do and there is no burden but the objectives of the teaching and learning process can be achieved. Therefore, the tasks are usually given by combining with social media. For example, the students have to submit on Instagram"

Teacher B mentioned

"I know they love to take pictures. They love to work with computers."

Based on the statements, understanding the students' world was one method in selecting the appropriate and the applicable tasks for blended learning in an EFL classroom.

4) Knowing the students' level

According to the interview session, the fourth main method used by the English teachers of SMP Pembangunan Jaya was knowing the students' level. According to teacher A, he mentioned that knowing the students' level could be considered in selecting tasks for both individual and group work. For example, in group work, the teacher A decided to choose the group member in balance. In balance meant that each group had high – level and low – level students. Thus, the students could learn from each other.

Teacher A mentioned

"The students' ability also needs to be considered. Because they have different abilities."

Teacher B mentioned

"Alright, the complexity of the tasks. Thus, we have to know the students' capability"

The same point as teacher A, teacher B also considered the students' level. He would classify which students are high – level and low – level. In addition, teacher B also divided the group members based on students' skills. For example; students' skill in getting an idea, students' skill in editing a video, and so on.

5) Evaluation

The last method used by the English teachers of SMP Pembangunan Jaya Sidoarjo was evaluation. They did an evaluation once a week. The evaluation was supported by the school on Thursdays. There was a *Pamong* session after the ceremony on Mondays.
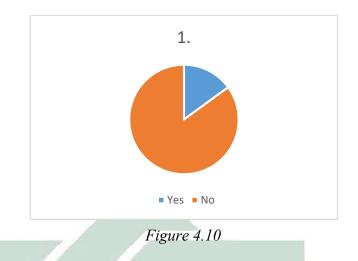
Teacher A mentioned

"The evaluation is done once a week, every Thursday. Before that there is Pamong session every Monday after the ceremony. We talked with the students. The result is discussed in evaluation on Thursdays with all teachers"

The *Pamong* session talked about what the students had done last week. Furthermore, the *Pamong* session was done by the room teacher. The students discussed together with the room teacher about their lesson which included tasks given to the room teacher. The result of the *Pamong* session was reported to the school meeting on Thursdays. Both the English teachers of SMP Pembangunan Jaya Sidoarjo felt helped by the meeting. They could know which tasks were suitable for blended learning in EFL Class and which tasks were not.
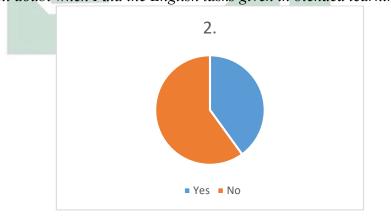
3. **Students' Perceptions of The Task Selection for Blended Learning in EFL Classroom**

There were two questions; close – ended and open – ended questions. From the questionnaire, the students gave positive perceptions. Because the students perceived that the tasks selected for blended learning were not difficult because they were based on the materials given, the students perceived that the tasks could facilitate them to develop their skills in IT and learn something new to prepare in facing the real-world. In addition, the results of close – ended and open-ended questionnaires are presented here.

1) *I think that the tasks given in blended learning were so difficult to do.*

Figure 4.10

The first statement was dealing with the students' difficulty in doing tasks given by the teacher. 34 of 40 students stated that the tasks selected by the English teacher for blended learning were not difficult to do. Furthermore, there were 6 of 40 students who had difficulties in doing the tasks given by the English teachers. Vocabulary mastery was the main problem for those who felt difficult in doing a task given by the English teachers.
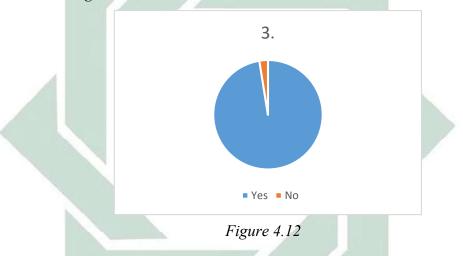
2) *I felt doubt when I did the English tasks given in blended learning.*

Figure 4.11

The second statement was about the students' doubt in doing the tasks given by the teacher. 24 of 40 students stated that they did not worry about the tasks given by the English teachers in EFL blended learning. However, 16 of 40 students stated that they worried about the
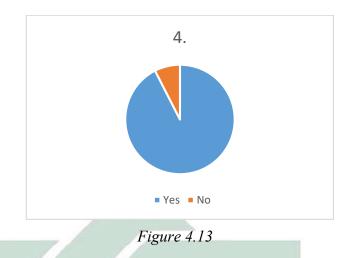
tasks given by the English teachers. There were 3 causes that made students worried about doing their tasks. The first cause was they were worried about making mistakes, they worried that they did wrong. It could be clearly seen that the students were afraid of taking a risk. Another cause was the students' understanding about the materials. They felt it was difficult because they could not understand the materials well. The last cause mentioned by the students was vocabulary mastery.

3) *I always give the best in doing the English Tasks given in blended learning class.*

Figure 4.12

Based on the pie chart above, almost all students had given their best in doing the tasks given by the English teachers for blended learning in EFL Classroom. There was just 1 student who felt that he did not give the best in doing the tasks. He mentioned that he was not interested in English.

4) *I think that the due date is enough to do English Tasks in blended learning.*

Figure 4.13

From the chart above, it can be clearly seen that most students felt that the due date for doing the tasks was enough. In addition, 37 of 40 students agreed that the due date was enough for each task given by the English teachers for blended learning in EFL Classroom. However, there were 3 of 40 students who felt that the time was not enough to do the tasks. From the responses of the three students, it can be concluded that the students were afraid of taking a risk, they worried about making mistakes. Therefore, they need additional time to think more about their work.

5) *In my opinion, the English tasks given were appropriate with the material given in blended learning.*
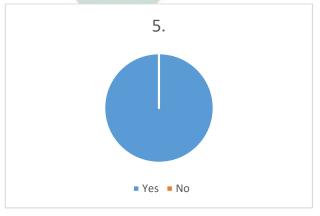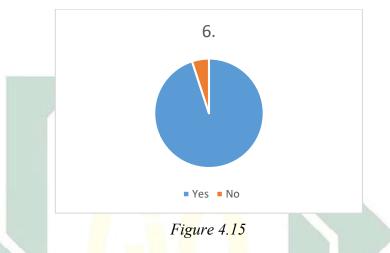

Figure 4.14

From the chart above, all students agreed that the tasks given by the English teachers for blended learning in EFL Classroom were suitable with the materials.

6) *In my opinion, the English tasks given in blended learning helped me to learn something new.*

Figure 4.15

From the chart above, it can be mentioned that there were 38 of 40 students who felt that the tasks could give them an opportunity to learn something new. However, there were 2 of 40 students who felt not challenged. One of them said that he was not interested in English, and another one said that some tasks were so easy for her, because she had joined an English course as an addition in learning English.

7) *I felt challenged in doing the English tasks given in blended learning.*

Figure 4.16

The chart above shows that most students felt challenged in doing the tasks given by the English teachers for blended learning in EFL Classroom. Furthermore, 37 of 40 students felt that the tasks were challenging. On the other hand, there were 3 of 40 students who felt that the tasks were not challenging. One of them mentioned that he had not felt interested in English. Furthermore, the other two students mentioned that the tasks given were very easy for them.

8) *I think that the technology development helped me in doing the English tasks given in blended learning.*

Figure 4.17

From the chart above, it can be clearly seen that all students who had joined in blended learning felt helped with the development of technology nowadays. They could do the tasks a lot easier with technology provided nowadays.

9) *In giving the tasks in blended learning, the English teachers gave a clear and detailed instruction.*

Figure 4.18

The chart shows that most students agreed that the English teachers were clear enough in giving the instructions of the tasks for blended learning in EFL Classroom. On the other hand, 7 of 40 students stated that the instructions given by the English teachers were not clear enough.

10) *I like the English tasks given in blended learning because it was based on my learning style.*
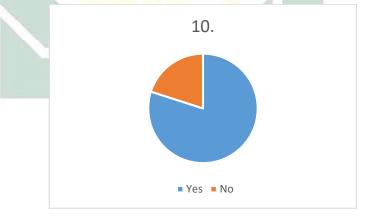

Figure 4.19

From the chart, it can be clearly seen that 32 of 40 students agreed that the tasks given covered their diver learning styles. However, 8 of 30 students felt that the tasks did not cover their learning styles. The students who felt that the tasks did not cover their learning style were the students with kinesthetic learning style.

Moreover, they were concerned about tasks about grammar but they felt shy to practice orally.

B. RESEARCH DISCUSSIONS

In the previous section, the researcher has shown the findings of the research. The findings are talking about kinds of tasks selection for blended learning in EFL Classroom, selecting tasks for blended learning in EFL Classroom, and the students' perceptions of tasks selection for blended learning in EFL Classroom. Furthermore, in this section, the researcher interprets the findings with the related theories. The discussion is presented below:

1. Kinds of Tasks Selection for Blended Learning in EFL Classroom

A task is considered as one of the main parts of teaching. In learning language, a task requires the learners to use the target language; in this context it is English language. By implementing the target language students can gain the language itself. According to Nunan (as cited in Tuyen) task is a classroom work that involves students in producing, manipulating, comprehending or interacting in English language.[59] Furthermore, Richards and Rodgers assumed that a task is a meaningful activity for learners which can emphasize authentic communication.[60] The assumptions indicate that a task is used for checking students' comprehension of the material they have learnt in terms of reaching the goal of teaching and learning process in EFL classroom.

According to the findings, there are many types of tasks selected by the English teacher for blended learning in the EFL classroom at SMP Pembangunan Jaya Sidoarjo. Based on the previous studies, the tasks selected by the English teachers partially followed the theory from Hendi

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[59] Van Le, Tuyen, "Factors Affecting Task-Based Language Teaching from Teachers' Perspectives", *Original Paper* ISSN 2329-311X Vol.2, 2014.109 www.scholink.org/ojs/index.php/sEFL

[60] Jack C Richards, Theodore S Rodgers. *Approaches and Methods in Language Teaching.* Cambridge: Cambridge University Press, 2001. 224

and Linda who divided tasks into some groups. For example, word processing, images and video processing, communicating electronically, multimedia utilizing, and web – surfing.[61] Furthermore, the researcher also found the tasks selected by the English teachers partially followed the theory from Sarah who mentioned that there are listening, ordering and sorting, problem solving, comparing and contrasting, storytelling, projects and creative tasks.[62] The researcher categorized the findings related to the first research question in a table to make it clear below.

Table. 4.1. Tasks Selected for Blended Learning

Tasks Selected for Blended Learning				
No.	Tasks	Kinds of tasks	Teacher A	Teacher B
1.	Presentation	Listening	√	√
2.	Storytelling		√	√
3.	Speech		√	-
4.	Power-point tasks	Word processing tasks	√	√
5.	Drafting		√	√
6.	Video project	Images and Video Projects	√	√
7.	Quiz in Platform	Multimedia Utilizing	√	√
8.	Discussion	comparing and contrasting	√	√
9.	Survey report	Web – surfing	√	-

[61]Hidayat, Hendi, and Linda Silfiyana. *Information and Communication Technology (ICT) Oriented Task in English Textbook*. *Indonesian Journal of Integrated English Language Teaching*, 2018: 10 - 36.

[62] Pavel, Sarah Louisa. *TBLT in Practice; The task – Based Language Teaching Approach. WiSE*, 2014: 1 – 21.

From the table above, the researcher found that there are six types of tasks the English teachers used; listening, word processing tasks, images and video projects, multimedia utilizing, comparing and contrasting, and web – surfing.

There are some descriptions about the related table in terms of explaining the findings and the theories.

a. Listening

In classifying the tasks for blended learning in EFL Classroom, the researcher found tasks in terms of presentation, storytelling, and speech are included in listening group tasks. It followed the theory from Sarah which mentioned that tasks for listening also involve speaking.[63] From the findings, the teachers stated that when a student explained, the other students listened. Furthermore, tasks for listening can be in the form of a conversation asking and answering questions. Additionally, there was an activity such as presentations that made the students have to listen and speak to practice their English skills. The finding of this research followed Richards and Rodgers' statement that a task is a meaningful activity for learners which can emphasize an authentic communication.[64] Furthermore, this finding of the research affirms Murat and Sibel[65] idea that in selecting the tasks, the task must contribute to the development of the students' communication. It is due to the finding that in this activity, the students could practice their communication skills through presentation, story-telling, and speech.

In addition, the researcher also found that the target language is used when speaking and the part of listening can be taking note or listing

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[63] Pavel, Sarah Louisa. TBLT in Practice; The Task - Based Language Teaching Approach. WiSE, 2014: 1-21.

[64] Jack C Richards, Theodore S Rodgers. Approaches and Methods in Language Teaching. Cambridge: Cambridge University Press, 2001. 224

[65] Hismanoglu, M., & Hismanoglu, S. (2011). Task - Based Language Teaching: What Every EFL Teacher Should Do. Procedia Social and Behavioral Sciences 15, 46-52.

what the information delivered by the speaker. This finding is the same line with statement from Nunan (as cited in Tuyen)[66] that said, a task is a classroom work that involves students in producing, manipulating, comprehending or interacting in the English language. It can be clearly seen that the production and interaction can be in terms of speaking and the comprehension can be in terms of listening.

On the other hand, the finding of Sarah mentioned that the outcome of listening group tasks can be in terms of an article or mind map.[67] However, from the findings of the research, the researcher found that the outcome of this kind of task was in term of power – point slides and draft.

b. Word processing

From the findings, the researcher found that the power-point tasks and drafting are included in word processing tasks. The finding on word processing supports Hendi and Linda's idea that word processing tasks were facilitated by word processors such as Microsoft Office.[68] In addition, in Microsoft Office, there are Microsoft Power – Point, Microsoft Word, Microsoft Excel and so on. In this research, the researcher found that the power – point tasks used Microsoft Power – Point, and the drafting used Microsoft Word which they are the group of Microsoft Office. Therefore, the researcher grouped power – point tasks and drafting into word processing tasks.

Another thing to consider is the benefits of selecting word processing tasks. The benefits of selecting processing tasks had been

[66] Van Le, Tuyen, "Factors Affecting Task-Based Language Teaching from Teachers' Perspectives", Original Paper ISSN 2329-311X Vol.2, 2014.109 www.scholink.org/ojs/index.php/sEFL

[67] Luoisa Pavel, Sarah. "TBLT in practice; The Task – Based Language Teaching Approach", WiSE, 2014, 1 – 21.

[68] Hidayat, Hendi, and Linda Silfiyana. "Information and Communication Technology (ICT) Oriented Task in English Textbook." *Indonesian Journal of Integrated English Language Teaching*, 2018: 10 - 36.

discussed by Oemar. Therefore, the finding of the research confirms Oemar's[69] idea that maximizing the use of word processors in EFL Classroom can improve the students' thinking skills which are important in writing class. Furthermore, it also can motivate students to extend the students' linguistics skills to find its requirements. Therefore, integrating word processors has potential to give better outcomes in Indonesian English language teaching.

From the findings and the theory, the word processing tasks such as power – point tasks and drafting are applicable and appropriate enough for blended learning in EFL Classroom.

c. Images and video project

From the finding, there was a video project as one of tasks for blended learning in EFL Classroom. The project was involving the skills that the students got from the extracurricular activity which is cinematography extracurricular. As a blended learning class which is ICT integrated, the researcher found that this finding affirms the finding from Hendi and Linda[70] mentioned that video projects included images and video processing. However, in this research, the researcher only found the video project without image projects such as product design, and so on. Because of the complexity of the tasks, the researcher also found that the video project was integrated with the other subjects and it was done by the knowledge that the students got from the cinematography extracurricular.

Furthermore, the researcher found that this kind of task supports the principles of Indonesian English Language Teaching Curriculum for

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[69] Oemar Na'eem Mohammed Bani Abdelrahman, "The Impact of Using the Word Processor to Develop EFL Learners' Writing Skill at Al-Imam Mohammad Ibn Saud Islmic University", IUGAZA, 2013.18. http://www.iugaza.edu.ps/ar/periodical/

[70] Hidayat, Hendi – Silfiyana, Linda, "Information and Communication technology (ICT) Oriented Task in English Textbook", *Indonesian Journal of Integrated English Language Teaching,* 2018. 22. *Doi:* http://dx.doi.org/10.24014/ijielt.v4il.5141

junior high school which the activity in EFL Classroom has to be enjoyable and challenging for the students. Moreover, the curriculum also stated that the activity has to develop the students' creativity.[71] Therefore, the finding of this research and principles of Indonesian English Language Teaching Curriculum have the same point. This kind of task facilitates students in developing their skills both editing and students' creativity and make the teaching and learning process enjoyable for the students. Therefore, a meaningful teaching and learning process can be achieved. This finding also confirms Sarah's[72] idea that in contributing to success in foreign language learning, the students are asked to do meaningful tasks using the target language.

Furthermore, the topic of the project was about their daily life that can give the viewers moral values such as respecting others, being polite, and so on. This kind of task completely follows the 2013 curriculum's principles; developing students' creativity, enjoyable and challenging for the students, filled with values, ethics, aesthetics, logic and kinesthetic.[73] Therefore, from the discussion above the image and video projects task is appropriate and applicable for blended learning in EFL Classroom. It is due to the researcher found that the project did not only facilitate the students' creativity, critical thinking, and collaboration, but the project also facilitated the students about the value of life as the 2013 Indonesian curriculum.

d. Multimedia Utilizing

There were some quizzes done by some platforms to check the students' understanding which had elaborated in findings. The quizzes

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[71] Permendikbud. *Peraturan Menteri Pendidikan dan Kebudayaan Republik Indonesia Tentang Implementasi Kurikulum*. Jakarta: Menteri Pendidikan dan Kebudayaan, 2013.

[72] Pavel, Sarah Louisa. "TBLT in Practice: The Task-Based Language Teaching Approach." *WiSE*, 2014: 1-21.

[73] Permendikbud. *Peraturan Menteri Pendidikan dan Kebudayaan Republik Indonesia Tentang Implementasi Kurikulum.* Jakarta: Menteri Pendidikan dan Kebudayaan, 2013.

used some platforms such as Mentimeter, Socrative, and Quizizz. Doing quizzes by using some online platforms is categorized in multimedia utilizing. To an extent, the selected tasks are related to Hendi and Laura. The previous study from Hendi and Laura[74] mentioned that multimedia utilizing is improving students' competence by multimedia. Therefore, the researcher grouped the quizzes using Mentimeter, Socrative, and Quizizz into multimedia utilizing tasks.

Another thing to consider is the concepts of blended learning. Blended learning is combining traditional learning and online language learning. The finding from Asif and Noor also agreed that the concept of blended learning is combining the diverse teaching styles, media format, delivery means and also it is the integration of various activities in learning such as face – to face and online learning.[75] Therefore, according to the concept that had been mentioned in the theory, this kind of quiz which is categorized in multimedia utilizing is in the same line of the concept of blended learning.

In addition, the 2013 curriculum's principles mentioned that the teaching and learning process provides various learning activities through the implementation of various teaching strategies and teaching methods which are enjoyable, contextual, effective, efficient, and meaningful.[76] Therefore, the researcher can state that this kind of task can follow the principle of the 2013 curriculum to make the students enjoy learning and the activity is more effective both for English teachers and students. It is because the quiz is different from a

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[74] Hidayat, Hendi, and Linda Silfiyana. "Information and Communication Technology (ICT) Oriented Task in English Textbook." *Indonesian Journal of Integrated English Language Teaching*, 2018: 10 - 36.

[75] Asif Irshad Khan, Noor-ul-Qayyum, Mahaboob Sharief Shaik, Abdullah Maresh Ali, Ch.Vijaya Bebi, "Study of Blended Learning Process in Education Context", *I.J.Modern Education and Computer Science*, 2012, 9, 23-29 Published Online September 2012 in MECS (http://www.mecs-press.org/) DOI: 10.5815/ijmecs.2012.09.03, 23.

[76] Permendikbud. *Peraturan Menteri Pendidikan dan Kebudayaan Republik Indonesia Tentang Implementasi Kurikulum.* Jakarta: Menteri Pendidikan dan Kebudayaan, 2013.

traditional quiz, there is some music to make the students feel enjoyable and the score can be done automatically. This finding also confirms Sarah's[77] idea that in contributing to success in foreign language learning, the students are asked to do meaningful tasks using the target language which is also considered. Thus, this kind of task is appropriate and applicable enough for blended learning in EFL Classroom.

e. Web – surfing

The survey report that the students had done, categorized in web – surfing. It is because the students are working with the web and they are working not only for the teachers, but also for the viewers and the audiences. The report is being published. Therefore, it can motivate students to give their best and make the tasks become real. In addition, it can be clearly seen that this kind of task gives a meaningful activity for the students, they know exactly why they have to do the tasks and they know the real – world activities. The finding on web-surfing task confirms the finding from Manuela, Giulana, and Valentina[78] in that there is a potential that the real public will view and judge their work which can practice the students to face the real – world.

The researcher found that in selecting the tasks, the English teacher followed the theory from Brown that tasks selected by the English teachers must be an activity in which meaning is primary, there is some communication problem to solve, there is some sort of relationship to comparable real-world activities, and the task is in terms of outcome. [79] The outcome of the tasks can be a publishing report that also can appreciate the students' work and critical thinking. It can be meant that

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[77] Pavel, Sarah Louisa. "TBLT in Practice: The Task-Based Language Teaching Approach." *WiSE*, 2014: 1-21.
[78] Delfino, Manuela – Dettori, Giulana – Lupi, Valentina, "Task-Based Learning and ICT: Creative Activities in the Context of a European Project", *E-Learning Papers,* 2009.9.
[79]Brown, H. Douglas. *Teaching by Principles An Interactive Approach to Language Pedagogy.* San Francisco: Longman, 2000.

the outcome of the tasks is important. Another thing to consider is the curriculum implemented. The school uses the 2013 curriculum which the principles say is an enjoyable and challenging teaching and learning process. In addition, the 2013 curriculum also stated that the teaching and learning process is meaningful for the students.[80] From those statements, this kind of task can contribute to making the EFL Class become enjoyable, meaningful, and challenging for the students. This finding also confirms Sarah's[81] idea that in contributing to success in foreign language learning, the students are asked to do meaningful tasks using the target language. It can be meant that this kind of task is appropriate and applicable enough for blended learning in EFL Classroom.

f. Comparing and Contrasting

Scored discussion activity includes comparing and contrasting types of tasks. It is due to the student's sharing information about what they got, information in their opinion which can show a comparison and contrast with the others. According to Hendi and Linda, comparing and contrasting involves an action of contrasting or comparing information.[82] On one hand with the theory, the students in this research were asked by the teachers to compare or contrast the points by relating and matching from one point to other points. It is shown that there is an action of contrasting or comparing information. Therefore, it can be clearly seen that the finding supports the theory from Hendi and Linda.

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[80] Permendikbud. Peraturan Menteri Pendidikan dan Kebudayaan Republik Indonesia Tentang Implementasi Kurikulum. Jakarta: Menteri Pendidikan dan Kebudayaan, 2013.

[81] Pavel, Sarah Louisa. "TBLT in Practice: The Task-Based Language Teaching Approach." WiSE, 2014: 1-21.

[82] Hidayat, Hendi, and Linda Silfiyana. "Information and Communication Technology (ICT) Oriented Task in English Textbook." Indonesian Journal of Integrated English Language Teaching, 2018: 10 - 36.

Moreover, these kinds of tasks can motivate students to read more about the topic before doing a discussion. Therefore, this kind of activity can boost students' literacy and students' critical thinking to be more communicative. The finding of the research affirms the finding from Murat and Sibel[83] that the tasks given to the students must contribute to incidental learning for the development of their communicative skills. From the elaboration, this kind of activity is considered as one of tasks for blended learning in EFL Class.

In conclusion, the kinds of tasks selected by the English teachers for blended learning in EFL Classroom are listening, word – processing tasks, images and video projects, multimedia utilizing, comparing and contrasting, and web surfing. The involvement of technology can help both the English teachers and students to do an efficient activity in EFL Class, especially in giving a task for the students. Kavitha and Jaisingh mentioned that blended learning environments give possible space to improve students' collaborative skills.[84] It is different with the theory from Kavitha and Jaisingh, the findings of the research showed that all the kinds of the tasks selected by the English teachers can facilitate students to prepare themselves in the future. Therefore, it is not only collaborative skills, but the task selection for blended learning also facilitates the students in the other skills such as knowing the real-world activities, learning something new from the tasks, developing their skills in ICT, critical thinking, creativity and communication, and so on.

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[83] Hismanoglu, M., & Hismanoglu, S. (2011). Task - Based Language Teaching: What Every EFL Teacher Should Do. *Procedia Social and Behavioral Sciences 15*, 46-52

[84] R.K. Kavitha – W. Jaisingh. "A Study on the Student Experiences in Blended Learning Environments." International Journal of Recent Technology and Engineering (IJTRE), 2018: 186.

2. Ways in Selecting Tasks for Blended Learning in EFL Classroom

After elaborating the kinds of tasks selected by the English teachers for blended learning in EFL Classroom, it is also important to discuss the teachers' considerations and main methods in selecting the appropriate and the applicable tasks. According to the results of the interview, both the English teachers were paid much attention and full of consideration in selecting the appropriate and the applicable tasks for blended learning in EFL Classroom. Here is the result of teachers' considerations and main methods used as follows:

Table 4.2. Selecting Tasks for Blended Learning in EFL Classroom

Selecting Tasks for Blended Learning in EFL Classroom		
No.	Teachers' Considerations	Teachers' Main Method
1.	Fitness with the Syllabus	Classifying the Materials
2.	Students' Learning Styles	Involving Extracurricular
3.	Students' future skills	Understanding the Students' World
4.	Students' Ability	Knowing the Students' level
5.	Students' Psychological Stress	Evaluation

In selecting the appropriate and the applicable tasks for blended learning, there are eight dimensions of blended learning that should be considered; pedagogical, technological, interface design, evaluation, management, resource support, ethical and institutional.[85] For further analysis about the teachers' considerations and main methods in selecting the appropriate and the applicable tasks are presented below:

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[85] Jessica Bowyer, Lucy Chambers. "Evaluating Blended Learning: Bringing the Elements Together." *Research Matters*, 2017: 17-26.

a. Teachers' Considerations

From the result of interview, there are five teachers' considerations in selecting the appropriate and the applicable tasks:

1. Fitness with the syllabus

As a part of curriculum, considering the syllabus is one of the crucial things in selecting the appropriate and the applicable tasks for blended learning in EFL Classroom. According to the 2013 curriculum, there are three points in implementing the curriculum: determination of competencies to be achieved, development of strategy to achieve the competencies, and evaluation.[86] From the theory, it can be clearly seen that the competencies that have to be achieved must be supported with the activity in the classroom given to the students. Furthermore, this research found that as a learning tool, the syllabus focuses on students and what they need as language learners and it places the activity in the classroom that fits with the goals of the curriculum. The finding of this research supports the points listed by the 2013 curriculum that all the activities in blended learning included the tasks given to the students were based on the competencies to be achieved by the students.

In the process of selecting the tasks for blended learning in EFL Classroom, the English teachers classified the materials into some categories. For instance, there were some text type materials such as narratives text. They would decide to choose storytelling tasks for the students. They considered the objectives of the unit that had to be achieved. For example, in basic competences 3.7 about comparative degree, they used multimedia utilizing to do some quizzes which the platform used was Socrative. That would be different if the materials about grammar focus such as in basic competence 3.5 about simple present and basic competence 3.6

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[86] Kemendikbud. *Kurikulum 2013 Sekolah Menengah Pertama (SMP) dan Madrasah Tsanawiyah (MTs)*. Kurikulum, Kementerian Pendidikan dan Kebudayaan, n.d.

about present continuous. It can be clearly seen that holding the principles of K13 curriculum helped a lot in selecting the appropriate and the applicable tasks for blended learning in EFL Classroom. Moreover, considering the basic competences in the syllabus as the first step in selecting the tasks for blended learning can guide the English teachers to give the right portion of tasks and the right type of tasks based on materials given.

The finding of this research supports the points listed by the 2013 curriculum that all the activities in blended learning included the tasks given to the students were based on the competencies to be achieved by the students. Moreover, this finding also affirms the finding from Sarah[87] who also mentioned that the students' competencies are needed to choose the activity in the classroom to achieve the goal of teaching and learning process.

2. **Students' learning style**

In the process of selecting the appropriate and the applicable tasks, the English teachers also considered students' learning styles. In this research, the English teachers realized that all students bring their different characters, backgrounds, and other diversities. Both the English teachers agreed that as a teacher, they have to be fair with all students' learning styles.

The finding on considering the students' learning style agrees with the findings by Jessica and Lucy in that designing a task for blended learning, content, media, resource, and the learners' diversity have to be considered as well.[88] They had to realize that all students came to the school bringing their own and different learning

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[87] Pavel, Sarah Louisa. "TBLT in Practice: The Task-Based Language Teaching Approach." *WiSE*, 2014: 1-21.

[88] Jessica Bowyer, Lucy Chambers. "Evaluating Blended Learning: Bringing the Elements Together." *Research Matters*, 2017: 17-26.

styles. There are three kinds of students' learning styles; Visual, Auditory, and Kinesthetic.[89] The students with visual learning style studied best in visual images, charts, pictures, posters, video tapes and computer programs. Furthermore, the students with auditory learning style studied best by hearing an audio, reading aloud and singing. On the other hand, the students with kinesthetic learning style studied best by long nature walks, doing and touching, drama, and typing instead of writing. Therefore, it is clear that in selecting the appropriate and the applicable tasks for blended learning in an EFL classroom, the English teachers need to consider the students' learning style.

3. **Students' future skills**

In selecting the appropriate and the applicable tasks, the finding of the research shows that the English teachers put students' future skills as one of the considerations. It confirms the previous study by Laura mentioned that in selecting the tasks, the English teachers must consider the students' need for nowadays society.[90] The finding on considering students' future skills in selecting the appropriate and the applicable tasks for blended learning, is due to activities in blended learning class including tasks selected for the students, because the English teachers cannot repackage the activities in the old version. Dealing with blended learning is different from traditional learning. Both English teachers stated that in this generation, the students needed to follow technology development, communication, and teamwork. As mentioned in Brown theory, that a task given to the students must

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[89] Malvik, Callie. "4 Types of Learning Styles: How to Accommodate a Diverse Group of Students." *Education*, August 17, 2020: 1.

[90] Hesse, Laura. "The effect of blended learning on K-12th grade students." *Graduate Reserach Paper*, 2017: 116.

be an activity in which there are some – sort of relationships to comparable real – world activities. Therefore, students' future skills become one of considerations in selecting the appropriate and the applicable tasks.

4. **Students' ability**

In the process of selecting the appropriate and the applicable tasks, both the English teachers considered the students' ability in target language. The considerations were tasks' complexity and language or vocabulary mastered by the students. Therefore, the learners can emphasize authentic communication. It also can be clearly seen that a task provided insists the students to use the previous knowledge such as materials and vocabulary they have learnt to complete the tasks. Tuyen also mentioned that the tasks given for the students in blended learning class are classroom work that involves students in producing, manipulating, comprehending or interacting in English language. [91] It can be seen that the finding on considering students' ability is in the same line with the finding from Tuyen which mentioned that in giving the tasks the students need to produce, manipulate, understand or interact in their target language.

According to the discussion above, it can be concluded that considering the students' ability in selecting the appropriate and the applicable tasks for blended learning in EFL Classroom is necessary.

5. **Students' psychological stress**

Based on the finding, knowing that there were 15 subjects that students had as the requirements for junior high school students, in selecting the appropriate and the applicable tasks, both the English

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[91] Le, Tuyen Van. "Factors Affecting Task-based Language Teaching from Teachers' Perspectives." *Original Paper*, 2014: 108 - 122.

teacher considered the students' psychological stress also. The factors were not only a subject that gave students tasks. It was possible if all subjects gave the students tasks. Selecting a task for students without this consideration, it would affect the students becoming stressful. The finding on considering students' psychological stress in this research is different with the finding by In-Jae and Jung-won[92] mentioned the way in giving tasks from traditional into more active ways without considering the students' psychological stress.

As one of the curriculum principles said that the activity in EFL Classroom is not only challenging but also it must be enjoyable for students.[93] If the students enjoyed the teaching and learning activity, the meaningful tasks would be achieved. In line with the previous statement, Brown also affirmed that tasks selected by the English teachers must be an activity in which meaning is primary.[94] Due to the findings and the theory, it can be clearly seen that considering students' psychological stress is also necessary in terms of selecting the appropriate and the applicable tasks.

b. **Teachers' main methods**

After discussing the teachers' considerations, discussing the teachers' main methods in selecting the appropriate and the applicable tasks are also needed. From the findings, there are 5 main methods that the English teachers used in selecting the appropriate and the applicable tasks for blended learning in EFL Classroom. The explanation is presented below.

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[92] Jeon, In-Jae – Hahn, Jung-won, "Exploring EFL Teachers' Perceptions of Task – Based Language Teaching: A Case Study of Korean Secondary School Classroom Practice", Asian EFL Journal Vol. 8, 2006, 1 – 27.

[93] Permendikbud. *Peraturan Menteri Pendidikan dan Kebudayaan Republik Indonesia Tentang Implementasi Kurikulum.* Jakarta: Menteri Pendidikan dan Kebudayaan, 2013.

[94] Brown, H. Douglas. *Teaching by Principles An Interactive Approach to Language Pedagogy*. San Francisco: Longman, 2000.

1. **Classifying the Materials**

   The first way that the English teachers used was classifying the materials. In classifying the materials, both the English teachers would classify which materials that could be done with video as the task, which materials that could be done with word processing, images and video processing tasks, communicating electronically such as problem – solving, and so on. This finding affirmed the finding from the previous study by Laura stating that pedagogical is one of the dimensions in blended learning.[95] It can be clearly seen that the English teachers must select the tasks for blended learning for language mastery. Therefore, the materials and the tasks given to the students have to be suitable.

   Classifying the materials that had been done by the English teacher followed Richards and Rodgers theory. The theory mentioned that there is a pre-task in the task cycle.[96] This kind of method is included in pre-tasks, because it explores the suitable tasks for the students in terms of selecting the appropriate tasks and the applicable tasks for blended learning based on the type of materials in Syllabus.

   According to the discussion above, it can be clearly seen that classifying the materials can help the English teachers to decide the best task for blended learning in EFL Classroom.

2. **Involving Extracurricular**

   In the process of selecting the appropriate and the applicable tasks, Both the English teachers involved extracurricular in selecting the most appropriate and the applicable tasks for the students. The

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[95] Jessica Bowyer, Lucy Chambers. "Evaluating Blended Learning: Bringing the Elements Together." *Research Matters*, 2017: 17-26.
[96] Jack C Richards, Theodore S Rodgers. *Approaches and Methods in Language Teaching.* Cambridge: Cambridge University Press, 2001.

extracurricular were journalistic and cinematography. Both the extracurricular can facilitate students to improve their skills in technology. The finding of this research confirms the finding from Jessica and Lucy stated that technology must take a role in terms of increasing students' engagement.[97] It is not only affirmed by Jessica and Lucy, the finding from Laura[98] also affirms by mentioning that this kind of method also supports the statement from Laura Hesse that blended learning has helped to increase students' engagements and the implementation is fairly easy. The easiness can be reached if the English teachers know the best way to choose the activity in blended learning class. Therefore, this kind of method was implemented by the English teachers, because both English teachers knew that their students in today's era really love working with computers. In addition, the tasks were not only appropriate and applicable, but also the tasks could facilitate students in developing their additional skills such as editing and writing which those skills are needed for their future.

3. **Understanding the Students' World**

To complete the previous consideration, both the English teachers stated that the teachers had to follow the students' world. From the findings, they stated that their world was totally different with their students in this generation. By understanding the students' world, they hope that the students can enjoy the teaching and learning activities in blended learning. It supports the principles of curriculum implemented at school, it mentioned that the teaching and learning process is enjoyable and challenging for the students,

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[97] Jessica Bowyer, Lucy Chambers. "Evaluating Blended Learning: Bringing the Elements Together." *Research Matters*, 2017: 17-26.
[98] Hesse, Laura. "The effect of blended learning on K-12th grade students." *Graduate Research Paper*, 2017: 116.

filled with values, ethics, aesthetics, logic, and kinesthetic, providing various learning activities through the implementation of various teaching strategy and teaching methods which are enjoyable, contextual, effective, efficient, and meaningful.[99] The finding from In-Jae and Jung-won mentioned that changing the traditional way into a more active way in giving the tasks can help the students to increase their communication and interaction.[100] Therefore, the finding of this research can support the finding from In-Jae and Jung-won that the more active way can be in terms of understanding the students' world.

Another thing to consider is the dimensions of blended learning which pedagogical and technology become the two dimensions that should be integrated together.[101] In the process of selecting the tasks for blended learning in EFL Classroom, the English teachers decided to involve social media in submitting the tasks. It is due to the fact that social media nowadays really engages the students. This finding affirms the finding from Fairuz, Siti, and Rizka that social media can facilitate students to be more creative in finding and creating ideas.[102] Therefore, it can be seen that through knowing the students' world and involving it can help the teachers to give the best tasks for blended learning in which all the elements needed are reached.

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[99] Permendikbud. Peraturan Menteri Pendidikan dan Kebudayaan Republik Indonesia Tentang Implementasi Kurikulum. Jakarta: Menteri Pendidikan dan Kebudayaan, 2013.

[100] In Jae-Jeon, Jung - won Hanh. "Exploring EFL Teachers' Perceptions of task-Based Language Teaching: A Case Study of Korean Secondary School Classroom Practice." Asian EFL Journal, 2006: 1 - 27.

[101] Jessica Bowyer, Lucy Chambers. "Evaluating Blended Learning: Bringing the Elements Together." Research Matters, 2017: 17-26.

[102] Fairuz Lazuwardiyah, Siti Uswatun Khasanah, Rizka Safriyani. "Instagram and Students' Creativity in Writing: A Student's Voice". *Proceedings of International Conference on Islamic Education,* 2019: 6.

4. Knowing the Students' Level

The next method that the English teachers used was to classify the student based on the level; high – level and low – level. This kind of classifying can help the English teachers select both individual and group work. For example, in group work, the teacher A decided to choose the group member in balance. In balance meant that each group had high – level and low – level students. The finding on knowing the students' level in selecting tasks for blended learning supports the finding from Murat and Sibel[103] mentioned that the tasks for the students must be adapted to the students' proficiency level. The finding also supports the finding from Tuyen[104] mentioned that students have different levels of English proficiency, so that it is important to analyze students' language needs in selecting tasks for students.

5. Evaluation

The finding of the research shows the last method used by the English teachers of SMP Pembangunan Jaya Sidoarjo was evaluation. They did an evaluation once a week on Thursdays after doing *Pamong* session on Mondays. To an extent, the evaluation followed the theory from Richard and Rodgers mentioned that evaluation is really needed as the post-tasks.[105]

The evaluation can help the English teachers know what the students' future skills and students' difficulties actually are. Thus, from the evaluation the English teacher can evaluate whether the tasks given to the students were appropriate or not. The finding on

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[103] Hismanoglu, M., & Hismanoglu, S. (2011). Task - Based Language Teaching: What Every EFL Teacher Should Do. *Procedia Social and Behavioral Sciences 15*, 46-52.

[104] Le, Tuyen Van. "Factors Affecting Task-based Language Teaching from Teachers' Perspectives." *Original Paper*, 2014: 108 - 122.

[105] Jack C Richards, Theodore S Rodgers. *Approaches and Methods in Language Teaching.* Cambridge: Cambridge University Press, 2001.

evaluation affirms the finding from Fuji[106] during the post tasks, the teachers evaluated the tasks to know the students' response and explored how the task might be revised based on the evaluation. Furthermore, the finding of this research further supports the finding of Kim and Wanpen[107] that multiple sources from identifying teachers' reactions, learners' reactions, and measures of learning outcomes can be addressed by revising the tasks given to the students. From the findings and the previous studies above, it can be clearly seen that all the elements' reaction in the teaching and learning process is necessary to be discussed for better teaching and learning process in the future.

3. **Students' perceptions of Tasks Selection for Blended Learning in EFL Classroom**

From the findings, 34 of 40 students (89%) agreed that the tasks given for blended learning in EFL Classroom were easy, because it was based on the materials they get. Moreover, 39 of 40 students (90%) gave their best to do the tasks and they felt that the due date given was enough for doing the tasks. It can be clearly seen that the English teachers had well – prepared the tasks before giving it to the students. The finding of this research follows Richards and Rodgers statement that there should be a pre – task before the tasks – cycle, which the materials given to the students included in pre – tasks.[108] Task complexity and the time given to the students had also been discussed by Sarah[109] who also mentioned that the understanding of the students and the time consuming in doing the tasks

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[106] Fujii, Toshiakira. "Designing and Adapting Tasks in Lesson Planning a Critical Process of Lesson Study." *ZDM Education*, 2016: 411-423.

[107] Mcdonough, K., & Chaikitmongkol, W. (2007). Teachers' and Learners' Reaction to a Task - Based EFL Course in Thailand . *TESOL QUARTERLY*, 107 - 132.

[108] Jack C Richards, Theodore S Rodgers. *Approaches and Methods in Language Teaching.* Cambridge: Cambridge University Press, 2001.

[109] Pavel, Sarah Louisa. "TBLT in Practice: The Task-Based Language Teaching Approach." *WiSE*, 2014: 1-21.

must be right. Therefore, the goal of the teaching and learning process can be achieved.

Another thing to consider is 100% students felt the development of technology was so helpful in doing the tasks given for blended learning in EFL Classroom. The finding of the research supports the dimension of blended learning which Jessica and Lucy discussed that technology development became one of the considerations in selecting the teaching and learning activities.[110] In addition, meaningful activity also becomes primary. As stated by Brown, tasks selected by English teachers must be an activity whose meaning is primary. This finding also confirms Sarah's[111] idea that in contributing to success in foreign language learning, the students are asked to do meaningful tasks using the target language. Therefore, selecting tasks which involve technology to make the teaching and learning process meaningful is necessary.

Furthermore, the finding also shows that it was affirmed by 80% students that the tasks given for blended learning in EFL Classroom covered their learning styles. This affirmation gives a good perspective to the tasks given by the English teacher in an EFL blended classroom. The finding on task covering the students' learning style agrees with the findings by Jessica and Lucy[112] in that designing a task for blended learning, content, media, resource, and the learners' diversity have to be considered as well.

Another thing to consider is the outcomes that students got. It was affirmed by 95% of students that the tasks given for blended learning in EFL Classroom could facilitate them to learn something new which can be useful for them later in the real – world. This affirmation also shows the tasks given by the English teacher are good. In addition, it also can be clearly seen that

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[110] Jessica Bowyer, Lucy Chambers. "Evaluating Blended Learning: Bringing the Elements Together." *Research Matters*, 2017: 17-26.

[111] Pavel, Sarah Louisa. "TBLT in Practice: The Task-Based Language Teaching Approach." *WiSE*, 2014: 1-21.

[112] Jessica Bowyer, Lucy Chambers. "Evaluating Blended Learning: Bringing the Elements Together." *Research Matters*, 2017: 17-26.

the finding followed Brown theory which stated that tasks selected by the English teachers must be an activity on which there is some sort of relationship to comparable real – world activities.[113] Moreover, the tasks given to the students for blended learning were challenging for them, it was shown from the 93% students agreed. Permendikbud stated that the teaching and learning activity in EFL Classroom had to be enjoyable and challenging for the students.[114] From the perceptions above, it can be clearly seen that the tasks given to the students are enjoyable, challenging, and meaningful for the students. The finding from Ferreira, Garcia, and Morales[115] is affirmed by the finding of this research in that a blended learning approach enriches the implementation of communicative tasks which can lead the students to learn something new by themselves. It also provides students with access to meaningful materials that naturally motivate their curiosity.

For the rest of the students who do not have the same perceptions as most students, they have different perceptions because of the lack of vocabulary. In learning a new language, Brown stated that vocabulary is primary.[116] It can be clearly seen that lack of vocabulary makes the students feel doubt and difficulty in doing the tasks given for blended learning in EFL Classroom. This finding also confirms Murat and Sibel's[117] idea that the students' language mastery should be suitable with the tasks given to the students. Therefore, grouping students based on the proficiency level is needed in this case.

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[113] Brown, H. Douglas. *Teaching by Principles an Interactive Approach to Language Pedagogy*. San Francisco: Longman, 2000.

[114] Permendikbud. *Peraturan Menteri Pendidikan dan Kebudayaan Republik Indonesia Tentang Implementasi Kurikulum.* Jakarta: Menteri Pendidikan dan Kebudayaan, 2013.
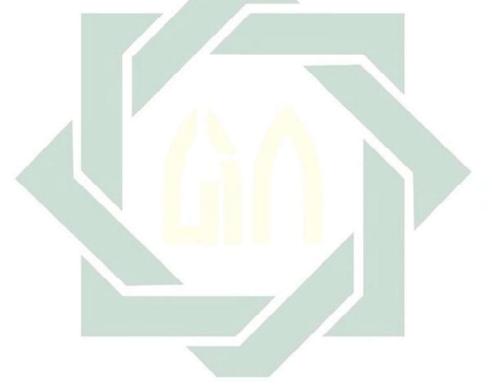
[115] Anita Ferreira, Jaime Gracia, Sandra Morales Rios. "Using a Task-Based Approach for Supporting a Blended Learning Model for English as a Foreign Language." *International Journal of Computer-Assisted Language Learning and Teaching*, 2016: 1 - 17.

[116] Brown, H. Douglas. Teaching by Principles an Interactive Approach to Language Pedagogy. San Francisco: Longman, 2000.

[117] Hismanoglu, M., & Hismanoglu, S. (2011). Task - Based Language Teaching: What Every EFL Teacher Should Do. Procedia Social and Behavioral Sciences 15, 46-52.

From the findings and discussion above, it can be concluded that most students felt the tasks were appropriate and applicable for blended learning. Because the tasks were based on the materials they got and the tasks gave them a chance to learn something new to enrich their knowledge in facing the real-world. Moreover, they also felt that the tasks covered their learning styles which could make them enjoyable in doing the tasks. However, lack of vocabulary became the main problem in doing the tasks for blended learning in EFL Classroom.

CHAPTER V
CONCLUSION

Due to the task selection for blended learning in EFL Classroom, the conclusion of this research and the suggestions are presented below.

A. CONCLUSION

There are three conclusions of the study related to tasks selection for blended learning in EFL Classroom:

1. There are several kinds of tasks that can be used for blended learning in EFL Classroom. Firstly, there are listening tasks such as presentation, storytelling, and speech. Secondly, there are word processing tasks such as power – point tasks and drafting. Other types of tasks are images and video projects which are included in creative tasks. For multimedia utilizing, there are quizzes on platforms such as Mentimeter, Socrative, and Quizizz. The other two types are discussion which is included in comparing and contrasting as well as survey report which is included in web – surfing tasks.

2. In selecting the appropriate and the applicable tasks, there are some teachers' considerations and main methods used by the English teachers. Starting with the teachers' consideration first, there are 5 considerations; 1) considering the syllabus, 2) considering students' learning style, 3) considering students' future skills, 4) considering students' ability, and 5) considering the students' psychological stress. Another important thing is the teachers' main method in selecting the appropriate and the applicable tasks for blended learning. There are 5 main methods; 1) classifying the materials, 2) involving extracurricular, 3) understanding the students' world, 4) knowing the students' level, 5) evaluation.

3. The students reacted that the tasks selected for blended learning were not difficult because they were based on the materials given, and the students perceived that the tasks could facilitate them to develop their skills in IT and learn something new to prepare in facing the real-world. It can be

clearly seen that the tasks gave students a challenge to explore more. However, lack of vocabulary becomes the main problem in doing the tasks in a blended EFL Classroom.

B. SUGGESTIONS

In selecting the appropriate and the applicable tasks for blended learning in EFL Classroom, there are several considerations that the English teachers had considered. However, the pre-tasks should be prepared rightfully. Hence, the researcher writes some suggestions for English teachers and further researchers as explained below:

1. English teachers

Considering some kinds of tasks used for blended learning in EFL Classroom, which English is foreign language for the students, the pre – tasks should be prepared well. For example, in the tasks complexity the English teachers should consider the vocabulary used in completing the tasks. As mentioned in the previous part, vocabulary becomes one of the main problems for English as foreign language students. Moreover, both the English teachers and the students should have good communication. Thus, misinterpretation between the English teachers and students can be minimized and it also helps in reaching the best tasks for students in blended learning as EFL students.

2. Further researchers

Blended learning has become one of the main approaches nowadays. Besides the tasks for blended learning in EFL Classroom, it also needed to know more about the teaching strategy for delivering materials in blended learning. This suggestion remembering that blended learning is different with face – to – face learning. Therefore, the teaching strategy used by the English teachers also needed to be investigated.

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