The Implementation of Blended Learning in Teaching English During Covid-19 at Senior High School

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Abstrak

Tujuan dari penelitian untuk mengetahui bagaimana guru bahasa Inggris menerapkan *Blended Learning* di SMAN 12 Bungo. Penelitian ini menggunakan metode kualitatif. Teknik pengambilan data yang digunakan adalah *purposive sampling*. Partisipan dalam penelitian ini dua orang guru yang mengajar di kelas X dan XI. Instrumen penelitian adalah dengan melakukan, catatan lapangan (*field note)*, pengamatan (*observasi ceklis*) dan rekaman video dan screenshot dari Google Classroom dan Whats Up Group. Peneliti menggunakan indikator dari *Ministry of Education and Culture* (2013) yaitu *seeking of information*, *acquisition of Information* dan *synthesizing of knowledge*. Dari data penelitian ditemukan bahwa dalam pembelajaran tatap muka guru belum menggunakan beberapa tahap dari indikator yaitu *seeking of information*, *acquisition of information* dan *synthesizing of knowledge*, dalam pembelajaran *online* guru hanya menggunakan dua tahap dari indikator yaitu *seeking of information* dan *synthesizing of knowledge*. Berdasarkan analisis data, peneliti menyimpulkan bahwa guru bahasa Inggris belum menerapkan beberapa dari sepuluh indikator *Blended Learning* dalam pembelajaran tatap muka dan belum maksimal dalam pembelajaran online.

Keyword : *Blended learning, Implementation, Teaching English*

INTRODUCTION

Teaching and learning activities during the Covid-19 pandemic changed drastically, including the methods and facilities used by teachers when teaching. The teacher must look for the method how to teach English during pandemic.

Based on pre-survey at SMA N 12 Bungo and interview the English teacher during online class that the teachers experienced a little difficulty in implementing online classes because the teachers had not optimally utilized the internet in learning. Then the teacher has difficulty controlling which students are serious in taking lessons and which are not because there is no interaction between the teacher and students during the learning process. Face-to-face learning also has weaknesses such as the learning model tends to be passive, such as the lack of student response to the teacher when the learning process takes place. Then, the duration of face-to-face learning is very short, only 30 minutes in 1 lesson hour so that the delivery of the material is less effective. Therefore, nowadays there is a teaching model called Blended Learning which is combining traditional teaching methodologies with the online one.

Blended Learning process is carried out face-to-face in the classroom enabling teachers to assess students 'affective competencies, transfer values, and monitor students' moral growth. Blended learning is the most logical and natural evolution of learning agenda (Thorne 2003). It provides solution to the challenges of tailored learning and development to the needs of individuals.

Blended learning is a learning model that combines the online learning system with conventional learning models (Bonk and Graham, 2004). The idea that Blended Learning is the combination of instruction from two historically separate models of teaching and learning: traditional face to face learning systems and distributed learning systems.

In implementing Blended Learning, it is needed to know about to the procedure of this model. There are some explanations procedure of blended learning. In appliance for the theories of blended learning (Kemendikbud 2013) there are three stages emerging as the important elements of blended learning process 1.seeking of information 2. acquisition of

information 3. synthesizing of knowledge. The research analyze and describe the implementation of Blended Learning used by English teacher in teaching learning process.

METHOD

The design of this research was descriptive research. The researcher chose this design because the research wanted to analyze and describe the implementation of Blended Learning used by English teacher in teaching learning process at SMA N 12 Bungo.

The research used purposive sampling to take the participant. Purposive samplig is referred to as judgment sampling in selecting sample that is belived to be resperentive of a given population (Gay, E. Mills, and Arisian 2012) . There were two teachers as participant in this research. The researcher only focused on identifying implementation of Blended Learning used by English teachers in teaching English (Gay, E. Mills, and Arisian 2012)

The research used instrument as tools to collect the data. Instrument is a tool or something that used to collect the data (Gay et al. 2012). The researcher used observation checklist, field notes, and video as the instruments

After collecting the data, the researcher analyzed the data based on the instrumentation given. There were four steps of analyzing the data ; reading / memoing, describing, classifying and interpreting (Gay et al. 2012)

FINDINGS AND DISCUSSION

The reseacher described the data connected to the English teacher's ways in implementing Blended Learning at SMA N 12 Bungo. The participants of the research were the English teachers at the school. There were two teachers that had observed. The reseacher described the data connected to the English teacher's ways in implementing Blended Learning at SMA N 12 Bungo. The participants of the research were the English teachers at the school. There were two teachers that had observed.

The data was gotten through observation. For observation, the data was recorded by using digital camera. Also, the researcher used observation checklist to completed the data that had been gotten from video. The researcher did the research activities from 12nd July until 7th August 2021.

The researcher found that both the teachers implement the Blended Learning. Moreover, the explanation about the finding of this reaserch could be seen as follow :

Offline Learning
Seeking of information

In seeking of information there were two sub indicator that should be implemented by the teachers. They were :

Teachers convey competencies and learning objectives.

In this sub indicator, the teacher B told about the new material. Only the teacher B gave the students learning objectives**.** The teacher A told about the new material did not gave the students convey comptencies and learning objectives. It could be concluded that the teacher B had implemented in this sub indiacator.

Teachers guide students in the process of finding information related to the material.

The teacher A guided the students to find the expression of *"Hope and Dream"*. The tecaher B gave a pictures about "BJ Habibie". then the teacher B guided the students in the processs of finding information about "BJ Habibie". It described that the teachers did this indicators to make students have a new information related to the material.

Aquisition of Information

The teachers explained and discussed with students to record information both individually or groups. In these indicators the teachers did some steps :

Teacher guides students in writing the results of information related to the material.

In this sub indicator, the teachers got to do the students to write a information that they got. The teacher did not guide the students in writing the result of informtaion. Thus, this sub indicator was not implemented by the teacher.

Teachers guides students in the process of finding information related to the material.

The tecaher A gave the students example related to the material but the teacher did not give strengtehing to students ideas. teacher B gave students about what were the generic sturcture of recount text. It described the teachers did not implemented this sub indiactor.

Teachers guides students to share their opinion.

The teacher A got to do the students to make a example about related to the material. After that the teacher guided the students to tell their example. The teacher B got to do the students answered the question about biography. The teacher B did not guide the students to share their opinion. It described only the teacher A implemented this sub indicator.

Teacher guides students to do assignment

The teachers A gave assignment to the students but the teacher did not guided the students. Teacher B gave the students assignment, after that the teacher guided the students answered the question. It was also seen, there were many ways of the teachers in explained the tasks. It described the teacher B had implemented this sub indicator.

Teacher gives assignments to students which was open-ended problems.

The teachers gave the students the tasks. The tasks that the teachers had given to students was from a textbook. The teachers gave assignments to students which were open-ended problems such as the questions needed students opinion and reason. It described both of the teachers had implemented this indicator.

Synthesizing of knowledge.

The third indicator, compiled and linked knowledge through a process of discussed and the formulated of conclusions from the variou information obtained. In this indicator the teacher did some steps :

Teacher gives strengthening between the results of information and learning materials.

The teachers did not give strengthening between the results of informations and learned materials. The teachers emphasized the ideas to ensure the students about the material. It described the teachers did not implemented this indicator.

Teacher guides students to combine knowledge of the material.

The teachers A and B asked more about material. But only the teacher B guided the students to combine knowledge of the material. After that, the teacher B and the students concluded the material and the students got feedback by the teachers about the material that they had been learned. It described only the teacher B had implemented this indicator.

Teachers concluded the material.

The teachers helped students to improve their knowledge. That showed when the teachers asked again about the material that teachers delivered. With their understood of the material could be improved their knowledge. It described the teachers had implemented this indicator.

Online Learning
Seeking of information

Search for information through blogs and sources. In this indicator the teacher A gave a video to the students. But teacher B gave material to the students. The teacher B searched the material from the internet. It can be seen this indicator had implemented by the teachers

Acquisition of Information

The second indicator, the teacher and the students should be discussed material by posting comments on educator blogs. But the teachers only gave the students material that they got from internet. The teachers did not implemented this indicator.

Synthesizing of knowledge.

The third indicator, the teacher gave the students times to collect the assignment until the next week. The students upload assignments to educator's blog.

CONCLUSION

The result of the research finding proved that The Implementation of Blended Learning at Senior High School that the participants did not used all indicators were seeking of information, acquisition of information and synthesizing of knowledge that had implement in offline learning but in online learning the participants did two indicators were seeking of information and synthesizing of knowledge. So, the result of the research finding was teacher did not implement Blended Learning optimally yet, bacause the teacher did not all the procedueres of Blended Learning.

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