CHAPTER I

INTRODUCTION

In this chapter the researcher present the background of study, formulation of research questions, the purpose of the study, the significant of the study, scope and the limitations and the definition of key terms.

A. Background of Study

Teaching English in junior high schools is a very challenging thing for teachers. This is because the English subject matter obtained by students is new material that is not obtained when studying in elementary school. English material in junior high school is intended so that students are able to master 4 skills, namely reading, writing, listening and speaking. The goal is that students can communicate using English orally and in writing. English teachers must explain the material and guide them to master the four English skills. However. In fact, only a few students can master these 4 English language skills, most of them only master one or two lesson competencies, namely reading and/or writing. In addition, students' motivation in learning English at school is also quite low. Students consider English lessons difficult, so that during the learning process students pay less attention to the teacher's explanations and tend to be reluctant to take an active role in learning. The teacher must rack his brain in such a way to find the right techniques and strategies in teaching English, so that students can understand the material being taught.

Limited time and learning media are also a challenge for English teachers in junior high schools. English subjects are only taught 2 times a week, while their opportunity to learn English is only at school. Moreover, they are faced with an environment that does not support English interaction. Teachers should maximize the limited time to hone their skills in the classroom. In addition, English learning media is also very influential in the implementation of learning in the classroom. Learning English is not enough to use text books, it is necessary to use additional media such as videos, presentations, or other media that can support learning English to be more interesting and understandable.

The pandemic that is still engulfing Indonesia is also a challenge for teachers in teaching at schools, including at the junior high school. As a result, many adjustments must be made in schools, in term of the learning system, material, even the media used in learning. Inevitably all school members, both teachers and students, must follow the learning system set by the ministry of education. Which is currently applied to a system of face-to-face and online learning at several levels of education. This learning system is known as the Blended learning system.

The term blended learning has the meaning of combining conventional learning (face to face) with learning that utilizes information and communication technology. According to Thorne (2003) blended learning is a conventional classroom where lecturers and students meet face to face, with online learning that can be accessed anytime and anywhere. Blended learning

has many advantages, including increased learning flexibility and efficiency, improved social interaction, communication, and collaboration, lower student dropout, encouraging students to use their out-of-class time in meaningful activities, more productive classroom interactions, and providing self-paced learning opportunities for both students, and thus supporting more self-regulated learning. (Ali et al., 2019).

Blended learning in schools necessarily requires planning and mechanisms that are in line with the requirements of the relevant school agencies.Because in this blended learning model, learning actors need adjustment and understanding. In addition, adequate facilities are needed, training in the use of learning media and periodic evaluations so that the learning process can be carried out effectively. Because good blending techniques to be included in teaching methods cannot be separated from the weaknesses faced by educators and students (Shivam & Singh, 2015:371).

Blended learning relies heavily on technology devices and networks to carry out the learning process. The use of e-learning platforms can take longer than traditional methods and may incur new administrative costs. Access to network infrastructure is another important issue. Although the digital divide will be closer as the Internet becomes more accessible, many students are unable to access the Internet due to various limitations. In addition, to be able to access the internet, learning support tools such as smartphones or laptops are needed.

Several studies have been conducted related to the blended learning. First, Alma Sri Andriyani (2021) on her research entitled "Students' Perception in Learning English through Blended Learning". The result of the study shows that implementation of blended learning on English subject at class 8B of Junior High School 19 in South Konawe went well according to the designed learning schedule. Although the learning process done only once a week, the students enjoy the learning process both offline (face to face) and online (via WhatsApp group).

Second, Muhammad Lutfi Hidayat, Wibowo Heru Prasetiyo, and Jan Wantoro (2019) entitled "Pre-Service Student Teachers' Perception of Using Google Classroom in a Blended Course", shows that the use of Google Classroom as a media of active and independent learning makes most students feel the ease and increase in the quality of blended learning. Third, a similar study that discusses the use of Google Classroom as a medium in the Blended learning model by Meyla Kurniawati, Harja Santanapurba, Elli Kusumawati (2019) entitled " Penerapan Blended Learning Menggunakan Model Flipped Classroom Berbantuan Google Classroom Dalam Pembelajaran Matematika Smp" shows that students learning outcomes are categorized as sufficient and there is a significant difference between the average learning outcomes of female and male students. The implementation of learning run very well and student responses were very high up to 81.25%.

Fourth, D.I. Purwitasari, I.W.P. Astawa, I.G.P. Sudiarta (2019) entitled "Penerapan Blended Learning Berbantuan Schoology untuk Meningkatkan

Keaktifan dan Prestasi Belajar Matematika Siswa Kelas VIII A1 SMP Negeri 6 Singaraja", resulted in an increase in learning effectiveness and mathematics learning achievement of students of class VIII SMP Negeri 6 Singaraja. Fifth, in the journal by Ni'matul Khoiroh, Munoto, and Lilik Anifah (2017) entitled "Pengaruh Model Pembelajaran Blended Learning dan Motivasi Belajar terhadap Hasil Belajar Siswa" revealed that student learning outcomes and student motivation in participating in blended learning model is higher than student learning outcomes using direct learning models; In addition, there is an interaction between blended learning and learning motivation on student learning outcomes.

However, there is one study which shows that there are still shortcomings in the application of Blended Learning in schools. This was revealed in a journal written by Serli Permata Sari, Hervyna Asty and Yelliza (2021) entitled "The Implementation of Blended Learning in Teaching English during Covid-19 at Senior High School". Based on the data analysis, the researcher concludes that the English teacher has not implemented some of the ten indicators of Blended Learning in face-to-face learning and has not been maximized in online learning.

From the study above, it revealed that there was few studies conduct research in English teaching learning. Therefore the researcher conduct a study entitled "The Implementation of the Blended Learning in Teaching English at SMPN 1 Tulungagung."

B. Formulation of the Research Question

Based on the background above the formulation of research question as follows: "How is the implementation of the Blended Learning in teaching English at SMPN 1 Tulungagung?"

C. Purpose of the Study

This study aims to know the implementation of blended learning in teaching English subjects at SMPN 1 Tulungagung.

D. Significance of the Study

This research will be useful for:

1. School

   Through reading this research, school will understand the Implementation of blended learning on English subject. The researcher hopes this research can contribute ideas to make appropriate policies to improve the quality of education and teaching English with a blended learning model in schools. In addition, schools can improve the blended learning process so that students can learn optimally.

2. English Teachers

   Through reading this research, English teacher, especially junior High school teacher, will understand the implementation of the blended learning in teaching English. By knowing them, it is hoped that the teachers can learn and create or apply effective strategies to maximize the blended learning implementation in teaching English especially on the secondary school.

3. Next Researcher

Through reading this research, the next researcher can use this research as a reference in conducting further useful research on the topic of the implementation of Blended Learning.

E. Scope and Limitation of the Study

This research only conduct on English teacher of SMPN 1 Tulungagung which carry out blended learning in teaching English. While, this research will only focuses on Learning Process (F2F Learning and Online Learning), Assessment, and Collaboration.

F. Definition of Key Terms

To make the reader get easier in understanding this study, the researcher will present the definition of some key terms that are important to be understood as follows:

1. Blended Learning

Blended learning is the combination of traditional classroom teaching methods and online learning for the same students studying the same content in the same course. (Cleveland & Wilton, 2018).