

# **CHAPTER I**

## **Introduction**

### **A. Background of The Research**

The pandemic COVID-19 has hit various countries around the world at the beginning of 2020. This virus has impact on various sectors of life in society including the economy, education, tourism and other activities that must be stopped to avoid and reduce the spread. The government makes various new policies as an effort to overcome this disease, one of them is forming new habits by implementing health protocols. As a result of the cessation and limitation of various activities in various sectors, forcing many people to be more creative in utilizing existing ones and even creating new things to continue to carry out their duties and obligations as well as other needs that cannot be abandoned.

The most obvious thing as a result of the pandemic in the world of education is the confusion of educators in implementing teaching and learning activities in the midst of limited movement and facilities. One of the government's policies to reduce the spread of COVID-19 is the abolition of National Examination (UN) and the cessation of face-to-face learning activities by issuing Circular Letter Number 4 2020 concerning the Implementation of Education in the Coronavirus Disease (Covid-19) Emergency Period (Minister of Education and Culture, RI, 2020). The whole community is encouraged to work from home, study from home and worship

at home. Therefore, learning activities are carried out online or in a network. Educators are starting to create alternative methods that can be used in this time. Of course this is not easy, considering this process must be done in limited time.

The learning method can be interpreted as the implementation of the existing plan in the learning strategy, some of which have been redeveloped to fulfill the needs of teaching better. The method chosen in learning is expected to be able to achieve learning objectives as efficiently and effectively as possible. In face-to-face method, the methods are easier to implement in the learning process. The togetherness, place and time of students and teachers can exist at the same time of teaching and learning activities. Students will find it easier to ask questions, express opinions, interact directly with the teacher and other students. This can make students achieve a better quality of learning. However this cannot be implemented in online learning. In this pandemic period, teachers and various other groups involved in the world of education are looking for new directions in achieving the learning goals that have been planned before the period of learning from home.

Online media trends are certainly an alternative media in implementing learning during a pandemic. The use of social media that is already familiar to the community, so utilizing social media as an intermediary for learning can be used as an alternative to learning activities during the pandemic. Although there are various obstacles arise in the implementation of the learning process, it encourages teachers to innovate various alternative choices so that the

learning process continues as well as possible even though using online media. This online learning indeed plays a big and useful role in the implementation of the learning process and educational services during the pandemic, which is in accordance with the objectives of the two circulars of the Ministry of Education and Culture above. However, it is also undeniable that there are many shortcomings that need to be addressed so that the ideals of education meet expectations.

When learning online, all learning must begin to adjust to the pandemic situation. To support learning activities while at home, the government has also issued guidelines for implementing activities learning from home through Circular Number 15 of 2020 so as to strengthen the previous circular regarding the implementation of learning during the Covid-19 period. Therefore, activities and assignments while studying at home can vary according to conditions, interests and facilities in each area (Minister of Education and Culture, 2020). Thus the teaching and learning process will still be able to be carried out even from their respective homes. Learning objectives are expected to be achieved and students continue to receive educational services. However, unpreparedness of facilities, skills, time and cost are common barriers that make many online learning difficult to control students and measure the achievement of learning objectives.

There are several previous studies that show these obstacles, such as what happened to the guardians of SMPN 1 Srengat students who faced several problems while accompanying online learning, they are the difficulty in

guiding children to study, the large number of children's learning burdens making it difficult to understand the material, constrained by quotas and internet networks and media limitations. In addition to those mentioned, there are still obstacles on a small scale such as in lessons that are practical subjects such as Physical Education Sports and Health, learning online can not be done because of lack of communication between students and teachers. Online learning also affects students psychologically such as easily bored and bored and students always feel anxious. In addition, many students prefer to study in school because they can interact directly (Madya, 2020).

In relation to the pandemic that spread, this system has helped minimize the spread of covid-19, but the various problems in the education learning during the pandemic, such as facilities and infrastructure, lack of understanding, unpreparedness of teachers and parents and even assessment are also problems in this regard. It does not rule out the fact that at the higher education level there are also similar obstacles process above are of great concern to be addressed immediately. Fortunately, with the current situation improving and the availability of the Covid-19 vaccine, the government has again implemented new policies in activities and loosened restrictions on activities, including in the teaching and learning process. With this research, it is hoped that it can be a reference and learning to deal with the Covid-19 pandemic by using the blended learning method. Dealing with this, with the implementation of the new normal, the government encourages limited face-to-face learning method with offline learning is carried out by students at

school, the learning activities emphasize more on giving students an explanation of the material various health protocol provisions, and the use of blended learning strategies to maximize learning during the pandemic. Under this encouragement, schools in Indonesia have developed their own ways to make blended learning safe and effective. Based on the observation done by the researcher during an English teaching internship in SMPN 1 Srengat, SMPN 1 Srengat is one of the schools that implemented blended learning in teaching during the pandemic after the government implemented the new normal policy.

On this occasion this research is studied about how blended learning in English subjects is carried out by English teacher in SMPN 1 Srengat. SMPN 1 Srengat is one of the most advanced junior high school in Srengat, Blitar, Indonesia. This school has implemented blended learning method in teaching English by combining offline learning method and online learning method. Before implementing blended learning as a learning method, at the beginning of the pandemic, SMPN 1 Srengat implemented online learning. However, the application of online learning in teaching English was felt to be less than optimal in delivering the materials, so that the learning motivation of the students decreased. Therefore, along with the implementation of the new normal by the government, SMPN 1 Srengat applies blended learning method as a learning method. Offline learning is carried out by students at school, the learning activities emphasize more on giving students an explanation of the material and practicing the students' English skills. While online learning is

carried out by students in their respective homes, online learning activities are more directed at giving the materials to be studied by the students at home and giving assignments based on the material described.

## **B. Statement of Research Problem**

Based on the background of research, the problem of this research is formulated as follows:

1. How is the implementation of blended learning in teaching English at SMPN 1 Srengat?

## **C. Objectives of the Research**

From the problems that stated above, the purpose of this research to describe the Implementation of blended learning in teaching English in SMPN 1 Srengat, with the focus is to describe the implementation of blended learning in teaching English at SMPN 1 Srengat.

## **D. Significance of the Research**

The significances of this research:

1. The theoretical significance of the research

This research can give contribution for the teaching English in the school and can enrich the knowledge of English teacher about how blended learning method is implemented, especially when faced with the same situation.

## 2. The practical significance of the research

### a. For the readers

The readers who are interested in teaching English can understand and know a good strategy, method and technique of evaluation in teaching English by using blended learning, especially in this pandemic era.

### b. For the English teacher

The English teachers can enrich the knowledge about teaching English method and develop the method more with the information of this research, so that the English teacher can teach the student better.

### c. For the future researcher

The information of this research can help the future researcher to collect more data or information about teaching English method especially about blended learning.

### d. For the researcher herself

This research can help the researcher herself, after finishing the research, the researcher get new information about teaching English method. It will enrich the researcher knowledge. In addition the information can also help the researcher when he/she faced the same situation in the future.

## **E. Scope and Limitation**

In order to make the research systematically, the scope of the research should be stated, so that the research can only be focused on the point of the

problem. The scope of this research is a study on the implementation of blended learning in teaching English in SMPN 1 Srengat. The limitation of this research is only focus on methods, media, material and evaluation technique that used in teaching English using blended learning method in SMPN 1 Srengat.

#### **F. Definition of Key Terms**

In order to give clear definition and as a guidance for the readers to understand the whole study, the definition of key terms are given :

##### **a. Implementation**

Implementation is the execution or practice of a plan, a method or any design, idea, model, specification, standard or policy for doing something. As such, implementation is the action that must follow any preliminary thinking for something to actually happen (Lutkevic, 2022).

##### **b. Offline Learning**

Offline learning is a learning modality that refers to modular learning, mobile learning, distance learning, self-learning and independent learning. Offline learning is observed when students engaged learning through using modules either printed or electronic or digital copy. In this context, the role of technology is only to let students download the learning materials and submit their outputs (Batulan et al., 2022).

##### **c. Online Learning**

Online Learning according to Molinda (2005) can be defined as an effort to connect learners (learners) with their learning resources (databases, experts / instructors, libraries) which physically separated or even apart but can communicate with each other, interact or collaborate.

d. Blended Learning

Blended learning can be defined as the combination of traditional method of learning and online learning. Traditional method includes face to face interaction with teachers. Here teacher is the active speaker where as in online learning students are centre of teaching and learning process to achieve curriculum diversity. Blended learning do not use any single learning delivery medium rather incorporates a wide range of learning opportunities likeonline, face to face (Shivamb and Singh, 2015).