

**EXPLORING THE TEACHERS' PERSPECTIVE
ABOUT THE CHALLENGES OF TEACHING ENGLISH BY
USING BLENDED LEARNING
(A Case Study of English Teachers' at SMA Sultan Agung 1 Semarang)**

A FINAL PROJECT

**Presented as Partial Fulfillment of the Requirements
to Obtain Bachelor the *Sarjana Pendidikan* Degree
in English Education**



proposed by:

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**ENGLISH LANGUAGE EDUCATION STUDY PROGRAM
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SULTAN AGUNG ISLAMIC UNIVERSITY
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2024

PAGE OF APPROVAL

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The proposal has been approved by the advisor and is to be examined by the Board of Examiners.

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Defended before the Board of Examiners

On _____

And Declared Acceptable

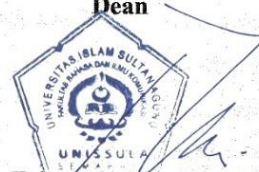
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MOTO AND DEDICATION

**“Be brave and fearless to know that even if you do make a wrong decision,
you are making it for good reason.”**

Adele



This is dedicated to my parents,
Mr. Mashuri and Mrs. Suci,
for their endlessly prayers and
extraordinary support.

ABSTRACT

Apriliani, Reigita. 2024. *“Exploring the Teachers’ Perspective about the Challenges of Teaching English by using Blended Learning.”* Thesis. English Education Study Program, Faculty of Language and Communication Science, Sultan Agung Islamic University, Advisor: Nur Ekaningsing S.Pd., M.Pd

This research concerns teachers’ perceptions and challenges in using Blended Learning to teach English in the New Normal Era. Therefore, exploring their perceptions of using blended learning and its challenges becomes the objective of this research. A qualitative study was conducted by involving two senior high school English teachers in Semarang. It was found that teachers' perceptions of the use of blended learning are positive. The teachers supported the use of blended learning since it has advantages in the learning process. Students can learn at the same time in online and offline lessons. They are also more enthusiastic about learning in mixed learning technique because it is easier for them to access materials on the online platform. However, there are still some challenges that the teacher mentioned, such as poor internet network, low student motivation, the preparation for using blended learning and the problem of electricity.

Keywords : Blended learning, Teachers’perceptions, Teaching English.

INTISARI

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Penelitian ini menyangkut persepsi dan tantangan guru dalam menggunakan blended learning untuk mengajar bahasa Inggris di Era New Normal. Oleh karena itu, mengidentifikasi persepsi mereka terhadap penggunaan blended learning dan tantangannya menjadi tujuan penelitian ini. Penelitian kualitatif ini dilakukan dengan melibatkan dua guru bahasa Inggris SMA di Semarang. Ditemukan bahwa persepsi guru terhadap penggunaan blended learning sangat positif. Para guru mendukung penggunaan blended learning karena memiliki kelebihan dalam proses pembelajaran. Siswa dapat belajar sekaligus dalam pembelajaran online dan offline. Mereka juga lebih semangat belajar dengan teknik pembelajaran campuran karena lebih mudah mengakses materi di platform online. Namun masih ada beberapa kendala yang disebutkan guru, seperti jaringan internet yang buruk, rendahnya motivasi siswa, persiapan penggunaan blended learning dan permasalahan listrik.

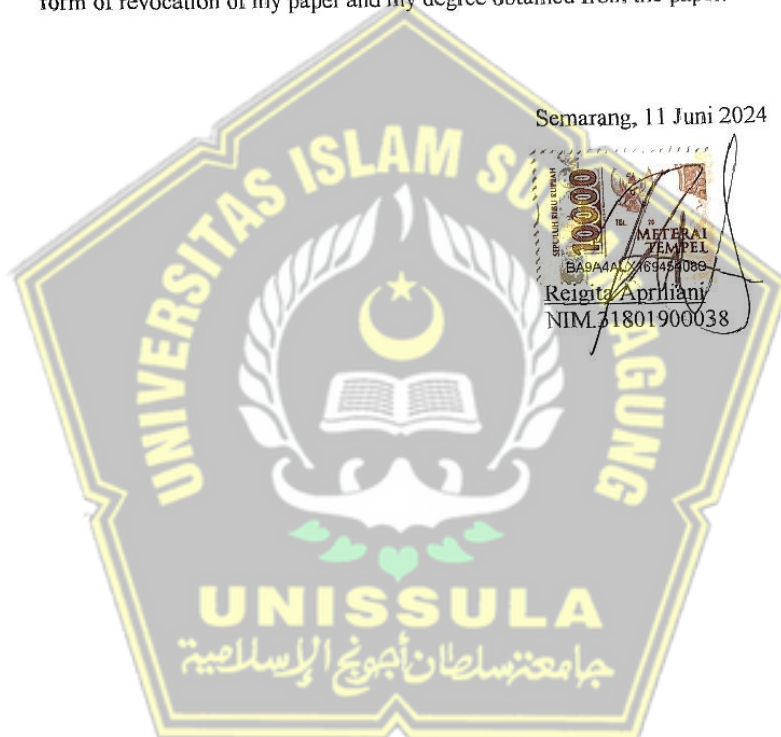
Kata Kunci: Blended learning, Persepsi Guru, Era New Normal

STATEMENT OF WORK'S ORIGINALITY

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Hereby, I honestly declare that the undergraduate thesis I wrote does not contain the work or part of the works of other people, except those which were cited in the quotation and references, as a scientific paper should. If my statement is not valid in the future, I absolutely agree to accept an academic sanction in the form of revocation of my paper and my degree obtained from the paper.

Semarang, 11 Juni 2024





|

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Finally, I hope this research will be useful for the readers, further

studies, and the English Education Study Program Students. The suggestion and constructive criticism for improving the final project was accepted.

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Reigita Apriliani
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CHAPTER I

INTRODUCTION

This chapter presents the Background of the Study, the Reason for Choosing the Topic, Statment of the Problem, Objectives of the Study, Limitation of the Study, the Significance of the Study, Definition of Key Terms, and Organization of the Study.

1.1. Background of the Study

The spread of COVID-19 has created the need for all teaching and learning activities to be carried out at home to prevent the spread of coronavirus. As soon as Covid-19 decreased, Indonesia's governor authorized the opening of outdoor schools. Students believe that teachers can transform traditional learning into modern learning. In addition, it is necessary to have a technique to examine current problems. The use of Blended Learning is considered applicable in the new normal era, as it brings together online and offline learning.

In the COVID-19 pandemic, especially in Indonesia, the e-learning trend is increasing significantly. Despite the governement's recommendations, it offers a lot of innovations and opportunities, especially for the teachers in optimize their efforts to improve students' learning outcomes with various solutions Purnawarman et al. (2016). However, since technology advancement still needs to be balanced in every region in Indonesia, the use of complete e-learning will be a burden, especially for the students. Therefore, teachers should adopt and make it appropriate for

teaching and learning. Blended Learning is one method for implementing e-learning. Blended Learning is a blend of face-to-face and online learning activities that best uses of resources to address critical institutional concerns Bonk et al. (2018). It also provides an effective blend of diverse delivery modes, teaching models, and learning styles used in an interactively meaningful learning environment Kaur (2013).

Blended Learning has become a new learning environment in recent years. A study conducted by Purnawarman et al. (2016) shows that Blended Learning can be an alternative and an effort for the teachers to integrate technology into the teaching and learning process which is undeniable. Falah and Barat (2022) claimed that teaching through blended setting provides the flexibility for the students to study with their own paces. In addition, stated that online environments give students more time to respond and participate, which may increase their motivation, especially for shy students. While Zhang (2021) assumed Blended Learning is about combining face-to-face (traditional) and online. It offers something that attracts students' interest. Moreover, it allows them to learn independently by seeking the material that related to their interest.

However, Blended Learning has some challenges in it is application. Fadde and Vu (2017) explained that the real challenge is not only in integrating technology or creating an online platform but also in finding a balanced proportion of offline and online instruction thus the students can take the benefits of it. Somehow, implementing Blended Learning is not as

easy since teachers and students are unfamiliar with the technology. As indicated above, research on blended learning and its successes is extensive and diverse, especially regarding its implementation. Therefore, this study will explore the teachers' perspective about the challenges of teaching English by using Blended Learning method.

1.2. Reason for choosing the topic

Based on the background of the study above, the researcher is interested about the topic of teachers' perspectives and at SMA 1 Sultan Agung there were not many researchers related to teachers' perspectives regarding Blended Learning.

1.3. Research Question

This study is aimed to answer the question: How is the teachers' perspective about the challenges of teaching English by using Blended Learning method at SMA 1 Sultan Agung?

1.4. Objective of the Study

Based on the background of the study and the research question above, the objective of the study is to explore how is the teachers' perspective about the challenges of teaching English by using Blended Learning method at SMA 1 Sultan Agung.

1.5. Significances of the Study

There are two major significances in this study, they are pedagogical

significance and practical significances.

1. Pedagogical Significance

a. For teachers

This research will expect to provide information about the teaching model using Blended Learning methods. Hopefully, by identifying the challenges will help teachers find the solutions that can be used to reach learning goals.

b. For students

Teaching through Blended Learning is expected to give students more time to respond and participate, which can increase students' motivation to learn.

2. Practical Significance

a. For teacher

Hopefully with this research, teachers are expected to optimize the learning effort to increase students' interest in learning.

b. For students

This research is expected to help teacher to pay more attention to overcome obstacles. So students can get easier in joining learning, especially in Blended Learning.

c. Readers

This research will provide information for readers. By reading this research, people will know how teachers' responses when carrying out learning using Blended Learning methods.

d. Writer

The results of this study are expected to enrich the author's knowledge, develop the intellectual level that has been obtained, and prepare herself to be the best teacher in the future.

1.6. Limitation of the Study

In this study, the researcher will investigate the teachers' perspective about the challenges of teaching English by using Blended Learning. The subject of this study is two of English teachers' at SMA 1 Sultan Agung Semarang in Academic year 2023/2024 who teach English using by Blended Learning method.

1.7. Definition of the key terms

a. Blended Learning

Graham as cited by Falah and Barat (2022) explained Blended Learning as a method of learning that combines the advantages of traditional classroom training with those of more modern online instruction. In the context of this inquiry, the term "Blended Learning" refers to the practice of combining a variety of activities and technologies tailored for a specific class of students. Blended learning is viewed as a technique for developing acceptable educational environments for students, allowing them to easily achieve their goals and boost their learning via the use of appropriate technology.

b. Perspective

Cross (2014) defines perspective as the characteristics of certain emotions or coping strategies. It is true that every teacher has their own idea, including teaching methods, techniques, or strategies, to achieve curriculum goals, follow the program, help students learn the material, be effective in school management, and be effective in school management. Establish a good relationship between teachers and students. Therefore, in this study, the reasecher tried to explore the perceptions of teachers regarding their teaching at senior high school level.

1.8. Organization of the Study

This final project consists of five chapters:

1. Chapter I: consist of Background of the Study, the Reason for Choosing the Topic, Statment of the Problem, Objectives of the Study, Limitation of the Study, the Significance of the Study, Definition of Key Terms, and Organization of the Study.
2. Chapter II: discusses review of related literature which contains theories underlying the writing of the study.
3. Chapter III: deals with research method. It consists of This chapter consists of design of the study, subject of the study, types of the data, instruments of the data, The technique for collecting data, data analysis, and time schedule.
4. Chapter IV: consist of Description of Schools Profile, Description of the Subject, Trusworthiness of the Instruements, and Analysis of Result and

Discussion.

5. Chapter V: explained about Conclusion and Suggestion.



CHAPTER II

REVIEWS OF RELATED LITERATURE

This chapter consists of the Definition of Perception, Visual Perception Theory, Changes of Perceptions, Teacher Perception, Indicators of Perceptions, Blended Learning, the Definition of the Blended Learning, the Objective of Blended Learning, the Characteristics of Blended Learning, the Stages of Blended Learning.

2.1. Definition of Perception

Perception is a person who has thought about something and learned how to use their attitude towards something, whether they agree or not. Hong (2003). The term perception in psychology is used to describe the process of processing prospective information. Perception is a psychological process that begins with sensation and then continues with the process of categorizing, classifying, interpreting and connecting many things simultaneously. Stimuli are received and grouped to be identified in a specific context. Sensation occurs before the brain interprets the information it receives from the senses. All living things, such as humans, have hearing organs. They have eyes, ears, skin, nose and tongue to receive sensory stimuli. If one of the senses works poorly or worse, it may not work at all; other senses will actually increase. Santrock, J. W. (2005).

In 2009, Lahey stated that the function of receptor cells in sensory organs determines whether they are used to detect the message (often called

stimuli). Arousal refers to anything that can be perceived through the senses. For example, light is perceived by the eyes, smell by the nose, sound by the ear, taste by the tongue, and heat by the skin.

A process of transfer from one brain to another occurs when the sensory system detects the stimulus. The brain will interpret, organize and process the received information in a practical and creative way, turning it into complete information. It contains a detailed description of the information. This process is called perception.

2.1.1. Visual Perception Theory

In order to receive information from the environment we are equipped with sense organs e.g. eye, ear, nose. Each sense organ is part of a sensory system which receives sensory inputs and transmits sensory information to the brain.

A particular problem for psychologists is to explain the process by which physical impulses received through the senses form the basis of experience. The income somehow translates into ideas about tables and computers, flowers and buildings, cars and planes; in the experience of sight, sound, smell, taste and touch. The central issue for dissociative psychologists is how perception is based on the information presented in the stimulus. Some argue that perceptual processes are not direct, but rather depend on the listener's experience and prior knowledge, as well as the information present in the stimulus. Mujib H (2017). Psychologists distinguish between two

types of mental processes: bottom-up processing and top-down processing. Bottom-up processing is also called the information initiation process because consciousness begins with the stimulus itself. Processing occurs in a single direction, from the retina to the visual cortex, and each successive stage along the visual pathway performs a deeper analysis of the input.

Top-down processing refers to using contextual information to recognize patterns. For example, it is easier to understand complex texts when you read complete sentences than when you read individual and specific words. This is because the context of the surrounding words provides context that aids understanding. Psychologist Richard Gregory (1970) argued that perception is a constructive process based on top-down processing.

Gregory (1970) stated that perception involves making judgments about what we see and trying to think rationally. He said that prior knowledge and experiences are important in perception. When we observe something, we form an intuitive hypothesis based on previous knowledge. Hypotheses we develop almost constantly. But in rare cases, theoretical hypotheses can be confirmed by the data we perceive.

2.1.2. Changes of Perception

Perception is not something static, but can change. The first change process affected by the psychological processes of the nervous

system in the human senses. If a stimulus not change, adaptation and habituation that will occur affect response to a stimulus is increasingly weak. Habituation tended psychology from receptor that be less sensitive after receiving a lot of stimulus. While adaptation is reduced concern if the stimulus appeared many times. Stimuli that appear regularly are more easily adapted than the appearance of irregular stimulus.

The second variable is the psychological process. Changes in the psychology of perception are faced, among other things, with the creation and modification of consciousness. The answer is attitude. Forms and changes in psychology are often described as a learning process or a process of knowing (cognition). While in the learning process the emphasis is on the presence of the stimulus, in the cognitive process it is the most important, that is, the will of the individual.

What one person and another sees may differ in meaning. This is because what the five methods almost capture does not correspond to reality. The harmony between people hearing things and the things shown around them. Based on the perception or explanation of the perception of the five ways, a person performs an action or exhibits a certain behavior.

The purpose of the concept changed its meaning. As Marr (1982) stated, belief suggests that the purpose of perception is to

interpret external information. The evolutionary purpose of consciousness stems from evolutionary theory, which states that consciousness is a way for living things to increase their chances of survival.

A creature has to be able to feel good and behave well. In fact, the way creatures respond to stimuli is different and will define stimuli according to what is important to each creature based on their experiences. They will know and answer whether the reasons are 'positive' or 'negative'

2.1.3. Teacher Perception

It is important to consider the system used by teachers and their responsibilities, as well as how they are responsible for teaching. Without exception, all of them were willing to openly examine teachers' roles and responsibilities in the system. They are more interested in understanding and improving their role in overall school success. Marble and Finley (2000). The effects of a teacher's strong and consistent work shape expectations for student performance in the classroom. Teachers want students to be more involved in their learning and 'research', but their approaches to teaching and learning are 'to some extent constrained by the demands of the curriculum' Campbell et al, (2001). Their findings indicated that teachers' understanding of classroom procedures was comparable to that of a favorable communication environment, where students can discuss

real-life issues, complete practical tasks, utilize computer technology, and communicate effectively outside of the classroom. introduce themselves. adapt to the classroom culture and work in groups or in pairs Ridayanti (2023).

2.1.4. Indicators of Perception

According to Robbins (2003) there are two indicators of perception:

a. Acceptance/ Reabsorption

The process of acceptance or reabsorption is the process of perception, at the physiological stage, related to the activity of the five senses in perceiving stimuli.

b. Understanding/ Evaluation

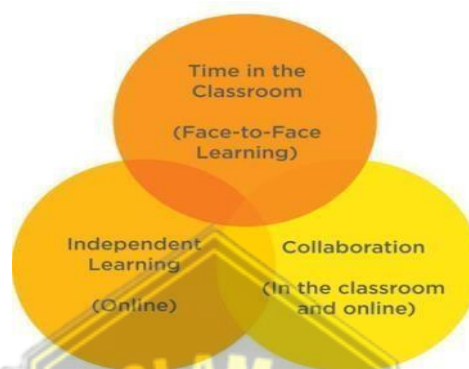
The external stimulus that have been grasped will evaluate. It is a subjective evaluation. Every person in the environment will have a different perception.

2.2. Blended Learning

Blended learning is a learning method that combines online and offline learning into one. According to Khairunnisa (2022) blended learning is a flexible method that enables students to access activities, digital resources, and even synchronous and asynchronous online conferences at any time. Within this instructional process, the teacher can instruct and guide the students, and the students can fulfill their primary responsibility for self-directed learning Bi and Shi (2019) it means Teachers and students can learn

more practically by merging online and offline learning into one instead of just using online classes.

2.2.1. The Definition



Picture 2.1
Blended Learning

Blended learning is a combination of different learning media modalities. Definitions that combine different learning methods, learning theories, and teaching dimensions. Blended learning is a program of formal education that a student learns at least partly through the delivery of content and online instruction with several elements of student control over time, place, route, speed, and in separate locations. According to Suciati (2021) blended learning is presented by combining the Internet and digital media with the establishment of a form of classroom that requires physical contact in the presence of teachers and student.

Blended learning is a learning method that effectively combines face-to-face interaction with online resources. Virtual learning interaction, where teachers and students meet face to face

and online, is possible anytime, anywhere. A blended learning approach is implemented with teachers and electronic communication. Teachers' presence may be alternately physical and virtual. Some meetings are held in person (in a traditional meeting room, which includes face-to-face meetings), while others are held informally. Another form of blended learning is face-to-face interaction between teachers and students, both located in different locations but providing input, asking questions, and responding. Blended learning is a learning institution that combines various delivery methods, teaching methods and learning methods, creating various media dialogues between the facilitator and the receiver. Blended learning is a combination of face-to-face learning and online learning, but it is more than that, it is an element of social implementation Bi and Shi (2019).

Blended learning is no longer the sole source of knowledge. Learning serves as an equal tutor, facilitator, and motivator. Therefore, it is necessary to develop the art of face-to-face advocacy to match courage. The aim of this activity is to facilitate collaboration in an efficient and effective manner. The task assigned to the student can be used as a measure of the desired competence.

When carrying out learning, a brave educator can present content that is interesting to the student; it can be images, videos,

audio, animation, and so on. Educators can take advantage of today's technological sophistication. Like an application that can be used for learning. Most educators will use applications that are being embedded in the community, including WhatsApp, Google Classroom, video calls, YouTube, Google Forms, and others.

2.3. The Objective of Blended Learning

According to Kaur (2006) the purpose of blended learning is to combine the benefits of face-to-face learning with online learning to improve student learning and reduce face-to-face instruction time. With internet-based technology, teachers use blended learning methods to adapt learning materials to online activities. Thus, the purpose of using blended learning can be formulated as follows:

- a. To help the student develop better in the learning process according to their learning style and preferences.
- b. Provide practical and realistic opportunities for educators and learners to learn independently, profitably, and continuously.
- c. Increased scheduling flexibility for pupils by combining the best aspects of face-to-face learning and online learning.
- d. Increased scheduling flexibility for pupils by combining the best aspects of face-to-face learning and online learning.

2.4. Characteristics of Blended Learning

According to Fadde (2018) there are some characteristics of Blended

Learning, as follows:

- a. Learning combines various ways of delivering teaching materials, teaching models, styles to certain technology or certain media in the learning process. Blended learning can be done maximally so that the learning process has maximum results.
- b. Media and technology-based learning, especially information technology, means that blended learning is able to combine the learning process by using online media and other conventional methods.
- c. Instructors or mentors become facilitators, so that students are able to learn independently to learn to develop the material that has been obtained.

2.5. Advantages and Disadvantages of Blended Learning

Graham (2006) stated that Blended Learning has advantages and disadvantages, as follows:

2.5.1. Advantages

- a. Independent Learning

Learners can easily learn freely to develop their imagination widely. In other words, learners are given the opportunity to develop material independently, so that learners have experience and habituation related to the material being explored.

- b. Utilizing the advancement of information technology.

With the advancement of information technology, modern humans are required to develop. Blended learning can be utilized

as a means to master information technology in order to remain able to access information properly and accurately.

- c. Overcoming learning problems related to distance and time
Blended learning is able to overcome this problem, with the rapid

development of information technology facilitating distance learning. In addition, at certain times, the learning process may not be face-to-face. Learning can use technology such as the internet.

- d. Continuous communication process

The rise of cases and negative issues about unacceptable acts committed by irresponsible elements from the school, blended learning can be a clear solution to this problem.

2.5.2. Disadvantages

The required media is very complex to use, so sometimes it is very difficult to implement if the learning and teaching materials are not supported. The difference in media will also affect non-formal education institutions that do not have the necessary knowledge about modern technology.

2.6. Stages of Blended Learning

The learning implementation stage has two parts, the first is the offline learning stage, where in this stage learning is left entirely to each student guardian. Between one student guardian and another has a different learning procedure. The second is online learning. The online learning stages

are as follows:

a. Initiation

Picking a topic that matches the real world reality and starting with an in- depth investigation. Essential questions are asked to elicit knowledge, responses, critiques and ideas about the project theme.

b. Planning

Planning involves setting the rules of the game, selecting activities that can support answering the essential question by integrating a range of possible subjects, and knowing the tools and materials that can be accessed to help complete the project.

c. Scheduling

Educators and learners collaboratively develop a schedule of activities to complete the project. This schedule is developed to determine how long the project will take.

d. Monitoring

Educators are responsible for monitoring students' activities as they complete the project. Activity tracking makes it easier for students in every activity. Program monitoring and follow-up courses are applied or online learning courses are applied.

e. Assessment

Assessment is conducted to assist educators in measuring the achievement of standards, play a role in evaluating the progress of each learner, provide feedback on the level of understanding that has been

achieved by learners, assist educators in developing the next learning strategy.

f. Evaluation

At the end of the learning process, educators and learners reflect on the activities and project results that have been carried out. This type of thinking occurs independently and in groups. At this stage learners are asked to express their feelings and experiences while completing the project.

2.7. Review of the Previous Study

The first study entitles *English Teacher's Problem Using Blended Learning to Teach Students during New Normal in SMKN 1 Marabahan was done by* Laksono (2023). This study addresses several problems when teachers teach students using Blended Learning in SMKN 1 Marabahan. This study used qualitative descriptive method. The subject of this study was one teacher of SMKN 1 Marabahan. To collect the data, this study used interview as the main instrument and an open-ended questionnaire as the second instrument. The result showed that there are five perspectives answered by the participants. The answer is 1) student behavior or problem 2) time duration that shortened 3) teacher's competency 4) more teacher's problems 5) problem with internet connection 6) problem about technical issues.

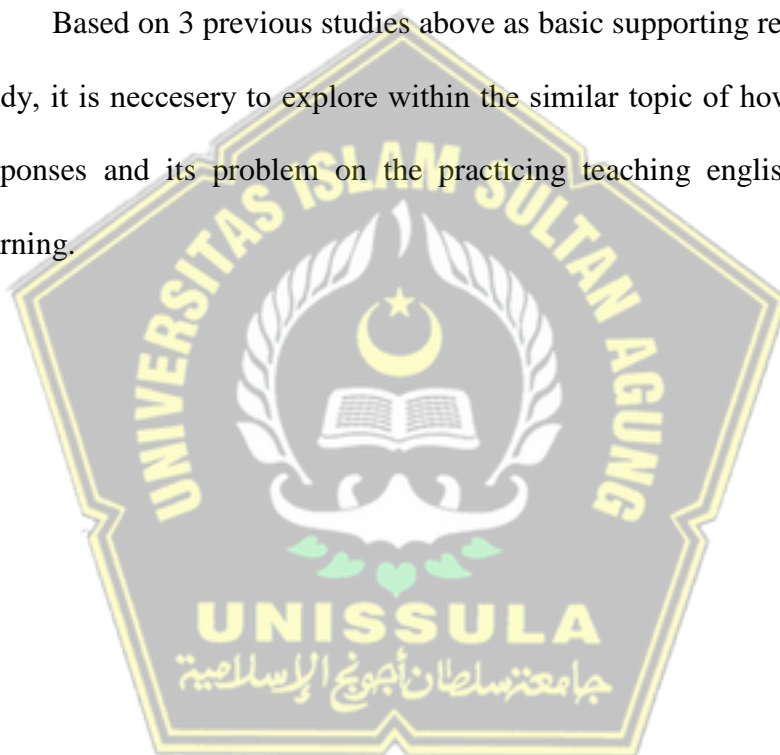
The second study was written by Khairunnisa (2022) with the title of *Teachers' Perceptions and Challenges in using Blended Learning for Teaching English in the New Normal Era*. The aims of this study is to

identify their perceptions of using blended learning and its challenges. The subject of this study was two junior high school English teachers in Surabaya. This study used the qualitative research. The data was collected from the school which implemented blended learning in this New Normal Era. The research instruments for this study present research were interviews and observation. The result showed that the teachers' perception of the use of blended learning states that the technique is a good innovation to use in the new normal. The technique can combine online and offline learning at the same time, making it easier for students to study together and access material flexibly through online platforms. Another result showed that the challenges that teachers must face in using blended learning are signals, electricity flow, low student motivation, and the preparation of equipment in the application of blended learning. Even so, the application of blended learning in this new normal is acceptable for teaching English. The third study with the title of *Kendala Guru Bahasa Inggris dalam Menerapkan Pembelajaran Tatap Muka Terbatas* (Maria, 2022). This study aims to determine the obstacles of English teachers in implementing Limited Face-to-face Learning (PTMT) at SMA Negeri 1 Barumun Tengah and efforts to overcome them. The subject of this study was two English teacher of class XI. The data collected techniques in this study used interviews and documentation. The results of this study are the obstacles for the class XI English teacher in implementing PTMT, namely (1) the difficulty of the teacher in determining the appropriate, effective and efficient learning

model and application. (2) decreased student interest in learning.

There are some similarities and differences as the conclusion from the three studies above and this study. The similarity with this study is in a qualitative descriptive method. This study also use interview guidelines to collect the data like the three studies above. While the differences are research place, time, and subjectof the research.

Based on 3 previous studies above as basic supporting research for this study, it is neccesary to explore within the similar topic of how do teachers' responses and its problem on the practicing teaching english by blended learning.



CHAPTER III

METHOD OF THE STUDY

This chapter discusses the Design of the Study, the Subject of the Study, Data of the Study, the Types of Data, Variables, Instrument of the Study, the Technique for Collecting Data, Data Collecting Procedure, Data Analysis, Time Schedule.

3.1. Design of the Study

Research design is a plan or setting. Qualitative, quantitative, and mixed method research designs are the three categories of research designs. This study used qualitative research. Ummah et al. (2024) mentioned that qualitative research is a means for exploring and understanding the meaning individuals or groups ascribe to a social or human problem. This research is conducted to find out, understand and analyze the reasons and explanations regarding the phenomenon being studied. This research is a qualitative descriptive. Qualitative descriptive research is research that is conducted by describing things that are happening in the present by combining the information obtained. Qualitative research is research conducted to find out human problems by providing an overall picture and complex ideas using words or linguistics or language from sources in research settings Susciati (2021). The purpose of the descriptive method is to find a detailed explanation and description about the object of the research systematically. This research uses qualitative descriptive research to explore how do teachers' responses and its problem on the practicing teaching

English by Blended learning.

3.2. Subject of the Study

Rahmadi (2011) explains that the subject of research is the elements of objects, individuals, or organisms as the source of information that researchers need to obtain research data. Subject is very important to be in research because they are the things that will be studied. This subject of study subchapter consists of population and sample.

3.2.1. Population

According to Shukla (2020), population refers to the set or group of all the units to which the findings of the research are to be applied. This study will be carried out at Sultan Agung 1 Islamic High School Semarang. Therefore, the subject of this study is two of the English teacher at Sultan Agung 1 Islamic High School Semarang.

3.2.2. Sample

Shukla (2020) states that the sample is the unit selected from the population that represent it completely. The sample of this study is two of English teachers at Sultan Agung 1 Islamic High School Semarang.

3.3. Types of Data

According to Creswell (2007), there are three types of data collection. They are, interviews, documents, and audio visuals material.

1. Interviews

Interviews in qualitative research are usually carried out by giving open-ended questions about the matter to be studied to participants to see the opinions of participants.

2. Documents

Documents are often misinterpreted as evidence of having conducted research in the form of photo or video documentation. Here, documents are in the form of goods whose data will be collected for research.

3. Audio visual materials

Audio visual material contains data material presented in video form via compact discs, video tapes, flash drives and the like. In collecting data, this study used two of the four types of data collection that have been presented. This study use the type of interview. The interview will be done with the teacher only.

3.4. Instrument of the study

Research instruments are the tools that are used by the researcher to collect the data. There are several kinds of instruments in qualitative research, including: group discussion guides, observation field notes, interview guides, and questionnaires. In this study, interview guides were chosen as the instruments to help collect the data.

The interview is asking questions and getting answers from participants as a form of research tool. Before carrying out the interview, an

interview guide must be prepared in advance. An interview guide is a transcription or protocol in an interview in the form of guiding open ended questions.

3.5. Trustworthiness

Trustworthiness is use to determine whether the study is trusted or not. According to Lincoln and Guba (1985) that cited the nature of trustworthiness includes credibility, transferability dependability, and confirmability. In the research, researcher must obtain data are valid. This part of research points how the way data can get the trustworthiness. To check the trustworthiness of the data, the researcher use theoretical triangulation in this research.

3.5.1. Theoretical Triangulation

Moleong (2011) states that triangulation is a technique that uses the value of the data by using another factor. External data for audit purposes or comparison with data. Triangulation was a method to increase the researcher's knowledge of the study. Denzin at Moleong says there are four types of triangles: the initiation triangle, the method triangle, the triangle of discovery, and the triangle of discovery. Since the researcher used more than one method to collect data in this study, the author used the triangle method.

3.6. Technique for Collecting the Data

Technique for collecting data is a technique or method used to collect information about the research data being conducted. In this study, the technique use by conducting interview with two English teacher. This process was conducted by doing a face-to-face interview. The documentation of interview was done in an audio recording.

3.7. Data Collecting Procedure

Data collection was carried out at Sultan Agung 1 Islamic High School Semarang take from two of English teachers. The procedural of collecting data were written below:

1. Prepare interview guideline in advance and prepare questions to be asked of research participant and prepare recorders or handphone for the interview documentations.
2. Request a permit letter from the faculty which was submitted to the school to be studied to request research permission.
3. After the permission letter was received and permitt, interview will be conducted with an English teacher to analyze how do teachers' responses and its problem on the practicing teaching english by blended learning at SMA 1 Sultan Agung.
4. After all the data has been collected, the next thing to do is to analyze the existing data.

3.8. Data Analysis

After the data is collected, the next step is to analyze the data. Ummah (2024) cites that the concept of qualitative data analysis is divided into three steps: data reduction, data display, and drawing conclusions.

1. Data reduction

The first step in teaching qualitative data is data reduction. Data reduction, namely summarizing the data that has been collected to make it clearer and more detailed by focusing on things that are fundamental and important to have in data analysis

2. Data display

The next step is data display. Data display is done by presenting and describing data that has been summarized in a structured manner so that conclusions can be drawn.

3. Drawing conclusion

The final stage is making conclusions. This stage is carried out after the data has been collected and from the beginning which is carried out periodically until it becomes a perfect conclusion.

CHAPTER IV

ANALYSIS OF RESULT AND DISCUSSION

This chapter consist of Description of Schools Profile, Description of the Subject, trusworthiness of the Instruemnets, and Analysis of Result and Discussion.

4.1. Description of School Profile

Sultan Agung 1 Islamic High School Semarang is a private school that applies Islamic values. This school is located on Jalan Mataram No 657, Wonodri, Kec. Semarang Selatan, Semarang City, Central Java Proviencie. The headmaster of this school is Mr. Abdul Muis, S.Pd., M.M. This school's has an A accreditation from BAN (*Badan Akreditasi Nasional*). Therefore, the quality of education is guaranteed. This school has 3 majors, they are MIPA, IPS and Language for each grade. The curriculum used in this school is the 2013 curriculum.

4.2. Description of the Subject

The subject of this research was two of the teachers at Sultan Agung 1 Islamic High School Semarang. One of the teacher who became the subject of my research has been teaching English for 20 years and has got mater's degree in English. She is an English Teacher at Sultan Agung 1 Islamic High School who teaches grades 10 and 11.

4.3. Thrustworthiness of the Instrument

The validation instrument of this study is based on content validity.

The content validity testing technique in this study was expert judgments conducted by the English teacher for the interview checklist who was also one of the research subjects and the advisor for the interview guidelines. Based on the results of the expert judgment, the questions studied for the interview is valid.

Triangulation technique is a technique for testing the credibility of data which is done by checking the same source but with different techniques. In this research, the implementation of triangulation techniques used to obtain data about English teachers' perceptions and challenges by using blended learning can be achieved by: comparing interview data, comparing interview data with the contents of a document related to the research focus, and comparing what is what the key informant said in public with what the key informant said in private. In this way, what is obtained from the data source can be verified for its truth when compared with similar data obtained from other sources different.

4.4. Findings and Discussion

This chapter present the findings from the research conducted based on the research question mentioned in chapter I previously and a discussion of the research result and the discussion of the findings.

4.4.1. Findings

There are several findings, as follows:

A. Teachers' Perceptions toward the use of Blended Learning

Blended learning is a technique used in the new normal era

to combine online and offline learning at the same time. Based on teachers' perception, both of the teachers have a great perception about blended learning, which makes them interested in the use of blended learning because the blended learning, both students who learn at school and students who learn at home can study together in the same time. Teacher A stated that,

"By using blended learning, students who study at school with face-to-face learning and students who study at home with online learning can get the same learning. Some of them study at school, but some learn from home. This is done alternately, but students can still learn together through this method."

Teacher B supports the use of blended learning in this new normal era because students can study together through online and offline lesson. The interview session as follows,

"The use of Blended Learning makes all students can study at the same moment, and it makes them enthusiastic. Before the new normal era, students learned through online classes, so there was very little interaction between students and teachers. However, all students can learn together through blended learning, even in two ways, with online and offline learning".

Implementing blended learning in the new normal era also gives some the benefits, such as reducing the transmission of covid-19 while still being able to carry out more optimal learning

with face-to-face and online learning. In the use of blended learning, students can access materials and assignments more efficiently. Students look more enthusiastic because they can access material easily through online platforms. This makes it easier for students to be able to learn anytime and anywhere by accessing material online. Teacher A mention that,

"After the teaching and learning are over, students can do the assignments through the Microsoft Teams application, making it easier for teachers to carry out the assessment process."

While teacher B mentionthat,

"The use of blended learning provides benefits in the learning process. Teachers can give assignments through anonline platform, Microsoft Teams, where after students collect, the teacher will easily give grades. In addition, students can also easily access material so that they can study at any time".

Both teachers perceive that blended learning is an excellent innovation to implement for teaching English in this new normal era, even though before implementing this blended learning, teacher's got training related to the use of blended learning. Both teachers hadthe same idea about the innovation of this techniqueused during the new normal era. Teacher A stated that,

"Blended Learning is a good technique to use nowadays. This method is an impressive innovation in combining online and offline learning. Students are more enthusiastic about learning using this method than just online learning".

Teacher B also supported the innovation of blended learning technique. The interview session as follows,

"Combining online classes and offline classes is a great innovation. In light of this new normal, students and teachers are adapting to online classes that took place during the pandemic. So the existence of this blended learning technique makes students more enthusiastic about studying at school even though they have to take turns for occasional online learning".

Based on the interview, the researchers found that the use of blended learning is an innovation that can be used in the new normal. Using blended learning can limit the number of students studying at school so that they can implement health protocols such as maintaining distance, washing hands, and wearing masks. Students and teachers must also receive vaccinations before carrying out offline learning so that their immune systems are stronger and avoid the corona virus. Thus, Teachers are interested in using blended learning because it

combines online and offline classes simultaneously.

They also have an excellent opinion about this technique because it gives flexibility in learning sessions and it is a good innovation for combining online and offline classes. Teachers feel pleased and comfortable using blended learning during the new normal because it makes easier for teachers to provide materials and assignments through an online platform, and they can teach through face-to-face systems in the classroom and online learning simultaneously.

B. The Challenges using Blended Learning

Blended learning has several challenges; one of them is poor internet networks. These make teachers find it challenging to open the Microsoft Team platform, and it impacts the delayed use of blended learning. In the interview session teacher A mention that,

"The most common challenge in using blended learning is about a signal. If the signal has a problem, it can lead to not being able to use blended learning on that day, as well as if blended learning is already running; sometimes, students who take online learning can suddenly leave the room due to unstable signals, so with this problem, the teacher must be able to understand this condition".

While teacher B also stated about the challenge of signal in

the use of blended learning.

"Blended Learning has some challenges, but the main obstacle is signal. Sometimes students find it challenging to join online classes because of unstable signals. Erratic weather factors cause this. When it rains heavily, students are usually unable to attend class due to signal problems, but if their signal is stable, they will usually join the middle class."

It has been found that the main challenge of using blended learning is the signal. The internet network affects the use of blended learning. Due to the covid-19, the use of online classes has increased, which causes signal delays. However, signals in the school area also experienced problems that delayed blended learning activities. The teacher informed the students who studied from home to wait due to the delay.

Another challenge is the low student motivation. This problem comes because they have been studying from home for too long. The teacher must support the teaching and learning because sometimes students feel bored while online learning. Using blended learning in this new normal era hoped students' motivation would be high again. The teacher can increase students' motivation since they go to school even though not all of them can study together because there is a limitation on the number of Students in one class. However all students can still learn simultaneously using blended learning.

Teacher A stated that,

"By using blended learning, it is possible for students to learn face to face in turn. Therefore, the role of teachers and parents is significant in motivating students because, during the early stages of the covid-19 pandemic, students were fully studied online at home, which at this time, students had to adapt again to offline learning. It is not easy, but teachers and parents' support can increase students' motivation to learn face to face again like before".

Teacher B agree that blended learning can make students' motivation high than before. The interview session as follows,

"With blended learning, students are more enthusiastic about taking part in learning. Even though they cannot go to class simultaneously, they can still study together simultaneously."

It can also be seen from the interview result that students who study online with blended learning interact less with teachers. However, students who study in class more often interact with teachers such as answering questions and asking questions related to the material being taught by the teacher. In this junior high school, blended learning activities used several pieces of equipment. For the teacher, she used a laptop, and there was another teacher responsible for operating a personal computer that allowed students who studied from home to see what

happened in the classroom.

However, the problem comes when the electricity of the power supply is not very good because it is often for the teacher to wait for the power supply of the electricity to be ready to be used. The power supply is interrupted, making the projector and even the computer not turn on, which makes students who take online learning unable to join because the computer cannot be turned on. During the interview session, the researcher found these particular problems. Teacher with another teacher who is responsible struggles with the problem of electricity. Teacher A mention that,

"Sometimes it is quite often that the electricity has the problem. So the blended learning technique will be too late to implement or even no blended learning during the lesson. Nevertheless, if possible, it will still be able to run even though the time will be reduced."

While teacher B mention that,

"Sometimes there are certain classes whose electrical connections have problems, so if that happens, the teacher will inform the WhatsApp class group regarding whether or not blended learning is implemented. If they cannot carry out blended learning, the affected are students who study online at home because they cannot study together with their friends at school."

Another challenges faced by the teachers were related to

their ability to master the technology. During the interview session, the researcher found that the teachers needed another teacher who proficient in computer technology and they knew how to operate the tools such as computers, cameras, and a projector to guarantee the teaching and learning run well. This preparation requires a lot of time and energy.

The researcher also found that this preparation stage took a very long time, which affected the teaching and learning process length. The use of blended learning has various challenges such as unstable signals and disrupted electricity which can hinder the blended learning process. Even the complicated preparation for using blended learning makes teachers also need other teachers in preparing this technique.

However, students who join online classes often lose motivation because they lack direct interaction with their friends and teachers. From these challenges, it can be concluded that the use of blended learning is indeed an excellent thing to apply in this new normal era, but the preparation for the use of blended learning needs adequate technology; thus, the teaching and learning can run optimally.

4.4.2. Discussion

Based on the research findings above, it can be found that teachers' perception of the use of Blended Learning is very positive.

They stated that Blended Learning is a suitable technique in the new normal era because it combines face-to-face and online learning. This technique allowed the students to be able to study together simultaneously in online and offline lesson. This is the same as the result of a previous study with the title *Teachers' Perceptions and Challenges in using Blended Learning for Teaching English in the New Normal Era* from Khairunnisa (2022) that blended learning gives the flexible time for students to access the material and creates flexibility in teaching and learning activities.

The result of the research also showed that teachers' sometime have problem teaching Blended Learning during the new normal. In the application of the blended learning, there are always challenges that teachers face; one of them is poor internet networks. Internet network is the main challenge in the implementation of blended learning. The internet networks at school must be in good condition because signals affect the use of blended learning. It is in line with the previous research from Laksono (2020) that, in the use of blended learning, internet access must provide consistency so that all students can be comfortable knowing the material to study during the lesson. Another challenge is the low student motivation. Given that some students lack the motivation to participate in online learning, the teacher's role is significant in motivating students to make them ready for learning.

Online learning can make students bored because they only see the cellphone screen, which can cause a lack of interaction. Thus, with the combination of online and offline learning through blended learning, it is hoped that the role of teachers and students can interact well during learning. It is in line with Maria et.al (2022) mention that the success of blended learning depends not only on the quality of the course and the virtual environment but also on the degree to which students are prepared to work in their virtual learning environment.

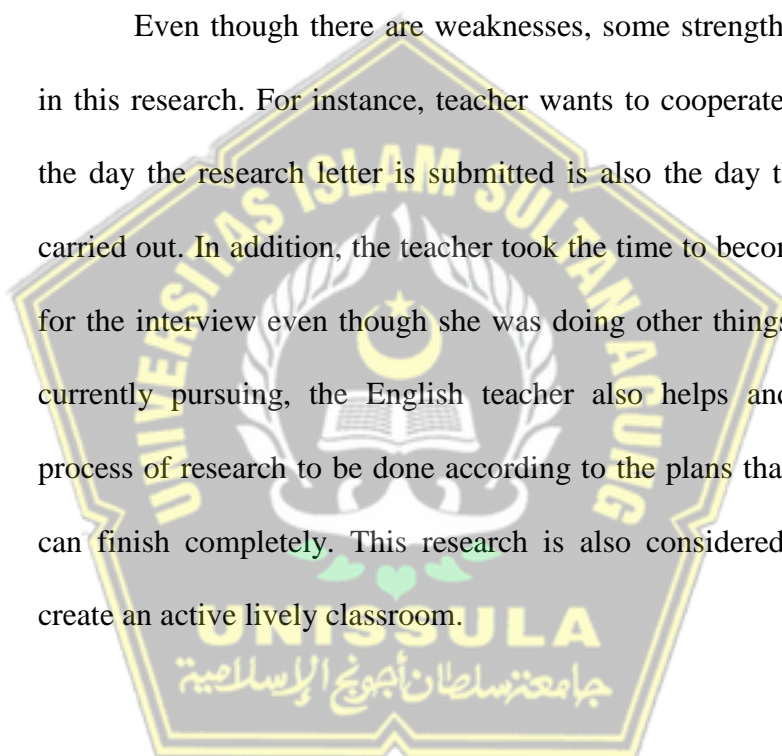
In addition, the flow of electricity is also a challenge in using blended learning at this time. The use of blended learning requires the use of computers and projectors that require electricity, but if there were problems, the the implementation of blended learning can be delayed, and there is a possibility that it cannot be used during the lesson. Therefore, the teacher can explain using the face-to-face learning when experiencing problems with electricity so that learning can run effectively. It is in line with Alaidarous & Madini (2016), there are no disadvantages to blended learning as long as there is a good teacher who clarifies and explains difficult points.

However, in the use of blended learning, the teacher's role in technology also influences the implementation of this technique. Another challenge is that teachers need other teachers who can use computers, cameras, and projectors to assist in the preparation of

blended learning. It is in line with Bi & Shi (2019), blended learning need the teachers roles who able about the information technology skills and classroom teaching design.

There are several weaknesses in this research dealing with the limited time. When submitting a research letter, it is required to wait four working days to start the research.

Even though there are weaknesses, some strengths also include in this research. For instance, teacher wants to cooperate well because the day the research letter is submitted is also the day the research is carried out. In addition, the teacher took the time to become the subject for the interview even though she was doing other things that she was currently pursuing, the English teacher also helps and support the process of research to be done according to the plans that this research can finish completely. This research is also considered important to create an active lively classroom.



CHAPTER V

CONCLUSION AND SUGGESTION

5.1. Conclusion

According to the interview and observation conducted in this research, the researcher formulated two conclusions for this research. First, the teachers' perception of the use of blended learning states that this technique is a good innovation to use in the new normal. This technique can combine online and offline learning at the same time, making it easier for students to study together and access material flexibly through online platforms. Second, the challenges that teachers must face in using blended learning are signals, electricity flow, low student motivation, and the preparation of equipment in the application of blended learning. Even so, the application of blended learning in this new normal is acceptable for teaching English.

5.2. Suggestions

Based on the results and conclusions above, there are suggestions that hopefully can be useful for all people related to the teaching and learning process in English classrooms. The suggestions are as follows:

a. For the teacher

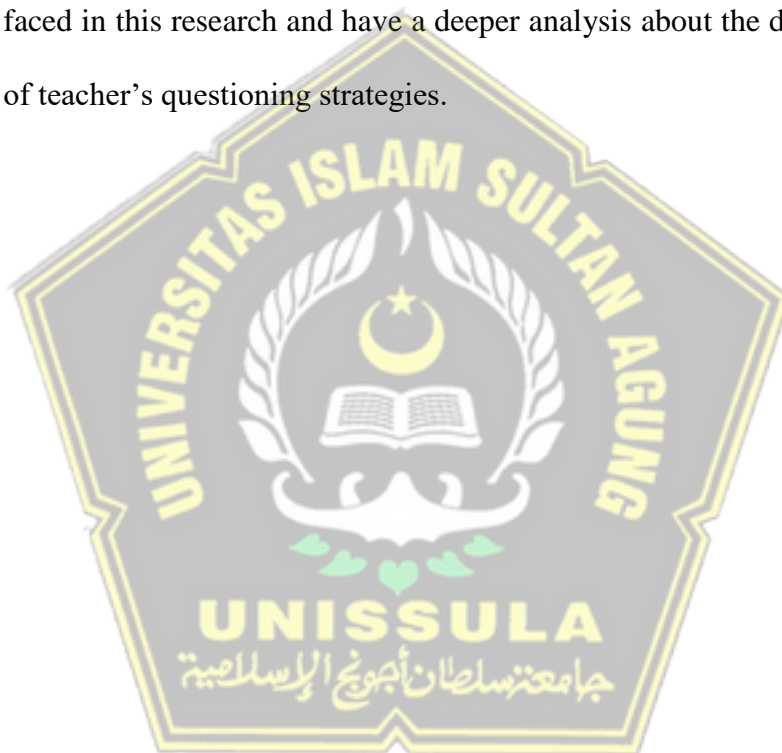
The use of blended learning is recommended for teachers because it helps make it easier for teachers to convey material, especially in certain situations.

b. For the students:

Students are better be more active during blended learning

c. For the next researcher:

This research can be used as a reference for future researchers who are going to conduct the same research by order to avoid the deficiencies experienced in this research, they should pay attention to the challenges faced in this research and have a deeper analysis about the discussed topic of teacher's questioning strategies.



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