



**BLENDED LEARNING IN EFL TEACHING PRACTICES IN  
JUNIOR AND SENIOR HIGH SCHOOLS INDONESIA**

**THESIS**

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The Author

## CHAPTER I

### INTRODUCTION

This chapter contains the background and the focus of the study. Assumptions, research problems, objective, significance, the scope, and limitations of the study will be explained briefly.

#### 1.1. Background

The advanced improvements of technology has played a role in changing the face of language education (Kofar, 2016; Zainuddin, 2015). Because most information can be transferred electronically, the teaching and learning process can be conducted even if teachers and students are not in the same place. Blended learning is the integration of face-to-face meeting class and online teaching-learning process (Zainuddin, 2015). The implementation of blended learning promotes learners autonomy and flexibility (Kofar, 2016; Zainuddin, 2015). Learner autonomy in blended learning has also proven to increase students' motivation on listening and speaking activities in EFL (Klimova, 2021).

However, there were few challenges in implementing blended learning when it was proposed years ago. In order to implement blended learning, teachers are required to have the knowledge both in the technology and materials delivery. Kofar (2016) stated that teachers who are not trained well in delivering blended learning have difficulties managing their time in developing the course. Teacher training to build their knowledge in utilizing technology is required before blended learning can be implemented (Zainuddin, 2015).

Not only teachers, students also encountered similar problems. Not all

students are motivated and able to study independently after they leave the classrooms. In addition, they also considered that dealing with their problems in utilizing technology wasn't worth their time (Zainuddin, 2015). It is reported that most students still prefer printed rather than electronic materials when learning a foreign language (Klimova, 2021).

Since the Covid-19 pandemic, education worldwide has to be conducted virtually to stop the spread of the virus (Prahmana, Hartanto, Kusumaningtyas, Ali, and Muchlas, 2021). Millions of students and active teachers who previously had regular classes in their institutions demanded to work from home. To continue the teaching and learning process, online classes were introduced. Both teaching and learning happen through electronic devices which are relatively new (Selvaraj, Radhin, Ka, Benson, Mathew, 2021). This method is different from blended learning since it only uses online classes without face to face meeting. Afterall, the pandemic seems to force students and teachers to learn how to utilize technology for education.

It is reported that some students feel motivated to study online. Students overall resulted in positive academic achievement. From the data collected by Mali and Lim (2021) online learning was perceived positively during the Covid-19 pandemic.

However, there are also some students experiencing social distance who were not comfortable learning within online environments (Klimova, 2021). The increasing stress, anxiety, and difficulties concentrating suggested that there are also social and affective challenges of isolation and social distancing despite technological and instructional constraints (Lemay, Bazelais, and Doleck, 2021).

Students preferred to have face-to-face classes rather than online learning when pandemic was not an issue. The reason was that they felt that there were limitations to online learning in terms of interaction and instruction information (Selvaraj, adhin, Ka, Benson, Mathew, 2021). Although most of the responses preferred traditional learning, it was because of the pandemic situation and the lack of teachers' and students' preparation towards the sudden change. After all, online learning gets its attention and opportunity to contribute to education.

There was a huge technology anxiety in conducting blended learning before the pandemic. Then, the whole world was forced to conduct education virtually when Covid-19 struck. Several research on EFL online teaching during pandemic has been conducted (Klimova, 2021; Mali and Lim 2021; Prahmana, Hartanto, Kusumaningtyas, Ali, and Muchlas, 2021; Selvaraj, Radhin, Ka, Benson, Mathew, 2021), but there has been no research yet on blended learning in EFL teaching practice after the pandemic. As pandemic isolation is coming to an end, research on how the pandemic changed EFL teaching practice in Indonesia also needs to be conducted. This research aimed to observe how Indonesian teachers' knowledge of technology integration in EFL improved during the pandemic, Indonesian EFL teachers' pedagogical actions preferences after the pandemic, and the challenges of Blended Learning implementation after the pandemic.

## 1.2 Research Problem

The questions of the research are formulated as:

1. How did Indonesian teachers' knowledge of technology integration in EFL improve during the pandemic?
2. How do Indonesian EFL teachers prefer their teaching practice after the

pandemic?

3. What are the challenges of Blended Learning implementation after the pandemic?

### 1.3 Research Objective

In line with the research focus, this research discovers teachers' motive behind their pedagogical actions preferences, including challenges and their possible solutions. This includes in what way and how Indonesian EFL teachers integrate technology in their practice after the pandemic. This intends to observe how Indonesian teachers' knowledge of technology integration in EFL improved during the pandemic, Indonesian EFL teachers' pedagogical actions preferences after the pandemic, and the challenges of Blended Learning implementation after the pandemic.

### 1.4 Assumption

Educational institutions were forced to conduct online courses because of the isolation during the Covid-19 outbreak. This forced teachers and students to learn how to integrate technology for their teaching and learning process. This integration has both positive and negative impact in the process. When the pandemic is over, education takes back their freedom to conduct face-to-face learning. However, since teachers and students have learnt how to use technology for online learning, it is highly possible that there are some features of online learning that they are going to keep in use for their practice.

### 1.5 Significance of The Study

The result of this study will give an insight on how Covid-19 shifts the practice of blended learning in Indonesian EFL. The research figures out the

process-oriented changes Indonesian EFL teachers make after they are forced to conduct online learning during the pandemic. This can contribute as references for future researchers for studies on the shift on technology use in education in Indonesia.

This study offers a discussion for Indonesian EFL teachers on implementing blended learning. Blended learning is more likely to happen after the online learning period during the pandemic. This research discusses the trends, the challenges, and possible solutions the teachers have in implementing blended learning after the pandemic.

### 1.6 Scope and Limitations

This study focuses on process-oriented changes since it is considered as more essential rather than other dimensions such as the use of tools and spaces. The population subject of the research is Indonesian EFL teachers. Since Indonesia is a large country, the sample of this research might not represent all EFL teachers in Indonesia.

### 1.7 Definitions of Key Terms

In order to avoid misunderstanding and misinterpretation on the content of the study, the author defined the following terms:

1. **Blended learning** is a teaching method in which physical and virtual spaces are both used.
2. **Indonesian EFL teachers** here are only limited to English teachers who work at Middle School and High School level.

## CHAPTER VI

### CONCLUSION AND SUGGESTIONS

This chapter contains the conclusion of the study and suggestions. Suggestions contain implications of the research and recommendations for further research.

#### 6.1 Conclusion

EFL teachers in Indonesia learned to utilize technology in order to conduct online learning during the Covid-19 pandemic. The source of their learning were trainings on how to utilize technology on online learning provided by the government, third party institutions, or within the schools themselves.

However, this does not apply to EFL teachers working in boarding schools with students' dormitories. This happens because the students were isolated already within the dormitories even before the pandemic. They were not allowed to leave the dorms for the whole semester. Also, they were not allowed to bring their gadgets with them.

After the pandemic, EFL teachers send video and digital text supplementary materials beside face-to-face materials delivery in physical classrooms. Quizzes and assignments use both physical and virtual environments. Online discussion forums are utilized for the students who miss their chance to speak during the classroom periods or when the teachers are unable to come to the classrooms.

EFL teachers don't require their students to surf the internet to find their own learning materials. Instead, they prefer to choose the materials they deliver to the students. Publishing online videos is common EFL assignments for speaking after



the pandemic. Students tend to be more expressive and confident when they have to submit online videos. However, posting online texts is not common for writing assignments because of the high risk of students' procrastination.

The availability of proper internet connection is a problem to implement a blended learning system in some schools in Indonesia. Besides, students' low autonomy is a challenge to keep them learning outside the physical classrooms. Also, the view that the teacher is the main source of knowledge is an issue to conduct teaching and learning activities within a blended learning environment.

## **6.2 Suggestions**

Covid-19 pandemic has its role in the development of blended learning implementation in Indonesia. However, EFL teaching in boarding schools with dormitories remains using the same approach before, during, and after the pandemic. Further research might be conducted to offer a solution to help those schools to implement a blended learning system.

The issue on the availability of proper internet connection should soon be solved in order to have blended learning implemented more effectively and efficiently. Also, training on teachers' and students' role in a blended learning system should also be provided besides training on using technology to implement blended learning.

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