



**EXPLORING A RURAL ENGLISH TEACHER'S LIVED  
EXPERIENCES OF ASSESSMENT PRACTICES IN A  
BLENDED LEARNING ENACTMENT: A NARRATIVE  
INQUIRY**

**Thesis**

**BY**

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**UNIVERSITY OF ISLAM MALANG  
POSTGRADUATE PROGRAM  
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**THESIS**

**Presented to**

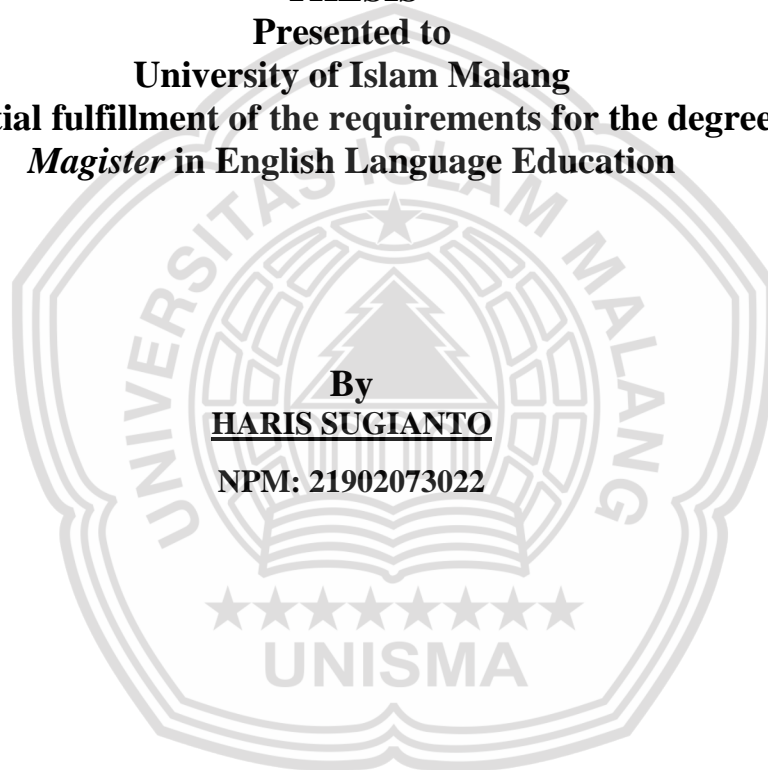
**University of Islam Malang**

**In partial fulfillment of the requirements for the degree of  
*Magister* in English Language Education**

**By**

**HARIS SUGIANTO**

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## ABSTRACT

Sugianto, Haris. 2021. *Exploring a Rural English Teacher's Lived Experiences of Assessment Practices In Blended Learning Anactment : A Narrative Inquiry*, Thesis, English Language Education Study Program, Postgraduate Program, University of Islam Malang. Advisor: Dr. Alfian Zuhairi, M.Pd

**Keywords:** assessment, blended learning, lived experience, narrative inquiry

The aim of this study was to explore how exploring rural English teacher's experiences of assessment practice in a blended learning enactment in the midst of pandemi. The researcher want to investigate the rural teacher's problems faced and how does the rural teacher solve the problems in assessment practices in blended learning enactment The participant in this research was a rural teacher in a secondary school at Bangkalan.

In this study the researcher decided to use narrative inquiry because want to hear how is the teacher's experience in planning assessment, applying the assessment and the las how is the teacher completed the assessment both surveys of narrative frames and individual use of the narrative inquiry of approach, technique for narrative inquiring into experience starting with a narrative view of experience, researchers take care of location, temporality, and sociality from within a three-dimensional, methodological narrative space for exploration of both the researcher's and the participant's background.

The result of this research shown that according to Narrative inquiry of Erick in conducting a blended learning assessment revealed that blended learning was not effective when applied to rural schools so that teachers in assessing students were not optimal and students' abilities in English lessons were not able to be scored correctly due to several problems. there must be an equal distribution network so that there are no student complaints about the network in order to blended learning can run well. This condition made Erick decide to do an assessment by taking scores in the previous semester and more focus on attitude assessment. However, blended learning is better than online learning if applied in rural schools because the application of blended learning still includes face to face learning so that teachers can still interact directly with students and it can be used to deliver learning material besides that it can be used to recognize the characteristics of students like what has been done by Erick..

## ABSTRAK

Sugianto, Haris. 2021. *Eksplorasi pengalaman seorang guru pedesaan dalam melakukan praktek penilaian dengan pemberlakuan pembelajaran campuran : sebuah penyelidikan naratif*. Tesis, Jurusan pendidikan Bahasa Inggris, Program Pascasarjana, Universitas Islam Malang, Pembimbing: Dr. Alfian Zuhairi, M.Pd

**Kata Kunci:** penilaian, pembelajaran campuran, pengalaman hidup, penyelidikan naratif

Tujuan dari penelitian ini adalah untuk mengeksplorasi bagaimana mengeksplor pengalaman guru bahasa Inggris pedesaan dalam praktek penilaian dalam pemberlakuan blended learning, di tengah-tengah pandemi. Peneliti ingin menginvestigasi masalah masalah yang dialami guru dan bagaimana cara guru di pedesaan menyelesaikannya dalam praktek penilaian pembelajaran campuran.

Partisipan dalam penelitian ini adalah seorang guru pedesaan di sekolah menengah di Bangkalan. Dalam penelitian ini peneliti memutuskan menggunakan inkuiri naratif karena ingin mendengar bagaimana pengalaman guru dalam merencanakan penilaian, menerapkan penilaian dan bagaimana guru menyelesaikan penilaian baik survei kerangka naratif maupun individual menggunakan pendekatan naratif inkuiri, teknik untuk narasi yang menyelidiki pengalaman yang dimulai dengan pandangan naratif tentang pengalaman, peneliti menjaga lokasi, temporalitas, dan sosialitas dari dalam ruang naratif metodologis tiga dimensi untuk eksplorasi latar belakang peneliti dan peserta.

Hasil penelitian ini menunjukkan bahwa menurut penyelidikan naratif dari pengalaman Erick dalam melakukan penilaian blended learning terungkap bahwa blended learning tidak efektif diterapkan di sekolah pedesaan sehingga guru dalam menilai siswa kurang optimal dan kemampuan siswa dalam pelajaran bahasa Inggris tidak mampu. dinilai dengan benar karena beberapa masalah. harus ada distribusi jaringan yang merata agar tidak ada keluhan siswa tentang ketidakstabilan jaringan agar blended learning dapat berjalan dengan baik. Kondisi inilah yang membuat Erick memutuskan untuk melakukan penilaian dengan mengambil skor pada semester sebelumnya dan lebih fokus pada penilaian sikap. Namun blended learning lebih baik dari pada pembelajaran online jika diterapkan di sekolah pedesaan karena penerapan blended learning masih terdapat pembelajaran tatap muka sehingga guru tetap dapat berinteraksi langsung dengan siswa dan dapat digunakan untuk menyampaikan materi pembelajaran selain itu dapat digunakan. untuk mengenali karakter siswa seperti apa yang telah dilakukan oleh erick.



## CHAPTER 1

### INTRODUCTIONS

In this chapter, describe theories related of the background of the research, research problem, the objective of the research, scope and limitation, definitions of key terms, and significance of the research.

#### 1.1 Background of the Study

The use of blended learning to provide course material to a diverse group of students is becoming more common in educational institutions. According to Castle and McGuire (2010:36), blended learning is widely used because of its "potential to offer flexible access to information and teaching at any moment, from any place, and cost-effectiveness for institutions of higher education." The growth of teaching and learning in recent years has changed the education landscape, where education is no longer limited to a particular place and time due to the maximum use of technology. The global transition into the twenty-first century has accelerated. The extravagant use of technology in education is not surprising given the introduction of education 4.0, which requires that technology be completely adapted in the field of education. Today's technology has made life simpler and safer by making it more accessible and saving time as compared to the old way of doing things. It is widely acknowledged that technology has influenced humans in some way for many years. In the field of information technology, however, the rapid and dramatic changes are clearly visible. Globalization and internationalization of the economy, as well as the rapid

advancement of information and communication technology (ICT), is forever changing the way we live, work, and learn (Voogt & Roblin, 2012).

Blended learning used in various educational institutions ( Sari & Asmendri 2019).The teacher's assumptions that blended learning is a method approaches who suitable to applied for Indonesia in the midst of pandemi. This method combines the advantages of face-to-face and online learning to suit each individual which is a way of learning that is versatile, open, and meaningful (Seffner & Kepler, 2015). Flexibility has improved as the internet and mobile devices have grown. Digital learning is becoming increasingly portable. In order to facilitate blended learning, students should communicate with mobile devices. Blended learning focused a learner-centered with utilizing of information technology to build and facilitate positive learning (Quvanch & Kew, 2020:42).

Many researchers had been conducted research about blended learning. According to Mendieta & Gary (2018:13) said that the results the transition to blended learning is a dynamic undertaking. it is more than just 'get the mix right,' as various individual factors and institutional factors which help determine teacher placement experience. Albiladi & Khlood (2019:237) said that blended learning can be easily and appropriate to used in the learning process to all language skills, through blended learning the teachers and students can express their attitudes and perspective in English Teaching. Dahmash (2020:25) revealed that blended learning has motivated the students EFL in learning writing skills and encourage them to look for the resource in online and it is being more economical. Quvanch & Kew (2020:46) made a review from the prior studies and It has been revealed

that blended learning has been accepted by teachers and students as a Second Language/English as a Foreign Language background. According to Astria (2020:200), the implementation of blended learning is more successful in the teaching and learning process and brings good results for students. Gulnaz, Et.al. (2020:339) showed that the results level of strengths of blended learning is higher than its limitations. Learners were fun that they were more exposed to the target language through vibrant videos, audios, images, reading messages, chatting, and discussion forums and they realize that learning experiences like this can improve their abilities.

From the findings of several previous researchers, it can be concluded that the application of blended learning is the right method to be applied in language skills and this method has been accepted by teachers and students and provides good results for students. Students feel happy learning English through videos, audios and pictures which can improve their English language skills. However many researchers focus on implementing, model, and effectiveness of blended learning, and absolutely none mention about the assessment aspect, even though assessment is an important aspect of the learning process. Assessment is part of the teaching and learning process, the purpose of which is to enhance the performance of the assessor and the person assessed. According to Black & Wiliam, (2006) in Khairil, & Siti (2018:662) The Assessment is a series of collecting all the tasks performed by a teacher to the students then the assessment will be used as a reference in determining how the future learning process will be carried out. There is a distinction between assessment for learning and assessment



of learning assessment for learning is structured to allow students to fully understand their own learning and the objectives they aim to achieve through effective feedback and assessment of learning focuses mainly on the assignment of grades as the key measure of student success (Popham, 2002). therefore, The assessment can be inferred as a tool used to improve the quality of education, since it can develop learning skills and encourage success in different educational contexts.

Actually, some researchers have guided studies that focus on assessment like Zhank & Stock (2003:334) shown that teachers rely more on objective classroom evaluation assessments and display an increased concern for the consistency of the evaluation. Musawy (2009:94) shown that the key emphasis of current evaluation activities was on assessments, classroom discussions, classroom assignments, tasks, and seminars. Suah & Saw (2012:101) stated that In-service teachers have been found to frequently use conventional methods of evaluation. Hill (2017:12) described the framework as a method to enable teachers to consistently focus on their current evaluation practices. The framework aims to discuss the full spectrum of assessment activities, including the less 'seen' forms of assessment that take place in the context of everyday classroom experiences

Based on the previous studies above, we conclude the researchers most focus to how the assessment applied in learning proses, is it affective or not ? which in it only discusses about the assessment aplication of the method, whereas in education especially in learning process we can not only focus on

ending result of the learning process.. If it is referred to as education itself, education is a process so it is important to know and listen to the teacher's experience how is the process of a teacher in assessing, so that we can find out what obstacles a teacher experiences in conducting an assessment and how the solution is. Experience refers to an event or all events that have been experienced by someone (Lopez & Vanegaz, 2020:8) Experience has an important element namely a full story of what he experienced and what he did in the past as a teacher that provides insight into how experiences shape his knowledge make decisions about assessment.

According to Xu, & Yogcan (2009:508) he state that the the teacher's experience doing previous assessments will be useful in conducting assessments at this time, because the insights teachers obtained previously will provide an overview of current assessment practices (temporality). In addition, the decision-making of teachers and the actual practice of assessment are mediated by a powerful relationship in the interpersonal landscape (sociality). Whether the teacher's knowledge is facilitated or inhibited depends to a large extent on the particularity of the location where the assessment practice is located, because the teacher's sense of security can be strongly affected by the specific location (place). Rasyidah, Et.al. (2020:1749). also took a part of this studies they said that the temporality of the knowledge of the teacher's assessment is highly affected by their experience of assessment in the context of education. In view of the importance of past experience, there is a something that potentially affects the decision-making of the teacher. According Yan, Et.al. ( 2018:167) The LAL

development of teachers is a Highly contextualized and experienced process. The influence of contextual and experiential factors is further mediated. Through self-reflection, teachers develop assessment intuitions and principles inductively from reflections.

But unfortunately the research above was carried out only on traditional learning or face to face learning in the classroom, and it was mostly carried out on teachers at the university as participants. whereas in the covid-19 pandemic, face-to-face learning activities are still not recommended and teachers prefer to use blended learning for the teaching and learning process, so it is important to me in the midst pandemi to explore how exploring english teacher's experiences of assessment practice in a blended learning enactment, And to exploring it the writer use a narrative inquiry as approaches. the researcher decided using narrative inquiry because want to hear how is the teacher's experience in planning assessment , applying assessment and the last how is the teachers completed the assesment both surveys of narrative frames and individual using of the narrative inquiry of tapproach refers to Clandinin & Vera, (2008:542) stated that Narrative inquiry is first and foremost a way of understanding experience . therefore it is both a perception of the phenomenon of person experience and a technique for narrative inquiring into experience and thus facilitates an intimate study of the experiences of individuals over time and in context. Starting with a narrative view of experience, researchers take care of location, temporality, and sociality from within a three-dimensional, methodological narrative space for exploration of both the researcher's and the participant's background.

Clandinin, Et.al. (2006) conception of narrative inquiry, which originates from continuity and interaction, begins with an ontological commitment to experience, which defines the whole research, including the transactional character of the method and the findings.. This study will explore a English teacher's lived experiences of assessment practices in a blended learning enactment in secondary levels in rural school like had suggested by Yan, Et.al. (2018) suggest that further researchers conduct research on teachers experiences of assessment practice in rural school because in his study he selected urban secondary schools in China as the sample whose English teaching and assessment contexts may different dramatically from rural schools. In this study will explore a English teacher experiences through interview with propose a few questions included his educational background, teaching experience, as well as his assessment practice which constituted three dimensions of temporality, sociality, and place (clandinin, Vera, 2008:543). And then lets he beginning to tell the story. Reading the interview scripts is the first way to analyze the finding of this research before the writer Constructing “stories”using holistic-content analysis and Identifying categorical content analysis for past,present, and future identities for the next the writer doing Conducting member checking (e.g. asking feedback) before finally doing Ending the data analysis using saturation of categories and emergence of regularities.

## 1.2 The focus of the study

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

### 1.2.1 General Problem

1. How does a rural teacher's experiences of assessment practices in a blended learning enactment?

#### Specifics Problems

1. How does a rural teacher assessment practices in blended learning enactment?
2. What are the rural teacher's problems faced in assessment practices in blended learning enactment?
3. How does a rural teacher solve that problems in assessment practices in blended learning enactment?

### 1.3 Objective of the Study

This research needs to give a research objective as follows :

#### 1.3.1 General Objective

1. To explore the rural teacher's experiences of assessment practices in a blended learning enactment.

#### Specifics Objectives

1. To investigate how does a rural teacher assessment practices in blended learning enactment?
2. To investigate what are the rural teacher's problems faced in assessment practices in blended learning enactment?
3. To investigate how does a rural teacher solve that problems in assessment practices in blended learning enactment?



#### **1.4 Scope and Limitation**

The scope of this research focus to exploring an rural English teacher's lived experiences of assessment practices in a blended learning enactment.

#### **1.5 Definition of Key terms**

In order to avoid any other misinterpretations, misunderstanding and to give clear concept about the research of the variable involved the following key term should be define :

##### **1.5.1 Blended Learning**

Blended learning is an approach to learning that combines face-to-face and online learning experiences.

##### **1.5.2 Assessment**

Assessment is a series of collecting all tasks carried out by a teacher to students then the assessment will be used as a reference in determining how the learning process in the future

##### **1.5.3 Lived Teacher's experiences**

Experience has an important element namely a full story of what he experienced and what he did in the past as a teacher that provides insight into how experiences shape his knowledge make decisions about blended learning-based assessment.

##### **1.5.4 Narrative Inquiry**

Narrative inquiry is the process of gathering information for the purpose of research through storytelling.

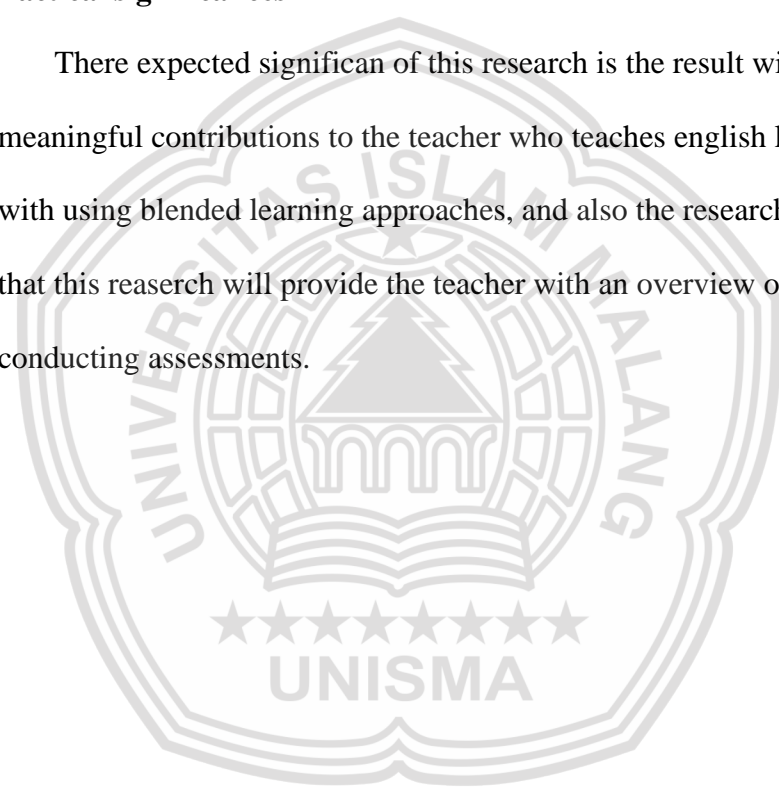
## **1.6 Significance of the Research**

### **1.6.1 Theoretical significances**

The result will increase our knowledge and experience about learning and assessment using the blended learning method as teaching learning method.

### **1.6.2 Piractical significances**

There expected signifikan of this research is the result will give meaningful contributions to the teacher who teaches english learning with using blended learning approaches, and also the researcher wish that this reaserch will provide the teacher with an overview of conducting assessments.





## CHAPTER V

### CONCLUSION AND SUGGESTION

In this chapter, the researcher presents the conclusion and suggestion about the result of this study.

#### 5.1. Conclusion

Conducting an assessment using the blended learning method is less effective in rural schools. Narrative inquiry of Erick in conducting a blended learning assessment revealed that blended learning was not effective when applied to rural schools so that teachers in assessing students were not optimal and students' abilities in English lessons were not able to be scored correctly due to several problems. There must be an equal distribution network so that there are no student complaints about the network in order to blended learning can run well. This condition that made Erick decide to do an assessment by taking scores in the previous semester and more focus on attitude assessment.

However, blended learning is better than online learning if applied in rural schools because the application of blended learning still includes face to face learning so that teachers can still interact directly with students and it can be used to deliver learning material besides that it can be used to recognize the characteristics of students like what has been done by Erick..

## 5.2 Suggestion

After completing this research, the researcher would like to suggest that :

1. for teachers, when implementing the assessment using the blended learning method, teachers must pay attention to the stability of the internet, the readiness of students in using technology, and also the teacher must pay attention to the type of smartphone students have because not all student smartphones are supported by sophisticated features that can open all files learning provided by the teacher.
2. for rural schools, it is better to apply blended learning rather than online learning during the covid 19 pandemic because in blended learning there is face-to-face learning that teachers can use to interact directly in the classroom to convey learning and recognize the character of their students without having to be disturbed by signal instability, whereas if online learning all activities are carried out online there is no direct interaction between the teacher and students in the class, and the smoothness of the online teaching and learning process is very dependent on the stability of the signal. whereas we all know that in rural areas the signal is very difficult for us to access.
3. For further research hoped that will be able to develop research related to the experience of English teachers in conducting assessments using blended learning, then can be expanded by adding some participant for further research and also with new strategies to provide even better benefits.





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