

Abstract

The pandemic coronavirus is forcing educational institutions to shift rapidly to distance and online learning. It forces teachers and students to apply blended learning even though they may not be ready to teach and learn in fully online contexts. Blended learning combines face-to-face learning (both traditional in class and virtually with video conferences) with online learning. Hence, this research aims to explore and describe the experiences of teachers teaching English in implementing blended learning approach during pandemic the COVID-19 at Senior High School in Jambi city. This research was a qualitative design applying case study. The technique of selecting participants was convenience sampling. The participants of this study consist of three English teachers who taught English at a senior high school in Jambi city. This study utilized in-depth interviews, observations and documents as the data collection method. The data collected were analysed using thematic analysis by using QDA Miner as a software to analyse the data. The results of this study indicate that a senior high school in Jambi city has successfully implemented blended learning, especially for English lessons. The results showed that the application of blended learning during the Covid-19 pandemic is divided between face-to-face and online learning, consisting of three stages, namely planning, learning process, and evaluation. However, the English teachers at the school are not free from challenges, such as the difficulty of finding the right strategy for face-to-face and online classes. This study implies that, however, the success of blended learning must be accompanied by teachers' creativity in teaching both face-to-face and online and the support of school facilities.

Keywords: Coronavirus (COVID-19), Blended Learning, Senior High School