

CHAPTER 1

INTRODUCTION

1.1 Background of the Study

The COVID-19 has forced school closures all across the world. Over 1.2 billion children in 188 countries are out of the classroom and, even when some of them have already returned to schools, the future remains uncertain for others (World Health Organization., 2020). Furthermore, the COVID-19 has made fundamental changes to educational and legal practices in Indonesia. The large number of COVID-19 cases that have occurred in Indonesia makes holding state policies must be active to tackle the spread of this deadly virus, one of which is changing the pattern and model of education including trial administration using online media depending on the zone categorization set by the government.

This pandemic has an impact on the education world where all levels of education from kindergarten to postgraduate are required to carry out distance learning through online-based classes. In Indonesia itself, the Large-Scale Social Restriction (PSBB) policy was implemented to suppress the spread of this virus. Because Indonesia is carrying out PSBB, all activities carried out outside the home must be stopped until this pandemic subsides. It's been a few months since we have been living in the Corona Virus Disease 2019 (COVID-19) pandemic which requires us to work, study, and worship from home.

There are two learning systems implemented during the pandemic from March 2020 to July 2022, the first is online (in a network) which is connected via computer networks, the internet and so on. We usually refer to this online system as an online network system that can use video call applications or applications from social media *Zoom, Google meet, Google Classroom. Whatsaap* can also make it easier for educators and students in the teaching and learning process at their respective homes. It can be exemplified by students chatting on WhatsApp, which means they are doing online activities. The second learning system is Offline (outside the network) which is disconnected from a computer network. We usually refer to this offline system as an offline network system, where this system is the same as the usual learning system, namely face to face between students and educators directly in the learning class.

Entering the "New Normal" era, the learning requires a system that can embrace all aspects from direct, offline and online learning and continues to apply protocols that apply in Indonesia. Indirectly schools must consider the policies that are treated in the "new normal" era. curriculum, learning system, school infrastructure, teacher competence must also be considered because teaching and learning activities will be different from the normal era before the pandemic.

Learning for school students in the new normal era of course requires adaptation as well, adjusting to the available study time and health protocols. Previously, teachers and students were used to virtual learning in the era of the COVID-19 pandemic, then this New Normal era must be able to combine face-to-face and virtual learning methods that is Blended Learning.

Graham, Allen, and Ure in Graham (2006) said that blended is done for three reasons, namely the development of pedagogy, increasing access and flexibility, and cost effectiveness. In addition to this, Allen, Seaman and Garrett (2007) said that blended learning or also called hybrid learning is teaching where 30 percent to 70 percent of teaching content is delivered online. It is suitable for

the conditions in the current "new normal" era where teachers are required to manage learning with the latest creativity and innovation. In addition, by using learning media that are easily accessible to students and are flexible and do not forget the effectiveness of the education funding needed.

Blended learning is often used interchangeably with terms such as hybrid, mixed-mode or flexible learning. According to Hrastinski (2019), the definitions of blended learning most frequently used in scientific publications are those by Graham (2006): "blended learning systems combine face-to-face instruction with computer-mediated instruction" (p. 5) and by Garrison and Kanuka (2004): "the thoughtful integration of classroom face-to-face learning experiences with online learning experiences." According to Smith and Hill (2019), blended learning definitions are problematic because they are ambiguous and include various teaching practices with little consensus on what they cover. In addition to this, the teaching strategy where online digital resources are combined with face-to-face teaching is called blended learning (Lothridge et al., 2013). Thus, blended learning encompasses all technically supported learning environments except pure online learning environments and pure classroom instruction. Since practically all schools today use an online learning management system through which at least teaching materials are made available, blended learning is also referred to as "the new traditional model" or the "new normal" (Dziuban, Graham, Moskal, Norberg, & Sicilia, 2018).

According to Dziuban, Hartman & Moskal (2005), Blended learning is a combination of instructional modalities (i.e. onsite, self-paced learning and web-based), delivery media (i.e. internet, lectures, PowerPoint presentations, textbooks); instructional methods (face-to-face or technology-based sessions) and web-based technologies (e.g. wikis, chat rooms, blogs, textbooks,

online courses). In what way/s the combination is done depends on such criteria as learning goals, course content, teacher experience and teaching style, learner characteristics etc.

In addition to this, Klimova & Poulouva (2014) said that to maintain the implementation of blended learning necessitates the principles itemised below: a thoughtful integration of face-to-face and fully online instructional components; innovative use of technology; reconceptualization of the learning paradigm; and sustained assessment and evaluation of blended learning. Likewise, Barnum & Paarmann (2002) put forth four strategies to be encompassed in a blended learning model. These strategies are as follows: web-based delivery, which promotes independence and self-reliance in learning; face-to-face processing, in which human interaction is necessary to build a deeper understanding; creation of deliverables, expecting learners to create products; and collaborative extension of learning – groups meet once a month to share and build upon. The four strategies introduced by Barnum & Paarmann (2002) emphasize the integration of online learning into face-to-face interaction in order for reinforcing learner autonomy, promoting learners to produce outputs, and stimulating collaboration amongst learners in order to help each other learn.

Up to date, most of the developments of blended learning lessons in Indonesian secondary schools are based on individual teacher's understanding of blended learning and their limited technology skills (Smart School Project School, 1997). Different teachers may blend different parts of their teaching with technology. To maximize the blended learning in English Language classroom, teachers need to understand why they apply blended learning and what are the tools used by English teachers in blended learning (Bijeikiene et al., 2011; Elliot, 2009; Motteram & Leithner, 2009). The tools used by English teachers in blended learning may help English teachers plan their blended learning lessons (Baltaci-Goktalay, 2010; Motteram & Leithner, 2009).

A key role in the successful implementation of any learning approach is played by teachers, so how well blended learning works will depend largely on how well teachers make the transition from their traditional face-to-face classroom roles to the wider more complex role that blended learning requires. The additional skills and the forging of a new professional identity might not come easily to all practitioners.

There are several studies about blended learning that have previously been carried out by several researchers, both in Indonesia and on a world scale. *Blended Learning: Improving Student's Motivation In English Teaching Learning Process* (Sari, Rahayu and Apriliandari ,2018) found that blended learning is learning the model that combine the positive sides of traditional mode such as face to face model with improved technology use to keep, improve, and engage the student's motivation and involvement the new star of teaching and learning process. Next, they concluded that blended learning improves the learning access to materials and learning activities, and it can support and enhance the role of teachers, the experiences of the students and the social environment.

Next, *Teachers' Perceptions On The Use Of The Blended Learning* (Saeed,2020), He did his study to explore the perceptions of teachers on the use of blended learning and he found that blended learning models easily toimplement as a beginner or initial teacher who was trying to incorporate technology in the classroom. Meanwhile, *Teacher Perceptions of Blended Learning to Support 21st Century Learners* (Hensley, 2020) found in his research that blended learning is an instructional methodology that enables teachers to blend research-based effective instructional practices in a traditional face-to-face classroom with meaningful online experiences to enhance learning. His stated by combining effective instructional practices with the strategic use of

technology and providing the essential professional development and support that teachers need, enabled them to better address the needs of all learners.

In the other research, Hoang (*EFL Teachers' Perceptions and Experiences of Blended Learning in A Vietnamese University*, 2015) found that a blended learning environment offers opportunities to improve teaching content and pedagogy to promote students' EFL learning. Teachers can employ synchronous and asynchronous communication tools online to create more opportunities for students' collaborative learning and use of English language for genuine communication purposes. Therefore, the employment of blended learning environments in EFL education can help compensate for the lack of a communicative environment in the EFL context in Vietnam, and overcome problems in the traditional face-to-face class, such as lack of time and large class size.

In addition to this, *High School Blended Learning Courses: Teacher Beliefs, Perceptions of Experiences, and Recommendations* (Cullbertson, 2018) showed that high school blended learning teachers enjoyed having the opportunity to meet with their peers to share their ideas and learning strategies. They take pride in coming up with new and improved ways to assist their students in learning. Hence, this will provide more student engagement opportunities. Furthermore, high school blended learning teachers may gain additional ideas from attending conferences and workshops. Although this does cost money and result in reduced teacher time in the classroom, based on teacher willingness and perceptions, the benefits in attending are very valuable. The teachers are able to learn about diverse areas of blended learning through attending sessions and networking. Ultimately, this will provide greater options for student learning in blended learning environments.

I concluded that the results of previous studies related to blended learning mostly said that it is one of the most modern methods of learning helping in solving the knowledge explosion problem, the growing demand for education and the problem of overcrowded lectures if used in distance learning, expanding the acceptance opportunities in education, being able to train, educate and rehabilitate. Nearly all the research reviewed concluded that blended learning affords measurable advantages over exclusively face-to-face or fully online learning.

In addition to this, it can be concluded that blended learning is learning the model that combines the positive sides of traditional mode such as face to face model with improved technology use to keep, improve and engage the student's motivation and involvement during the teaching and learning process. Then, using online technology can increase the engagement and motivation of students. It can change the pedagogy be more effective into course design. The blended learning model is becoming the new star of teaching practice for some advantages (Saliba et al, 2013: 30). First is that blended learning improves the learning access to materials and learning activities. Consequently, it promotes the active learning of our students. Blended learning also provides better learning experiences for the students. By having better learning experiences, the students will have better outcomes. Blended learning also gives use beneficial impacts to the teacher and staffs; because they will have new skills in teaching management and practice.

Other advantages of blended learning model are discussed by Bath & Bourke (2010: 21). They stated that blended learning support and enhance the role of teachers, the experiences of the students and the social environment. The technology used in blended learning may broaden spaces available for learning, engage and motivate the students through interactivity and collaborations and support the provision of information and resources to students and schools. Based on the above discussion offered above, the writer may conclude that blended learning is not

only combining two teaching mode but it is about how to improve the quality of teaching and learning process, to help the students to achieve their learning objectives and learning experiences.

On the other hand, It can be seen from advantages and disadvantages when the schools use a blended learning system. According to Martha and Wilthon (2018), the advantages of blended learning for students include increased learning skills, greater access to information, improved satisfaction and learning outcomes, and opportunities both to learn with others and to teach others.

Based on the researcher observation at the first time in March , 2020 showed that in his school the teachers came to their class and taught their students by using online and offline system in one time when they did their teaching and learning process. The teachers said that they used this system based on the instruction of Jambi Governor letter. This letter was No: 420/1682/SE/DISDIK-2.1/VII/2020 about Provision of Learning in Education Units and Other Education Units in The 2020/2021 Academic Year During The Corona Virus Disease (COVID-19) Pandemic. This letter regulates the arrangement of learning systems during the COVID-19 pandemic. In this letter it is emphasized that the learning system should be carried out online, offline and a combination of both so that all students are not left behind in learning and also for the achievement of learning objectives set by each educational unit while still considering health protocols. This situation is called the new normal era where learning continues in every educational unit using a shift system.

However, this was made some cases to the teachers based on the researcher's observe such as the readiness of the teacher in teaching with two systems, the readiness about facilities and technology, the readiness about human resources who support these systems when the teaching and learning process happened. Responding to issue of the transformation of learning during pandemic the COVID-19, it is very interesting to conduct this study to investigate in depth through

case study on the teachers experiences in teaching English using blended learning during pandemic the COVID-19 in Jambi City.

I am motivated to conduct my study about blended learning at one senior high school in Jambi City because this school the one and only state school which is using online and offline class until now, it is happening because this school lack of classrooms, meanwhile the number of students is not enough in one shift time, so automatically this school used two system in teaching and learning process. Based on this, I am interesting to do my research because I saw many cases come up after two systems has been running way.

I am interesting to conduct this study because there was no previous study talked about blended learning in my town before. Base on the teaching situation has been faced by all teachers in the COVID-19 pandemic since March 2020 till now and all teachers got many experiences in teaching by using online and offline. They usually teach in normal time with face-to-face system, suddenly they must change their teaching patterns into online class and then the government has made the new regulation about learning system in pandemic the COVID-19. In this time, the teachers must combine the systems, not only online class but also offline class. Facing this situation is not easy for teachers because they must be ready to apply a new model for them that is blended learning.

In this study, however, regarding to the teacher's experiences in teaching English by using blended learning, I focused on the main duties of the teachers, such as : planning the teaching, implementing the teaching and evaluating the teaching itself. I put the teacher as the center of the research because there are so many stories about teacher's experience as long as they teach in the new normal during the COVID-19 pandemic. In addition to this, I want to explore the experiences of teachers teaching English using blended learning during pandemic

the COVID-19 in Jambi city. In this study, I used qualitative case study approach. The purpose of a case study is to provide detailed reports on teacher's experiences.

The research on senior high school blended learning also reveals that teaching effectively in a blended environment is not simply a matter of learning to use technology or changing the medium. Blended teaching requires that teachers not only understand the technology and its uses but also that they are able to think through the way in which technology can serve the learning. Furthermore, they need to be able to think about how the two modalities of face-to-face teaching and online facilitation blend and impact the teaching and learning relationship (Comas-Quinn, 2011; Kassner, 2013). Most importantly, they need to make a shift to more of a facilitation role and re-think what instruction looks like. While these findings highlight unique instructional demands, there is little mention of assessment practice in the blended environment in the research. This is a surprising gap, since school need to be able to use quality assessment practices to formatively assess understanding, skills, and abilities if they are to adjust instruction to respond to students – a significant aspect of the student-centred ideal.

1.2 Problem Statement

Some significant challenges to blended learning models include the expense of technology, inadequate training, technological issues, the need to adapt content for blended learning, decreased motivation, and weakened relationships between students and teachers. The use of blended learning, a mixture of face-to-face (FTF) and online learning (Synchronous and Asynchronous), which has gained its popularity in the educational context, especially in the sphere English language teaching, due to its effectiveness in promoting learners' language proficiency (Husnawadi, 2008). Blending learning helps students to explore technology and use different tools or techniques for learning, for example, PowerPoint, Virtual classrooms, Video lectures, and

chatrooms. Blended learning improves the quality of education and information assimilation while making teaching more efficient and productive.

This study addresses to to conduct an in-depth exploration of the experiences of teachers in teaching English by using blended learning during pandemic the COVID-19 in Jambi city. Blended learning is the term most commonly used to refer to any combination of face-to-face teaching with computer technology (online and offline activities/materials). Traditional or face-to-face learning and online learning are two important approaches in teaching pedagogy (Chou & Chou, 2011). As an educational technology, blended Learning is described as a combination of instructional modalities, especially face-to-face and online learning (Tayebinik, n.d., 2012).

Although many previous studies shed light to investigate about teacher's experiences in teaching English by using blended learning during the COVID-19 pandemic, there has been no attempt made to explore the teacher's experiences in teaching English by using blended learning during the COVID-19 pandemic at secondary high school especially in Jambi area. Hence, it is worthwhile to explore the experiences of English teachers by using blended learning in this area. As I later discuss in details with the previous studies conducted and further revealed that in many case of students, and even teachers, are not sufficiently competent in blended learning. Consequently, the shift to blended teaching and learning during the COVID-19 pandemic brought about a real challenge for both instructors and students in Jambi.

The adoption of a blended learning approach is increasing among schools and education institutions with a significant amount of research that focuses on linear relationships. However, there is limited research on how the blended learning environment functions and interacts as a complex system. There is a need for more research that explores the relationships that exist within

a blended learning environment using a system-based framework, such as complex adaptive blended learning system.

1.3 Research Questions

In this research, I want to explore teacher's experiences in using blended learning in-depth, aiming to better understand the cases in teaching and learning process by using blended learning at Senior High School in Jambi city through interviews, observations, and documents. So, the research question that I have made in this study are :

1. How do the teachers explain in using of blended learning in the senior high school in Jambi city?
2. How do the teachers describing the challenges in using Blended learning in in the senior high school in Jambi city?
3. What are they keys factor influence of using Blended Learning in the senior high school in Jambi city?

1.4 Research Purposes

Based on the research questions above, the main objective of this research was to comprehend the practices, and challenges of blended learning in one of senior high school in Jambi City. In addition to this, the purpose of this study are (1) to explore and describe the experiences of teachers teaching English in using blended learning approach during pandemic COVID-19 at Senior High School in Jambi city (2) to explore the challenges met in using Blended learning in in the senior high school in Jambi city (3) to know the factors influence of using Blended Learning in the senior high school in Jambi city.

1.5 Limitation of the Study

Like many qualitative studies, this study had several limitations. First, the school involved in this study is located in Jambi City, the capital city of Jambi Province in which the transformation of learning during COVID-19 Pandemic is doing until now. Second, the school where this study conducted is a state school because the writer is an English teacher in the state school and did the teaching process by using blended learning during pandemic COVID-19.

The third major limitation of the study concerns participants. Some English teachers were chosen as the participants of the study. In sum, the scope of this study focused on the teacher's real life in teaching English by using blended learning pandemic covid-19 at senior high school especially in Jambi City. I focused on English teachers in senior high school in Jambi because I am an English teacher at one of the senior high schools in Jambi city and it is made me easy to get the data when I would like to interview some of them. I do not choose all teachers in every level of education because I am the researcher of this study and I worked as a teacher at senior high school level.

Finally, the study only focused on a qualitative case study. It is a research methodology that helps in exploration of a phenomenon within some particular context through various data sources, and it undertakes the exploration through variety of lenses in order to reveal multiple facets of the phenomenon (Baxter & Jack, 2008). The case study facilitates the exploration of a real issue within a defined context, using a variety of data sources (Baxter et al., 2008). In general terms, the case study analyses a defined problem consisting in a real situation and uses real information as methodological tool.

1.6 The Significance of the Study

This study was focus on the teacher experiences because teachers are still a key part of blended learning. Teachers who have subject-matter expertise and basic technology skills, along with the new pedagogies that go with technology, such as constructivism and collaboration. Blended learning expertise provides both. The pandemic COVID-19 forced teachers to change the way they used and relied on technology to deliver instruction.

This study is important because leaders and teachers can learn from how teachers engaged in a mandatory change that greatly affected the use of technology in their instructional design. The researcher will disclose the experiences of teachers with different levels of technology integration experience, professional development opportunities, and system expectations. These experiences will provide insight into the challenges and successes of teachers as they lived through this radical shift in teaching. This study details the experiences in a way that can provide leaders and teachers insight into teachers' needs when presented with the task of changing their instructional design (Zhao, 2021).

Most of the traditional class room teaching-learning process fails to engage the young learners actively to construct the knowledge. The knowledge is transferred monotonously and their needs, interests and attitudes have never been taken into account. Hence, a face-to-face combination of classroom element with the online instruction, popularly referred top as blended learning has become the alternative that has gained popularity among educators. So far several studies reported that the provision of blended learning courses is highly appreciated and positively rated by the students. This study will show that blended learning was not only an acceptable methodology but also a transformative one for secondary high school.

1.7 Definition of key Terms

Coronavirus disease 2019 (COVID-19 or simply Covid) is a contagious disease caused by severe acute respiratory syndrome coronavirus 2 (SARS-CoV-2). The first known case was identified in Wuhan, China, in December 2019. The disease has since spread worldwide, leading to an ongoing pandemic.

The New Normal is all activities will largely return to the way things were before the outbreak of COVID-19. Indeed, with the condition that health protocols must be followed. In the New Normal era, it is more than necessary to build knowledge and awareness structures. Individuals have experience with discipline, and they know obedience creates safety.

E-learning is a method of learning that uses the internet via different online learning platforms. In e-learning, the students approach the materials via the internet. E-learning is often seen in online courses, online degrees, and online classes. Students are benefited from self-paced learning, and they are given the freedom to choose their learning environment in e-learning.

Online learning , is an open and broad learning system using pedagogical tools (educational aids), which is made possible through the internet and network-based technology to facilitate the formation of learning processes and knowledge through meaning. Online learning is education that takes place over the Internet. It is often referred to as “e- learning” among other terms. However, online learning is just one type of “distance learning” - the umbrella term for any learning that takes place across distance and not in a traditional classroom.

Hybrid Learning is a learning method of online learning and offline learning that is held for students to conform with preparing themselves during the pandemic. This learning method is doing by dividing students into two groups, that the first group learns online by doing virtually at their home, and the second group joins the offline learning by face-to-face interaction with their

lecturers in the classroom. Although applying hybrid learning in the school also requires following the health protocol rules and campus rules that have been made, it is still one solution to the educational problem caused by pandemic Covid-19.

Blended Learning is an approach to learning that combines face-to-face and online learning experiences. Ideally, each (both online and off) will complement the other by using its particular strength. Context: While generally seen as a ‘trend’ in ‘progressive learning,’ Blended Learning can also be viewed as a kind of relic symbolic of the gap between ‘traditional education’ (for the last century or so in brick-and-mortar schools and classrooms) and connected and digital learning. This, of course, implies that digital-only is the future and the ultimate incarnation of learning, which is a short-sighted view. The point, though, is that blended learning is a mix of old and new as much as it is a mix of physical and digital learning.

Case Study research focuses on the events surrounding one case in a contemporary context or setting. Creswell describes the qualitative approach to a case study with the investigator focusing on one or more cases over time through detailed, in-depth data collection involving multiple sources of information (Creswell 2013). These multiple sources of data come in the form of textual, visual, and audio files regarding the case or cases. The use of multiple sources of information results in triangulation which contributes to the validity of an investigators research.