BLENDED LEARNING IN ENGLISH AS A FOREIGN LANGUAGE: CHALLENGES AND STRATEGIES IN INTENSIVE ENGLISH CLASS AT UIN SUNAN AMPEL SURABAYA

THESIS

Submitted in partial fulfillment of the requirement for the degree of Sarjana Pendidikan (S.Pd) in Teaching English

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This thesis by Avidatus Junita Sari entitled *"Blended Learning in English as a Foreign Language: Challenges and Strategies in Intensive English Class at UIN Sunan Ampel Surabaya"* has been approved by the thesis advisors for further approval by the board examiner.

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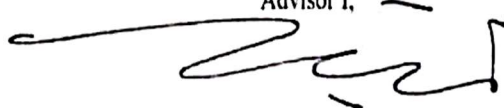# EXAMINER APPROVAL SHEET

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ABSTRACT

Sari, Avidatus Junita (2020). *Blended Learning in English as a Foreign Language: Challenges and Strategies in English Intensive Class at UIN Sunan Ampel Surabaya.* A Thesis. English Teacher Education Department, Faculty of Tarbiyah and Teacher Training, Sunan Ampel State Islamic University Surabaya. Advisor I: H. Mokhamad Syaifudin, M.Ed., Ph.D., Advisor II: Rizka Safriyani, M.Pd.

Key words: *blended learning, intensive English class, teacher challenges, teacher strategies.*

Blended learning is a combination of online educational materials and platform or environments with traditionally based classroom lessons. The implementation of blended learning means utilizing technology in purpose to achieve the goal of the learning process. This study aimed to describe the teacher challenges in applying blended learning and the teaching strategies to address such challenges in applying blended learning in an intensive English class. The methodology used in this research is qualitative method, and the research design is a descriptive case analysis aimed at identifying characteristics, frequencies, trends, correlations and categories. The data of this research was collected through an interview guideline gained from five teachers in the second-semester English teacher in intensive English class as the respondent. Based on the findings, the researcher found that challenges faced by the teacher were time management, internet access, re-designing the curriculum to meet the students' need, students' participation and activeness, students' ability in understanding the instruction using in the web, students' self-regulation, and students' learning style. Then, the strategies applied were the teacher training program done by the faculty to help teachers understand the web being used. Furthermore, the teacher strategies applied were analyzing the students' need and learning style to meet the appropriate blended learning model. The last strategies applied by the teacher are focusing on the interactive language learning strategy to address the challenge in students' activeness, focusing on repetitive instruction to overcome the students' challenge in understanding the instruction and keep telling the students' about their obligation and responsibility regarding the students' participation and self-regulation. Thus, the result of this study can be used as a guideline for teachers or lecturers who intended to apply blended learning in the English teaching process by considering the challenges and strategies.

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LIST OF ABBREVIATION

1. EFL   : English as a Foreign Language

2. TOEIC   : Test of English for International Communication

3. BL   : Blended Learning

4. UIN   : Universitas Islam Negeri

5. PC   : Peronal Computer

6. CD-ROM   : Compact Disc-Read Only Memory

7. ED   : English Discovery

8. SMK   : Sekolah Menengah Kejuruan

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CHAPTER I

INTRODUCTION

This chapter discusses the research background. It summarizes the reason why the researcher is conducting the teacher's challenges and the teacher's strategies to deal with the challenges of applying blended learning. The problems are then formulated in the research questions, including the study's objectives. Then, the significance of the research, scope, and limitation is continued. Finally, the final part is the definition of key term.

A. Research Background

The teaching of foreign language in the current era has shown a significant shift in terms of the way teaching and learning is conducted. Many aspects can be discussed about teaching and learning a foreign language, in particular English. One of the importance of learning English is as its use to communicate between communities around the world.[1] Because of the reason stated above, English is also essential to be taught at school. In teaching English, the teacher should notice some aspects, such as the students' interest, subject matter, students' need and also think about what they can do to help their students.[2] As for how important English is, all students must take a class called English Intensive Class in the first year of UIN Sunan Ampel Surabaya. In this

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[1] David Crystal, *English as a Global Language*, Second Edition (Cambridge University Press, 2003), 2.
[2] Diane Larsen-Freeman, *Techniques and Principles in Language Teaching* (New York: Oxford University Press, 2000), 1.

class, the students learn the four necessary skills of English include vocabulary, pronunciation, and grammar. Teaching a language, specifically English as a foreign language, the teacher should consider the method and strategy that will be used. According to Diane Larsen-Freeman, there are nine teaching methodologies; Grammar-Translation Method, Direct Method, Audio-Lingual Method, Silent Way, Desuggestopedia, Community Language Learning, Total Physical Response, Communication Language Teaching, Content-Based, Task-Based and Participatory Approaches.[3] Those methodologies are used in teaching English as a foreign language. As the researcher has done a preliminary research about the methodologies used in learning English, students explain that they usually feel boredom because of the repetitive activities they do. Therefore, teachers are needed to be more creative, along with the development of technology, which means that teachers have to utilize technology for teaching.

Technology has affected a lot of our everyday lives, including education. It highly improves the teaching method and strategy, known as e-learning or online learning; they utilize technology to ease and support students in learning. The use of technology in teaching means mixing learning and teaching practices in great ways.[4] According to Ruth and Richard, e-learning defined as a study delivered by computer, including CD-ROM, internet, or

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[3] *Ibid*

[4] Som Naidu, *Learning & Teaching with Technology: Principles and Practices* (London; Sterling, VA: Kogan Page, 2003), p. 1.

intranet, that designed to support and achieve learning objectives.[5] Online learning brought us a more natural way of learning. It could be done anywhere and anytime as long as we have an internet connection. Therefore, nowadays, there is a teaching strategy called blended learning which means combining traditional teaching methodologies with the online one.[6] This teaching strategy could help students avoid their boredom of the repetitive face-to-face teaching and learning process. Thus, the term blended learning has grown to mean the integration of classroom learning with online or e-learning.

Blended learning combines traditional and technology-assisted teaching methodologies. Blended learning gives an opportunity to integrate the innovative and technological advances that online learning offers with the collaboration and participation that traditional learning delivers.[7] Blended learning typically involves the use of two or more approaches or strategies to accomplish learning objectives.[8] It means that every educational learning using the World Wide Web through internet connection as a tool for encouraging the learning process in the class can be called blended learning. The use of Web stands as a teaching media and an assessment tool that gives students newly different challenges and experiences. This can be used to engage students'

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[5] Ruth Colvin Clark and Richard E. Mayer, *E-learning and the science of instruction: proven guidelines for consumers and designers of multimedia learning* (San Francisco, CA: Pfeiffer, 2008), 7.

[6] Josh Bersin, *The Blended Learning Book: Best Practices, Proven Methodologies, and Lessons Learned* (John Wiley & Sons, 2004), 18.

[7] Marsh Debra, *Blended Learning: Creating learning opportunities for Language Learners* (Cambridge University Press, 2012), 1.

[8] Diann Wilson and Ellen M. Smilanich, *The Other Blended Learning: A Classroom-Centered Approach, 1 edition edition* (San Francisco, CA: Pfeiffer, 2005), 12.

motivation and interest in learning so they will receive knowledge easier. Those statements, however, should make teacher realize that it is worth to try applying a blended learning strategy for achieving learning goals. There are many websites that can be supporting media of blended learning, such as PeerWise, Edmodo, Schoology, and English Discovery.

There are some studies conducted blended learning, as to how its effectiveness or how it applied in a class. In study by Nina Sofiana, blended learning application in an extensive listening course, and the students' perspective toward blended learning is the main discussion of this research.[9] The result of the research indicates that the students and lecturers are continuously involved in face-to-face learning process and conversation online. While, the students have a positive view toward the learning process. Hanum has conducted the same research in SMK Plus-NU with the subject of the research is in tenth-grade students.[10] Study findings revealed that the teacher prefers to apply the feature of the Flipped Classroom model. The teacher does well in applying the strategies and based on theories. Whereas, the students' perception of the learning model's implementation shows the students have a positive opinion of the strategies. Another study that focused on the implementation of blended learning and the students' perception toward blended learning has done by Azmi Mirza Fakhri; it discussed analyzing

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[9] Nina Sofiana, *"Implementasi Blended Learning Pada Mata Kuliah Extensive Listening",* (Volume 12, Issue 1, 2015).

[10] Dwi Hanum, Undergraduate Thesis: *"The Students' Attitude Toward Blended Learning at Tenth Grade of SMK Plus NU Sidoarjo"* (Indonesia: The State Islamic University of Sunan Ampel, 2017).

blended learning strategy in Language Testing Course.[11] The subject of this research is the Language Testing Course students in the Department of English Education. The result of the study revealed that the course applied a communicative and cooperative approach with a jigsaw as the main activity, and PeerWise as a web-based education that applied in the online course. The students also showed both advantage and disadvantage side of blended learning applied.

The next study was conducted by Favi Millati, talking about the application of blended learning in academic writing course. The purpose of the study is to identify how blended learning is applied in English Education Study Program in teaching and learning the writing subject. The result of this research showed that station rotation used as the implementation of blended learning. The teaching process done by teachers, individual study or group activity. The model combines face-to-face and online learning in a balanced way.[12] Another study that focused on blended learning was done by Rebecca Francis.[13] This study discussed blended learning strategy effectiveness. In this case, the writer focused on the learning outcomes, which are the goals of the learning and the result of the study showed positive outcomes from the students. Then, the study by John Hamilton also had blended learning as the main topic.[14] This study

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[11] Azmi Mirza Fakhri, Undergraduate Thesis:*"An Analysis on Blended Learning Strategy Applied in Language Testing Course in English Teacher Education Department"*(Indonesia: The State Islamic University of Sunan Ampel Surabaya, 2016).

[12] Favi Millati, *The Implementation of Blended Learning in English Learning* (ELLIC, 2019).

[13] Rebecca Francis, et al., *Engaging with blended learning to improve students' learning outcomes*, (Volume 38, Issue 4, 2013)

[14] John Hamilton, et al., *Blended teaching and learning: a two-way systems approach*, (Volume 32, Issue 5, 2013)

explored more in-depth explanation about Biggs' approach. Finally, there is also a study that had social media as the main focus of the research which talked about enhancing the first-year students experience using social networking sites.[15] The study focused on using social networks such as Facebook to enhance the students' experience, and it also provides critiques of peers' submission. The subject of the study also came from various backgrounds and courses. The research results showed that the use of social media could support the learning and teaching process in higher education.

Those previous studies have discussed blended learning, its effectiveness and how it was implemented in the learning process, including the students' perception. Furthermore, those previous studies did not focus on the teachers' side, such as their perception or challenges. Talking about teacher challenges is crucial because it could help teachers improve their teaching skill. While this present study focused on blended learning applied in higher education, it was different from the second previous study, which discusses blended learning applied in Senior High School. Lecturers of UIN Sunan Ampel Surabaya has applied blended learning as one of the teaching strategies to attract students' motivation, including in Intensive English Class. Considering this as a new method in teaching English in English Intensive Class, the researcher was going to find out the teachers' challenges in applying Blended Learning and what strategies the teacher used to overcome the challenges. The researcher

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[15] McCarthy, Joshua. *Blended Learning Environments: Using Social networking sites to Enhance The First-Year Experience* (Australasian Journal of Educational Technology, 2010).

expects that this research will give a different contribution, knowing that in Intensive English Class the students come from various majors and background, students are also classified in different level such as; Basic, Intermediate, and Advance.

B. Research Questions

Based on the background, the researcher conducts two main research questions; they are:

1. What are the challenges faced by the English teachers in applying Blended Learning at Intensive English Class in Tarbiyah Faculty of UIN Sunan Ampel Surabaya?

2. What strategies do the English teachers use to address the challenges in applying Blended Learning at Intensive English Class in Tarbiyah Faculty of UIN Sunan Ampel Surabaya?

C. Objectives of the Study

The aims of this research are listed below:

1. To investigate the challenges faced by the English teacher in applying Blended Learning in Intensive English Class at UIN Sunan Ampel Surabaya.

2. To investigate the strategies used by the English teacher to overcome the challenges in applying Blended Learning in Intensive English Class at UIN Sunan Ampel Surabaya.

D. Significance of the Study

This research is conducted to know what challenges the English teacher faces in applying blended learning and methods the English teacher uses to address the challenges of applying blended learning in the Tarbiyah Faculty's Intensive English Class at UIN Sunan Ampel Surabaya.

The researcher, having the objectives of this research, reveals the benefits to lecturers and writers from this research. They are:

1. For the Writer

   The result of this research also offers the writer many advantages. In applying blended learning and strategies to overcome the challenges, the writer will get information about challenges. The writer may be using blended learning strategy for future courses as a future English teacher.

2. For the Teacher

   The researcher expects this research in the teaching of many subjects to be valuable information for teachers. The outcome of this research will be substantially crucial that the complexities of blended learning and its approach to overcome the challenges are teachers understand-how. Teachers who have such knowledge could use blended learning strategy for their teachings.

3. For the Institution

   The researcher expects that this research will be useful for the institution in improving the quality of the teaching and learning process.

E. Scope and Limitation of the Study

In this research, the writer focuses on the English teacher challenges and strategies in applying blended learning. The research's subject is five English Teachers in Intensive English Class who teach the second-semester students in academic year 2019/2020. The result only reflects explicitly on the teacher challenges and strategies applied by the five English teachers and may not reflect the challenges and strategies by the same teacher in different level of students.

F. Definition of Key Term

In this research the researcher categorized some key terms definitions to help readers understand the research efficiently and have the same understanding with the writer.

1. Blended Learning

According to Gina and Lyanne, blended learning is a strategic and systematic approach which combines time management and modes of learning. It uses appropriate information and advanced technology in communication.[16] Blended learning combines the fundamental aspects of online and face-to-face learning.[17] In this study, the researcher interprets Blended Learning as a mix of face-to-face and online learning which applied in intesive English Class at UIN Sunan Ampel Surabaya.

2. Intensive English Class

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[16] University of Western Sydney, *Learning and Teaching Unit 2013 Fundamentals of Blended Learning*, (Australia, 2013), 4.

[17] John Watson, Blended Learning: *The Convergence of Online and Face-to-face Education*, (North American Council for Online Learning), 3.

Intensive English Class is a first course for the first-year students of UIN Sunan Ampel Surabaya which is taken at the first and second semester. This course is intended to teach English as a foreign language, and the course focused on the four skills of English, including grammar and pronunciation. This course is also the one that applied blended learning using English Discovery as a teaching tool.

3. Teacher Challenge

Challenge is a circumstance that requires significant effort to be carried out successfully and the efforts of one's strength, skills or abilities.[18] In this research, challenges are the situations of being faced by the teacher in applying blended learning in Intensive English Class.

4. Teacher Strategy

In teaching, the strategy of the teacher has a significant aspect of helping the learning of the students. A strategy is an approach which can be used across curriculum zones to help students learn, as Jordan explained .[19] In this research, the teacher's strategy refers to the teacher's way to implement some kinds of strategies to overcome the challenges faced by the teacher in applying Blended Learning in English Intensive Class.

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[18] J. Arnold Toynbee. *"A Study of History"* (London: Oxford University Press, 1987)

[19] Fatah Huda, *"An Investigation of English Teaching Strategies in Enhancing Students' Vocabulary Implemented by A Pre-Service English Teacher."* (Journal of English and Education, 2016), 36.

CHAPTER II

REVIEW OF RELATED LITERATURE

This section describes some issues and theories regarding the definition of blended learning, the kind of blended learning, the teacher's challenges and the teacher's strategies for overcoming the challenges.

A. Theoretical Framework

1. Blended Learning

a. Nature of Blended Learning

The development of the current technology revolution has invited teachers to integrate technology into their teaching to facilitate students with better learning. Utilizing technology in teaching is known as e-learning or online learning. Online learning has brought us a more natural way of learning. It could be done anywhere and anytime as long as we have an internet connection. Therefore nowadays, there is a teaching strategy called blended learning. Blended learning as one of the teaching strategies, mixes a traditional method of teaching with an online course in order to achieve specific learning goals.

Diann and Ellen stated that blended learning is using the most effective training keys that applied in an organized manner for achieving the learning objectives. It will accomplish the desired learning goals.[20]

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[20] Diann Wilson, Ellen S. Milanich, *The Other Blended Learning: A Classroom-Centered Approach*, (San Francisco: Pfeiffer, 2005), 12.

Throne also mentioned that the most natural and logical transformation of the learning agenda is the blending of learning. This also offers a solution to the personalized learning and development issues for individual needs. It opens up an opportunity to incorporate the advanced technology offered by online learning and either face-to-face learning interaction or participation.

Blended learning can be encouraged and enhanced through the use of personal coaches' sense and one-to-one contact.[21] While Bersin defines blended learning as a blend of different training platforms such as technology, practices, and varieties of events to establish an optimal training programme. He defines the terms blended learning to combine conventional instructor-led training with other electronic tools that use many different types of e-learning.[22] Kerres and De Witt also discussed blended learning as a combination of different teaching approaches and delivery methods. The argument is based on the idea that these two are separate.[23] In this study, blended learning is a combination of online educational materials and platform or environments with traditionally based classroom lessons. The implementation of blended learning

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[21] Kaye Thorne, Blended Learning: *How to Integrate Online and Traditional Learning*, (USA: Kogan Page Limited, 2003), 16.

[22] Josh Bersin, *The Blended Learning Book: Best Practices, Proven Methodologies and Lessons Learned*. (San Francisco: Pfeiffer, 2004), 15.

[23] Kerres, & De Witt, *A didactical framework for the design of blended learning arrangements. Journal of Educational Media*. 28 (2-3), (2003), 101-113.

means utilizing technology in purpose to achieve the goal of the learning process

Alebaikan in his study stated that blended learning has a considerable positive impact on the teaching and learning process regardless of its implementation design.[24] The students not only learned more when online sessions were added to traditional courses, but also improved students' interaction and participation. Besides that, blended learning also provided students with versatility and increased response time.[25] Many curriculum implementers have caught the attention of the many benefits of blended learning in adopting such delivery mode for their institutions, including UIN Sunan Ampel Surabaya. One of the courses in UIN Sunan Ampel Surabaya that applied blended learning is intensive English Class. Here, the writer intended to analyze the teachers challenges and strategies in applying blended learning as how blended learning is a new method applied in the course.

b. **Keys of Blended Learning**

An appliance for the theories of blended learning, five keys are emerging as the crucial elements of blended learning process:[26]

1) Live Events

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[24] Alebaikan R, *Blended Learning in Saudi Universities: Challenges and Perspective*, (ALT-J Research in Learning Technology, 2010), 49.

[25] Sharpe, R., Benfield, G., Roberts, G., & Francis, R, *The undergraduate experience of blended e-learning: A review of UK literature and practice*, (The Higher Education Academy, 2006).

[26] Jared M. Carman, *Blended Learning Design: Five Key Ingredients*, (2005), 2.

Synchronous which means students and teachers having a real virtual classroom. Students and teachers get together in the real learning process, this defined as face-to-face learning process. Then, the online content defined as interactive, internet-based or CD-ROM training, that students complete tasks by themselves, operate independently at their skill, speed and on their own time.

2) Collaboration

Any kinds of situations and environments that learners interact with other learners. As the example, e-mail, online discussions and online chat.

3) Assessment

A quantity of knowledge of the learners. Pre-assessments may occur before real-class, prior knowledge discovery, and post-assessments may occur after schedule or online learning events to measure learning outcomes.

4) Reference Materials

Everything which improves learning recognition and transfer.

c. **Kinds of Blended Learning**

Each of four types accompanies most blended learning programs: Rotation Model, Flex Model, A La Carte Model and Enriched Digital Model. Then, rotation model contains four kins of model: Rotation

Station, Rotation Lab, Flipped Classroom Model and Individual Rotation Station.[27]

1) Rotation Model

Rotation Model is formed between offline and online learning on a set schedule. The learning tasks incorporate using several small-groups or full-class coaching, community projects, individual tutoring, and assignments of pencils and journals. Four rotation models are available below:

a) Station Rotation

Learners rotate among classroom based learning mobilities on a scheduled plan. The rotation consists of at least one Online Training Station. Other stations could include activities such as small group or full-class instruction, group projects, individual tutoring, and assignments with pencils and papers. By dividing the class into a small group or one-by-one rotations, those activities can be done together.

b) Lab Rotation

Here, the students rotate among the brick-and - mortar school locations on a fixed schedule. At least one such activity is an online learning lab. Rather than sticking around in a single place

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[27] H. Stalker & M. B. Horn, *Classifying K–12 blended learning. Mountain View* (CA: Innosight Institute, Inc, 2012).

for a blended course, students are rotating between fixed places in the school.

c) Flipped Classroom

In this cycle, during the regular school day, students switch between face-to-face teacher-guided sessions at the school on a set schedule. Post-school material and subject instruction offer online from a remote location. The flipped classroom model helps students to do their homework online at anytimes, or to choose the location in which they gain online material and direction, and to track the intensity of the students' activity through the online apects.

d) Individual Rotation

Students move between learning modalities as an individul tailored, fixed schedule; one of those activities is online learning. The teacher establishes timetables for the individual students. There's no need for students to rotate at every station or modality available.

2) Flex Model

In this model, the materials are provided by the internet, students do the learning process individually, flexible schedule across learning modalities, and the record instructor is on-site. The recording teacher will have a versatile face-to-face approach

There is also a flex model which could have a professional face-to-face mentor to periodically assist with online learning or it could have no face-to-face enhancement.

3) Self-Blend Model

The model implies an environment that stretches through the school. Students expect to take one or more online courses to assist the recording professor of their traditional courses and the online teacher. Students may take online classes at or outside the brick-and-mortar school. Students integrate with certain individually online classes and catch additional lessons at a brick and mortar school of face-to-face instructors.

4) Enriched-Virtual Model

This model ensures that the students in the course get an entire school experience. Students break down their time among joining a brick and mortar school and digitally learning using online material and guidance through the course. This model helps students to rarely regular visit the brick-and-mortar school.

d. **Components of Blended Learning**

A model could be a representation of the device or trend that contributes to its recognized or implied features and can be used to further analyze its properties. A blended learning model can indeed be used as a reference for determining and implementing various elements that would contribute to an educationally appropriate learning

situation.[28] The components of blended learning are divided into five parts:

1) Media Component

       Media components mainly specify as devices which bring content. However, some pedagogical medias might be more suitable for promoting a synchronous or asynchronous learning environment than others, but ultimately perhaps no media is better or worse than others.

2) Learning Environment Component

       The learning process might be synchronous, or asynchronous. Growing educational environment does have its own distinctive set of advantages and disadvantages. The aim of blended learning is to use the specific positive attributes of each environment to ensure that resources are optimally used to achieve the educational goal and learning goals.

3) Instructional Component

       This portion is used to choose the best instructional approaches to support the learning objectives. Such strategies are the outcome of learning goals and help protect the learning goals and facilitate the transfer of information. Maintaining the educational quality is crucial when developing blended learning.

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[28] Manjot Kaur, *Blended Learning: Its Future and Challenges* (Procedia - Social and Behavioral Sciences 93, 2013), 612-617.

4) Live Classroom

Traditional classrooms allow teachers and learners to be at the same spot and face-to-face. The topics typically consist of subjects such as complex, specific, programmatic or new content, requiring face-to-face interaction, expert observation, organizational design, teamwork, communicating, business problem-solving skills, or resources to be provided by a teacher or facilitator.

The advantage of live classroom is, it allows for the spread of unpublished material. The students can get access to classmates and professionals. Practice and group conversation can be stimulating, giving one topic more interest. Traditional classroom learning supports learners with certain learning styles, particularly those who rely on highly teacher-centered methods.

However, the disadvantage of traditional classroom is, it can be expensive if learners have to travel to the place of classroom. Apprentices are often expected to attend sessions at a fixed time, and this typically involves significant amounts of time from the learner. If the session is based on lecture, this reduces discussion and interaction. Classrooms can place the learner in a passive role, and may lose their attention.

5) Virtual Classroom

A virtual classroom allows teachers and students to be in various locations independently, and enables the teacher to record

the event for future references. Typically, these events are run using online meeting technologies. The material discussed, unless they are too complex or controversial, may be similar to those addressed in a live classroom.

The advantage of this virtual classroom is the learning material can be presented and passed to the students easily in the learning platforms. However, the disadvantage of the virtual classroom is At the same time everyone has to be online. The participants need mostly specialized workspace and a high-speed connection. The instructor must have the technical skills, sufficient resources and be personally dedicated to interactivating the situation. Such as a live classroom, information sessions can put the student in a passive role, and the learner 's attention may be lost.

e. **Benefits of Blended Learning**

Throne stated that using blended learning will have numerous advantages.[29] The first advantage is students and teacher can learn together by creating a learning community which provide group work. Students will have communicative learning experiences by having more interaction, whether in face-to-face learning and indirect teaching in an online class. Then, the course could be directed as flexible as direct teaching in a face-to-face class and indirect teaching in an online class.

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[29] Kaye Thorne, *Blended Learning: How to Integrate Online and Traditional Learning* (London: Kogan Page, 2003), 132-133.

Furthermore, students have more possibilities to communicate with others. The possibilities come from direct learning virtual class and indirect learning in the online class. The course is conducted by analyzing the best teaching and learning strategy for direct and indirect learning. To accomplish this benefit, the teacher should consider what strategy is the most relevant for the course and students. Finally, learner community could interact indirectly and not at the same time. As an additional supportive class, online learning gives experiences regarding indirect interactions.

2. **Challenges in Implementing Blended Learning**

There are several issues for teachers and students when blended learning is integrated as Victoria education research stated.[30] They are:

a. Teachers are challenged to re-design or develop the curriculum. The instructor must track content and instruction both face-to-face and online. Garrison and Vaughan indicated that several students do not understand the technologies adopted in blended learning.[31] The Instructor applies emerging technology to learning and teaching programs without an extended commitment to time and may be limited to better instruction from the staff and more professional growth.

b. Students require process level of readiness and support to become more self-directed learners and self-managers. During the learning process

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[30] The Department of Education and Early Childhood Development, *Blended learning: A synthesis of research findings in Victorian education 2006-2011* (Melbourne: the State of Victoria, 2012).
[31] R. Garrison and N. Vaughan, *Blended Learning in Higher Education: Framework, Principles, and Guidelines* (Wiley & Ss,2007), 272.

teachers should lead the students. A type of blended learning that applied to enhance learner capability and self-regulation competence. Teachers need to consider human interaction to the learning process and learner satisfaction, such as community collaboration and learning.

c. Teachers were able to measure many skills in digital story creation than standard literacy (e.g., reading, writing) for example, group work, media literacy, and professional editing skills. Professional technologies which enable us to determine students' deeper conceptual thinking and creativity. Students interact and assess through informal analysis by blogging or discussion board to increase students' understanding of the social etiquette in order to lift healthy competition in academic achievement.

d. Blended learning calls for resources tailored to local audiences. Then, there will be an urgency to modify the learning materials to make them culturally specific to local audiences. Teacher plays a critical role in contributing to the cultural significance and meaningfulness of materials transmitted widely.

Furthermore, according to Hoffmann, there are three top challenges faced by teachers in applying blended learning; technical challenges, organizational challenges, instructional design challenges.[32]

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[32] Jennifer Hoffman, *Solutions to the Top 10 Challenges of Blended Learning* (Insync Training, 2014).

a. The technical issues are not only about getting technology to operate on networks (though this is a significant first step), but rather about ensuring the program's effectiveness through the use and support of appropriate technologies. Teachers have to make sure their students use the system or web efficiently and resist the need to use technology just because the technology is available.

b. Organizational challenges usually come from teachers or facilitators that apply blended learning, they often fail to understand that it is a complex program that requires thoughts beyond beyond an individual program. Teachers need to solving the concept that blended learning is less effective than traditional classroom, redefining the teacher role, and maintaining and tracking the performance of the participants.

c. Instructional design challenges often come when technologies are implemented in the learning process implemented, focus is always given to introducing technology, while the actual creation of appropriate content is left with very little time and budget to develop a effective program. Teachers have to know how to teach not just what to teach, match the best delivery material to the course objective, use interactive learning process, and ensure the elements of blended learning are coordinated.

3. **Teacher Strategy**

The strategy is a specific technique for solving a problem or task, modes of operation to achieve an objective, or the design for manipulating

and controlling specific information.[33] As a teacher, strategies need to used as a tool to deal with any problems inside the teaching and learning process to achieve effective learning outcomes and goals. In this case, the teacher, as an educator, should have a set of overarching goals, composed substance, and built up planning ideas to support students in achieving the targets.

Teacher strategies refer to the use of technique, structure, method, system, procedure, and process used by the teacher. In the learning process, teachers often find some challenges in teaching and facilitating learning due to the students' needs, different backgrounds, students' boredom, and type of students. Based on the problems above, the teacher should have a strategy to overcome those problems and challenges.

4. **Strategy in Implementing Blended Learning**

Blended learning, which means a combination of the face-to-face learning process and online learning, cannot be separated from technology. Technology can be a catalyst, and a means to adopt more active learning approaches. However, choosing appropriate strategies and tools is needed to help teachers overcome the challenges of blended learning.

According to Victoria Education teachers require preparation in questioning, imagination, interpretation, distinction/scaffolding and creating opportunities for communication and networking. Professional development is also required for instructors who will teach online and face

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[33] H. Douglas Brown, *Principle of Language Learning and Teaching*, (San Francisco: Longman, 2000), 20.

to face. Through blended elarning there is a chance that new technical advances will bring. The teacher needs to be able to deliver cost-effective solutions to technology's changing existence.[34] Expecting this training could help teachers address the challenges or problems in applying blended learning.

On the other hand, according to Jennifer Hoffman, there are several strategies that teachers could apply to address their challenges.[35]

a. To address the challenges in the technology used in the learning process, do not introduce all available technologies. Make sure to use the most straightforward technology possible to make the point.

b. Prepare teachers in a blended learning environment by immersing them, so they can better appreciate the participant experience. Using another facilitator and also an online learning producer, a team-teaching approach can help maintain energy and interest and ensure all the details addressed.

c. Assessment results can be monitored, tracked, and used to ensure that all the learning process goals have met. Besides, teachers should stay in contact with students to ensure that expectations are understood.

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[34] The Department of Education and Early Childhood Development, *Blended learning: A synthesis of research findings in Victorian education 2006-2011* (Melbourne: the State of Victoria, 2012).
[35] Jennifer Hoffman, *Solutions to the Top 10 Challenges of Blended Learning* (Insync Training, 2014).

d. Students will provide a summary of the whole process, including guidance about how to access and use technology, and participatory and attendance / completion requirements.

e. The final step in the design process should be the selection of the technology. Instructional designers must perform a rigorous assessment to validate learning objectives and define acceptable methodologies for evaluating each learning target before deciding how to deliver content.

B. Previous Study

In previous studies the researcher found a similar subject. The previous research also addresses applied blended learning in some courses. Azmi Mirza Fakhri from UIN Sunan Ampel Surabaya carried out his first study.[36] The research explored the application of blended learning in a language testing class and the understanding of the benefit and disadvantage of mixed learning by the students. This study focused on the English Department of Education students in the fifth semester. This study differs from the present study because it discussed how the lecturer applied blended learning and its challenges faced by the lecturer. This study does not focus on the students' perceptions.

The second study was done by Rebecca Francis with the topic of Engaging with Blended Learning to Improve Students' Learning Outcomes.[37] This study discussed blended learning strategy effectiveness. In this case, the writer

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[36] Azmi Mirza Fakhri, Undergraduate Thesis: *"An Analysis on Blended Learning Strategy Applied in Language Testing Course in English Teacher Education Department"*(Indonesia: The State Islamic University of Sunan Ampel Surabaya,2016)
[37] Rebecca Francis, et al., *Engaging with blended learning to improve students' learning outcomes*, (Volume 38, Issue 4, 2013)

focused on the learning outcomes, which are the goals of the learning, while this present study focused on the challenges faced by the lecturer and the strategies applied.

The third study is entitled "Blended Teaching and Learning: A Two-Way System Approach" by John Hamilton.[38] This study had blended learning as the main topic, and a more in-depth explanation about Biggs' approach. The study had the same topic as what the researcher had, but it differs from the focus of the study.

The fourth study talked about enhancing the first-year students experience using social networking sites.[39] The study focused on using social networks such as Facebook to enhance the students' experience, and it also provides critiques of peers' submission. The subject of the study also came from various backgrounds and courses. The research results showed that the use of social media could support the learning and teaching process in higher education.

The fifth study was conducted by Hanum Masruroh, entitled "The Students' Attitude Toward Blended Learning at the Tenth Grade of SMK Plus NU Sidoarjo."[40] This study aimed to find out how is the implementation of Blended learning and the students' attitude toward it. The study results showed that the

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[38] John Hamilton, et al., *Blended teaching and learning: a two-way systems approach*, (Volume 32, Issue 5, 2013)

[39] McCarthy, Joshua. *Blended Learning Environments: Using Social networking sites to Enhance The First-Year Experience* (Australasian Journal of Educational Technology, 2010).

[40] Dwi Hanum, Undergraduate Thesis: *"The Students' Attitude Toward Blended Learning at Tenth Grade of SMK Plus NU Sidoarjo"* (Indonesia: The State Islamic University of Sunan Ampel, 2017).

teacher applied the flipped classroom model, and the students' perception toward blended learning showed a positive perception.

The sixth study was conducted by Favi Millati, talking about the application of blended learning in academic writing course. The purpose of the study is to identify how blended learning is applied in English Education Study Program in teaching and learning the writing subject. The result of this research showed that station rotation used as the implementation of blended learning. The teaching process done by teachers, individual study or group activity. The model combines face-to-face and online learning in a balanced way.[41]

Based on those previous studies above which mainly discussed about students' perception toward blended learning, the implementation of blended learning, and the students' experience toward blended learning. The researcher found that in the implementation of blended learning the teachers tend to have challenge in time management. Then, after doing a preliminary research in intensive English class which just applied blended learning in the learning process, the researcher also found that the teachers had the same challenge. In addition, the students in the course also come different background. Thus, the researcher took the teacher challenges and strategies in applying blended learning in intensive English class at Faculty of Tarbiyah and Teacher Training of UIN Sunan Ampel Surabaya.

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[41] Favi Millati, *The Implementation of Blended Learning in English Learning* (ELLIC, 2019).

CHAPTER III

RESEARCH METHOD

This chapter deals with the research method, which focused on answering the research questions. The chapter discusses research approach and design , location of research, data and data source, research instruments, data analysis technique, validity checks of findings and research phases.

A. Approach and Research Design

This study's purpose is to analyze the challenges faced by the English teacher of intensive English class in applying blended learning and their strategies to address such challenges. Considering those two objectives, the researcher decided to use a qualitative study. The qualitative approach aims to gain a deep understanding of specific groups or events rather than analysis on numeric data of a large sample of a population.[42] This research explored teaching and learning using blended learning, mainly to gain a deep understanding of the teacher's challenges and strategies to overcome such challenges in intensive English class as a group of ELT using blended learning. Such deep understanding can be gathered through a questionnaire and interview to gain information from a group or individuals.[43] However, due to the Corona Virus outbreaks, the face-to-face has been missed, and the researcher could not

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[42] Donald Ary, et.al., *Introduction to Research in Education* (Canada: Nelson Education, 2010), 29.
[43] Donald Ary, Lucy C. Jacobs, and Chris Sorensen, *Introduction to Research in Education* (CA: Wadsworth, 2009), 28.

do observation to gain the data. Thus, the researcher used interviews as a data collection technique.

B. Research Location and Subject

The current study was conducted at the Intensive English Class of Tarbiyah Faculty at UIN Sunan Ampel Surabaya. The reason behind deciding this location by the researcher, considering that most of the teachers have an educational background in teaching English. Tarbiyah Faculty, one of the faculties in UIN Sunan Ampel Surabaya which applied blended learning, and the course also focused on English language teaching.

Specifically this research's subject is the five English teachers of intensive English class Faculty of Tarbiyah and Teacher Training who teach EFL in the second semester of 2020 academic year at UIN Suan Ampel Surabaya.

C. Data and Source of Data

1. Data

The research's data for the first research question was the teacher challenges in applying blended learning in an intensive English class. The second research question was the teacher strategies to address such challenges in applying blended learning.

2. Source of Data

The research's source of data was the English teachers of intensive english class and the activity of teaching and learning in English Intensive Class of Tarbiyah faculty. The researcher interviews the teacher to find out

the teacher's challenges in applying blended learning in English Intensive Class and their strategies to address such challenges.

D. Data Collection Technique

For gathering information, according to the Cresswell hypothesis. there were many kinds of varieties in the data collection technique of qualitative research, like an observation guideline, documents, interview, and audiovisual.[44]

In this research, the researcher only used the interview as the data collection technique and the subject of the interview was five English teachers in intensive English class. The interview was done by an online interview using WhatsApp, where the researcher asked questions related to the teacher's challenges and strategies to address the challenges in applying blended learning.

E. Research Instrument

The instrument of the research applied by the researcher was an interview guideline. The interview questions consist of open-ended responses and the questions were aroubd seventeen questions mainly asked about the teacher challenges and strategies. The used of open-ended responses means the respondent was allowed to create the options for responding. The teacher might use different strategies to address the challenges, then using open-ended questions as the interview guideline was needed.

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[44] John W. Cresswell, Educational Research Planning, *Conducting and Evaluating Quantitative and Qualitative Research*, the 4th edition. (Boston: Pearson Education, Inc., 2010), 214

F. Data Analysis Technique

The descriptive qualitative method applied in this research, as explained above. The researcher analyzes the data in a descriptive way using qualitative method. In the context of this data analysis technique, four stages are needed based on Cresswell's theory.[45]

1. Reading All Data

In this part, the researcher read all the interview results and listen to the audio recording while taking notes. Listening to the audio recording was needed because not all respondents answer the interview by text message, some of them use voice recorder. Then, the researcher transcribed the data.

2. Preparation and organization of the Data for Analysis

The researcher arranged the details accordingly. The data organized in different types here related to teacher challenges in applying blended learning and approaches to address these challenges.

3. Coding the Data

In this stage, the researcher evaluated all of the data obtained. The researcher established the data had to be used by the researcher or the data had to be reduced. The researcher re-reading the result of the interview and giving sign to the answer that not related with the research. Then, the researcher used coding for every participant by using initial name, for

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[45] Cresswell, John W., Educational Research Planning, *Conducting and Evaluating Quantitative and Qualitative Research, 4 Edition,* (Boston: Pearson Education, Inc., 2010), 214

example Teacher B for Bayu, Teacher F for Fitri, Teacher Z for Zubaydah, Teacher I for Imaniar, and Teacher R for Risna.

4. Interpreting the Result of Finding

The description of the data explained in chapter four of this study; the findings and discussions are linked to the above theory. Lastly , the final part of evaluating the data is to finalize the whole analysis.

G. Researcher Presence

The position of the researcher in this study was as the gatherer of the data and the interviewer. The researcher did not attend the classsroom to observe the entire learning process. This research only used interview guideline as the data collection technique, therefore the researcher did not involve in the learning process to observe the entire learning process. The researcher only interview the five English teachers to collect the data. In addition, the subjects of this study know about the role of of the researcher.

H. Checking Validity of Findings

The researcher had to confirm the results of the whole research after analyzing the data. According to Creswell, the study results are validated using three techniques: triangulation, member screening and auditing.[46] In this analysis, triangulation was explicitly used to validate the results. Creswell additionally defined that triangulation is the process of describing information

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[46] John W. Creswell, *Educational Research Planning, Conducting and Evaluating Quantitative and Qualitative Research, 4th edition.* (Boston: Pearson Education, Inc., 2010), 259.

from various sources, data types, or methods for collecting data.[47] Here, the researcher used theory triangulation which means, the interview guideline as the research instrument taken from theory provided in chapter 2. Additionally, the instrument of this research has been checked by the lecturer of English Teacher Education Department as the expert in this field

I. Research Stages

The research process was structurally conducted as follows:

1. Preliminary Research

   The researcher had done a preliminary research on January 10-13, 2020. The researcher was doing an interview to the English teacher who teach Intensive English Class at UIN Sunan Ampel Surabaya. The interview as asking the teacher related the obstacles that occur in teaching English using blended learning.

   The researcher also did the literature reviews as well as the interview to discover the references and previous researches that had similar focus with this study. In taking those moves, the researcher was expecting this work to be completed because of its significance.

2. Designing Investigation

   The researcher wrote the issue of title and study first, before moving to research design. The researcher then outlines the phenomenon, and limits the focus of the study. Along with the outline, the researcher decided on the designed research.

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[47] *Ibid, 259.*

3. Conducting the Research

   To find out the teacher challenges in applying blended learning and the strategies applied by the teacher to address such challenges, the researcher used interview. The researcher did not do observation regarding the strategies was because the face-to-face learning process had been missed due to the Corona Virus outbreaks.

4. Analyzing the Data

   The researcher analyzed the data after finding the data to get answers to the research questions. It was defined in the former technique of analyzing data.

5. Concluding the Data

   The researcher summarized the findings in order to find the results of the research. The conclusion of this study was this study's final report.

CHAPTER IV

RESEARCH FINDINGS AND DISCUSSION

In this part, the researcher presents the research findings and discusses the challenges and strategies applied by the English teachers toward the implementation of blended learning in English Intensive Class. Research results are given from the data obtained to address questions about the study.

A. Research Findings

The research was conducted from March 31, 2020 – April 3, 2020 using interviews as the data collection technique. Due to the Corona Virus outbreaks, the data was only possible to be collected from the interview. However, those interviews had given adequate data to conduct this research. The research questions were stated about the challenges the English teacher faced in applying blended learning and the strategies applied by the English teacher in applying blended learning in the intensive English class.

There were 14 classes in the intensive English class Faculty of Tarbiyah and Teacher Training with 23-27 students on average. There is 2 level of students, the first is Basic and the second is Intermediate. Those levels are divided into several kinds, such as Basic 1, 2, 3, and Intermediate 1, 2, 3. However, not all teachers were able to become the respondent of this research. After doing the preliminary research, the researcher found that the same teachers teach some classes, or it can be concluded that one teacher will teach more than 1 class, and the level of the students could be different. Due to those reasons, the researcher

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only took five teachers as the respondent. Three teachers from Basic 2. One teacher from Basic 3 and one teacher from Intermediate 1. The researcher did not involve other teachers as the researcher had collected sufficient data from 5 responding teachers. The data from five teachers had answered what the researcher was searching for. The results of the findings are written according to the study's research question.

1. **The Teacher Challenges in Applying Blended Learning in Intensive English Class**

   This part will define the teachers' challenges in applying blended learning in the intensive English class. For the detailed explanation, the researcher clustered the challenges teachers faced toward the implementation of blended learning in intensive English class into several points according to the theory written in chapter 2.

   a. Time allocation

   The face-to-face classes were done in nineteen minutes. The first thirty minutes was opening, which included ice breaking, games, etc. The next thirty minutes was the main lesson, which included online learning using English Discovery. Then, the last thirty minutes was closing that included exercise and summary of the lesson. However, the nineteen minutes of the learning process was not enough for teachers. Students need more time to exercise, and teachers need more time to explain, all of the teachers being interviewed agree that putting the

online learning process into the face-to-face class will cost too much time.

b. Technological aspects

As for how blended learning defined in this study, technology cannot be separated from blended learning. In the intensive English class, English Discovery is the web being used to facilitate online learning. All of the materials are uploaded to the web, and teachers can open one material consisting of three parts. As the first time using the web in the learning process, several students were not familiar with the technology being utilized. At this condition, the five teachers were also challenged to explain more about the web. However, this condition could be resolved quickly by the teachers.

According to the English Discovery guideline, the online learning process should be done in the class, but all of the teachers being interviewed did not do the learning process based on the guidelines. The reasons listed below:

1) Internet access

The internet connection has been a big deal for the teachers. This condition was because accessing English Discovery inside the face-to-face class would cause the learning process a bit longer than before. Teacher Z stated that *"to open English Discovery, we need a fast internet connection or the menu of the web will not appear perfectly. Sometimes English Discovery can only be accessed*

through PC for several conditions. This situation makes us should bring PC inside the class, while some students stated that their PC could not connect to Mobile Hotspot/Wi-Fi, or their PC is broken with some other reasons. From those situations, using English Discovery outside the classroom will be more effective". While, the other four teachers also stated the same as teacher Z. As how blended learning could not be separated from the internet and how internet access is one of the crucial things that will make blended learning works, it is needed to be concerned by the faculty.

c. Curriculum development

To achieve the learning process's goal, the teacher, as the primary instructor of the learning process, should set the right curriculum and plans for the students. While in blended learning, teachers face two models of the learning process; online and offline class, while this condition, however, could affect their plans and curriculum design. From the interview results, the five teachers stated that they did not change any curriculum set by this course. They stated that *"all of the goals of the learning process has been set. If we want to teach, we just need to look up the material in English discovery and find some other resources related with the topic".* However, they have made small plans/notes in order to divide the time allocation. Teachers also used some other resources from the Internet to be used as exercises or examples. In several conditions, teachers re-explain the materials that

have been uploaded to English Discovery and discuss them with the students.

On the other hand, teachers were challenged with the final test of the course. This was because the final test would be the TOEIC test. The five teachers stated that the materials used in English Discovery were a TOEIC preparation, but sometimes students need more explanations and exercises regarding the test. Thus, teachers were challenged to make sure that the students understand the lesson well and ready for the test.

d. Students' condition

Two main aspects do the teaching, and learning processes are teachers and students. The teacher and student will play essential roles in bringing the learning process to be successful. However, students' conditions could affect the learning process, and this could challenge the teacher on how to deal with the students' condition. The students' conditions that could challenge teachers listed below.

1) Students' participation and activeness

Not only in face-to-face class nor online class, but students' participation and activeness are also all that matter. Teacher R and Teacher Z stated that *"we cannot control the students' activeness directly when they do their exercises on English Discovery, we cannot control the students' participation and see whether they do their exercises by themselves or how. Some students also got a good score on English Discovery while in a face-to-face class, they got*

worse in their offline exercise or even looked like they did not understand the lesson well. This condition has been a big challenge for us".

Teacher B, Teacher I, and Teacher F argue that *"English Discovery is a good web, but some students did the exercises without basis because they were all running out of time. It was a challenge for us to understand more about the students' comprehension."* Besides, Teacher F added that her students are low in productive skills such as writing and speaking. Furthermore, some students are also not active in speaking.

2) Students' ability

As for how the students come from different majors of study and background, their ability is also different. Teacher Z admits that "*teaching 22 students in a class with different backgrounds and abilities have given me a big challenge. Some students are the level of capability on Basic, but they classified in Intermediate level.*" While Teacher B argues that "*the students in my class are low in vocabularies, the language used in the web is fully English, sometimes they do not understand the instruction written on the web. Some other students are also not familiar with the vocabulary used in reading comprehension or listening. At this point, the teacher has to make sure students could understand the vocabulary well.*"

Finally, the other three teachers, Teacher I, Teacher R, and Teacher F stated that their students are low in understanding the instruction written on the web, this was caused by the instructions were written in English.

3) Students' self-regulation

The students' awareness of their responsibilities were still low. According to the interview results, most of the students did not open English Discovery without a reminder from the teachers. Such a small example, in the previous meeting teachers, told students to open a chapter and learn about the materials. However, unfortunately, in the next meeting, students said they had not opened the web yet. While in doing their tasks, students tended to do it when the time was near to the deadline.

4) Students' learning style

This condition mostly became a challenge for teachers when they have a face-to-face class. This course was consist of many students with different backgrounds and different kinds of learning styles. All of the respondents stated that "*in teaching a language, we have to make sure not only grammar but also their capability in productive skills. We also have to ensure that all of the materials we give for the students are meaningful and relevant. At this point, teachers should also pay more attention to the students' learning styles. In order to reach the goal of the learning process.*" However,

understanding the students' learning style could help teachers deliver the material maximally to their students.

2. **The Teacher Strategies to Address the Challenges in Applying Blended Learning in Intensive English Class**

This part explains the teachers' strategies to overcome the challenges they faced in applying blended learning. Regarding the second research question above, the data has been gained by an interview with the teacher. The researcher classified the data below:

a. Teacher training

The teacher training program is a program held by the Faculty of Tarbiyah before the new semester begins. The focus of this program is to help teachers understand the web used in blended learning. According to the respondent of this research, teachers agree that this program has helped a lot in order to address teachers' challenges.

b. Select the model of blended learning

There are several kinds of model in blended learning. Selecting the appropriate model to reach the goal of the learning is a must. From the previous finding above, the interviewees used online learning apart from the face-to-face learning process. This model named the flipped classroom model.

c. Analyzing the students' need and learning style

The student's needs and learning styles are essential parts of the learning process. As the interviewee here, all of the teachers argue

that *"by knowing their needs and learning style, the distribution of the materials would be much effective, meaningful, and culturally relevant."* One of the challenges faced by teachers is about the students' final test using TOEIC, and teachers need to prepare their students for the final test. In this case, the strategies used are giving examples of TOEIC preparation, explain more in-depth about TOEIC, and giving students more exercises regarding the TOEIC test.

On the other hand, teachers also challenged with the students' learning styles. Here, the strategy that teachers applied was to observe the students, then decide which type of learning process the teacher would apply.

d. Another strategies applied by the teachers

In this part, the researcher has categorized some other challenges and strategies applied by the teachers. The result of the study has been summarized in the table below.

Table 4.1 Teacher strategies to address the challenges in applying blended learning

Teacher Challenges	Teacher Strategies
Students' participation and activeness	- Teachers remind the students about their online task - Teachers make a WhatsApp group with the students and remind them to open English

		Discovery and check the materials
Students' lack of vocabularies	-	Teachers explain about new vocabularies in face-to-face classroom
Students' ability with technology being used	-	Teachers always re-explain about the instruction everytime students open a new chapter of the material, teachers also give clear instruction for the students
Students' ability in productive skill	-	Teachers give more interaction between SS-SS by dividing the class in pair
	-	Pairing the active students with the passive one
	-	Giving the students an interesting topic and ask them to discuss with their pair
	-	Asking the students to summarize what they read in writing or speaking
Network problem	-	Keep telling the students to do their tasks or open

	new chaper of the material by finding the better signal - Always remind students about their obligation and responsibility
Time allocation	- Make a small lesson plan - Divide the time allocation well

B. Discussion

This chapter will review the above research results by describing some theories related to each of the following problems. Afterwards, the discussion is categorized based on the study's research question.

1. The Challenges Faced by the English Teacher in Applying Blended Learning in Intensive English Class

Blended learning is, as described in the background, a chance to combine the creative and technical advancements offered by online learning with the cooperation and participation given by traditional learning.[48] Blended learning has many advantages, such as flexibility, which means teachers and students could conduct the teaching process as direct in face-to-face and indirect teaching in an online class, and students could have

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[48] Kaye Throne, Blended Learning*: How to Integrate Online and Traditional Learning* (London: Kogan Page Limited, 2003), 2.

more opportunities to interact with others.[49] However, some challenges still occur when teachers applied blended learning. According to the theory of Victoria education, the challenges faced by the teacher are teacher needs to develop or re-design the curriculum, needs to corporate new technologies to the learning process. While the student might not be familiar with the technology used, and the teacher needs to be able to distribute the material culturally relevant and meaningful.[50]

The researcher used those theories as to the guideline in making the instrument. The instrument of this research is the interview, and the researcher has found similar results as the theory and some other challenges. The first challenge faced by the teacher is time management. Teachers need to use time effectively and useful to reach the goal of the learning process. It was like the result of previous research done by Mirza Fakhri that using blended learning waste much time because teacher should explain more about blended learning implemented in the class. Moreover, teacher should manage time effectively to conduct all the activities.[51] The second challenge is the internet connection. This challenge is not only faced by teachers but also students. Another challenge is that the web used in the learning process sometimes can only be opened in PC. Teachers hope that the institution will

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[49] Kaye Throne, Blended Learning*: How to Integrate Online and Traditional Learning* (London: Kogan Page Limited, 2003), 133.

[50] The Department of Education and Early Childhood Development, *Blended learning: A synthesis of research findings in Victorian education 2006-2011* (Melbourne: the State of Victoria, 2012).

[51] Azmi Mirza Fakhri, Undergraduate Thesis : *"An Analysis on Blended Learning Strategy Applied in Language Testing Course in English Teacher Education Department"*(Indonesia: The State Islamic University of Sunan Ampel Surabaya, 2016).

provide an application that will be able to access by Smartphone. It found that the most important obstacle for blended learning implementers had been the fault in internet connectivity.[52] Limited access to bandwidth and the inability to view the body language of the students in the online environment are among the constraints with technological problems as stated by Alebaikan.[53] However, in this present study, the researcher also found that some teachers could not control their students directly and it affects on the teachers' judgement that they expect their students to be able to do the exercise well both on the offline and online class, while the truth some students have different ability in doing the the exercise.

Regarding the curriculum re-designing, teachers find a challenge in preparing the students for their final test, which used the TOEIC test. Teachers need to give more explanations and exercises related to the students' final test. The fourth challenge faced by the teacher is analyzing the students' needs and course objectives—this challenge related to the students' TOEIC final test. The goals focused on the content and skills students were required to learn before the end of the course. The course provided the students with the relevant learning theories, teaching methods, communication strategies, evaluation techniques and tools for teaching social studies that encourage critical thinking, idea development and student

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[52] Alebaikan, *Blended learning in Saudi universities: challenges and perspectives. ALT-J Research in Learning Technology*. 2010, 49-59.
[53] *Ibid* .

engagement.[54] In addition, the teachers focused on giving the students exercises that related with the TOEIC test in order to prepare the students for the test and improve the students' critical thinking.

The fifth challenge is the students' activeness and participation. As stated in the finding, teachers have a challenge regarding the students' participation in doing their tasks using the English Discovery web is still low. While the students' activeness is regarding their productive skills, including speaking and writing, this challenge is also related to the students' self-regulation, which is still low regarding their task and exercise. However, this condition is also affected by the students' lack of vocabulary that could increase those conditions above. The last challenge faced by teachers is regarding the students' learning style that needs to notice to achieve the learning process's goal. Alebaikan stated that participation issues become the most notable obstacle for blended learning implementers. Although blended learning is intended to increase student engagement in learning, several studies have indicated that this dimension was a problem in the implementation of blended learning. Some students are revealed to be unable to meet the requirements of blended learning that require high student discipline and responsiveness.[55] However, the theory stated by Alebaikan above has the same result with this study that several students did

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[54] J Hoffman, *Why blended learning has not (yet) fulfilled its promises: Answers to those questions that keep you up at night. In C. J. Bonk & C. R. Graham (Eds.), The handbook of blended learning: Global perspectives, local designs* (San Fransisco: CA Pfeiffer, 2014)
[55] Alebaikan R, *Blended Learning in Saudi Universities: Challenges and Perspective*, (ALT-J Research in Learning Technology, 2010).

not have high dicipline and responsives during the course. It was proved by the students that they did not follow the online class correctly.

2. **The Strategies Used by the English Teacher to Address the Challenges in Applying Blended Learning in Intensive English Class**

The second research question in this research is talking about the strategies applied by teachers to address such challenges. Brown explained that Strategies are methods for trying to solve the problem or assignment, operating modes for the achievement of a particular design to control and manipulate data.[56] In a teaching framework that includes general education and a source action plan, Majid said that the strategies are a comprehensive approach to achieving educational goals, which explained in a theoretical edge or some theory of education.[57] While in this research, strategy means the teachers' way, tool, and effort to overcome the challenges that teachers faced in applying blended learning.

The first strategy that has been applied by the institution is giving a training program for the teacher. The faculty's training program is to introduce the teacher with the media or web used in the learning process.[58] In Victoria Education's report, it reported teachers need training in questioning, innovation, observation, differentiation/scaffolding, and promoting opportunities for collaboration and networking. Providing professional development to the instructor is also required for online and

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[56] H. Douglas Brown. *Principle of Language Learning and Teaching*. (United States: Longman, 2000).

[57] Abdu Majid. *Strategi Pembelajaran*. (Bandung: PT Remaja Rosdakarya, 2013).

[58] Interview with Teacher Z.

offline teaching.[59] All of the teachers interviewed also stated that this training could help them in solving challenges such as the students' weakness to understand the web at the first meeting of the lesson.

The second strategy is selecting the model of blended learning. Selecting the appropriate model of blended learning which could meet the lesson's objective and the students' need is necessary. Hence, the teachers choose to apply the Flipped Classroom, which means that students move on a fixed schedule between face-to-face classes at school and subject content and instruction delivered online after school from a remote location. The flipped classroom allows students to do their tasks online.[60] The reason teachers applied this model is its flexibility that this model allows students to learn apart from school; students do not need to wait until the face-to-face meeting to learn about new material of the lesson. The reason is also affected by the teachers' time management that this model would save much time rather than online learning with the face-to-face learning process. In short, teachers believe that this model could meet the learning objective and the students' needs. However, the research of Favi Millati gave different result of study. In her research, Favi Millati stated that the teacher used station rotation model when implementing blended learning in the learning process. The material of the learning process both were delivered online and face-to-face at the same time and same place. Furthermore, the online learning only

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[59] Department of Education and Early Childhood Development, *Blended learning: A synthesis of research findings in Victorian education 2006-2011* (Melbourne: the State of Victoria, 2012)
[60] H. Stalker & M. B. Horn, *Classifying K–12 blended learning. Mountain View* (CA: Innosight Institute, Inc, 2012).

provided by browsing the internet that students accessed during the face-to-face learning process, and then discussed the material with the lecturer.[61] It differed from the present study which in intensive English class the online learning provided by a web named English Discovery.

The next strategy is analyzing the students' needs and learning styles. As the researcher has stated in the finding, the teacher needs to analyze the students' need to create an effective teaching and learning process that could meet the objective and purpose of the study. Knowing the students' needs and learning styles could help the teachers deliver the material culturally relevantly and meaningful.[62] Hence, as the teachers stated in the finding that the final exam for the students would be a TOEIC test, the teachers determine this as the students need to prepare their TOEIC test. The teacher used several kinds of strategies, such as giving examples regarding the TOEIC test, giving tasks related to the TOEIC test, and giving tips and tricks for the students in doing the TOEIC test. The teacher also gave several kind of activities in order to focus on the students' learning style and sometimes put ice-breaking in the middle of face-to-face learning process. In addition, the teachers believe that those strategies could bring the learning process to meet with the learning objectives and the material could be delivered culturally relevant and meaningful.

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[61] Favi Millati, *The Implementation of Blended Learning in English Learning* (ELLIC, 2019).
[62] Dian Willson, *The Other Blended Learning; A Classroom-Centered Approach* (USA: Pfeiffer, 2005)

Finally, the teacher challenges are related to the students' activeness in their productive skills, students' lack of vocabulary, and the students' ability to understand the instruction. Here, the teachers applied several strategies related to the challenges, such as focusing the face-to-face class on group discussion and pairing the active and the passive students. Teacher Z and Teacher R stated *that "those strategies are useful to track the students' activeness in their productive skill, especially in speaking."* [63] While related to the students' lack of vocabulary, the five teachers repeat their explanation. If students do not know to understand, the teacher re-explains the vocabulary used and translate them together with the students.[64] To address the challenge about the students' ability to understand the instruction, the five teachers applied repetition regarding the instruction written on the web.

The result of this research has similarities with the theory by Hoffman written in the chapter 2. The challenges and strategies interpret the same results, however, there is a difference between the teacher strategies applied by the teacher of intensive English class with Hoffman's theory. In Hoffman's theory, there is no spesific technique used by the teacher, while in this research's result, the teacher explained in detail about the strategies they addressed to overcome the challenges. The teachers mostly use interactive language learning to address their challenges related to the students' lack of vocabularies, students' activeness, and students'

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[63] Interview with Teacher R and Teacher Z
[64] Interview with the teacher

participation. The use of interactive language learning here have the same result as the study by Favi Millati that the learning process focused more on the group discussion and collaborative activity.

CHAPTER V

CONCLUSION AND SUGGESTION

This chapter provides the conclusion and suggestion of the research—the conclusion covered from the statement of the research problems. At the same time, the suggestion intended to give information to the English teacher and Institution or the next researcher interested in conducting similar research.

A. Conclusion

Several points can be summarized as the following description, based on the research findings presented in the previous chapter:

1. The teacher challenges divided into technological aspects, time management, and the students' aspect. The technological aspect is about the network problem and the web itself. While the students' aspect divided as the students' activeness and participation, the students' self-regulation, the students' need and learning style, the students' lack of vocabulary, and the students' ability to understand the instruction written on the web.

2. The teachers' strategies applied are the teacher's training held by the faculty, selecting the blended learning model to meet the students' objective, analyzing the student's need and learning style, and the last is focusing the face-to-face learning process using interactive learning that teachers focus on dividing the students into several groups or pairing the students to increase the students' activeness in productive skills. Finally, another

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strategy applied by the teachers is re-explaining the material or instruction to help the students understand the lesson and vocabulary used.

B. Suggestion

There are some significant suggestions based on the results of this study that stated the following:

1. For the Teacher

    The teacher should pay more attention to the challenges and use more strategies to address such challenges related to the students' problems.

2. For the Institution

    As the researcher explained in the finding, the teacher challenge is related to the internet network and the web. The institution might help to address such challenges by repairing the internet connection and providing the web that could be accessed through mobile phones.

3. For the Next Researcher

    This research has figured out about teachers' challenges and strategies in implementing blended learning. The researcher wants to present a suggestion for the next researchers in conducting further research that still has related to this study. Thus, the researcher suggests the next researcher who wants to conduct a similar study to focus on the media that the teachers use in facilitating the challenges that they faced. Besides, this study's weakness can be used as some reference for the next researcher to complete the study.

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