IMPLEMENTING BLENDED LEARNING IN ENGLISH CLASS DURING THE COVID-19 PANDEMIC IN PRIMARY SCHOOL

A Paper

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By

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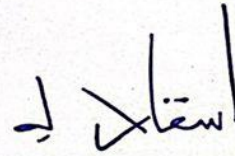
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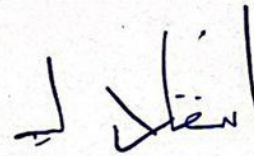
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DECLARATION

I hereby declare that the paper entitled **"Implementing Blended Learning in English Class During the Covid-19 Pandemic in Primary School"** is completely my own work. I am fully aware that I have quoted some statements and ideas from many resources. All quotations are properly acknowledged in the text. Should there be a claim on the originality of this paper, I would be prepared to take any legal responsibility.

Bogor, May 2022

Halimatussa'adiah

PREFACE

Alhamdulillahhirabill'alamin, all praise and gratitude should be to Allah SWT who has given health, strength, capability, and guidance to the researcher until she could finish her paper entitled Implementing Blended Learning in English Class During the Covid-19 Pandemic in Primary School**.**

This paper is written to fulfil one of the requirements for the *Sarjana Pendidikan* Examination at English Language Education Study Program, Faculty of Teacher Training and Educational Sciences, Pakuan University.

Even though the researcher has tried to do her best in conducting the research, the researcher realizes that this paper is far from being perfect. Therefore, she accepts any suggestion and criticism for the completion of this paper for her better study in the future.

Bogor,　May 2022

Halimatussa'adiah

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All praises and gratitude will always be dedicated to Allah SWT who has given her His mercy, guidance and blessings for the researcher to finish and submit this paper. She also realizes that she could not write the paper properly without the involvement of those who have supported her in conducting the research.

The first, the researcher would like to express her appreciation to herself who can pass through complication and become strong for herself to finish this paper. The researcher would also like to express her gratitude and the honourable to Dra.Atti Herawati, M.Pd. as the first supervisor and Istiqlaliah Nurul H, M.Pd. as the second supervisor and the Head of English Language Education Study Program. They have given their help, advices, suggestion, motivation, support and contributions to the researcher in the process of the paper.

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ABSTARCT

The blended learning method is a method that uses two approaches all at once. This method was designed and implemented in the early 21st century. Blended learning can bring an element of fun, interest and variety to the classroom. It is able to add layers to classroom topics, to allow students to go deeper into exploring ideas and fact finding. It will help students to expand their knowledge in a truly personalized way. This research is aimed to investigate the implementation of blended learning in English class during the COVID-19 pandemic for 4th grade focuses on students' learning of tools. The research was conducted at SD Pertiwi Kota Bogor. There were 15 students from each class of IV-B and IV-C and also one English teacher who participated in this research. The researcher used qualitative approach. To gain the research data, the data was taken from classroom observation, documentation and interview. The results show that learning activities during the COVID-19 pandemic is different from conventional (face-to-face) learning that was carried out before the pandemic. The difference that can be seen is that educational system. Implemented blended learning must be done by teacher, students and parents to produce great collaborations in the learning activities. A visible difference from face-to-face learning is that only 50% of the students are present in the classroom. Besides the students must wear masks to avoid the spread of corona virus. In addition, the learning tools used by teacher in online learning are WhatsApp application, Zoom application, YouTube and Google form. The various of applications are considered of learning requirements with blended learning approach.

Keywords: Blended learning, COVID-19 pandemic, students' learning tools.

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CHAPTER I

INTRODUCTION

A. **Background of the Study**

The Corona Virus Diseases-19 (hereafter COVID-19) pandemic is forcing entire sectors to stop operating; the world of education is no exception. Currently, the Indonesian government continuously experiencing an increase in the number of positive cases of COVID-19 (Yurianto, 2020). However, the government has allowed face-to-face learning activities for schools located in the green zone and yellow zone, with a string of preparatory steps and strict health protocols (Muliana, 2020).

The emergence of a new cluster of the spread of COVID-19 in schools is also an excuse because face-to-face schools are still difficult to do. It requires diversion the previously face-to-face education system became online. Teaching and learning activities normally in several regions or zones in Indonesia cannot be implemented properly face-to-face, so that alternative learning through online platforms is used to make the teaching and learning activities continue.

One of the learning methods that are considered effective for *Pembelajaran terpadu* is the Blended Learning, which is a learning method that combines conventional face-to-face learning and technology-based learning (Graham, 2006: 5). The blended learning method is a method that uses two approaches all at once. This method was designed and implemented in the early 21st century. Blended learning can bring an

element of fun, interest and variety to the classroom. It is able to add layers to classroom topics, to allow students to go deeper into exploring ideas and fact finding. It will help students to expand their knowledge in a truly personalized way.

With the outbreak of COVID-19, this method is considered to be a suitable learning method for students in Indonesia. In a sense, this method uses an online system as well as virtual by video conference and face to face learning in the class. So, even though students and teachers are not in the same space, the two of them could still interact with each other.

B. Reason for Choosing the Topic

The learning method that can fit to English learning process during COVID – 19 is blended learning. The blended learning method makes it easy for the teachers and students to do distance learning through video conference. So that, space and time do not become a problem. The teacher must implement blended learning method to make the learning process easier for the students.

Elementary school students show that online learning during the pandemic has a good effect on learning because they can recognize online learning and can use existing technology wisely and know better how to use gadgets or electronic media (Yulianti, 2020). So that the researcher wants to show that this blended learning can be implemented for 4th grade students in SD Pertiwi Bogor. Because SD Pertiwi Bogor is a school that uses

blended learning for English learning, it makes this school not like the other school because this research will be conducted in 4th grade.

This method will be useful for future learning activities by relying on technology and strengthening face-to-face learning so that it can expand teacher creativity and make it easier for students to understand the lesson. Through the online learning and face to face learning the students will feel fun to learn in English class during the COVID-19 pandemic. For that reason, the researcher proposes to investigate implementation of blended learning for 4rd grade English class in elementary school.

C. Research Question

Based on the background of the study the researcher intends to discover the answer of this question: "How is blended learning implemented in English class during COVID-19 pandemic in elementary school?"

D. Aim of the Research

The aim of research is to investigate the implementation of blended learning for 4th grade English class in elementary school.

E. Research Focus

Blended learning in this study focuses on students' learning of tools.

F. Operational Definitions

The researcher presents two operational definitions in this research:

1. Blended learning

An online system and face to face learning in the class interaction as a great combination that can be used at any time for teachers and students. (Piontek, 2013:2)

2. English Class in elementary school

The teaching and learning of English in elementary school provides the students' English language competencies in the golden age –the age that children can learn anything easily. (Brown, 2001:118)

G. Research Significance

The researcher expects that the findings of this research will give contribution teachers, who can use the affinity their students have with technology tools to their advantage.

CHAPTER II

THEORETICAL FOUNDATION

A. Blended Learning

1. Definition of blended learning

Littlejohn and Pegler (2007: 226) define blended learning as learning that combines different technologies, in particular a combination of traditional (e.g., face-to-face instruction) and online teaching approaches and media. The same thing was conveyed by Sari (2013: 33) blended learning is a type of learning that combines classical teaching (face to face) with online teaching. Blended learning offers more flexibility in terms of time, place and variety of learning methods compared to online and face to face methods.

2. Principles of blended learning

According to Dobrin (2017) blended learning is becoming increasingly present on the educational scene. It is hybrid nature combines online digital media with traditional classroom methods and relies on both technology and a human-centred approach. Analysing a few well-known blended and remote learning projects can offer loads of insights into how this alternative learning model works and what key elements it features. It revealed that there are few things to consider when designing blended learning: (1) Use technology creatively, (2) Harness Community Power, (3) Take a Student-Centred Approach, (4) Take

Progress through Data Visualisation, (5) Adapt through Testing and Feedback.

3. Implementation of blended learning

According to Tucker (2012: 117) in general there are 6 models of Blended learning, namely: 1. Face-to-Face Driver Model; Involving students is not just face to face in a classroom or laboratory, but involves students in outside activities class by integrating online web technology. 2. Rotation Model; Integrating face-to-face online learning in the classroom with the supervision of teachers or educators. 3. Flex Model; Utilizing internet media in delivering learning to participants. In this case the participants can form discussion groups. 4. Online learning Model Wipe that takes place in a computer laboratory room with all learning materials provided in softcopy, where participants interact with the teacher online. In this case the teacher is assisted by a supervisor so that discipline in learning is maintained. 5. Self-Blend Model; In this case the participants take an online course, this is as a complement to the traditional class which is done not necessarily in the classroom but can be outside the classroom. 6. Online Driver Model; online learning, where in this case a teacher can upload learning material on the internet, so that participants can download it remotely so that participants can study independently outside the classroom and continue face to face based on the time that has been agreed upon.

4. Advantages of blended learning

Walker (2018) states that education has evolved to reflect experience as well as interweave traditional teaching strategies with the latest technology, live in a digital society, surrounded by ever-changing technological advancements and innovations. Blended learning classes offer flexibility for teachers in how they present material and for students in the pace and variety of the learning approaches they experience. Blended learning incorporates multiple methods of instruction from an assortment of perspectives, it proves to have an effective learning outcome for most students involved. By incorporating technology into classroom instruction, teachers are freed up to reach more students. Teacher can move within activities to interact with individual or small groups of students and check on progress.

Osguthorpe and Graham (2003) identified six reasons that one might choose to design or use a blended learning system: (1) improved pedagogy, (2) access to knowledge, (3) social interaction, (4) personal agency, (5) cost-effectiveness, and (6) ease of revision. In the Blended Learning literature, the most common reason provided is that BL combines the best of both worlds. Although there is some truth to this, it is rarely acknowledged that a blended learning environment can also mix the least effective elements of both worlds if it is not designed well. Beyond this general statement, Graham, Allen, and Ure (2003, 2005) found that, overwhelmingly, people chose BL for three reasons: (1)

improved pedagogy, (2) increased access and flexibility, and (3) increased cost-effectiveness.

B. Teaching English in Primary School

1. Principles of teaching English for young learners

Scott (1990), Hudelson (1991), and Mustafa (2002) mention that children in primary schools generally learn through physical activity (learning by doing). This means that students learn through direct experience in the environment. Harmer (2001) states that students understanding does not come from explanations, but from what they see and hear, and being able to have opportunities to touch and interact. Students in language classes need to be active; they must engage in activities of which the language is a part; they need to work on tasks and use language to complete these tasks. Furthermore, they like to play and move (Brown, 2001); they cannot be expected to sit still and perform certain activities for long periods of time (Sugeng, 1999).

Brown (2001) explained that short attention spans play a role when students have to deal with material that they find boring, useless, and difficult. Since language lessons are sometimes difficult for student, the teacher's job is to make them interesting, lively and fun. It is because students are focused on the immediate here and activities must be designed to capture their immediate interest. So that learning requires a variety of activities to keep interest and attention alive. Teacher should

passionate and enthusiastic about the subject matter. They have a sense of humour that makes students laugh. Therefore, a teacher must ensure that he taps into that curiosity and in so doing he will help maintain the student's focused interest.

2. **Teaching English during the pandemic**

Teaching and learning activities during the COVID-19 pandemic changed drastically, including the methods and facilities used by teachers when teaching. Conventional (face-to-face) learning became completely online. Teaching and learning activities that occurred during the COVID-19 pandemic has brought some changes to students, teachers, and also parents. Cheng (2020) states that the learning system during the COVID-19 pandemic had an impact on the learning activities of teachers, students and parents. The teacher provides support and motivation to students so that they do not feel bored when studying at home during this COVID-19 pandemic. The existence of high teaching motivation by the teacher can also increase learning motivation for students. Patrick *et al*. (2000), said that teacher enthusiasm is directed to achieve high teacher performance.

Teaching facilities during the COVID-19 pandemic is related to the use of information and communication technology (ICT). Teacher and students at SD Pertiwi Bogor use smartphones for teaching and learning activities during the COVID-19 pandemic. Online learning is learning that is structured with the aim of using an electronic system or computer

so that it is able to support a learning process. (Michael, 2013). The use of facilities to support the teaching and learning process is expected to make learning more fun. Students prefer innovation-based learning educational technology by utilizing smartphones (Amry, 2014)

Teaching and learning activities during the pandemic at SD Pertiwi Bogor which initially took place face-to-face turned into virtual. Teacher use the blended learning method. Facilities used by teacher when teaching during pandemic is the use of several applications such as WhatsApp, YouTube, and Facebook, Google Forms for online learning. As for offline learning, the teacher makes summary of the material and ask students to take a summary of the material to school, then photocopy and collect again.

C. Related Research

The researcher got inspired by two research titles. The first is conducted by Adinda in 2020 entitled "An Analysis of English Teaching Activities in Pandemic Era at SMP N 1 Doplang". This research aimed to knowing the activities of learning English during the COVID-19 pandemic at SMP N 1 Doplang. The participants were conducted with English teachers who taught in SMP 1 Doplang and 25 students. This study used a qualitative descriptive method, while the data collection techniques used interviews, questionnaires, and documentation. Interviews were conducted with English teachers, while questionnaires were given to several students at SMP N 1 Doplang. The finding indicated that in the teachers used blended

learning to teach English learning in the current pandemic era. The findings obtained by researcher from interviews with English teachers at SMP N 1 Doplang regarding English language teaching activities during the COVID-19 pandemic are changes in English teaching and learning activities, the teacher used of lecturing method in teaching English in pandemic era, students take material and collect assignments carried out in compliance with health protocols, the teacher makes a summary of the material and uses the google form media. The results of research are English teaching and learning activities during the COVID-19 pandemic have several changes. The changes are in the learning system, which initially ran conventionally (face to face) to online learning. So that learning administration must also be changed to be completely online, for example learning materials using audio, video, YouTube, and Google forms. The final report (report card) has also changed, from a book report to an online report card.

The second related research is "A Descriptive Study on Teaching English for Young Learner at SD 1 Posong in 2013/2014 Academic Year". This research was conducted by Anggri in 2014. The type of this research is descriptive qualitative research. The researcher observed teaching learning process in the class V that consist of 14 students, 8 males and 6 females. The researcher collects the data by observing the teaching learning English for young learner and conducting an interview. The methods of collecting data are observation, interview, and document. The techniques for analysing data include data reduction, data display, and conclusion and

verification. The results of the research show that the teaching learning process runs well enough. The teaching procedures used by the teacher in teaching English are opening, while teaching, and closing. That every step consists of exploration, elaboration, and confirmation. In the opening the teacher greets and explains the material, while teaching the teacher gives the main activity and the last is closing, the teacher closes the meeting by giving homework and motivation. In teaching English for the fifth grade the teacher used translation, picture and draw the sketch, example – illustration clues, quiz, and memorize vocabulary as a technique. The media used by teacher in teaching English are blackboard, chalk, and any concrete object in the class surrounding. The teaching learning process at SD 1 Posong in 2013-2014 academic year is in line with principle of TEYL.

CHAPTER III

RESEARCH METHOLOGY

A. Research Method and Design

This study is conducted to describe the implementation of teaching English during the COVID – 19 pandemics, therefore the approach used in this research is qualitative approach. The researcher chooses descriptive as a method to describe teaching English to the four-grade students in SD Pertiwi Bogor. She will describe the teaching techniques to focuses on students' learning of tools/media. She will also identify whether the teaching is in line with the principle of blended learning or not. She will gain the information by analysing the data in detail based on information from the teacher and the students. The design of this study is as follows:
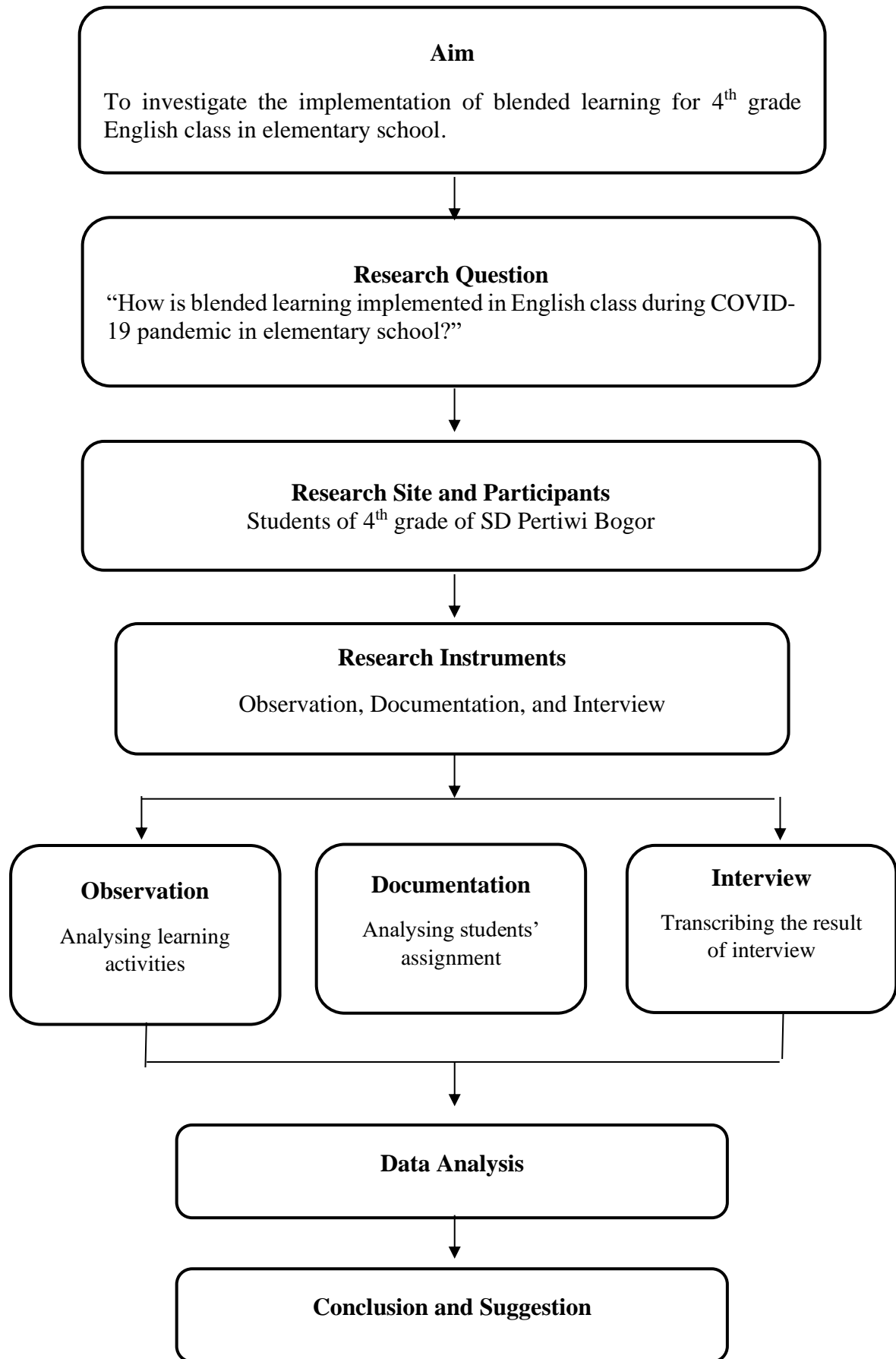
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│                     Aim                      │
│                                              │
│  To investigate the implementation of        │
│  blended learning for 4ᵗʰ grade              │
│  English class in elementary school.         │
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│              Research Question               │
│  "How is blended learning implemented in     │
│  English class during COVID-                 │
│  19 pandemic in elementary school?"          │
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│         Research Site and Participants        │
│     Students of 4ᵗʰ grade of SD Pertiwi Bogor │
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│              Research Instruments            │
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│   Observation, Documentation, and Interview   │
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│  Observation │ │ Documentation│ │   Interview  │
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│  Analysing   │ │  Analysing   │ │ Transcribing │
│  learning    │ │  students'   │ │ the result   │
│  activities  │ │  assignment  │ │ of interview │
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│                Data Analysis                 │
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│           Conclusion and Suggestion          │
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Figure 3. 1

Research Design

B. Research site and participant

In this research, the researcher collects the data at SD Pertiwi Bogor. The participants are the four-grade students. There are four classes of 4th grade in SD Pertiwi Bogor. The researcher uses purposive sampling to choose two class which was the most active class for online learning, since they have more experience in online learning via *Zoom and Google form* than other classes.

C. Research instrument

In this research, the researcher uses non-test instruments to analyze and describe the implementation of blended learning in English class during the COVID-19 pandemic in SD Pertiwi Bogor. There are three instruments in this research: observation, documentation and interview.

1. Observation

The researcher uses observation as the main instrument. The observations are taken from the teaching learning activities during face-to-face learning and online learning. To obtain a clear description, as well as support the data from interviews the researcher follows the development of the teaching learning activities by assisting the teacher and students both online and offline. Given the blended-based learning activities, that requires students to attend classes at school. So, it requires students' collaboration. Students come to school to engage the teaching learning activities by following health protocols and learning standards during the COVID - 19 pandemic.

2. Documentation

The second instrument is documentation. The researcher will use the media taught by the teacher to students and determine whether the media is appropriate. Related to important matters will be documented with the appropriate of the media that the teacher.

3. Interview

The last instrument, the researcher conducted interviews to get more information about what has been found from other instruments. This interview is to get more accurate information about the implementing blended learning in English class during COVID-19 in primary school.

D. Data collection technique

To collect the data through observation, the researcher participates the teaching learning activities in face-to-face learning and online learning. Observing the teacher during the teaching learning activities occurs in the classroom and online learning. The researcher can find out the implementation of blended learning and can find out blended learning model implementing by the teacher. After that, the researcher analyzed model blended learning on students' learning of tools/media. The third instrument is interview. There are thirteen questions based on the theory of implementing blended learning in English class. The purposes of this interview are gathering informations about the respondents' understanding about the implementation blended learning in English class during COVID–

19 pandemics. Question contains several indicators which is the implementation of blended learning in teaching learning activities, blended learning models, the use of several applications such as *WhatsApp, YouTube, and Google Forms* for online learning. As for offline learning, the teacher makes summary of the material and asks the students to take a summary of the material to school, then photocopy and collect again.

E. Data analysis

The last part is analyzing the data. The data will be collected and described. The results of the observation will be transcribed to identify how teacher implemented blended learning in English class during the COVID - 19 pandemic. The second is a documentation, the results of the analyzed model blended learning on lesson plans and students' learning tools and student's assignment. The last data is interview, the researcher will conduct interview with the teacher through face-to-face at school by applying the appropriate health protocol. The results of the interview were transcribed and interpreted.

CHAPTER IV

DATA DESCRIPTION AND ANALYSIS

A. Data Description

This research was conducted at SD Pertiwi Kota Bogor. There were two classes from four grade students and one English teacher who became the participants in this research. In obtaining the data related to how blended learning is implemented by the teacher in English class during COVID-19 pandemic, the researcher used three instruments observation, documentation, interview.

1. Data from Classroom Observations

The first classroom observation was done on Monday, January 24th 2022, the second was on Thursday, January 27th 2022, the third was done on Monday, January 31st 2022. The observations were conducted for three times including two times face-to-face learning and one-time online learning in purpose to gain detail information about how blended learning was implemented by the teacher in English class. The researcher used observation checklist and a video recorder to record the teaching and learning process in the classroom.

a. Classroom Observation Face-to-face Learning #1

The classroom observation was done on Monday, January 24th 2022 in IV-C with 13 students for first session in the class. All of class member including the teacher required to wash hands before entering class and current class conditions required students to keep

their distance when studied and all class members wore masks. Class started at 07.30 and ended at 08.30. The topic was about Rare Indonesian Animals. The teacher used the media that has been prepared a TV to display a picture, and the type of animal to be shown to students. In pre-activity the teacher provided a stimulus to students regarding the topic of learning and given an explanation about a rare Indonesian animal.

In whilst-activity, the teacher was showing the students a picture through Television that related to the theme and asked them to observe it. After doing so, the teacher gave the students some questions related to the picture such as "can you tell me what are the rare Indonesian animals?", "do you know, what this is?', "where does the animal live?" Next, the students were asked what they know about rare animals in Indonesia. Some of them can mention several rare animals like rhino, elephants, Komodo dragon, etc. The students were asked to write the name of animals in the whiteboard and read the words aloud by following to the teacher. The teacher drilled the students to say and pronounce the words correctly. Next, the students were asked to open their *LKPD* and the teacher explained about the task, students have to complete the sentence with the name of animals. Afterwards, the teacher checked the students' result and corrected the mistakes. The teacher asked the students one by one to mention the name of rare animals and mentioned where they live.

The first student mentioned that rhino lives in Java Island. Furthermore, the students were asked to open their books on page 82 and complete the task. The students were asked to match the words and the picture.

Afterwards, they had to draw and write it on the whiteboard and say repeatedly after it was checked by the teacher. The teacher used drilling technique so that the students can be more active. In the post activities the teacher and the students make conclusions and review the materials.

b. Classroom Observation Online Learning #2

The second observation was online learning on Thursday, January 27th 2022 in IV-B with 13 students in Zoom Application. The zoom class started from 07.30 and ended at 08.30. Here, the teacher used the same theme and topic with the previous Monday face-to-face class.

In the beginning of the activities, the teacher prepared and checked in zoom meetings and ensures that the internet connection is good. The teacher greets the students and pray together. In pre-activity the teacher provided a stimulus to the students regarding the topic of learning and lead them by singing together. The students were asked to turn on their cameras so that the teacher see the students following the lessons. The teacher asked the students "do you know what we are going to learn today?" and students answered

the question that they learn about rare Indonesian animals. The teacher used whiteboard as a media of learning in the class. Furthermore, the students mentioned name of rare animals in Indonesia for example orangutan, Komodo dragon, Sun bear, Sumatra tiger, rhino, etc. After that the students were asked to open their *LKPD* and the teacher explained about the task, the students were asked to complete the sentence with the names or animals. Moreover, the teacher asked the students to tell their favourite animals.

The first student said that she likes cat and peacocks because they are cute and beautiful. Second student likes an elephant because elephant has a big body. And then continued by several other students. The next is activities book and the teacher shown page 82 the students were asked to complete the task by match the words and the picture about rare animals.

c. **Classroom Observation Face-to-face Learning #3**

The third classroom observation was done on Monday, January 31st 2022 in IV-B with 13 students for first session in the class. Class started at 07.30 and ended at 08.30. The topic was about the weather. The teacher used the media that has been prepared a TV to display a picture, and the kind of seasons and weather. In pre-activity the teacher provided a stimulus to students and the teacher explains briefly about the topic.

In whilst-activity, the teacher was showing the students a video through Television that related to the theme and asked them to observe it. After doing so, the teacher asked the students to pronounce the vocabulary related to the weather in the video. Next, the students were asked what they know about the weather. Some of them can mention kinds of the weather such as sunny, rainy, cloudy and etc. After that, the teacher gave an explanation about the kinds of weather that were around. The students were asked to write the kinds of weather in the whiteboard and read the words aloud by following to the teacher. The teacher drilled the students to say and pronounce the words correctly. The students were asked to open *LKPD* and the teacher explained about the task, students have to complete the weather words. Afterwards, the teacher checked the students' result and corrected the mistakes. Moreover, the students were asked to open their books on page 71 and complete the task. The students were asked to match the words and the picture. Afterwards, they had to draw and write it on the whiteboard and say repeatedly after it was checked by the teacher. The teacher used drilling technique so that the students can be more active. In the post activities the teacher and the students make conclusions and review the materials.

2. Data from Documentation

The data from documentation were taken from *RPP* or lesson plan made by the English teacher. There were two lesson plans developed by the teacher. The lesson plans used to find out whether blended learning was written and used as the method in teaching and learning activities. The researcher focuses on students' learning of tools/media in the lesson plans. Furthermore, documentation checklist was used to facilitate the researcher to check the lesson plans.

a. Lesson plan #1

The first lesson plan was used in IV-C on Monday, January 24th 2022 and in class IV-B on Thursday, January 27th 2022. The theme was about the natural world and the topic was about rare Indonesian animals. In this lesson plan, the teacher wrote that she prepared props related to the material for pre-activity in the class. The teacher provided a stimulus to students regarding the topic of learning and given an explanation what is a rare Indonesian animal. The steps in students' learning of media were firstly she show a video about vocabulary of rare Indonesian animals. She stimulated the students by giving some questions. She asked the students to mention the rare Indonesian animals that they know. After that, she showed the students a video and asked them some questions such as "can you tell me what are the rare Indonesian animals?" ,"do you know, what this is?", "how could you know?". Next, the students were asked to

write the words on the whiteboard. After that, the teacher checked the students' writing result. In addition, she asked the students to say and pronounce the vocabulary of rare animals' names from picture. The last step was the teacher gave a task and reviewed the lesson.

b. Lesson Plan #2

The second lesson plan was used in IV-B on Monday, January 31st 2022. The theme was about the natural world and the topic was about the weather. In this lesson plan, the purpose of learning is by reading simple texts students can identify about weather around them. The teacher gives a stimulus to students regarding the topic of learning and given an explanation what is the weather.

3. Data from Interview

The last step in collecting the data of this research was an interview. It was done on Friday, January 28th 2022. The participant of the interview was the English teacher that had been observed. The interview was used in purpose to get deeper information about blended learning. There were 13 questions based on the theory of implementing blended learning in English class which were given to the teacher and audio recorded was used during interview to facilitate the researcher in transcribing the data. In the interview session, the teacher answered the first question by confirming that blended learning was implemented to teach English class during the COVID – 19 pandemics. Moreover, in answering the second

question that the teacher revealed that using blended learning is supported by facilities from the school so that teaching and learning activities can continue. It is shown in excerpt #1.

Excerpt #1

> *Alasan pertama yaitu sudah disediakannya fasilitas yang memadai untuk menggunakan model pembelajaran blended learning dan juga dalam efektifitas waktu siswa dapat belajar online maupun offline.*
>
> [The first reason is that adequate facilities have been provided to use the Blended Learning model and also in the effectiveness of time students can learn online and offline.]

The third question was about the preparation needed for the teaching and learning activities used blended learning model. The teacher answered that learning is carried out referring to the lesson plans, students' book and also students' worksheet. Next, the fourth question related to preparations for face-to-face and online learning. The teacher responded that face-to-face learning was still the same as before a pandemic however, for online learning the tools provided such as laptop, internet, webcam, and teaching props. It is shown in the following excerpt.

Excerpt #2

> *Untuk persiapannya pastinya menyiapkan* lesson plan *dan juga LKPD, kalau untuk pembelajaran tatap muka nya sama saja sih seperti sebelum masa pandemic ini, kalau untuk pembelajaran* online *nya eum seperti koneksi internet nya yang bagus eeum terus leptop, internet, webcam dan alat peraga kalau misalnya dibutuhkan.*
>
> [Prepare lesson plan and also *LKPD,* for face-to-face learning it is same as before pandemic era and for online learning eumm such as internet, laptop and webcam and teaching props if needed.]

In addition, the fifth question is about the steps of learning the teacher does. The teacher confirmed that she adjusts the preparation as in the lesson plan as shown in the following excerpt.

Excerpt #3

Eumm tahapan persiapan online *belajar anak – anak dari rumah tentu saja kita menyapa dulu ya diawal di pagi hari kita menyapa anak – anak di grup* e-learning *nya kan kita punya grup nya lalu tentu saja memberikan link zoom nya dan eeum mungkin sebelumnya ada beberapa materi yang harus ada di video, maksudnya biar anak bisa melihat dulu penjelasan lebih rinci nya lagi di dalam video. Anak harus menyimak video tersebut baru bisa bergabung di zoom, seperti itu sih. Kalau untuk* offline *nya sama saja disediakan video dan di stimulus dulu sih, tahapannya seperti di dalam RPP.*

[Eumm, the first step for online learning, of course in the morning I greeting students in the e- learning group, and then I give link for zoom application. Before that I give video for students to watch, for face-to-face learning it is the same step as in the lesson plan.]

The sixth question was asked related to the facilities and infrastructure in the schools to support online and face-to-face learning. She answered that the school provides quite complete facilities for student learning.

Excerpt #4

Iya alhamdulillah sekolah menyediakan, dan sudah lengkap. Seperti webcam setiap kelas, leptop, aplikasi zoom yang sudah premium, koneksi internet juga sudah lengkap untuk pembelajaran online.

[Yes, *Alhamdulillah* the school has provided and quite completed. Such as webcams and laptop every class, Zoom application, internet connections are also complete for online learning.]

Moreover, in answering the seventh question related to the differences in face-to-face learning and facilities at school. The teacher answered the difference in preparation and steps before entering school and class. The

teacher also mentioned that only 50% students were able to follow the

teaching and learning activity in class. The answer is shown in excerpt #5

Excerpt #5

Perbedaannya untuk tatap muka di masa pandemic COVID – 19 seperti ini kita pasti sediakan protokol kesehatan pastinya eumm, terus juga anak – anak masuk hanya 50% dari jumlah murid dalam satu kelas. Meja siswa ditempel stiker nomor absen siswa, mereka datang kesekolah memakai masker eumm sebelum masuk ke sekolah di ukur terlebih dahulu suhu nya, terus siswa cuci tangan sebelum masuk ke kelas.

[The difference for face – to – face learning during pandemic COVID - 19, we definitely provide health protocols eumm, also students only entering 50% of the total of students in one class. Students' desks are pasted with a student absent number sticker, they come to school wearing masks eumm their temperature is measured before entering the school and then they have to wash their hands.]

In addition, the eighth question was about the applications that the teacher

uses for students' learning. The teacher said that she used several

applications such as Zoom application, WhatsApp groups, YouTube and

Google form as mentioned in excerpt#6.

Excerpt #6

Kalau aplikasi saya menggunakan zoom, whatsapp untuk komunikasi kepada siswa atau orangtua, kalau untuk google form saya pakai hanya untuk ujian saja. Eumm, video pembelajaran siswa di youtube itu kebanyakan saya sendiri yang buat, em saya punya youtube channel nya sendiri. Eum terus juga kalau dikelas saya memakai flashcards *atau alat peraga sesuai dengan tema pembelajaran.*

[The applications that I use are Zoom application, WhatsApp for communication to students or parents. I use Google form it is only for exams. Eumm most of the learning videos on YouTube are made by myself emm because I have my own YouTube channel. Eumm, also if in class I use flashcards or teaching props relate the theme.]

Furthermore, the ninth question was about the difficulties faced by teacher and students in online and face-to-face learning. The teacher said that internet connections and students who did not want to turn on their cameras. The last question was asked to gain the teacher, students and parents' perspective about implementing of blended learning. She answered the advantages of using blended learning, she became more creative and can use many teachings and learning platforms. The students can also be more active and creative in seeking information because not only from books, but also from limitless sources.

B. Data Analysis

After analyzing the data from three instruments which are classroom observation, documentation, and interview, it is shown that SD Pertiwi implemented blended learning. SD Pertiwi conducts face-to-face learning for 4th grade, 5th grade and 6th grade. In 4th grades each class is divided into 2 sessions.

In the course of distance learning, the teacher gives the students' worksheet to be studied. It is an overview to the material to be studied within a week. In the online learning, in the beginning of the lesson the teacher greets and shows what material will be learned through the Zoom application. The teacher greets the students one by one to ensure that all students attend. During the learning activities the teacher also asked the students to turn on their cameras in zoom application so that the teacher can see the students following the lessons.

In pre-activity the teacher provided a stimulus to the students regarding the topic of learning and motivates them by singing together. The teacher asked the students "do you know what we are going to learn today?" and students answered the question that they learn about rare Indonesian animals and the teacher asked students to observe a video and gave some questions to stimulate them. After that, they were asked to open their worksheet and complete the task about rare animals. It can be seen in the teacher's lesson plan; she wrote that she used a video in the beginning of the lesson related to the topic of that day. The teacher explained the task, the students were asked to complete the sentence with the names or animals. Moreover, the teacher asked the students to tell their favourite animals. It is supported by the data from online classroom observations that the teacher asked students one by one to tell their favourite animals in online classroom.

The teacher used several applications in conducting teaching and learning activities and face-to-face learning that followed by 15 students every week. It is supported by Littlejohn and Pegler (2007: 226) who state that blended learning is learning that combines different technologies, in particular a combination of traditional and online teaching approaches and media.

The facilities used by the teacher to support English teaching and learning activities during the pandemic include the Zoom application, WhatsApp application, Google form for mid-term assessments and YouTube. Moreover, in the interview, the teacher stated that she had

YouTube channel to support teaching and learning activities during the pandemic. The use of these facilities expected to make learning more enjoyable. It is in line with Amry (2014), who says that students prefer learning based on innovative educational technology by utilizing smartphones.

CHAPTER V

CONCLUSION AND SUGGESTION

A. Conclusion

Based on the data from classroom observations, documentation and interview, it is found that implemented blended learning is suggested to be done by teachers and students. Problems that arise in implementing blended learning will be solved if there are great collaborations between teachers, students and parents. In face-to-face learning the teacher used the tools in the classroom such as whiteboard, books, television and webcam. A visible difference from face-to-face learning is that only 50% of the students are present in the classroom. Besides the students must wear masks to avoid the spread of corona virus.

The learning tools used by teacher in online learning during the COVID-19 pandemic are WhatsApp application to communicate with students and parents and to provide material in the form of audio, pictures and video. In addition, the teacher also uses Zoom application for teaching activities. The teacher prepared the material by making videos and uploading on her YouTube channel so that students do not feel bored and more interested in learning even though they are not in the class. Another tool used by the teacher is Google forms to provide daily test questions, midterm tests and final semester exams. The various of applications are considered of learning requirements with blended learning approach.

B. Suggestion

After conducting this research and drawing conclusions from the whole data, suggestions are offered for the English teachers in primary schools and other researchers who are interested in implementing blended learning.

For English teachers, it is expected that the research findings can give them useful information related to implementing blended learning. English teacher can be a new insight about students' learning tools therefore the students become more creative and learning activities become more effective. And also, the collaboration between teachers, students and parents is needed to adapt blended learning.

This research is expected to inspire to the future researcher to conduct the same topic about implementing blended learning in English class in primary school in different area.

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APPENDICES

RESEARCH INSTRUMENT

OF CLASSROOM OBSERVATION

Teacher's Name   :

Observation   :

Class / Topic   :

Date / Time   :

No.	Activities	Yes	No
1.	Kegiatan pembelajaran sesuai dengan blended learning		
2.	Jenis media pembelajaran yang digunakan untuk pembelajaran online dan pembelajaran didalam kelas.		
3.	Guru menyiapkan bahan ajar yang digunakan untuk pembelajaran blended learning		
4.	**Online :** Siswa mencari informasi terkait materi dalam pembelajaran online.		
5.	Membahas / mendiskusikan materi terkait pembelajaran menggunakan media pembelajaran online		
6.	Pengumpulan materi dengan menggunakan media online		
7.	**Offline :** Siswa mencari informasi terkait pembelajaran dalam kelas.		
8.	Mendiskusikan terkait materi di dalam kelas.		
9.	Mempresentasikan hasil pembelajaran didalam kelas		
10.	Guru menciptakan suasana pembelajaran yang menyenangkan dan efektif dengan media pembelajaran online.		

11.	Penilaian sikap dengan mangamati siswa saat proses pembelajaran menggunakan media pembelajaran online dan ketika berada di dalam kelas.		
12.	Penilaian keterampilan diamati melalui kegiatan praktik baik dilakukan secara online dan saat pembelajaran tatap muka.		
13.	Membahas kembali materi yang dipelajari untuk menumbuhkan keberanian mengungkapkan ide atau gagasan.		

RESEARCH INSTRUMENT

OF DOCUMENT ANALYSIS

Teacher's Name   **:**

Observation   **:**

Class / Topic   **:**

Date / Time   **:**

No.	Statement	Yes	No
1.	Guru mencantumkan metode pembelajaran blended learning di dalam lesson plan.		
2.	Guru menuliskan jenis media pembelajaran online.		
3.	Guru menuliskan bahan ajar pembelajaran tatap muka.		
4.	Guru menuliskan tujuan pembelajaran online dan tatap muka.		
5.	Guru menuliskan tahapan pembelajaran menggunakan media pembelajaran online.		
6.	Guru menuliskan tahapan pembelajatan tatap muka.		
7.	Guru menuliskan penggunaan media pembelajaran online dan tatap muka di kegiatan pendahuluan.		
8.	Guru menuliskan penggunaan media pembelajaran online dan tatap muka di kegiatan inti.		
9.	Guru menuliskan penggunaan media pembelajaran online dan tatap muka di kegiatan penutup.		

RESEARCH INSTRUMENT

OF INTERVIEW

Teacher's Name   **:**

Date / Time   **:**

No.	List of question
1.	Apa alasan ibu menggunakan model pembelajaran blended learning pada masa pandemi COVID-19
2.	Apa saja yang perlu dipersiapkan untuk proses pembelajaran menggunakan model blended learning?
3.	Bagaimana perencanaan pembelajaran menggunakan model pembelajaran blended learning?
4.	Bagaimana proses pembelajaran dengan menggunakan media online yang ibu/ bapak lakukan?
5.	Apa saja tahapan pembelajaran yang dilakukan pada pembelajaran online masa pandemi COVID-19?
6.	Menurut ibu, apa saja sarana dan prasarana sekolah yang mendukung pembelajaran online?
7.	Apa kesulitan yang ibu/ bapak jumpai dalam penerapan pembelajaran dengan media pembelajaran online?
8.	Apa saja upaya yang dilakukan ibu/ bapak untuk mengatasi kendala dalam pembelajaran online dan tatap muka?
9.	Apa alasan ibu/ bapak menerapkan pembelajaran tatap muka di tengah pandemi COVID-19?
10.	Apa saja media pembelajaran yang dipakai pada pembelajaran tatap muka dan pembelajaran online pada masa pandemi covid-19? .
11.	Menurut ibu/ bapak apa sekolah memenuhi kriteria untuk melakukan pembelajaran tatap muka pada masa pandemi COVID-19?
12.	Bagaimana upaya yang ibu/ bapak lakukan untuk mengatasi kendala dalam pembelajaran tatap muka?
13.	Apa saja dampak positif pengunaan media pembelajaran ketika pembelajaran online?

TEACHER'S LESSON PLAN

(LESSON PLAN 1)

RENCANA PELAKSANAAN PEMBELAJARAN
MASA PANDEMI COVID 19

Satuan Pendidikan : Sekolah Dasar Pertiwi
Kelas/Semester : IV (empat) / Genap
Muatan Pelajaran : Bahasa Inggris
Tema : (6) The Natural World
Sub Tema : (3) Rare Indonesian Animals
Alokasi Waktu : 2 x 35 menit
Hari, tanggal : Senin, 24 Januari 2022

A. TUJUAN PEMBELAJARAN

No.	Tujuan Pembelajaran	Ket.
1.	Dengan mengamati gambar, peserta didik dapat mengenal macam-macam hewan langka khas Indonesia.	3.6

B. KEGIATAN PEMBELAJARAN

Kegiatan Pembelajaran	Alokasi Waktu
Kegiatan Pendahuluan 1. Mempersiapkan alat peraga. 2. Memeriksa kehadiran siswa dengan *Voice Note*. 3. Berdoa sebelum belajar. 4. Memberikan apersepsi kepada peserta didik. 5. Menyampaikan materi dan tujuan pembelajaran hari ini. 6. Memberikan penjelasan pantingnya materi ini.	15 menit
Kegiatan Inti 1. Peserta didik diminta untuk menyimak video tentang kosakata hewan langka khas Indonesia. 2. Peserta didik berlatih melafalkan kosakata yang tentang nama-nama hewan langka khas Indonesia dari video tersebut. 3. Peserta didik dapat mengidentifikasi kosakata yang sulit tentang nama-nama hewan langka khas Indonesia. 4. Peserta didik mendengarkan penjelasan guru tentang nama-nama hewan langka khas Indonesia via *voice note* di grup *e-learning*. 5. Peserta didik bertanya jawab dengan guru tentang nama-nama hewan langka khas Indonesia di grup *e-learning*. 6. Peserta didik bersama guru membahas latihan yang ada di buku paket tentang nama-nama hewan langka khas Indonesia. 7. Peserta didik mengerjakan LKPD tentang nama-nama hewan langka khas Indonesia.	75 menit
Kegiatan Akhir 1. Guru bersama-sama dengan peserta didik dan/atau sendiri membuat rangkuman/simpulan pelajaran. 2. Guru melakukan penilaian terhadap kegiatan yang sudah dilaksanakan secara konsisten dan terprogram.	15 menit

3. Guru menyampaikan rencana pembelajaran pada pertemuan berikutnya.
4. Guru mengakhiri pelajaran dengan membaca doa

C. PENILAIAN
    1. Penilaian Sikap : Observasi selama kegiatan berlangsung
    2. Penilaian Pengetahuan : Tes Tulis (LK tentang hewan langka khas Indonesia)
    3. Penilaian Keterampilan

Mengetahui :
Kepala Sekolah

MIPTAHUDIN, S.Pd.,M.M.
NIP. 19651012 199003 1 007

Bogor, 24 Januari 2022
Guru Mata Pelajaran

Nur Inayanti, S.Pd

TEACHER'S LESSON PLAN

(LESSON PLAN 2)

RENCANA PELAKSANAAN PEMBELAJARAN
MASA PANDEMI COVID 19

Satuan Pendidikan : Sekolah Dasar Pertiwi
Kelas/Semester : IV (empat) / Genap
Muatan Pelajaran : Bahasa Inggris
Tema : (6) The Natural World
Sub Tema : (1) The Weather
Alokasi Waktu : 2 x 35 menit
Hari, tanggal : Senin, 17 Januari 2022

A. TUJUAN PEMBELAJARAN

No.	Tujuan Pembelajaran	Ket.
1.	Dengan membaca teks sederhana, peserta didik dapat mengenal macam-macam kenampakan alam di sekitarnya.	3.6

B. KEGIATAN PEMBELAJARAN

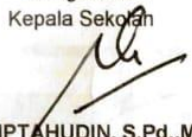| Kegiatan Pembelajaran	Alokasi Waktu
Kegiatan Pendahuluan 1. Mempersiapkan alat peraga. 2. Memeriksa kehadiran siswa dengan *Voice Note*. 3. Berdoa sebelum belajar. 4. Memberikan apersepsi kepada peserta didik. 5. Menyampaikan materi dan tujuan pembelajaran hari ini. 6. Memberikan penjelasan pantingnya materi ini.	15 menit
Kegiatan Inti 1. Peserta didik diminta untuk menyimak video tentang kosakata keadaan cuaca. 2. Peserta didik berlatih menlafalkan kosakata yang berkaitan dengan cuaca yang ada di sekitar dari video tersebut. 3. Peserta didik menyanyikan lagu tentang keadaan cuaca seperti yang ada di video pembelajaran melalui *voice note* di grup *e-learning*. 4. Peserta didik mendengarkan penjelasan guru tentang keadaan cuaca via *voice note* di grup *e-learning*. 5. Peserta didik bertanya jawab dengan guru tentang keadaan cuaca yang ada di sekitar di grup *e-learning*. 6. Peserta didik bersama guru membahas latihan yang ada di buku paket tentang keadaan cuaca yang ada di sekitar. 7. Peserta didik mengerjakan LKPD tentang kosakata keadaan cuaca yang ada di sekitar.	75 menit
Kegiatan Akhir 1. Guru bersama-sama dengan peserta didik dan/atau sendiri membuat rangkuman/simpulan pelajaran. 2. Guru melakukan penilaian terhadap kegiatan yang sudah dilaksanakan secara konsisten dan terprogram.	15 menit

1

RPP B.Inggris Kelas IV Kreatif Tema 6 Sub Tema 2

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3. Guru menyampaikan rencana pembelajaran pada pertemuan berikutnya.
4. Guru mengakhiri pelajaran dengan membaca doa

C. PENILAIAN
1. **Penilaian Sikap** : Observasi selama kegiatan berlangsung
2. **Penilaian Pengetahuan** : Tes Tulis (LK tentang *The Weather*)
3. **Penilaian Keterampilan**

Mengetahui :
Kepala Sekolah

Bogor, 17 Januari 2022
Guru Mata Pelajaran

MIPTAHUDIN, S.Pd.,M.M.
NIP. 19651012 199003 1 007

Nur Inayanti, S.Pd

THE RESULT OF CLASSROOM OBSERVATION

Teacher's Name   : Nur Inayati, S.Pd.

Observation   : 1

Class / Topic   : IV-C/ The Natural World (Rare Indonesian

Animals)

Date / Time   : Monday, January 24th 2022 / 07.30 a.m

No.	Activities	Yes	No
1.	Kegiatan pembelajaran sesuai dengan blended learning	√	
2.	Jenis media pembelajaran yang digunakan untuk pembelajaran online dan pembelajaran didalam kelas.	√	
3.	Guru menyiapkan bahan ajar yang digunakan untuk pembelajaran blended learning	√	
4.	**Online :** Siswa mencari informasi terkait materi dalam pembelajaran online.		√
5.	Membahas / mendiskusikan materi terkait pembelajaran menggunakan media pembelajaran online	√	
6.	Pengumpulan materi dengan menggunakan media online	√	
7.	**Offline :** Siswa mencari informasi terkait pembelajaran dalam kelas.		√
8.	Mendiskusikan terkait materi di dalam kelas.	√	
9.	Mempresentasikan hasil pembelajaran didalam kelas	√	
10.	Guru menciptakan suasana pembelajaran yang menyenangkan dan efektif dengan media pembelajaran online.	√	
11.	Penilaian sikap dengan mangamati siswa saat proses pembelajaran menggunakan media pembelajaran online dan ketika berada di dalam kelas.	√	

12.	Penilaian keterampilan diamati melalui kegiatan praktik baik dilakukan secara online dan saat pembelajaran tatap muka.	√	
13.	Membahas kembali materi yang dipelajari untuk menumbuhkan keberanian mengungkapkan ide atau gagasan.	√	

THE RESULT OF CLASSROOM OBSERVATION

Teacher's Name : Nur Inayati, S.Pd.

Observation : 2

Class / Topic : IV-B/ The Natural World (Rare Indonesian

Animals)

Date / Time : Thursday, January 27th 2022 / 07.30 a.m

No.	Activities	Yes	No
1.	Kegiatan pembelajaran sesuai dengan blended learning	√	
2.	Jenis media pembelajaran yang digunakan untuk pembelajaran online dan pembelajaran didalam kelas.	√	
3.	Guru menyiapkan bahan ajar yang digunakan untuk pembelajaran blended learning	√	
4.	**Online :** Siswa mencari informasi terkait materi dalam pembelajaran online.		√
5.	Membahas / mendiskusikan materi terkait pembelajaran menggunakan media pembelajaran online	√	
6.	Pengumpulan materi dengan menggunakan media online	√	
7.	**Offline :** Siswa mencari informasi terkait pembelajaran dalam kelas.		√
8.	Mendiskusikan terkait materi di dalam kelas.	√	
9.	Mempresentasikan hasil pembelajaran didalam kelas	√	
10.	Guru menciptakan suasana pembelajaran yang menyenangkan dan efektif dengan media pembelajaran online.	√	
11.	Penilaian sikap dengan mangamati siswa saat proses pembelajaran menggunakan media pembelajaran online dan ketika berada di dalam kelas.	√	

12.	Penilaian keterampilan diamati melalui kegiatan praktik baik dilakukan secara online dan saat pembelajaran tatap muka.	√	
13.	Membahas kembali materi yang dipelajari untuk menumbuhkan keberanian mengungkapkan ide atau gagasan.	√	

THE RESULT OF CLASSROOM OBSERVATION

Teacher's Name : Nur Inayati, S.Pd.

Observation : 3

Class / Topic : IV-B/ The Natural World (The Weather)

Date / Time : Monday, January 31st 2022 / 07.30 a.m

No.	Activities	Yes	No
1.	Kegiatan pembelajaran sesuai dengan blended learning	√	
2.	Jenis media pembelajaran yang digunakan untuk pembelajaran online dan pembelajaran didalam kelas.	√	
3.	Guru menyiapkan bahan ajar yang digunakan untuk pembelajaran blended learning	√	
4.	**Online :** Siswa mencari informasi terkait materi dalam pembelajaran online.		√
5.	Membahas / mendiskusikan materi terkait pembelajaran menggunakan media pembelajaran online	√	
6.	Pengumpulan materi dengan menggunakan media online	√	
7.	**Offline :** Siswa mencari informasi terkait pembelajaran dalam kelas.		√
8.	Mendiskusikan terkait materi di dalam kelas.	√	
9.	Mempresentasikan hasil pembelajaran didalam kelas	√	
10.	Guru menciptakan suasana pembelajaran yang menyenangkan dan efektif dengan media pembelajaran online.	√	
11.	Penilaian sikap dengan mangamati siswa saat proses pembelajaran menggunakan media pembelajaran online dan ketika berada di dalam kelas.	√	

12.	Penilaian keterampilan diamati melalui kegiatan praktik baik dilakukan secara online dan saat pembelajaran tatap muka.	√	
13.	Membahas kembali materi yang dipelajari untuk menumbuhkan keberanian mengungkapkan ide atau gagasan.	√	

THE RESULT OF DOCUMENT ANALYSIS

Teacher's Name   : Nur Inayati, S.Pd.

Observation   : 1

Class / Topic   : IV-B and IV-C/ The Natural World (Rare

Indonesian Animals)

Date / Time   : Monday, January 24th 2022,

Thursday, January 27th 2022 / 07.30 a.m

No.	Statement	Yes	No
1.	Guru mencantumkan metode pembelajaran blended learning di dalam lesson plan.		√
2.	Guru menuliskan jenis media pembelajaran online.	√	
3.	Guru menuliskan bahan ajar pembelajaran tatap muka.	√	
4.	Guru menuliskan tujuan pembelajaran online dan tatap muka.	√	
5.	Guru menuliskan tahapan pembelajaran menggunakan media pembelajaran online.		√
6.	Guru menuliskan tahapan pembelajatan tatap muka.	√	
7.	Guru menuliskan penggunaan media pembelajaran online dan tatap muka di kegiatan pendahuluan.	√	
8.	Guru menuliskan penggunaan media pembelajaran online dan tatap muka di kegiatan inti.	√	
9.	Guru menuliskan penggunaan media pembelajaran online dan tatap muka di kegiatan penutup.	√	

THE RESULT OF DOCUMENT ANALYSIS

Teacher's Name : Nur Inayati, S.Pd.

Observation : 3

Class / Topic : IV-B/ The Natural World (The Weather)

Date / Time : Monday, January 31st 2022 / 07.30 a.m

No.	Statement	Yes	No
1.	Guru mencantumkan metode pembelajaran blended learning di dalam lesson plan.		√
2.	Guru menuliskan jenis media pembelajaran online.	√	
3.	Guru menuliskan bahan ajar pembelajaran tatap muka.	√	
4.	Guru menuliskan tujuan pembelajaran online dan tatap muka.	√	
5.	Guru menuliskan tahapan pembelajaran menggunakan media pembelajaran online.		√
6.	Guru menuliskan tahapan pembelajatan tatap muka.	√	
7.	Guru menuliskan penggunaan media pembelajaran online dan tatap muka di kegiatan pendahuluan.	√	
8.	Guru menuliskan penggunaan media pembelajaran online dan tatap muka di kegiatan inti.	√	
9.	Guru menuliskan penggunaan media pembelajaran online dan tatap muka di kegiatan penutup.	√	

THE RESULT OF INTERVIEW

Teacher's name : Nur Inayati, S.Pd.

Date and time : Friday, January 28th 2022 / 01.00 p.m.

No.	List of question
1.	Apa alasan ibu menggunakan model pembelajaran blended learning pada masa pandemi COVID-19
2.	Apa saja yang perlu dipersiapkan untuk proses pembelajaran menggunakan model blended learning?
3.	Bagaimana perencanaan pembelajaran menggunakan model pembelajaran blended learning?
4.	Bagaimana proses pembelajaran dengan menggunakan media online yang ibu/ bapak lakukan?
5.	Apa saja tahapan pembelajaran yang dilakukan pada pembelajaran online masa pandemi COVID-19?
6.	Menurut ibu, apa saja sarana dan prasarana sekolah yang mendukung pembelajaran online?
7.	Apa kesulitan yang ibu/ bapak jumpai dalam penerapan pembelajaran dengan media pembelajaran online?
8.	Apa saja upaya yang dilakukan ibu/ bapak untuk mengatasi kendala dalam pembelajaran online dan tatap muka?
9.	Apa alasan ibu/ bapak menerapkan pembelajaran tatap muka di tengah pandemi COVID-19?
10.	Apa saja media pembelajaran yang dipakai pada pembelajaran tatap muka dan pembelajaran online pada masa pandemi covid-19? .
11.	Menurut ibu/ bapak apa sekolah memenuhi kriteria untuk melakukan pembelajaran tatap muka pada masa pandemi COVID-19?
12.	Bagaimana upaya yang ibu/ bapak lakukan untuk mengatasi kendala dalam pembelajaran tatap muka?
13.	Apa saja dampak positif pengunaan media pembelajaran ketika pembelajarn online?

Interview Data Transcription

Teacher's Name   : Nur Inayati, S.Pd.

Date and Time   : Friday, January 28th 2022 / 01.00 pm

Interviewer = I   Respondent = R

I   : Assalamualaikum, sebelumnya izin memperkenalkan diri nama saya Halimatussa'adiah Mahasiswa Universitas Pakuan jurusan Pendidikan Bahasa Inggris.

R   : Walaikumsalam, perkenalkan juga saya Nur Inayati guru Bahasa inggris kelas 4 di SD Pertiwi Bogor

I   : Sebelumnya saya bermaksud untuk meng*interview* ibu tentang implementasi *blended learning* dimasa pandemi di kelas 4 SD Pertiwi, eum mungkin dimulai saja ya Bu. Izin bertanya terlebih dahulu menurut ibu hal berbeda apakah tentang pembelajaraan saat ini dengan sebelumnya di kelas 4 ini?

R   : Tentunya berbeda sekali, karena sebelum pandemi ini kita kan lebih banyak PTM / tatap muka langsung eeum interaksi juga langsung tapi kalau pas pandemi ini tentu saja benar- benar cari cara inovatif yang baru gimana caranya supaya anak- anak bisa tetep belajar efektif seperti layaknya mereka belajar disekolah gituu dan ya tentu saja guru – guru juga jadi cari tau nih oh bisa memakai media ini bisa pakai media itu dan lainnya untuk menunjang pembelajaraan.

I : Bagi ibu apa alasan ibu untuk menggunakan model pembelajaran di masa pandemi seperti ini menggunakan Blended Learning?

R : Oke, alasan yang pertama eum pertama itu tentu saja kita harus apaya, sudah disediakan nih eee sudah disediakan oleh sekolah dengan fasilitas penjunjang pembelajaran online seperti webcam, zoom, zoom juga kan ada gitu ya jadi eee ya kami memakai fasilitas yang ada disekolah setelah itu juga untuk mempersingkat dan supaya apaya eeum efektifitas waktu sih karena kalau misalnya blended learning ini anak – anak yang dirumah ataupun disekolah bisa belajar diwaktu yang bersamaan atau ya pokoknya belajar bareng eum jadi engga membuang banyak waktu, dan guru juga tidak terlalu cape jadinya.

I : Baik, untuk pertanyaan selanjutnya apa saja yang perlu dipersiapkan untuk proses pembelajaran online?

R : Kalau online nya tentu saja internet yaa yang bagus, konektifitas internet terus juga media seperti leptop, webcam, eum terus aplikasi nya tentu saja, menggunakan aplikasi zoom, seperti itu.

I : Kalau untuk pembelajaran tatap muka terbatasnya bu?

R : Offline nya ya tatap muka ya belajar di kelas, yang perlu disiapkan kayaknya kalau offline ga terlalu banyak yang perlu disiapakannya, sama seperti biasanya sebelum ada pandemic ini.

I : Baik bu, selanjutnya bagaimana perencanaan pembelajaran menggunakan model pembelajaran blended learning?

R : Persiapan belajar online anak – anak di rumah tentu saja kita menyapa dulu ya diawal di pagi hari kita menyapa anak – anak di grup WhatssApp, lalu tentu saja memberikan link Zoom nya dan eum mungkin sebelumnya ada beberapa materi yang harus ada video nya maksudnya biar anak bisa melihat dulu penjelasan lebih rinci nya lagi di video tersebut jadi anak harus menyimak video tersebut baru bisa bergabung di Zoom seperti itu. Kemudian untuk pembelajaran tatap muka sebelum memulai pembelajaran di stimulus dulu dengan diberikan video atau gambar.

I : Pertanyaan selanjutnya, untuk proses untuk pembelajaran online nya apa ada hambatannya?

R : Iya pasti, pasti mau yang PTM ataupun yang online. Hambatannya terutama koneksi internet karena suka ada yang koneksinya tidak terlalu bagus baik dari guru ataupun dari murid nya ya kadang – kadang tiba - tiba suka mental atau segala macem paling itu, ada pula kalau anak – anak dirumah kadang suka lebih malu – malu kalau disekolah kan bisa kita motivasi kalau udah dirumah eumm saya agak susah ya merangkul nya gitu sih paling hambatannya.

I : Baik, selanjutnya bu. Menurut ibu, apa saja sarana dan prasarana sekolah yang mendukung pembelajaran online?

R : Untuk saran dan prasarana Alhamdulillah sekolah sudah menfasilitasi, seperti aplikasi Zoom sudah disedian yang premium, disediakan perkelas webcam, kalau untuk tatap muka sama seperti biasa sebelum pandemi saja

beda nya sekolah menerapkan prokes yang ketat dan sudah melakukan vaksin. Untuk di tempat duduk siswa ditandai dengan stiker nomer absen.

I : Baik bu, selanjutnya apa kesulitan yang ibu jumpai dalam penerapan pembelajaran dengan media pembelajaran online?

R : Ya, ada aja ya keseulitannya seperti contohnya ada siswa yang terbilang aktif dikelas 4 C waktu itu ibu pernah disitu kan, itu anak nya kalau sedang pembelajaran online memakai Zoom aplikasi di mute, kalau memang ditanya baru dia mau jawab padahal biasanya anaknya terbilang aktif tapi Ketika pembelajaran tatap muka di sekolah dia kembali terlihat aktif, memang ternyata berbeda ya. Mungkin suasananya beda sih kalau di rumah dan di sekolah gitu.

I : Apa saja upaya yang dilakukan ibu/ bapak untuk mengatasi kendala dalam pembelajaran online dan tatap muka?

R : Mengatasi nya dengan membuat anak menjadi lebih aktif. Cara untuk siswa aktif yang paling efektif adalah mengadakan kuis berhadiah. Iya kuis berhadiah, dulu waktu tahun lalu ya semester lalu ya mengadakan itu jadi setiap habis pembelajaran online pasti ada tanya jawab dan untuk anak yang bisa menjawab nanti akan diberikan hadiah kecill ya seperti snack coklat atau alat tulis. Hadiah nya akan di berikan lewat orangtua saat datang kesekolah. Kalua untuk tatap muka memberikan stimulus melalui hiburan seperti siswa bernyanyi dan diberi waktu untuk siswa bercerita didepan kelas dan memberikan motivasi agar komunikasi nya berjalan dengan baik.

I : Baik seperti itu ya bu. Pertanyaan selanjutnya apa alasan ibu menerapkan pembelajaran tatap muka di tengah pandemi COVID-19?

R : Tentunya ada persetujuan dari berbagai pihak. Mendapatkan surat edaran diperbolehkan untuk mengadakan pembelajaran tatap muka terbatas, kebijakan kepala sekolah pun menentukan, lalu pihak koordinator sekolah yang mengatur jadwal pembelajaran, lalu persetujuan dari orangtua siswa. Terlebih lagi pihak sekolah guru dan staff sudah menyelesaikan vaksin, lalu penerapan protokol Kesehatan lengkap akhirnya sekolah kami dapat menerapkan pembelajaran tatap muka terbatas untuk kelas tinggi. Itu alasan nya sekolah kami bisa mengadakan PTM terbatas.

I : Iya bu. Selanjutnya apa saja media pembelajaran yang dipakai pada pembelajaran tatap muka dan pembelajaran online pada masa pandemi covid-19?

R : eum untuk pembelajaran online aplikasi yang digunakan ada Zoom aplikasi, Whatsapp untuk komunikasi kepada siswa dan orangtua lalu pakai Google form untuk pengisian ujian harian atau PTS dan PAS, lalu saya juga mempunyai *channel* YouTube sendiri, jadi saya mengupload materi pembelajaran di YouTube lalu siswa dan orangtua dapat mengaksesnya. Eum untuk pembelajaran tatap muka sama saja ya seperti sebelum pandemi.

I : Apa saja dampak positif pengunaan media pembelajaran ketika pembelajarn online?

R : Dampak positif nya apaya, eum mungkin untuk siswa dan guru mungkin kita jadi mengembangkan kreatifitas kita sih kayak eum guru mencari

metode atau cara gimana sih supaya pembelajaran menarik walaupun cuma lewat beberapa aplikasi saja seperti Zoom atau YouTube. Siswa juga senang dan mereka bisa mengembangkan kreatifitas nya. Dampak positif juga untuk saya atau guru yang lain, kami jadi bisa mengembangkan channel YouTube kita sendir

SURAT KEPUTUSAN PENGANGKATAN PEMBIMBING SKRIPSI

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SURAT KEPUTUSAN
DEKAN FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN UNIVERSITAS PAKUAN
Nomor : 1128/SK/D/FKIP/V/2022

TENTANG
PENGANGKATAN PEMBIMBING SKRIPSI
FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN UNIVERSITAS PAKUAN.
DEKAN FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN

Menimbang	:	
		1. Bahwa demi kepentingan peningkatan akademis, perlu adanya bimbingan terhadap mahasiswa dalam menyusun skripsi sesuai dengan peraturan yang berlaku.
		2. Bahwa perlu menetapkan pengangkatan pembimbing skripsi bagi mahasiswa Program Studi Pendidikan Bahasa Inggris Fakultas Keguruan dan Ilmu Pendidikan Universitas Pakuan.
		3. Skripsi merupakan syarat mutlak bagi mahasiswa untuk menempuh ujian Sarjana.
		4. Ujian Sarjana harus terselenggara dengan baik.

Mengingat	:	
		1. Undang-Undang Nomor 20 Tahun 2003, tentang Sistem Pendidikan Nasional.
		2. Peraturan Pemerintah Nomor 32 Tahun 2013 Merupakan Perubahan dari Peraturan Pemerintah Nomor 19 Tahun 2005, tentang Standar Nasional Pendidikan.
		3. Peraturan Pemerintah Nomor 17 Tahun 2010, tentang Pengelolaan dan Penyelenggaraan Pendidikan.
		4. Undang-Undang Nomor 12 Tahun 2012, tentang Pendidikan Tinggi.
		5. Keputusan Rektor Universitas Pakuan Nomor 150/KEP/REK/XI/2021, tentang Pemberhentian dan Pengangkatan Antar Waktu Dekan Fakultas Keguruan dan Ilmu Pendidikan Universitas Pakuan Masa Bakti 2021-2025.

Memperhatikan : Laporan dan permintaan Ketua Program Studi Pendidikan Bahasa Inggris dalam rapat staf pimpinan Fakultas Keguruan dan Ilmu Pendidikan Universitas Pakuan.

MEMUTUSKAN

Menetapkan :
Pertama : Mengangkat Saudara

Dra. Atti Herawati, M.Pd.	:	Pembimbing Utama
Istiqlaliah Nurul Hidayati, M.Pd.	:	Pembimbing Pendamping

Nama	:	HALIMATUSSA'ADIAH
NPM	:	031116098
Program Studi	:	PENDIDIKAN BAHASA INGGRIS
Judul Skripsi	:	IMPLEMENTING BLENDED LEARNING IN ENGLISH CLASS DURING THE COVID-19 PANDEMIC IN PRIMARY SCHOOL

Kedua : Kepada yang bersangkutan diberlakukan hak dan tanggung jawab serta kewajiban sesuai dengan ketentuan yang berlaku di Universitas Pakuan.

Ketiga : Keputusan ini berlaku sejak tanggal ditetapkan selama 1 (satu) tahun, dan apabila di kemudian hari ternyata terdapat kekeliruan dalam keputusan ini akan diadakan perbaikan seperlunya.

Ditetapkan di Bogor
Pada tanggal 18 Mei 2022
Dekan,

Dr. Eka Suhardi, M.Si.
NIK. Y. 0694 021 205

Tembusan :
1. Rektor Universitas Pakuan
2. Wakil Rektor I, II, dan III Universitas Pakuan

SURAT IZIN PENELITIAN

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Nomor : 3757/WADEK I/FKIP/XI/2021   01 November 2021
Perihal : Izin Penelitian

Yth. SD PERTIWI KOTA BOGOR
di
Tempat

Dalam rangka penyusunan skripsi, bersama ini kami hadapkan mahasiswa :

Nama   : HALIMATUSSA'ADIAH
NPM   : 031116098
Program Studi   : PENDIDIKAN BAHASA INGGRIS
Semester   : Akhir

Untuk mengadakan penelitian di instansi yang Bapak/Ibu pimpin. Adapun kegiatan
penelitian yang akan dilakukan pada tanggal 7 November s.d 11 Desember
mengenai: IMPLEMENTING BLENDED LEARNING IN ENGLISH CLASS DURING
THE COVID-19 PANDEMIC IN PRIMARY SCHOOL

Kami mohon bantuan Bapak/Ibu memberikan izin penelitian kepada mahasiswa
yang bersangkutan.

Atas perhatian dan bantuan Bapak/Ibu, kami ucapkan terima kasih.

a.n Dekan
Wakil Dekan
Bidang Akademik dan kemahasiswaan

Sanusi Barlana, M.Pd.
NIK. 11006025469

SURAT TANDA SELESAI PENELITIAN

YAYASAN PERTIWI WIDYA MANDIRI
SEKOLAH DASAR "PERTIWI"
Status : Disamakan (S.K Kakanwil Depdikbud Prop. Jabar No.796/102/Kep./I/93)
Terakreditasi "A" (Amat Baik) No.02.00/280/BAP-SM/SK/X/2016
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NSS : 102026103030/NPSN : 20219924

Nomor	: 421.2/068.Sd.Ptw/VII/2022	Bogor, 06 Juli 2022
Lampiran	: -	
Perihal	: **Pemberitahuan Telah Melaksanakan Penelitian.**	

Kepada :

Yth. Dekan FKIP

Universitas Pakuan

Di tempat

Dengan hormat,

Menindaklanjuti Surat dari Universitas Pakuan Fakultas Keguruan dan ilmu Pendidikan Nomor : 3757/WADEK I/FKIP/XI/2021 tentang Permohonan Izin Penelitian, maka kami sampaikan bahwa atas nama :

NO	N A M A	N P M
1	HALIMATUSSA'ADIAH	031116098
Program Studi : Pendidikan Bahasa Inggris		

Telah melaksanakan Penelitian di lingkungan Sekolah Dasar Pertiwi yang dilaksanakan pada tanggal 24 - 31 Januari 2022 dengan judul penelitian *Implementing Blended Learning in English Class During The Covid-19 Pandemic in Primary School.*

Demikian surat pemberitahuan ini kami sampaikan, terima kasih atas perhatian dan kerjasamanya.

Kepala Sekolah

MIPTAHUDIN, S.Pd., M.M.
NIP. 1965 1012 199003 1 007

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