

**STRENGTH, WEAKNESS, OPPORTUNITY AND
CHALLENGE (SWOC) ANALYSIS BLENDED LEARNING
FOR EFL CLASSROOM : A LIBRARY RESEARCH**



A Thesis Submitted in Partial Fulfillment of the Requirements for the Degree of
Master of Education (M.Pd.) at IAIN Parepare Postgraduate Program

A THESIS

By

RISKA AYU

Reg. Number: 19.0213.005

**ENGLISH EDUCATION
POSTGRADUATE PROGRAM
STATE ISLAMIC INSTITUTE (IAIN)
PAREPARE**

2022

PERSETUJUAN KOMISI PENGUJI

Tesis dengan judul "*Strength, Weakness, Opportunity and Challenge (Swoc) Analysis Blended Learning For EFL Classroom : A Library Research*", yang disusun oleh saudari {RISKA AYU}, NIM: {19.0213.005}, telah diujikandan dipertahankan dalam Sidang Ujian Tutup/Munaqasah yang diselenggarakan pada hari {RABU}, {02-02-2022 Masehi}, bertepatan dengan tanggal {01 Rajab 1443 Hijriah}, dinyatakan telah dapat diterima sebagai salah satu syarat untuk memperoleh gelar Magister dalam program studi Tadris Bahasa Inggris pada Pascasarjana IAIN Parepare.

KETUA PEMBIMBING UTAMA/PENGUJI :

Dr. Zulfah, M.Pd (.....)

PEMBIMBING PENDAMPING/PENGUJI :

Dr. Abdul Haris Sunubi, M.Pd (.....)

PENGUJI UTAMA

1. Dr. Arqam, M.Pd (.....)

2. Dr. Muzdalifah muhammadun, M.Ag (.....)

Parepare, 2022

Diketahui oleh

Direktur Pascasarjana IAIN Parepare



(.....) Mahsyar, M.Ag

NIP. 19621231 199003 1 032

DECLARATION OF THE AUTHENTICITY OF THE THESIS

The writer who signed the declaration below:

Name : RISK A AYU
NIM : 19.0213.005
Study Program : English Education Program
Title of Thesis : Strength, Weakness, Opportunity and Challenge (SWOC)
Analysis Blended Learning For EFL Classroom : A
Library Research

State that this script was her own writing. The things out of her masterpiece in this are signed by citation and referred in the bibliography.

If later proven that the thesis has discrepancies, copied or duplicated by any other people, this script and the degree that has been would be postponed.

Parepare, 30 Agustus 2022

The writer,



RISKA AYU

Reg. Number: 19.0213.005

ACKNOWLEDGEMENT



Alhamdulillah Rabbil ‘Aalamiin, the researcher would express thanks to Allah SWT, the only one substance who has given him a guidance, blessing, and mercy in completing this thesis. Salam and Shalawat to our prophet, Muhammad SAW, his families and followers until the end of the world.

The researcher realizes that this thesis will never been completed yet without the assistance the number of people. Therefore, the researcher would express her deepest appreciate and thank to those people who have involved in completing this thesis, for their valuable advises, supporting guidance and sacrifices. Furthermore, thanks are expressed to:

1. The Rector of State Islamic Institute (IAIN) of Parepare, Dr. Ahmad S. Rustan, M.Si. who has given the opportunity to study master's program at the postgraduate IAIN Parepare.
2. Dr. Mahsyar as the Director of Magister Program of State Islamic Institute (IAIN) of Parepare and all of the staffs who has provided academic services and guidance to writers kindly.
3. Dr. Zulfah, M.Pd as the first consultant who has shared everything about knowledge to the writer and given correction so that this thesis become better.
4. Dr. Abd. Haris Sunubi, M.Pd as the second consultant and also as the Head of English Education of Magister Program of State Islamic Institute (IAIN) of

Parepare. He is a great teacher who has giving his uncounted knowledge and advice to guide the writer finish this thesis.

5. The lecturer and staf of State Islamic Institute (IAIN) of Parepare for the guidance to the researcher during the year of her study.
6. The resarcher beloved parents Sehuddin and Rosmiati who always pray for the success of study and
7. The resarcher's husband and children Nur Awwaliah Fathanah, Rafaisan Sayyid Saqib and Rafasya Bismaka Saidan who always support, motivate and cost all the researcher's need.
7. All the best friends Ummubisma Palra, Najnawati, Jasman Landa and all my classmate for their help, brotherhood, togetherness and advices.

Finally, the researcher offers her thanks and apologizes for all people whose names could not all be mentioned here, for their help, services, ideas, suggestions and advices in completing this thesis. This thesis is still far from perfect and therefore all constructive critic and suggestion was appreciated.

May Allah SWT always bless us, Amin. Wassalamu Alaikum Warahmatullahi Wabarakatuh.

Parepare, Oktober 2021

The Researcher

ABSTRACT

Riska Ayu. *Strength, Weakness, Opportunity and Challenge (SWOC) Analysis Blended Learning For EFL Classroom : A Library Research*. (Supervisor; Zulfah and Abd. Haris Sunubi).

Blended learning is an approach in learning that combines face-to-face and online learning experiences. This study is aimed to analyse the strengths, weaknesses, opportunities and challenge (SWOC) of blended learning in EFL classroom. This research includes into library research, which is a research that aims to collect data and information from various material contained in the library and trusted resource such journal in internet.

From the characteristic of this research, it is including "Qualitative Descriptive". In the library research, the researcher uses technique collection data by searching, reading, and studying all material supported and related to blended learning material by using SWOC analysis., while the technique of data analysis is using content analysis techniques related to blended learning in EFL classroom.

The findings of the study identified The strengths of blended learning consist of effectiveness, flexibility, efficiency, self-management, social interaction, and students' motivation. The weaknesses consist of required internet connection, facility problem, lack of interaction, time-consuming, and social isolated. Opportunities consist of the effectiveness in teaching English, students interest and become future trend in education side. The challenge consist of the technical problem, technology ability, internet connectivity, task and exam problem.

Keywords: Strength, weakness, opportunity, challenge, blended learning, EFL Classroom

TABLE OF CONTENTS

TITLE.....	i
APPROVAL OF CONSULTANT COMMISSIONS	ii
DECLARATION OF THE THESIS AUTHENTICITY	iii
ACKNOWLEDGEMENTS	iv
ABSTRACT.....	vi
TABLE OF CONTENTS.....	viii
 CHAPTER I INTRODUCTION	
A. Background.....	1
B. Research Question.....	7
C. Objective and Significance of the Research.....	7
 CHAPTER II REVIEW OF RELATED LITERATURE	
A. Some Previous Research Findings.....	9
B. Some Pertinent Ideas	13
C. Conceptual Framework.....	48
 CHAPTER III METHODOLOGY OF THE RESEARCH	
A. Research Design	50
B. Data Resource.....	52
D. Technique of Data Collection.....	52
E. Technique of Data Analysis.....	53
 CHAPTER IV FINDINGS AND DISCUSSIONS	
A. Findings and Discussions.....	55

CHAPTER V CONCLUSION AND SUGGESTION

A. CONCLUSION.....	95
B. SUGGESTION.....	98
BIBLIOGRAPHY.....	121
CURICULUM VITAE.....	131



CHAPTER I INTRODUCTION

In this part the researcher presents some aspects related to this researcher included background, research questions, objectives of the research and significant often research.

A. Background

Blended learning is an approach in learning that combines face-to-face and online learning experiences. Ideally, each (online and off) will complement the other by using its particular strengths. As Allison, Felicia (2003) said that blended learning is a method of learning that integrates formal and informal learning, face-to-face and online experiences, directed paths and reliance on selfmanagement, and digital references and collegial connections, to achieve the goals of an individual and the governing body. Ricky; Rechell; Kwan-Keung; Ivan, (2017) added that blended learning requires a good balance of face-to-face contact and online time and a range of pedagogical practices such as flipping and selfregulated learning for actual teaching and learning. Oweis, (2018) further observed that blended learning combines both direct and indirect forms of online learning that normally contains the internet and intranet, whereas indirect learning happens concurrently within traditional categories.

Some of developing countries which still has various problems in education. One of these problems is the backwardness in the quality of education and the lack of use of Information and Communication Technology (ICT) in the world of education.

Currently learning activities are carried out at home through learn from home by online. However, this makes students not excited about learning as well lack of understanding of learning material due to lack of learning interactions educators with learners as well as electronic learning resources. This condition is demanding educators to continue to carry out learning in class (face to face) and balanced with applying learning from home with using a blended learning model. Hence from that very It is necessary to have learning interactions through face-to-face learning activities with e-learning which involves technology for implementation education in this time.

Some teachers stated that in online learning the student tend have low score almost all majors in the school. It is because students were only given online assignments so they were not there is social interaction between educators and students in learning activities. The learning atmosphere experienced by students becomes unsupervised and unsupervised well directed to explore and master all the material learning. Educators also have not used innovative learning models which makes use of interactive electronic learning media so resulting in passive learners and less motivated to follow learning. These problems have an impact on the number of students whose learning outcomes do not achieve mastery learning and low of motivation student in learn.

The increased motivation can also be attributed to the unfamiliar novelty element in providing English language lessons via a computer, where the new is always interesting and thrilling. According to Oweis (2018) the use of the internet and other visual elements is intended to encourage student participation in the

various initiatives that are involved in a classroom setting. Enabling a visual connection to the concepts highlighted in the classroom setting promotes the quality of responses that are generated by students.

Blended learning is introduced in most educational institutions as a new educational approach to substitute e-learning. (Bauk; Šćepanović; Kopp, 2014) It has become the most popular educational model that universities apply to teaching and learning.

There are many benefits of using blended learning, for example, it offers flexibility and efficiency, enhanced social interaction, communication and collaboration, lower student dropout, encourages students to use their out of classroom time in meaningful activities, more productive classroom interactions, provides individual learning opportunities for both students and lecturers, thus supporting more self-regulated learning.(Ricky.; Rechell; Kwan; Ivan, 2017). Blended learning is cost-effective,(Singh, 2003) enhancing learning,(Snipes, 2005a). the same perception also found in some researchers said taht increased convenience and access to learning opportunities, more focus on learner-centered learning, emphasize peer-to-peer learning and interaction with remote experts (González-Gómez; Jeong; Rodríguez; Cañada, 2016). According to Geoffrey, 2014 states that It also offers consistent and updated messages to both scholars and lecturers, improves lecturers and students' performance and controls costs, converges learning and study, and is a solution to classroom insufficiency. (Abdul, Othman, and Warris, 2016; Owston, York and Murtha, 2013; Sabri, Isa, Daud Aziz, 2010).

Proper planning in the implementation of blended learning will complement the existing formal means of teaching, learning, assessment and educational administration and management education in Indonesia.

SWOC stands for Strengths, Weaknesses, Opportunities, and Threats, and so a SWOC Analysis is a technique for assessing the blended learning method. SWOC Analysis is used to know more about blended learning specially the strength, weakness, opportunity and challenge of blended learning. By knowing this, the teacher can reduce the chances of failure, by understanding what teachers are lacking, and eliminating hazards that would otherwise catch the teacher unawares. Besides that, knowing the Strength of blended learning also very important to increase and maximize the teaching learning process.

Dissemination of ICT amongst teenagers and elders around the world is yet a developing event. It is not amazing that Information and Communication Technologies, including computer applications, mobile technology have become essential and highly germane items in teaching and learning. According to Ali (2019) With the fusion of information communication technology (ICT) in higher institutions of learning, new teaching and learning practices have developed often called blended learning allowing students and teachers to interact with information and each other more independently. analyzing the strengths, weaknesses, opportunities and challenge (SWOC) of blended learning to identify accessibility, positive attitude, and knowledge and skills as the major motivators for blended learning.

At first glance, blended learning sounds like a dream for students and teachers. Theoretically, class time is reduced, and the process of instruction is streamlined through the use of technology. However, blended learning presents unique challenges that can become barriers to learning. In technology based era nowadays, blended learning appears as an option to run interactive and meaningful learning atmosphere by combining virtual and traditional learning settings. There have been numerous studies conducted regarding to the implementation of blended learning activities. Many researchers suggested that blended learning methods are effective in facilitating the process of effective online learning. However, teachers and students may encounter some difficulties in adjusting blended learning due to their unfamiliarity of new learning system that require them to fully understand it (Hadijah, 2017).

Effective blended learning requires rethinking the problem of how classroom instruction is structured, how time is spent, and how limited resources are used. According to Hadijah .S (2017) the implementation of blended learning can become a problem if the teacher are not supported by self-confidence, competence, and adequate accessibility to technology resources. However, blended learning instruction provides positive benefits for both teachers and students, such as pedagogy improvements and easy access to knowledge. Hence, some efforts need to be considered by teachers to have effective course design and provide active learning approaches in both face to face and virtual learning environments.

Today, there are some school adopted blended learning, but some challenges led to low adoption rates, abandonment and even the failure of some blended learning projects. SWOC (strengths, weaknesses, opportunities, and challenge) analysis of blended learning has not been ascertained. For supplying quality education, generating knowledge and promoting innovations and community empowerment for transformation, blended learning is important to analyze by SWOC analysis to minimize all weakness and challenge in blended learning method and another side to miximize the strenght and opportunity of blended learning method. Thus, this work aims to analyze the strengths, weaknesses, opportunities and challange of blended learning. The findings of the study will help the teacher and institution of education. To accomplish this aim, the study tried to answer the following questions: What are the strengths, weaknesses, opportunities and challange of blended learning method.

In the next section, the relevant literature on factors influencing students and teachers' intention to use blended learning and SWOC analysis of blended learning are covered. The third section discusses the materials and methods used in the study. In Section 4, we provide the overview of the analysis of the results. In Section 5, we give a detailed discussion of the results. These are followed by the limitations, conclusion and then recommendations.

B. Research Questions

Based on the background above the researcher formulate problem statement as follows :

1. What is the strength in the application of the blended learning method in EFL?
2. What is the weakness in the application of the blended learning method in EFL?
3. What is the opportunities in the application of the blended learning method in EFL?
4. What is the challenges in the application of the blended learning method in EFL?

C. Objective and significant of the research

1. Objective of the research

Based on the problem statement above, objective of this research as follows:

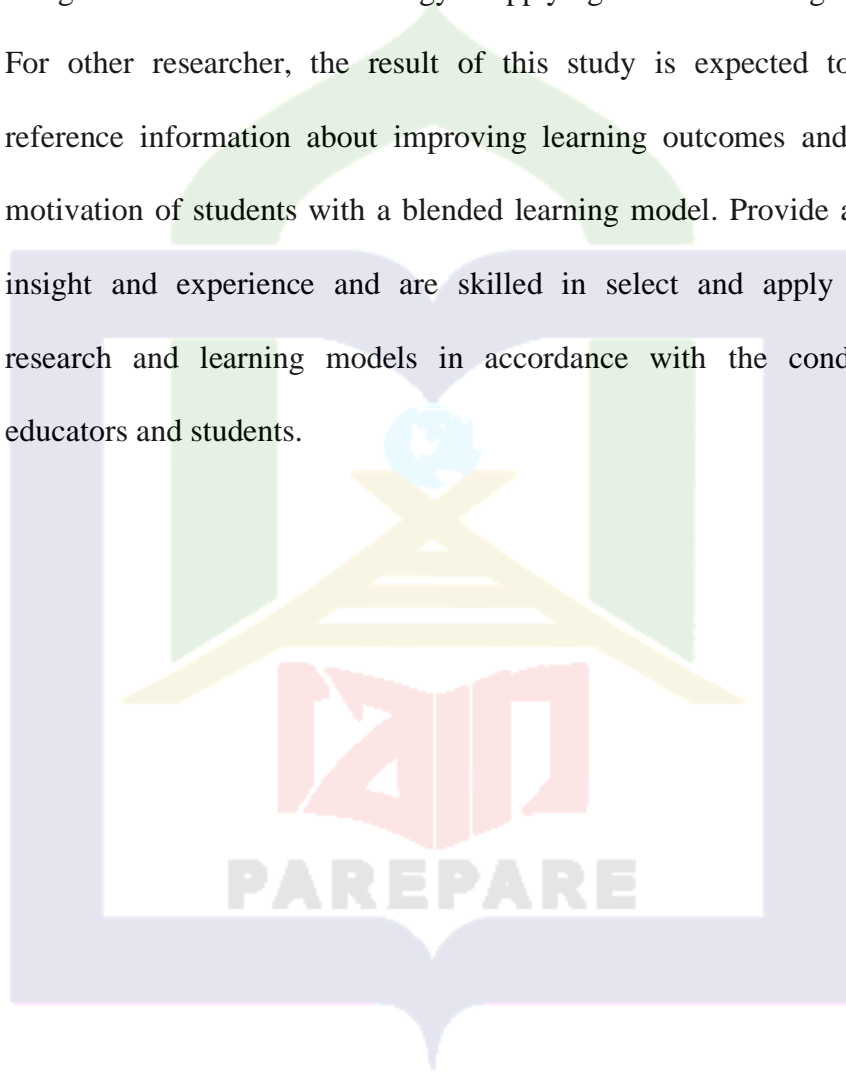
- a. To describe the strength of blended learning by using SWOC analysis.
- b. To describe the weakness of blended learning by using SWOC analysis.
- c. To describe the opportunity of blended learning by using SWOC analysis.
- d. To describe the challenge of blended learning by using SWOC analysis.

2. Significant of the research

- a. For the teacher, The results of this study can be used as an alternative in reference choosing a learning model. Provide an overview of the design of the learning model in the form of blended learning to make it easier for students to learn participating in teaching and learning activities. Adding

references in choosing some based learning media technology that will be used in a teaching and learning activity.

- b. For the student, The results of this study are expected to be a reference in using and utilization of technology in applying blended learning method.
- c. For other researcher, the result of this study is expected to provide reference information about improving learning outcomes and learning motivation of students with a blended learning model. Provide additional insight and experience and are skilled in select and apply literature research and learning models in accordance with the conditions of educators and students.



CHAPTER II

REVIEW OF RELATED LITERATURE

A. Previous related findings

There are some researchers conducted research related to blended learning. The issues of the research are the effectiveness of blended learning, perception of blended learning and blended learning in teaching English skills.

Some researchers conducted research related to the effectiveness of blended learning by using quasi experimental (Utami, 2018; Harahap, et al 2019; Yustina et al (2020) and qualitative method (Sezen Tosun, 2015; Liu, 2016). So the result of the research shows that blended learning is effective to improve learning outcome.

The All five researches above talk about the effectiveness of blended learning with different method. Those research absolutely different with what the researcher will do about blended learning. Because in this research, the researcher will conduct research about SWOC analysis of Blended learning. Even if the researches above very different but it will become good references for researcher to do the research.

Beside the research about the effectiveness of blended learning, there are some research talk about the perception of blended learning as well. Some researchers who conducted research related to the perception of blended learning (Wright, 2017; Pardede, 2019; Rerung, 2018; Fauzan, 2018; Aji, 2020). Some three researchers used quantitative approach and two researchers used qualitative

approach. Their researcher showed that student has their own perception about blended learning with different skill in English language.

Common student perceptions, with particular reference to motivation and interest. The research also show that In general, more students associated in-class lessons with higher motivation and more interest, due to better understanding, valued classroom interaction with the lecturer or teacher and peers, and input from the teacher. Students preferring the online lesson cited speed and convenience of study and flexibility of time and place of study as reasons for their choice. Skilful implementation of online lessons can enhance a language course but should not undermine the value of face-to-face instruction with EFL teachers.

Some researches also revealed that the students' perception towards blended learning was positive. The students also valued learning using the online platform not only because it offers convenience, flexibility, and immediate access but also increases their engagement and independence and develops their technical and information literacy skills. However, they viewed face-to-face instruction more effective for it is more realistic due to the presence of direct interaction, immediate response, and the convenience of reading printed texts.

Blended Learning In English Listening And Speaking Class towards the use of both online and face-to-face shows that most of the students see online learning as an alternative tool to help them during their learning process. The research show that students positively perceive their learning experience in blended learning. Students also articulate their concerns of the internet connection and instruction clarity on the online learning materials. This paper highlights some

implications of the research findings including the lecturer's need for professional development that may enable them to help students succeed in blended learning.

students' perceptions regarding the use of blended learning as media learning English language. Regarding students' perceptions, students also reported benefits the blended learning like flexible learning, motivation, interaction, and improving their ICT skills. In addition, poor internet connection and incomprehensible materials were considered as the problem that hampers their learning.

The five research about explain about blended learning perception come from teacher and students. The different between researches about with this research is the analysis. This research above study deeply about perception, other way this research will be focus to analysis the strenght, weakness, opportunity and challenge of blended learning method.

Another side of blended learning that is blended learning in teaching English language skills. There are some researcher who conducted research related finding that emphasize about blended learning in teaching English skills (Mabuan & Ebron 2017; Wahyuni, 2014; Liu, 2013; Larsen, 2012; Brew, 2008)

According to the researchers, blended learning approach to teaching writing is bridging the gap between the traditional mode of teaching writing and the pedagogical potentials of technology integration in the language classroom. Some of the researches reveal that despite some motivational and technology-related limitations, using e-mail in the classroom may help develop students' interest and confidence in writing, enhance their technological and social skills,

develop learners' autonomy, and improve students' attitudes towards English language learning. Pedagogical insights and implications are provided for language teachers and researchers in the light of these findings.

Blended learning may give alternative way instruction in teaching reading and it could improve student's score, attitude and motivation in reading. Blended learning helped student-teacher increase their interactions, eliminate communication anxiety, and motivate them to become more independent and autonomous learners. And also support students with detailed feedback with provide opportunity to the teacher and students can obtain immediate feedback from each other. The other respondents show the increasing of motivation, confidence, and maximize their interaction with the other students and the teacher by using blended learning. researcher also state that the students found to work more autonomously and focused while becoming more responsible for their own learning. Students also interest on their learning by using blended learning in their class. It is indicated students would prefer to more conventional classes. The main student complaints on teacher feedback on student writings and the kinds of activities carried out in the online activity. Additionally, students prefer more variety in the online and classroom activities they are assigned and would like to have frequent teacher feedback on their writings. Some researchers also concluded that blended learning is effective and may be most appropriate for courses with small enrollments.

Thus five researches mentioned earlier are chosen as relevant studies to this research due to the facts that three of the researches mainly focus on blended

learning in teaching English skills in EFL context as the research participant. The difference between this study and studies those mentioned above that is in this study focuses on analyzing the blended learning method in general from side of strenght, weakness, opportunity and challange.

B. Some Partinent Idea

1. SWOC Analysis

A SWOC analysis is a strategic planning tool that can be used during the curriculum assessment and review process to make informed decisions based upon collective input from multiple stakeholders. Within the context of curriculum development, a SWOC analysis can be used as a powerful framework to discuss and clearly identify the strengths, weaknesses, opportunities and challenges related to an existing degree program or major (Henzi, D., Davis, E., Jasinevicius, and Hendricson, 2007; Reay, 2001) (see for example Henzi et al., 2007; and Gordon et al, 2000). The objective of conducting a SWOC analysis (in conjunction with other curriculum assessment tools) is to develop key areas of focus for improving the curriculum. The SWOC analysis is particularly effective when conducted in collaborative group settings at the early stages of the curriculum assessment process (e.g. faculty retreats, student, alumni and/or future employer focus groups).

Various techniques are used to analyze individual characteristics or organizational effectiveness & strategies in a given environment like SWOT analysis (Dyson, 2004), SWOC analysis , PEST analysis, McKinsey 7S framework, ICDT model, Portor's five force model etc. These models/techniques

provide an easy and systematic way of identifying various factors/issues affecting individual/organizational system and provide opportunity to further improvement. (Sharma, Pete & Barrett, 2007)

SWOC Analysis is the most renowned tool for audit and analysis of the overall strategic position of the business and its environment. Its key purpose is to identify the strategies that will create a firm specific business model that will best align an organization's resources and capabilities to the requirements of the environment in which the firm operates. SWOC is the foundation for evaluating the internal potential and limitations and the probable/likely opportunities and threats from the external environment. It views all positive and negative factors inside and outside the firm that affect the success. A consistent study of the environment in which the firm operates helps in forecasting/predicting the changing trends and also helps in including them in the decision-making process of the organization.

a. **SWOC analysis technique**

SWOC is an acronym for Strengths, Weaknesses, Opportunities and Challenges. By definition, Strengths (S) and Weaknesses (W) are considered to be internal factors over which you have some measure of control. Also, by definition, Opportunities (O) and Challenges (C) are considered to be external factors over which the organization have essentially no control. SWOC Analysis is the most renowned tool for audit and analysis of the overall strategic position of the business and its environment (Panagiotou, 2003; Stacey, E., & Gerbic, 2007) Its key purpose is to identify the strategies that will create a firm specific business

model that will best align an organization's resources and capabilities to the requirements of the environment in which the firm operates. In other words, it is the foundation for evaluating the internal potential and limitations and the probable/likely opportunities and threats from the external environment. It views all positive and negative factors inside and outside the firm that affect the success. A consistent study of the environment in which the firm operates helps in forecasting/predicting the changing trends and also helps in including them in the decisionmaking process of the organization (Wehrich, 1982).

- 1) Strengths : Strengths are the qualities that enable us to accomplish the organization's mission. These are the basis on which continued success can be made and continued/sustained. Strengths can be either tangible or intangible. These are what you are well-versed in or what you have expertise in, the traits and qualities your employees possess (individually and as a team) and the distinct features that give your organization its consistency. Strengths are the beneficial aspects of the organization or the capabilities of an organization, which includes human competencies, process capabilities, financial resources, products and services, customer goodwill and brand loyalty. Examples of organizational strengths are huge financial resources, broad product line, no debt, committed employees, etc.
- 2) Weaknesses : Weaknesses are the qualities that prevent us from accomplishing our mission and achieving our full potential. These weaknesses deteriorate influences on the organizational success and growth. Weaknesses are the factors which do not meet the standards we feel they

should meet. Weaknesses in an organization may be depreciating machinery, insufficient research and development facilities, narrow product range, poor decision-making, etc. Weaknesses are controllable. They must be minimized and eliminated. For instance - to overcome obsolete machinery, new machinery can be purchased. Other examples of organizational weaknesses are huge debts, high employee turnover, complex decision making process, narrow product range, large wastage of raw materials, etc.

- 3) Opportunities : Opportunities are presented by the environment within which our organization operates. These arise when an organization can take benefit of conditions in its environment to plan and execute strategies that enable it to become more profitable. Organizations can gain competitive advantage by making use of opportunities. Organization should be careful and recognize the opportunities and grasp them whenever they arise. Selecting the targets that will best serve the clients while getting desired results is a difficult task. Opportunities may arise from market, competition, industry/government and technology. Increasing demand for telecommunications accompanied by deregulation is a great opportunity for new firms to enter telecom sector and compete with existing firms for revenue.
- 4) Challenges :Challenges arise when conditions in external environment jeopardize the reliability and profitability of the organization's business. They compound the vulnerability when they relate to the weaknesses. Challenges are uncontrollable. When a challenge comes, the stability and survival can be at stake. Examples of challenges are - unrest among employees; ever

changing technology; increasing competition leading to excess capacity, price wars and reducing industry profits; etc.

b. Advantages of SWOC Analysis

SWOC Analysis is instrumental in strategy formulation and selection. It is a strong tool, but it involves a great subjective element. It is best when used as a guide, and not as a prescription. Successful businesses build on their strengths, correct their weakness and protect against internal weaknesses and external threats. They also keep a watch on their overall business environment and recognize and exploit new opportunities faster than its competitors. SWOC Analysis helps in strategic planning in following manner :

- 1) It is a source of information for strategic planning.
- 2) Builds organization's strengths.
- 3) Reverse its weaknesses.
- 4) Maximize its response to opportunities.
- 5) Overcome organization's challenges.
- 6) It helps in identifying core competencies of the firm.
- 7) It helps in setting of objectives for strategic planning.
- 8) It helps in knowing past, present and future so that by using past and current data, future plans can be chalked out.

SWOC Analysis is not free from its limitations. It may cause organizations to view circumstances as very simple because of which the organizations might overlook certain key strategic contact which may occur. Moreover, categorizing aspects as strengths, weaknesses, opportunities and challenges might be very

subjective as there is great degree of uncertainty in market. SWOC Analysis does stress upon the significance of these four aspects, but it does not tell how an organization can identify these aspects for itself.

c. **Limitations of SWOC Analysis**

There are certain limitations of SWOC Analysis which are not in control of management. These include :

- 1) Price increase;
- 2) Inputs/raw materials;
- 3) Government legislation;
- 4) Economic environment;
- 5) Searching a new market for the product which is not having overseas market due to import restrictions; etc.

Internal limitations may include:

- 1) Insufficient research and development facilities;
- 2) Faulty products due to poor quality control;
- 3) Poor industrial relations;
- 4) Lack of skilled and efficient labour; etc

2. Blended learning

This section deals with blended learning; concept, the blend environment, technology and blended learning, the characteristics of blended as well as the ingredients of blended learning. Levels of blend are also discussed along with blend design, factors influencing the blend and blend's modes. The chapter ends

with dimensions of blending, blend design process, advantages, challenges and factors that promote successful blended learning.

In the information revolution age, the invention of the World Wide Web, that is available to all countries and individuals, enables learners to access information easily and quickly as well as the appearance and employment of multimedia in transferring and introducing information. This requires new educational techniques like blended learning to enable learners to make the best use of the computer with its tremendous speed blended with human abilities which depend on intelligence and innovation.

There are many definitions of blended learning, but the most common is that which recognizes some combination of virtual and physical environments. Graham (2004: 3-5), describes the convergence of face-to-face settings, which are characterized by synchronous and human interaction, and information and communication technology based settings, which are asynchronous, and textbased and where humans operate independently. Mason and Rennie (2006:12) extend this definition to include “other combinations of technologies, locations or pedagogical approaches” while Garrison & Vaughan (2008: 5) define blended learning as “the thoughtful fusion of face-to-face and online learning experiences” emphasizing the need for reflection on traditional approaches and for redesigning learning and teaching in this new terrain.

According to Bullen and Alltree (2006: 4), blended learning is an “educational provision where high quality e-learning opportunities and excellent campus-based learning are combined or blended in coherent, reflective and

innovative ways so that learning is enhanced and choice is increased". Littlejohn and Pegler (2007: 9) also recommend a different approach that they term "blended e-learning". This is a useful approach because it changes the focus in learning design by shifting the emphasis from simply considering the face-to-face and online environments to that of considering the design issues of (1) introducing elearning and (2) the process of blending (the online and face-to-face environments). As Garrison and Kanuka (2004: 94) comment, this combination of classroom and online settings has simplicity, but there is also a complexity to the concept which is evident in the wide variety of settings, diversity of the student population and consequent learning designs. Different blends of technology and pedagogy have been documented in both campus-based and distance programs.

At the Sloan-C Workshop on blended learning, Laster, Otte, and Picciano (2005) define blended learning as courses that integrate online with traditional face-to-face class activities in a planned, pedagogically valuable manner; and where a portion (institutionally defined) of face-to-face time is replaced by online activity. The North American Council for Online Learning (NACOL, 2008) defines the blended learning setting as the combination of online delivery of content with the best features of classroom interaction and live instruction to personalize learning, allow thoughtful reflection, and differentiate instruction from student to student across a diverse group of learners. This definition allows for flexibility of instruction as teachers begin to experiment with the possibilities of a blended learning approach; an approach that combines the effectiveness and socialization opportunities of the classroom with the technology enhanced, active

learning possibilities of the online learning environment across a group of diverse learners. Hassan (2012) depicts the relation between traditional learning, e-learning and blended learning as shown in Figure (2.1).

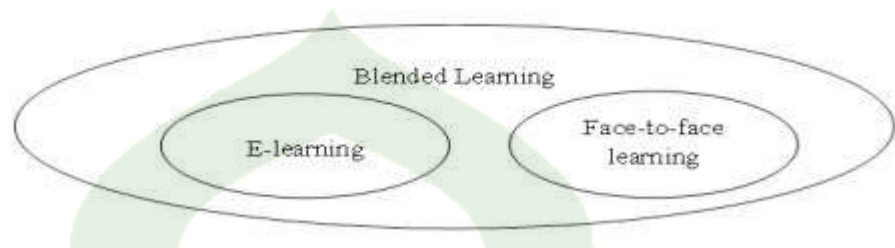


Figure 2 .1 – The relation between traditional learning, e-learning and blended learning

Al Fiky (2011: 21-22) describes blended learning as a whole compact system that blends traditional learning style (face-to-face) with web-based elearning to direct and help the learner during each learning stage as one of the modern approaches based on the use of education technology in designing new educational situations. Blended learning is one of the teacher's arts to combine between varied resources and activities within learning environments that enables learners to interact and construct ideas. Graham (as cited by (C.Bonk, 2006) documented that the three most commonly mentioned definitions are

- (a) Combining instructional modalities (or delivery media) (Bersin, 2003; Orey, 2002; Singh, H., 2001; Thomson, 2002)
- (b) Combining instructional methods (Driscoll, 2002; House, 2002; Rossett, A.; Frazee, 2006)
- (c) Combining online and face-to-face instruction (Reay, 2001; Rooney, 2003; Sands, 2002)

To sum up, blended learning is a modern strategy that blends the advantages of both face-to-face method and the e-learning. It also shifts from teaching to learning, and from teacher centered class to student centered class. This leads to developing the teaching learning process quality, improving its outputs, opening new potentials for self-learning as well as long life learning, and raising students' achievement level in English.

a. Blended learning environment

Blended learning is the natural progress of e-learning towards a complete program of various multi-media and applying it in an ideal way to solve problems. Blended learning, as mentioned above, blends both e-learning and face-to-face learning. Figure (2.2) depicts the rapid growth of distributed learning environments and its convergence with face-to-face learning environments. The intersection of the two archetypes depicts where blended learning systems are emerging (Graham, 2004)

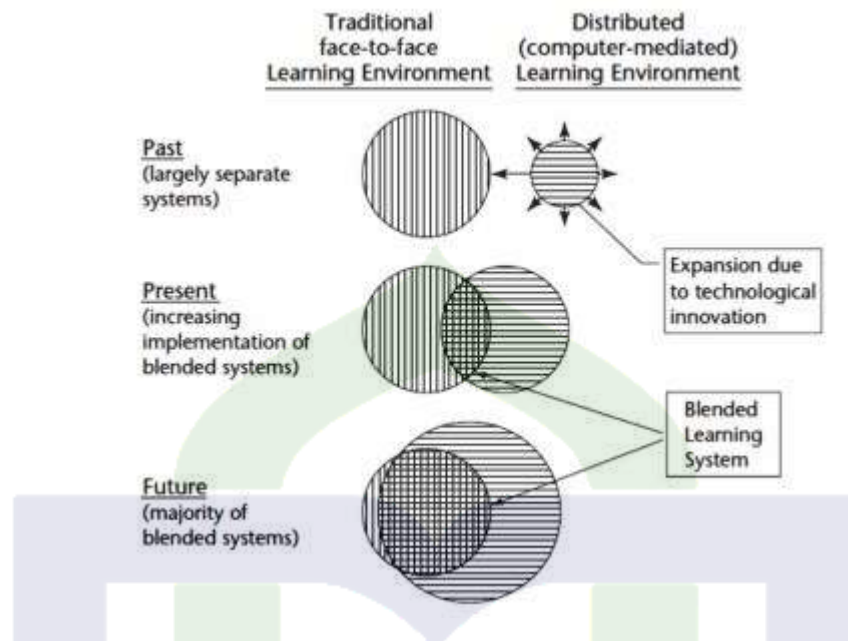


Figure 2. 2 – Progressive convergence of traditional face-to-face and distributed environments allowing development of blended learning systems

Blended learning environment which is regarded as a type of distance education integrates the advantages of distance education with the effective aspects of traditional education, such as face-to-face interaction. In contrast to classical learning environment which poses restrictions on place and time, elearning provides an environment where the learners can study regardless of time and place restrictions. The factors such as learners' individual differences, personal characteristics and learning styles have significant impacts on the learning environment. For instance, the learners who have difficulty in establishing communication in the classroom environment find it easier to communicate in the electronic environment. It is obvious that the weaknesses and strengths of online environment and the weaknesses and strengths of face-to-face education integrate in blended learning (Finn, A. & Bucci, 2004).

In the case study research carried out by Osguthorpe and Graham (2003), it was concluded that the aim of using blended learning approaches is to find a harmonious balance between online access to knowledge and face-to-face human interaction. In other words Heterick and Twigg (2003) describe the aim of blended learning is to find the balance of instructional strategies that are tailored specifically to improve student learning. There is evidence that blended learning has the potential to be more effective and efficient when compared to a traditional classroom model. Martyn (2003) suggests that a successful blended e-learning environment consists of an initial face-to-face meeting, weekly online assessments and synchronous chat, asynchronous discussions, e-mail, and a final face-to-face meeting with a proctored final examination. Assuming such an environment results in:

- 1) Students' having more control over their learning (Hooper, 1992; Saunders, G., & Klemming, 2003)
- 2) Increasing social competencies (AzTEA, 2005)
- 3) Improving student morale and overall satisfaction (Byers, 2001)
- 4) Enhancing information skills acquisition and student achievement
- 5) Respecting differences in learning style and pace (Orey, 2002) and;
- 6) Fostering communication and closeness among students and tutors

The integration or combination of different learning/ teaching methods is of profound importance for the achievement of the blended learning environment. Reay (2001) emphasizes that blended learning is not just adding online materials to a conventional training environment; it must be relevant, and demands a

holistic strategy taking the best characteristics of all learning interventions. The selected techniques should be appropriate to the subject. Sharma and Barrett (2007: 7-8) stress the importance of blended learning in bringing the outside world into the class and which maximizes motivation as well as interest in learning. McCampell (2001) emphasizes that blended e-learning will be a suitable approach for incorporating online applications into an existent course program for the first time, and highlights that some parts of the course content should be transferred to the online environment (forum, e-mail, web environment), without offering the whole courses online. However, it is important to establish the equilibrium between face-to-face and online environments, in view of the advantages of both methods.

As Osguthorpe and Graham (2003) state, factors such as instructional objectives, characteristics of students, the condition of online resources and the experience of trainers play an important role in the establishment of this equilibrium. That is why, it is important, in the process of deciding on blended learning environments, to establish the equilibrium between face-to-face and online environments (determining how often teachers and students will encounter, how often they will meet in the discussion environment, etc.) rather than how to present the course. The results of Akkoyunlu and Soylu (2008) revealed that students enjoy participating in the blended learning environment and their achievement levels have developed. At the same time, their views on blended learning process, and face-to-face interactive environment were positive.

b. Technology and blended learning

According to Thornburg (2002), the increasing globalization of work and the rapid advancement of technology are making age-old teaching methods irrelevant. Thornburg mentions that one of the greatest challenges to incorporating new practices in schools would be of a human nature not technological because the examination of the validity of assumptions that have been held for generations would be the deciding factor about whether schools reform their practice.

The trend toward virtual learning in the kindergarten to twelfth grade setting is exploding. Yet it may remain the teacher who is the critical element and resource for student achievement, learning, and engagement (Pierce, 2005). It is the developer and designer (teacher) who defines the specific process being learned and the approach that could foster learning (Munro, R., & Rice-Munro, 2004) In time, schools may offer courses in multiple settings for a myriad of reasons, including the ability to attract and retain students for state funding (C, 2006) or perhaps for flexibility in credit recovery or schedule alleviation. Technology offers a way to increase access to knowledge and a way to promote learning. Blending different approaches (online and face-to-face) to learning is not a new idea, and blended learning represents a combination of a variety of approaches, but the distinct difference in the discussion of blended learning currently is that “information technology and the development of virtual learning environments are used to support learning” (Graham, C. R., & Robinson, 2007)

c. Characteristics of blended learning

Huang and Wang (2006) assume that blended learning has three characteristics. The first is flexibility of providing learning resources. Blended

learning is treated as an instructional strategy, which is developed in a networked environment. The second is support of learning diversity. As learners are diverse in terms of learning styles, learning proficiency, as well as learning ability, blended learning can come to the rescue by making it possible for individualized learning and self-regulated learning to happen. The third is enrichment of elearning experience. From the faculty's perspective, blended learning can enable them to improve their existing teaching practices.

According to Al Fiky (2011), blended learning redesigns the educational model with these characteristics:

- 1) Moving from lectures to student centered learning.
- 2) Maximizing teacher-student, student-student, student-content, student-outside resources interaction.
- 3) Integrated evaluation techniques for teachers and students.
- 4) Broaden the spaces and opportunities available for learning. (Bath, D. & Bourke, 2010)
- 5) Support course management activities (e.g., communication, assessment submission, marking and feedback).
- 6) Support the provision of information and resources to students.
- 7) Engage and motivate students through interactivity and collaboration.

d. Blended learning Ingredients

In describing the blended learning ingredients, Carman (2010) has pointed out that the blended learning process includes five key ingredients:

- 1) Live Events: Synchronous, instructor-led learning events in which all learners participate at the same time. For many learners, nothing can replace the ability to tap the expertise of a live instructor.
- 2) Online Content: Learning experiences that the learner completes individually, at his own speed and on his own time. Self-paced, asynchronous learning events add significant value to the blended learning equation. In order to get maximum value—real business results—from a self-paced learning offering, it must be based on effective implementation of instructional design principles.
- 3) Collaboration: Learners communicate and create with others. E-mail, threaded discussions, and wikis are all examples.
- 4) Assessment: A measure of learners’ knowledge. Pre-assessments can come before live or self-paced events to determine prior knowledge, and postassessments can occur following scheduled or online learning events to measure learning transfer. Assessment is not limited to conventional tests, quizzes, and grades. Narrative feedback, portfolio evaluations and, importantly, a designer’s reflection about a blended learning environment’s effectiveness or usefulness are all forms of assessment. Assessment is one of the most critical ingredients of blended learning, for two reasons:
 - a) It enables learners to “test out” of content they already know, fine-tuning their own blended learning experience.
 - b) It measures the effectiveness of all other learning modalities and events.

- 5 Support Materials: These include reference materials both physical and virtual that enhance learning retention and transfer. They include: printable references, job aids and personal digital assistant.

e. Levels of blended learning

As pointed out by Graham (2004) blended learning can occur at different levels, such as the student activity level, course level, program level, and institutional level. Students at different levels of their university studies need a teacher to support their learning activities, but in all levels the teacher should soon draw back and emphasize student's self-regulation in learning. Al Fiky (2011: 42-45) classified it according to its nature, quality and the degree of blend to four categories:

- 1) Component level: This depends on the combination between several information transfer media and the learning content to form a whole which consists of several separated components that differ according to the learners' nature and available traditional or electronic learning resources. Examples of this level of blended learning are:
 - a) Two-component model: It depends on learning through using electronic learning resources and tools followed by face-to-face classroom learning.
 - b) Three-component model: This depends on diagnosing learners' learning using feedback and then modifying learning using traditional methods and finally using the electronic learning to enhance and enrich learning.
- 2) Integrated level: It is integration among different elements of the electronic learning based upon the internet. Each component supports other components

and evaluation is one of these integrated components to measure the learners' ability to perform the assigned learning tasks. Examples of this level is Integrated blend between three components (available information resources on the internet, discussion group on the internet and direct evaluation on the Internet)

- 3) Collaborative level: It is based on blend between the teacher (as a guide) and the co-operative learning groups in the traditional classroom or the collaborative learning groups on the internet. Examples of this level are:
 - a) Blend between the traditional role of the teacher and the learners and the electronic teacher on the Internet.
 - b) Blend between the traditional role of the traditional teacher and the learners inside the classroom and the collaborative learning groups on the internet.
 - c) Blend between the electronic teacher and the traditional learners through individualized learning or the electronic teacher and the collaborative learning groups on the Internet.
- d) Expansive level: The blend between traditional classroom learning and offline electronic learning resources (email, electronic documents and books, programs)

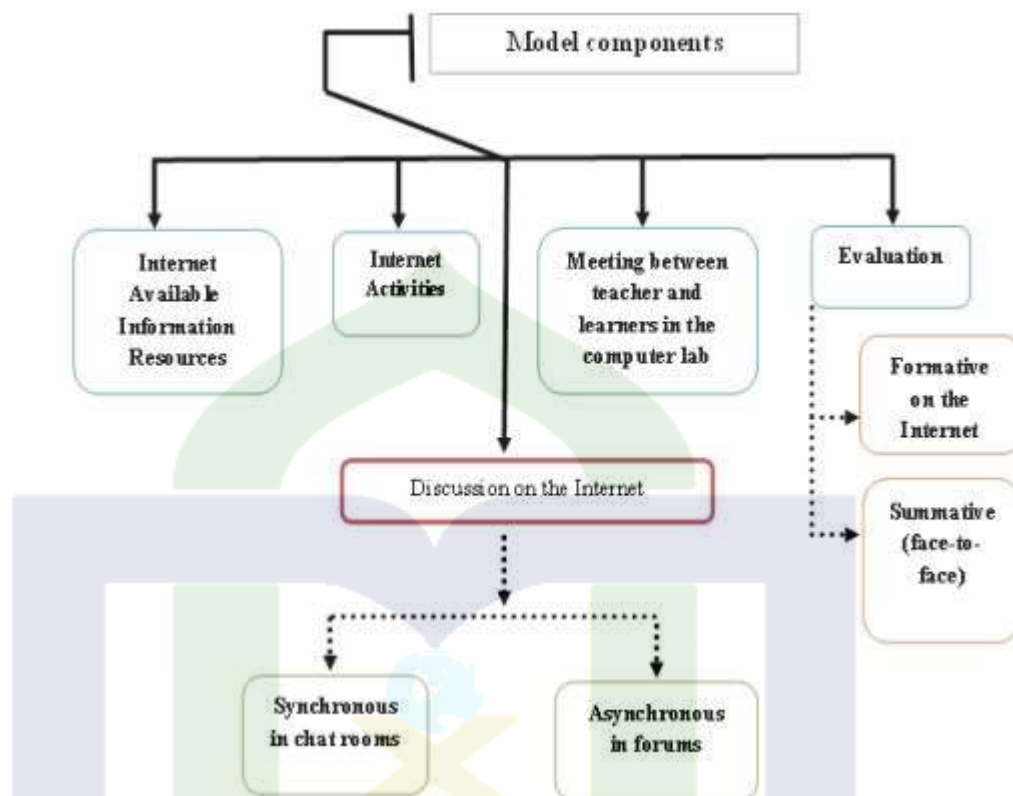


Figure 2.3 – Al Fiky Levels Model: (Al Fiky, 2011: 45)

The components of the previous blended learning model, as illustrated in Figure (2.3), are as follows:

- 1) Computer lab where the face-to-face interaction between teacher and learners and learners together takes place
- 2) Electronic learning via the Internet
- 3) The teacher
- 4) Chat rooms for synchronous discussion via the Internet between the teacher and students and students themselves
- 5) Forums for asynchronous discussion via the Internet between the teacher and students and students themselves.

- 6) Activities presented via the Internet in the form of assignments after each unit which is handed electronically to the teacher.
- 7) Evaluation (formative and summative)

f. Model of blended learning

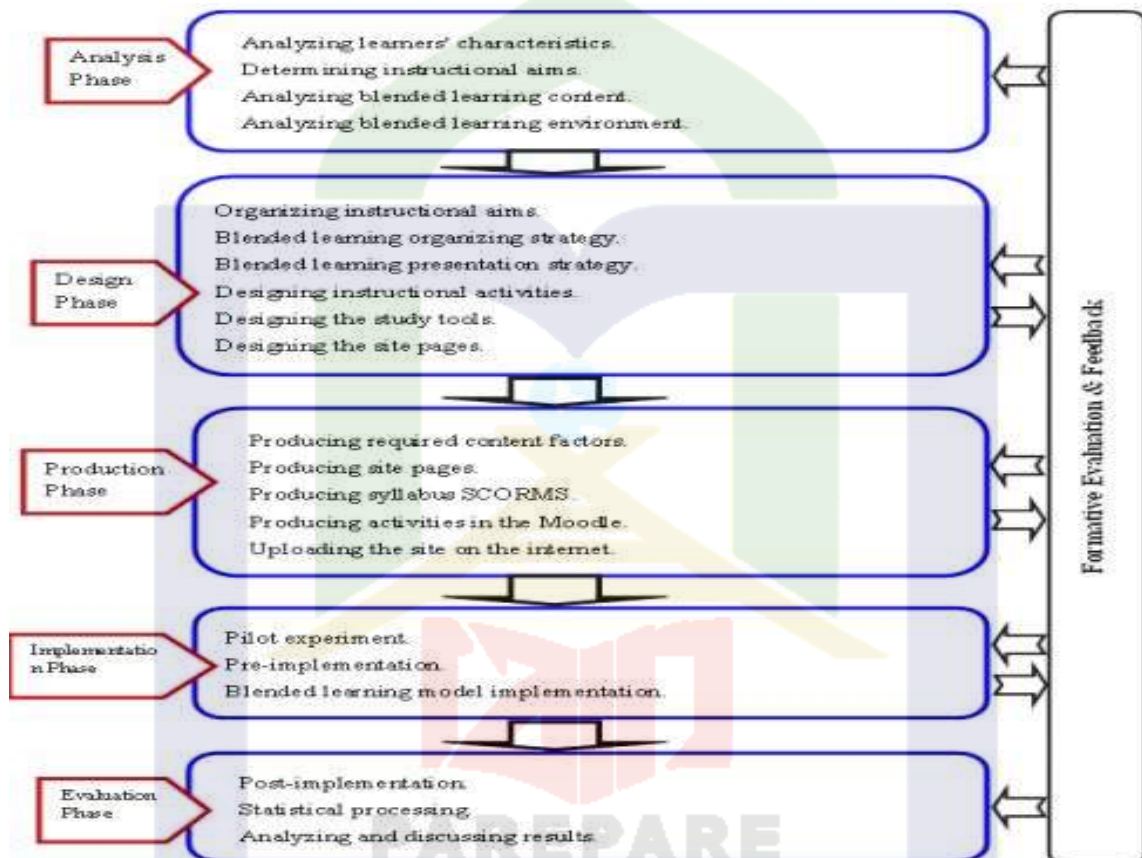
Blended learning designs differ according to the elements that are blended, the percentage of these elements in the course credit, and the objectives of the courses. According to Garrison and Kanuka (2004), there is a shortage in blended learning designs that can be followed by instructors. They state that “There is considerable complexity in its implementation with the challenge of virtually limitless design possibilities and applicability to so many contexts”.

1) Al Fiky Blended Learning Model: (Al Fiky, 2011: 90)

This model consists of five phases; analysis phase, design phases, production phase, implementation phase, and evaluation phase. Each phase includes several steps and procedures.

2) Khan's Octagonal Framework Model

There are several integrated factors to achieve an effective learning environment. These factors are elements or ingredients of Khan's octagonal framework (cited in Singh, 2003: 2): Instructional dimension, Pedagogical



dimension, technological dimension, Interface design, Evaluation, Management, Resources support, and Ethics as stated in Figure (2.5).

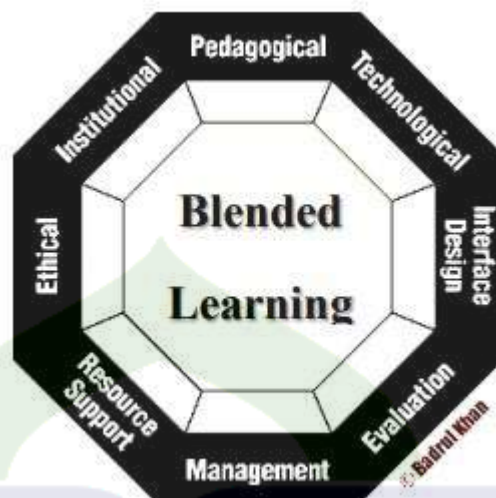


Figure 2 .5 – Badrul Khan's Octagonal Framework for Blended Learning Design

3) Huang model for blended learning

Blended learning should be designed carefully. There are three main stages:

- a) Pre-analysis: It mainly consists of three factors: (1) regular assessment of learners' prior knowledge, learning styles, and strategies; (2) content analysis of the curriculum according to certain criteria and (3) environmental features analysis.
- b) Activity and Resource Design: It focuses on which activities and resources fit the e-learning context and which fit the typical classroom context.
- c) Instructional Assessment Design. The assessment design depends on the activity objectives, performance definitions, and the general environment of blended learning. It chiefly uses the assessment of the learning process (for example, using e-portfolios), the examination of curriculum knowledge (for example, online tests), and the organization of learning activities.

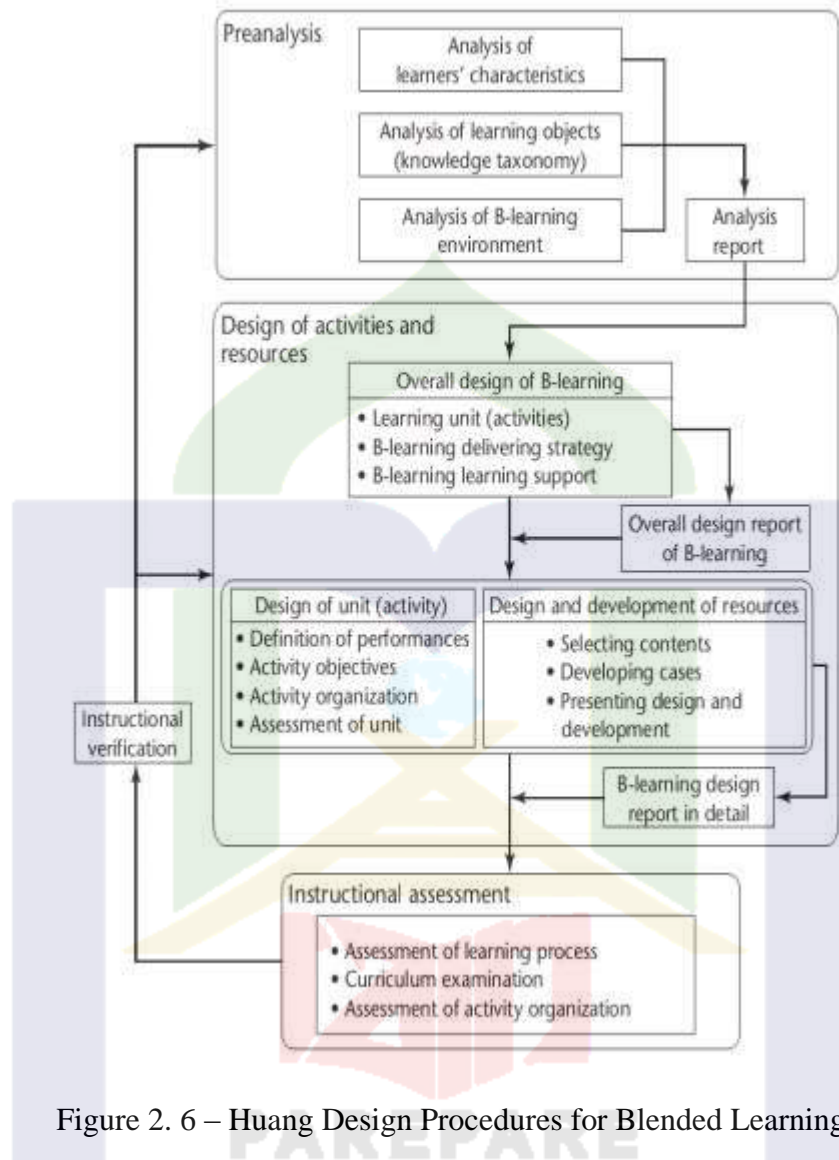


Figure 2. 6 – Huang Design Procedures for Blended Learning

4) Abed Elatif Al Jazar Model

It consists of five phases; study and analysis, design, production, evaluation and usage as clarified in Figure (2.7).

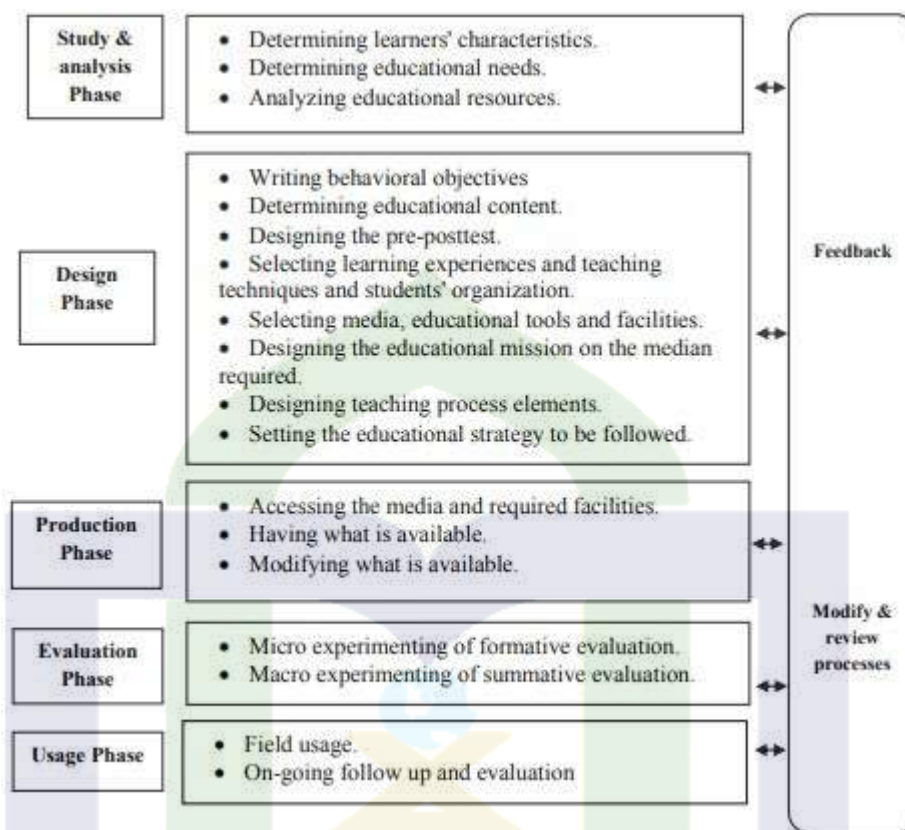


Figure 2. 7 – Al Jazar Model: Designing and Producing Multimedia Interactive Programs

g. Factors influencing the application of blended learning

A number of factors affect the use of blended learning in language courses:

- 1) Teachers' and learners' attitudes; positive, negative or neutral.
- 2) Learner's level may influence the technology to be used and how it is used.
- 3) The training the teacher has got about employing technology inside the class.
- 4) Teachers' and learners' access to technology incorporating it in the courses.
- 5) Cost of supported materials. (Sharma, Pete & Barrett, 2007)

h. Blended learning modes

Bath and Bourke (2010) indicate that blended learning spans a continuum that covers a wide range of activities between conventional face-to-face interactions and those that are fully online. There are three modes of operation to indicate the level of use of technology in learning and teaching.

Mode 1	Technology is used to facilitate course management and resources for learner support. For example, to provide information and resources to students (e.g., lecture notes or recordings, assessment guidelines), and to perform basic administrative functions (e.g., announcements or course emails).
Mode 2	Technology is used to enrich the quality of the student learning experience through interactive learning activities beyond those attainable through face-to-face classroom interactions. For example, utilising technology to support communication, collaboration, assessment and course management.
Mode 3	Technology is used to support learning that is largely self-directed but also involves the use of interactive and collaborative learning activities. In this mode courses are delivered fully online

Table 2. 1 - Blended learning modes

i. Dimensions and methods of the Blend

The advent of new learning technologies, for example, podcasting and vodcasting, internet based audio and video communication, e-portfolios and social networking tools including blogs and wikis create new blending potentials. The cultural diversity of the student population and the technology rich experiences of some Net Generation students raise further issues for blended learning design. Complexity is also evident in the extent to which ICT has been incorporated or embedded within courses. (Stacey, E., & Gerbic, 2007)

Some writers, for example Vaughan (2007) argue that mere supplementation of a face-to-face course with online learning is not blended learning whereas others Littlejohn and Pegler (2007) prefer to talk about „strong“ and „weak“ blends to indicate a continuum across significant to very small amounts of e-learning.

The blend could be between any form of instructional technology (videotape, CD-ROM, Web-based training, films) with face-to-face instructor-led training (Driscoll, 2002). In the professional development context, the blend of technologies with face-to-face interaction is a means by which a community of practice is established. The notion of a community of practice, developed well in the writing of Wenger (1998, 1999) where he comments on this community as groups of people who share a concern, a set of problems, or a passion about a topic, and who deepen their knowledge and expertise in this area by interacting on an ongoing basis. Garrison and Vaughan (2008), in particular, promote a blended faculty Community of Inquiry which combines face-to-face workshops, where personal relationships can be established, with a sustainable online community for critical reflection and discussion of practice.

From a course design perspective, a blended course can lie anywhere between the continuum anchored at opposite ends by fully face-to-face and fully online learning environments (Kerres, M., & De Witt, 2003; Rovai, A., & Jordan, 2004) offer a 3C-conceptual framework for blended learning designers. It is to consider the „content“ of learning materials, the „communication“ between learners and tutors and between learners and their peers, and the „construction“ of

the learners' sense of place and direction within the activities that denote the learning landscape. Singh (2003) says that a blended learning program may combine one or more of the following dimensions, although many of these have over-lapping attributes:

Blended learning can be applied as stated by Rossett, Douglass, and Frazee (2006) according to these approaches:

- 1) First Method: Based on teaching specific lesson or more in the syllabus according to usual classroom techniques and another lesson using e-learning, then students are evaluated with either traditional or electronic tools.
- 2) Second Method: Based on sharing both face-to-face teaching with e-learning alternatively in teaching the same lesson, yet the traditional method is used in the beginning of the lesson followed by e-learning. Finally, students are evaluated with either electronic or traditional tools.
- 3) Third Method: Based on sharing both face-to-face teaching with e-learning alternatively in teaching the same lesson, yet the e-learning is used in the beginning of the lesson followed by traditional method. Finally, students are evaluated with either electronic or traditional tools.
- 4) Fourth Method: Based on sharing both face-to-face teaching with e-learning alternatively in teaching the same lesson more than once. Finally, students are evaluated with either electronic or traditional tools.

The researcher thinks that blended learning provides the opportunity of determining the method of applying it. This depends on the teacher's ability to

choose the relevant technique and employing it effectively. Because of the nature of this study, the writing skill, students' characteristics in this stage and the time available to carry out the study, the researcher adopted the fourth method to be applied in teaching writing skills.

j. Blended learning design process

The selection, organization and primary presentation of course content, as well as the design and development of learning activities and assessment, is a pivotal responsibility for the instructor (Billigmeier, 2011).

Bath and Bourke (2010) describe a five phase design for blended learning as a systematic approach, starting with a planning for integrating blended learning into your course, followed by;

- 1) Designing and developing the blended learning elements;
- 2) Implementing the blended learning design;
- 3) Reviewing (evaluating) the effectiveness of your blended learning design, and;
- 4) Planning for the next delivery of your course then involves improving the blended learning experience for both staff and students.

It is useful to keep this approach in mind, with the principles and considerations that are involved in each of the stages, even if you end up moving to and fro between the stages throughout the overall process. Blended learning goes through some process mentioned by (Bersin, 2003) Figure (2.8) describes four processes:

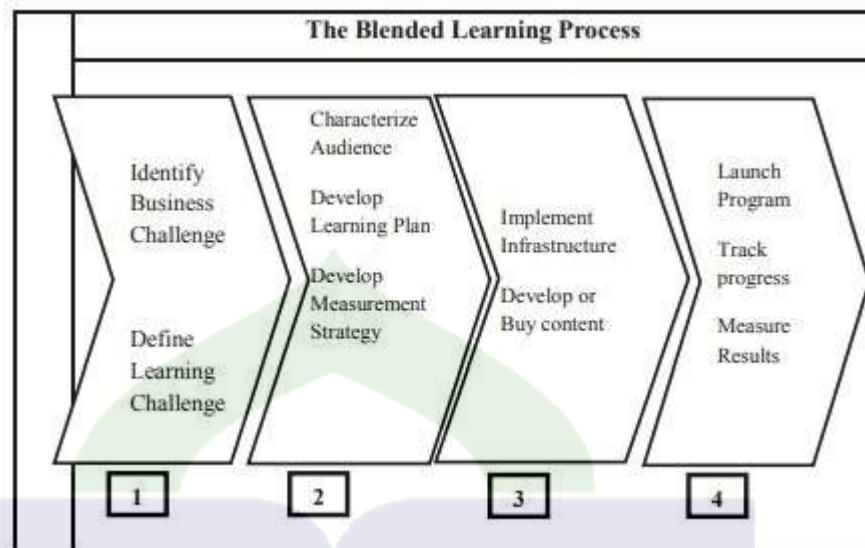


Figure 2. 8 – Bersin and Associates: Blended Learning processes

While Singh and Reed (2001) have summarized that blended learning focuses on optimizing achievement of learning objectives by applying the “right” learning technologies to match the “right” personal learning style to transfer the “right” skills to the “right” person at the “right” time. We all know the importance of the five “rights” in teaching, but how can we reach these five rights?

k. Factors that promote successful blended learning

- 1) Blended learning models should be developed to respond to local community or organizational needs rather than using a generic approach (Sharpe, R., Benfield, G., Roberts, G., & Francis, 2006). However, Mason and Rennie (2006) advocate putting the learners’ needs first, ahead of the context or the biases of the teacher in making such choices.

- 2) Organisational readiness, sufficient technical resources, motivated faculty, and good communication and feedback channels with students (Tabor, 2007)
- 3) Blended learning should be introduced as a scholarly and transformative redesign process within the institution, that rebuilds the course rather than simply adding on technology (Sharpe, R., Benfield, G., Roberts, G., & Francis, 2006)
- 4) Teacher's role in guiding students about the proper time for learning
- 5) Team co-operative learning with specific roles for the members.
- 6) Encouraging creative achievements.
- 7) Flexible potentials for solutions to some questions.
- 8) The importance of dealing with teachers' fears of loss of control
- 9) Ongoing pedagogical and technical support through a blended community of practice is a proven model that sustains such teacher innovation (Garrison, R., & Vaughan, 2008)
- 10) Student expectations, especially their ideas that fewer face-to-face classes mean less work and the need to develop more responsibility for their learning and time management skills must be taken into account (Tabor, 2007; Vaughan, 2007)
- 11) Consistent and transparent communication around the new expectations is needed in order to help students understand the blended learning process (Sharpe, R., Benfield, G., Roberts, G., & Francis, 2006)
- 12) It develops learning outcomes.

13) Its relevance to students' nature

14) The possibility of measuring its outcomes and effectiveness

3. EFL Classroom

Learning is the process of interaction between students and educators and learning resources in a learning environment that includes teachers and students who exchange information. Setiyadi (2006: 58) stated that learning is the process of changing in mental and physical behavior induced in a living organism. Every human in this world needs the knowledge to be able to solve a problem that exists. To get knowledge, humans must have a willingness to learn. One of them is studying EFL (English as a Foreign Language). Language learning is a process of habit formation. According to Setiyadi (2006: 59) the more often something is repeated, the stronger the habit and the greater the learning.

There are some processes that teachers need to do in EFL classrooms to gain the teaching objective. According to Zulfah (2013) there are internal and external factors that influence students in learning. The internal factors consist of intelligence, motivation, attitude, and interest.

According to Gebhard (2006), EFL can be defined as the study of English by people who live in places in which English is not used as a means of first language communication. He further indicated that in such a setting, the students have few chances to be exposed to English for communication outside the classroom. A similar definition is expressed by Harmer (2007) who defined EFL as the teaching of English where the students are studying English in their own country or are engaged in short courses conducted in English. Speaking countries

such as the United State, Britain. Australia, Canada, Ireland or New Zealand A third definition is suggested by Camenson (2007) who indicated that EFL students may live in a country where their own language is primarily spoken for communication and that these students may be required to learn English for their academic studies, for travelling activities to an English-speaking country or for business purposes. He also further stated that EFL students only spend a few an hours per week studying English, have little exposure to English outside the classroom, have little opportunity to practice their newly-acquired language skills and have a native background in the classroom Carnenson (2007).

Many factors influence preference for learning activities in the EFL classroom; for instance, learning and teaching styles, motivation, students perception of usefulness or importance, classroom environment, personality, or language level. At times, teachers need to manage activities based on the possibilities available within their particular context. Nunan in Nahum Samperio (1999) suggested that choices in teaching should take students into consideration: however, it does not appear to be an easy task. Choosing activities that should, could, or need to be used in the classroom goes beyond a teaching style. In fact, some studies found that according to Brown (2003) Teaching and learning styles are the behaviors or actions that teachers and learners exhibit in the learning exchange. And according to Heimlich and Norland (2002), teaching behaviors reflect the beliefs and values that teachers hold about the learners role in the exchange in addition teaching behaviors reflect the beliefs and values that teachers hold about the learners role in the exchange.

a. Blended Learning in EFL Classroom

An EFL classroom is in a country where English is not the dominant language. Students share the same language and culture. The teacher may be the only native English speaker they have exposure to. Outside of the classroom students have very few opportunities to use English. For some, learning English may not have any obvious practical benefit. Students have limited exposure to English-speaking culture, most often through a distorted lens like TV or music.

b. EFL students need

- 1) Lots of practice using English, especially orally. Get them speaking in the classroom, but also teach them where to find opportunities to practice speaking English outside of class, and reward them for doing so.
- 2) Exposure to living English. Never lead the students to believe that English is a set of rules and words to memorize. It is the living, breathing creation of cultures and communities around the world. Do whatever what can reveal this depth. Pen pals, non-traditional teaching materials, and field trips are great ways to make English come alive for the students.
- 3) Reasons to learn English, and motivation to stick with it. English can be very theoretical when growing up in a village in Belarus. Find out about each student's other passions and tie English into them. There are so many English communities online and off that it is possible to find a tie-in for almost any other area of interest. Social networks are powerful tools.

English still becomes the most renowned foreign language in Indonesian schools. It remains as the first foreign language. It has been officially taught in

Indonesian secondary schools since a long time ago (Jayanti & Norahmi, 2014; Kam, 2002; Lie, 2007; Yusny, 2013). As a foreign language, English has gained a special status among other foreign languages existing in Indonesia because of many true causes (Lauder, 2008). Secondary school students are required to take this subject since it is compulsory throughout secondary schools in Indonesia. This subject is determined as essential among other subjects. Students are also required to take this subject in national examination (Jayanti & Norahmi, 2014; Lie, 2007; Yusny, 2013; Zein, 2018). Almost 11,000,000 students learn English in formal education every year and they are very diverse (Lie, 2007). Undoubtedly, Indonesia has become one of the most prospective markets to teach English (Zein, 2018).

There are some schools in Indonesia which have been successful in teaching English as foreign language (EFL), another side there are also some schools which have not been successful yet in to teach English in EFL class. The possibility beacuse the teachers' professionalism and competence still low. As the teachers' professionalism and competence are affecting factors which formed the situation and condition (Majid, 2017).

Blended Learning has become one of the most common ways to teach EFL (English as a Foreign Language) due to its double component, which integrates Face-to-Face classes with virtual learning in order to offer students a wide range of materials and resources organized in a methodological way. Over the years, teachers and students have changed the way this educational process is seen because new technologies have been implemented and teachers have to propose

new ways of working to display materials that complement EFL Face-to-Face classes. However, According to Carol (2011) the implementation of a Blended Course must have a pedagogical foundation for each setting where it is planned in order to be developed.

Learning is the process of interaction between students and educators and learning resources in a learning environment that includes teachers and students who exchange information. Setiyadi (2006: 58) stated that learning is the process of changing in mental and physical behavior induced in a living organism. every human in this world needs the knowledge to be able to solve a problem that exists/ to get knowledge, human must have a willingness to learn. one of them is studying EFL (ENglish as a Foreign Language). language learning is a process of habit formation. according to setiyadi (2006) the more often something is repeated, the stronger the habit and the greater learning.

Research conducted by Bañados (2006) implemented a Blended Learning pedagogical model that included learners' work with English Online, online monitoring, Face-to-Face classes and conversation classes with native speakers of English at Universidad de Concepción, Chile. The results obtained with the pilot group showed a substantial improvement in the students' language skills.

According to Gebhard (2006), EFL can be defined as study of english by people who live in places in which english is not used as a means of first language communication. he further indicated that in such a setting, the students have few chances to be exposed to english for communication outside the classroom. a similar definition is expressed by harmer (2007) who defined EFL as the teaching

of English where the students are studying English in their own country or are engaged in short courses conducted in English-speaking countries such as the United States, Britain, Australia, Canada, Ireland or New Zealand.

Some EFL teachers have used technological tools to help students expand their dedication to the lessons and explore different resources to learn a foreign language. Nevertheless, it is important to highlight how the Face-to-Face classes and the virtual environment interact. In the studies presented, EFL teachers pointed out why Blended Learning could be used as a pedagogical model in the EFL classroom where students can explore different topics and chat with native speakers, as evidenced in the study done by Bañados (2006), and share cultural aspects and complement both the virtual and the Face-to-Face environments.

C. Conceptual Framework

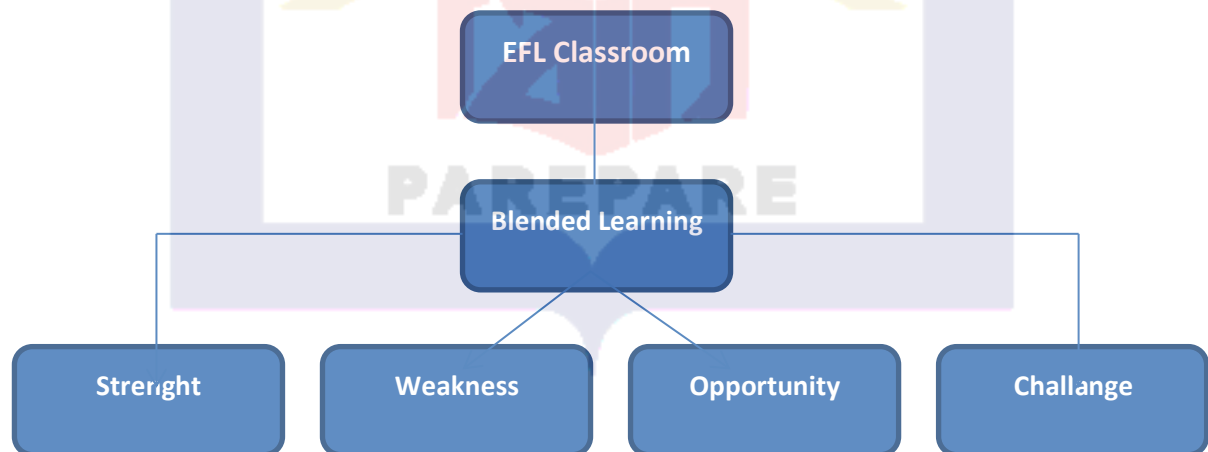
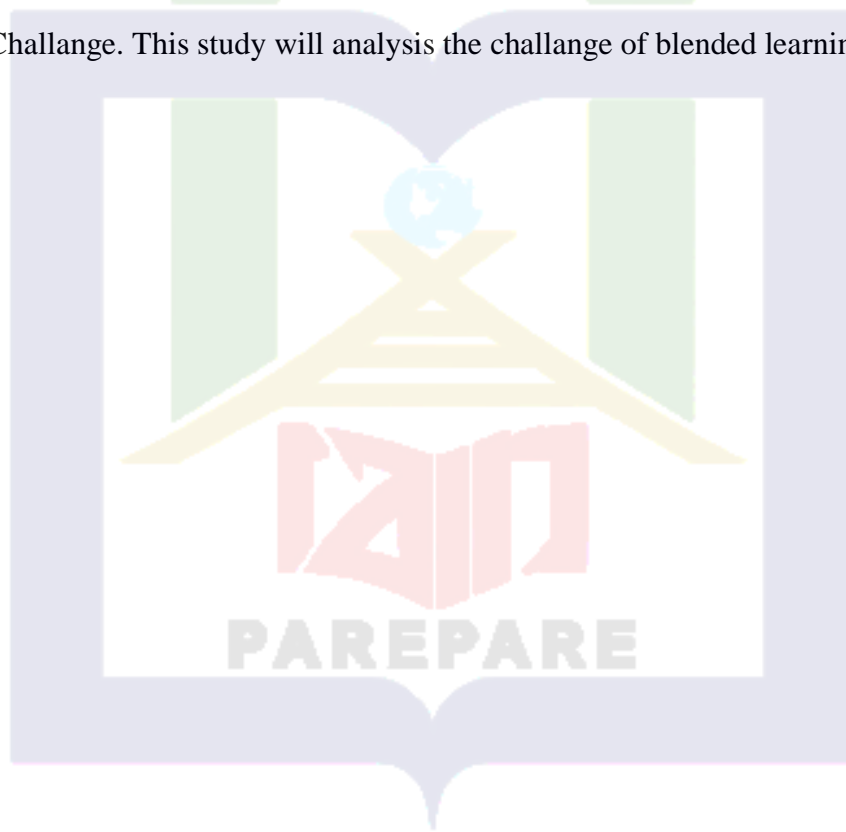


Figure 2.9 Conceptual framework

The conceptual framework in this research are systematically explained below:

1. The blended learning is one of english learning method that resercher choose as a object of analysis and object of the research in the same time .
2. Pedagogical. In this study the researcher will focus to analyse the blended learning in pedagogical side by using SWOC analysis.
3. Strenght. This study will analysis the strenght of blended learning.
4. Weakness. This study will analysis the weakness of blended learning.
5. Oppportunity. This study will analysis the oppportunity of blended learning.
6. Challange. This study will analysis the challange of blended learning.



CHAPTER III

RESEARCH METHOD

A. Research design

This research is library research. library research or often as well called literature study, is a series of related activities with library data collection methods, reading and taking notes as well as processing research materials (Nurkamto, 2003). Meanwhile, according to Mahmud (2011) in his book Educational Research Methods explains that library research is a type of research conducted with read books or magazines and other data sources for collect data from various literatures, both libraries and in other places.

In this study, researchers applied library research for at least several reasons. First, that data sources are not always available from the field. Sometimes the data source can only be obtained from library or other documents in written form, either from jornal, books and other literature.

Second, library research is needed as one way to understand new symptoms that are occurring that have not been able to understand, then with this study it will be understood these symptoms. So that in overcoming a symptom that occurs, the researcher can formulate a concept to solve a problem problems that arise.

The third reason is that the library data remains reliable for answering the problem of the researcher(Nurkamto, 2003). However, empirical information or data which have been collected by others, whether in the form of books, scientific reports or research reports are permanent can be used by library researchers. Even

in cases certain field data is still not significant enough to answer research questions to be implemented.

This research uses a qualitative approach. Because the source of the data and research results in library research in the form of words description. There are eleven characteristics of the study qualitative, namely: a natural background, humans as tools (instruments), using qualitative methods, inductive data analysis, theory of basic / grounded theory (leading to the direction of theory development based on data), the data is descriptive (data collected in the form of words, pictures and not numbers), more concerned with process rather than results, the existence of a defined limit by focus, the presence of specific criteria for data validity, and design of a temporary nature (research designs continue to evolve accordingly with the reality on the ground), the results of the research are negotiated and mutually agreed (the results of the research are negotiated and agreed upon together between researchers and data sources) (Moleong, 2000).

From this quote can understood that the author emphasizes the importance of the process in research compared the results. In general, the research approach qualitative in the literature study is the same as other qualitative research. The difference is only the source of the data or information that is used as research material.

Qualitative methods are used to obtain deep data, a data that contains meaning (Sugiyono, 2010). Author in This research will explore the meaning of empirical information or data obtained from books, the results of scientific research reports or anything official or from other literature.

B. Data resources

In this research the data source is journals. A journal is a scholarly publication containing articles written by researchers, professors and other experts. Journals focus on a specific discipline or field of study. Unlike newspapers and magazines, journals are intended for an academic or technical audience, not general readers.

The data resource of this reseach was collected from international journal from many source and many countries. The oldest journal was taken in this research start from 2003 to 2021. The journal also was filtered based on the focus of this research. Only journal that related to SWOT blended learning in EFL classroom was taken.

C. Technique of collecting data

Data collection techniques are related to data sources. Technique data collection is in the form of methods used by researchers to collect and explore data sourced from data sources primary and secondary data sources. Because the data source is in the form of written data, the data collection techniques in this study are used using documentation techniques.

Documentation comes from the word document which means note past events which may take the form of writing, pictures or monumental works of a person. Or in other words, documents are monumental writings, drawings or works contains a certain idea. Or simply is a thought or ideas that are expressed in the form of writing, pictures and in other forms of work.

Then, documentation technique is a way to do it by looking for data about things or variables in the form of records, transcript, book, newspaper, magazine, inscription, meeting minutes, leger, agenda, etc.(A. S, 1993) Documentation technique means how to dig and pouring out a thought, idea or idea in writing or in the form of pictures or other works.

D. Technique of data analysis

Research of literature is research that a source of empirical data primary and secondary originating from books, documents, journals, or other literatures. In this technique of analysis, the researcher will implement several steps, they are as follows:

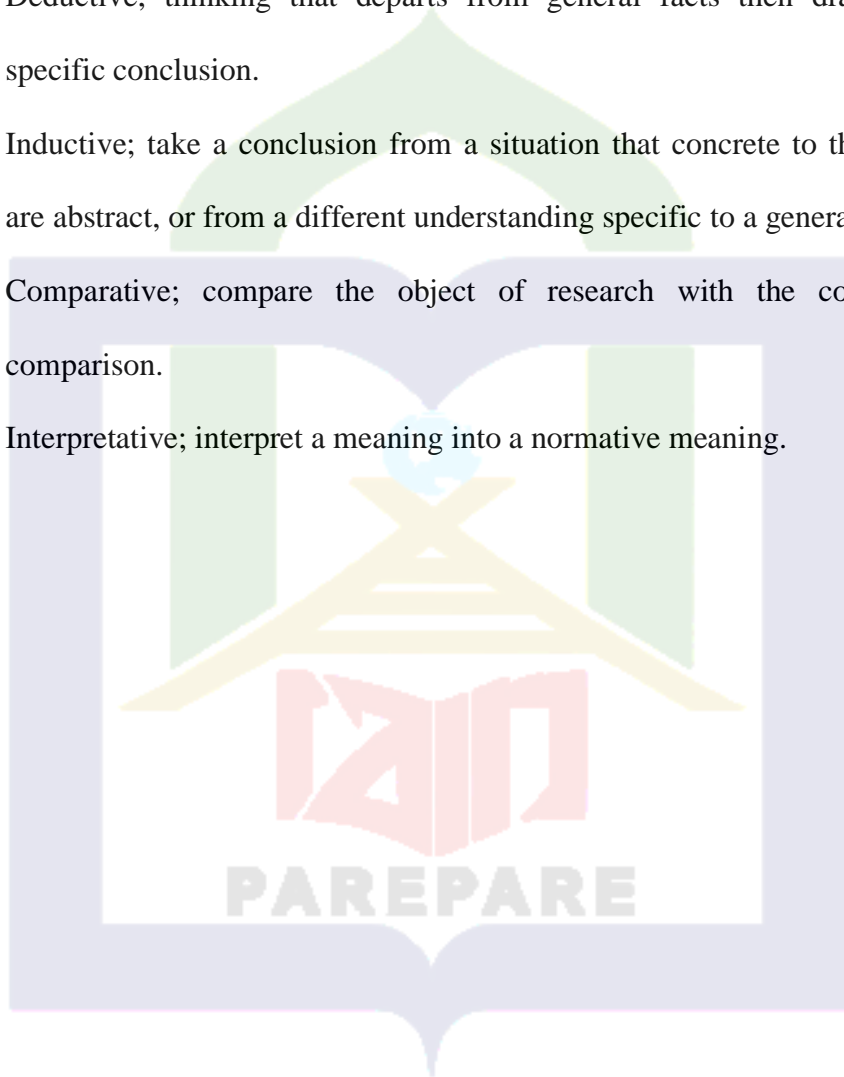
1. Editing: re-examination of the data obtained, especially in terms of completeness, clarity of meaning and harmony of meaning between the one another;
2. Organizing: organizing the data obtained with a framework that already required;
3. Finding: carry out further analysis of the results of the organization data by using the rules, theories and methods that has been determined so that a conclusion is found which is the results of the answers to the formulation of the problem.

In the library research, the researcher uses technique collection data by searching, reading, and studying all material supported and related to blended learning material by using SWOC analysis.

The data are analyzed to answer the research question. The researcher must determine whether the result answer the research questions (Perry, 2008: 147).

After the data have been obtained from data sources, the data will be analyzed:

1. Deductive; thinking that departs from general facts then drawn to a specific conclusion.
2. Inductive; take a conclusion from a situation that concrete to things that are abstract, or from a different understanding specific to a general sense.
3. Comparative; compare the object of research with the concept of comparison.
4. Interpretative; interpret a meaning into a normative meaning.



CHAPTER IV

FINDINGS AND DISCUSSIONS

A. Finding

The findings are in line with the problem statements stated in the introduction part. The findings of the research present the description of the result of data collected through SWOC analysis of blended learning. The findings of this research elaborated the Strength, Weakness, Opportunity and Challenge of blended learning method in EFL classroom based on some reserachers findings.

1. Strength of blended learning

The strength of blended learning is advantages that possessed of blended learning that support the effectiveness teaching learning. A blended approach to learning is about the design of a course that enhances the teaching and learning experiences for students and teachers by combining face-to-face learning activities with online learning components. In many cases the act of “blending” achieves better student experiences and outcomes, and more efficient teaching and course management practices. It can involve a mix of delivery modes, teaching approaches and learning styles. Advances in technology provide new opportunities for students to learn in diverse environments and for courses to be designed and delivered in a way that enhances the teachers’ role. Strength of blended learning means all the advantages of the blended learning method that can make learning English more effective.

There are some researchers have conducted research related to Strength of blended learning. the strength of blended learning consist of effectiveness,

flexibility, efficiency, self-management, social interaction, and students' motivation. In this section, the researcher elaborated research about the strength of blended learning.

a. The Effectiveness of Blended Learning

The effectiveness of blended learning is a positive result that is shown in teaching learning after applying the blended learning method. There are six researchers who have conducted research about the effectiveness of blended learning (Dahmash, 2020; Albiadi and Alshareef, 2019; Mofrad, 2010; Ali, F., 2018; Syakur, A., 2020; Ye, F., 2020).

Dahmash (2020) in his research under the title "Benefits and Challenges of Blended Learning amid COVID-19 from EFL Students". His research aimed to explore the effectiveness of blended learning during the spread of COVID-19 from the perspective of English as a foreign language (EFL) student. Qualitative data were collected from two focus group sessions, and one-to-one interviews with twelve students taking a general intensive English course at King Saud University over a six-week period. The results reveal that blended learning benefited the EFL students by supporting their writing skills and encouraging them to search online, as well as by matching their circumstances and being economical.

Albiladi and Alshareef (2019) in his research with the title *Blended Learning in English Teaching and Learning: A Review of the Current Literature*, present review of the literature revealed that blended learning can be used

effectively to develop language skills, enhance the English learning environment, and promote students' motivation toward learning the language.

Mofrad (2017) in his research with title “Enhancing EFL Learners' Writing Capability in a Blended Learning Environment: The Effects of Learning Styles”. His research investigated the effectiveness of practicing writing in a blended learning environment. Sixty upper-intermediate EFL learners were selected to participate in this study. The findings of this study also indicate that the learners' performance in experimental groups increased following the treatment. Indeed, both traditional and blended classes provide learners with a wide range of advantages: for example, a comfortable learning environment that allows more introverted students to overcome stress or fear and speak or have discussions with others. Furthermore, the learners in both groups were motivated to do the tasks that were real and meaningful for them while being provided the opportunity to actively participate in completing the tasks. Naturally, such pretexts common to both teaching modalities generated a higher degree of motivation among the learners in the two groups.

Ali, F (2018) in his research under the title “Students' Perceptions of The Implementation Of Blended Learning in A Large English Class”. His research aimed to explore Institut Agama Islam Negeri Pekalongan students' perceptions regarding the implementation of combining the features of face-to-face instruction and online learning via Edmodo learning management system (LMS) called blended learning (BL) in their large English class. reveal that the implementation of BL had a positive effect on perceived quality and student satisfaction in the

teaching and learning processes. Most of the students commented that the implementation of BL helped make the course and activities interesting because of the technology integration in their large class. BL, likewise, encouraged them to enhance their language skills, particularly reading and writing. These results illustrate that the language skills could be also improved by incorporating the tremendous advancement of technology as a part of language instruction. Meanwhile, another finding reports that BL might have a better impact on the students' level of engagement since most of the research participants rated themselves as more engaged in this blended course.

Syakur, A (2020) in his research with title “The Effectiveness of Reading English Learning Process Based on Blended Learning through "Absyak" Website Media in Higher Education”. His study analyzes the effectiveness of on-line based learning on websites on the ability to read students in the process of learning English at Universitas Brawijaya through "absyak" media websites. The findings shows that the implementation of online-based learning through "absyak" learning in the media can be effectively contained in high student responses, increased student scores and student attitudes towards variation and learning innovation.

Ye, F. (2020) in his research with title “The Application of Blended Learning Approach in EFL Teaching”. His research declared that Studies on blended learning application is more effective than using traditional forms of studying and claim that BL implementation can improve students' activity, increase motivation, and promote self-study. And the comparative experiment conducted in this paper demonstrates that student in BL approach group score

higher in the same test, indicating better speaking and listening competence after the pedagogical experiment.

The researcher conclude all research findings from researcher mention above that some resaerchers declared blended learning method may be used for effective learning strategies through the implementation of different pedagogical approaches. The asynchronous nature of the blended module of the courses possesses constructive impact of increasing the time learners spend on course material. Some reseacher transmitted that The EFL learners in a blended course create more and comfortable networks between what they are learning and what they already know, generating a robust scaffold to establish evidence. Blended learning also can be used to achieve the following pedagogical goals in EFL classroom to intensify all levels of the educational process which includes increasing effectiveness and teaching quality in EFL classroom.

Blended learning is an important part of improving the quality of learning. Research results are supported by various sources of literature, which can be accessed via the internet (online), and information collected is discussed through an offline face-to-face meeting.

Some research findings shows that offline and online options available for English class allows learners to access learning resources with limited internet connectivity, the systems promote flexibility and effeciency in determining where the learners access various English lesson resources from the internet. Such learning content includes videos, e-library (e-books, e-journals and databases). Blended learning increases the flexibility of learning time and place. Blended

learning also considered a significant part of the activities that take place over two different areas: in person and online. Face-to-face and online activities strengthen each other to produce a single, unified.

Based on the some research findings above it shows that blended learning can give positive effect to students' achievement if the teacher apply it correctly. Because blended learning consist of online and offline learning which is complement each other.

b. Flexibility

Flexibility is the able of blended method to change easily and adapt to different conditions and circumstances. There are five researchers who has conducted research about the effectiveness of blended learning (Munir, 2021; Pardede, P., 2019; Cahyani, 2021; Bliuc, 2007; Rahim, 2019).

Munir, (2021) in his research with the title "Students' Attitudes on Blended Learning-Based Instruction in Indonesian EFL Classroom". His research explores the students' attitudes on blended learning-based instruction in Indonesian EFL classrooms. In his research states that there are many reasons that an instructor, trainer, or learner might pick blended learning over other learning options. Blended Learning increased pedagogical richness; increased access and flexibility to knowledge increased social interaction and increased cost-effectiveness.

Pardede, P. (2019) in research title "Pre-Service EFL Teachers' Perception of Blended Learning". His study aimed at investigating the perception of pre-service EFL teachers of blended learning in learning English as a foreign language (EFL) setting. The findings revealed that the students' perception towards blended

learning was positive. The participants also valued learning using the online platform not only because it offers convenience, flexibility, and immediate access but also increases their engagement and independence and develops their technical and information literacy skills.

Cahyani (2021) in her research “Blended Online Learning: Combining The Strengths Of Synchronous And Asynchronous Online Learning In Efl Context”. Her study reviews the strength and weaknesses of the two online learning modes to propose the use of blended online learning as the combination that harvests the strengths of asynchronous and synchronous modes of online learning with the opportunity to cover each other's weaknesses. blended online learning combines the strengths of synchronous and asynchronous learning in terms of authentic learning activities, flexibility, access, interaction, development of critical thinking, comprehension, and mastery, and student-centered nature of the learning.

Bliuc (2007) in her research “Research focus and methodological choices in studies into students' experiences of blended learning in higher education”. Her paper reviews representative research into blended learning in universities, taking into account the methodology used, the focus of the research and the relationship between the two. In terms of methodology, most research was classifiable as case-studies, survey-based studies or comparative studies. Her research establishes that blended learning is a flexible approach and provides enormous opportunities of learning to the teachers and learners through virtual and physical modes of instructions. In the context of present inquiry, learners expressed that both the channels of instructions complement each other as they learn through discussions

in on-site classrooms and revised the important points through the virtual platform.

Rahim (2019) in his research “The Use of Blended Learning Approach In EFL Education”. This paper investigates the use of blended learning approach in EFL education and undertakes an in-depth review of literatures, practices, and authentic enhancements of blended learning in the context of EFL education. The study enriches creative ideas toward the use of blended learning approaches in EFL classrooms. It indicates that blended learning approach provides a flexible language learning platform, endorse academic achievements of the learners, and influences EFL education.

The researcher conclude all research findings from researcher mention above that blended learning gives flexibility to the students and teachers from some aspect. According to some researchers above blended learning provides some flexibility such as the students can learn english anywhere by online other side the students also can follow the lesson in offline class. 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.

Show resarchers prove in their research that Blended learning offers flexibility in terms of availability. In other words, blended learning enables the student to access the materials from anywhere at any time while enjoying the benefits of face-to-face support and instruction.

Some researchers said that Most flexible learning initiatives focus on aspects of temporal and spatial flexibility in learning, which is nowadays realized

primarily through the use of new technologies and implemented didactically in blended learning environment. blended learning also claims not only to enrich classroom learning but also to redesign the learning environment with higher degrees of freedom for learners. Students should be able to study more independently of time and place and determine content and learning pace individually.

Further, the researchers declared that only if face-to-face classroom time can be replaced with more flexible learning conditions without reducing student performance will be able to offer and expand these learning formats with any long-term success. This review systematically examines the issue by investigating the impact of replacing classroom instruction with blended learning.

c. Self-management

Self-management is the ability of students to make their own decisions about how to organize their activities, rather than being led or controlled. There are four researchers who has declared their opinion about the self-management in blended learning (Radosavlevikj, N., 2013; Abe, Y. 2013; Ting, K., 2013; Wijayatiningsih, 2021).

Radosavlevikj, N. (2013) in his resaerch “Implementing blended learning in an EFL classroom”. The paper discuss the importance of a blended learning model and its implementation in an ESL classroom. The findings shows that blended learning through effective facilitation, instructors can support students in understanding what it is they are expected to learn, the choices they have available

for them and how can they assist them in developing the necessary skills of reflection, self-direction, self independence and self-management.

Abe, Y. (2013) in his research “ Self-regulated Learning and Culture in Flipped EFL Classroom With ICT”. The purpose of this study is investigating the relationship among motivation belief, self-regulated learning strategy, the effectiveness of blended learning with self-regulated flipped learning system, and learning outcomes. The findings shows that students have significant improvement in the language proficiency measure.

Ting, K. (2013) in his research “The Application of Self-Regulated Strategies to Blended Learning”. This study analyzes vocational college students’ self-regulated strategies for blended learning. the result of the research shows that learning can be influenced by many factors, many educators agree that self-regulated learning strategy plays a fairly important role.

Wijayatiningsih, (2021) in her research “The Students’ Strategy Formation In Learning Genre Based Writing Through Blended Synchronous Learning”. This research has an objective to describe the students’ strategy formation in genrebased writing class through blended synchronous learning. the findings shows that it is practical to create the text by considering strategy formation of self-regulatory skills if the teaching learning process applies blended synchronous learning approach.

The researcher conclude all research findings from researcher mention above. Blended learning is a method of learning that integrates formal and informal learning, face-to-face and online experiences, directed paths and reliance

on self-management and requires a good balance of face-to-face contact and online time and a range of pedagogical practices such as flipping and self-management learning.

According to some researchers above that learners are diverse in terms of learning styles, learning proficiency, as well as learning ability, blended learning can come to the rescue by making it possible for individualized learning and self-regulated learning to happen. the blended learning model was a more effective method for teaching self-management skills than the traditional group, as assessed in the development of a chronic condition self-management care plan.

d. Social interaction

Social interaction is defined as the process in which individuals choose to act and react to other members within a social group. There are four researchers who has declared their opinion about the social interaction in blended learning (Liu, M., 2013; Munir, 2021; Akbarov, A., 2018; Al Zumor et al, 2013).

Liu, M. (2013) in his research with title “Blended Learning in a University EFL Writing Course: Description and Evaluation”. paper describes and evaluates blended learning in this AEW course in terms of course design, material development and presentation, assignment submission and grading, student involvement, teacher reflection, and student evaluation. Her paper results showed that the students highly appreciated and benefited from the blended learning employed in the course in varying ways: it helped increase student-student and student-teacher interactions, reduce or even eliminate communication anxiety,

motivate them to become (more) independent and autonomous learners, and enhance their academic English writing ability, and so on.

Munir, (2021) in his research with the title “Students' Attitudes on Blended Learning-Based Instruction in Indonesian EFL Classroom”. His research explores the students' attitudes on blended learning-based instruction in Indonesian EFL classrooms. In his research states that there are many reasons that an instructor, trainer, or learner might pick blended learning over other learning options. Blended Learning increased pedagogical richness; increased access and flexibility to knowledge increased social interaction and increased cost-effectiveness.

Akbarov, A. (2018) in his research “Students’ Attitudes Toward Blended Learning In Efl Context”. The paper is aimed to investigate into students' attitudes toward blended learning and related concepts (e.g. paperless and traditional classroom). The research shows that there are five out of six aspects of blended were examined. These are learning flexibility (for instance, learning English in classic way and with the help of mobile devices), the availability and use of technology (for example, infographics), online learning (as part of blended learning), classroom learning (traditional and paperless classroom), and online interaction (i.e. submitting English assignments and taking exam tests online).

Al Zumor et al., (2013) in his research with title “EFL Students’ Perceptions of a Blended Learning Environment: Advantages, Limitations and Suggestions for Improvement”. His study explores King Khalid University English as Foreign Language (EFL) students' views regarding the advantages and limitations of merging the features of face-to-face language instruction and online

language learning via the Blackboard learning management system in a new pedagogical approach called Blended Learning. In his research said that blended learning methods will always be the most efficient manner in which to support student learning because only then it is possible to embrace all the activities of discussion, interaction, adaptation and reflection, which are essential for academic learning.

The researcher conclude all research findings from researcher mention above. According to some researcher above there are many benefits of using blended learning. one of them is many more social interaction happened. The social interaction was not only happened in the classroom between teacher and students, students and peers but also the social interaction happened out of the classroom. It probably happened in media social and online learning platform such as zoom, moodle whatapps, twitter and so on.

Blended learning encourages students to use their out of classroom time in meaningful activities and more productive classroom interactions. the concept of blended learning in foreign language teaching. The researchers describe human and non-human types of interaction in a blended learning environment. The way to help students achieve high interactive online/real-world learning experiences to shift them into a different paradigm of learning based at high, intermediate and low interaction intensity levels using group work.

Considering blended learning in certain foreign language teaching (FLT) contexts, there is a pressing need to rethink issues such as interaction types and

their intensity in the electronic environment compared to the interaction in the traditional classroom.

From the researchers opinion above explained that blended learning also provide social interaction in high level intensity that made the students work collaboratively with others. With social interaction in applying blended learning also stimulus students more active in learning both offline and online English class.

e. Students' motivation

Student motivation is defined as a process where the learners' attention becomes focused on meeting their scholastic objectives and their energies are directed towards realising their academic potential. There are four researchers who has declared their opinion about students' motivation in blended learning (Liu, M., 2013; Fachriyah, E., 2019; Ginaya, G., 2018; Susanti, E., 2017).

Liu, M. (2013) in his research with title "Blended Learning in a University EFL Writing Course: Description and Evaluation". paper describes and evaluates blended learning in this AEW course in terms of course design, material development and presentation, assignment submission and grading, student involvement, teacher reflection, and student evaluation. Her study shows that the students highly appreciated and benefited from the blended learning employed in the course in varying ways: blended learning helped to reduce or even eliminate communication anxiety, motivate them to become (more) independent and autonomous learners, and enhance their academic English writing ability.

Fachriyah, E. (2019) in her research with title “Blended learning via YouTube media to Motivate EFL learners on speaking skill”. Her study aims to investigate language teaching in the practice of English speaking skill through a blended learning, utilizing Youtube as a media. Those research begun from planning, action, observation, and reflection. Meanwhile, the data analyzed based on the whole observation of the action on each circle and the result of questionnaires. The result shows that students were greatly motivated on practicing speaking skill.

Ginaya, G. (2018) in her research “The Effects of Blended Learning to Students’ Speaking Ability: A Study of Utilizing Technology to Strengthen the Conventional Instructions”. Her paper describes a structured attempt to investigate the effect of blended learning through the application of WebQuest project tasks embedded in a modified conventional teaching model to students’ speaking ability in a vocational college. Findings revealed that the students participating in the treatment were significantly improved in terms of English speaking ability, and the improvement was also supported by their increased learning motivation and interest. Suggestions for successful online WebQuest-integrated instruction are provided.

Susanti, E. (2017) In her research “Boosting Students’ motivation in Speaking through Blended learning”. Her study is aimed to investigate how students’ motivation turned out to be after one semester taught using blended learning. the research findings revealed the fact that the use of blended learning is effective to boots students’ motivation in speaking class.

The researcher concluded all research findings from researchers mention above that based on the explanation of some researchers above it may included that blended learning succed to increase students’ motivation in learning English in EFL classroom. Blended learning motivate the students to become (more)

independent and students were greatly motivated on practicing speaking skill. The research also emphasize that the students participating in the treatment were significantly improved in terms of English speaking ability, and the improvement was also supported by their increased learning motivation and interest.

The motivation of students is very important to make the teaching learning process become effective. So that the objective of the lesson can be achieved. Besides that, the motivation of students also become main instrument to findout does a method that teacher used in teaching learning process is good or not. In this research, the findings shows that blended learning has good respon from students. The students look more motivated to following English class.

2. The Weakness of Blended Learning

Weaknesses are the qualities that prevent us from accomplishing our mission and achieving our full potential. These weaknesses deteriorate influences on the organizational success and growth. Weaknesses are the factors which do not meet the standards we feel they should meet.

There are some researchers have conducted research related to weakness of blended learning. the weakness of blended learning consist of required internet connection, facility problem, lack of interaction, time-consuming, and social isolated. in this section, the researcher elaborated all research about the weakness of blended learning.

a. Required stable internet connection

Stable internet connection means a consistent of good internet network and does not going change so that accessing internet running well. There are six researchers who has declaired their opinion about the internet connectivity is

required in blended learning as weakness because many area was not supported stable internet connectivity. (Munir, 2021; Dahmash, 2020; Rianto, A. 2020; Rahman, 2015; Qindah, S., 2018; Rojas, 2020).

Munir, (2021) in his research with the title “Students' Attitudes on Blended Learning-Based Instruction in Indonesian EFL Classroom”. His research explores that one of the weakness in applying blended learning is required good internet connection as his respondent confirm that she does not have any internet access. So that, she can not upload her assignment.

Dahmash (2020) in his research under the title “Benefits and Challenges of Blended Learning amid COVID-19 from EFL Students”. His research aimed explore the effectiveness of blended learning during the spread of COVID-19 from the perspective of English as a foreign language (EFL) student. He states that some of the participants reported that when their internet connection is lost, they could not return to the test and there was a deduction against their test marks when this occurred. Besides that, Many university students have complained about poor Internet connection in their area.

Rianto, A. (2020) in his research “Blended Learning Application in Higher Education: EFL Learners' Perceptions, Problems, and Suggestions”. His study sought to explore Indonesian university students' perceptions, problems, and suggestions of the application of blended learning in their EFL courses. The results showed that the students tended to have negative views on certain online technical aspects. Internet connectivity was the main problem and the solution of all technical problems was the main suggestion reported by the students.

Rahman (2015) in his research “Edmodo- An Effective Solution To Blended Learning For Efl Learners”. His paper will explore on how Edmodo can support the teaching and learning in English classroom. It states that Edmodo needs high speed of internet connection and computer or Smartphone to open the application. If a student does not have access to computer and Internet, or a mobile device they would not be able to use the tool. Not all areas have good internet connection and not all students have computer at home.

Qindah, S. (2018) in her research with title “The Effects of Blended Learning on EFL Students’ Usage of Grammar in Context”. Her study was conducted with the aim of investigating the impact of blended learning on English as a Foreign Language students’ usage of grammar in context. She states that Another problem in blended learning is that a few students have no internet connection at home which makes it difficult to review the material regularly. Not all people especially in villages have internet connection at their homes. Some do not because of financial reasons and others of cultural. Therefore, not all students have accessibility to the blended material.

Rojas (2020) in his research in title “The Effect of Blended Learning on Language Proficiency of an EFL Class: An Empirical Study EFL Class: An Empirical Study”. The goal of his research study was to investigate the integration of such a blended learning approach in an EFL class in Bolivia. In his research states that a negative attitude was also shown due to the limited access some of them had to the internet and the technical problems they experienced with the program which affected their preference for having online quizzes and exams.

The researcher conclude all research findings from researcher mention above. According to some researchers above teachers that one of the weakness in applying blended learning is required good internet connection. The students reported that when their internet connection is lost, so that they can not following the online class effectively. Students who has no internet connection at home which makes it difficult to review the material regularly. Not all people especially in villages have internet connection at their homes. Because of that before applying blended learning, the teacher or institution should consider about the internet connectivity as first step.

The area some isloated area which is not sported by signal to access internet or the signal is very poor. There is probably that some of students live in isolated area so the students will not be able to follow English online class as part of blended learning method.

In fact, the technology is used to make the work easier, fast and more effective. But the teacher also need to consider some factors such as the availability of internet connection and the facility before applying this method in the class.

b. Facility Problem

Facility problem means the unavailability of adequate facilities to be used in the teaching and learning process using the blended learning method. There are three researchers who has declared their opinion about facility problem in blended learning (Munir, 2021; Huong, P. T. T., 2018; Dahmash, 2020).

Munir, (2021) in his research with the title “Students' Attitudes on Blended Learning-Based Instruction in Indonesian EFL Classroom”. His research explores the students' attitudes on blended learning-based instruction in Indonesian EFL classrooms. In his research states that he second issue of blended learning is the shortage of ICT equipment; many teachers and students only have a small number of blended learning-compatible ICT equipment. The organization should ensure that all of the necessary equipment is available. The organization should also provide administrative support and ensure that a Wi-Fi link is available.

Huong, P. T. T. (2018). “Applying Blended Learning Method in Teaching English at the University of Da Nang, Viet Nam”. His paper aims to discuss advantages and challenges that students, especially non-English major students of the University of Da Nang, often face when they take some blending English courses. He states that the factors which have big influence on these students' learning results are their inappropriate application of blended learning approach and their unadequate practice experience on using IT tools as taking blended English courses.

Dahmash (2020) in his research under the title “Benefits and Challenges of Blended Learning amid COVID-19 from EFL Students”. His research aimed explore the effectiveness of blended learning during the spread of COVID-19 from the perspective of English as a foreign language (EFL) student. He states that the tests on Blackboard could not be accessed by smartphone and a desktop computer is required. In addition, compatibility issues related to devices led to problems when attending the virtual session on Blackboard Collaborate Ultra.

These problems included absence of sound, intermittent session access, as well as students' inability to join the session.

The researcher conclude all research findings from researcher mention above. All researchers above agree that facility is one of problem in applying blended learning. blended learning need classroom or buliding to facilitate the offline class. other besides, also need other tools such as computer, laptop, internet connection, credit for internet accecc and so on. All the facilities of course become big problem for students who live in low economic condition.

Internet connection also become one of some challange in applying blended learning method in EFL classroom. It is because poor internet connection disturb students' focus when learning English via video conferences such as Zoom. The teachers' expalnation will be unclear. It makes student do not understand the English matter that teacher explain.

From the explanation above show that facility like computer, smartphone, internet connection also very important in applying blended learning which is also become promblem for some people who live in low economic condition. The teacher should consider about the fasility before decide to apply blended learning in English class.

c. Lack of Interaction

Lack of interaction means the limitation of interact specially students with peers. There are three researchers who has declared their opinion about lack of interaction in blended learning (Chen, A. 2020; Chen, T. B. 2015; Tango Rojas 2020).

Chen, A. (2020) in his research with title “Investigating the Effects of Blended Learning on EFL Taiwanese College Students”. In his study, attempts to reveal the effects of integrating e-learning into the traditional classroom learning. In his research, he said that students were not necessary to attend the class regularly so that they could learn the skills of time management. However, they also indicated that it was lack of interacting with the instructor and peers.

Chen, T. B. (2015) “EFL Undergraduates’ Perceptions of Blended Speaking Instruction”. The study reports on EFL students’ perceptions of the blended learning instructional approach, integrating an asynchronous computer-mediated voice forum into an English conversation course at the tertiary level. His research states that weaknesses of such blended speaking instruction were identified. The participating students viewed a lack of interaction with other classmates and their teacher on the voice forum as the greatest drawback of the blended learning instruction.

Tango Rojas (2020) in his research in title “The Effect of Blended Learning on Language Proficiency of an EFL Class: An Empirical Study EFL Class: An Empirical Study”. The goal of his research study was to investigate the integration of such a blended learning approach in an EFL class in Bolivia. In his research states that in a blended class, forced individualism or lack of interaction is even more intense because students have less time in face-to-face lessons, complete tasks alone while sitting in front of a computer isolated from their classmates, and therefore, have fewer opportunities for peer review or collaborative work. He also states that this process may raise the affective filter as

a result of the constant requirement to participate from discussions and ideas sharing, making learners feel anxious, intimidated and pressured; however, the affective filter would raise in the same way or even more with the same activity in a face-to-face class. Nevertheless, it is still a concern to be considered while designing blended classes.

The researcher conclude all research findings from researcher mention above. The researchers above said that the negative effect of blended learning for student and peers is lack of interaction. It is because students were not necessary to attend the class regularly so that they could learn the skills of time management. However, they also indicated that it was lack of interacting with the instructor and peers. students have less time in face-to-face lessons, complete tasks alone while sitting in front of a computer isolated from their classmates, and therefore, have fewer opportunities for peer review or collaborative work.

As the data above it can conclude that blended learning for sure will make lack of interaction between student and peers. The English teacher need to design offline and online class for make the teaching learning effectively. It also make student forget the lesson easily because the method of teacher always change from offline to online and contrary.

d. Time-Consuming

Time-consuming means taking a lot of time to do or complete something. In blended learning, time-consuming means in appying blended leaarning it take a lot of time the teacher to prepare all material both online and offline class. There are three researchers who has declared their opinion about time-consuming in

applying blended learning (Chen, A. 2020; Rahim, M. N., 2019; Aji, W. K., 2020).

Chen, A. (2020) in his research with title “Investigating the Effects of Blended Learning on EFL Taiwanese College Students”. In his study, attempts to reveal the effects of integrating e-learning into the traditional classroom learning. In his research, he said that comparing video watching with online discussion, students seemed to be more serious on the online discussion activity. In contrast to 10% of students did not work hard on online discussion, about 20% students did not work seriously on video watching. It might be because that students needed to spend more time on watching one video at a time.

Rahim, M. N. (2019) in his research “The Use of Blended Learning Approach In EFL Education”. This research is aimed to investigate the use of blended learning approach in EFL education and undertakes an in-depth review of literatures, practices, and authentic enhancements of blended learning in the context of EFL education. The research declares that using blended learning is time-consuming for educators specifically when they need to apply all teaching activities according to pre-determined curricula by the institution.

Aji, W. K. (2020) in His research with title “Blended Learning During Pandemic Corona Virus: Teachers’ and Students’ Perceptions”. The research aims to explore teachers' and students' perceptions at Parahikma Institute of Indonesia regarding the use of blended learning as media learning during the pandemic coronavirus. There were weakness for the teachers in teaching through blended

learning such as time-consuming. some instructors were frustrated towards implementing blended learning because consuming more time to control course.

The researcher conclude all research findings from researcher mention above. Based on some research findings it shows that blended learning require teachers to pay a lot of time on familiar the design process and methods of blended learning, the operation of a variety of delivery methods and the characteristics and use of medias to design a variety of teaching and learning strategies which based on curriculum objectives. Try their best to collect, collate, make learning resources.

The classroom teacher often has little time to assist individual students, and students often have no one at home to turn to for assistance. The end result is student frustration, leading to incomplete homework assignments and subsequent poor performances on assessments.

It can be concluded that in applying blended learning in English class the teachers will net a lot of time to prepare the English lesson included designing the teaching method bot offline and online. The time also limited the teacher to guide and give correction to the students specially in teaching English skills.

e. **Social isolated**

Social isolation can be defined structurally as the absence of social interactions, contacts, and relationships with others, specially peers. There are three researchers who has declared their opinion about Students social isolated in blended learning (Rianto, A. 2020; Tango Rojas, 2020; Gulnaz, F. 2019)

Rianto, A. (2020) in his research “Blended Learning Application in Higher Education: EFL Learners’ Perceptions, Problems, and Suggestions”. His study sought to explore Indonesian university students' perceptions, problems, and suggestions of the application of blended learning in their EFL courses. In his research states that one weakness of blended learning that students face is feel of social isolated while online.

Tango Rojas (2020) in his research in title “The Effect of Blended Learning on Language Proficiency of an EFL Class: An Empirical Study EFL Class: An Empirical Study”. The goal of his research study was to investigate the integration of such a blended learning approach in an EFL class in Bolivia. In his research states that blended make students have less time in face-to-face lessons, complete tasks alone while sitting in front of a computer isolated from their classmates, and therefore, have fewer opportunities for peer review or collaborative work.

Gulnaz, F. (2019) in her research “An Investigation of the Perceptions and Experiences of the EFL Teachers and Learners About the Effectiveness of Blended Learning Fahmeeda Gulnaz 1 at Taif University”. study aims at investigating Taif University’s EFL teachers and learners’ positive and negative perceptions and experiences towards the effectiveness of online (CLMS) Cambridge Learning Management System and on-site learning environments. She states in her research that blended learning may make the learners bored as well as socially isolated. while working on CLMS learners feel bored and socially isolated. That is one of the crucial perils of blended learning

The researcher conclude all research findings from researcher mention above. According the explanation above the researchers declare that one weakness of blended learning that students face is feel of social isolated while online. Blended make students have less time in face-to-face lessons, complete tasks alone while sitting in front of a computer isolated from their classmates. Blended learning also may make the learners bored as well as socially isolated.

From the explanation above in can be concluded that blended learning also have some weakness. One of them is the lack of interaction between students and peers. Of course this problem also affected by another factors such as the frequency of online learning is bigger that offline and many else.

3. The Opportunity of Blended Learning

Opportunities are presented by the environment within which our organization operates. These arise when an organization can take benefit of conditions in its environment to plan and execute strategies that enable it to become more profitable.

There are some researchers have conducted research related to opportunity of blended learning. the opportunity of blended learning consist of the effectiveness in teaching English, students interest and become future trend in education side. in this section, the researcher elaborated all research about the opportunity of blended learning.

a. The Effectiveness in Teaching English

The effectiveness in teaching means being successful in producing students' desired and students' achievement in learning English. There are three

researchers who has declared their opinion about The effectiveness in teaching English in blended learning (Rahim, M. N. 2019; Khader 2016; Salsabilla, A., 2020).

Rahim, M. N. (2019) in his research “The Use of Blended Learning Approach In EFL Education”. This research is aimed to investigate the use of blended learning approach in EFL education and undertakes an in-depth review of literatures, practices, and authentic enhancements of blended learning in the context of EFL education. In his research, he states that blended learning is used as an applicable approach and EFL education is surrounded by its features. It has really restructured the educational context and has paved the way for effective EFL practices.

Khader (2016) in his research with the title “The Effectiveness of Blended Learning in Improving Students' Achievement in Third Grade's Science in Bani Kenana”. The study aimed at identifying the effectiveness of blended learning in improving students' achievement in the third grade's science in the traditional method. blended learning increases the learning effectiveness to a large degree, decreases the time environment required for training, decreases the training costs, allows the learner to study at his favorite time and place, allows for live interviews and discussions on the network, provides updated information suiting learners' need, and provides simulations, animations, practical events and exercises and practical applications.

Salsabilla, A. (2020) in her research “Effectiveness of Blended Learning Model on Students Motivation and Competency Level In Meteorology

Climatology Subject”. Her study aims to see at student motivation arising from the application of the blended learning model, student competencies formed due to the application of the blended learning model, the effectiveness of the application of the blended learning model in increasing student motivation and competence in the meteorology climatology course, also providing references for the use of the model blended learning to other courses so that lectures can run effectively and efficiently. The findings of her research that blended learning model is one of the effective learning models for increasing student motivation and competence. This can be seen from the formed student motivation and increased student competence.

The researcher conclude all research findings from researcher mention above. According to some researchers blended learning had positive impacts on improving students’ skill, attitude and motivations. Accuracy was concerned with comprehension, vocabulary, pronunciation, and grammar. Learning attitude was concerned with autonomy and motivation. The effectiveness of blended learning was proven to achieve course learning outcomes.

Choosing blended learning is very effective to achieve the learning goals as it brings a lot of positive impacts on students. The benefits not only increase students’ academic knowledge but also change students’ learning attitude. Blended learning also can be used effectively to develop the language competencies of the English language.

It can be concluded that blended learning has high possibility to use because it has been proved effectively in increase student skill, motivation and attitude if the teacher apply it in proper way.

b. Students' Interest

Student interest refers to the inclination of the student towards a particular subject in which is easily able to connect without any hassle or hurdle. There are three researchers who has declared their opinion about Students' interest toward blended learning (Irwan, 2019; Fachriyah, E. 2019; Ginaya, G., 2018).

Irwan, (2019) in his research "Analysis of Student Interest on Blended Learning". This study aims to analyze the students' interest in the learning process using the blended learning model. In his research states that blended learning helps in improving teaching conditions, offers access to global resources and materials that meet the students' level of knowledge and interest, provides more opportunities for collaboration and meaningful professional development, and improves time efficiency.

Fachriyah, E. (2019) in her research with title "Blended learning via YouTube media to Motivate EFL learners on speaking skill". Her study aims to investigate language teaching in the practice of English speaking skill through a blended learning, utilizing Youtube as a media. In her research states that to get the interested student in learning, the lecturer should have interesting strategy. Some time student feel bored when practice in the class. So lecturer has to find the other atmosfere, one of them using popular media such as YouTube. Lecturer can integrated learning both of online and offline. The term is blended learning.

Ginaya, G. (2018) in her research “The Effects of Blended Learning to Students’ Speaking Ability: A Study of Utilizing Technology to Strengthen the Conventional Instructions”. Her paper describes a structured attempt to investigate the effect of blended learning through the application of WebQuest project tasks embedded in a modified conventional teaching model to students’ speaking ability in a vocational college. Findings revealed that the students participating in the treatment were significantly improved in terms of English speaking ability, and the improvement was also supported by their increased learning motivation and interest.

The researcher conclude all research findings from researchers mention above. According to the researchers blended Learning, a format that integrates both the strengths of face-to-face and online learning, appears to have a considerable appeal to respond to this challenge. Some research findings show that students have higher level of interest and motivation when participating in a blended learning classes. Hence, the implementation of blended learning has its advantages and ought to be further enhanced for its ability to draw students’ interest and motivation in their learning.

Students with interest in doing things are able to pursue such aims rigorously and with great diligence. In general, the research found out that students have positive opinions or perception on the implementation of blended learning. From the explanation it can be concluded that blended learning has opportunity being effective and increase students’ interest in learning English language.

c. Future Trend

Future trend is an assumed that something will develop in the future that will have a long-term and lasting effect on and change something. There are three researchers who has declared their opinion about opportunity of blended learning become future trend in education side (Khader, 2016; Jeffrey, L. M., 2014; Goul, F. L., 2020).

Khader (2016) in his research with the title “The Effectiveness of Blended Learning in Improving Students' Achievement in Third Grade's Science in Bani Kenana”. The study aimed at identifying the effectiveness of blended learning in improving students' achievement in the third grade's science in the traditional method. He states that blended learning is one of the contemporary trends of education and one of the new trends of the teacher in the twenty first century; it can be described as an educational method in which more than one means is used for transmitting knowledge and experience to learners to achieve the best of the learning outputs.

Jeffrey, L. M., (2014) in his research “Blended Learning: How Teachers Balance the Blend of Online and Classroom Components”. His paper adds to a small literature base examining what teachers actually do in blended learning, and signals steps that teachers and their institutions might take to build on the opportunities presented by blended learning. In his research states that The emergence of blended learning is a major trend in tertiary education. This trend is being fueled by the accumulation of evidence that points to the efficacy of a blended approach over either online or classroom alone.

Goul, F. L., (2020) in his research “The trends of blended learning in South East Asia”. in order to address the conflicts of multiple technologies education becomes vigorous phenomenon that needs to align with the present trends in society. the current upsurge in the number of new learners stimulates the need for more effective teaching methods, to create an environment contusive to the most notable trends in computer technology that has revolutionized the school systems.

The researcher conclude all research findings from researcher mention above. According to researchers blended learning uses technology to expand the classroom learning environment and allow students to learn at any place and any time. In this lesson we will discuss the future trends in blended learning, where some of the traditional classroom face-to-face learning is replaced by web-based and mobile learning experiences.

Blended learning is thought to be more student-centered, because students can access lessons at their own pace and time to reinforce what they learned in the classroom. Teachers can design lessons so that students can learn some of the content by themselves and follow up with face-to-face discussions.

Some of the future trends in blended learning can make education even more accessible to students and more relevant as the digital age progresses. In fact one of the mottos of blended learning is “Learn Anywhere, Learn Anytime” because learning materials are always available on the web and on mobile devices.

From the explanation above it can be concluded that blended learning has opportunity be a future trend used to increase the effectiveness English learning class because it supported by the development of technology nowadays.

4. The challenge of blended learning

A challenge is something new and difficult which requires great effort and determination. There are some researchers have conducted research related to challenge of blended learning. The challenge of blended learning consist of the technical problem, technology ability, internet connectivity, task and exam problem. in this section, the researcher elaborated all research about the challenge of blended learning.

a. Technical problem

Technical problem is problem involving the way a machine or system works. There are four researchers who has declared their opinion about technical problem in blended learning (Chen, T. B., 2015; Rianto, A., 2020; Dahmash, 2020; Tango Rojas, 2020).

Chen, T. B. (2015) "EFL Undergraduates' Perceptions of Blended Speaking Instruction". The study reports on EFL students' perceptions of the blended learning instructional approach, integrating an asynchronous computer-mediated voice forum into an English conversation course at the tertiary level. His research states that there are 30% Technical problems that occurred during oral recordings.

Rianto, A. (2020) in his research "Blended Learning Application in Higher Education: EFL Learners' Perceptions, Problems, and Suggestions". His study

sought to explore Indonesian university students' perceptions, problems, and suggestions of the application of blended learning in their EFL courses. In his research findings that the students tended to have negative views on certain online technical aspects. Internet connectivity was the main problem and the solution of all technical problems was the main suggestion reported by the students.

Dahmash (2020) in his research under the title “Benefits and Challenges of Blended Learning amid COVID-19 from EFL Students”. His research aimed explore the effectiveness of blended learning during the spread of COVID-19 from the perspective of English as a foreign language (EFL) student. In his research, he states that many participants reported that write in English in the chat box during the virtual classes for two reasons: 1) to answer in writing when the instructor demands an answer in text form, or when their mic does not work, and 2) to communicate that they are having a sound problem. Writes in English in the chat box because students’ mic does not always work properly, the student often inform others about this technical problem and to answer questions raised by the instructor.

Tango Rojas (2020) in his research in title “The Effect of Blended Learning on Language Proficiency of an EFL Class: An Empirical Study EFL Class: An Empirical Study”. The goal of his research study was to investigate the integration of such a blended learning approach in an EFL class in Bolivia. In his research states that a negative attitude was also shown due to the limited access some of them had to the internet and the technical problems they experienced with the program which affected their preference for having online quizzes and exams.

The researcher conclude all research findings from researcher mention above. According to the researchers above the first major challenge of a blended learning. Students tended to have negative views on certain online technical aspects. It proved when there are 30% Technical problems that occurred during oral recordings.

As conclusion the technical problem was common happen in online learning. it may caused by many factors such as a poor signal for accessing internet. It may caused by the platform that used to conduct English learning online. The teacher should make sure that all components to conduct blended learning has fulfill before start applying blended learning in EFL classroom.

b. Technological Ability

Technological ability means the someone's ability to operate technology such computer, software, hardware and else that realted to technology. There are five researchers who has deleared their opinion about technological ability in blended learning (Rahman, 2015; Huong, P. T. T., 2018; Simbolon, N. E., 2021; Dahmash, 2020; Rahim, M. N., 2019).

Rahman (2015) in his research "Edmodo- An Effective Solution To Blended Learning For Efl Learners". His paper will explore on how Edmodo can support the teaching and learning in English classroom. It states that the alliance between Web.2 technologies and the teaching-learning poses a series of challenges such as the requirement of Internet connection and the need for high digital abilities.

Huong, P. T. T. (2018). “Applying Blended Learning Method in Teaching English at the University of Da Nang, Viet Nam”. His paper aims to discuss advantages and challenges that students, especially non-English major students of the University of Da Nang, often face when they take some blending English courses. He states that The main challenges for students are students’ lack of knowledge and skills for self-study and unadequate practice experience on using IT tools for taking online English course.

Simbolon, N. E. (2021) in his research “EFL students’ perceptions of blended learning in English language course: learning experience and engagement”. His article aims to examine students’ perceptions of their learning experience in a blended method of learning incorporating social media WhatsApp and Google Classroom application as learning instruments. He states in his research that the challenges in using digital tools in online learning, however, are evidenced in some studies. First, students’ lack of IT knowledge, other technical issues, and insufficient network stability.

Dahmash (2020) in his research under the title “Benefits and Challenges of Blended Learning amid COVID-19 from EFL Students”. His research aimed explore the effectiveness of blended learning during the spread of COVID-19 from the perspective of English as a foreign language (EFL) student. In his research he states that Many university students have complained about poor Internet connection in their area, problems logging on to the platform and accessing lectures, and the lack of ability to upload assignments or even

understand their instructors. It was identifying that the challenges EFL students faced included technological problems.

Rahim, M. N., (2019) in his research “The Use of Blended Learning Approach In EFL Education”. This research is aimed to investigate the use of blended learning approach in EFL education and undertakes an in-depth review of literatures, practices, and authentic enhancements of blended learning in the context of EFL education. In his research declares that elements that influence adoption of the blended learning approach in the EFL education are stated as lack of technical support, ICT knowledge of the instructors and curricula alignment with technology.

The researcher conclude all research findings from researcher mention above. Lack of technological knowledge, experience, training, skills, etc. do steps behind a faculty member to be comfortable in class with the use of online-based teaching techniques thereby creating the communication barrier in the teaching process. In implementing blended learning, there are three main factors: (1) facilities, (2) teachers who need to improve their competence in computer skills by reading and self-training or by joining formal training and (3) students who need to get access to the computer and internet and also having capability in employing E-learning.

From the explanation above it can be concluded that teachers and students’ ability in operating technology is vital in applying blended learning method. The technological method included the ability to use some platform that often use in teaching online such as zoom meeting application, moodle, schoology an so on. It

is also important to be able use proper media social aplication for example whatsapp application.

c. Internet connectivity

Internet connectivity is network that someone use to have access in internet by using computer, smartphone or other devices. There are six researchers who has declared their opinion about internet connectivity as challenge in blended learning model (Munir, 2021; Dahmash, 2020; Rianto, A., 2020; Rahman' 2015; Qindah, S., 2018; Tango Rojas, 2020).

Munir, (2021) in his research with the title “Students' Attitudes on Blended Learning-Based Instruction in Indonesian EFL Classroom”. His research explores that one of the weakness in applying blended learning is required good internet connection as his respondent confirm that she does not have any internet access. So that, she can not upload her assignment.

Dahmash (2020) in his research under the title “Benefits and Challenges of Blended Learning amid COVID-19 from EFL Students”. His research aimed explore the effectiveness of blended learning during the spread of COVID-19 from the perspective of English as a foreign language (EFL) student. He states that some of the participants reported that when their internet connection is lost, they could not return to the test and there was a deduction against their test marks when this occurred. Besides that, Many university students have complained about poor Internet connection in their area.

Rianto, A. (2020) in his research “Blended Learning Application in Higher Education: EFL Learners' Perceptions, Problems, and Suggestions”. His study

sought to explore Indonesian university students' perceptions, problems, and suggestions of the application of blended learning in their EFL courses. The results showed that the students tended to have negative views on certain online technical aspects. Internet connectivity was the main problem and the solution of all technical problems was the main suggestion reported by the students.

Rahman (2015) in his research “Edmodo- An Effective Solution To Blended Learning For Efl Learners”. His paper will explore on how Edmodo can support the teaching and learning in English classroom. It states that Edmodo needs high speed of internet connection and computer or Smartphone to open the application. If a student does not have access to computer and Internet, or a mobile device they would not be able to use the tool. Not all areas have good internet connection and not all students have computer at home.

Qindah, S. (2018) in her research with title “The Effects of Blended Learning on EFL Students’ Usage of Grammar in Context”. Her study was conducted with the aim of investigating the impact of blended learning on English as a Foreign Language students’ usage of grammar in context. She states that Another problem in blended learning is that a few students have no internet connection at home which makes it difficult to review the material regularly. Not all people especially in villages have internet connection at their homes. Some do not because of financial reasons and others of cultural. Therefore, not all students have accessibility to the blended material.

Tango Rojas (2020) in his research in title “The Effect of Blended Learning on Language Proficiency of an EFL Class: An Empirical Study EFL

Class: An Empirical Study". The goal of his research study was to investigate the integration of such a blended learning approach in an EFL class in Bolivia. In his research states that a negative attitude was also shown due to the limited access some of them had to the internet and the technical problems they experienced with the program which affected their preference for having online quizzes and exams.

The researcher conclude all research findings from researchers mention above. One of the big challenge in applying blended learning is internet connectivity because without it, online learning session in blended learning can not be happened. The fact that few students have no internet connection at home which makes it difficult to review the material regularly.

The researcher has explore many perceptions about blended learning. some of research mention that blended learning is effective to applied in EFL classroom. But other side, the were also some perception state the opposite. Based on the researcher's view, one of the main factor that make the different the result of blended learning method is internet connection factor.

Blended learning could not become effective in applied in isolated area because the poor of internet connectivity. But otherwise, the blended learning method has high possibility effective to be applied in area where the stable internet connection is available like in big city.

d. Task and exams problem

Task and exam problem usualy faced by students of teachers. It means sometimes there is promblem when doing task or examination particularly in online method. There are three researchers who has declleared their opinion about

task and exams problem in blended learning model (Tango Rojas, 2020; Qindah, S., 2018; Simbolon, N. E., 2021).

Tango Rojas (2020) in his research in title “The Effect of Blended Learning on Language Proficiency of an EFL Class: An Empirical Study EFL Class: An Empirical Study”. The goal of his research study was to investigate the integration of such a blended learning approach in an EFL class in Bolivia. In his research states that a negative attitude was also shown due to the limited access. some of them had to the internet and the technical problems they experienced with the program which affected their preference for having online quizzes and exams.

Qindah, S. (2018) in her research with title “The Effects of Blended Learning on EFL Students’ Usage of Grammar in Context”. Her study was conducted with the aim of investigating the impact of blended learning on English as a Foreign Language students’ usage of grammar in context. She states that Students at our schools have many things to do during the day, since they have daily exams, homework and other tasks to be done. This makes it difficult for them to have time to open the site and review the material on it.

Simbolon, N. E. (2021) in his research “EFL students’ perceptions of blended learning in English language course: learning experience and engagement”. His article aims to examine students’ perceptions of their learning experience in a blended method of learning incorporating social media WhatsApp and Google Classroom application as learning instruments. In his research states that some students seem to encounter challenges to complete the tasks because they missed the due date to complete the tasks (Nouns and Connective Word).

This finding augments students' responses to open-ended questions where some of them mentioned a need for a longer time to complete the tasks.

The researcher conclude all research findings from researcher mention above. According to the researcher blended learning method may become a challenge for students' task and exams because some factor such as limited internet access, the students missed the due date to complete the tasks, students have too many tasks.

The task and examination also may become confusing because the method of teaching and learning always change from offline to online and from online to offline again. It also because when the students following the online class, there is explanation of the teacher that student did not understand and the time was very limited to asking question. Because of that the students have difficulty to complete the task and examination.

B. Discussions

In this part, the researcher discusses the result of the data analysis in accordance with the scope of this research. This discussion is invented to know the strength, weakness, opportunity and challenge (SWOC) analysis blended learning for EFL classroom.

1. The Strength of Blended Learning

a. The Effectiveness of Blended Learning

There are six researchers who has conducted research about the effectiveness of blended learning (Dahmash, 2020; Albiadi and Alshareef, 2019; Mofrad, 2010; Ali, F., 2018; Syakur, A., 2020; Ye, F., 2020).

The researchers above found that blended learning give effectiveness in some sides of EFL classroom. For instance the effectiveness in teaching writing showed that there were high student responses, increased student scores and student attitudes towards variation and learning innovation. Research by Mofrad explore ESL/EFL students' perception towards the effectiveness of using the blended learning approach in improving their writing skill at various academic levels. The Blended learning provides the effective combination of different modes of delivery, models of teaching and styles of learning that are presented in an interactive, meaningful learning environment. Some research from researchers above showed the effectiveness of blended learning on improving English language skills, or to elicit the views of EFL students regarding the influence of blended learning.

The researcher conclude all research findings from researcher mention above that some resaerchers declared blended learning method may be used for effective learning strategies through the implementation of different pedagogical approaches. The asynchronous nature of the blended module of the courses possesses constructive impact of increasing the time learners spend on course material. Some reseacher transmitted that The EFL learners in a blended course create more and comfortable networks between what they are learning and what they already know, generating a robust scaffold to establish evidence. Blended learning also can be used to achieve the following pedagogical goals in EFL classroom to intensify all levels of the educational process which includes increasing effectiveness and teaching quality in EFL classroom.

Blended learning is an important part of improving the quality of learning. Research results are supported by various sources of literature, which can be accessed via the internet (online), and information collected is discussed through an offline face-to-face meeting.

Some research findings shows that offline and online options available for English class allows learners to access learning resources with limited internet connectivity, the systems promote flexibility and effeciency in determining where the learners access various English lesson resources from the internet. Such learning content includes videos, e-library (e-books, e-journals and databases). Blended learning increases the flexibility of learning time and place. Blended learning also considered a significant part of the activities that take place over two different areas: in person and online. Face-to-face and online activities strengthen each other to produce a single, unified.

Based on the some research findings above it shows that blended learning can give possitive effect to students' achievement if the teacher apply it correctly Beacuse blended learning consist of online and offline learning which is complement each other.

b. Flexibility

There are five researchers who has conducted research about the effectiveness of blended learning (Munir, 2021; Pardede, P., 2019; Cahyani, 2021; Bliuc, 2007; Rahim, 2019).

Blended learning gives flexibility to the students and teachers from some aspect. According to some researchers above blended learning provides some

flexibility such as the students can learn english anywhere by online other side the students also can follow the lesson in offline class. 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.

The researchers prove in their research that Blended learning offers flexibility in terms of availability. In other words, blended learning enables the student to access the materials from anywhere at any time while enjoying the benefits of face-to-face support and instruction.

Some researchers said that Most flexible learning initiatives focus on aspects of temporal and spatial flexibility in learning, which is nowadays realized primarily through the use of new technologies and implemented didactically in blended learning environment. blended learning also claims not only to enrich classroom learning but also to redesign the learning environment with higher degrees of freedom for learners. Students should be able to study more independently of time and place and determine content and learning pace individually.

Further, the resarchers declaired that only if face-to-face classroom time can be replaced with more flexible learning conditions without reducing student performance will be able to offer and expand these learning formats with any long-term success.

c. Self-management

There are four researchers who has declared their opinion about the self-management in blended learning (Radosavlevikj, N., 2013; Abe, Y. 2013; Ting, K., 2013; Wijayatiningsih, 2021).

Blended learning is a method of learning that integrates formal and informal learning, face-to-face and online experiences, directed paths and reliance on self-management and requires a good balance of face-to-face contact and online time and a range of pedagogical practices such as flipping and self-management learning.

According to some researchers above that learners are diverse in terms of learning styles, learning proficiency, as well as learning ability, blended learning can come to the rescue by making it possible for individualized learning and self-regulated learning to happen. the blended learning model was a more effective method for teaching self-management skills than the traditional group, as assessed in the development of a chronic condition self-management care plan.

According to some researchers above that learners are diverse in terms of learning styles, learning proficiency, as well as learning ability, blended learning can come to the rescue by making it possible for individualized learning and self-regulated learning to happen. the blended learning model was a more effective method for teaching self-management skills than the traditional group, as assessed in the development of a chronic condition self-management care plan.

The researcher concluded all research findings from researcher mention above. Blended learning is a method of learning that integrates formal and

informal learning, face-to-face and online experiences, directed paths and reliance on self-management and requires a good balance of face-to-face contact and online time and a range of pedagogical practices such as flipping and self-management learning.

d. Social interaction

There are four researchers who has declared their opinion about the social interaction in blended learning (Liu, M., 2013; Munir, 2021; Akbarov, A., 2018; Al Zumor et al, 2013).

According to some researcher above there are many benefits of using blended learning in EFL classroom. One of them is many more social interaction happened. The social interaction was not only happened in the classroom between teacher and students, students and peers but also the social interaction happened out of the classroom. It probably happened in media social and online learning platform such as zoom, moodle whatapps, twitter and so on

Blended learning encourages EFL students to use their out of classroom time in meaningful activities and more productive classroom interactions. the concept of blended learning in foreign language teaching. The researchers describe human and non-human types of interaction in a blended learning environment. The way to help students achieve high interactive online/real-world learning exp eriences to shift them into a different paradigm of learning based at high, intermediate and low interaction intensity levels usi ng group work.

Considering blended learning in certain foreign language teaching (FLT) contexts, there is a pressing need to rethink issues such as interaction types and

their intensity in the electronic environment compared to the interaction in the traditional classroom.

From the researchers opinion above, researcher concluded that blended learning also provide social interaction in high level intensity that made the students work collaboratively with others. With social interaction in applying blended learning also stimulus students more active in learning both offline and online English class.

e. Students' motivation

There are four researchers who has declared their opinion about students' motivation in blended learning (Liu, M., 2013; Fachriyah, E., 2019; Ginaya, G., 2018; Susanti, E., 2017).

Some researchers above convey the opinion that blended learning is the use of two or more presentation and distribution procedures for improving students' English learning skill by using both the content and the learners' experience. Blended learning uses different approaches, comprising print-based materials, instructor-led training and web-based training for example. In a positive mode, it can be assumed that blended learning has always occurred, since the appearance of the first learning technologies, teachers and learners have always attempted to find an active compromise between sessions necessitating these skills and more classical face-to-face teaching sittings.

The EFL learning outcomes and experiences of students, delivered as a blended curriculum, supports the increasing global trend in the use of blended learning as an effective content delivery EFL material in higher education. The

delivery of this method may include one or any combination of modes to accompany the face-to-face tutorials from, using social media, to problem-solving gamification, to video-conferencing with each other or with industry participants, to role-playing activities, to virtual learning systems, to online interactive quizzes or challenges, to the multitude of simulations available online.

The researcher concluded all research findings from researchers mention above that based on the explanation of some researchers above it may included that blended learning succeed to increase students' motivation in learning English in EFL classroom. Blended learning motivate the students to become (more) independent and students were greatly motivated on practicing speaking skill. The research also emphasize that the students participating in the treatment were significantly improved in terms of English speaking ability, and the improvement was also supported by their increased learning motivation and interest.

The motivation of students is very important to make the teaching learning process become effective. So that the objective of the lesson can be achieved. Besides that, the motivation of students also become main instrument to findout does a method that teacher used in teaching learning process is good or not. In this research, the findings shows that blended learning has good respon from students. The students look more motivated to following English class.

2. The Weakness of Blended Learning

a. Required stable internet connection

There are six researchers who has declared their opinion about the internet connectivity is required in blended learning as weakness because many

area was not supported stable internet connectivity. (Munir, 2021; Dahmash, 2020; Rianto, A. 2020; Rahman, 2015; Qindah, S., 2018; Rojas, 2020).

The researchers agree that the weakness in applying blended learning is required good internet connection. It become one of some weakness of blended learning because sometimes there were participants reported that when their internet connection is lost, they could not return to the test and there was a deduction against their test marks when this occurred. Besides that, Many university students have complained about poor Internet connection in their area.

Some researchers also found that the students tended to have negative views on certain online technical aspects. Internet connectivity was the main problem and the solution of all technical problems was the main suggestion reported by the students.

The researcher concluded that the were some isloated area which is not sported by signal to access internet or the signal is very poor. There is probably that some of students live in isolated area so the students will not be able to follow English online class as part of blended learning method.

b. Facility Problem

There are three researchers who has declared their opinion about facility problem in blended learning (Munir, 2021; Huong, P. T. T., 2018; Dahmash, 2020).

All researchers above agree that facility is one of problem in applying blended learning. blended learning need classroom or buliding to facilitate the offline class. other besides, also need other tools such as computer, laptop,

internet connection, credit for internet access and so on. All the facilities of course become big problem for students who live in low economic condition.

Internet connection also become one of some challenge in applying blended learning method in EFL classroom. It is because poor internet connection disturb students' focus when learning English via video conferences such as Zoom. The teachers' explanation will be unclear. It makes student do not understand the English matter that teacher explain.

From the explanation above show that facility like computer, smartphone, internet connection also very important in applying blended learning which is also become problem for some people who live in low economic condition. The teacher should consider about the facility before decide to apply blended learning in English class.

All researchers above agree that facility is one of problem in applying blended learning. Blended learning need classroom or building to facilitate the offline class. other besides, also need other tools such as computer, laptop, internet connection, credit for internet access and so on. All the facilities of course become big problem for students who live in low economic condition.

c. Lack of Interaction

There are three researchers who has declared their opinion about lack of interaction in blended learning (Chen, A. 2020; Chen, T. B. 2015; Tango Rojas 2020).

The researchers agree that weaknesses of such blended speaking instruction were identified. The participating students viewed a lack of interaction

with other classmates and their teacher on the voice forum as the greatest drawback of the blended learning instruction.

research states that in a blended class, forced individualism or lack of interaction is even more intense because students have less time in face-to-face lessons, complete tasks alone while sitting in front of a computer isolated from their classmates, and therefore, have fewer opportunities for peer review or collaborative work.

The researcher concluded that the negative effect of blended learning for student and peers is lack of interaction. It is because students were not necessary to attend the class regularly so that they could learn the skills of time management. However, they also indicated that it was lack of interacting with the instructor and peers. students have less time in face-to-face lessons, complete tasks alone while sitting in front of a computer isolated from their classmates, and therefore, have fewer opportunities for peer review or collaborative work.

d. Time-Consuming

There are three researchers who has declared their opinion about time-consuming in applying blended learning (Chen, A. 2020; Rahim, M. N., 2019; Aji, W. K., 2020).

Based on some research findings it shows that blended learning require teachers to pay a lot of time on familiar the design process and methods of blended learning, the operation of a variety of delivery methods and the characteristics and use of medias to design a variety of teaching and learning

strategies which based on curriculum objectives. Try their best to collect, collate, make learning resources.

The classroom teacher often has little time to assist individual students, and students often have no one at home to turn to for assistance. The end result is student frustration, leading to incomplete homework assignments and subsequent poor performances on assessments.

It can be concluded that in applying blended learning in English class the teachers will net a lot of time to prepare the English lesson included designing the teaching method bot offline and online. The time also limited the teacher to guide and give correction to the students specially in teaching English skills.

e. Social isolated

There are three researchers who has deleared their opinion about Students social isolated in blended learning (Rianto, A. 2020; Tango Rojas, 2020; Gulnaz, F.2019).

Research state blended learning may make the learners bored as well as socially isolated. while working on CLMS learners feel bored and socially isolated. one weakness of blended learning that students face is feel of social isolated while online. Blended make students have less time in face-to-face lessons, complete tasks alone while sitting in front of a computer isolated from their classmates. Blended learning also may make the learners bored as well as socially isolated.

It can be concluded that blanded learning also have some weakness. One of them is the lack of interaction between students and peers. Of course this

problem also affected by another factors such as the frequency of online learning is bigger than offline and many else.

3. The Opportunity of Blended Learning

a. The Effectiveness of Blended Learning

There are three researchers who have declared their opinion about the effectiveness in teaching English in blended learning (Rahim, M. N. 2019; Khader 2016; Salsabilla, A., 2020).

Some researchers stated that blended learning had positive impacts on improving students' accuracy in speaking and students' learning attitude. Accuracy was concerned with comprehension, vocabulary, pronunciation, and grammar. Learning attitude was concerned with autonomy and motivation. The effectiveness of blended learning was proven to achieve course learning outcomes.

Blended learning is very effective to achieve the learning goals as it brings a lot of positive impacts on students. The benefits not only increase students' academic knowledge but also change students' learning attitude. Blended learning also can be used effectively to develop the language competencies of the English language.

It can be concluded that blended learning has high possibility to use because it has been proved effectively to increase student skill, motivation and attitude if the teacher applies it in a proper way.

b. Students' Interest

According to the researchers blended Learning, a format that integrates both the strengths of face-to-face and online learning, appears to have a considerable appeal to respond to this challenge. Some research findings show that students have higher level of interest and motivation when participating in a blended learning classes. Hence, the implementation of blended learning has its advantages and ought to be further enhanced for its ability to draw students' interest and motivation in their learning.

Students with interest in doing things are able to pursue such aims rigorously and with great diligence. In general, the research found out that students have positive opinions or perception on the implementation of blended learning.

From the explanation above it can be concluded that blended learning has opportunity being effective and increase students' interest in learning English language.

The researcher conclude that Students with interest in doing things are able to pursue such aims rigorously and with great diligence. In general, the research found out that students have positive opinions or perception on the implementation of blended learning. From the explanation it can be concluded that blended learning has opportunity being effective and increase students' interest in learning English language.

c. Future Trend

There are three researchers who has declared their opinion about opportunity of blended learning become future trend in education side (Khader, 2016; Jeffrey, L. M., 2014; Goul, F. L., 2020).

According to researchers blended learning uses technology to expand the classroom learning environment and allow students to learn at any place and any time. In this lesson we will discuss the future trends in blended learning, where some of the traditional classroom face-to-face learning is replaced by web-based and mobile learning experiences.

Blended learning is thought to be more student-centered, because students can access lessons at their own pace and time to reinforce what they learned in the classroom. Teachers can design lessons so that students can learn some of the content by themselves and follow up with face-to-face discussions.

Some of the future trends in blended learning can make education even more accessible to students and more relevant as the digital age progresses. In fact one of the mottos of blended learning is “Learn Anywhere, Learn Anytime” because learning materials are always available on the web and on mobile devices.

From the explanation above it can be concluded that blended learning has opportunity be a future trend used to increase the effectiveness English learning class because it supported by the development of technology nowadays.

4. The challenge of blended learning

a. Technical problem

There are four researchers who has declared their opinion about technical problem in blended learning (Chen, T. B., 2015; Rianto, A., 2020; Dahmash, 2020; Tango Rojas, 2020).

Some research findings that the students tended to have negative views on certain online technical aspects. Internet connectivity was the main problem and the solution of all technical problems was the main suggestion reported by the students. a negative attitude was also shown due to the limited access some of them had to the internet and the technical problems they experienced with the program which affected their preference for having online quizzes and exams.

The researchers prove the first major challenge of a blended learning was technical problem. Students tended to have negative views on certain online technical aspects. It proved when there are 30% Technical problems that occurred during oral recordings.

As conclusion the technical problem was common happen in online learning. it may caused by many factors such as a poor signal for accessing internet. It may caused by the platform that used to conduct English learning online. The teacher should make sure that all components to conduct blended learning has fulfill before start applying blended learning in EFL classroom.

b. Technological Ability

There are five researchers who has declared their opinion about technological ability in blended learning (Rahman, 2015; Huong, P. T. T., 2018; Simbolon, N. E., 2021; Dahmash, 2020; Rahim, M. N., 2019).

Lack of technological knowledge, experience, training, skills, etc. do steps behind a faculty member to be comfortable in class with the use of online-based teaching techniques thereby creating the communication barrier in the teaching process. In implementing blended learning, there are three main factors: (1) facilities, (2) teachers who need to improve their competence in computer skills by reading and self-training or by joining formal training and (3) students who need to get access to the computer and internet and also having capability in employing E-learning.

From the explanation above it can be concluded that teachers and students' ability in operating technology is vital in applying blended learning method. The technological method included the ability to use some platform that often use in teaching online such as zoom meeting application, moodle, schoology an so on. It is also important to be able use proper media social application for example whatsapp application.

c. Internet connectivity

There are six researchers who has declared their opinion about internet connectivity as challenge in blended learning model (Munir, 2021; Dahmash, 2020; Rianto, A., 2020; Rahman' 2015; Qindah, S., 2018; Tango Rojas, 2020).

Some research findings shows that offline and online options available for English class allows learners to access learning resources with limited internet connectivity, the systems promote flexibility and efficiency in determining where the learners access various English lesson resources from the internet. Such learning content includes videos, e-library (e-books, e-journals and databases). Blended learning increases the flexibility of learning time and place. Blended learning also considered a significant part of the activities that take place over two different areas: in person and online. Face-to-face and online activities strengthen each other to produce a single, unified.

As conclusion blended learning could not become effective in applied in isolated area because the poor of internet connectivity. But otherwise, the blended learning method has high possibility effective to be applied in area where the stable internet connection is available like in big city.

d. Task and exams problem

There are three researchers who has declared their opinion about task and exams problem in blended learning model (Tango Rojas, 2020; Qindah, S., 2018; Simbolon, N. E., 2021).

The researchers state that students have many things to do during the day, since they have daily exams, homework and other tasks to be done. This makes it difficult for them to have time to open the site and review the material on it. some students seem to encounter challenges to complete the tasks because they missed the due date to complete the tasks (Nouns and Connective Word). This finding

augments students' responses to open-ended questions where some of them mentioned a need for a longer time to complete the tasks.

The task and examination also may become confusing because the method of teaching and learning always change from offline to online and from online to offline again. It also because when the students following the online class, there is explanation of the teacher that student did not understand and the time was very limited to asking question. Because of that the students have difficulty to complete the task and examination.

The researcher conclude that the researcher blended learning method may become a challenge for students' task and exams because some factor such as limited internet access, the students missed the due date to complete the tasks, students have too many tasks.

CHAPTER V CONCLUSION AND SUGGESTION

This chapter consist of two section, they are conclusions and suggestions.

Those two sections are presented below.

A. Conclusions

Based on the findings and discussion in the preceding chapter, the writer would like to draw the following conclusions:

1. The Strength of The Blended Learning Method In EFL

Blended learning, which mixes traditional face-to-face education with technology, has become increasingly popular in educational institutions over the years. This is one of EFL learning style provides a way for English teacher to engage students through visuals and online interaction. There are many academic leaders claim that online education is either the same or superior to face-to-face education and can be executed for a fraction of the cost. Here are the strength of blended learning method in EFL classroom.

- a. Effectiveness;
- b. Flexibility;
- c. Efficiency;
- d. Self-management;
- e. Social interaction;
- f. Students' motivation.

It is clear that blended learning provides new ways for English teacher to engage and connect with students. With blended learning the English teacher and students have some benefit as explained above.

2. The weakness of the blended learning method in EFL

Every learning methodology has its pros and cons. As always, you need to measure your requirements against existing options. Just to be like others method, here the weakness of blended learning in EFL classroom based on some researches findings.

- a. Required internet connection;
- b. Facility problem;

- c. Lack of interaction;
- d. Time-consuming;
- e. Social isolated.

Blended learning depends upon technology such as smartphone and computer which sometimes has problems. It may limit the student's ability to actively participate in an EFL classroom via online. Other weaknesses include lack of interaction, which makes students feel bored following an EFL class until the end. This is also an open possibility for students to do something else when the online class without listening carefully to the teachers' explanation.

3. The Opportunity of the blended learning method in EFL

The opportunities of blended learning depend upon the different models of Blended Learning. The opportunity of blended learning for instance as follows:

- a. The effectiveness in teaching English;
- b. Students' interest;
- c. future trend in education side

Blended learning may become one of some effective methods in English teaching because it collaborates two methods in the application, online and offline, so that the English teaching and learning process become meaningful activities. The opportunity of blended learning is also supported by the students' interest. Nowadays, technology has developed too fast and now it becomes a need for many people. Based on some research, it states that blended learning made students more interested to follow the class because it uses technology which many people believe

that following the technological developments means following trends. So it can not deny that the method of blended learning optimizes the EFL classroom for help student improve their English skills.

4. The challenge of the blended learning method in EFL

The data analysis revealed that the challenge in the blended learning were workload, course design, cultural aspects and technical support. There some aspects that related to challenge in applying blended learning such as:

- a. The technical problem,
- b. Technology ability,
- c. Internet connectivity,
- d. Task and exam problem.

There are several challenges in maximizing the blended learning method in EFL classroom. The challenge as mention above that there were four challenges that make student less participation and less understanding in EFL classroom. The ability to use technology is the first consideration before applying the belnded learning method. Besides that, technical problem also often happened caused by some factor such as the poor of internet connection. Blende learning also make students have many task and examination that give apportuinity to student doing cheating. Those are the most challenging in applying blended learning method in EFL classroom.

The result of the research similiar with the research that conducted by Gratiela (2014) she states that blended learning have some strengths, weaknesses, opportunities, and challenges. To make blended learning effective and effecient,

the teacher should minimize or overcome all weaknesses and challenges that may faced by the teacher or students.

B. Suggestion

1. The English Teachers.

In applying blended learning method, teacher are expected to increase engagement among students and efficiency among teachers. There are some considerations when implementing blended learning into class they are; use a variety of teaching tools, make learning accessible for students, personalize learning pathways for each student, Choose the blended learning model that works for you as English teacher.

2. The other researcher

The researcher recommends that more studies are needed to combine learning with technology because in this era learning by using technology have been emphasized because its effectiveness in comparison with another instructional strategies. Besides, the researcher also suggest that study on how classroom space environment can support by blended learning implementation is also necessary since learning environment has significant role in learning process.

The resaercher also tried to give suggestion for future researcher who needs to conduct similar research and subject teacher who wish to implement blended learning model in their classes. Since this study was contributing technology and online platform, the researcher should give more time in trial the online platform to students, because they would be more familiar with online platform and minimize the technical problem. Furthermore, teachers or researcher

should choose the right online platform suitable for students needs, the platform also gave some features that minimize students possibility in cheating when doing online learning. Hopefully, it would may helpful for readers who interested in the same study. The study will help stakeholders, educators and curriculum experts to plan their modules while incorporating Blended learning.



BIBLIOGRAPHY

- Abdul, W.N.; Othman, J.; Warris, S. (2016). Blended Learning in Higher Education: An Overview. *E-Acad. J. UiTMT*, 5, 115–122.
- Aji, W. K., Ardin, H., & Arifin, M. A. (2020). Blended Learning During Pandemic Corona Virus: Teachers' and Students' Perceptions. *IDEAS: Journal on English Language Teaching and Learning, Linguistics and Literature*, 8(2), 632–646. <https://doi.org/10.24256/ideas.v8i2.1696>
- Akkoyunlu, B., & Soyulu, M. Y. (2008). A Study of Student's Perceptions in a Blended Learning Environment Based on Different Learning Styles. *Educational Technology & Society*, 11(1), 183–193.
- Alam, M. S., & Agarwal, J. (2020). Adopting a Blended Learning Model in Education: Opportunities and Challenges. *International Journal of Early Childhood Special Education*, 12(2), 1–7. <https://doi.org/10.9756/INT-JECSE/V12I2.201050>
- Ali, G., Buruga, B. A., & Habibu, T. (2019). *SWOT Analysis of Blended Learning in Public Universities of Uganda: A Case Study of Muni University*. 410–429.
- AlKhaleel, A. (2019). The Advantages of Using Blended Learning in Studying English as a Foreign Language at the University of Tabuk. *Modern Journal of Language Teaching Methods (MJLTM)*, 1–7. www.mjltm.org
- Allison Rosset, Felicia Douglis, and R. V. F. (2003). *Strategies for building blended learning*.
- Apkan, E. T. (2015). Blended Learning Opportunities and Challenges in Mathematics Education: Perspective in Higher Education. *South American Journal of Academic Research*, 2(1), 1–10.
- Arta, G. J., Ratminingsih, N. M., & Hery Santosa, M. (2019). The Effectiveness Of Blended Learning Strategy On Students' Writing Competency Of The Tenth Grade Students. *JPI (Jurnal Pendidikan Indonesia)*, 8(1), 29. <https://doi.org/10.23887/jpi-undiksha.v8i1.13501>
- Azizan, F. Z. (2010). Blended Learning in Higher Education Institution in Malaysia. In *Proceedings of the Regional Conference on Knowledge Integration in ICT 2010, Kolej Universiti Islam Antarabangsa Selangor (KUIS), Putrajaya, Malaysia*, 454–466.
- AzTEA. (2005). Arizona Technology in Education Alliance. *School Improvement and Technology*.
- Bañados, E. (2013). A Blended-learning Pedagogical Model for Teaching and Learning EFL Successfully Through an Online Interactive Multimedia Environment. *CALICO Journal*, 23(3), 533–550. <https://doi.org/10.1558/cj.v23i3.533-550>
- Bath, D. & Bourke, J. (2010). Getting started with blended learning. In *Australia: Griffith Institute for Higher Education*.
- Bauk, S.; Šćepanović, S.; Kopp, M. (2014). Estimating Students' Satisfaction with Web-Based Learning System in Blended Learning Environment. *Educ. Res. Int.*
- Bekti. (2015). Mahir Membuat Website dengan Adobe. *Dreamweaver CS6, CSS*

Dan JQuery. Yogyakarta.

- Bele, J. L., & Rugelj, J. (2007). Blended Learning - An Opportunity to Take the Best of Both Worlds. *International Journal of Emerging Technologies in Learning (IJET)*, 2(3), 1–5.
- Bernard, M.B.; Borokhovski, E.; Schmid, R.F.; Tamim, R.M.; Abrami, P. . (2014). A meta-analysis of blended learning and technology use in higher education: From the general to the applied. *J. Comput. High. Educ.*, 26, 87–122.
- Bersin, B. et al. (2003). *Blending learning: what work? (On-line)*.
- Billigmeier, G. M. (2011). Blended Learning: Design and Implementation. [Http://Imet.Csus.Edu/Imet10/Portfolio/Billigmeier_g/Billigmeier/ROLFinal.Pdf](http://Imet.Csus.Edu/Imet10/Portfolio/Billigmeier_g/Billigmeier/ROLFinal.Pdf).
- Brew, L. S. (2008). The role of student feedback in evaluating and revising a blended learning course. *The Internet and Higher Education*, 11(2), 98–105. <https://doi.org/10.1016/j.iheduc.2008.06.002>
- Byers, C. (2001). Interactive assessment: an approach to enhance teaching and learning. *Journal of Interactive Learning Research*, 12(4), 359–374.
- C, B. (2006). the handbook of blended learning: global perspectives, local designs, 1st edn, Pfeiffer; John Wiley, distributor. *San Francisco, Calif.; Chichester*.
- Carman, J. M. (2010). Blended Learning Design: Five Key Ingredients. *Education Research International*.
- Cucciare, M.A.; Weingardt, K.R.; Villafranca, S. (2008). Using blended learning to implement evidence-based psychotherapies. *Clin. Psychol. Sci. Pract*, 15, 299–307.
- De Montreuil Carmona, L. J., & Irgang dos Santos, L. F. (2020). Challenges on teaching of Management through blended education. *Revista Pensamento Contemporâneo Em Administração*, 14(1), 16. <https://doi.org/10.12712/rpca.v14i1.40632>
- Driscoll, M. (2002). Blended learning: Let's get beyond the hype. *Learning and Training Innovations News Line*.
- Dyson, R. G. (2004). Strategic development and SWOT analysis at the University of Warwick. *Eur. J. Oper. Res*, 631–640.
- Fauzan, A., & Ngabut, M. N. (2018). Journal on English as a Foreign Language EFL students ' perception on flipped learning in writing class. *Journal on English as a Foreign Language*, 8(2), 115–129.
- Fiky, A. (n.d.). Blended Learning: Educational Design, Multimedia, Creative Thinking. *Amman (Jordan): Dar Athaqafa for Publishing and Distribution*.
- Finn, A. & Buckeri, M. (2004). A case study approach to blended learning. *Los Angeles: Centra Software*.
- Fleck, J. (2012). Blended learning and learning communities: Opportunities and challenges. *Journal of Management Development*, 31(4), 398–411. <https://doi.org/10.1108/02621711211219059>
- Garrison, R., & Kanuka, H. (2004). Blended learning: Uncovering its transformative potential in higher education. *Internet and Higher Education*, 7, 95–105.

- Garrison, R., & Vaughan, H. (2008). Blended learning in higher education: Framework, principles and guidelines. *San Francisco: Jossey-Bass*.
- Gedik, N. (2012). The Optimum Blend: Affordances and Challenges of Blended Learning For Students. *Turkish Online Journal of Qualitative Inquiry*, 3(3), 102–117. <https://doi.org/10.17569/tojqi.82614>
- Geoffrey, N. M. (2014). Challenges of Implementing Quality Assurance Systems in Blended Learning in Uganda: The Need for an Assessment Framework. *HURIA J.*, 18, 87–99.
- González-Gómez, D.; Jeong, J.S.; Rodríguez, D.A.; Cañada-Cañada, F. (2016). Performance and Perception in the Flipped Learning Model: An Initial Approach to Evaluate the Effectiveness of a New Teaching Methodology in a General Science Classroom. *J. Sci. Educ. Technol*, 25, 450–459.
- Graham, C. R., & Robinson, R. (2007). Realizing the transformational potential of blended learning In Blended Learning Research Perspectives. *Needham, MA: The Sloan Consortium*, 83–110.
- Graham, C. R. (2004). Blended learning systems: Definition, current trends, and future directions. In The handbook of blended learning: Global perspectives, local designs, ed. C.J.Bonk and C.R. Graham. *San Francisco: Pfeiffer*, 3–21.
- Hadijah, S. (2017). Challenges, Benefits, and Instructional Best Practices of Blended Learning. *Perspektif Pendidikan Dan Keguruan*, VIII(2), 59–66.
- Hassan. (2012). blended learning. *Teaching ARetrieved March 29 , 2013 from Http://Emag.Mans.Edu.Eg/Index.Php?Page=news&task=show&id=48nd Teacher Education*.
- Henzi, D., Davis, E., Jasinevicius, and Hendricson, W. (2007). In the students' own words: what are the strengths and weaknesses of the dental school curriculum. *Journal of Dental Education*, 71(5), 632–645.
- Heterick, B., & Twigg, C. (2003). The learning market space [Online]. *The National Centre for Academic Transformation*.
- HIONG, S. N., SEDIK, Y. BIN, UMBIT, A. A. F., YANN, L. B., LEONG, L. K., & ABDULLAH, A. A. (2020). A SWOT-Thematic Analysis of Blended Learning Practices at Institute of Teacher Education Malaysia. *DEStech Transactions on Social Science, Education and Human Science, ICedDE*, 284–297. <https://doi.org/10.12783/dtssehs/icedde2019/33702>
- Ho, A., Lu, L., & Thurmaier, K. (2006). Testing the Reluctant Professor's Hypothesis: Evaluating a Blended-Learning Approach to Distance Education. *Journal of Public Affairs Education*, 12(1), 81–102. <https://doi.org/10.1080/15236803.2006.12001414>
- Hooper, S. (1992). Cooperation learning and computer-based instruction. *Educational Technology Research and Development*, 40(3), 21–38.
- House, R. (2002). clocking in column. *Spokane*.
- Irum, S. (2020). Blended Learning: Innovative challenge faced by students at University level in Pakistan. *Indian Journal of Science and Technology*, 13(42), 4386–4395. <https://doi.org/10.17485/ijst/v13i42.1212>
- J., B. & A. (2006). Editorial. *Ournal for the Enhancement of Learning and Teaching*, 3(2), 4–6.
- Kemendikbud. (2020). *Surat Edaran Nomor 4 Tahun 2020 tentang Pelaksanaan*

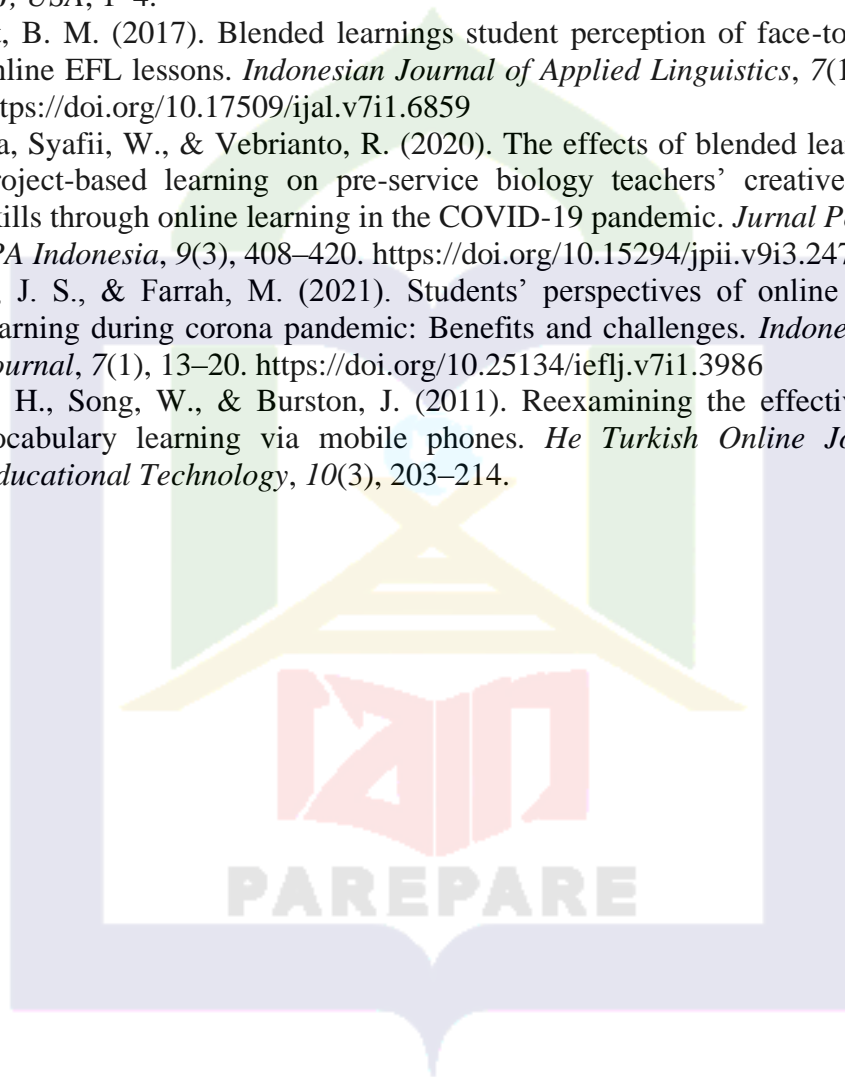
Kebijakan Pendidikan dalam Masa Darurat Penyebaran Corona Virus Disease (covid-19).

- Kerres, M., & De Witt, C. (2003). A didactical framework for the design of blended learning arrangements. *Journal of Educational Media*, 28(3), 101–113.
- Larsen, L. J. (2012). Teacher and student perspectives on a blended learning intensive English program writing course. In *Iowa: Iowa State University*.
- Laster, S., Otte, G., Picciano, A.G., S. S. (2005). Redefining blended learning. *Paper Presented at the Sloan-C Workshop on Blended Learning, April 18, in Chicago, IL*.
- Littlejohn, A., & Pegler, C. (2007). Preparing for Blended e-Learning. *London: Routledge*.
- Liu, M. (2013). Blended learning in a university EFL writing course: Description and evaluation. *Journal of Language Teaching and Research*, 4(2), 301–309.
- Lotrecchiano, G. R., McDonald, P. L., Lyons, L., Long, T., & Zajicek-Farber, M. (2013). Blended learning: Strengths, challenges, and lessons learned in an interprofessional training program. *Maternal and Child Health Journal*, 17(9), 1725–1734. <https://doi.org/10.1007/s10995-012-1175-8>
- Mabuan, R. A., & Ebron, G. P. (2017). A blended learning approach to teaching writing: Using E-mail in the ESL Classroom. *Asian EFL Journal*, 2017(100), 80–103.
- Mahmud. (2011). Metode Penelitian Pendidikan. *CV Pustaka Setia, Bandung*, 31.
- Martyn, M. (2003). The hybrid online model: Good practice. *Educause Quarterly*, 26(1), 18–23.
- Mason, R. & Rennie, F. (2006). E-learning: The key concepts. *London: Routledge*.
- Moleong. (2000). metodologi penelitian kualitatif. *Bandung: PT Remaja Rosdayakarya*.
- Munro, R., & Rice-Munro, E. (2004). Learning styles, teaching approaches and technology. *The Journal for Association for Quality and Participation*, 27(1), 26.
- NACOL. (2008). Fast facts about online learning. *Vienna: North American Council for Online Learning*.
- Nurkamto, J. (2003). Problema pengajaran bahasa Inggris di Indonesia. *Jurnal Ilmiah Masyarakat Linguistik Indonesia*, 21(2), 288–307.
- Orey, M. (2002). Definition of Blended Learning. *University of Georgia*.
- Osguthorpe, R. T. and Graham, C. R. (2003). Blended learning environments: Definitions and directions. *The Quarterly Review of Distance Education*, 4(3), 227–233.
- Oweis, T. I. (2018). Effects of Using a Blended Learning Method on Students' Achievement and Motivation to Learn English in Jordan. *A Pilot Case Study. Educ. Res. Int.*
- Owston, R.; York, D.; Murtha, S. (2013). Student perceptions and achievement in a university blended learning strategic initiative. *J. Internet High. Educ*, 18, 38–46.
- Panagiotou, G. (2003). Bringing SWOT into focus. *Business Strategy Review*,

- 14(2), 8–10.
- Pardede, P. (2019). Pre-Service EFL Teachers' Perception of Blended Learning. *JET (Journal of English Teaching)*, 5(1), 1. <https://doi.org/10.33541/jet.v5i1.955>
- Pierce, K. M. (2005). Posing, pretending, and waiting for the bell: Life in high school classrooms. *Pittsburg, PA: University of North Carolina Press.*
- Radosavlevikj, N. (2018). *Implementing blended learning in an EFL classroom.* 568–579.
- Reay, J. (2001). Blended Learning-a fusion for the future. *Knowledge Management Review*, 4(3), 6.
- Rerung, M. K. T. (2018). Students' Perception on Blended Learning in English Listening and Speaking Class. *Journal of English Language and Culture*, 9(1), 17–28. <https://doi.org/10.30813/jelc.v9i1.1449>
- Ricky, N.Y.-K.; Rechell, L.Y.-S.; Kwan-Keung, N.; Ivan, L. K.-W. (2017). A Study of Vocational and Professional Education and Training (VPET) Students and Teachers' Preferred Support for Technology-Based Blended Learning. *In Proceedings of the 2017 International Symposium on Educational Technology, Hong Kong, China*, 268–271.
- Rooney, J. E. (2003). Blending learning opportunities to enhance educational programming and meetings. *Association Management*, 559(5), 26–32.
- Rossett, A.; Frazee, R. V. (2006). Blended Learning Opportunities. *White Paper; American Management Association: New York, NY, USA.*
- Rovai, A., & Jordan, H. (2004). Blended learning and sense of community: A comparative analysis with traditional and fully online graduate courses. *The International Review of Research in Open and Distance Learning*, 5(2).
- S., H. (2014). Strengths Weaknesses Opportunities and Threats of Blended Learning: Students' Perceptions. *Ann Med Health Sci Res*, 4(3). <https://doi.org/10.4103/2141-9248.133455>
- S, A. (1993). *Prosedur Penelitian Suatu Pendekatan Praktik.* Rineka Cipta. Jakarta.
- Sabri, N.M.; Isa, N.; Daud, N.M.N.; Aziz, A. A. (2010). Lecturers' Experiences in Implementing Blended Learning Using i-Learn. *In Proceedings of the International Conference on Science and Social Research, Kuala Lumpur, Malaysia*, 580–585.
- Sands, P. (2002). Inside outside, upside downside: Strategies for connecting online and face-to-face instruction in hybrid courses. *Teaching with Technology Today TTT Magazine*, 8(6).
- Saunders, G., & Klemming, F. (2003). Integrating technology into a traditional learning environment. *Active Learning in Higher Education*, 4(1), 74–86.
- Shand, K., & Farrelly, S. G. (2018). The art of blending: Benefits and challenges of a blended course for preservice teachers. *Journal of Educators Online*, 15(1). <https://doi.org/10.9743/JEO2018.15.1.10>
- Sharma, Pete & Barrett, B. (2007). *Blended Learning: Using technology in and beyond the language classroom.* London: Macmillan Publishers Limited.
- sharpe, R., Benfield, G., Roberts, G., & Francis, R. (2006). The undergraduate experience of blended learning. *A Review of UK Literature and Practice.*

- Shaykina, O. I. (2015). Blended learning in english language teaching: Open educational resources used for academic purposes in tomsk polytechnic university. *Mediterranean Journal of Social Sciences*, 6(3), 255–260. <https://doi.org/10.5901/mjss.2015.v6n3s5p255>
- Shengjian Chen, & Yun Lu. (2013). *The negative effects and control of blended learning in university*. *Icetis*, 1486–1489. <https://doi.org/10.1109/nces.2012.6543747>
- Singh, H., and C. R. (2001). A White Paper: Achieving success with blended learning. *Lexington, MA: Centra Software*.
- Singh, H. (2003). Building effective blended learning programs. *Educ. Technol*, 46, 51–54.
- Snipes, J. (2005a). Blended Learning: Reinforcing Results. Available Online: <Http://Www.Clomedia.Com/Talent.Php?Pt=search>.
- Snipes, J. (2005b). Blended Learning: Reinforcing Results. *Chief Learning Officer Magazine*, 1–6.
- Stacey, E., & Gerbic, P. (2007). Teaching for blended learning - Research perspectives from on-campus and distance students. *Educational and Information Technologies*, 12(3), 165–174.
- Sugiyono. (2010). Metode Penelitian Pendidikan Pendekatan Kuantitatif dan Kualitatif dan R&B. *Bandung: Alfabeta*. <https://doi.org/10.1111/modl.12307>
- Sugiyono. (2014). Metode Penelitian Kuantitatif Kualitatif dan R&D. *Bandung: Alfabeta*.
- Szadziewska, A., & Kujawski, J. (2017). Advantages and Disadvantages of the Blended-Learning Method Used in the Educational Process At the Faculty of Management At the University of Gdansk, in the Opinion of Undergraduate Students. *ICERI2017 Proceedings*, 1(November), 3938–3946. <https://doi.org/10.21125/iceri.2017.1051>
- Tabor, S. (2007). Narrowing the distance: Implementing a hybrid learning model for information security education. *The Quarterly Review of Distance Education*, 8(1), 47–57.
- Thomson, I. (2002). Thomson job impact study: The next generation of corporate learning. *Thomson, Inc*.
- Thornburg, D. (2002). The new basics: Education and the future of work in the telematics age. *Alexandria, VA: Association for Supervision and Curriculum Development*.
- Tshabalala, M.; Ndeya-Ndereya, C.; van der Merwe, T. (2014). Implementing Blended Learning at a Developing University: Obstacles in the way. *Electron. J. E-Learn*, 12, 101–110.
- Vaughan, N. (2007). Perspectives on blended learning in higher education. *International Journal on ELearning*, 6(1), 81–94.
- Wahyuni, A. et al. (2014). Blended Learning is Teaching Reading: a Pedagogical Practice to Teaching English as a Foreign Language in an Indonesian University Context. *He 61 TEFLIN International Conference*.
- Wang, H. and. (2006). Blended Learning: Theory into Practice. *Beijing: Higher Education Press*.
- Weihrich, H. (1982). The TOWS Matrix a Tool for Situational Analysis. *Long*

- Range Planning*, 15(2), 54–66. [https://doi.org/10.1016/0024-6301\(82\)90120-0](https://doi.org/10.1016/0024-6301(82)90120-0)
- Winterstein, T.; Greiner, F.; Schlaak, H.F.; Pullich, L. (2012). A Blended-Learning Concept for Basic Lectures in Electrical Engineering. *In Proceedings of the 2012 International Conference on Education and E-Learning Innovations, Sousse, Tunisia, 1–3 July 2012; IEEE: Piscataway, NJ, USA*, 1–4.
- Wright, B. M. (2017). Blended learnings student perception of face-to-face and online EFL lessons. *Indonesian Journal of Applied Linguistics*, 7(1), 64–71. <https://doi.org/10.17509/ijal.v7i1.6859>
- Yustina, Syafii, W., & Vebrianto, R. (2020). The effects of blended learning and project-based learning on pre-service biology teachers' creative thinking skills through online learning in the COVID-19 pandemic. *Jurnal Pendidikan IPA Indonesia*, 9(3), 408–420. <https://doi.org/10.15294/jpii.v9i3.24706>
- Zboun, J. S., & Farrah, M. (2021). Students' perspectives of online language learning during corona pandemic: Benefits and challenges. *Indonesian EFL Journal*, 7(1), 13–20. <https://doi.org/10.25134/ieflj.v7i1.3986>
- Zhang, H., Song, W., & Burston, J. (2011). Reexamining the effectiveness of vocabulary learning via mobile phones. *He Turkish Online Journal of Educational Technology*, 10(3), 203–214.



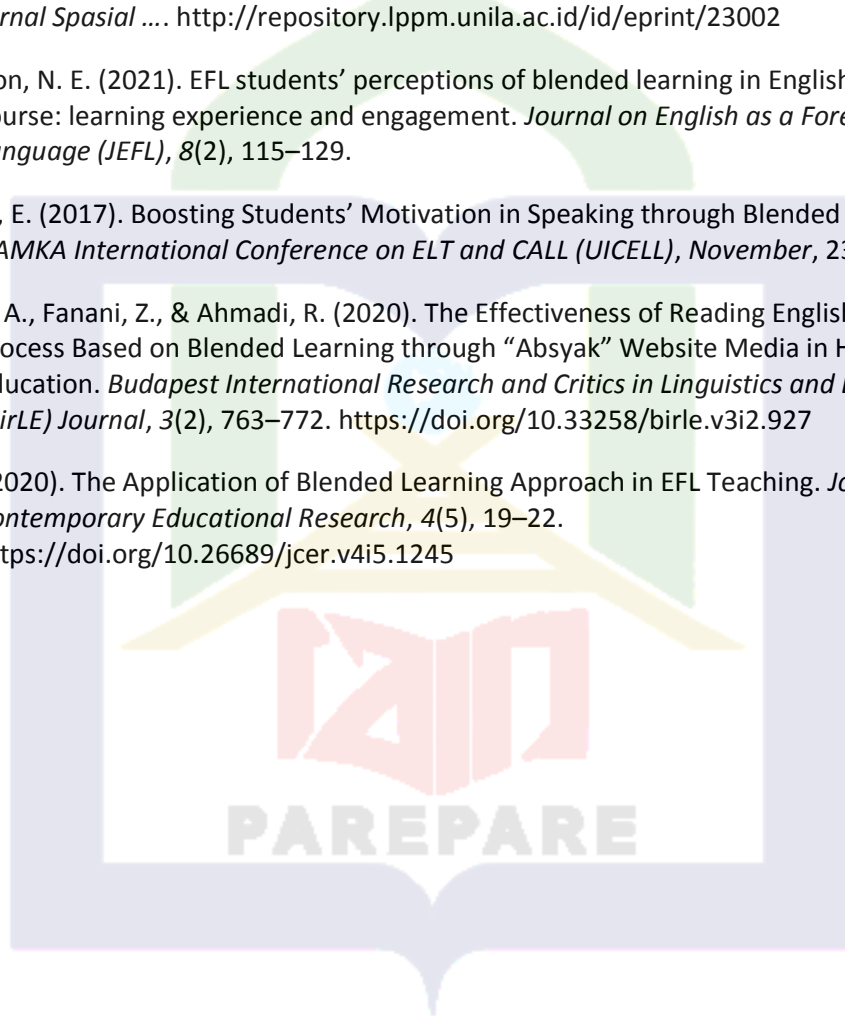
The Journal Under Study

- Aji, W. K., Ardin, H., & Arifin, M. A. (2020). Blended Learning During Pandemic Corona Virus: Teachers' and Students' Perceptions. *IDEAS: Journal on English Language Teaching and Learning, Linguistics and Literature*, 8(2), 632–646. <https://doi.org/10.24256/ideas.v8i2.1696>
- Akbarov, A., Gönen, K., & Aydoğan, H. (2018). Students' Attitudes toward Blended Learning in EFL Context. *Acta Didactica Napocensia*, 11(1), 61–68. <https://doi.org/10.24193/adn.11.1.5>
- Al Zumor, A. W. Q., Al Refaai, I. K., Bader Eddin, E. A., & Aziz Al-Rahman, F. H. (2013). EFL students' perceptions of a blended learning environment: Advantages, limitations and suggestions for improvement. *English Language Teaching*, 6(10), 95–110. <https://doi.org/10.5539/elt.v6n10p95>
- Albiladi, W. S., & Alshareef, K. K. (2019). Blended Learning in English Teaching and Learning: A Review of the Current Literature. *Journal of Language Teaching and Research*, 10(2), 232. <https://doi.org/10.17507/jltr.1002.03>
- Ali, F. (2018). STUDENTS' PERCEPTIONS OF THE IMPLEMENTATION OF BLENDED IN A LARGE ENGLISH CLASS. *Edulitics Journal*, June 2018.
- Bliuc, A. M., Goodyear, P., & Ellis, R. A. (2007). Research focus and methodological choices in studies into students' experiences of blended learning in higher education. *Internet and Higher Education*, 10(4), 231–244. <https://doi.org/10.1016/j.iheduc.2007.08.001>
- Chen, A. H. (2020). Investigating the Effects of Blended Learning on EFL Taiwanese College Students. *International Journal of Contemporary Applied ...*, 7(3), 9–25. <http://ijcar.net/assets/pdf/Vol7-No3-March2020/IJCAR-2020-316-v2.pdf>
- Chen, T. H. (2015). EFL undergraduates' perceptions of blended speaking instruction. *English Teaching and Learning*, 39(2), 87–120. <https://doi.org/10.6330/ETL.2015.39.2.04>
- Dahmash, N. Bin. (2020). 'I Couldn't Join the Session': Benefits and Challenges of Blended Learning amid COVID-19 from EFL Students. *International Journal of English Linguistics*, 10(5), 221. <https://doi.org/10.5539/ijel.v10n5p221>
- Fachriyah, E., & Perwitasari, E. (2020). Blended learning via YouTube media to Motivate EFL learners on speaking skill. *Loquen: English Studies Journal*, 13(1), 17. <https://doi.org/10.32678/loquen.v13i1.2287>
- Gaol, F. L. (2008). The trends of blended learning in South East Asia. *Pringer Science+Business Media, LLC*.
- Ginaya, G. (2018). The effects of blended learning to students' speaking ability. *International Journal of Linguistics, Literature, and Culture*, August. <https://doi.org/10.21744/ijllc.v4i3.661>

- Gulnaz, F., Althomali, A. D. A., & Alzeer, D. H. (2019). An Investigation of the Perceptions and Experiences of the EFL Teachers and Learners About the Effectiveness of Blended Learning at Taif University. *International Journal of English Linguistics*, 10(1), 329. <https://doi.org/10.5539/ijel.v10n1p329>
- Huong, P. T. T. (2019). Applying Blended Learning Method in Teaching English at the University of Da Nang, Viet Nam. *The Educational Review, USA*, 3(1), 1–5. <https://doi.org/10.26855/er.2019.01.002>
- Irwan, Angraini, R., & Tiara, M. (2020). Analysis of Student Interest on Blended Learning. *Atlantis Press*, 458(Icssgt 2019), 329–335. <https://doi.org/10.2991/assehr.k.200803.041>
- Jeffrey, L., Milne, J., Suddaby, G., & Higgins, A. (2014). Blended Learning: How Teachers Balance the Blend of Online and Classroom Components. *Journal of Information Technology Education: Research*, 13, 121–140. <https://doi.org/10.28945/1968>
- Khader, N. S. K. (2016). The Effectiveness of Blended Learning in Improving Students' Achievement in Third Grade's Science in Bani Kenana. *Journal of Education and Practice*, 7(35), 109–116. <http://libproxy.library.wmich.edu/login?url=https://search.proquest.com/docview/1895979064?accountid=15099>
- Liu, M. (2013). Blended learning in a university EFL writing course: Description and evaluation. *Journal of Language Teaching and Research*, 4(2), 301–309.
- Mofrad, E. Z., & Province, B. (2010). Enhancing EFL Learners' Writing Capability in a Blended Learning Environment: The Effects of Learning Styles. *International Journal of English Language and Translation Language*, 05(03), 201–209. [http://www.eltsjournal.org/archive/value5 issue3/23-5-3-17.pdf](http://www.eltsjournal.org/archive/value5%20issue3/23-5-3-17.pdf)
- Munir, Muhayyng, M., Limbong, S., & Ariyani, A. (2021). *Students' Attitudes on Blended Learning-Based Instruction in Indonesian EFL Classroom*. 4(2), 146–162.
- Pardede, P. (2019). Pre-Service EFL Teachers' Perception of Blended Learning. *JET (Journal of English Teaching)*, 5(1), 1. <https://doi.org/10.33541/jet.v5i1.955>
- Qindah, S. (2018). The effects of blended learning on the intrinsic motivation of Thai EFL students. *English Language Teaching*, 10(The Eurasia Proceedings of Educational & Social Sciences (EPESS), 2018), 11–22.
- Rahim, M. N. (2019). The use of blended learning approach in EFL education. *International Journal of Engineering and Advanced Technology*, 8(5), 1165–1168. <https://doi.org/10.35940/ijeat.E1163.0585C19>
- Rahman, H. arif. (2015). Edmodo- an Effective Solution To Blended Learning. *Proceedings of the 1st National Conference on English Language Teaching (NACELT)*, 22–32.
- Rianto, A. (2020). Blended Learning Application in Higher Education: EFL Learners' Perceptions, Problems, and Suggestions. *IJELTAL (Indonesian Journal of English*

Language Teaching and Applied Linguistics), 5(1), 55.
<https://doi.org/10.21093/ijeltal.v5i1.574>

- Rojas, J. S. T. (2020). The Effect of Blended Learning on Language Proficiency of an EFL Class: An Empirical Study. *West Virginia University*.
<https://researchrepository.wvu.edu/etd/7609/>
- Salsabilla, M. A., Utami, M. D., & ... (2020). Effectiveness of Blended Learning Model on Students Motivation and Competency Level In Meteorology Climatology Subject. *Jurnal Spasial* <http://repository.lppm.unila.ac.id/id/eprint/23002>
- Simbolon, N. E. (2021). EFL students' perceptions of blended learning in English language course: learning experience and engagement. *Journal on English as a Foreign Language (JEFL)*, 8(2), 115–129.
- Susanti, E. (2017). Boosting Students' Motivation in Speaking through Blended Learning. *HAMKA International Conference on ELT and CALL (UICELL), November, 23–24*.
- Syakur, A., Fanani, Z., & Ahmadi, R. (2020). The Effectiveness of Reading English Learning Process Based on Blended Learning through "Absyak" Website Media in Higher Education. *Budapest International Research and Critics in Linguistics and Education (BirLE) Journal*, 3(2), 763–772. <https://doi.org/10.33258/birle.v3i2.927>
- Ye, F. (2020). The Application of Blended Learning Approach in EFL Teaching. *Journal of Contemporary Educational Research*, 4(5), 19–22.
<https://doi.org/10.26689/jcer.v4i5.1245>



CURRICULUM VITAE



Riska Ayu was born in Bacu-bacu, on Februari 27 th 1992. She is the first child of Sehuddin and Rosmiati. She was a student of English department of STAIN Parepare. When she was a student at STAIN Parepare she also became a wife so she studied while being a hosewife. She finished her study in SD Negeri Inpres Bacu-bacu. In 2007 she graduate her study in

SMP Negeri 1 Tanete Rilau. In the same year, she continued her study in SMA Negeri 1 Tanete Rilau. In 2019 she continued her study in Magister Programe and finally she has done her study at state Islamic Institute (IAIN) Parepare entitled “Strength, Weakness, Opportunity, and Challenge (SWOC) Analysis Blended Learning For EFL Classroom : A Library Research.