CHAPTER II
LITERATURE REVIEW

A. Theoretical Description

The main theory used in this research to explain the concept of blended learning is the phenomenological theory. Based on Engkus Kuswarno's resesarch, phenomenological studies seek to explain or describe the meaning of the life experiences of a number of people about concept, so that they understand what and how the concept occurs.[1] By using this theory, the research observes the subject's behaviour without being disturb by the presence of the research. So, in explaining the concept of blended learning phenomenological theory according to what researcher did in this study. Here are the explanantions.

1. Blended Learning

a. Definition of Blended Learning

The researchers generally define blended learning in almost the same definition. Here are some definitions from researchers who share the same view of blended learning. According to Caner, blended learning is defined as a mixture of face-to-face learning delivery and e-learning-based instruction as a place for discussion and interactive instruction delivery.[2] Then based on Bryan and Volchenkova, blended learning is an integrated learning experience that is organized and guided by an instructor, both face-to-face communication and virtual presence.[3] And according to Cronje, blended learning is based on a combination of face-to-face learning and instruction through technology to optimize learning in certain contexts.[4] The last, Syahrawati, et al., defines blended learning as a flexible learning method that can maximize either face-to-face learning or an online learning environment to support the

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[1] Engkus Kuswarno, "TRADISI FENOMENOLOGI PADA PENELITIAN KOMUNIKASI KUALITATIF: Sebuah Pedoman Penelitian dari Pengalaman Penelitian," *Sosiohumaniora* 9, no. 2 (2007): 164.

[2] Johanes C Cronje, "Towards a New Definition of Blended Learning," *The Electronic of e-Learning* 18, no. 2 (2020): 120, accessed on 24 February 2022, https://www.academic-publishing.org/index.php/ejel/article/view/1896

[3] A. Bryan and K. N. Volchenkova, "Blended Learning Definition, Models, Implications for Higher Education," *Educational Sciences* 8, no. 2 (2016): 28.

[4] Johanes C Cronje, "Towards a New Definition of Blended Learning," *The Electronic of e-Learning* 18, no. 2 (2020): 120.

teaching and learning process for students.[5]Based on several definitions from previous studies, the researcher argue that blended learning is a learning model that combines both face-to-face and online learning with the help of internet services and technology. In general, blended learning is described as follows:

Blended Learning Model
(Source: https://sevima.com/wp-content/uploads/2019/04/Blended-Learning-e-learning.png)
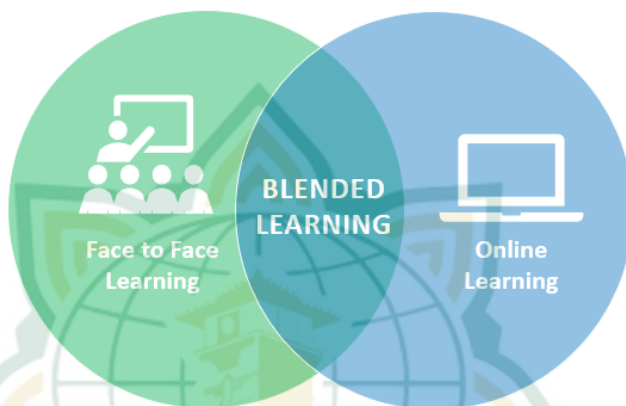
In the context of learning English, blended learning has been applied in teaching and learning activities. The teachers are looking for a solution to increase students' interest in learning English by using blended learning which is starting applied in the learning system.[6] The blended learning model is proven beneficial for students because it can increase interest and motivation when learning.[7] However, some students feel difficulty in implementing blended learning in English learning, especially related to the internet connection and the availability

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[5] Eka Yulia Syahrawati, et al., "Profile of Blended Learning Implementation in Learning Activities," *IJORER: International Journal of Recent Educational Research* 3, no. 1 (2022).

[6] Ling and Magdaline, "Blended Learning in Teaching Secondary School's English: A Preparation for Tertiary Science Education in Malaysia," *Procedia-Social and Behavioral Sciences,* 167 (2015): 294.

[7] Syeda Saima Ferheen Bukhari and Fatima Mahmoud Basaffar, "EFL Learners' Perception about Integrating Blended Learning in ELT," *Arab World English Journal (AWEJ) Special Issue on CALL,* 5 (2019): 192.

of online features in the blended learning system.[8] Therefore, teachers must also be able to adjust what the students need in the learning process.

b. Characteristics of Blended Learning

Blended learning developed after advances in technology that allowed students to access various learning resources both offline and online.[9] In the past, before technology developed rapidly, learning elements had limits or distances, different from today technology can be used wisely so blended learning can be used as an alternative way of learning strategies by combining conventional learning activities in the classroom and online learning to achieve independent goals in learning.[10] Based on Akhmadi's study, there are six elements in blended learning, namely:

1) Face-to-face: classical learning in the classroom where the teacher was the main learning resource before the advent of technology.
2) Independent learning: learning by utilizing learning resources that can be accessed by students independently, such as studying in the library.
3) Application: applied in blended learning where students are active in identifying problems and looking for alternatives to solving problems and the role of the instructor is needed in the implementation of blended learning to increase student involvement in learning.
4) Tutorial: the students are active in conveying the problems they face with guidance from the instructor.
5) Cooperation: learning based on blended learning, students are trained to combine independent and collaborative learning.
6) Evaluation: the assessment is based on the process and learning outcomes that have been carried out during the implementation of blended learning.[11]

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[8] Agus Rianto, "Blended Learning Application in Higher Education: EFL Learners' Perceptions, Problems, and Suggestions," *Indonesian Journal of English Language Teaching and Applied Linguistics* 5, no. 1 (2020): 65.

[9] Agus Akhmadi, "Implementation of Blended Learning In Training," *Inovasi-Jurnal Diklat Keagamaan* 15.1 (2021): 82.

[10] Siti Istiningsih and Hasbullah, "Blended Learning, Trend Strategi Pembelajaran Masa Depan," *Jurnal Elemen* 1, no. 1 (2015): 55.

[11] Agus Akhmadi, "Implementation of Blended Learning In Training," 82.

In the new normal era of the Covid-19 pandemic, blended learning is a solution to provide materials that must be delivered face-to-face, such as the application of students' attitudes and character values and direct practice of the material.[12] Based on Nurhadi, below are the characteristics of blended learning:

1) learning and teaching process that combines various learning models and the use of information and communication technology-based media.
2) combining face-to-face and online learning so that students can learn independently according to the direction of the facilitator.
3) learning is delivered effectively which is supported by learning methods and learning styles.
4) parents and teachers have a major role in supporting the learning process of students because parents' role is as motivators while teachers' role is as facilitators.[13]

c. Type of Blended Learning

Blended learning is a continuous learning Principe and has a flexible nature.[14] With its flexible nature, blended learning also has various forms of learning. The blended learning variation allows students and teachers to carry out the learning process according to conditions such as the current Covid-19 pandemic. Below are six kinds of blended learning models:

1) *Face-to-face driver model:* this model is like a traditional classroom where class-based learning is the main learning, while online learning is support or complementary learning in class. So, the teacher leads the class but still follows the protocol and then adds online resources to complementary material for students can study at home.
2) *Online driver model:* this model is the opposite of physical learning because it prioritizes online learning. So, face-to-

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[12] Afroh Nailil Hikmah and Ibnu Chudzaifah, "Blended Learning: Solusi Model Pembelajaran Pasca Pandemi Covid-19," *Al-Fikr: Jurnal Pendidikan Islam* 6, no. 2 (2020): 91, accessed on 08 March 2022, https://jurnal-tarbiyah.stainsorong.ac.id/index.php/alfikr/article/view/84

[13] Nunung Nurhadi, "Blended Learning and Its Application In The New Normal Era of The Covid-19 Pandemic," *AGRIEKSTENSIA: Jurnal Penelitian Terapan Bidang Pertanian* 19.2 (2020): 124.

[14] Miksan Ansori, "Desain dan Evaluasi Pembelajaran *Blended Learning* Berbasis Whatsapp Group (WAG)," *Jurnal Dirasah,* 1, no. 1 (2018): p. 126.

face meetings are usually not needed but can be arranged if needed.

3) *Rotation model:* this model separates online and face-to-face learning. Students are divided into smaller study groups to conduct face-to-face learning in class according to a predetermined schedule as well as online learning is also carried out according to a predetermined schedule. So, the students take turns learning face-to-face or online on a scheduled basis.

4) *Flipped classroom:* this model learns the material that is taught at home before entering the classroom face-to-face. Classroom learning is devoted to active learning and applying newly learned skills.[15]

5) *Flex model:* this model is mostly done online, while face-to-face learning exists to provide flexible and adaptive on-site support if needed by forming small group sessions.

6) *Online lab school model:* this model is fully carried out in a digital laboratory room at school. So, all learning is carried out online where the teacher is the guide for the learning process in the laboratory to optimize online learning.[16]

d. *Steps Blended Learning In The Classroom*

Before applying the blended learning model, we should know what steps need to be considered so the blended learning process is successful. According to Ima, et al., in Bath and Bourke's research, four main considerations must be considered in implementing the blended learning model, namely planning, designing and developing, implementing, reviewing, and evaluating.[17] Furthermore, Ima, et al., explained the steps below:

1) Planning: teachers need to consider the situation in the classroom starting from planning content, learning resources, learning activities, and assessments, as well as finding out technologies that are already familiar to

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[15] Olga Kakoulina, "What is Blended Learning and How It Can Be Used?," *Ispring,* Oct. 13, 2021.

[16] Santosh Bhaskar K, "Different Forms of Blended Learning in Classroom," *EdTechReview*, Sept. 04, 2013.

[17] Ima, et al. "Blended Learning: Improving Student's Motivation in English Teaching-Learning Process," in Debra Bath and John Bourke, *Getting Started with Blended Learning: Griffith Institute for Higher Education 6,* no.1 (2018), p. 3-4.

students to apply in blended learning by the learning objectives to be achieved.

2) Designing and developing: the teacher describes learning objectives, learning activities, and assessments where activities and assessments can support learning objectives. In evaluation, teachers can design various types and methods for evaluating mixed learning. Evaluation can be done online or offline depending on the learning objectives.

3) Implementing: the teacher considers student involvement in the learning program. The application of blended learning can be used to convey learning activities in the process of learning and teaching English with various methods.

4) Reviewing and evaluating: providing feedback and evaluation can be done online or offline. Giving feedback can be done after students finish carrying out the instructions from the teacher. In online evaluation, students can complete some work and then submit it through an online platform. Meanwhile, offline evaluation is used by teachers for regular tests, examinations, or directly observing student performance.

Thus, the steps for implementing blended learning can be used to assist teachers and students in achieving learning objectives.[18]

2. Concept of WhatsApp

a. Definition of WhatsApp

The WhatsApp application is already familiar to the public. WhatsApp is one of the most popular messaging applications that can be accessed via smartphones and Personal computers (PC), based on the opinion of Nuraeni and Nurmalia.[19] According to Linda and Ri'aeni, WhatsApp is a chat program and its popularity is increasing because it is available on almost all smartphones.[20]

Here are some features of WhatsApp that can be used to support the learning process:

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[18] Ima, et al. Blended Learning: Improving Student's Motivation in English Teaching-Learning Process, p. 3-4.

[19] Cicih Nuraeni and Lia Nurmalia, "Utilizing WhatsApp application in English language learning classroom," *Metathesis: Journal of English Language, Literature, and Teaching* 4, no. 1 (2020): 89.

[20] Linda and Ida Ri'aeni, "WhatssApp Messenger as a Mobile Media to Learn Writing for EFL Students," *Jurnal Ilmu Komunikasi Efek* 1.2 (2018): 162.

1) Text Messaging: this feature can be used to send messages privately or via group chat.
2) WhatsApp Web: with this feature can connect with the desktop and sync all chats from device to computer easily.
3) Calls: This feature provides voice and video calls that can be used individually or simultaneously maximum of 8 people.
4) End-to-end encryption: with this security feature no one outside the chat can see messages or calls including WhatsApp.
5) Media: this feature can be used to share photos, videos, audio, documents, contacts, and share the location where we are.

Thence, WhatsApp is one application that can be recommended to convey messages with ease of accessing them.

b. Using WhatsApp for Blended Learning

Blended learning using the WhatsApp application is a combination of face-to-face classical learning and e-learning through the WhatsApp application. According to Susilawati and Supriyanto, WhatsApp has several features to facilitate learning and communication so the members can discuss online with the help of internet services.[21] Another opinion from Suardika, et al., WhatsApp as a learning medium has good potential for instructional purposes in the learning process which is not limited by space and time.[22] Meanwhile, according to Dahdal, WhatsApp is an application that is easy to access and use so it is familiar among students to interact with their teachers and classmates.[23] Utilizing WhatsApp as a learning tool to get teaching from home makes it easier for students and teachers. So, WhatsApp as a learning support application is suitable for

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[21] Samsul Susilawati and Triyo Supriyanto, "Online Learning Through WhatsApp Group in Improving Learning Motivation in The Era and Post Pandemic Covid-19," *Jurnal Pendidikan: Teori, Penelitian, dan Pengembangan* 5, no. 6 (2020): 853.

[22] I Ketut Suardika, et al., "Using WhatsApp for Teaching a Course on The Education Profession: Presence, Community and Learning," *International Journal of Mobile and Blended Learning (IJMBL)* 12, no.1 (2020): 29.

[23] Sohail Dahdal, "Using The WhatsApp Social Media Application for Active Learning," *Journal of Educational Technology Systems* 49, no. 2 (2020): 8.

getting teaching from home to make it easier for students and teachers.

The use of WhatsApp as the main application in blended learning to support learning resources and student learning processes, including the type of face-to-face driver model. The face-to-face driver model is a learning model that occurs face-to-face with traditional teaching in a school environment that uses online learning as remediation or additional instructions.[24] The WhatsApp application has the main advantage that it is flexible to be used to interact without limitations of space and time, the students can confirm or ask via WhatsApp about information the teacher so there are no mistakes.[25] In Hadi's study, the use of the WhatsApp application for e-learning can be used as a support for blended learning so the learning process continues if face-to-face learning in class is not optimal or if the teacher is unable to attend.[26] Besides WhatsApp as an application or the main media in online learning, several other supporting media can be used such as google meet and youtube.[27] The use of WhatsApp in blended learning is to exchange information between teachers and students, deliver assignments, and communicate tools during class hours or outside of learning hours.[28] Thus, blended learning using WhatsApp is quite recommended to help the learning process, especially during the Covid-19 pandemic.

3. Covid-19 Pandemic

The Corona Virus is a pandemic that is currently still being watched out for. Since the circulation of information about the Coronavirus began to become big news throughout the world,

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[24] Hasna Amiratun Zafirah, Basori, and Dwi Maryono, "The Influence of Blended Learning on Students Learning Motivation and Outcomes in Digital Simulation Course," *Jurnal of Informatics and Vocational Educatin (JOIVE),* 4, no. 1 (2021): p. 13.

[25] Nagaletchimee Annamalai, "Using WhatsApp to Extend Learning In A Blended Classroom Environment," *Teaching English with Technology Journal,* 19, no. 1 (2019), p. 9.

[26] Baskoro Hadi, "Pemanfaatan Aplikasi WhatsApp pada Pembelajaran Berbasis Blended Learning Di SMK N 1 Sragen," *Jurnal FKIP UNS,* (2015), p. 43.

[27] Miksan Ansori, " Desain dan Evaluasi Pembelajaran Blended Learning Berbasis WhatsApp Group (WAG)," p. 125.

[28] Peran WhatsApp Dalam Model Blended Learning untuk Meningkatkan Hasil Belajar Siswa Mata Pelajaran IPS Selama Pansdemi Covid-19. p 110.

everyone must be prepared to maintain safety to protect themselves from this short-lasting pandemic. Based on *World Health Organization* (WHO), Corona Virus Disease 2019 (Covid-19) was first recognized in Wuhan, China, in December 2019, it was a respiratory infection caused by the Coronavirus, the genetics of the virus shows that SARS-CoV-2 is a beta coronavirus that is still related to the SARS virus.[29] The Covid-19 pandemic emphasizes health care because of the potential for rapid transmission, so almost all medical teams around the world have created Covid-19 laboratories to support the needs of citizens and patients to find solutions to this disease infection before starting social activities or work.[30] Hence, as citizens, we need to comply with the procedures based on government regulations to keep each other safe.

During the pandemic, everyone is encouraged to do all activities at home. Quoted from *Kompas.com*, based on information from *Kemenkes* and *Satgas Covid-19*, health protocols in dealing with Covid-19 must be obeyed by the community are keeping cleanliness, wearing masks, keeping a distance, self-isolation, and also maintaining health.[31] However, to fulfill their daily needs, some people have to do activities outside the home. As circulated by Kominfo, consider everyone who wants to meet, the location for doing the activity, how long the meeting will be and how important the activities are outside the home.[32] So, we should stay at home if nothing is important outside the home to help reduce the risk of spreading Covid-19 and of course maintain the safety of ourselves and some people around us.

4. English Learning during Pandemi Covid-19

Nowadays, English is an international language that needs to be mastered. That is the reason why English is a compulsory subject in the curriculum of education programs in Indonesia. Having English subjects at school is enough to help students who want to be proficient in English. Houwer et al. define learning as

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[29] World Health Organization (WHO), "Clinical Management of Severe Acute Respiratory Infection (SARI) when Covid-19 Disease is Suspected," *13 March 2020*. No. WHO/2019-nCoV/clinical/2020.4. World Health Organization, (2020): 2.

[30] Ciotti et al., "The Covid-19 Pandemic," *Critical reviews in clinical laboratory sciences* 57.6 (2020): 383.

[31] Luthfia Ayu Azanella, "Simak, Panduan Protokol Kesehatan Pencegahan Covid-19," *Kompas.com,* May. 18, 2020.

[32] "Beraktivitas di Luar Rumah? Wajib Pertimbangkan 3 Hal Ini!," *Kominfo,* 24 August 2021.

behavior or action that is the result of experience.[33] For this reason, it is very important to learn English to get information and as a communication tool with someone from a different country.

The advances in technology help in learning English. During the Covid-19 pandemic, technology has increasingly helped in the learning process because everyone is required to quarantine themselves at home to reduce the number of spreads, so they can only interact online. Based on a circular letter from *Kemendikbud* urging for Study from Home (SFH) to get educational services during the Covid-19 emergency, to protect education unit residents from the bad effects of Covid-19 so the learning is conducted online.[34] However, according to Mahyoob, there are advantages and disadvantages to online learning, the advantages are being able to access education globally on the network, the students can connect with teachers any time so it certainly saves time and energy, while the disadvantages are not every student have a good internet connection and also it can hinder some material which requires practice directly.[35] Therefore, as a teacher sometimes it is necessary to understand the limitations of students in participating in online learning.

Various applications can be used as learning media. If the dictionary was still in the form of a book, now with the help of the internet and applications we can search for the meaning of a word. According to Ahmadi, with technology becoming a part of everyday life, now technology has been integrated into the curriculum and aims to support the learning process.[36] The use of technology in learning English is an innovation of methods, tools, materials, devices, systems, and strategies to achieve the desired

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[33] Jan De Houwer, et al., "What is Learning? On The Nature and Merits of a Functional Defintion of Learning," *Buletin Psikologi & Ulasan 20*, no. 4 (2013): 631, accessed on 27 February 2022, https://link.springer.com/article/10.3758/s13423-013-0386-3

[34] "Panduan Penyelenggaraan Pembelajaran pada Tahun Ajaran dan Tahun Akademik Baru di Masa Pandemi Corona Virus Disease (Covid-19)," *kemendikbud*, 15 June, 2020.

[35] M Mahyoob, "Challenge of E-Learning during The Covid-19 Pandemic Experienced by EFL Learners," *Arab World English Journal (AWEJ)* 11, no. 4 (2020): 352.

[36] Mohammad Reza Ahmadi, "The Use of Technology in English Language Learning: A Literature Review," *International Journal of Research in English Education* 3, no. 2 (2018): 116.

learning objectives, based on Qizi's opinion.[37] Many schools have used technology as part of the learning media. Such as sharing screens in video conferences during the learning and teaching process at home, we can display presentations and connect directly to make it easier when interacting simultaneously. Thus, the use of technology will greatly help facilitate learning English during the Covid-19 pandemic if used optimally.

Entering the normal era during the Covid-19 pandemic, learning methods began to change. Online learning has been considered less effective so new learning models need to be applied. The government issued a new order towards the new normal era to support the advancement of education, Minister Nadiem Makarim conveyed the term *"Merdeka Belajar"* which means teachers and students are free to innovate and be creative to learn independently.[38] Innovative learning with the blended learning model is an alternative that can be done by teachers by utilizing the development of Information and Communication Technology and allowing students to learn freely because the millennial generation tends to use gadgets as a fun learning medium. Thus, the existence of a new learning model also supports learning English that can be done online and offline learning for materials that require student practice, certainly still complying with health protocols.
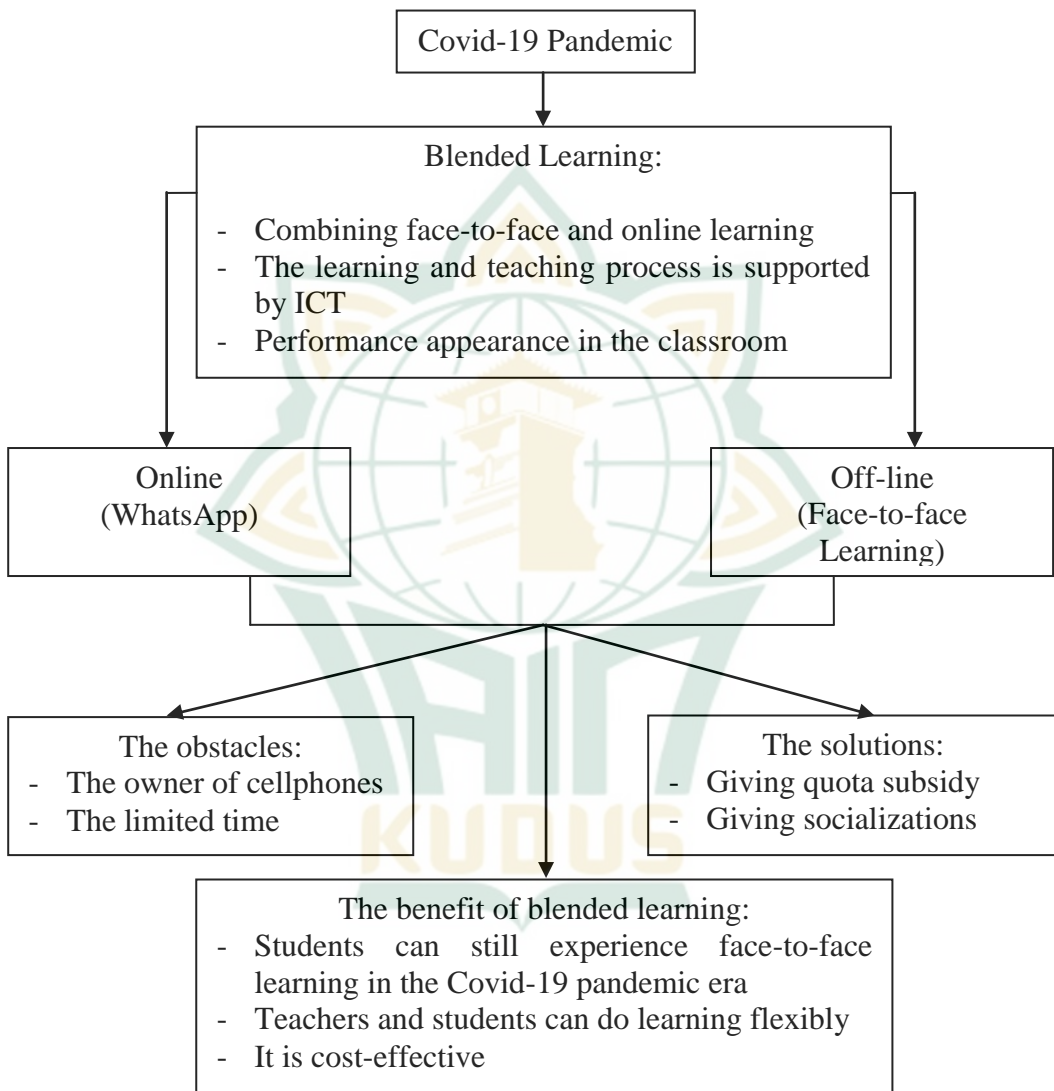
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[37] K D S Qizi, "The Use of Technology in English Language Learning," *Euro-Asia Conferences*, (2021): 124.

[38] Ati Rosidah, "Merdeka Belajar Melalui Model Pembelajaran Blended Laerning," *LPMP DKI Jakarta,* January. 27, 2020.

B. Theoretical Framework

The theoretical framework underlying this research is given in the following figure:

| Covid-19 Pandemic |

Blended Learning:

- Combining face-to-face and online learning
- The learning and teaching process is supported by ICT
- Performance appearance in the classroom

| Online (WhatsApp) | | Off-line (Face-to-face Learning) |

The obstacles:
- The owner of cellphones
- The limited time

The solutions:
- Giving quota subsidy
- Giving socializations

The benefit of blended learning:
- Students can still experience face-to-face learning in the Covid-19 pandemic era
- Teachers and students can do learning flexibly
- It is cost-effective

Conceptual Framework

The figure above describes the conceptual framework of this research. The research is descriptive qualitative research that will be described the implementation of a blended learning model in English

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learning during the Covid-19 pandemic era at SMP NU Putri Nawa Kartika Kudus. Blended learning is one of the learning models. Since the Covid-19 pandemic, blended learning has been familiar and implemented in almost all educational institutions. Through blended learning, English learning is carried out by combining face-to-face learning and online learning during the Covid-19 pandemic, the learning and teaching process is supported by ICT because now many technologies can be used as learning media, and can be used for performance assessments in the classroom so the teachers can directly assess student performance. The blended learning that will be used is a combination of online and offline learning. Online learning used the WhatsApp application, while offline learning used face-to-face learning. Then, when teachers and students are in teaching and learning activities, the researcher will see how the learning process takes place both using WhatsApp and face-to-face learning, and also the benefit of it. Some of the perceived benefits are that students can still experience face-to-face learning in the era of the Covid-19 pandemic, teachers and students can learn flexibly, and save time and money.

C. Review of Previous Study

The following are some topics that have been studied by previous researchers related to blended learning, the first is a study conducted by Alnuari entitled *"Using Blended Learning Model in Teaching The Second Grade Students Reading Comprehension of Exposition Text At SMA Yapip Makassar."* The research aims to find out the effectiveness of the blended learning model for developing students' reading comprehension of exposition text. This research used a quasi-experimental method with a nonequivalent control group design. The researcher concluded that using the blended learning model was effective to improve reading comprehension in the second-grade students' of SMA YAPIP Makassar.[39] The similarity is the writer and the researcher researching the use of blended learning. The difference is in the conditions that occur. The writer conducted research before the Covid-19 pandemic, while this research is conducted during the Covid-19 pandemic. Then the writer took the subject only on students, while the researcher takes the subject of teachers, students, principals,

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[39] Nurul Azizah Alnuari, "Using Blended Learning Model in Teaching Students' Reading Comprehension of Exposition Text at the Second Grade of Senior High School Yapip Makassar," (Thesis, UIN Alauddin Makassar, 2018), 11.

and the vice principal of the curriculum. Furthermore, the method used by the writer is quasi-experimental, while the researcher uses a qualitative method. The writer also conducted research at Senior High School, while the researcher conducted research at Junior High School. Another difference is the writer focused on the effectiveness of blended learning models for developing students' reading comprehension of exposition text, while the researcher focused on implementing blended learning in learning English.

The second research was conducted by Linda *"The Implementation of Blended Learning Approach in Teaching English as A Foreign Language At SMA Islam Athirah Bone."* This study explores how SMA Islam Athirah Bone teachers and students respond to the blended learning process in the EFL classroom and how the perceptions of teachers and students regarding the implementation of the blended learning approach in the EFL classroom at SMA Islam Athirah Bone. In implementing a blended learning approach using flexible online tools, *google classroom* to do the online task or online activities. The research concluded that the blended learning approach is a good way and suitable to be implemented in EFL classrooms.[40] The similarity is the writer and the researcher researching the Implementation of blended learning in English learning. Another similarity is using qualitative and purposive sampling methods in recruiting participants. The difference is in the conditions that occur. The writer conducted research before the Covid-19 pandemic, while this research was conducted during the Covid-19 pandemic. Then the writer took the subject only on students and teachers, while the researcher takes the subject of teachers, students, principals, and the vice principal of curriculum. Furthermore, the writer conducted the research using blended learning using the google classroom application, while the researcher use blended learning using the WhatsApp application. The writer also conducted research at Senior High School, while the researcher conducted research at Junior High School. Another difference is the writer focused on the perceptions of teachers and students regarding the implementation of blended learning, while the researcher focused on the implementation, benefits, supporting factors, obstacles, and solutions found in the implementation of blended learning.

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[40] Linda Permata Ratna Sari, "The Implementation of Blended Learning Approach in Teaching English as a Foreign Language Classroom at SMA Islam Athirah Bone," (Thesis, UNIVERSITAS NEGERI MAKASSAR, 2019), 1-2.

The third is Megawati in her research entitled *"The Students' Perception Toward The Implementation of Blended Learning Method Used By The English Teacher At SMAN 9 Luwu Timur."* This research focused on the student's perception of Blended Learning itself and its benefit of it for the students in English language teaching at SMAN 9 Luwu Timur. In this research the students interested in learning using the Blended Learning method with Edmodo, this method got several benefits for students. The students were easy to collect the assignment and can motivate the students to explore content related.[41] The similarity is the writer and the researcher researching the Implementation of blended learning in English learning. Another similarity is the use of qualitative methods. The difference is in the conditions that occur. The writer conducted research before the Covid-19 pandemic, while this research was conducted during the Covid-19 pandemic. Then the writer took the subject of only students, while the researcher takes the subject of teachers, students, the principal, and the vice principal of the curriculum. Furthermore, the research was conducted the research blended learning using the Edmodo application, while the researcher blended learning using the WhatsApp application. The writer also conducted research at Senior High School, while the researcher conducted research at Junior High School. Another difference is that the writer focused on the student's perception of Blended Learning itself and the benefits of it for the students in English language teaching, while the researcher focused on the implementation, benefits, supporting factors, obstacles, and solutions found in the implementation of blended learning.

The fourth is Hasanah, et al., in their research entitled *"Students' Readiness for Learning English Through Blended Learning at SMP N 5 Padang."* The purpose of this research wants to find out the students' readiness for Learning English through blended learning. This research uses quantitative research with a survey method. The population of this research is the 8th-grade students at one of the Junior High Schools in Padang, West Sumatra. The research indicates that Junior High School students are ready to learn English by using blended learning.[42] The similarity is the writer and the researcher researching the Implementation of blended learning in English

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[41] Megawati, "The Students' Perception Toward The Implementation of Blended Learning Method Used By The English Teacher At SMAN 9 Luwu Timur," (Thesis, Muhammadiyah University of Makassar, 2020), 6.

[42] Filza Hasanah, et al., "Students' Readiness for Learning English Through Blended Learning at SMP N 5 Padang," *Jurnal Pendidikan Tambusai* 5, no. 3 (2021): 5819.

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learning. Another similarity is the research was conducted during the Covid-19 pandemic and the participants were 8th-grade students at Junior High School. The difference is that the writer takes the subject of only students, while the researcher takes the subject of teachers, students, and the vice head of the curriculum. Furthermore, the method used by the writer is quantitative, while the researcher uses a qualitative method. Another difference is the writer focused on finding out the students' readiness for Learning English through blended learning, while the researcher focused on the implementation, benefits, supporting factors, obstacles, and solutions found in the application of blended learning.

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