AN ANALYSIS OF BLENDED ENGLISH LEARNING PROCESS AT THE SEVENTH GRADE OF SMP N 2 CEPOGO - BOYOLALI DURING POST PANDEMIC ERA

THESIS

Submitted as A Partial Fulfillment of the Requirements

for the Degree of *Sarjana Pendidikan*

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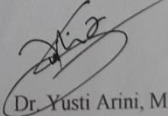
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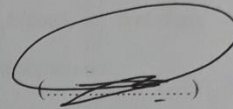   Sukoharjo,06 December 2023

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RATIIFICATION

This is to certify that the Sarjana thesis entitled **"AN ANALYSIS OF BLENDED ENGLISH LEARNING PROCESS AT THE SEVENTH GRADE OF SMP N 2 CEPOGO – BOYOLALI DURING POST PANDEMIC ERA"** By Laily Nur Aisyah has been approved by the Board of Thesis Examiners as the requirement for the degree of *Sarjana Pendidikan* in English Language Education Sudy Program.
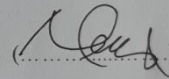
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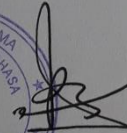Sukoharjo, 22 December 2023
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DEDICATION

Alhamdulillahirabbil'alamin, praise thanks to Allah SWT who has given all the blessing; I dedicated this thesis especially for:

1. My beloved family, my father Mr. Ladiyo, my mother Mrs. Sriyatun, my younger sister Muhithiah Rahmadani and Safa Azalia, who always give spirit, support and motivation.

2. My Beloved Almamater UIN Raden Mas Said Surakarta

MOTTO

"Verily Allah will not change the condition of a people until they change the condition of themselves"

(QS. Ar-Ra'd:11)

"Utamakan Adab dimanapun kita berada dan dengan siapa kita berhadapan"

(Mine)

"Teruslah belajar menuju masa depan, menuju tak terbatas dan melampauinya"

(Mr. Puji Rahayu)

PRONOUNCEMENT

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    I hereby sincerely state that the thesis entitled is "An Analysis of Blended English Learning Process at The Seventh Grade of SMP N 2 Cepogo - Boyolali During Post Pandemic Era" my own original work. To the best of my knowledge and belief, the thesis contains no material previously published or written by another person expect where due references are made.

    If later proven that my thesis has discrepancies, I am willing to take the academic sanctions in the form of repealing my thesis and academic degree.

Sukoharjo, 22 December 2023

Stated by,

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The researcher realizes that this thesis is still far from being perfect. The researcher hopes that this thesis is useful for the researcher in particular and readers in general.

Surakarta,   2023
The Researcher

Laily Nur Aisyah

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ABSTRACT

Laily Nur Aisyah, 2023. *An Analysis of Blended English Learning Process at the Seventh Grade of SMP N 2 Cepogo - Boyolali During Post Pandemic Era.* Thesis. English Language Education. Faculty of Cultures and Languages, Raden Mas Said State Islamic University of Surakarta.

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Keywords   : *Blended, Blended Learning Process*

This research aims to explore how the blended learning process takes place at the seventh grade of SMP N 2 Cepogo, Boyolali. The purposes of this research are: (1) To describe how seventh grade English teacher applies the blended learning process in terms of material, media, techniques and learning assessment (2) To describe the roles of teacher and students as guides and recipients in the blended learning process.

In this study, the researcher used a descriptive qualitative method. The researcher collected the data by observation, interview and documentation. The data of interview were obtained from seventh grade English teacher. The researcher used technique of analyzing the data Miles and Huberman Data Analysis which have three phases; (1) Data Condensation or Data Reduction, (2) Data Display (3) Drawing and verifying conclusion. For the trustworthiness of the data, the researcher used Methodological Triangulation.

The results showed that the seventh grade English teacher applied a blended learning process in terms of material, media, techniques, and learning assessment. In implementing these aspects, the seventh grade English teacher carries out his role properly and according to the educational plan that has been made. Likewise, students apply their roles well during the blended learning process in English subjects. The researcher believes that by documenting the result of this study, it makes benefit and positive contribution to our knowledge to do more for future research effort.

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CHAPTER I

INTRODUCTION

A. Background Of Study

Learning is a path that will be taken by teachers and students in achieving instructional goals for a particular instructional unit. Learning here is also a process of teaching and learning activities that also play a role in determining student learning success (Muhammad, 2019). This learning approach serves as an explanation to make it easier for teachers to provide learning services and also make it easier for students to understand the teaching material presented by the teacher and maintain a pleasant learning atmosphere. Learning is also a system consisting of various components that are interconnected with one another. These components include, learning material, leraning media, learning techniques, learning assessment (Nur Laila, 2021).

The implementation of learning is the operationalization of learning planning so that it cannot be separated from the lesson plans that have been made. Therefore, in its implementation, it will depend on how teaching planning is the operationalization of a curriculum (Aunurrahman, 2013). In learning there is a learning process. The learning process there is reciprocal contact between each other. The learning process here can be interpreted as "process" which means moving forward. So, the learning process can be interpreted as the stage of cognitive, effective, and

psychomotor behavioral changes that occur in students. These changes are positive and oriented in a more advanced direction than the previous situation (Syah Muhibbin, 1997). It can be concluded that the learning process is an activity that takes place in active interaction with the environment, which results in a number of changes in knowledge and understanding, skills and attitude values.

Based on pre-research at SMP N 2 Cepogo-Boyolali, seventh grade English teachers not only apply one aspect to blended learning. Then, students also not focus on just one model of the learning process (Gikandi, 2012). Therefore, teacher has various learning models and learning methods that can make the learning process more effective. To present a learning process using various models and choosing the right method is not easy. Researchers must know what models and methods are used, as well as how seventh grade English teachers apply them.

In all academic environments, the learning process is very important to create effective learning. This is necessary to obtain components in learning. Success in the learning process can be seen from the components contained in it. Because, the components inside are very important in determining success. In the learning process there is a method and also a separate learning model according to each teacher. In a study, researcher found that SMP N 2 Cepogo-Boyolali used a blended learning method and also a learning model using lectures, discussions, questions and answers.

All of this is included in the aspects of learning techniques, learning media, learning materials, and assessment in learning.

The learning method used by SMP N 2 Cepogo-Boyolali plays an important role in the learning process. Blended learning has the potential to create experiences for learners. Because blended learning helps represent a clear advantage to being able to create that learning experience. According to Sulihin (2012) which of the experiences gained by the learner can provide knowledge, skills, and competencies for the learner him self without regard to distance and time. Therefore, blended learning can be one way to achieve the expected goals. Blended learning has the following terms: Blended learning according to MacDonald (2006) is usually associated with including online media in learning, while at the same time face-to-face learning can also be done in a conventional way. This method uses to support learning understanding of the learning objectives in using technology as learning medium and resource. As a learning medium, synchronous learning will be carried out such as the use in the learning process in the form of text and audio. And as a learning resource by doing asynchronous learning such as the use of email, discussion forums, web learning.

The rapid development of technology today requires teacher and students to be more responsive to everything related to advances in technology as a communication tool. Blended learning has been

implemented in various schools, one of which was in the researcher research, namely at SMP N 2 Cepogo-Boyolali. Researcher have obtained information that the blended learning used by SMP N 2 Cepogo-Boyolali is offline and online. In the research, researcher examined the blended learning process in seventh grade and seventh grade English teacher. Researcher chose grade seventh because, the class exposed to Covid for the first time and also received the blended learning method for the first time. The blended learning model is very suitable for use at SMP N 2 Cepogo-Boyolali. The seventh grade English teacher stated that this method is very suitable to be applied in the current conditions of technological progress. This learning process is also considered very effective, because teacher and students can communicate more easily in delivering learning (Amalia, 2018).

The SMP N 2 learning model, face-to-face and online, has its own method which is adapted to the program that has been designed. Educator has their own ways of utilizing increasingly modern technology. Educator also has a wide choice of applications that can help them learn. Researcher have researched that at SMP N 2 Cepogo-Boyolali, the seventh grade English teacher uses the WhatsApp application, Google Classroom, Google Form, and also YouTube to facilitate the learning process. In practice, this learning broadens students' insight and makes it easier for students to learn more advanced. When researcher conducted interview with 7th grade English teacher, "How is blended learning implemented

with students?" The seventh grade English teacher answered "The effective way is to use teaching media in the form of modern applications, and apply it during the blended learning process." Apart from that, the 7th grade English teacher also said that the difficulty or obstacle in modern learning is in the signal section. Because, SMP N 2 Cepogo-Boyolali mountains area. It can be said to be a signal-prone area. Therefore, the school facilitates with Wifi.

The seventh grade English teacher at SMP N 2 Cepogo-Boyolali, during the learning process has used effective methods. In other words, the methods used in the learning process can obtain optimal results. In the learning process, there are also various variations of learning models. This is applied by seventh grade English teacher because this model can understand students in the learning process. The seventh grade English teacher said that the students' average score in the learning process could be said to be B or good. This can be seen from the average student learning outcomes that are good in achieving the learning mastery score set by the school, namely an average of 65-70 (B) with an amount of 22 students. Likewise, with the report cards of seventh grade students for the first semester, 70% of the students could be said to have a Good score and 30% could be said to have a Fair score.

Based on the explanation above, the researcher conducted research entitled ***"AN ANALYSIS OF BLENDED ENGLISH LEARNING PROCESS AT THE SEVENTH GRADE OF SMP N 2 CEPOGO-***

BOYOLALI DURING POST PANDEMIC ERA". With the title above, researchers can examine the blended learning process in terms of learning materials, learning media, learning techniques, and assessment.

B. Identification of the Problem

Based on the background stated above, the identification of the problem can be stated as follows:

1. Lack of knowledge of vocabulary in English subjects.

2. Lack of capture and awareness of students to learn to understand learning in English subject.

3. Lack of effectiveness of teacher in term of delivering English learning materials to students when the blended methods take place.

4. Lack of teacher learning models when English learning materials take place in the blended method.

5. Lack of student activity when the teacher provides English learning material in the blended method.

C. Limitation of the Problem

Limitation of the problem in this research needs to be done to provide a more specific and narrower understanding and avoid being too broad. In this case, the researcher focuses on the problem, namely "An Analysis of Blended English Learning Process at the Seventh Grade of SMP N 2 Cepogo - Boyolali during Post Pandemic Era". This study will

be focused on English teacher class 7 of SMP N 2 Cepogo - Boyolali, on aspects of learning materials, learning media, learning techniques, as well as assessment in learning. Researcher focus on seventh grade with an amount of 22 students because, basically seventh grade is a beginner class entering junior secondary education and the beginning of knowing basic learning in junior high school.

D. Formulation of the Problem

From the background that has been presented above, then presented a summary of the problem as follows:

1. How does the blended learning process take place during the post pandemic era in term of the learning materials, learning media, learning techniques, and learning assessments?

2. What are the role of the seventh grade English teacher and the role of seventh grade student's with an amount of 22 students, regarding the blended learning process in the post pandemic period?

E. Objectives of the Study

In writing this thesis, the researcher has the following research objectives:

1. To describe the blended learning process in English subjects in terms of materials, media, techniques, and assessment during the post pandemic era.

2. To describe the role of the seventh grade English teacher and the role of seventh grade student's, regarding the blended learning process in the post pandemic period.

F. Benefits of the Study

In writing this research, there are two benefits, namely generally for readers and especially for writer, including the following:

1. For Readers

   a. Adding insight for readers about the blended learning process, especially for teachers or junior high school teachers.

   b. Provide an overview for readers about the blended learning process, especially for junior high schools.

   c. As a material for introspection for readers, as well as teachers and class VII students of SMP N 2 Cepogo when the learning process takes place.

2. For Writer

   a. Become an evaluation material in order to correct deficiencies that exist in the learning process in terms of teaching, techniques, and methods used.

b. As a material for introspection for researchers, as well as teachers and class VII students of SMP N 2 Cepogo when the learning process takes place.

c. As a consideration for improving their competence, evaluating their learning, and practicing in their teaching as a teacher and concentration as a student during individual learning and learning takes place.

G. Definition of the Key Terms

Some of the terms which are very important to describe the research related to the title of an analysis of blended English learning process at the seventh grade of SMP N 2 Cepogo, Boyolali during post pandemic era:

1. Blended Learning

Blended learning is an English term which consists of two syllables, blended and learning. Blended is a good mixture or combination. Blended learning is basically a combination of two advantages of learning that is carried out face-to-face and virtual (Lalima, 2017). According to Moebs and Weilbelahi (2009) Blended learning as mixing online and face-to-face meetings in one integrated learning activity. So, Blended Learning is a learning model that combines face-to-face and not face-to-face, where online-based learning or E-learning becomes a medium that has an

important role in the process of teaching and learning activities (Husamah, 2014b).

2. Post Pandemic Era

The first is the notion of a pandemic. Pandemic can be interpreted "pan" means all while "demi" is an epidemic. So the COVID-19 pandemic means that there are a lot of epidemics in the world's countries. Because it involves the situation in many countries, the one who declares a pandemic is the world body (in this case WHO), it cannot be one, two or several countries. "For example, the COVID-19 pandemic was declared by the Director General of WHO Dr. Tedros on March 11, 2022. Prior to this, the H1N1-2009 pandemic which was declared to have started on June 11, 2009 was also stated by the Director General of WHO at that time, Dr. Margaret Chan," said Prof. written, Friday (11/3) (Prof. Tjandra Yoga Aditama, 2022)

CHAPTER II

LITERATURE REVIEW

A. Theoretical Review

1. Concepts of Learning

a. Definition of Learning and Learning Process

Learning is a process of teaching and learning activities that also play a role in determining the success of student learning. From the learning process there will be a reciprocal activity between the teacher and students to get to a better goal. The learning process initially asks the teacher to know the basic abilities possessed by students including their basic abilities, motivation, academic background, socio-economic background, and soon. The teacher's readiness to recognize the characteristics of students in learning is the main capital in the delivery of learning materials and is an indicator of the success of learning implementation.

Of the Learning process, learning is one of the sub-systems of the education system, in addition to the curriculum, counseling, administration, and evaluation (Martinis, 2013). Learning has two characteristics, namely first, in the learning process it involves students' mental processes to the maximum, not only requiring students to just listen, take notes, but also requires students'

activities in the thinking process. The second, in learning to build a dialogical atmosphere and a continuous question and answer process that is directed at improving and enhancing students' abilities, which in turn thinking skills can help students gain knowledge that they construct themselves (Sulfemi, Wahyu Bagja, Arsyad, 2009). With this in mind, the learning used at SMP N 2 Cepogo uses blended learning methods.

From the definition above, it can be concluded that teaching and learning activities that determine student success. Learning is an activity to gain knowledge or intelligent. So that it can change the behavior of students because of actions or interactions both individually and in groups in their environment (Sulfemi, 2018). After the activity, there will be feedback for students and teachers regarding the learning especially at SMP N 2 Cepogo.

b. **Characteristic of Learning**

Improve and support the learning process for students. The learning process will be conscious and deliberate effort. And will be interaction between students and teacher, other students, tutors, media, or other learning resources.

c. **Various Learning Theories**

According to the theory of sulfemi (2019) learning can be divided into five kinds, namely:

1. Behavioristic Learning Theory

    It is the formation of associations between the event called the stimulus (S) and the response (R) given to the formation of knowledge.

2. Constructivism Learning Theory

    Cognitive structure in interaction with the environment.

3. Cognitive Learning Theory

    This theory views that changes in perception and understanding are not always visible as behavior.

4. Humanistic Learning Theory

    This theory views that learning emphasizes the importance of the content of an eclectic learning process.

5. Contemporary Learning Theory

    This theory emphasizes the importance of an information system that will determine the process of how the learning process will take place.

    So, it can be concluded that the theory in learning there are various kinds of different variations and have different goals. The conclusions of the learning theory contained above include the theory of association formation, theory of

knowledge formation, theory of perception and understanding, theory of emphasis on learning content, and theory of emphasis on information.

2. Concepts of Blended Learning

a. Definition of Blended Learning

Blended learning is an English term which consists of two syllables, blended and learning. Blended is good mixture or combination. Blended according to Jacob, A.M (2021) that blended sometimes called hybrid instruction, is missing and matching various instructional settings to meet the learning needs or your students. In accordance with the meaning of the word that is mixing (Staker, H., Horn, 2021). It can be concluded that according to the figures above, blended is a new method that is taught in a mixed manner online or offline with media determined by the teacher.

Entitled "The Effect of Blended Learning on the Motivation and Achievement of Junior High School Students "Blended learning is a flexible approach to designing programs that support a mixture of various times and places for learning" (Syarif, 2021). According to Nur Laila (2021) there are 4 components in blended learning, namely:

1. Learnig Material

Bentuk bahan atau seperangkat substansi pembelajaran untuk membantu guru atau instruktur dalam kegiatan belajar mengajar yang disusun secara sistematis dalam rangka memenuhi standar kompetensi yang ditetapkan (RPP).

2. Leraning Media

Alat yang digunakan untuk menyampaikan informasi pembelajaran kepada penerima pembelajaran melalui media online maupun ofline.

3. Leraning Techniques

Suatu pengetahuan tentang cara mengajar dengan teknik online maupun ofline yang dipergunakan oleh guru atau instruktur lainnya dalam mengajar atau menyajikan bahan pelajaran kepada siswa.

4. Learning Assessment

Cakupan penilaian terhadap proses pembelajaran dan penilaian hasil akhir belajar dengan penilaian secara online maupun ofline.

So, it can be concluded that Blended Learning is a learning model yang sangat efektif digunakan. Blended learning mempunyai berbagai cara supaya pembelajaran tetap berjalan sesuai prosedur. Dari ke empat komponen diatas, mereka

menggunakan metode blended learning dengan materi, media, teknik, penilaian yang di bukukan secara online maupun dibukukan secara ofline.

b. Benefit of Blended Learning

According to Husamah (2014a) blended learning can be implemented properly and true, the benefits of the Blended Learning method are: 1) Improving learning outcomes through distance education, 2) Increase the ease of learning so that students become satisfied in learning, 3)Learning through distance education reduce learning costs and time, 4) More flexible learning, 5) Easy measure effectiveness. From the benefits of blended learning above, it can be concluded that students can contribute to discussions at a time and place that they choose individually and can participate in the learning process.

3. Learning Material and Educataional Design (RPP) Grade 7th

a. Definition of Learning Material and Educataional Design (RPP)

Learning materials or teaching materials are knowledge, attitudes and skills that students must learn in order to achieve predetermined competency standards (Lukmanul, 2018). Subject

matter is also defined as learning material that must be mastered by students in accordance with learning objectives. Learning material is essentially knowledge, values and skills as the content of a subject that is directed to achieve learning objectives.

In the learning material there is also a design or a series of making learning material called an educational design (RPP). The educational design (RPP) is basically a long-term learning plan in a certain subject group which includes competency standards, basic competencies, subject/learning materials, learning activities, indicators, assessments, time allocation, and learning resources/materials/tools. The educational design (RPP) as a learning plan is needed, because the learning process in schools is carried out within a predetermined period of time (Asep Herry Hernawan, 2003). In addition, the learning process itself is essentially a process that is organized and regulated in such a way according to certain steps so that in its implementation it can achieve the expected results and basic competencies can be achieved effectively.

So it can be said that, subject matter is a variety of experiences that will be given to students during the educational process or learning process. The learning experiences that students get from school become learning materials. Students carry out various activities in order to gain the learning experience, both in

the form of cognitive, psychomotor and affective skills. These experiences are designed and organized in such a way that what students get is fit for purpose.

b. Benefit of Educational Design (RPP)

By paying attention to the above understanding, the educational design (RPP) has several benefits, including:

1) As a guide/reference for further learning development.

2) Provide an overview of the main points of the program to be achieved in a subject.

3) As a measure in assessing the success of a learning program.

4) Written documentation as accountability for a learning program.

From the explanation above, it can be concluded that the educational design (RPP) is the main reference in a learning activity and also as an illustration of the main points of the program to be achieved.

c. Types of Learning Materials and Principles of Educational Design (RPP)

Learning material is one component of the learning system that plays an important role in helping students achieve competent standards and basic competencies. Broadly speaking,

learning materials contain knowledge, skills, and attitudes or values that students must learn (Oemar Hamalik, 2002). Learning material in its development is assisted by the educational design (RPP). The educational design (RPP) here needs to consider several principles. This principle is a rule that will animate the implementation of the curriculum at the education unit level (Asep Herry Hernawan, 2006). According to Oemar (Oemar Hamalik, 2002), the types of learning materials consist of: a) Knowledge, b) Skills, c) Attitudes or values. It can be concluded that there are three types of learning materials, namely knowledge, skills and attitudes or values. From the three sections there are different contents according to the criteria. However, of the three types of learning materials, it is an important type of learning material for students.

Of the three types of learning materials, according to Lukmanul (2018) the learning materials are grouped into two parts, namely: a) The main learning materials, b) Supporting learning materials. From the two groupings of learning materials, it can be concluded that both materials are important for students because, in addition to the main material, students must be interspersed with second material so that their learning materials increase.

4. **Learning Media**

a.   **Definition of Learning Media**

Media in a narrow sense means components of materials and components of tools in the learning system. In a broad sense, the maximum use of media for all components of the system and learning resources above is to achieve certain learning objectives (Ade Kusnandar, 2006). Meanwhile, according to Gagne (2002) provides a limitation which states that the media is a means called a channel, because in essence the media expands and expands the human ability to feel, see and see within a certain distance and time limit. Now with the help of the media those boundaries are almost non-existent. Based on the limitations above, it can be concluded that the media is a tool or facility or device that functions as an intermediary or channel or bridge in communication activities (delivery and receiving of messages) between the communicator (message sender) and the communicant (message recipient).

b. **Function of Learning Media**

The role of the media in learning activities is a very decisive part of the effectiveness and efficiency of achieving learning objectives. According to McKown (2003) in his book "Audio Visual Aids To Instruction" suggests four functions of media. The four functions are as follows: 1)Change the emphasis of formal

education, 2)Generating learning motivation, 3)Provide clarity so that students' knowledge and experience, 4)Provide learning stimulation. From the explanation above, it can be concluded that the media functions very effectively in the context of learning. Learning media as above can realize student skills in such a way. In this context the teacher or instructor functions as a facilitator in learning.

5. Learning Technique

a. Definition of Learning Technique and Its Benefits

According to Anang (2010) technique is a path, tool, or media used by teachers to direct the activities of students towards the goals to be achieved. In the Big Indonesian Dictionary, technique is defined as a method or system of doing something, a way of making or doing something related to art. The technique chosen must be in accordance with the lesson used and in tune with the approach used. Learning techniques can be interpreted as the way someone does in implementing a specific method (Arsyad, 1997). For example, the use of the lecture method in a class with a relatively large number of students requires its own technique, which of course will be technically different from the use of the lecture method in a class with a limited number of students.

Another meaning says that the technique is a concrete way that is used during the learning process. Teachers can change techniques even in the corridor of the same method. One method can be applied through various learning techniques. The learning technique according to Mahsun (2005) has six benefits, both of which lead to students and teachers. The six benefits in question are as follows: 1)Increase learning productivity, 2)Provide the possibility, 3)Provide a more scientific, 4)Strengthening learning, 5)Enables instantaneous learning, 6)Enables a wider presentation.

From the explanation above, it can be concluded that learning techniques have relevant benefits. With this, students and teachers can increase learning productivity and can provide wider learning. Teachers can also provide a more scientific basis for learning and strengthen learning.

6. Concepts of Learning Assessment

a. Definition of Learning Assessmentdf

"Evaluation is a systematic process determining the extent to which instructional objectives are achieved by pupils" (M Ngalim Purwanto, 2010). The sentence explains that assessment is a process of gathering information and making decisions based on that information. In the process of gathering information, of course, not all information can be used to make a decision.

Information that is relevant to what is being assessed will make it easier to carry out an assessment in learning activities. Assessment is a systematic and continuous process or activity to collect information about the process and learning outcomes of students in order to make decisions based on certain criteria and considerations (Arifin, 2009).

Based on some of the opinions above, it can be concluded that assessment is a comprehensive process of collecting information which is carried out continuously to determine the ability or success of students in learning by assessing student performance both individually and in group activities. The assessment should get more attention from a teacher. Thus, the assessment must be carried out properly, because the assessment is a vital (main) component of healthy self-development, both for individuals (students) and for organizations/groups.

b. Function of Assessment

Assessment is one of the important elements in learning, which is a component that is no less important than learning models or methods. Assessment is used to determine the ability and success of students, in achieving learning objectives. Assessment also has a stated function, namely: Kusaeri (2012) explains that the function of evaluating overall learning outcomes

is a: (1)Psychologically, it can help students to determine their attitudes and behavior, (2)Sociologically, to find out whether students are capable enough to enter the community, (3)In a didactic-methodical manner, to assist teachers in placing students in certain groups according to their respective abilities and skills, (4)Administratively, to provide reports on the progress of students to parents, government, schools, and the students themselves.

It can be concluded that the assessment function is divided into various types, each of which has its own meaning. The function of this research is used as a reference in serving the needs of students in guiding their careers. Therefore, this assessment function is very important for educators as a reference material.

c. **Principles of assessment**

Assessment of student learning outcomes in learning is not an easy job because it must require practice and mastery of theories about assessment related to what will be assessed. To be able to conduct an effective assessment, it is necessary to pay attention to several principles of assessment as a basis in carrying out the assessment of student learning outcomes. According to Kusaeri (2012) said several things that become principles in the assessment are: (1)The assessment process must be an inseparable part of the learning process, (2)The assessment must reflect real

world problems, not school work-kind problems, (3)Assessment must use various measures, methods, and criteria, (4)the assessment must be holistic which includes all aspects of the learning objectives (cognitive, affective, and cencor-motoric).

It can be concluded that the principle of assessment has certain conditions. The principle of assessment must be an integral part and reflect the real world. The principle of assessment must also be cognitive, effective and sensory-motor so that the assessment remains effective.

7. Post Pandemic Era

The first is the notion of a pandemic. Pandemic can be interpreted "pan" means all while "demi" is an epidemic. So, the COVID-19 pandemic means that there are a lot of epidemics in the world's countries. Because it involves the situation in many countries, the one who declares a pandemic is the world body (in this case WHO), it cannot be one, two or several countries. "For example, the COVID-19 pandemic was declared by the Director General of WHO Dr. Tedros on March 11, 2022. Prior to this, the H1N1-2009 pandemic which was declared to have started on June 11, 2009 was also stated by the Director General of WHO at that time, Dr. Margaret Chan," said Prof. written, Friday (11/3) (Prof. Tjandra Yoga Aditama, 2022)

Second, after the Director General of WHO declared the pandemic was over, the term used to declare the pandemic over was that the world had entered a post-pandemic period. Not saying the world is endemic, but the statement states that the pandemic has been a bit overthrown. "Later, when the COVID-19 pandemic is over, there will be another official statement from the Director General of WHO according to the world situation at that time, which we don't know when it will happen, and we don't know what term will be used later," (Prof. Tjandra Yoga Aditama, 2022). So some things that need to be done in the post-pandemic era include social solidarity such as cooperation, mutual cooperation, and mutual donation. Focus on human well-being, promote social justice and diversity and foster empathy, compassion and caring.

8. The Role of Teacher and Students

A. Definition of Teachers and Students

Djamarah and Zain (2000) Teacher are a strategic position for the empowerment and learning of a nation which cannot possibly be replaced by any element in the life of a nation since ancient times. The more significant it is, the more the presence of teacher carrying out their roles and duties guarantees the creation of reliability and the development of a person's readiness. In other words, the portrait of humans in the future is reflected in the

portrait of teacher in the present and the progress of the dynamics of life really depends on the "image" of teacher in society. Teacher has various duties which are implemented in the form of service (Hughes, 2007, p. 296). These duties cover the professional field, the humanitarian field and the social field. Tasks include educating teacher as a profession, teaching and training. Educating means passing and developing the values of life and living. Teaching means continuing and developing science and technology. Meanwhile, training means developing students' skills.

Meanwhile, students are one of the components in teaching, in addition to teacher factors, goals and teaching methods. As one component, it can be said that students are the most important component among the other components. Basically it is a determining element in the teaching and learning process. Without students, there will actually be no teaching process (Hamalik, 2008). According to Djamarah (2011), students are the main subject in educational, they are the ones who learn every time they study. Students do not necessarily have to always interact with the teacher in an educational interactive process. He can also learn independently without having to receive lessons from a teacher at school. For students, studying alone is the dominant activity. After school, students must study at home. They may arrange a study schedule in the evening, morning, or afternoon.

The conclusion from the statement above is that the teaching and learning process is the core of the overall educational process. In this way, the teacher is the main role holder in the learning process. Interaction or reciprocal relationship between teachers and students is the main requirement for the teaching and learning process to take place. The teaching and learning process has a broader meaning, not just the relationship between teacher and students, but in the form of educational interactions. In this case, it is not just conveying messages in the form of learning material, but instilling attitudes and values in students who are learning.

B. The Role of Teacher

Teacher has a role that they always carry out. Sadirman (2011:144-146) details the role of the teacher into 9. The role of teacher in teaching and learning activities is:

1. Informatory

   As implementer of informative teaching, laboratory, field learning, and information source for academic and general activities.

2. Organisator

   Managing in academic activity, syllabus, workshops, and several the lessons. The organization of the components of

learning activities must be regulated by the teacher in order to achieve effectiveness and efficiency in learning for teacher and students.

3. Motivator

   The role as a motivator is important, meaning that in order to increase enthusiasm and develop student learning activities, teacher must be able to provide stimulation, encouragement and reinforcement to develop student potential, foster self-reliance (activity) and creativity (creativity), so that there will be dynamics in the learning process.

4. Director

   Teacher must be able to guide and direct students' learning activities in accordance with the aspired goals.

5. Inisiator

   Teacher as a originator toward ideas in learning process. The ideas that are generated should be creative ideas that can be emulated by students.

6. Transmitter

   In teaching and learning activities, teacher will also act as disseminators of educational policies and knowledge.

7. Fasilitator

Teachers are obliged to provide facilities or convenience in the teaching and learning process, for example by creating an atmosphere of conduciv learning activities, in harmony with student development. So that teaching and learning interactions take place effectively and optimally.

8. Mediator

This mediator can be interpreted as an intermediary in student learning activities. For example, mediating or providing a way out or solution when the discussion is not going well. Mediators can also be interpreted as providers of learning media teachers determine the right media for learning.

9. Evaluator

Teacher has the task of assessing and observing the development of students' learning achievements. Teachers have full authority in assessing students, however, evaluations must still be carried out objectively. Evaluations carried out by teacher must be carried out using certain method and procedures that have been planned before learning activities begin.

The conclusion from the statement above is that teachers are professional staff have the main task of educating, guiding, teaching, directing, assessing, training and evaluating students. Teachers also have a role that they always carry out in each of their duties. Also, the roles played by teachers have their own goals.

C. The Role of Students

It can be said that the student's role is where the student is involved in the learning process delivered or guided by the teacher. In this modern era, the role of students is considered very important in the learning process apart from the role of the teacher himself (Arif, 2020). To achieve the expected learning objectives, students are required to be actively involved and not just as listeners or recipients of material from the teacher in raw terms. All of these things can be reflected in students' learning activities in the classroom when the teacher teaches. However, Sugihartono (2007) according there are several student roles in the learning process, including:

1. Most importantly, learn. Because, learning can create an active and intelligent generation. Students must also understand and study the material taught by their teacher,

and students must also complete the tasks given by the teacher.

2. Obey the rules set at school. So, wherever we are, there are definitely rules that we must obey. Schools are no exception.

3. Students must also respect and obey teachers or workers at school. Students can respect the teacher by obeying all the teacher's orders, and also paying attention to the teacher when the teacher is explaining the lesson.

4. Students must also be disciplined individuals. If a student wants to achieve success, then one way he can start is through discipline. Nor discipline with time or discipline in studying.

5. The most important role of students is to maintain the good name of the school. By maintaining the good name of the school, students and the school will receive a positive view from the community in the school environment.

Based on the opinion above, it can be concluded that students play a very important role in the success of learning. Because, without students and teacher do not play an important role in learning. Among the roles of students are learning, obeying and respecting teachers or staff at

school, being disciplined, and maintaining the good name of the school.

B. Previous Related Studies

1. Research conducted by Seriwati Ginting a student of the Maranatha Christian University, majoring in English education (2021) in her thesis "Blended Learning: Post Pandemic Solutions" explains that From these findings, it can be concluded that blended learning is a training model in which it combines online learning and offline learning. Where, online learning can increase insight and knowledge, while offline learning can improve skills, especial in specific materials whose skills are not automatically obtained from increasing knowledge.

    The similarities and differences with this researcher are that they both discuss blended learning during the post pandemic era. While the difference the research conducted by Seriwati Ginting increasing insight and skills in the blended learning method, this researcher examines the analysis of the blended learning process in terms of media, techniques, and assessment. In addition, the equality is in the use of research methods. Both studies use qualitative methods. The research location is different, the research conducted by Seriwati Ginting is located in Maranatha Christian University, and the researcher conducted the research at SMP N 2 Cepogo.

2.　　Research conducted by Jitendra Hasan (2021) a astudent of the University of Muhammadiyah Makassar, majoring in English education in his Journal Article of Education "Comb the Best of Online and Face-to-Face Learning: Hybrid and Blended Learning Approach for Covid-19, Post Vaccine, & Post Pandemic World" explains that strategy used is the blended learning method, where the implementation of the blended learning strategy is by using a digital education design. By using this method and design, students can understand more focused and clearly. An evidence-based approach on how instructor can combine the best of both traditional and online instruction to offer angaging learning experiences for students.

3.　　Research conducted by Shaima Zafer Khan a student of the Gandhi College, Musheerabad, majoring in English education (2019) in his thesis "Teaching Blended Learning Methods in English Education" explains that The vast, diverse and continuing expertise in English education content, together with its scarcity, make blended learning an excellent proposition as a newer educational method. Blended learning and technology created the foundation for a revolution in education. Centers of excellence in blended learning can provide national support for the design, development, implementation, evaluation, collaboration and sharing of digital blended learning materials. Therefore, blended learning should be combined and further explored in the education system, to ensure the future is equipped globally.

Table 2.1 Previous Related Studies

No	Name	Affiliation	Title	Similarities	Differences
1	Seriwati Ginting (2021)	Maranatha Christian University	Blended Learning: Post Pandemic Solutions	They same discuss blended learning during the post pandemic era	The difference the research conducted by Seriwati Ginting increasing insight and skills in the blended learning method, this researcher examines the analysis of the blended learning process in terms of media, techniques, and assessment.
2	Jitendra Hasan (2021)	University of Muhammadiyah Makassar	Comb the Best of Online and Face-to-Face Learning: Hybrid and Blended Learning Approach for Covid-19, Post Vaccine, & Post Pandemic World	The same use the blended learning method in learning.	The different is, Jitendra uses Hybrid learning and also blended learning. Moreover, the learning focuses more on online learning. This researcher examines the analysis of the blended learning process in terms of

					media, techniques, and assessment.
3	Shaima Zafer Khan (2019)	Gandhi College, Musheerabad	Teaching Blended Learning Methods in English Education	The same use the blended learning method in learning in English subject	The different is, Shaima uses a special blended learning method in learning or just learning techniques. This researcher examines the analysis of the blended learning process in terms of media, techniques, and assessment.

CHAPTER III

RESEARCH METHODOLOGY

A. Research Design

In this study, research method used is a field research of descriptive research, and qualitative data analysis involves organizing and describing the data, rather than simply describing the data in numerical format. That is, understanding the data in terms of participant situation definition and paying attention to patterns, topics, categories, and regularities. The analysis of qualitative studies can also be influenced by the number of datasets and the people from whom the data were collected (Cohen, 2007, p. 461). Qualitative research, involves an interpretative, natural approach to subject matter. Qualitative research attempts to make sense or interpret the phenomena. In qualitative approach which is present and convey not only numerical data form but explain the meaning and representative of those number in written text (Arikunto, 2011).

B. Research Setting

The setting of this research is at SMP N 2 Gedangan village, Cepogo - Boyolali, Central Java. SMP N 2 Cepogo - Boyolali was chosen as the research location because, in its teaching the school uses the blended learning method. It means, the English learning process combine the technology and face to face learning.

Table 3.1 Research Schedule

No	Activity	Ags	Sep	Oct	Nov	Jan	Feb	May	Nov
1	Pre-Observation	■							
2	Proposal draft and consultation		■	■					
3	Proposal draft Seminar				■				
4	Observation					■	■		
5	Analyzing the data							■	
6	Munaqosah								■

C. Research Subject and Informant

1. Research Subject

Research subjects are subjects that are intended to be studied by researchers (Arikunto, 2011). So, the research subject is a source of information that is excavated to reveal the facts in the field. Taking the subjects in this research us data analysis. Namely, observation,

interviews, and documentation to find out the data on blended learning process. In selecting subjects, the researcher chose seventh grade English teacher and seventh grade students because, seventh grade was a beginner class and also the class that was entering junior high school for the first time with the teaching techniques of a new teacher. The researcher took the subject as a seventh grade English teacher because it is a seventh grade English teacher. Meanwhile, the techique for selecting student subject was taken using a convenience method, which means that the technique for selecting subject was by chance, namely who the researcher met face to face. Researcher carry out convenience aimed at optimizing time at the school.

The researcher determines research subjects based on the problems to be studied regarding the blended learning process. So, the subject of this research is a seventh grade English teacher. Based on these reasons, researcher want to know how the blended learning process is in terms of aspects learning materials, learning media, learning techniques, and learning assessments implemented by seventh grade English teachers. And also, the role of teacher and students in blended learning process.

2. Research Information

The researcher obtained the data, from a seventh grade English teacher and seventh grade students at SMP N 2 Cepogo, Boyolali as accept of learning in English subject.

D. Source of the Data

Source of the data is an important tool in research in the form of phenomena in the field and their numbers. From this data, the researcher knows the results of the researcher. Collecting data must be relevant to the research problem. The data in this study formed qualitative data and using appropriate qualitative data procedures. The data in this study obtained from conducting observation by going directly to the school, interviews with the objects needed, namely seventh grade English teacher and seventh grade students, the last one is documentation or taking result. In the data, the researcher needs sources to obtain available data. The source data is the research subject from which the data is obtained. Source data is important in conducting the research. So, it is clear where the data sources from the substance get the information. There are two sources that used to obtain data, namely:

1. Source

Primary sources that can be provide valuable information in directly. In other words, the main source is to provide prominent data related to the research problem. For the main source, researcher is the result of observation, interview and documentation. In qualitative research, the result of interviews can be used as the most powerful source to obtain information. In here, the object of the researcher is an English teacher for class VII at SMP N 2 Cepogo.

2. Secondary source

Secondary source is additional source to obtain data. It can be said that secondary source is pre- existing source that have been collected for different purpose by someone other than the researcher. In here, the secondary sources used are documents. The document is in the form of teacher education plan, teacher media, teacher techniques, and student scores transcript held by the teacher.

E. Technique of Collecting the Data

After know that this research is a library research and field research. So, to get accurate and clear the data, the following techniques are use in collecting data.

1. Observation

Observation is a data collection technique that requires researcher to go out into the field to observe things related to space, place, actors, activities, object, time of events, goals, and feelings. According to Abdul Majid (2014), observation is a method of collecting data using one of the five senses, namely the sense of sight as the main tool for direct observation. In addition to the five senses, the researcher usually uses other tools field conditions, including notebooks, cameras, checklist containing the object under study and so on.

This method is use to see how the blended learning process in English subject in seventh grade SMP N 2 Cepogo, Boyolali. What the researcher does is participatory observation, which means the researcher comes to the place of the activity of the people being observed. However, they are not involved in these activities. The researcher obtained observation by asking the seventh grade English teacher and seventh grade students at SMP N 2 Cepogo-Boyolali, regarding the blended learning process in terms of leraning material, learning media, learning techniques, and learning assessment.

Ketika observasi, guru memberikan materi pembelajaran sesuai dengan rancangan pendidikan yang dibuat guru. Materi pembelajaran diberikan secara rinci dan jelas. Diantara penjelasan materi pembelajaran, guru memberikan sebuah tanya jawab kepada siswa supaya siswa mengerti materi yang dijelaskan pada hari itu. Sementara itu, media yang digunakan guru yaitu media yang sudah difasiltasi dari sekolah beserta G.classroom, G.form, Ytb,WA yang digunakan saat memberikan materi pembelajaran maupun kuis atau ulangan, serta penugasan. Guru juga mempunyai teknik pembelajaran masing-masing. Diantara teknik yang digunakan oleh guru bahasa inggris yaitu dengan cara ceramah, diskusi, tanya jawab. Yang terakhir penilaian, cara guru menilai siswa yaitu dengan cara tes kuis yang diambil saat akhir

pembelajaran untuk mengetes seberapa penangkapan siswa terhadap materi pembelajaran, kemudian disusul dengan penilaian ulangan harian maupun ulangan saat tes dan juga penilaian sikap.

2. Interview

Sugiyono (2008) states that an interview is a two-person meeting to exchange and answer information and ideas that leads to communication and mutual building of meaning on a particular topic. Interview can be viewed as a way to collect data through unilateral and systematic questions and answers based on the purpose of the survey.

There are kinds of interview, namely (a) unstructured interview. In this type, the interviewer conducts the interview with no systematic plan of question, (b) structured interview. The interview were conducted using a pre-prepared catalog of questions, (c) semi structured interview. The interviewer uses a set of questions designed to get specific information. It contains 14 questions have to answer by the teachers. The interview was conducted to get the addition of information in response to interesting or important answer that arises unexpectedly from the planned questions.

Interview is a way of collecting information material which is carry out by conducting oral question and answer unilaterally face

to face learning with a predetermine direction. In the interview the researcher uses structured interview. Where in a structured interview, the researcher prepares instruments for several written questions and can also use tools such as tape recorders and pictures to expedite the interview process. The researcher needs to take notes and record. The functions of interview in this research were to cross check the data and to make sure that the data from the observation were really valid.

Interview yang dilakukan peneliti di SMP N 2 Cepogo-Boyolali yaitu berupa interview terstruktur dan semi terstruktur. Saat interview terstruktur, peneliti telah menyiapakan pertanyaan sebelum melakukan penelitian. Sedangkan interview semiterstruktur peneliti telah merancang dengan ide-idenya dengan rinci saat akan melakukan interview. Interview yang dilakukan peneliti yaitu dengan guru bahasa inggris kelas tujuh dan murid kelas tujuh SMP N 2 Cepogo-Boyolali. Guru bahasa inggris SMP N 2 Cepogo-Boyolali berjumlah 2, 1 guru bahasa inggris untuk kelas 7, sedangkan 1 guru untuk kelas 8 dan 9. Karena meneliti kelas 7, maka dari itu yang diambil hanya guru yang focus pada kelas 7, yaitu hanya satu guru bahasa inggris yang mengajar. Sedangkan murid diambil hanya satu kelas dengan random sesuai penelitian pertama kali guru masuk kelas, yaitu

kelas 7C yang berjumlah 22 siswa. Dengan itu, peneliti focus pada satu kelas, yaitu kelas 7C dan guru bahasa inggris kelas 7.

3. Documentation

Document is recording of events that are closer to conversations, involve personal matters, and require interpretations that are closely related to the context of the recorded events invalid source specified. Documentation is a record of events that have passed. Documents can be in the form of writing or pictures of someone. Research results from observations and interview was conducted credible or trustworthy if supported by photographs or academic papers. Moreover, data was collected on what the teacher is doing what they should probably be doing. Like document based, a classroom observation in this research was also employed to support and to enrich the information from the teachers. In this step, the researcher attended to the classrooms where the teachers teaching, and made notes about the information on how the blended learning process conducted. The obsevations were carried out for 5 meetings from January 24 th – Febuary 21th 2023.

Dokumentasi dari penelitian berupa data yang diperoleh dari sekolah. Data tersebut menghasilkan sebuat note yang berupa interview dari peneliti ke guru dan juga siswa. Selain data berupa

note, dokumentasi peneliti lainnya berupa foto observasi dan juga interview kepada guru dan murid SMP N 2 Cepogo-Boyolali. Hal itu, juga terdapat dokumentasi pada asepek materi pembelajaran berupa rancangan pendidika (RPP), media pembelajaran berupa gambar bahwa media yang digunakan bukan hanya pada fasilitas sekolah melainkan media online (G.Classroom, G.Form, Ytb, Wa) dan offline (Papan tulis, Spidol). Dokumentasi pada teknik pembelajaran berupa gambar yang dimana ada sebuah teknik pembelajaran yang digunakan oleh guru. Terakhir dokumentasi pada penilaian, dokumentasi penilaian berupa laporan nilai atau buku nilai yang dibuat oleh guru. Selain dokumentasi dari ke empat aspek tersebut, peran guru dan murid juga mempunyai dokumentasi yaitu berupa gambar saat peran dilakukan. Guru mempunyai peran yang terbaik untuk murid. Peran diantaranya yaitu memberikan informasi kepada murid, memberikan ilmu kepada murid, membentuk perilaku siswa yang baik. selain itu, siswa juga mempunyai peran yang sangat penting. Peran diantaranya yaitu, mengerjakan tugas dan ujian yang diberikan guru dengan baik, masuk sekolah tepat waktu, merawat dan menjaga lingkungan sekolah dengan baik, menjunjung nilai baik sekolah.

F. Research Instrument

For this research, the researcher acted as the main intrument. To collect data, researchers conduct interview, observation, and documentation. Interview is an activity involving interviewer and interviewee in which the interviewer gives some question to be answered by the interviewer. This interview to understand the data seventh grade English teacher and seventh grade students at SMP N 2 Cepogo-Boyolali, regarding the blended learning process in terms of leraning material, learning media, learning techniques, and learning assessment

G. Trustworthiness of the Data

Triangulation defines the use of two or more methods of data collection in the studying several aspects of human behavior. Triangulation is a physical measurement technique; it is a powerful way to show simultaneous effectiveness. Validity is one of strengths of qualitative research and depends on determining whether the findings are accurate from the standpoint of the researcher, participant or the readers. Researcher use triangulation techniques to prove the reliability of the data. The triangulation method is a method of verifying the reliability of data by using something outside the data for the purpose of comparing the data. Triangulation different data source of information by examining evidence from the source and using it to build a coherence justifications (Creswell, 2014, p. 252).

In this study, the researcher use methodological triangulation. This type use either same method in difference occasion or different method in the same object of the study. Methodological triangulation involves the use of multiple qualitative methods. From data observation In the implementation of blended learning process the teacher also monitors the progress of student learning by asking whether the students have understood the material. In the implementation of the blended learning process, the teacher teaches lessons well. From all points that observed, researchers found that the teacher had carried out the blended learning process according to the procedures planned in the lesson plans.

From the interview data, the blended learning process carried out by the seventh grade English teacher is effective. Because, in seventh grade English teacher's learning, it is implement it according to the plan that had been made. In terms of learning material, the teacher explains the material clearly and in detail. Then, there are learning techniques, which use lecture, discussion and also question and answer models. The learning media used by the teacher uses tools that have been facilitated by the school and also from each student. Lastly, learning assessment, which have been designed according to the educational plan that has been created.

Based on document analysis, the results show that the seventh grade English teacher in implementing these four aspects uses an educational plan that has been created. Of these four aspects, researcher included

instruments in the blended learning process. Researcher also examine data through sources from research subjects. This research was obtained by means of observation, interviews and documentation with the aim of obtaining valid data.

H. Technique of Analyzing the Data

Data analysis techniques are efforts made by working with data, organizing data, sorting it into manageable units, synthesizing it, looking for and finding patterns, finding out what is important and what is learned and deciding what to tell others. In this study, researcher used data from the literature and then used it as a guide in conducting research in the field. Meanwhile, interview and documentary observation data were analyzed using descriptive analysis techniques, namely describing or explaining the actual situation that occurred in the field for later analysis by the research. The researcher use Miles and Huberman data analysis. There are 3 steps of Miles, Huberman, Saldana, 2014 as follows:

a) Data reduction

Data condensation is the process of selecting, concentrating, simplifying, abstracting or transforming the data from structured interviews, field notes, transcripts, documents and

other empirical information. Researcher chose data obtained during the blended learning process in aspects of learning material, learning media, learning techniques, and learning assessment. Researcher educate how seventh grade English teachers provide this method to students. And then the researcher would made summary from main points arranging and categorizing data base on it classification.

b) Data display

Data display is an organized, condensed process of information gathering that allows us to draw conclusions and actions. The data display tells you what to do. In this step, the researcher would describ and discusses the findings of researcher in the form systematically. Therefore, it is easy to be analyzed. Display the data means to present data into organization.

c) Drawing Conclusion

Drawing and verifying conclusion is a brief explanation, including a brief explanation that returns you to the field notes. Alternatively, you can use lengthy discussions and reviews to explain it thoroughly and in detail. The last step, the researcher would conclusion and suggestion based on the data analysis.

Table 3.2 Components of Data Analysis

Data Condensation	←→	Drawing or verifying
Data Collection	←→	Data Display
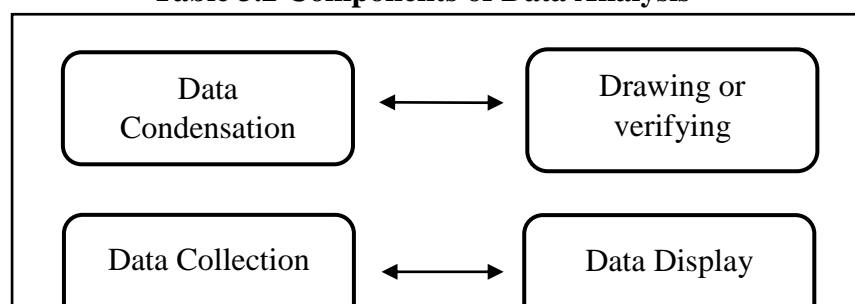
CHAPTER IV

RESEARCH FINDINGS AND DISCUSSION

A. Research Findings

Learning is a path that will be taken by teachers and students in achieving instructional goals for an instructional unit. Therefore, in the blended learning process know as the learning method with the term Blended Learning. Blended Learning has the potential to create experiences for students, because blended learning can create experiences, knowledge, skills, and potential for students. In the blended learning process, there are various aspects that must be mastered by the teacher, namely: learning materials, learning media, learning techniques, learning assessment.

Observation 1

The teaching and learning process was carried out on January 24, 2023. There are 22 students in class VII C. The teaching and learning

process starts at 07.15 and finishes at 09.00, the material taught is about what day is today? (Cardinal number and Telling about time). The teacher starts the lesson by greeting and praying together. Then the teacher checks the attendance of students. After that, the teacher explained the material about what day is today? (Cardinal number and Telling about time). When explaining the material, the teacher always asks students whether they understand the learning material that takes place. The teacher also asked students whether during the blended learning process there were those who had difficulty understanding the lesson. Then the students answered that there was a little difficulty in understanding the lesson when the blended learning process took place. Meanwhile, even though there were a few difficulties students remained active in providing feedback during the learning process. At the end prepared by the teacher, the teacher closed the lesson by saying hamdallah and saying "Thank you for your attention, see you Wassalamu'alaikum"

Observation 2

The teaching and learning process was carried out on January 31, 2023. There are 22 students in class VII C. The teaching and learning process starts at 07.15 and finishes at 09.00 The material taught is "Asking Talling About Time". The teacher starts the lesson by greeting and praying together. Then the teacher checks the attendance of students. After that, the teacher reviewed the material to the students and asked whether the

students had understood the learning material. Every time they carry out a blended learning process, the teacher always prepares material through educational designs during a pandemic. After that, the teacher applies the material to students in earnest according to the educational plan that has been made. During the learning process, students can follow the ongoing learning material. Students are also active in asking and answering when the teacher gives the material. The teacher also gives feedback to students when students ask questions about the material. The material is always shared by the teacher via WhatsApp so that students can learn it again. After giving the material to students, the teacher gives students multiple choice questions consisting of 10 questions and short answers contained in the G. form that has been prepared by the teacher. After finishing, the questions were immediately corrected together and the teacher also immediately entered the value into the student's score list. Then closed the lesson by praying together and greeting.

Observation 3

The teaching and learning process was carried out on February 7, 2023. Class VII C students totaled 22 students. The teaching and learning process starts at 07.15 and finishes at 09.00. The material taught is "Asking Talling About Time". The teacher starts the lesson by greeting and praying together. Then the teacher asked the students about the last material, namely "Asking Talling About Time". Then the teacher explains and reviews the material using learning media (LCD and blackboard).

After the teacher finished explaining the material to students, the teacher asked whether the students had understood the material explained by the teacher. Then the teacher asks students to make "Asking Talling About Time" in groups. After that, representatives from the groups were asked to come forward to read out their writings. When finished, the teacher reviews the material on "Asking Talling About Time". At the end of the lesson, the teacher gives quizzes to students in the form of multiple choice via the Google form and also an essay quiz contained in Google Classroom which consists of 1 question in the form of an explanation according to each of you about "Asking Talling About Time". The teacher shares the link via WA. Then, the teacher closed the lesson by saying hamdallah and thanking you for your attention wasallam.

Observation 4

The teaching and learning process was carried out on February 14, 2023. There are 22 students in class VII C. The teaching and learning process starts at 07.15 and finishes at 09.00. The material being taught is about "Ordinal Numbers, Asking and Talling/Preposition to State Time About: Days, Months, and Years." The teacher starts the lesson by greeting and praying together. Then the teacher checks the attendance of students. After that, the teacher reviews the material to students and asks whether students have understood the learning material. Because none of the students asked about barriers or learning difficulties in the material

"Ordinal Numbers, Asking and Talling/Preposition to State Time About: Days, Months, and Years," the teacher asked students orally and randomly about the material that day. Then the teacher conducts an oral assessment test on the material "Ordinal Number, Asking and Talling/Preposition to State Time About: Days, Months, and Years" and gives Google Classroom questions to students and students are given 30 minutes to work on these questions. The teacher gives students 5 essay questions with long answers according to each student's understanding. When finished, the teacher immediately corrects the answers that have been entered in the Google Classroom and immediately enters the value into the student grade list. Then, the teacher closes the lesson by praying together.

Observation 5

The teaching and learning process was carried out on February 21, 2023. There are 22 students in class VII C. The teaching and learning process begins at 07.15 and finishes at 09.00. The material taught is about reviewing previous materials. The teacher starts the lesson by greeting and praying together. Then the teacher checks the attendance of students. After that, the teacher told the students that they would study the review of the previous material. Then the teacher reviews the material to students using learning media (LCD and blackboard) that has been provided by the school. Between the teacher giving material to students, the teacher always asks whether students understand the learning material. After that, the

teacher asks students to work on assignments in G.Classroom in groups. When finished, the teacher asked students to present in front of the class randomly and the teacher gave feedback. After that, the teacher gave an individual assignment assessment through the G.Form as the value of the assignment in one chapter. At the end of the lesson, the teacher gives quizzes on Google Classroom and each child takes the quiz. The quiz that students take is an additional value given by the teacher so that student scores can be better than before. When finished, the teacher closed the lesson by praying and greeting.

1. **Blended learning process take place during the post pandemic era in term of the learning materials, learning media, learning techniques, and learning assessments**

Researchers used interviews, documentation and observation to find out the number one research question. The researcher conducted an interview with a seventh grade English teacher who teaches at SMP N 2 Cepogo, Boyolali. In this case, the researcher conducted interviews with the English teacher. Because researchers intend to obtain in-depth information about learning materials, learning techniques, learning media, and learning assessments used by teachers in the process of teaching English.

a. Learning Materials

1) Based on Observations

This session was observed by the researcher for five meetings starting on 24, 31 January and 7.14, 21 February 2023. The researcher conducted research in one class, namely class VII C. This data collection session aims to strengthen the data obtained from all the points observed. The researcher found that the learning materials used had been prepared by the teacher based on the educational design (RPP).

Teacher makes an educational plan first. Once designed, when teaching the teacher provides learning materials in accordance with the educational design that has been made. The teacher also conveys learning material to students seriously and also when there are students who ask questions about learning material, the teacher always gives good feedback. At the end of the lesson the teacher always monitors the students by asking whether the students understand today's material.

2) Based on Interviews

Learning material is carried out during learning activities. Learning material is carried out at the beginning and throughout the blended learning process. The teacher (T) stated that before teaching, the teacher made an educational plan (RPP). Following an interview conducted with Teacher (T), he said:

Teacher (T): *"ya, saya membuat rancangan pendidikan (RPP) sebelum mengajar, jadi RPP saya buat satu kali dalam satu semester dan isinya sudah mencakup pembelajaran pertama sampai ulangan kenaikan kelas (UKK)"*.

Based on the results of interviews conducted by the author, in the learning process it was seen that the teacher made an educational plan (RPP) first before teaching. Because in implementing blended learning students really need an understanding of the learning material taught by the teacher, then the researcher interviewed about how to deliver learning material during the blended learning process, he said:

Teacher (T): *"ya, cara saya menyampaikan materi pembelajaran blended dengan sungguh-sungguh, sekiranya mereka harus faham. Jadi, cara saya menyampaikan materi bukan hanya dikelas saja, tapi juga saya share di whatsaap sebelum hari pembelajaran dan juga di google classroom setelah pembelajaran selesai. Mungkin, di hari sebelum pembelajaran saya hanya share materi pembelajaran supaya murid inisiatif belajar terlebih dahulu materinya. Dan saat akhir pembelajaran saya share di google classroom materi dan juga pembelajaran yang dibahas serta kuis materi pembelajaran hari itu"*

Based on the data above, the teacher provides material according to the educational plan (RPP) that is made and the teacher gives material to students in earnest if they have to understand the material. When the teacher explains, there are one or two or even three students asking about the material, the teacher must answer or give feedback to student questions. Then the researcher interviewed about how the teacher gave feedback to students on the material that had taken place:

Teacher (T): *"ya, saya selalu memberikan feedback atau jawaban dari pertanyaan murid. Setelah saya menfeedback, saya memberikan pertanyan balik terhadap murid. Lalu murid menfeedback pertanyaa saya. Mungkin tidak semua murid dalam menfeedback, tapi ada satu dua murid yang memberikan jawaban terhadapa pertanyaan yang saya berikan."*

As a result, it was found that teachers apply learning materials using educational designs (RPP) that are made and teachers provide blended learning materials seriously and also provide feedback to students if there are questions about learning materials that are not well understood.

3) Based on documentation

Dokumentasi pendukung yang memberikan informasi tentang materi pembelajaran yaitu berupa rancangan

pendidikan (RPP) yang dibuat oleh guru. Serta cara penyampaian materi terhadap murid yang didokumentasikan berua foto saat mengajar. Supaya cara penyampaian urut dan rinci, guru memberikan materi pembelajara yang disusun melalui rancangan pendidikan terlebih dahulu.

b. Learning Media

1) Based on observations

This session was observed by the researcher for five meetings starting on 24, 31 January and 7.14, 21 February 2023. The researcher conducted research in one class, namely class VII C. This data collection session aims to strengthen the data obtained from all the points observed. The researcher found that the learning media used had been prepared by the teacher who was facilitated from the school and the teacher always used it during the blended learning process.

Based on the results of observations made by the author on learning media, in the implementation of learning, the teacher always uses learning media during the blended learning process. The learning media used by the teacher are whiteboards, mobile phones (whatsaap, google classroom, google form). The way the teacher uses the media is in the way when the teacher explains, the media used is the blackboard, and when the teacher gives quizzes or questions

or in the form of sharing material, the learning media used is cellphones.

2) Based on interviews

Learning media is carried out during learning activities. Learning media is carried out at the beginning and throughout the blended learning process. The teacher (T) stated that he always used learning media during the blended learning process. Following an interview conducted with Teacher (T), he said:

Teacher (T): "*ya, saya selalu menggunakan media pembelajaran saat proses pembelajaran blended berlangsung*".

Based on the results of interviews conducted by the author in the learning process, it can be seen that the teacher uses learning media during the learning process. Because in the implementation of blended learning, students really need an understanding of the learning media taught by the teacher, then the researcher interviewed what learning media the teacher used during the blended learning process, he said:

Teacher (T): "*ya, media pembelajaran yang saya gunakan saat proses pembelajaran berupa papan tulis dan alat tulisnya, LCD dan labtob ketika menggunakan power point,*

dan handphone pada aplikasi (whatsaap, google classroom, google form/chrome) sebagai tugas dan informasi"

As a result it was found that the teacher always applied learning media during the blended learning process. And the teacher always uses learning media that has been prepared from the school.

3) Based on documentation

Dokumentasi pendukung yang memberikan informasi tentang media pembelajaran yaitu berupa gambar media yang digunakan oleh guru untuk proses pembelajaran serta penugasan yang dibuat oleh guru. Guru memberikan materi pembelajaran melalui media online dan juga ofline yang disebut dengan pembelajaran blended. Media online guru yaitu G.Classroom yang digunakan untuk quis serta penugasan, G.Form yang digunakan untuk ulangan harian, Ytb digunakan untuk materi pembelajaran, serta WhatsApp digunakan sebagai media informasi mengenai tugas atau ulangan yang disampaikan oleh guru bahasa inggris. Serta media ofline guru yaitu media yang sudah difasilitasi oleh sekolah berupa papan tulis, spidol, dan buku sumber ajar pegangan guru dan murid.

c. Learning Techniques

1) Based on Observations

This session was observed by the researcher for five meetings starting on 24, 31 January and 7.14, 21 February 2023. The researcher conducted research in one class, namely class VII C. This data collection session aims to strengthen the data obtained from all the points observed. The researcher found that the teacher used his learning techniques during the learning process.

Based on the results of observations made by the author on learning techniques, in the implementation of learning, before teaching the teacher designs the learning technique first. The learning techniques that the teacher designs and applies are lecture techniques, discussions, questions and answers, assignments (individuals, groups) and quizzes. After being designed, when teaching the teacher does the learning technique as much as possible. At the end of the lesson, the teacher always monitors students with quizzes that the teacher has applied to Google Classroom or Google Form.

2) Based on Interviews

Learning techniques are carried out during learning activities. Learning techniques are carried out at the beginning and throughout the learning process. The teacher (T) stated that every blended learning process always uses the

learning techniques that have been designed. Following an interview conducted with Teacher (T), he said:

Teacher (T): "*ya, saya selalu menggunakan teknik pembelajaran saat proses pembelajaran blended. Sebelum mengajar saya selalu menyiapkan teknik pembelajaran yang akan saya terapkan di kelas*".

Based on the results of interviews conducted by the author in the learning process, it can be seen that the teacher always uses learning techniques during the blended learning process. Because in implementing blended learning students really need an understanding of the learning techniques taught by the teacher, then the researcher interviewed about what learning techniques were like during the blended learning process, he said:

Teacher (T): "*ya, teknik pembelajaran yang saya terapkan kepada murid ada berbagai macam teknik. Dintaranya ada teknik ceramah, diskusi, tanya jawab, dan penugasan. Dimulai dari yang pertama yaitu ceramah, saat saya menerangkan materi atupun motivasi atau hal lain seperti pengumuman, itu disebut teknik ceramah. Yang kedua diskusi, saat materi sudah saya sampaikan, saya memberikan pertanyaan kepada siswa tentang materi bagian mana yang belum bisa/faham atau materi yang menurut mereka belum*

tersampaikan dan masih bingung, maka kita diskusikan bersama-sama sampai mereka faham. Yang ketiga teknik tanya jawab, teknik tanya jawab disini ketika guru bertanya murid menjawab dan sebaliknya ketika murid bertanya guru memberikan jawban. Yang keempat teknik penugasan, teknik penugasan disini diakhir pembelajaran, saya selalu memberikan soal atau pun kuis yang saya share di group whatsaap dan dikerjakan di aplikasi google classroom atau google form. Penugasan disini terkadang saya bagi menjadi kelompok dan terkadang individu, sesuai dengan materi yang dijelaskan."

As a result, it was found that the teacher applied the learning technique seriously and had designed it before carrying out the blended learning process. With lecture techniques, discussions, questions and answers.

3) Based on documentation

Dokumentasi pendukung yang memberikan informasi tentang teknik pembelajaran yaitu berupa gambar pada saat tenik pembelajaran dilakukan. Teknik pembelajaran yang digunakan guru bahasa inggris yaitu dengan cara ceramah, disuksi, dan sesi tanya jawab. Pada saat teknik pembelajaran ceramah, peneliti mengambil gambar saat guru sedang melakukan teknik ceramah yaitu penyampaian materi

pembelajaran. Saat diskusi, peneliti mengambil gambar ketika murid sedang berdiskusi mengenai materi pmbelajaran yang diajarkan pada saat itu. Pada saat sesi tanya jawab, peneliti mengambil gambar melalui tanya jawab guru antar murid. Semua gambar yang peneliti dapat, disesuaikan dengan kondisi teknik pembelajaran yang digunakan guru yaitu dengan cara ofline dan online.

d. Learning Assessment

1) Based on Observations

This session was observed by the researcher for five meetings starting on 24, 31 January and 7.14, 21 February 2023. The researcher conducted research in one class, namely class VII C. This data collection session aims to strengthen the data obtained from all the points observed. The researcher found that the assessment in the lesson used had been prepared by the teacher who was guided by the educational design (RPP).

Based on the results of observations made by the author on assessment in learning, in the implementation of learning, before teaching the teacher makes an educational design first. Once designed, when teaching the teacher gives an assessment of learning in accordance with the educational design that has been made. Teachers always provide good

feedback on student grades. At the end of the lesson, the teacher always monitors students with quizzes that the teacher has applied to Google Classroom or Google Form.

2) Based on Interviews

Learning assessment is carried out during learning activities. Learning assessment is carried out at the beginning and throughout the blended learning process. The teacher (T) stated that he always gave an assessment during the blended learning process. Following an interview conducted with Teacher (T), he said:

Teacher (T): "*ya, saya selalu memberikan penilaian saat proses pembelajaran blended. Dimulai dari kedisiplinan saat masuk kelas, sikap terhadap guru, serta penilaian dalam pembelajaran blended. Saya juga sering melakukan kuis melalui Google Classroom serta ulangan harian melalui g.form supaya mengetahui seberapa kemampuan mereka terhadap materi yang saya berikan*".

Based on the results of interviews conducted by the author, in the learning process it is seen that the teacher always makes assessments during the blended learning process. Because in the assessment, students are required to take quizzes and tests, students also need teacher feedback when students experience mistakes on quiz questions or tests. Then

the researcher interviewed about how to deliver feedback to students when they had errors in quiz answers or tests, he said:

Teacher (T): "*ya, cara saya menyampaikan feedback kepada siswa dengan cara, ketika hari ini diadakan ulangan, maka hari itu juga saya akan menfeedback ulangan yang telah dikerjakan dengan mengurutkan dari nomor satu supaya mereka faham matang terhadap materi yang saya sampaikan. Dan ketika hari ini memberikan materi, saat diakhir sesi saya memberikan kuis melalui Google Classroom dan langsung dikerjakan. Otomatis jawaban akan langsung terkirim ke saya. Setelah itu saya akan menfeedback kuis tersebut di pertemuan selanjutnya, sebagai ulasan materi yang kemarin dipelajari*"

As a result, it was found that teachers always apply learning assessments using educational plans (RPP) that have been made, such as assessments of discipline, attitude, and assessment of quizzes and tests that have been included in the educational plan. As well as the teacher always gives quizzes and questions to students seriously so that they understand the learning material they are studying.

3) Based on documentation

Dokumentasi pendukung yang memberikan informasi tentang penilaian pembelajaran yaitu berupa buku nilai yang dibuat oleh guru. Guru menilai siswa tidak hanya pada saat ulangan maupun quis saat online atau ofline. Melainkan, guru menilai siswa dari segi sikap keseharian mereka. Guru membuat daftar nilai siswa dengan cara dibukukan, karena dengan cara pembukuan guru lebih mudah merangkai nilai dan lebih efektif untuk dicatat.

2. **Role of the seventh grade English teacher and the role of seventh grade student's, regarding the blended learning process in the post pandemic period**

   a. Based on Observation

   Researchers used interviews, observation, and documentation to find out the number two research question. This session was observed by the researcher during five meetings from January 24, 31 and 7, 14, February 21, 2023. From all the points observed, the researcher found that the teacher had carried out a blended learning process according to the procedures planned in the lesson plan. In terms of the teacher conveying material based on the educational design that has been made, learning techniques according to the design that has been made, learning media using facilities from the school,

as well as assessments that have been prepared from the educational design.

The researcher conducted interviews with 1 English teacher who taught class VII and class VII students at SMP N 2 Cepogo, Boyolali. In this case, the researcher conducted interviews with English teachers and students who intended to obtain in-depth information about the role of the VII grade English teacher and VII grade students in the blended learning process in English subjects. Researchers conducted interviews on 21 February 2023 at SMP N 2 Cepogo, Boyolali. There were 2 questions in the interview which were, question 1 was for the English teacher of class VII and one was for class VII students of SMP N 2 Cepogo, Boyolali.

b. Based on Interview

1) The role of the teacher in the blended learning process in the post pandemic period

Interviews were conducted with teachers (T), regarding the teacher's role in the blended learning process in the post-pandemic period. The first regarding the teacher's role in the aspect of learning material, the teacher said:

Teacher: "*ya, peran saya pada materi pembelajaran blended adalah sebagai sumber informasi. Jadi saya yang*

belajar dan saya yang menyampaikan pembelajaran yang saya pelajari"

Based on the results of interviews that the author conducted, in carrying out the role of a teacher in learning material, the teacher also acts as a learning medium. The role of the teacher in learning media, he said:

Teacher: "*Ya, betul mbak. Selain materi pembelajaran, media pembelajaran adalah peran saya dalam proses pembelajaran blended. Peran saya dalam media pembelajaran dengan memberikan fasilitator dan juga sumber ajar kepada siswa. Fasilitator disini dapat dikatakan fasilitas sehari-hari yang saya gunakan. Fasilitas yang saya gunakan seperti papan tulis, LCD ketika saya share power point, dan juga gadget handphone sebagai media blended learning. Disini saya juga menggunakan sumber ajar yang telah dipesankan oleh sekolah, yaitu buku pendamping berupa paket yang diterbitkan oleh intan pariwara"*

Then, in addition to interviews about learning materials and media, researchers have questions about the teacher's role in learning techniques. The role of the teacher in learning techniques, he said:

Teacher: "*Ya, peran saya dalam teknik pembelajaran antara lain membimbing proses pembelajaran blended, mendidik mereka, serta melatih mereka. Dalam memberikan Teknik sudah saya katakan ya mbak, bahwa saya sudah merancang diawal supaya saya tidak bertele-tele saat proses pembelajaran berlangsung*"

Finally, after interviews regarding materials, media, and also learning techniques, the researcher has a final question regarding the teacher's role in the assessment process. The teacher's role in assessment, he said:

Teacher: "*Ya, dari berbagai jenis proses pembelajaran, penilaian itu yang terakhir mbak. Jadi peran saya dipenilaian yaitu sebagai pemberi up plouse kepada siswa sebagai pencapaian, memberikan nilai yang terbaik juga sesuai sikap, melatih siswa menilai diri sendiri terhadap sifat dan sikap mereka*"

2) The role of students in the blended learning process in the post pandemic period

Interviews were conducted with students (S), regarding the role of students in the blended learning process in the post-pandemic period. The first concerns the role of students in aspects of learning material, when the

teacher provides learning material whether students actively ask questions that are not understood or not. Student says:

S1: "*Iya mbak, kita itu kalau belum faham pasti bertanya ke pak guru. Cara bertanyanya itu dengan cara angkat tangan, kadang kalau materinya sulit, kita malah banyak bertanya mbak. Soalnya jujur mbak, bahasa inggris kita masih dibawah*"

S2: "*Saya kalau tidak tau terkadang angkat tangan tapi terkadang tidak mbak soalnya malu, tapi saya kalau ditanya pak guru langsung jawab sebisanya*"

S3: "*Kalau saya sudah faham, saya tidak angkat tangan mbak tapi membantu pak guru menjawab materi pertanyaan yang ditanyakan teman*"

S4: "*Materi yang diajarkan sama seperti dulu SD mbak, jadi saya lebih ke mendengarkan penjelasan atau mengulas materinya lagi dari pak guru*"

S5: "*Saya sebagai murid kalau pak guru menjelaskan materi pembelajaran, saya suka mendengarkan mbak. Kalau bertanya masih malu*"

S6: "*Ketika pak guru menerangkan materi pembelajaran, saya lebih suka mencatat kembali apa yang pak guru jelaskan mbak*"

S7: *"Saya suka mencatat materi pembelajaran yang diterangkan pak guru, setelah itu saya fahami"*

S8: *"Saya sering bertanya ke pak guru pas materi pembelajaran diterangkan mbak, soalnya saya gak bisa langsung faham seketika pas diterangin"*

S9: *"Setelah materi pembelajaran diteragkan pak guru, saya selalu membuat catatan mana yang saya sudah faham dan mana yang belum"*

S10: *"Saya sering bertanya ke pak guru atau teman ketika saya belum memahami materi yang diterangkan pak guru"*

S11:*"Saya suka setelah materi pembelajaran diterangkan terus pak guru mengadakan diskusi. Soalnya bisa buat kita lebih faham mbak"*

S12: *"Ketika meteri di share di group kelas, saya suka menulis ulang rangkuman yang pak guru berikan mbak, soalnya materi yang dishare sudah dirangkum pak guru"*

S13:*"Saya suka saat pak guru nyuruh murid untuk presentasi materi yang telah diajarkan soalnya bikin grogi tapi aku jadi berani"*

S14: *"Materi yang diajarkan pak guru pasti saya catat di buku catatan bahasa inggris, ketika ditanya saya bisa buka catatan trus bisa jawab"*

S15: *"Ketika pak guru menjelaskan materi pembelajaran saya mndengarkan, kalau sudah selesai saya selalu bertanya pertama dan pertanyaan sudah saya catat sebelumnya biar gak lupa"*

Based on the results of the interviews that the author conducted, in carrying out the role of a student in learning material, there are feedback questions from the teacher that need to be answered by students, students say:

S1: "*Iya mbak, aku dan temen-temen kalau sudah faham materinya ketika pak guru ngetes pertanyaan, kita bisa jawab. Tapi kalau masih bingung materinya, kita juga bingung mau jawabnya mbak*"\

S2: *"Ketika materi pembelajaran selesai, dan pak guru mulai bertanya kepada kita, kita sebisa mungkin menjawab pertanyaan pak guru"*

S3: *"Ketika pak guru memberikan pertanyaan balik kepada kita, kalau kita tidak tau pasti diem semua mbak"*

S4: *"Waktu pak guru kasih pertanyaan ke saya, kalau saya tidak bisa saya jawab jujur tidak bisa, nanti pak guru akan menjelaskan materinya kembali mana yang belum faham"*

S5: *"Saya suka pertanyaan balik dari pak guru, karena itu membuat kita jeli waktu pak guru menerangkan materinya tadi"*

S6: *"Terkadang pak guru tidak hanya ngasih pertanyaan materi yang baru dipelajari ini mbak, tapi terkadang materi yang sudah dipelajari kemaren-kemaren ditanyakan lagi. Jadi kalau gak belajar materi yang kemaren ya lupa lagi"*

S7: *"Saya antara siap dan tidak siap pas pak guru bertanya mbak, soalnya takut kalau salah"*

S8: *"Saat pak guru ngasih pertanyaan balik ke kita, saya menulis kembali pertanyaan yang pak guru tanyakan beserta jawaban yang sudah dibetulkan pak guru, karena itu bisa buat bahan belajar saya mbak"*

S9: *"Rata-rata kita kalau ditanya pak guru, bisa tidak bisa tetap jawab pertanyaan yang diberikan pak guru ke kita mbak"*

S10: *"Aku suka pas pak guru ngasih pertanyaan tapi satu persatu ke murid mbak, jadi bisa lebih ngerti mana yang belum bisa sama yang udah bisa"*

S11: *"Saat murid diberi umpan balik tapi belum bisa jawab, pak guru akan menjelaskannya lagi mbak, kalau udah pak guru mengulang pertanyaan ke kita supaya kita bisa focus jawab pertanyaan pak guru"*

S12: *"Ketika materi sudah selesai ditearngkan, saya siap-siap mencatat pertanyaan yang diberikan pak guru ke kita,*

bisa tidak bisa pas jawab, pak guru selalu apresiasi kita mbak"

S13: *"Kita selalu siap pas pak guru memberikan pertanyaan kepada kita, walaupun ada yang gak bisa tapi tetep percaya diri aja"*

S14: *"Pertanyaan yang diberikan pak guru tidak hanya meteri pembelajaran yang baru berlangsung mbak, kadang materi yang kemaren dipelajari. Jadi kita sebelumnya dikasih waktu 10 menit buat membaca materi yang kemaren dipelajari dulu"*

S15: *"Umpan balik yang dikasih pak guru pasti saya catat mbak, jadi pas ulangan atau ditanyakan pak guru lagi saya gak bingung"*

Then, in addition to interviews regarding learning materials, researchers have questions regarding the role of students in learning media. The role of students in learning media, when the teacher teaches using learning media, are students active in listening to the learning process. Student says:

S1: "*Iya selalu menyimak dong mbak. Tapi ada satu, dua, tiga yang bandel mbak. Yang cowok itu mbak, kadang malah ditinggal mainan apa tidur. Tapi yang cewek tertib*

selalu menyimak pak guru waktu menjelaskan didepan mbak"

S2: *"Rata-rata temen-temen suka media pembelajaran melalui aplikasi mbak, jadi kita bisa lebih nyimak detail pribadi"*

S3: *"Ketika guru menerangkan menggunakan media ajar dari sekolah, entah proyektor entah lcd kita bisa lebih happy si mbak, soalnya pembelajaran tidak monoton"*

S4: *"Ketika materi pembelajaran selesai, biasanya pak guru langsung tanya jawab. Setelah itu mengerjakan kuis melalui google classroom. Yang saya suka dibagian itu, karena kita dapat lebih jeli memahami materi itu mbak"*

S5: *"Media pembelajaran yang dipakai pak guru tidak hanya satu mbak, jadi kita bisa belajar dari mana aja trus juga punya jawaban banyak buat materi itu"*

S6: *"Kita selalu pakai aplikasi yang disarankan guru mbak, karena aplikasi yang diberikan pasti disitu banyak rangkuman materi pembelajaran"*

S7: *"Semua aplikasi yang diberkan pak guru, pasti banyak relasi jawaban dari materi yang diajarkan mbak. Jadi kita litany gak monoton"*

S8: *"Media yang diberikan guru sangat membantu banget mbak, soalnya kita bisa lebih faham trus juga buat belajar gampang"*

S9: *"Media yang digunakan pak guru buat kita membantu banget buat nilai kita mbak, soalnya yang awal mulanya Cuma monoton satu aplikasi dan disitu hanya satu jawaban, sekarang bisa berbagai jawaban, jadi kita gak bingung"*

S10: *"Saya selalu mengikuti apa yang diajarkan pak guru mbak"*

S11: *"Semua aplikasinya membantu banget mbak"*

S12: *"Saya memperhatikan apa yang diajarkan pak guru mbak, baik mengguanakan aplikasi atau tidak mbak"*

S13: *"Semenjak ada macam-macam aplikasi nilai saya jadi mendingan mbak, soalnya saya suka medianya"*

S14: *"Media yang digunakan pak guru mendukung jalanya pembelajaran"*

S15: *"Semua media yang pak guru ajarkan saya terapkan satu persatu ketika ada tugas dari pak guru mbak"*

Finally, after interviews regarding the material and learning media, the researcher has a final question regarding the role of student in the process of finding value.

The role of students in finding value, how students respond to quizzes or tests. Student says:

S1: "*Iya saya suka mbak, soalnya dengan kuis dan ulangan nilai kita bisa nambah mbak. Kita paling suka kalau dikasih kuis pas diakhir pembelajaran, soalnya kita bisa nambah nilai di ulangan harian kita mbak*"

S2: *"Saya suka ulangan melalui Google form mbak, soalnya nilai kita jadi diperbaiki"*

S3: *"Pas nilai saya jelek, saya langsung minta pak guru buat remedial mbak, biar nilai kita bisa nambah"*

S4: *"Saya suka kuis mbak, setidaknya kalau ada kuis nilai kita bisa nambah"*

S5: *"Setelah materi pembelajaran selesai, diakhir pak guru selalu kasih kuis ke kita mbak. Jadi bisa buat nambah nila kita yang awalnya harus remidi jadi bisa nambah pas ada kuis itu"*

S6: *"Pak guru ngasih nilai ke kita tidak hanya kuis dan lainya mbak, jadi sesi tanya jawab pak guru juga ngasih nilai. Jadi pas sesi itu jangan disia-siain buat nambah nilai"*

S7: *"Saya sadar diri mbak kalau kurang nilai bahasa inggrisnya, jadi pas sesi tanya jawab atau kuis gak bakal saya sia-siain, karna yang bisa bantu nilai saya disitu"*

S8: *"Saya selalu minta ke pak guru buat kasih soal atau kuis buat nambah nilai saya mbak"*

S9: *"Pas waktu pulang, pak guru selalu memberikan tugas tambahan buat belajar kita biar nilai kita baik mbak"*

S10: *"Saya suka tugas tambahan mencari makna cerita di youtobe, soalnya bisa nambah wawasan kita mbak"*

S11: *"Selain media, pak guru juga kasih kita tugas tambahan melalui kelompok mbak, jadi kita gak ngerjain sendiri. Tugas kelompok kita buat semaksimal mungkin, jadi nilai bagus bisa buat bareng-bareng"*

S12: *"Pas uts pak guru juga selalu memberikan remedial buat kita, entah nilai bagus atau kurang, kata pak guru untuk memperbaiki nilai yang kurang-kurang dalam keseharian kita mbak"*

S13: *"Nilai tambahan penting buat kita mbak, buat nambah nilai-nilai yang kurang dalam keseharian kita"*

S14: *"Ketika pak guru ngasih soal di google form kita bisa tau kurang kita dimana salahnya dimana mbak, karena setelah selesai ngerjain di google form terkadang bisa buat lihat skors kita mbak"*

S15: *"Kita selalu cari cara buat menambah nilai kita mbak biar di rapot bagus"*

c. Based on Documentation

Dokumentasi pendukung yang memberikan informasi tentang peran guru dan peran murid berupa gambar yang tertera saat peran dilakukan. Guru mempunyai peran yang terbaik untuk murid. Peran diantaranya yaitu memberikan informasi kepada murid, memberikan ilmu kepada murid, membentuk perilaku siswa yang baik. selain itu, siswa juga mempunyai peran yang sangat penting. Peran diantaranya yaitu, mengerjakan tugas dan ujian yang diberikan guru dengan baik, masuk sekolah tepat waktu, merawat dan menjaga lingkungan sekolah dengan baik, menjunjung nilai baik sekolah.

B. **Discussion**

In this section, the researcher presents the interpretation and discussion after getting the result of the data. After doing analysis of the data, researchers can find out the blended learning process in terms of learning materials, learning media, learning techniques, and learning assessment. The following is a discussion after analyzing the results of the data.

1. **Blended learning process take place during the post pandemic era in term of the learning materials, learning media, learning techniques, and learning assessments**

   In this section, the researcher will discuss the blended learning process in terms of learning materials, learning media, learning

techniques, and learning assessments applied by grade 7 English teachers applied by the minister of education, research and technology number 16 of 2022.

a. Learning Material

Based on observations, before carrying out learning, the teacher makes an educational plan in advance (RPP) and the teacher provides learning material in accordance with the educational design that has been made. The teacher gives learning material to students seriously and observantly. This correlates with theory Christin (2022) stating that teachers must complete syllabus and lesson plans, indicators, objectives and learning materials must also be adapted to basic competencies.

From this description it can be understood that the teacher's performance in planning learning has been carried out in the preparation of learning tools, the tools that have been compiled are complete and have been used in the learning process in class. These tools include completing the lesson plans, formulating indicators that contain teacher tips and references used by teachers in developing materials, formulating models and learning steps that contain teacher preparation in selecting models and learning resources online, and compiling assessment sheets.

b. Learning Media

Based on observations, before carrying out learning, the class VII English teacher prepared learning media that had been provided by the school. And the teacher always uses it when the blended learning process takes place. This correlates with theory Indriana (2011). The use of learning media for the continuity of the teaching and learning process, teachers are strongly encouraged to use learning media when explaining material to students so that learning objectives can be achieved. With the existence of learning media, it will be easier for teachers and students will be better able to understand the subject matter. Learning media makes students more stimulated to follow lessons so that learning becomes more effective and efficient.

The use of media in the implementation of the independent curriculum plays an important role in addition to providing convenience in presenting material by teaching staff, the media can also facilitate understanding of the material being taught. The use of media in the teaching and learning process can arouse students' enthusiasm for learning, students will be more motivated to learn, it can even have a positive impact on students. In addition, the existence of educational media is sufficient to support language learning media and because language learning is carried out communicatively and expects good communication between teachers and students, so that without educational media it is certain that students do not master the lessons presented by the teacher (Arsyad, 2015)

c. Learning Techniques

Based on observations, before carrying out the lesson, the English teacher for class VII prepares a design of learning techniques that will be carried out in class. The technique used by the English teacher for class VII is by lecturing, discussing, debriefing, and giving quizzes and assignments individually or in groups. This correlates with theory Fajrussalam (2019). One of the things done by the teacher in increasing student learning motivation is by using various learning techniques. The more varied the techniques used by the teacher, the more motivated students are to learn because students also don't feel bored while the learning process is taking place.

The selection of learning methods that will be used is very important important in the learning process. Appropriate methods will make classroom learning more alive and well fun so that student learning motivation can increase. The use of learning methods applied by the teacher Of course, this cannot be separated from the lesson plan (RPP). That was made by the teacher. Where, in the use of varied learning methods in learning, it is in accordance with RPP made by the teacher.

d. Learning Assessment

Based on observations, before carrying out learning, the English teacher for class VII prepared an assessment plan that would be carried out in class. The English teacher for class VII conducts various assessments, namely when learning begins at the end of learning and also students' attitudes towards the teacher and their discipline. This correlates with theory Lemuel Ivan Primanda (2019). Assessment is the application of various methods and the use of various assessment tools to obtain information about the extent to which student learning outcomes or achievement of competency (ability range) of students. Assessment is also carried out through three stages, namely assessment of learning, assessment for learning, assessment as learning to have good results.

1. **Role of the seventh grade English teacher and the role of seventh grade student's with an amount of 22 students, regarding the blended learning process in the post pandemic period**

a. Role of The Teacher

Based on the results of interview data, observation, and documentation, class VII SMP N 2 Cepogo teachers play a good role for their students. Related to this research, the findings show that the teacher's role is very important for students and provides positive results for students. The role of the teacher in the teaching and learning process is an important and main part in the process of forming and improving students in learning and self-development. Other results show that the role of the teacher also gets educational, cultural, research and technology values number 14 of 2005 concerning teachers and lecturers, where it is said that teachers are professional educators with the main task of educating, teaching, guiding, directing, training, assessing, and evaluating learners.

On the other hand, some teachers in the data obtained stated that in improving student learning outcomes, the teacher would first determine learning objectives. Based on these objectives, a method of teaching (method/strategy/method/approach/technique) is determined to achieve the learning objectives that have been set. The teacher also determines how to assess the implementation of learning objectives. In carrying out learning using the chosen method, the media, learning resources, tools and materials needed will be determined. The teacher's role is very important to improve student learning outcomes. Because, without a plan in the learning process is very chaotic in the teaching and learning system.

The role of the teacher as a motivator is very important in order to increase enthusiasm and develop student learning activities. Teachers must be able to provide stimulation, encouragement and to develop potential so that there will be dynamics in the learning process. If students are enthusiastic about their teacher, these students can listen and ask in-depth questions about the material they receive and apply it. This is related the teacher must act as an intermediary in student learning activities. For example, intercede or provide a way out or solution when the discussion is not going well. Also as a provider of learning media, the teacher determines which learning media is appropriate for use in learning. To improve learning outcomes the teacher must master the learning model, master the competencies being taught and the most important support, namely media and learning resources (Mutiah, 2015).

The role of the teacher in the teaching-learning process is that the teacher does not only appear again as a teacher, as his function has been prominent so far, but instead shifts as a trainer, mentor and learning manager. This is in accordance with the function of the role of the future teacher. Where as a trainer, a teacher will play a role in encouraging students to master learning tools, motivating students to work hard and achieve the highest achievements. The presence of the teacher in the teaching and learning process or teaching still plays an important role. The role of the teacher in the teaching process cannot be replaced by machines, radios, tape recorders or even the most modern computers. Even so, teachers are still needed. For example, in teaching modules, the role of the teacher as a learning guide is very important. In teaching via radio, teachers are still needed, especially in compiling and developing teaching designs. Likewise, in teaching throughly television (Djamarah, 2006). Basically, the teacher's role is as a teacher in improving student learning outcomes.

The teacher must be able to guide and direct student learning activities in accordance with the goals aspired to if the program is achieved on time and the results are according to the expected target with the material that we convey, it means that we can see student progress and if the teacher designs the lesson well and the teacher makes the plan a guide in implementing learning, the results will be good too.

b. Role of The Students

Students have an important role in the learning process. The role of students in the Ministry of Defense Language Education and Training Center is divided into two, namely active/productive and receptive. Active roles arise when students act as imitators, initiators and partners. This role appears in communicative learning. The receptive role appears when following orders or directions from the instructor, when doing assignments and listening to lessons. This role appears in classes that implement traditional methods. A factor in the emergence of various roles is the choice of language teaching method, military culture, and class level (Nidia, 2018).

In addition, as students certainly have a more important role in education. They engage and interact with other students and the teacher, participate in class discussions and also act in a receptive manner. With the times, the role of students in education has been shifted from facilitator to assistant. They collect materials for lessons and assignments, check their study times, give materials back at their respective places after use, and more. Developing excellent communication skills, being friendly and courteous, and making practical applications of what they learn are some of the key roles that students have to fulfill as learners in education.

It can be concluded that the roles of teachers and students are equally important in the learning process. When one of them does not play a role in the learning process, the learning cannot be said to be balanced. It can even be said that the learning process is still lacking in processing.

CHAPTER V

CONCLUSION AND SUGGESTION

A. Conclusion

The learning method is important role in the learning process. Blended learning has the potential to create experiences for learners. Because blended learning helps represent a clear advantage to being able to create that learning experience. Blended learning provides of the experiences gained by the learner can provide knowledge, skills, and competencies for the learner him self without regard to distance and time. Therefore, blended learning can be one way to achieve the expected goals.

The seventh grade English teacher at SMP N 2 Cepogo-Boyolali, has implemented the learning process using the blended method. In the learning process, the blended learning method used by the seventh grade English teacher is offline and online using teaching media that has been designed by the seventh grade English teacher. The method applied by the seventh grade English teacher functions to increase student knowledge and also effectiveness in the learning process.

The application of this learning method shows the teacher are creative in choosing a learning method. In the learning process, teacher select learning methods based on the conditions experienced during the Covid-19 period. However, this method has developed rapidly until now, because this method is considered very effective and can increase student knowledge. In its application, the seventh grade English teacher applies the method according to the design that has been made. After making an educational plan, the teacher begins the learning process by which seventh grade English teacher has made in the aspects of learning materials, learning media, learning techniques, and learning assessment. In learning techniques, teacher use lecture, discussion, question, and answer techniques. The learning media, used are school facilities along with each student cellphone using the G.meet, YouTube, and Googe Classroom applications. The last, blended assessment used manual assessment in the teacher book and online directly in the application.

In the learning process, it can be said that teacher is very important role in the progress of learning. In other, students also are very important role in receiving learning. Teacher has various duties which are implemented in the form of service. These duties cover the professional field, the humanitarian field and the social field. Tasks include educating teacher as a profession, teaching and training. Educating means passing and developing the values of life and living. Teaching means continuing and developing science and technology. Meanwhile, training means

developing students' skills. Meanwhile, students are one of the components in teaching, in addition to teacher factors, goals and teaching methods. As one component, it can be said that students are the most important component among the other components.

This researcher has discus sed the methods used by seventh grade English teachers along with the application of several aspects. The results of the research show that English teacher use blended learning methods in the aspects of learning material, learning media, learning techniques, and learning assessment. In the learning process, teacher is very important role in the progress of learning. The English teacher carries out teaching well according to the plan that has been made. In onther, students are very enthusiastic about learning the process taking place. The researcher believes that by documenting the result of this study, it makes benefit and positive contribution to our knowledge to do more for future research effort

B. Suggestion

According to findings above, the significant suggestion are delivered by the researcher as follows:

1. For Teacher

For teachers, they should be creative, attractive, and innovative as the role of the learning process. So that students will be excited and interested in learning. The purpose of implementing the learning process is expected to provide benefits for students when the teacher provides any learning model during the learning process.

2. For Future Researcher

For the future researcher, they can conduct similar study but they must add the instrument like observation in order to view the real situation during learning process. The future researcher can conduct the research of implementing learning process by action research.

3. For School

As stakeholders and policy makers, they should maintain, manage, and facilitate the current learning process system. In which the learning process is teacher and student which involves two components that cannot be separated.

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APPENDICES

Appendix 1. Lesson plan

RENCANA PELAKSANAAN PEMBELAJARAN
(RPP)

Sekolah   : SMP N 2 CEPOG0
Mata Pelajaran   : Bahasa Inggris
Kelas/semester   : VII/2
Alokasi Waktu   : 4 X pertemuan (16 jp)

A. Kompetensi Inti

KI   1   Menghargai dan menghayati ajaran agama yang dianutnya.

KI   2   Menghargai dan menghayati perilaku jujur, disiplin, tanggung jawab, peduli (toleransi, gotong-royong), santun, percayadiri, dalam berinteraksi secara efektif dengan lingkungan sosial dan alam dalam jangkauan pergaulan dan keberadaannya.

KI   3   Memahami pengetahuan (faktual, konseptual, dan prosedural) berdasarkan rasa ingin tahunya tentang ilmu pengetahuan, teknologi, seni, budaya terkait fenomena dan kejadian tampak mata.

KI   4   Mencoba, mengolah, dan menyaji dalam ranah konkret (menggunakan, mengurai, merangkai, memodifikasi, dan membuat) dan ranah abstrak (menulis, membaca, menghitung, menggambar, dan mengarang) sesuai dengan yang dipelajari di sekolah dan sumber lain yang sama dalam sudut pandang/teori.

B. Kompetensi Dasar

1. KD 3.6.

Mengidentifikasi fungsi sosial, struktur teks, dan unsur kebahasaan teks interaksi transaksional lisan dan tulis yang melibatkan tindakan memberi dan meminta informasi terkait dengan tingkah laku/tindakan/fungsi orang, binatang, benda, sesuai dengan konteks penggunaannya. (Perhatikan unsur kebahasaan kalimat declarative, interrogative, simple present tense).

2. KD.4.6

Menyusun teks interaksi transaksional lisan dan tulis sangat pendek dan sederhana yang melibatkan tindakan memberi dan meminta informasi terkait tingkah laku/tindakan/fungsi orang, binatang, dan benda, dengan fungsi sosial, struktur teks, dan unsur kebahasaan yang benar dan sesuai konteks.

Indikator Pencapaian Kompetensi

3.6.1. Mengidentifikasi **fungsi sosial** teks interaksi traksaksional **lisan** yang melibatkan tindakan memberi dan meminta informasi terkait tingkah laku/tindakan/fungsi orang, binatang, dan benda, dengan fungsi sosial, struktur teks, dan unsur kebahasaan yang benar dan sesuai konteks.

3.6.2. Mengidentifikasi **struktur tek**s interaksi traksaksional **lisan** yang melibatkan tindakan memberi dan meminta informasi terkait tingkah laku/tinda

kan/fungsi orang, binatang, dan benda, dengan fungsi sosial, struktur teks , dan unsur kebahasaan yang benar dan sesuai konteks.

3.6.3. Mengidentifikasi **unsur kebahasaan** teks interaksi traksaksional **lisan** y ang melibatkan tindakan memberi dan meminta informasi terkait tingkah laku/tindakan/fungsi orang, binatang, dan benda, dengan fungsi sosial, str uktur teks, dan unsur kebahasaan yang benar dan sesuai konteks.

3.6.4. Mengidentifikasi **fungsi sosial** teks interaksi traksaksional **tulis** yang mel ibatkan tindakan memberi dan meminta informasi terkait tingkah laku/tin dakan/fungsi orang, binatang, dan benda, dengan fungsi sosial, struktur te ks, dan unsur kebahasaan yang benar dan sesuai konteks.

3.6.5. Mengidentifikasi **struktur teks** interaksi traksaksional **tulis** yang melibatkan tindakan memberi dan meminta informasi terkait tingkah laku/tindakan/fungsi orang, binatang, dan benda, dengan fungsi sosial, struktur teks, dan unsur kebahasaan yang benar dan sesuai konteks.

3.6.6. Mengidentifikasi **unsur kebahasaan** teks interaksi traksaksional **tulis** ya ng melibatkan tindakan memberi dan meminta informasi terkait tingkah l aku/tindakan/fungsi orang, binatang, dan benda, dengan fungsi sosial, str uktur teks, dan unsur kebahasaan yang benar dan sesuai konteks.

4.6.1. Menyusun teks interaksi transaksional lisan sangat pendek dan sederhana yang   melibatkan tindakan memberi dan meminta informasi terkait tingk ah laku/tindakan/fungsi orang, binatang, dan benda, dengan fungsi sosial, struktur teks, dan unsur kebahasaan yang benar dan sesuai konteks.

4.6.3. Menuliskan 10 questims tentang keadaan orang / benda / tempat ata s tanaman disekitar kelas dilengkapi dengan jawabannya pada meto de online dan offline.

4.6.2. Menuliskan teks interaksi transaksional tulis sangat pendek dan sederhana yang melibatkan tindakan memberi dan meminta informasi terkait tingkah laku/tindakan/fungsi orang, binatang, dan benda, dengan fungsi sosial, struktur teks, dan unsur kebahasaan yang benar dan sesuai konteks.

C. Tujuan Pembelajaran

Setelah akhir pembelajaran siswa dapat

1. Mengidentifikasi **fungsi sosial, struktur teks, unsur kebahasaan** teks int eraksi traksaksional **lisan** yang melibatkan tindakan memberi dan meminta informasi terkait tingkah laku/tindakan/fungsi orang dengan fungsi sosial, struktur teks, dan unsur kebahasaan yang benar dan sesuai konteks.

2. Mengidentifikasi **fungsi sosial,struktur teks, unsur kebahasaan** teks inte raksi traksaksional **tulis** yang melibatkan tindakan memberi dan meminta i nformasi terkait tingkah laku/tindakan/fungsi orang dengan fungsi sosial, s truktur teks, dan unsur kebahasaan yang benar dan sesuai konteks.

D. Materi Pembelajaran

Materi Reguler

- Fungsi sosial
  Mendeskripsikan, mengidentifikasi, mengkritisi orang, binatang, dan benda dari segi sifatnya.
- Struktur teks

- Meminta dan memberi informasi
- Menanggapi (menghargai)
- Unsur kebahasaan
  - Pernyataan dan pertanyaan terkait tingkah laku/tindakan/fungsi orang, binatang, benda

    Contoh:

Miss Mutia	: Good morning!
Students	: Good morning, Miss Mutia.
Miss Mutia	: Today we are going to learn about job and profession. Beni, **what does your father do?**
Beni	: **My father is a farmer**. He plants and grows rice.
Miss Mutia	: That's great! How about you, Dayu, what does your father do?
Dayu	: He is a teacher. He teaches mathematics in junior high school.
Miss Mutia	: That is wonderful! Lisa, how about your mother? What does she do?
Lisa	: She's a housewife. She takes a good care of us and our house.
Miss Mutia	: That's excellent! What does your mother do, Udin?
Udin	: She's a surgeon. She performs operations on her patients.
Miss Mutia	: That is excellent! How about you, Edo? What do you do?
Edo	: I'm a student.
Miss Mutia	: That's good. Now, do you want to know what your other friends' parents do?
Students	: Yes, we do.

  - Kalimat deklaratif (positif dan negatif) dalam simple present tense

    Contoh:

    Joko does not ride a bicycle to school.

    Rio and Vita like English very much.

  - Kalimat interogative: Yes/No question; Wh-question

    Contoh:

    Aga : Do you always arrive at school early?

    Boby : Yes, I do. I always leave home at 6 o'clock a.m.

    Pohan : What time do you usually go to bed?

    Edo : At 10.00 after doing homework.

  - Ucapan, tekanan kata, intonasi, ejaan, tanda baca, dan tulisan tangan.
- Topik

  Tingkah laku / tindakan / fungsi orang, binatang, benda, yang terdapat di rumah, sekolah, dan lingkungan sekitar peserta didik yang dapat menumbuhkan perilaku yang termuat di KI.

E. Metode Pembelajaran

Blended Learning (Online+Ofline)

F. Teknik pembelajaran

Ceramah, Diskusi (melalui media online dan offline), Tanya jawab

G. Media dan bahan

- Rekaman audio/Ytb ,
- Google Classroom
- Google form
- WhatsApp
- Papan tulis
- Spidol

H. Sumber Belajar

Kementrian Pendidikan dan Kebudayaan. (2013). Bahasa Inggris: When English Rings the Bell. Jakarta: Kementrian Pendidikan dan Kebudayaan.

I. Langkah – langkah Pembelajaran

Pertemuan 2

Kegiatan Pendahuluan (15 menit)

Kegiatan Pendahuluan

1. Guru memberi salam (greeting) dilanjutkan dengan berdoa.
2. Guru memeriksa kehadiran siswa.
3. Guru mengkondisikan suasana belajar yang menyenangkan.
4. Peserta didik dan guru mendiskusikan kompetensi yang sudah dipelajari dan dikembangkan sebelumnya berkaitan dengan kompetensi yang akan dipelajari dan dikembangkan.
5. Peserta didik memperhatikan penjelasan guru tentang kompetensi yang akan dicapai, cakupan materi dan kegiatan yang akan dilakukan.

Kegiatan Inti (60 menit)

Mengamati

1. Guru menjelaskan materi pembelajaran secara rinci dan juga memberikan link Ytb kepada siswa tentang materi pembelajaran, supaya pembelajaran lebih efektif dan memahamkan
2. Siwa mengamati saat guru sedang menjelaskan materi pembelajaran dan juga mengamati video yang sudah di share oleh guru yang terdapat pada Ytb

Menanya

1. Guru mengarahkan siswa untuk menanyakan segala sesuatu yang berhubungan dengan materi pembelajaran tersebut

Mengumpulkan informasi

1. Dengan bantuan guru siswa melakukan 'Board relay' secara kompetitif
   a. Setiap kelompok diberi 1 spidol
   b. Satu demi satu anggota kelompok menulis kata pada board yang disiapkan.
   c. Siswa kedua baru mulai berjalan setelah menerima spidol dari siswa pertama.
   d. Demikian seterusnya, sampai waktu yang disediakan habis.
2. Siswa melakukan Tanya jawab tentang profesi orang .

- What does your father do ?
- My father is a farmer.
- What does your father do in his work?
- He plants rice.
- What does your mother do?
- She is a housewife?
- What does she do in her work?
- She cleans our house. She takes care of us. She helps us to do homework. She gives us meal.

Mengasosiasi
1. Guru memberikan quis singkat yang di share melalui G.Classroom untuk dibagikan kepada siswa, dengan tujuan seberapa pemahaman siswa mengenai materi pembelajaran yang telah didapatkan pada hari itu
2. Siswa menjawab quis yang di share guru melalui G.Classroom dengan sepemahaman mereka mengenai materi yang telah diadapat

Mengomunikasi
1. Guru dan siswa melakukan tanya jawab mengenai materi pembelajaran yang belum difahami

Kegiatan Penutup
1. Peserta didik dan guru membuat rangkuman/simpulan pelajaran.
2. Peserta didik dan guru melakukan refleksi terhadap kegiatan yang sudah dilaksanakan.
3. Guru memberikan umpan balik terhadap proses dan hasil pembelajaran.
4. Guru merencanakan kegiatan tindak lanjut dalam bentuk pembelajaran remedi, program pengayaan, layanan konseling dan/atau memberikan tugas baik tugas individual maupun kelompok sesuai dengan hasil belajar peserta didik.
5. Guru menyampaikan rencana pembelajaran pada pertemuan berikutnya Teks deskripsi.
6. Guru memberikan tugas melalui G.Classroom yang di share ke WhatsApp group

J. Penilaian,
1.   Teknik penilaian
   a. Sikap (spiritual dan sosial)
      1) Observasi (jurnal)
   b. Pengetahuan
      1) Tes Tertulis
   c. Keterampilan
      1) Praktik
2. Rubrik penilaian menulis

ASPEK	KETERANGAN	SKOR

Isi	• Menuliskan 5 kalimat • Menuliskan 4 kalimat • Menuliskan 3 kalimat • Menuliskan 2 kalimat	4 3 2 1
Tatabahasa	• Menuliskan 5 kalimat dengan tata bahasa yang benar (Verb 1 +s/es) • Menuliskan 4 kalimat dengan tata bahasa yang benar (Verb 1 +s/es) • Menuliskan 3 kalimat dengan tata bahasa yang benar (Verb 1 +s/es) • Menuliskan 2 kalimat dengan tata bahasa yang benar (Verb 1 +s/es)	4 3 2 1
Ejaan	• Menuliskan 5 kalimat dengan ejaan yang benar • Menuliskan 4 kalimat dengan ejaan yang benar • Menuliskan 3 kalimat dengan ejaan yang benar • Menuliskan 2 kalimat dengan ejaan yang benar	4 3 2 1

SKOR PEEROLEHAN

SKOR = ----------------------------- X 100

SKOR MAKSIMAL

2. Kisi – kisi penilaian menulis

No.	Indikator Soal	Butir Soal
1.	Siswa diminta menulis tentang profesi ayah dan ibunya serta pekerjaan yang dilakukan ayah dan ibunya dalam profesinya yang dicantumkan pada Google Classroom. (untuk menunjukkan rasa bangga pada orangtua)	No. 1

Kegiatan Remidial dan Pengayaan
1. Materi Remidial berupa dialog yang berisi tentang profession
   Amir : What does your sister do ?
   Berta : My sister is a nurse.
   Amir : What does she do in her work?
   Berta : She takes care of patients
   Dinda : What does your uncle do ?
   Tara : My uncle is a doctor.
   Dinda : What does he do in her work?
   Tara : He cures patients
2. Remidial test :
- Pengetahuan : menulis nama – nama profesi berdasarkan gambar
3. Kegiatan Pengayaan berupa role play (siswa memperagakan dialog)

Mengetahui,   Cepogo, 03 Januari 2023
Kepala Sekolah   Guru Bahasa Inggris

Juwanto, S.Pd., M.Pd,   Muh Ichsan, S.Pd
NIP. 196305241988031006

Lampiran
Soal Ulangan Harian

Appendix 2. The result of Observation Chescklist

Observation checklist:

	Kegiatan pembelajaran	Ya	Tidak	Keterangan
T E A C H E R	Guru menyampaikan materi dengan benar sesuai (RPP) pada saat proses pembelajaran Blended	∨		Guru menyampaikan materi sesuai dengan RPP dan memberikan materi dengan sabar dan pelan
	Guru meggunakan media ajar yang telah disiapkan pada saat proses pembelajaran berlangsung	∨		Guru daam proses pembelajarannya menggunakan media ajar yang disediakan oleh sekolah
	Guru memberikan pertanyaan dan komentar secara langsung kepada siswa selama proses pembelajaran	∨		Guru selalu memberikan feedback kepada siswa dan guru membahas soal bersama dengan

	Kegiatan Pembelajaran	Ya	Tidak	Keterangan
				siswa
	Guru memberikan kuis saat proses pembelajaran berlangsung	∨		*Guru dengan spontan memberi soal atau pertanyaan kepada siswa*
	Guru memantau kemajuan belajar siswa saat proses pembelajaran dikelas	∨		*Guru mengecek hasil pekerjaan siswa dan selalu bertanya kesulitan siswa*
	Guru memberikan penilaian diakhir pembelajaran	∨		*Guru memberikan soal di akhir pembelajaran*
	Guru memberikan penilaian berdasarkan prosedure yang telah guru rencanakan di RPP	∨		*Guru menilai sikap, ketrampilan, dan pengetauan siswa*

	Kegiatan Pembelajaran	Ya	Tidak	Keterangan
S T U D	*Siswa aktif pada saat proses pembelajaran berlangsung*	∨		*siswa selalu aktif bertanya dan menjawab saat proses pembelajaran berlangsung*
	Siswa megalami kesulitan atau hambatan pada saat proses pembelajaran	∨		*Siswa sedikit mengalami kesulitan saat pembelaaran online yang terkadang terkendala sinyal*

E **N** **T**	*Siswa aktif bertanya dan menjawab saat guru bertanya mengenai materi pembelajaran*	∨		*Siswa berebut bertanya dan menjawab terhadap materi yang disampaikan*
	Siswa dapat megikuti proses pembelajaran, menggunakan media ajar yang telah disiapkan oleh guru	∨		*Siswa dapat menggunakan media ajar yang disiapkan oleh sekolah dan guru*
	Siswa dapat mengerjakan soal ulangan dan tanya jawab kuis yang diberikan oleh guru	∨		*Siswa mengerjakan soal dan kuis dari guru dengan tenang dan lantang*

Appendix 3. Interview

Blue Print of Interview:

Data Source	Observed Aspects	Indicator	Item Number
Teacher	Blended learning process in terms of (Material, Media, Technique, Assessment)	Blended learning process	1,2,8
		Learning material	3,4,9,10,13
		Learning media	5,11
		Learning technique	6,12
		Learning assessment	7,14
Student		Blended learning process	15
		Learning material	16,18
		Learning media	17
		Learning assessment	19

Interview guidelines:

Teacher:

1) *Bagaimana proses pembelajaran blended pada mata pelajaran Bahasa Inggris di masa Post Pandemic?*

2) *Kesulitan apa saja, pada saat proses pembelajaran Blended berlangsung?*

3) *Rancangan pendidikan (RPP) seperti apa yang digunakan pada masa Post Pandemic? Menggunakan RPP Normal atau Pandemic?*

4) *Bagaimana cara penyampaian materi saat proses pembelajaran Blended pada masa Post Pandemic?*

5) *Media apa saja yang digunakan saat proses pembelajaran Blended pada masa Post Pandemic?*

6) *Bagimana teknik pembelajaran Blended pada masa Post Pandemic?*

7) *Bagaimana cara guru memberikan penilaian pada pembelajaran Blended di masa Post Pandemic?*

8) *Saat proses pembelajaran dikelas, apakah guru bertanya tentang hambatan/kesulitan belajar kepada siswa?*

9) *Sebelum melakukan proses pembelajaran, apakah guru membuat rancangan pendidikan (RPP) terlebih dahulu?*

10) *Apakah guru memberikan materi pembelajaran kepada siswa dengan sungguh-sungguh dan benar sesuai RPP?*

11) *Apakah guru menggunakan media ajar pada saat proses pembelajaran?*

12) *Apakah guru memberikan kuis saat proses pembelajaran berlangsung?*

13) *Bagaimana cara guru memberikan feedback terhadap materi yang telah/sedang berlangsung?*

14) *Bagaimana cara guru memberikan feedback terhadap hasil ulangan siswa?*

15) *Saat proses pembelajaran dikelas, apakah siswa mengalami hambatan/kesulitan dalam belajar?*

16) *Pada saat guru memberikan materi pembelajaran, apakah siswa aktif dalam bertanya dan menjawab?*

17) *Saat guru mengajar menggunakan media ajar, apakah siswa akatif dalam menyimak proses pembelajaran pada media tersebut?*

18) *Apakah siswa aktif memberikan feedback pada saat pembelajaran terhadap materi yang dipelajari?*

19) *Bagaimana cara siswa menanggapi kuis atau soal ulangan dari guru?*

Appendix 4. Teacher Interview Transcripts

Interview Transcript 1

Date   : Monday, 23 January 2023

Time   : 10.00-11.00 am

Activity   : Interview with Seventh Grade English Teacher

Interviewee   : Mr. Ikhsan (Seventh Grade English Teacher)

Interviewer   : Laily Nur Aisyah (LNA)

Location   : SMP N 2 Cepogo, Boyolali

LNA   : *"Apakah sekolah masih menggunakan metode blended learning pak?"*

Mr. Ikhsan   : *"Iya masih mbak. Semenjak adanya covid, sampai saat ini blended learning masih diberlakukan disekolah ini"*

LNA   : *"Apakah murid-murid dapat mengikuti pembelajaran dengan baik saat metode blended digunakan pak?"*

Mr. Ikhsan   : *"Iya dapat mbak, malah lebih efisien pembelajarannya"*

LNA   : *"Jadi bapak dalam pembelajaran modelnya online dan offline kan ya pak?"*

Mr. Ikhsan   : *"Iya betul sekali mbak"*

LNA   : *"Bagaimana cara bapak menerapkan pembelajaran online dan offlinenya pak?"*

Mr. Ikhsan   : *"Ya, yang saya gunakan saat offline (tatap muka) dan (whatSapp, Google form, Google Classroom, Google meet) saya terapkan di online"*

LNA   : *"Caranya penerapannya bagaimana pak, dengan aplikasi semua itu?"*

Mr. Ikhsan : *"Sebelum pembelajaran atau sesudah pembelajaran di sekolah, saya selalu mengumunkan entah informasi ataupun tugas lewat whatSapp group. Ketika pembelajaran dimulai materi saya share di group supaya anak-anak melihatnya. Lalu di pertengahan pembelajaran saya memberi tugas kepada siswa untuk mengerjakan soal yang telah saya buat di link google form, saat di akhir pembelajaran saya memberi kuis melalui google classroom. Untuk tugas rumah saya selalu berikan pada google classroom. Dan ketika saya tidak masuk sekolah, entah sakit maupun izin acara, saya selalu gunakan google meet untuk pertemuannya. Jadi sekiranya anak-anak selalu masuk sekolah"*

LNA : *"Dapat terpantau ya pak ketika melalui google meet?"*

Mr. Ikhsan : *"Iya dapat mbak, walaupun mungkin ada beberapa yang terkendala sinyal, tapi saya selalu usahakan untuk masuk. Supaya mereka tidak tertinggal materi."*

LNA : *"Dari segi aspek materi, media, teknik, dan penilaian apakah menggunakan blended pak?"*

Mr. Ikhsan : *"Iya betul mbak, karena dari awal proses pembelajaran sudah menggunakan blended jadi aspeknya ikut blended"*

LNA : *"Untuk materi pembelajaran apakah bapak merancang RPP terlebih dahulu pak?"*

Mr. Ikhsan : *"Iya jelas dong mbak"*

LNA : *"RPP yang bapak gunakan menggunakan RPP normal atau daring pak?"*

Mr. Ikhsan : *"Saya menggunakan RPP daring mbak, karena yang saya gunakan blended"*

LNA : *"Apakah saat pembelajaran dimulai bapak selalu menerapkan RPP kedalam proses pembelajaran?"*

Mr. Ikhsan : *"Selalu mbak, karena itu rancangan yang saya buat"*

LNA : *"Apakah murid selalu aktif ketika bapak menerangkan?"*

Mr. Ikhsan : *" Aktif mbak tapi ya ada satu dua anak yang mungkin dia rentan atau malu untuk bertanya"*

LNA : *"Apakah bapak selalu memberi feedback ketika murid bertanya?"*

Mr. Ikhsan : *"Saya selalu memberi feedback yang baik kepada murid supaya merek faham apa materi yang saya jelaskan"*

LNA : *"Menurut bapak, apakah murid-murid disini 100% dapat memahami kosa kata bahasa inggris?"*

Mr. Ikhsan : *"Tidak mbak, malah kalau dibilang hanya 30% dapat memahami bahasa inggris"*

LNA   : *"Kenapa hanya 30% pak?"*

Mr. Ikhsan   : *"Karena mereka dari kalangan desa dan sekolah di desa yang kalangan tidak pernah ada bahasa inggris kalau tidak di sekolah. Bahkan mereka tidak les. Didesa sini pun bahasa inggris sekolah dasar tidak diajarkan mbak, orang tua pun juga acuh untuk materi. Yang penting anak sekolah"*

LNA   : *"Oo begitu ya pak. Lalu bagaimana bapak mengajarkan kepada murid-murid agar mereka faham pelajaran bahasa inggris?"*

Mr. Ikhsan   : *"Saya mengajarkan pelan-pelan, di sela-sela materi pembelajaran saya selalu ajarkan atau tambahkan mereka dengan kosa kata. Dan cara mengajar juga mixs indonesia inggris."*

LNA   : *"Berarti memang butih sabar ya pak, ibarat sekolah menengah tapi harus memulai dari dasar"*

Mr. Ikhsan   : *"Iya betul mbak, tapi tidak masalah. Yang terpenting mereka dapat memahami pembelajarannya."*

LNA   : *"Njih, siap-siap pak🙏✨, Terimakasih untuk waktunya pak"*

Interview Transcript 2

Date : Friday, 20 January 2023

Time : 10.00-11.00

Activity : Interview with Seventh Grade English Teacher

Interviewee : Mr. Ikhsan (Seventh Grade English Teacher)

Interviewer : Laily Nur Aisyah (LNA)

Location : SMP N 2 Cepogo, Boyolali

LNA : *"saat proses pembelajaran dikelas apakah bapak bertanya tentang hambatan atau kesulitan belajar kepada siswa?"*

Mr. Ikhsan : *"ya, setiap saya mengajar kan pasti bertanya tentang hambatan atau kesulitan belajar mereka, dan setiap anak pasti memiliki banyak karakteristik yang berbeda-beda, ada yang fokus dan ada yang tidak fokus, biasa saat pembelajaran atau sebelum selesai menerangkan materi saya selalu tanya ke anak-anak sudah paham belum?, ada kesulitan seperti apa?, bagian mana yang belum paham? seperti itu pasti saya tanyakan"*

LNA : *"Tapi mereka tetap bisa mengikuti pembelajaran dengan baik ya pak?"*

Mr. Ikhsan : *"Alhamdulillaj sejauh ini bisa mb, walaupun saya cara belajaranya pelan-pelan dan detail"*

LNA : *"Untuk media pembelajarannya bagaimana ya pak?"*

Mr. Ikhsan : *"Untuk media pembelajaran saya menggunakan media yang difasilitasi dari sekolah mbak"*

LNA : *"Contohnya seperti apa pak?"*

Mr. Ikhsan : *"Ya, semacam papan tulis dan kawan-kawannya, lcd, proyektor"*

LNA : *"Itu jika offline ya pak?"*

Mr. Ikhsan : *"iya betul mbak, saya gunakan untuk pembelajaran blended."*

LNA : *"Jika online apa saja media yang bapak gunakan?"*

Mr. Ikhsan : *"Jika online saya menggunakan media handphone, tapi kalau handphone mereka punya sendiri-sendiri mbak. Sekolah hanya memfasilitasi internet atau komoputer jika handphone anak-anak ada yang bermasalah."*

LNA : *"Apakah dalam pembelajaran online siswa aktif dalam pembelajaran pak? Ya misal seperti bertanya atau memberi feedback"*

Mr. Ikhsan : *"Mereka itu malah ramai kalau di handphone mbak, jadi berani bertanya dan menfeedback itu kalau di handphone."*

LNA : *"Mungkin karna mereka merasa sendiri atau gak ada setempat dengan teman dan bapak ya pak?"*

Mr. Ikhsan : *"Ya mungkin begitu mbak, mereka malu atau masih belum percaya diri kalau satu ruang dengan saya dan yang lain."*

LNA : *"Tapi bagaimana cara bapak melatih murid agar lebih percaya diri ketika pembelajaran bahasa inggris berlangsung?"*

Mr. Ikhsan : *"Untuk online saya tetap tanyai satu persatu anak mbak, kalau offline lebih ke mempresentasikan hasil mereka"*

LNA : *"Bagaimana untuk teknik pembelajarannya pak?"*

Mr. Ikhsan : *"Untuk teknik saya gunakan ceramah saat saya menjelaskan materi, lalu tanya jawab tentang materi tersebut, penugasan kelompok atau individu, kuis"*

LNA : *"Teknik tersebut sudah bapak rancang sebelumnya ya pak?"*

Mr. Ikhsan : *"Iya sudah mbak, materi tentang apa pada hari itu ya itu sudah rancangan mau saya bagaimanakan pembelajaran pada hari itu"*

LNA : *"Apakah teknik pembelajaran tercantum dalam pembuatan RPP pak?"*

Mr. Ikhsan : *"Iya jelas mbak, karena teknik termasuk dari proses pembelajaran"*

LNA : *"Njih baik pak🙏 Terimakasih atas waktunya"*

Interview Transcripts 3

Date   : Thursday, 19 January 2023

Time   : 10.00-11.00

Activity   : Interview with Seventh Grade English Teacher

Interviewee   : Mr. Ikhsan (Seventh Grade English Teacher)

Interviewer   : Laily Nur Aisyah (LNA)

Location   : SMP N 2 Cepogo, Boyolali

LNA   : *"Apakah setiap pembelajaran, di proses akhir pembelajaran bapak selalu memberikan kuis kepada siswa?"*

Mr. Ikhsan   : *"Iya selalu mbak, entah itu mengulang materi atau menambah materi saya selalu berikan kuis untuk murid"*

LNA   : *"Apakah menurut bapak pada setiap akhir pembelajaran murid diberikan kuis, murid dapat lebih faham materi?"*

Mr. Ikhsan   : *"Iya jelas mbak, karena kuis membuat mereka berfikir dan mencoba untuk memahami materi tersebut"*

LNA   : *"Apakah setiap hari bapak memberi tugas kepada murid?"*

Mr. Ikhsan   : *"Iya tentu mbak, saya tidak luput dengan tugas, karena tugas membuat mereka belajar memahami materi yang diajarkan. Ya walaupun ada beberapa yang mengerjakan di kelas saat proses pembelajaran akan dimulai. Tapi saya tetap beri tugas"*

LNA   : *"Untuk proses pembelajaran terakhir penilaian kan ya pak?"*

Mr. Ikhsan   : *"Iya betul mbak, itu sebuah hasil dari proses pembelajaran murid"*

LNA   : *"Sebelum melakukan penilaian, apakah bapak membuat rencana penilaian terlebih dahulu?"*

Mr. Ikhsan   : *"Ya, pasti buat mbak"*

LNA   : *"kemudian apakah bapak membuat instrument penilaian terlebih dahulu sebelum melakukan penilaian?"*

Mr. Ikhsan   : *"ya saya buat dulu seperti di RPP semua tercantum rapi ya dari perbab semua nya ada cara penilaian nya masing-masing"*

LNA   : *"lalu bagaimana cara bapak memilih dan mengembangkan instrument penilaian?"*

Mr. Ikhsan   : *"untuk mengembangkan instrumentnya biasa saya memilih tugas atau ulangan sesuai yang anak-anak mampu dan tidak membosankan untuk anak-anak sehingga anak-anak bisa mengeksplore kreatifitas mereka"*

LNA   : *"apakah guru mengalami kesulitan dalam memilih dan mendesain penilaian?"*

Mr. Ikhsan   : *"kesulitan pasti ada karena kita menimbang kemampuan setiap siswa berbeda-beda, kemapuan setiap kelas juga beda-beda sehingga kita sebagai guru mencoba meratakan semua nya karena satu RPP biasanya saya gunakan untuk beberapa kelas, dan untuk solusi nya biasanya saya adakan remidi."*

LNA   : *"kemudian bagaimana pelaksanaan penilaian yang sudah bapak jalani selama ini? Apakah berdasarkan prosedure yang telah guru rencanakan di RPP?"*

Mr. Ikhsan   : *"ya alhamdulillah sesuai dengan yang saya rencanakan di RPP"*

LNA   : *"lalu bagaimana cara bapak memberikan feedback terhadap hasil ulangan siswa?*

Mr. Ikhsan   : *"untuk feedback, biasanya setelah ulangan saya kasih hasil ulangan apa adanya misal 50,60 saya kasih kan, biar anak-anak yang mendapat nilai jelek bisa termotivasi untuk lebih giat lagi belajarnya, dan untuk anak-anak yang nilai nya bagus saya kasih reward seperti bolpen, pensil seperti itu biar tambah semangat belajarnya"*

LNA   : *"kemudian bagaimana proses pengolahan nilai/cara bapak membuat nilai akhir untuk siswa pada nilai raport/hasil akhir siswa?"*

Mr. Ikhsan   : *"kalau di MAN sudah ada aplikasi RDM ya jadi saya tinggal memasukan nilai-nilai siswa ke sistem kemudian hasil akhir nya otomatis muncul, kalau saya biasanya menggunakan nilai harian siswa seperti tugas harian, tugas rumah, keaktifan kemudian nilai UTS dan UAS"*

LNA   : *"pertanyaan yang terakhir, bagaimana cara bapak menyajikan hasil nilai peserta didik sebagai pelaksanaan akhir dari penilaian?'*

Mr. Ikhsan   : *"saya menyajikan diraport berdasarkan akumulasi nilai-nilai siswa seperti nilai harian siswa, tugas, keaktifan kemudian nilai UTS dan UAS"*

LNA   : *"baik pak sudah selesai interviewnya, terima kasih atas waktunya pak"*

Appendix 5. Picture