

**PRE-SERVICE ENGLISH TEACHERS' CHALLENGES IN
IMPLEMENTING BLENDED LEARNING METHOD DURING
TEACHING PRACTICE**

SARJANA'S THESIS

KAMILA RIZQA DEVISASMITA

REG. NUMBER: 1810117120003



**ENGLISH LANGUAGE EDUCATION STUDY PROGRAM
FACULTY OF TEACHERS TRAINING AND EDUCATION
LAMBUNG MANGKURAT UNIVERSITY
BANJARMASIN**

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IMPLEMENTING BLENDED LEARNING METHOD DURING
TEACHING PRACTICE**

SARJANA'S THESIS

**Presented to Faculty of Teacher Training and Education as a Partial
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Program in English Language Education Study Program**

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BANJARMASIN**

2023

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This is to certify that the *Sarjana's* Thesis entitled “Pre-service English Teacher’s Challenges in Implementing Blended Learning Method in New Normal Era” has been approved by the thesis advisors for oral examination.

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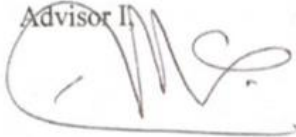
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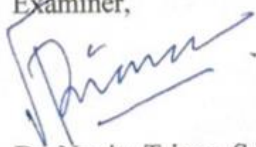
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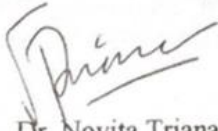
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ABSTRACT

Devisasmita, Kamila Rizqa. 2023. *Pre-Service English Teachers' Challenges in Implementing Blended Learning Method during Teaching Practice*. Sarjana's Thesis. English Language Education Study program, Faculty of Teachers' Training and Education, Lambung Mangkurat University. The first advisor: Prof. Dr. H. Abdul Muth'im, M.Pd, the second advisor: Yusuf Al Arief, M.Hum

Keywords: Blended learning, Challenges, Pre-service teacher, Teaching Practice.

The COVID-19 pandemic has presented unprecedented challenges to the education sector, including the teaching profession. This study focuses on the challenges faced by pre-service English teachers of the 2018 batch during the implementation of blended learning methods in their teaching practice program. Blended learning, which combines online and face-to-face instruction, has gained recognition for its adaptability and potential to enhance pedagogical methods. However, challenges such as technological constraints, lack of training, and complexity in managing dual modes of learning have been identified. The objective of this research is to understand challenges faced by pre-service English teachers implementing blended learning during the COVID-19 pandemic, emphasizing the necessity for a comprehensive approach to address technical, organizational, instructional, and assessment challenges and enhance the adaptability and success of blended learning environments.

The study adopts a qualitative descriptive approach, involving 13 participants from Lambung Mangkurat University in the seventh semester that have completed teaching practice (PPL) at school in academic year 2021/2022. Data collection methods include questionnaires and interview for the respondents.

The findings reveal technical challenges related to device and internet access, organizational challenges in maintaining communication, instructional design challenges in engaging students through media integration, and assessment challenges in integration of online and offline elements of blended learning. Addressing these challenges necessitates a comprehensive approach encompassing technical support, organizational strategies, instructional design considerations, and effective assessment practices. By overcoming these challenges, teachers can create an inclusive and engaging blended learning environment that promotes student success. To be more significant, it is suggested that pre-service English teachers receive ongoing professional development, institutional support, and collaborative platforms to collectively navigate and overcome the evolving challenges of blended learning, ensuring a resilient and effective educational experience for both educators and students alike.

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The researcher

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