

ABSTRACT

Adzini, Nur Jihan (2024): *Islamic Junior High School EFL Teacher's Experience in Blended Learning: A Case Study in Islamic Junior High School of Qordova, Rancaekek, Bandung.* Bachelor Thesis. English Education Department, Faculty of Tarbiyah and Teacher Training, UIN Sunan Gunung Djati Bandung.

The growth of technology motivates educators to get familiar with and use technology in the context of learning and activities related to learning to produce dynamic learning environments, as an example in the development of new learning approaches such as blended learning also blended learning has become an essential approach in education, particularly in the aftermath of the pandemic. This research is aimed to explore the teacher's experience in teaching blended learning in teaching English. Moreover, it also finds out the challenges the teacher encounters while implementing blended learning in teaching the English language.

This research was designed using a qualitative method with a case study approach. It strived the teacher's experience in teaching blended learning in teaching English. Two English teachers, an experienced & a novice teacher who applied blended learning in Qordova Islamic Junior High School were involved in this study. The semi-structured interview was used as the instrument in this study. To seek the use of blended learning as a teaching approach and find out the experience that the teachers have had. The interview part contained thirteen statements that were asked.

The results obtained show that the teacher initially had the impression that blended learning was something strange and started to like utilizing blended learning as a result of the school's support for the adoption of blended learning. Technical Readiness should assess their current technical infrastructure, including wireless networks, hardware, and software to support the online aspect of blended learning. Furthermore, blended learning helps improve students' motivation and response to learning English in Junior High School. It significantly enhances student motivation and performance, particularly in English language classrooms. In terms of classroom engagement, fosters the development of crucial abilities, including communication, information literacy, creativity, and teamwork. From these data, it can be concluded that by combining face-to-face interactions with online elements, students often find learning more engaging and interactive In Junior High School.

Keywords: Blended Learning, EFL Teacher's Experience, English Language Teaching