CHALLENGES AND STRATEGIES ON TEACHING NARRATIVE READING THROUGH BLENDED LEARNING IN MTs DARUL HIKMAH JABON NGANJUK

Thesis

Presented to
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For the Degree of *Master* in English Language Education

By:
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RATIFICATION

This is to certify that this thesis entitled CHALLENGES AND STRATEGIES ON TEACHING NARRATIVE READING THROUGH BLENDED LEARNING IN MTs DARUL HIKMAH JABON NGANJUK has been examined and approved by the Board of Examiners as the requirement for the degree of *Magister* in English Language Education.

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MOTTO

"If God is before you, who can work against you. Nobody!”

Angela Bassett

DEDICATION

- Like a man sailing through the sea who does not know where to go, does not know where the wind will blow. Both parents are like a boat where they will keep the passengers safely to the destination. Thank you to my parents, who have supported me even though I am unsure of myself. Thank you for being so patient in helping me financially and morally.
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ABSTRACT

SIAM, BINTI ROIFATUS, 2022**, "Challenges and Strategies on Teaching Narrative Reading through Blended Learning in MTs Darul Hikmah Jabon Nganjuk",** Department of English Language Education, School of Graduate Program, State Islamic Institute of Kediri, Advisors: 1. Dr. Toyyibah, SS. M.Pd. 2. Nur Afifi, M. App. Ling, Ph. D.

Keywords: Blended Learning, Challenges, Strategies, Benefits.

Blended learning is a new method considered more effective in teaching students during the pandemic than distance learning. Because it combines both online and offline meetings, this research explores the implementation of blended learning, the challenges teachers and students face, the strategies teachers use when teaching with blended learning, and the benefits teachers and students feel with blended learning at MTs Darul Hikmah Jabon.

The method used is a field research method with a descriptive qualitative approach. Data collection is done through observation, interviews, questionnaires, and documentation. The informant determination technique uses snowball sampling with the principal's research informant, the deputy principal for academics, two English language teachers who carry out Blended Learning, and students.

The results showed three stages of Blended Learning Implementation: planning step by designing program objectives, preparing facilities and infrastructure, preparing learning schedules, preparing evaluation and socialization tools. The implementation includes online learning in asynchronously Independent, face-to-face learning, and there are picket teachers as student learning control. The learning system evaluation stages include teacher association activities/meetings held once a month and teacher and parent associations held once a semester. Teachers and students also face challenges applying blended learning, especially to reading narrative text. Student challenges such as the lack of vocabulary that students have, the methods and applications that teachers use when teaching online have not been maximized, and meetings in the class are hindered by minimal hours. While the teacher's challenge is the student's low motivation, and the students do not understand the material. To overcome these challenges, teachers apply several strategies that are considered effective in helping to improve students' reading ability to narrative texts, such as bottom-up reading strategies and self-vocabulary collection. These strategies were applied in the offline class. So that it can provide benefits for students. The benefits are students feel the rising academic grades. For teachers to feel freer to convey materials and control students.

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Finally, the writer hopes this thesis will be helpful for all readers. The writer realizes that this thesis is not perfect enough yet. It is caused by the limitation of capability and knowledge that the writer has owned. Therefore, the writer is excited

to receive constructive criticism and suggestions to improve this thesis. Suggestions and questions are always welcome.

Nganjuk, 28 April 2022

The Researcher

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