

**TEACHER'S EXPERIENCES IN TEACHING PASSIVE  
VOICE THROUGH ONLINE LEARNING AT MAN 1  
BANDAR LAMPUNG IN THE ACADEMIC  
YEAR OF 2021-2022**

**A Thesis**

**Submitted as a Partial Fulfillment of The Requirements for S1-Degree**

**By:**

**VINNY ELVINA  
NPM. 1611040297**

**Study Program: English Education**



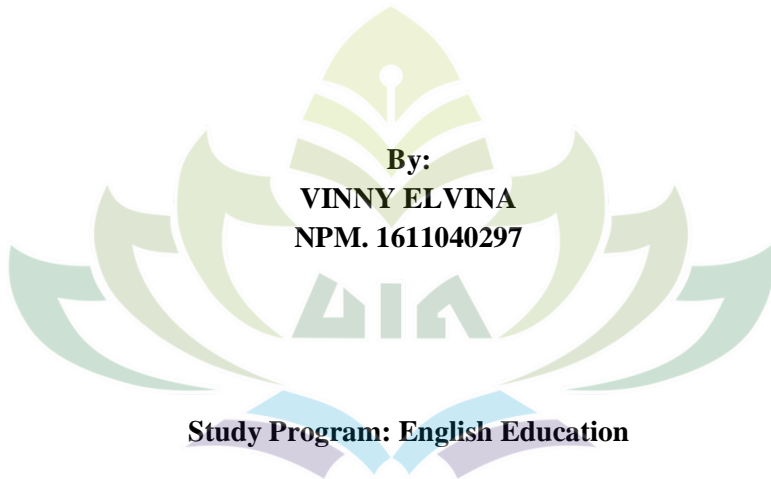
**TARBIYAH AND TEACHER TRAINING FACULTY  
RADEN INTAN STATE ISLAMIC UNIVERISTY  
LAMPUNG  
1443H/2022M**

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**TARBIYAH AND TEACHER TRAINING FACULTY  
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## ABSTRACT

The corona virus (SARS-CoV-2) has become a global pandemic and has changed the structure of learning implementation by changing the face-to-face learning mode to online learning, emergency remote teaching (ERT). This narrative study aims to find out what are the experiences of teachers in teaching passive voice material in the midst of a pandemic. The research method in this research was narrative inquiry in which the research design is in accordance with the topic of this research discussion. This study involved one teacher and several second semester XI students from MAN 1 Bandar Lampung as participants and additional data to check the truth who voluntarily agreed to be involved in this study were randomly selected by the teacher. This study reveals that there are five themes related to the experience of teachers teaching passive voice online, namely time management, shorter lesson plans, classroom management, trying various media and delivering online materials, and learning to take lessons. In addition, there is one important theme related to the technique used by the teacher, namely blended learning.

**Keywords:** Covid-19, Experience, Teaching, Study, Narrative, Blended Learning.

## DECLARATION

I am a student with the following identity:

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Thesis : Teacher's Experiences in Teaching Passive Voice  
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Certify that this thesis is, without a doubt, my own creation. I take full responsibility for the content of this thesis. The thesis includes citations of other academics' opinions and findings that adhere to ethical norms.

Bandar Lampung, August 2022

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## MOTTO

فَإِنَّ مَعَ الْعُسْرِ يُسْرًا<sup>1</sup>

“For indeed, with hardship [will be] ease”  
( Q.S. Al – Insyirah: 5 )



---

<sup>1</sup> Surah Al – Insyirah: litequran.net, available at : <https://litequran.net/asy-syarh>

## DEDICATION

I dedicate this thesis to the following loved ones:

1. My parents, my inspiration for life, who always love, guide, and encourage me to complete this thesis.
2. My little brother who I love very much, may you always be in the protection of Allah swt, and I can be a good role model for you.
3. My two thesis supervisors, Miss Nunun Indrasari, M.Pd and Dr. Melinda Roza, M.Pd who had guided me patiently and lovingly so that I can complete this thesis well. May Allah reward you with better goodness.
4. All my friends during college, Dayang, Regita, Asih, Nuke, Nisa, Cindy, Nickent, Jumi, Ido, Devi, Chika and others who always help and encourage me.
5. My alma mater is UIN Raden Intan Lampung





## CURRICULUM VITAE

Vinny Elvina is a daughter who was born to a very extraordinary mother on March 13<sup>th</sup>, 1998. Vinny is the first daughter from very great parents, namely Ely MARlinawati and Hanif. She has two younger brothers, M. Vinno Sriwijaya and M. Vitto Plaju.

Vinny started her first formal education at Al-Hidayah Kindergarten in 2003. After that she continued her basic formal education at SDN 2 Sukabumi, Bandar Lampung and graduated in 2010. Then, Vinny continued her junior secondary formal education at SMPN 24 Bandar Lampung, and finished in 2013. Then, she also continued her studies to the upper secondary level at MAN 1 Bandar Lampung and finished in 2016. Not only that, Vinny continued her education to a higher level, namely a state university at UIN Raden Intan Lampung and majored in English Education. While studying, Vinny got a lot of valuable experiences such as KKN and PPL. Vinny carried out KKN in 2019 in Tanggamus district, Talangpadang sub-district, Sukabumi village, the program lasted for 40 days from mid-July to the end of August. The KKN experience is an unforgettable experience where Vinny can learn to live far from her parents and struggle with her friends which she has never experienced before, and learn how to interact with foreign residents. The experience was no less enjoyable during PPL, which was still in 2019 but lasted from October to December. Experience related to how to control a real class at SMAN 5 Bandar Lampung, and learn how to interact with teachers and school staff.

## ACKNOWLEDGEMENT

*Alhamdulillahirobbil 'alamin* praise be to Allah, the Creator of the Universe, who enabled the effective completion of this thesis via the wealth of His love. Don't forget to send sholawat and greetings to our Prophet Muhammad salallahu 'alayhi wa sallam and his friends and Islamic warriors. The thesis entitled "Teacher's Teaching Experiences in Teaching Passive Voice through Online Learning during the Covid-19 Pandemic" was written as one of the graduation requirements for undergraduate students of the English Language Education program at the Tarbiyah and Teacher Training Faculty, UIN Raden Intan Lampung. Therefore, special thanks and appreciation goes to the following people:

1. Prof. Dr. Hj. Nirva Diana, M.Pd, the Dean of Tarbiyah and Teacher Training Faculty, UIN Raden Intan Lampung.
2. Dr. Mohammad Muhassin, M.Pd., the Chairperson of the English Education Study Program of UIN Raden Intan Lampung.
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8. My beloved family who always pray for, give love, and support me endlessly.

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11. Colleagues at Taman Pintar for their cooperation so far.
12. My sidekicks from the Student Activity Unit (UKM) Bahasa who also gave researcher many valuable lessons
13. All stakeholders I could not mention.

Finally, nothing is perfect, and this thesis still has many flaws. Any corrections, comments, or criticisms regarding the quality of this thesis are always open-heartedly welcome.

Bandar Lampung, 18<sup>th</sup> August 2022  
The Writer,

**Vinny Elvina**  
**161104029**

## TABLE OF CONTENTS

	Page
<b>COVER</b> .....	<b>i</b>
<b>TITLE PAGE</b> .....	<b>ii</b>
<b>ABSTRACT</b> .....	<b>ii</b>
<b>DECLARATION</b> .....	<b>iv</b>
<b>APPROVAL</b> .....	<b>v</b>
<b>ADMISSION</b> .....	<b>vi</b>
<b>MOTTO</b> .....	<b>vii</b>
<b>DEDICATION</b> .....	<b>viii</b>
<b>CURRICULUM VITAE</b> .....	<b>ix</b>
<b>ACKNOWLEDGEMENT</b> .....	<b>x</b>
<b>TABLE OF CONTENTS</b> .....	<b>xii</b>
<b>LIST OF TABLES</b> .....	<b>xiv</b>
<b>LIST OF APPENDICES</b> .....	<b>xv</b>
<b>CHAPTER I INTRODUCTION</b>	
A. Title Affirmation .....	1
B. Background of The Problem .....	3
C. Identification of The Problem .....	7
D. Limitation of The Problem .....	8
E. Formulation of The Problem .....	8
F. Purpose of The Research .....	8
G. Significant of The Research .....	9
H. Previous Study .....	9
I. Research Method.....	11
1. Research Design.....	11
2. Research Subject .....	12
3. Data Collecting Technique and Instrument .....	12
4. Data Analysis .....	14
5. Trustworthiness .....	15
<b>CHAPTER II THEORETICAL FRAMEWORK</b>	
A. Theory .....	19
1. Teaching English as A Foreign Languages .....	19

2. Experience.....	21
a. Definition of Experience .....	21
b. Types of Experience.....	21
c. Teaching Experience Indicator.....	24
3. Blended Learning.....	27
a. Definition of Blended Larning .....	27
b. Models of Blended Learning.....	29
4. Online Learning .....	30
a. Definition of Online Learning.....	30
b. Advantages of Online Learning .....	31
c. Disadvantages of Online Learning .....	34
5. Covid-19 .....	36
6. Grammar .....	37
a. Definition of Grammar.....	37
b. Grammar Teaching, Learning and Assessment.....	39
7. Passive Voice .....	41
a. Definition of Passive Voice.....	41
b. The Form of Passive Voice .....	42
c. Using The Passive Voice.....	44
<b>CHAPTER III DESCRIPTION OF THE RESEARCH OBJECT</b>	
A. School and Teacher General Description .....	45
B. Presentation of Fact and Data Research .....	47
<b>CHAPTER IV RESEARCH ANALYSIS</b>	
A. Data Analysis .....	49
B. Research Findings .....	69
<b>CHAPTER V CONCLUSION AND SUGGESTION</b>	
A. Conclusion .....	75
B. Suggestion.....	76
<b>REFERENCES.....</b>	<b>79</b>
<b>APPENDICES.....</b>	<b>85</b>

## LIST OF TABLES

	<b>Page</b>
<b>Table 1</b> The Students' score of English Subject at Social Eleventh Grade of MAN 1 Bandar Lampung .....	6
<b>Table 2</b> Forms of Passive Voice .....	42
<b>Table 3</b> Data Table.....	45





## LIST OF APPENDICES

	<b>Page</b>
Appendix 1 List of Pre-Research Interview .....	85
Appendix 2 Students' Score .....	87
Appendix 3 Teacher's Interview Guideline .....	98
Appendix 4 Transcript of Teacher Interview .....	99
Appendix 5 Narrative Form.....	104
Appendix 6 Students' Validations .....	105
Appendix 7 Pre-Research Letter.....	106
Appendix 8 Research Letter .....	108
Appendix 9 Silabus .....	109



# CHAPTER I

## INTRODUCTION

### A. Title Affirmation

First of all, in this chapter 1, the title must be clarified in order to clarify some of the keywords that made up the title of this thesis as a first step to understanding it and avoiding ambiguity. The thesis' proposed title was "Teachers' Experiences in Teaching Passive Voice Through Online Learning At Man 1 Bandar Lampung In The Academic Year Of 2021-2022." The following was an explanation of the keywords:

According to Pine and Gilmore, an experience was a personal event that occurs and was perceived by each individual and could leave a lasting effect on the person who experienced it.<sup>1</sup>In other words, experience could also be the product of observation or individual engagement in a real-life event. As a result, experience would encompass both the rational and emotional aspects of human life.

Then, this study examined the stories of the English teachers of MAN 1 Bandar Lampung. How could teachers change their preparation to meet the obstacles of the offline-to-online learning transition? Online learning was a type of remote education that used a combination of electronic and internet-based technology. When it came to the execution of the teaching and learning process, online learning referred to the fact that students and teachers did not meet face to face.<sup>2</sup> They could, however, make

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<sup>1</sup>Pine and Gilmore in Sheila Amanda Lokito dan Diah Dharmayanti, 2013, "Analisis Pengaruh Experiential Marketing Dan Customer Satisfaction Terhadap Customer Loyalty Comedy Kopi Di Surabaya" : Jurnal Strategi Pemasaran p. 2 available on: <https://media.neliti.com/media/publications/140734-ID-analisis-pengaruh-experiential-marketing.pdf>

<sup>2</sup> Leli Efriana, Problems of Online Learning during Covid-19 Pandemic in EFL Classroom and the Solution, : *journal of english language teaching and literature*. (2021) vol. 2, No. 1. p.39.

use of existing technology tools to aid in the teaching and learning process, which could be done from home or anywhere. Mobile phones, laptops, tablets, computers, and other technology tools mentioned were the technology tool could be used to access a variety of online learning platforms.

Passive sentences were used to demonstrate interest in the person or item who was affected by an activity rather than the person or object that conducted it. To put it another way, the most essential item or person became the sentence's topic. When employing the passive voice, we utilized the preposition "by" when we did not want to express who or what was doing the activity.<sup>3</sup>In 11 tenses, 1 infinitive, and the gerund, the passive voice could be used. The author of this study restricted the types of passive voice to simply changing the structure of the 11 tenses.

The SARS-CoV-2 virus caused Coronavirus Disease (COVID-19), an infectious disease. The majority of those infected with the virus would have mild to moderate respiratory symptoms and recovered without the need for medical attention. Some, on the other hand, became critically unwell and required medical assistance. When an infected person coughs, sneezes, speaks, sings, or breathes, the virus spreads in microscopic liquid particles from their mouth or nose. Larger respiratory droplets to smaller aerosols are among the particles.

In sum, it can be concluded that the title of this thesis is Teachers' Experiences In Teaching Passive Voice Through Online Learning At Man 1 Bandar Lampung In The Academic Year Of 2021-2022.

## **B. Background of The Problem**

Formerly, teaching and learning activities in Indonesia went face to face. Then, near the end of 2019, there was news emerged from Wuhan, China, that a virus could attack the human

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<sup>3</sup> Admin, "Passive Voice" <https://www.ef.com/wwen/english-resources/english-grammar/passive-voice/#:~:text=The%20passive%20voice%20is%20used,the%20subject%20of%20the%20sentence.> (accessed on Tuesday, 1 February 2022, at 23.35)

respiratory tract. The virus was called coronavirus disease 2019 or Covid-19. The virus quite vicious because it spread quickly. Although it seemed it would not affect Indonesia, reported from The World Health Organization (WHO)'s website regarding the initial emergence of the virus as of yet it had spread throughout the world.<sup>4</sup> In fact, Indonesia was also one of the countries affected by the virus.

On The Detik News' website, the first case of coronavirus in Indonesia was announced by The President of Republic of Indonesia in early March 2020, namely, 2 people confirmed positive for corona, a mother and her daughter. The case broke a myth that Indonesia is immune to corona.<sup>5</sup> New cases also increased and finally The Ministry of Education and Culture of Republic of Indonesia, Nadiem, issued a circular letter regarding the implementation of education during the Covid-19 emergency, accordingly, teaching and learning activities shifting to online and the National Exam was eliminated.<sup>6</sup> Because of that, all schools in Indonesia were closed. Started from the end of March to December 2020, students carried out learning from home. Surely, this situation showed the strengths and weaknesses of our education system facing the challenge of digitalization.

Talking about online learning itself, according to Mark, e-learning meant students and teachers interacted with each other by using tools and digital content.<sup>7</sup> E-learning was usually

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<sup>4</sup>World Health Organization, "Coronavirus disease 2019 (Covid19) Situation Report" April 2020, available on: <https://www.who.int/docs/default-source/coronaviruse/situation-reports/20200423-sitrep-94-covid-19.pdf#:~:text=The%20first%20human%20cases%20of,%2C%20in%20Decem ber%202019.>

<sup>5</sup>TimDetikcom, "KapanSebenarnya Corona Pertama Kali Masuk RI?", DetikNews, 2020, available on: <https://news.detik.com/berita/d-4991485/kapan-sebenarnya-corona-pertama-kali-masuk-ri/1>

<sup>6</sup>Pengelola Web Kemdikbud, "MendikbudTerbitkan SE tentangPelaksanaanPendidikandalamMasaDarurat Covid-19", Kemdikbud Web, 2020, available on: <https://www.kemdikbud.go.id/main/blog/2020/03/mendikbud-terbitkan-se-tentang-pelaksanaan-pendidikan-dalam-masa-darurat-covid19>

<sup>7</sup>Nichols Mark, "E-Learning in Context". *E-Primer Series*– Laidlaw College. (2008, 22 Agustus).p.2

accessed via the internet, although there are also the others technology could be used, but the use of term e-learning was more synonymous with learning via the internet or network.

As well as students and parents had their own opinions towards this online learning, teachers did so. Related to an article that written by Atmojo and Nugroho, they had conducted research entitled “*EFL Classes Must Go Online! Teaching Activities and Challenges during Covid-19 Pandemic in Indonesia*”. The participants of the research were 16 TEFL teachers that were consist of 12 females and 4 males from different cities and schools in Indonesia. All of the teachers had graduated from the English language department and had experience in teaching English starting from 1 to 18 years. The researchers used interviews and written reflection to collect the data and every teacher took place 30 minutes to be interviewed.<sup>8</sup>The result of the research, teachers’ challenges in online teaching, showed that some students did not have mobile phones due to family financial constraints. Meanwhile, for those who have mobile phones, the problem was related to an unstable signal. This problem is also the same as the perspectives of students and parents above. Then, the third problem was many students had low digital literacy. It was because they never use mobile phones for learning tools, subsequently, they know a little bit about how to operate the platform. Another problem that emerged in virtual learning was less responsibility of the students in attending the online classes<sup>9</sup>. The students thought that learning from home was just like holidays so that they slept from morning to late afternoon. Because of that, they collected the tasks after the deadline given by teachers. The last, problem also emerged from teachers.

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<sup>8</sup>Arief Eko PriyoAtmojo and Arif Nugroho, “EFL Classes Must Go Online! Teaching Activities and Challenges during Covid-19 Pandemic in Indonesia”, Vol. 13, No. 1 (2020) p. 54-55 available on: [https://www.researchgate.net/publication/341750033\\_EFL\\_Classes\\_Must\\_Go\\_Online\\_Teaching\\_Activities\\_and\\_Challenges\\_during\\_COVID-19\\_Pandemic\\_in\\_Indonesia](https://www.researchgate.net/publication/341750033_EFL_Classes_Must_Go_Online_Teaching_Activities_and_Challenges_during_COVID-19_Pandemic_in_Indonesia)

<sup>9</sup>Ibid, p. 62-71

Based on the explanation above, the writer had done the preliminary research to know what exactly happened in school, especially teacher, during this outbreak. On 7th November 2020, the writer had interviewed an English teacher at MAN 1 Bandar Lampung, Heny Astuti, S.Pd, by giving ten (10) questions related to online learning. Miss Heny as the English teacher said that some problems appeared in this online learning, such as (1) the teacher had difficulty controlling uncooperative students. Uncooperative student means the students who were not present in online learning, did not do or collect the assignments, and did not fill out the attendance list. (2) The teacher had a problem with the network signal. Students who studied in MAN 1 Bandar Lampung came from various regions in Lampung. It could be from a rural area or an urban area. (3) The teacher used some tools and platforms to teach English. She said that some materials use video or writing and the school also provided the website to make students easy to access it. 4) The teacher also said that there was a challenge in delivering the material, especially passive voice. By interviewing the teacher, it was found that the students' scores in English subjects from the teacher's documents, especially passive voice, and about 59% of students from the eleventh social class did not pass the minimum, as shown in Table 1 below.<sup>10</sup>

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<sup>10</sup> Heny Astuti, *Interview The English Teacher*, MAN 1 Bandar Lampung 7th November 2020. (unpublished)



**Table 1**  
**The English Students' Score at The Eleventh Grade of Social**  
**of MAN 1 Bandar Lampung in The Academic**  
**Year of 2020-2021**

No.	Class	≥70	≤70	Number of Students
1.	XI IIS 1	20	16	36
2.	XI IIS 2	17	20	37
3.	XI IIS 3	10	26	36
4.	XI IIS 4	11	23	34
<b>Total Number of Students</b>		<b>58</b>	<b>85</b>	<b>143</b>
<b>Percentage</b>		<b>40.56 %</b>	<b>59.44%</b>	<b>100%</b>

It was concluded that from one hundred and forty-three students of the eleventh social class, there were eighty-five students got the score under the minimum and fifty-eight students got the score above the minimal score.

Based on the data above, there were around 60% of students who scored below the standard of assessment. Therefore, this research carried out to find out how teachers taught passive voice material online, what new experiences, and how to design media to support teaching and learning activities to be effective.

Numerous studies on teachers' experiences online teaching and instructing passive voice content have been conducted. Utami had conducted study, the title "An Analysis of Teachers' Strategies on English E-Learning during the Covid-19 Pandemic".<sup>11</sup> The second research came from Quinn. Her

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<sup>11</sup> Utami, Tari Putri "An Analysis of Teachers' Strategies on English E-Learning during Covid-19 Pandemic", Salatiga: IAIN Salatiga, 2020.

research took place long before the onset of this pandemic, in 2011 to be precise. The title of her research was “Learning to teach online or learning to become an online teacher: an exploration of teachers’ experiences in a blended learning course”.<sup>12</sup> A research comparing teachers' usage of passive voice teaching methods and materials was also available, namely from Nourdad and Aghayi entitled Focus on Form in Teaching Passive Voice of Different Tenses.<sup>13</sup> From the three previous studies, It was clear that this research differs in that narrative research was utilized and required to describe human lives, gather information about individual lives, told tales about individual lives, and created accounts of particular individual experiences. Evidently, narrative studies were the emphasis of story research. The writer was especially interested in learning about the fresh experiences that teachers had had while instructing passive voice online.

Based on the compendium above, the writer focused on the research on arranging and discovering the teachers’ teaching experience in online learning that had been implemented. Therefore, the title of this thesis is “Teachers’ Experiences In Teaching Passive Voice Through Online Learning At Man 1 Bandar Lampung In The Academic Year Of 2021-2022”

### **C. Identification of The Problem**

Based on the background of the problem above, most of the problem in online learning as follows:

1. Most of the students’ and teachers’ problems are in the internet network signal

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<sup>12</sup> Comas-Quinn, Anna “Learning to Teach Online or Learning to Become An Online Teacher: An Exploration of Teachers’ Experiences in a Blended Learning Course”, The Open University UK, 2011.

<sup>13</sup> Nourdad, Nava, Elnaz Tim Aghayi, Focus on Form in Teaching Passive Voice of Different Tenses (Journal of Procedia, Social and Behavioral Sciences) available on: [https://www.researchgate.net/publication/274149828\\_Focus\\_on\\_Form\\_in\\_Teaching\\_Passive\\_Voice\\_of\\_Different\\_Tenses](https://www.researchgate.net/publication/274149828_Focus_on_Form_in_Teaching_Passive_Voice_of_Different_Tenses)

2. Students' have less motivation, responsibility, and attitude during online classes.
3. The teachers had a problem controlling the students and developing teaching such as media and delivering material to students.
4. Teachers have a problem in making teaching materials and media for students.

#### **D. Limitation of The Problem**

In order to prevent the topic from becoming too broad, this study included a limit. The restriction was in the number of teachers studied by only one person. This decision was made in order to allow the research to concentrate on and develop the story to the fullest.

#### **E. Formulation of The Problem**

Based on the background of the problem before, formulated several problems, namely:

1. How were the teacher's experiences in teaching passive voice through online learning during pandemic Covid-19?
2. How did the teacher teach passive voice through online learning during pandemic Covid-19?

#### **F. Purpose of The Study**

Based on the background of the problem had mentioned earlier, the purposes of this study are:

1. To find out what the teachers' experiences with online teaching passive voice during pandemic Covid-19.
2. To know what the techniques were used by teachers in teaching passive voice through online learning during pandemic Covid-19.

## **G. Significant of The Research**

### **1. Theoretical Benefit**

This research was hoped can provide information related to learning English in e-learning classes during the pandemic Covid-19 and teachers' teaching experience. As well this research hopefully can give an overview for further research.

### **2. Practical Benefit**

#### **a. For Teachers**

The result of this research was expected can be worthwhile for other teachers in providing information related to teachers' experiences in applying strategies for teaching English with e-learning methods during the pandemic Covid-19.

#### **b. For Students**

The writer also hoped that this research can tell the students how the struggles and efforts of the teachers to carry out their duties properly in amid during this pandemic.

## **H. Previous Study**

In accomplishing the research, the writer used the previous research dealing with the topic of the study as reference. The first previous research was Teaching Passive Voice through Oral Drill at the Eleventh Year Study Students of MA AL - Mawasir Padang Kalua that was held by Jusriani.<sup>14</sup> The problem statement of this research was "What is the effective way in teaching passive voice at the Eleventh year students of MA AL - Mawasir Padang Kaula" while in this research, the problem statements were what are teacher's teaching experiences with online teaching passive voice and how do the teachers use the lecturing

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<sup>14</sup> Jusriani, (2014), *Teaching Passive Voice Through Oral Drill at The Eleventh Year Students of MA Al-Mawasir Padang Kalua*, available on: <http://repository.iainpalopo.ac.id/id/eprint/2789/1/JUSRIANI.pdf>

technique with online teaching during pandemic Covid-19. The instrument of this research was interview, questionnaire, and document.

The second research was done by Suryahadi et.al. They conducted a research paper entitled A Narrative Inquiry of Language Teacher's perceptions and experiences in using WhatsApp during New Normal Post-Covid-19 Era.<sup>15</sup> The research was conducted to explore and make sense of the stories of the language teacher's perception and experiences in using WhatsApp during new normal post-covid-19 era. Specifically the study was intended to understand the popularity and the usage of WhatsApp in the process of the inquiry was employed while this research conducted the research to know how and what the teacher's experiences in teaching online by using blended learning.

The third research was from Wijaya, he researched about the difficulties experienced by grade 12 students in passive voice material. the results found that the students had difficulty understanding 4 tenses, namely simple present tense, simple past tense, present continuous tense and past continuous tense. Then, the difference between previous research and this research was that this research did not only focus on the difficulties experienced by students, but also what was experienced by teachers. difficulties such as how teacher made learning designs, prepared equipment for teaching, made assessment forms as material for evaluation.<sup>16</sup>

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<sup>15</sup> Suryahadi, Irfan, Vicky Hidantikarnillah, Didik Murwantono, "A Narrative Inquiry of Language Teachers' Perceptions and Experiences in Using WhatsApp during New Normal Post-Covid-19 Era", Journal of English Education, Literature, and Culture, Vol.6 No. 1. Available on: <http://jurnal.unissula.ac.id/index.php/edulite/article/view/13140>

<sup>16</sup> Ilwan Kusuma Wijaya, (2016), *An Analysis of Students Difficulties in Using English Passive Voice: A Case Study at Third Grade Students of SMAN 1 Narmada in The Academic Year of 2015/2016*, (repositoryunram) available on: <http://eprints.unram.ac.id/11735/1/JOURNAL%20Ilwan%20Kusuma%20Wijaya%20%28E1D%2011%20059%29.pdf>

In this research, the lived experience was used is not same, and likewise different object was used that was English teaching experience. This study focused on one teacher who was interviewed and observed about their experiences teaching passive voice in online classes. In addition, the students' points of view also were needed for the accuracy of the data in the field; Therefore, there were also short interviews with some students to ensure the accuracy of the stories that had been obtained.

## **I. Research Method**

### **1. Research Design**

In accordance with the objectives to be achieved in this research, which was about writing stories, narrative inquiry was used in this study. Connelly and Clandinin mention that narrative was a way to characterize the phenomena of human experiences.<sup>17</sup> In addition, this narrative research could capture the personal dimensions of humans and lived experiences and then present them narratively. They as well said that this narrative inquiry was about how humans experience the world. Moen defined the narrative approach as focusing on the meaning and values that individuals gave to their experiences through stories they told and shared. Moreover, Pushor, Clandinin, and Orr emphasized that the narrative was a study of experience as story. These notions meant that the narrative inquiry sought to understand how people think, experience and value what they think through the event. For this reason, this study used a narrative inquiry to understand the teachers' experiences with online teaching passive voice using blended learning.

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<sup>17</sup> F. Michael Connelly, D. Jean Clandinin, "Stories of Experience and Narrative Inquiry", *Journal of Educational Researcher* Vol. 19 No. 5. Available on: <https://doi.org/10.2307/1176100>



## **2. Research Subject**

### **1. Place of The Research**

This research conducted at MAN 1 Bandar Lampung.

### **2. Object of The Research.**

The object of this research was the English teacher of MAN 1 Bandar Lampung particularly who taught students at eleventh grade during pandemic Covid-19.

## **3. Data Collecting Technique and Instrument**

### **a. Interview**

Easwara and Fatane mentioned that interview was a conversation for gathering information. In a research, interview involved the interviewer, who coordinated the process of conversation and asked the questions, and the interviewee, who answered to those questions. Interview could be undertaken face-to-face or using media such as by telephone.

In this research, the writer used partially or semi structured interview. Donald explained that semi structured interview was an in-depth interview which the area of interest was chosen and questions were formulated but the researcher could modify the questions during the interview process and the questions exclusively were open-ended question design.

The interview focused on teacher who had experiences in teaching online during Covid-19 and had taught passive voice material. The writer conducted interviews with the participant lasting approximately 20-30 minutes, and the writer tried to minimize personal reactions during the interview to avoid impacting story.

In addition interviewing the teacher, interviews were also conducted with several students who were taught by the teacher. This was required to verify the precision of the

responses provided by instructors and students in order to foster public confidence.

b. Documents

Sugiyono stated that document study was a complement to the use of observation and interview methods in qualitative research.<sup>18</sup> Document was understood as any written record relating to a past event, whether prepared or not prepared for a research. Documentation technique was a method to find authentic data that was documentation. The data can be from teacher diaries, student learning outcomes, student grades, attendance lists, pictures, regulations, policies, and other important documents.. This technique used to collect data related to the topic of study that comes from the documents of MAN 1 Bandar Lampung.

c. Narrative Frame

In his book, Barkhuizen explains the use of story frames as research instrument. A narrative frame is a written story template made out of a variety of short and long blank spaces and incomplete phrases. It is organized skeletally like a tale.<sup>19</sup> By filling in the blanks with their own experiences and reflections on those experiences, respondents are expected to create a coherent tale. The use of frames "offers direction and assistance with regard to the organization and content of what is to be written. From the standpoint of the researcher, the frames guarantee that the content will be provided in narrative form and will be more or less what is expected (and necessary to answer the research purposes)".

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<sup>18</sup> Sugiyono, (2006), *Metode Penelitian Pendidikan Pendekatan Kuantitatif, Kualitatif, dan R & D*, Alfabeta: Bandung. p. 329

<sup>19</sup> Barkhuizen, G., Benson, P., & Chik, A, 2013, *Narrative inquiry in language teaching and learning research*. Routledge. p. 45

#### 4. Data Analysis

After all the data had been collected from the various instruments used, the next step was to analyze the data. In analyzing narrative data, this research used thematic analysis. In line with what Brau and Clarke said, thematic analysis was a method for identifying, analyzing, and reporting patterns (themes) in data.<sup>20</sup> Thematic analysis organized and described data set in (rich) detail. However, it often went further than this, and interpreted various aspects of the research topic. Therefore, thematic analysis was used to be able to analyze data, determine themes, and report the results of this study. The six steps in analyzing thematically were as follows:<sup>21</sup>

a. Familiarizing yourself with the data

Getting the desired data did not mean that the researcher understood the phenomenon being studied. Because qualitative research aimed to explore in depth what happened from an event through the perspective of the participants, the recordings and transcripts of interviews were like a 'treasure' of researchers that needed to be explored in more depth. So at this stage it was necessary to read repeatedly the data obtained had been completely understood.

b. Generating initial codes

The second stage in the thematic analysis process was to start coding. Codes could also be thought of as labels, or features contained in the data related to the research question. In this case, the researcher determined which data in the interview transcript need to be coded.

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<sup>20</sup> Clarke, V., Braun, V., & Hayfield, N. (2015). Thematic analysis. *Qualitative Psychology: A Practical Guide to Research Methods*, p. 2  
Available on:  
[https://www.researchgate.net/publication/269930410\\_Thematic\\_analysis](https://www.researchgate.net/publication/269930410_Thematic_analysis)

<sup>21</sup> Ibid, p. 5

c. Searching for themes

At this stage, the researcher began to shift the attention from what was originally looking for code, now changing to looking for a theme. As recommended by Braun & Clarke, the third stage in thematic analysis was to find a theme, a theme that fits the research objectives.

d. Reviewing themes

Phase 4 begins when research had developed a series of candidate themes, and this involved refining those themes. During this phase, it became clear that some of the candidate themes were not real themes (e.g., if there is not enough data to support them, or the data is too diverse), while others may collapse into one another (e.g., two seemingly separate themes may form a one theme).

e. Defining and Naming Themes

At this point, the code and name of the group created must match the research question. Then, re-checking all codes and groups was carried out to ensure all codes and groups answered the research questions.

f. Producing The Report

Came to the last stage, namely writing a report whether the report was a research assignment, or a dissertation.

## 5. Trustworthiness

In narrative research, trustworthiness was defined as the relationship between the findings and the outcome and the underlying facts of the narrations, and the relationship between the researcher and the research collaborators who created the data. This part, later on, about how the writer gained the credibility, transferability, dependability, and confirmability to make sure the trustworthiness of the research.

a. Credibility

Credibility of qualitative research was related to the actuality of the research findings. Credibility or truth refers to how confident a researcher was in the results based on study design, participants, and context. The writer was obliged to present the reality of research participants as accurate as possible, and the report must confirm that this obligation had been fulfilled.

b. Transferability

Transferability was the extent to which the results of a qualitative study can be transferred or generalized to other situations or groups.

c. Dependability

Dependability in qualitative research expected volatility as the context of the study changes. Therefore, consistency was considered to be the extent to which variety could be followed or clarified.

d. Confirmability

Confirmability in qualitative and quantitative were same. They dealt with the idea of “neutrality” which meant the researcher had a free of bias in the procedures and the interpretation of results.

Credibility utilized to check the validity of data in this study. This information was used to back up the findings of the research investigation. Prolonged involvement, constant observation, triangulation, and member checking are four ways for establishing credibility. Triangulation employed in this scenario. Triangulation was the process of bolstering and locating information by cross-checking it. Triangulation, according to Miles and Huberman, was designed to back up a claim by demonstrating that independent measures of the same thing agree or do not contradict it. Miles went on to say that triangulation could be identified as follows:

a. Data source Triangulation

Data was gathered from a variety of sources, including people, times, and locations.

b. Methodological Triangulation

Observation and interview documentation were included in the method triangulation.

c. Researcher/Investigator Triangulation

Researchers such as researcher A, researcher B, and others were included in the triangulation of researchers.

d. Theoretical Triangulation

The data was gathered from a variety of sources connected to data analysis research, such as publications, articles, and books.<sup>22</sup>

From the explanation above, this research used theoretical and methodological triangulation. This was necessary because each data collection method had its own weaknesses and advantages and could also be viewed from a theoretical point of view.

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<sup>22</sup> Milles, Huberman and Saldana , *Qualitative Data Analysis: A Methods Sourcebook 3<sup>rd</sup> Ed*, (California: Sage Publications, 2014) p. 262





## CHAPTER II

### THEORETICAL FRAMEWORK

#### A. Theory

##### 1. Teaching English as Foreign Language

Teaching English as a Foreign Language (TEFL) is an acronym that stands for Teaching English as a Foreign Language. When individuals mention "TEFL," they're usually referring to a teaching environment in which the students aren't native English speakers and the teachers may or may not be native English speakers. Because of the increased demand for English, TEFL exists in almost every country on the planet. Because English is an international language, more people throughout the world are learning it, and so the need for TEFL is increasing. TEFL exists in both nations where English is not the first language (such as Brazil, China, and our own Indonesia) and countries where English is the first language (such as the United States) (for example Australia, Canada, United Kingdom).

English is prime language in the world. It is used in many countries as native language, second language and foreign language. In conclusion, English is one of international languages. Patel and Jain state that foreign language is the language where the secondary environment is not observed and the people of linguistically foreign societies use such language.<sup>23</sup> It means that people use foreign language for communication with another people or societies but they use another language not first language or not mother tongue because it means foreign language.

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<sup>23</sup> M.F Patel and Praveen M. Jain, English Language Teaching : Methods, Tools & Techniques (Vaishali Nagar : Sunrise, 2008), p.35

According to Harmer, English is a foreign language, is generally taken to apply the students who are studying general English at school and institutes in their country or as transitory visitor in target language country.<sup>24</sup> It means that the students only have chance to practice English in the school and institutions. The teachers are also demanded to encourage students to practice English every time in their activities. English is the first foreign language taught at every school in Indonesia. English is one of compulsory subjects to learn by students in Indonesia, especially for junior high school and senior high school while for elementary school, it is as a local content subject. English as the first foreign language in our country that should be taught to the students from elementary school until university level.

In teaching English as a foreign language, teacher gives students motivation for learning English. The teacher makes situation in the classroom enjoyable and comfortable for students. Thus, students is interested in learning English. This is supported by Patel and Jain who state that motivation is considered with the arousal of the interest in learning and to the extent is basic to learning.<sup>25</sup> Students learn four skills in English, they are listening, speaking, reading, and writing. The skills will not be separated from each other. In the reality, teacher has to concern to the strategy, technique or method which is used by teacher in teaching English as foreign language.

In teaching English as foreign language, the teacher should have known what teacher should do. Brown states that teaching is the process of showing or helping someone to learn how to do something, giving instructions, guiding in the study of something, providing with knowledge, and it is

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<sup>24</sup> Jeremy Harmer, *How to Teach Writing* (Edinburgh Gate : Person Longman, 2004), p.39

<sup>25</sup> 3 M.F Patel and Praveen M. Jain, *Op.Cit*, p.41

causing to know or understand.<sup>26</sup> It describes that teaching is a process to help the learners for understanding something that learned.

Based on the explanation above, It can be concluded that teaching English as a foreign language is the process for helping the students to learn English. In teaching English, the teacher should be creative to attract the students' interest in learning English as a foreign language.

## 2. Experience

### a. Definition of Experience

The discussion of experience is a discussion of the past. Experience is a valuable thing for everyone where people will get something new from their experience. Experience, according to Saparwati, can be defined as something that has been experienced, lived, or felt in the past as well as in the present. It is also an observation from a combination of sight, smell, hearing and past experiences.<sup>27</sup> Notoatmojo further stated that an experience is an event that is captured by the five senses and remembered. When an event has just occurred or has been ongoing for a long time, experience can be gained or felt. Anyone can benefit from the experience and utilize it as a guide and source of human learning.<sup>28</sup> It can be concluded that experience is everything that has been experienced, felt, and lived which is then stored in memory.

Meanwhile, Suyatno defined teaching experience as the period of work of teachers in carrying out their duties

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<sup>26</sup> H. Douglas Brown, *Principles of Language Learning and Teaching* 5th Ed (Britain : Person Education, 2007)

<sup>27</sup> Mapp in Saparwati, Mona (2012) *Studi Fenomenologi: "Pengalaman Kepala Ruang Dalam Mengelola Ruang Rawat DiRSUD Ambarawa' Depo" k*, Tesis Magister Ilmu Keperawatan Universitas Indonesia

<sup>28</sup> Notoatmojo, Soekidjo. 2012. *Promosi Kesehatan dan Perilaku Kesehatan*. Jakarta: Rineka Cipta.

as educators in certain educational units in accordance with a letter of assignment from an authorized institution (which can be the government or community-based organizations that provide education).<sup>29</sup> The teacher's experience grows as the teacher continues to pursue his field. The longer the working duration, the more experience the teacher is required to have. These encounters are inextricably linked to improving the work's professionalism. Teaching experience, according to Eko, is simply a summary of one's comprehension of the things experienced in teaching, so that the things experienced have been mastered, both in terms of knowledge, skills, and values.<sup>30</sup> If a teacher discovers new things in the classroom that he understands, the teacher will get fresh work experience. Work experience provides a person with a wealth of additional knowledge and abilities in their area. Based on the foregoing, the writer can conclude that the concept of teaching experience refers to the time spent by teachers in carrying out their responsibilities as educators in matters related to teacher competence, which are expected to be more experienced in teaching teachers, and that teacher competence is also good.

### **b. Types of Experience**

There are six primary sorts of experiences, each of which can be subdivided into at least 47 other varieties. Physical, mental, emotional, and religious experiences have long been a part of human life. We can also include virtual experiences. Here are the basic groups of experiences that a person goes through before getting into the experiences

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<sup>29</sup> Suyatno. 2008. *Panduan Sertifikasi Guru*. Jakarta: Indeks

<sup>30</sup> Widoyoko, S. E. P. (2005). *Kompetensi mengajar guru ips SMA kabupaten Purworejo*. Jakarta: Ditjen Pendidikan Nasional, 5.

themselves.<sup>31</sup>

### **1. Physical Experience**

In the immediate environment, a physique experience involves both processed and unprocessed experiences. An immersive experience necessitates the presence of the participants. An example of physical is experience from playing as a child to traveling as an adult.

### **2. Mental Experience**

Our minds are where we have mental experiences. They might be caused by bodily sensations, such as fear or rage, or they can be the outcome of previous physical events. Learning and being aware of social conduct are also part of mental experiences. This area of experiences includes mental training.

### **3. Emotional Experience**

Emotional experiences are among the most personal. They have to do with love, social ability, wrath, and a variety of other personal characteristics. Affectionate experiences, desirable experiences, and spectacular experiences are all examples of emotional familiarities.

### **4. Spiritual Experience**

The term "spiritual experience" relates to one's personal views. Some can be imagined since childhood, while others are discovered as adults. The experience of transformation can be a spiritual experience for many people. For example, a woman may detect the aroma of sandalwood even though there is no sandalwood around.

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<sup>31</sup> Admin, "The 47 Different Types of Experiences" <https://journeyz.co/types-of-experiences/> (accessed on Monday, 31 January 2022, at 01.05 a.m. )

## 5. Social Experience

Social interactions are the interactions we have with other people, both individually and in groups. The impact of social experiences in group life is undeniably linked to how we behave or interact socially with them. Education is an example of a social experience. <sup>32</sup>Many people can engage and share their experiences in the field of education.

## 6. Virtual Experience

The term "virtual experience" refers to the direct impact of information technology on our lives, which also requires physical involvement. Playing games or watching virtual reality (VR) movies are examples of virtual experiences.

Based on the description above, the author will focus on virtual experience research. The virtual experience was chosen because it fits the theme that will be raised, which is related to the experience of teachers teaching passive voice online during covid-19.

### c. Teaching Experience

Experience is everything that has been felt, experienced, and lived that is still stored in memory, as was previously said. The term "teaching" is therefore defined in a variety of ways by different people. Yamin, for example, states that "teaching means engagement with pupils in the form of knowledge, generating meaning, seeking clarity, being critical, and holding

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<sup>32</sup> Denise Citta Gunawan 16 dec 2021 Social Experience dan contoh Social Experience dari Instagram dan Shopee Available on: <https://sis.binus.ac.id/2021/12/16/social-experience-dan-contoh-social-experience-dari-instagram-dan-shopee/>

justification."<sup>33</sup> A method of teaching students lessons in information, personality, and thought processes.

Several figures expressed their opinion about the experience teaching, including Djamarah states that teaching experience is extremely useful capital for instructors to build their ability to manage teaching and learning interactions in the classroom.<sup>34</sup> According to Damay, teaching experience is associated to the tenure of a teacher at various levels, types, and formal education units.<sup>35</sup> Additionally, Djamarah noted once again that "Teaching experience is something that is really valuable for a teacher."<sup>36</sup> Because teaching experience is never discovered or recognized while a student at official educational institutions, teachers actually need it. Theoretical experience does not always guarantee the success of a teacher in teaching if it is not supported by teaching experience.

Based on a number of theories that explain experience and teaching, it has been determined that delivering content that a teacher has personally experienced or performed as part of a distinct learning process for the teacher to improve through time is what is meant by teaching experience. The length of time a teacher has worked as a teacher is referred to as their teaching experience. Teachers' skills will advance and become more refined as they get more experience in the classroom, helping to raise the standard of instruction.

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<sup>33</sup> Yamin, M. (2008). *Paradigma Pendidikan Konstruktivistik: Implementasi KTSP dan UU no. 14 tahun 2005 Tentang Guru dan Dosen*. Gaung Persada Press. p. 4

<sup>34</sup> Djamarah, S. B. (1994). *Prestasi Belajar dan Kompetensi guru*. p. 56

<sup>35</sup> Damay in Nela Ramadhanti, "Pengaruh Pengalaman Mengajar dan Banyaknya Pelatihan yang Pernah Diikuti Terhadap Kinerja Guru SD Se-Sekbin 1 Kecamatan Ketanggungan Kabupaten Brebes" (Semarang: Unnes, 2019), p. 57

<sup>36</sup> Djamarah, Op.Cit., p. 133



#### d. Teaching Experience Indicator

The ability to teach effectively requires teachers to possess a variety of talents, including pedagogic skills. The pedagogic concept according to Mulyasa, the competence to manage student learning, planning and implementing learning, evaluating learning outcomes, and developing pupils to actualize their various potentials.<sup>37</sup> As Kunandar said, professional teachers are teachers who have the essential competencies to carry out educational and teaching activities.<sup>38</sup> Teaching experience and pedagogical expertise are tightly related. As a result, markers of pedagogical skill can be used to reflect indicators of teaching experience. As for what is meant by pedagogic competence according to Kunandar:<sup>39</sup>

##### 1. Understanding The Students

One of the pedagogic qualities that teachers must possess is an understanding of students. Teachers must know at least four things about their students: their degree of intelligence, creativity, physical impairment, and cognitive growth.

##### 2. Learning Design

Learning design is one of the pedagogic talents that teachers must possess in order to apply learning is learning design. At least three activities are involved in learning design: identification of needs, formulation, and implementation.

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<sup>37</sup> Mulyasa in Nela Ramadhanti, “*Pengaruh Pengalaman Mengajar dan Banyaknya Pelatihan yang Pernah Diikuti Terhadap Kinerja Guru SD Se-Sekbin 1 Kecamatan Ketanggungan Kabupaten Brebes*” (Semarang: Unnes, 2019), p.59

<sup>38</sup> Kunandar, *Guru Profesional: Implementasi Kurikulum Tingkat Satuan Pendidikan (KTSP) dan Persiapan Menghadapi Sertifikasi Guru*(Jakarta: Rajawali Pers, 2011), p.46

<sup>39</sup> *Ibid.*, p. 76

### 3. Application of Learning

Learning is simply a process of interaction between pupils and their surroundings that leads to positive behavioral changes. Many factors influence this interaction, both internal elements that originate within the individual and external factors that originate in the environment. The teacher's primary responsibility in the classroom is to create an environment conducive to behavior change and the development of student competencies. Pre-test, protest, and post-test are the three stages of learning.

### 4. Learning Outcomes Assessment

Class assessments, basic ability tests, final evaluation of education units and certification, benchmarking, and program assessment criteria are all used to analyze learning outcomes in order to determine changes in behavior and the construction of pedagogic abilities in students.

### 5. Develop Students

The development of students is one of the pedagogic competencies that teachers must acquire in order to realize the numerous potentials that each student possesses. Teachers can assist students in their growth in a variety of ways, including through extracurricular activities.

## 3. Blended Learning

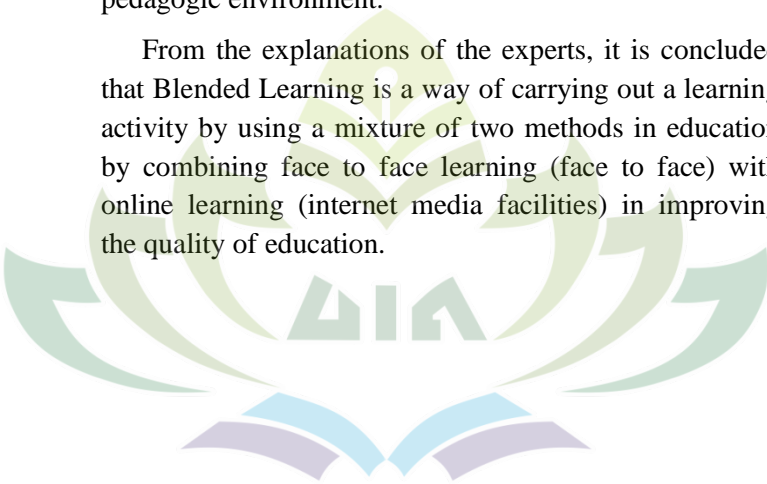
### a. Definition of Blended Learning

Blended learning is a term that comes from the language English, which consists of two syllables, blended and learning. Blended means a good mix or combination. Blended learning is basically a combination of the advantages of learning that is carried out face-to-

face and virtually according to Husamah.<sup>40</sup>

Various kinds of opinions emerged from several experts. Semler asserts that: “Blended learning combines the best aspects of online learning, structured face-to-face activities, and real-world practice. Online learning systems, classroom exercises, and on-the-job experiences will provide them with valuable experiences. Blended learning uses an approach that empower other sources of information.”<sup>41</sup> Meanwhile, Graham said that Blended learning is an approach that integrates face-to-face teaching and computer-mediated instruction in a pedagogic environment.<sup>42</sup>

From the explanations of the experts, it is concluded that Blended Learning is a way of carrying out a learning activity by using a mixture of two methods in education by combining face to face learning (face to face) with online learning (internet media facilities) in improving the quality of education.




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<sup>40</sup> Husamah, *Pembelajaran Bauran (Blended Learning) Terampil Memadukan Keunggulan Pembelajaran Face to Face, E-learning Offline-Online Dan Mobile Learning* (Jakarta: Prestasi Pustakaraya, 2014), p. 16 Available at : [https://www.academia.edu/34679094/PEMBELAJARAN\\_BAURAN\\_BLENDED\\_LEARNING\\_](https://www.academia.edu/34679094/PEMBELAJARAN_BAURAN_BLENDED_LEARNING_)

<sup>41</sup> Semler, S. 2005. Use Blended learning to Increase Learner Engagement and Reduce Training Cost. (Online). ([http://www.learningsim.com/content/lsnews/blended\\_learning1.html](http://www.learningsim.com/content/lsnews/blended_learning1.html), accessed tanggal 09 August 2022).

<sup>42</sup> Graham, Charles.R. 2005. Blended learning system: Definition, current trends and future direction. In: Bonk, C.J., Graham, C.R. (eds.) *Handbook of Blended learning: Global Perspectives, Local Designs*, pp.3-21. San Francisco: Pfeiffer. Available at: [https://www.academia.edu/563281/Blended\\_learning\\_systems\\_Definition\\_current\\_trends\\_and\\_future\\_directions](https://www.academia.edu/563281/Blended_learning_systems_Definition_current_trends_and_future_directions)

## **b. Models of Blended Learning**

According to Catlin, there are 6 models of blended learning in general, which are as follows:<sup>43</sup>

### **1. Face-to-Face Driver Model**

Educators involve their students not only face to face in the room, but educators must also involve students in activities outside the classroom by integrating web technology online, so educators should involve students in all activities carried out, both outside and inside the room.

### **2. Rotation Model**

Integrate online learning while using offline learning in a room and remain under the supervision of a teacher or educator.

### **3. Flex Model**

This model utilizes internet technology media in delivering learning materials to students. In this case, students can form discussion groups with their peers.

### **4. Online Lap Model**

Learning that takes place in a computer room with all learning materials provided in softcopy, such as files in the form of word or pdf, where students can interact with educators online. In this case the teacher is assisted by supervisors to be able to discipline students during the learning process.

### **5. Self Blend Model**

In this case, students take online courses, this is done as a complement to traditional classes which are

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<sup>43</sup> Caitlin in Annysa Putri Rahmani, "Penerapan *Metode Blended Learning* untuk Meningkatkan Minat Belajar Peserta Didik Selama Masa Pandemi Covid-19", *Journal of Basic education*, Vol. 3 No. 1 (February, 2022). p. 26-27

not carried out in the classroom, but learning can also be done outside the classroom.

#### 6. Online Driver Model

This model is learning that is done online, in this case educators can upload learning materials that will have been prepared through internet media, such as YouTube, WhatsApp, Goggle Classroom, and so on, so that students can download or download the material from remotely or at home so that students can learn independently anywhere and anytime and continue with face-to-face learning based on the agreed time

### 4. Online Learning

#### a. Definition of Online Learning

This learning is usually done face to face but the process of learning could also be done by online depending on the conditions. Meanwhile, Carliner states that defined online learning as educational material that is presented via a computer.<sup>44</sup> Online learning is education that takes place over the internet. It is referred to as “e-learning” among other terms. In addition, online learning is just one type of distance learning. As we know that there are many web or application that we can use for online learning such as Whatsapp, Google Classroom, Google Meet, Zoom, Weblog, Facebook and others.

Online Learning encompasses a range of technologies such as the worldwide web, email, chat, new groups and texts, audio and video conferencing delivered over computer networks to impart education. It helps the learner to learn at their own pace, according to their own convenience.

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<sup>44</sup> S, Carliner. *An Overview online learning* (2<sup>nd</sup> ed) (Armherst, MA: Human Resource Development Press, 2004). p. 19

Online Education requires a great deal of resources and careful planning. In this, teachers act as facilitators rather than transmitters of content knowledge, and ICT are regarded as resource that enhances the learning experience of students. Learners learn through e-learning tools which are available to all. E- Learning has brought back the joy in learning through its innovative and interactive content delivery and has proved to be more appealing among students.

### **b. Advantages of Online Learning**

Instructional Technology is highly beneficial for students, especially students pursuing a professional course.<sup>45</sup> Online learning is considered a boon due to the reasons given. Indira stated that there are 8 advantages of online learning.<sup>46</sup> The first is accessibility. Online learning provides accessibility due to which a student can learn from anywhere in the world. This is an especially important consideration for students who wish to study in a different country. It doesn't matter where a student lives and what he wants to study- he can always find a suitable course or even a Degree Program that can be followed from home. Students learning options are not constrained by their geographic location.

The second is personalised learning. It is online Learning system enables a student to determine and process his/her learning style, content, aim, current knowledge and individual skills. Therefore, person specific education could be provided through creating

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<sup>45</sup> Mehra, V. (2007) Teachers' Attitude Towards computer use implications for Emerging Technology Implication in ET, Journal of Teacher Education and Research, Noida, Vol.2, No.2, December 2007.

<sup>46</sup> Prof. Indira Dhull & MS. Sakshi. *Online Learning*. Journal Research Paper. E-ISSN No. 2454-9916 Vol: 3 Issue:8 Aug 2017, p.2..<https://www.researchgate.net/publication/332833360> accessed on 8<sup>th</sup> July 2021.

individual learning styles. E- Learning enables the individual to plan and direct his/her own learning. It has the potential to motivate, develop confidence and self-esteem, overcome many barriers that learners encounter, personalize the learning experience, widen access and improve the learning experience, while also helping people to develop their ICT skills.

The third is to develop cognitive abilities. In a study, it was found that E-Learning may be effective in developing cognitive abilities of pupil teachers. It was found that students of e-learning program had higher achievement levels than their counterparts. A student can find unlimited information which he can access just by the click of a button. Many online programs are offered by some of the most prestigious universities from all around the world. The student can take such a course online which can be helpful for the development of his cognitive abilities.

The fourth is cost-effectiveness. Online Learning is cost effective because less money is spent in travelling and in buying books or spending money in college context. Since it can be carried out at any geographic location and there are no travel expenses, this type of learning is less costly than learning at a traditional institute. Students who want to study through this mode need to have access to the necessary computer hardware as well as paying often substantial fees for access to an internet service provider

The fifth is promotes research. Students are excited to publish their work when they produce something of extremely high quality. With the permission of their teachers, they post the work on the web as examples for current and future students. Publishing students work helps form a classroom legacy and archive of successful products.

The sixth is computer skills. Both on and off campus students who choose to study online have an opportunity to gain technical skills in using Information Communication Technology (ICT). These skills are likely to be useful to them in their professional life and all future endeavors which may be in themselves marketable features of their education.

The seventh is equal opportunity to all. All students are equals, they are not treated differently based upon caste, creed, race, sex, religion, and disability, etc. Rather Online Learning is a boon for learners who are disabled and face problems in commuting and for those sections of the society who live at far off places where the schools/colleges are at a distant place. Self-Pacing: Due to individual differences, all learners are not able to complete the work/assignments at a given time due to which they have to face difficulties. Online learning allows students to work and learn at their own pace without the time restriction. The Learner is free to complete the course work according to his own will and he can take as much time as he requires without being termed as slow by the peers.

The eighth is globalization. New Technologies are narrowing geographical barriers in the way of education. The world has become a small village and the opportunities to have information about other nations are within our own access. Electronic Net world connects people all over the globe, therefore, it is vital to experiment with electronic learning situations wherein students share ideas and resources, access information about current events and historical archives, interact with experts, and use online data bases.



### c. Disadvantages of Online Learning

It is well said that technology is a good slave but bad master. Radhakrishnan when talking of technological advancements in the country delineated that technology has taught us to sail on the water, fly in the sky but it failed to inculcate the ability as to how to live on the earth. Excess use of technology, lack of careful planning and implementation of E-learning can actually lead to a number of problems like poor communication, sense of isolation, frustration, stress, in some cases, poor performance in learning and teaching, wasted resources and loss of revenue. There are two sides of the same coin. Online learning also shows its other not so good side as follows:<sup>47</sup>

#### 1. Poor communication

In online learning, one does not have the opportunity to have face to face interaction with the teacher which is very significant for establishing a bond between the student and the teacher. Research conducted by the International Review of Research in open and Distance Learning suggests that online learning can create misunderstandings between student and the teacher which may have detrimental effect on the teaching learning process and students' outcomes due to misinterpretation of tasks.

#### 2. Feeling isolated

Roberts and McInerney, stress the importance of interacting with fellow learners, citing learners' feelings of isolation as a definite drawback of online learning. Due to technological advancement in modern era, Social development of a child has taken a back seat. Students remain in

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<sup>47</sup> Ibid, p. 3

touch with their online friends sitting at far off places through Whatapp, Instagram & Facebook but fail to meet and greet a person sitting just next door to them. This tendency leads to a feeling of isolation. Studies show that feeling of isolation was a huge stress factor that prompted students to drop out. Lack of motivation: Online learners lack motivation while studying because they easily get distracted towards any other thing. Working at their own pace becomes a disadvantage for students who have difficulty with time management and a tendency of procrastination. These students tend to be more successful with the structure of traditional learning.

### 3. Lack of funds

Galusha points out that technology's downsides include cost, hardware issues, internet problems, production of course materials and worry about availability of funds. Researches reveal that most of the educational institutions typically don't anticipate connectivity costs which may later cause barriers to online learning.

### 4. Lack of quality

Online Learning sometimes results in lack of quality in teaching learning process. Galusha says that non-online faculty has problems with respect to the credibility of online courses. Too often, online instructors don't take their lesson preparations as seriously as they could, and this lack of commitment surely has a profound and negative effect on the quality of online.

### 5. Poor accessibility in remote areas. Hardware, software and connectivity facilities are pre requisites that enable online teaching and learning. In the absence of anyone of these,

Online learning cannot achieve its objective. Some people do not have ready access to a computer and internet connection, and some who do have the required equipment feel ill-equipped to use it.

## 5. Covid-19

Covid-19 is a new strain of coronavirus that has not been previously identified in humans.<sup>48</sup> The Covid-19 is the cause of an outbreak of respiratory illness first detected in Wuhan, Hubei province, China. Since December 2019, cases have been identified in a growing number of countries. Corona viruses are a large family of viruses that are known to cause illness ranging from the common cold to more severe diseases such as Severe Acute Respiratory syndrome (SARS) and Middle East Respiratory Syndrome (MERS). Public health authorities are learning more every day.

Until now it has been confirmed 65 countries have contracted with this virus. The World Health Organization names the new virus Severe acute respiratory syndrome coronavirus-2 (SARS-CoV-2) and names the disease as coronavirus disease 2019 (WHO, 2020). At first the transmission of this virus could not be determined whether it could be through between humans. The number of cases continues to increase over time. Finally confirmed that the transmission of pneumonia can spread from human to human. Until now this virus is quickly spreading still mysterious and research is still on going. COVID-19 infection can cause mild, moderate, or severe symptoms. The main clinical symptoms are there are fever (temperature > 38 degrees Celsius), cough, and difficulty breathing. Moreover, it can be accompanied by weight tightness, fatigue, myalgia, gastrointestinal symptoms such as diarrhea, and other respiratory symptoms.

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<sup>48</sup> <https://coronavirus.dc.gov/page/what-covid-19>

Half of the patients develop shortness in one week. In severe cases worsening rapidly and progressive, such as ARDS, septic shock, metabolic acidosis that is difficult to correct and coagulation system bleeding or dysfunction within a few days. In some patients, symptoms appear mild, not even accompanied by fever. Most patients have a good prognosis, with a small percentage in critical condition even dying. The following clinical syndromes that can appear if infected. Quoted from CNBC Indonesia, the government stated the total positive cases of coronavirus (COVID-19) in Indonesia until Tuesday (4/14/2020) as many as 4.839 people. The number increased by 282 positive casepatients compared to the previous day. Government spokesman for handling COVID-19, Achmad Yurianto said the number of death cases had also increased by 60 people bringing the total to 459 people. The number of patients recovering reached 426 people, an increase of 46 people compared to the previous day.

With this pandemic, the Minister of Education and Culture Nadiem Makarim issued a circular handling of the COVID-19 outbreak. The handling instruction was aimed at the Department of Education at the provincial, district, and city levels, higher education institutions, higher education leaders, and principals through SE Number 3 of 2020 concerning prevention of COVID-19 on the education unit. In circulars listed 18 instructions that must be obeyed by the education unit.<sup>49</sup>

## **6. Grammar**

### **a. Definition of Grammar**

Grammar is forming the sentences arranged well. Based on Jeremy Harmer “Grammar is as the study and practice of the rules by which words change their forms

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<sup>49</sup> *Update Corona 8 April: 2.956 Kasus, 240 Meninggal, 222 Sembuh.* (2020, April 3). Retrieved from CNN Indonesia (<https://m.cnnindonesia.com>, accessed April 12 2020).

and are combined into sentences.<sup>50</sup> There are two basic elements in this definition, the first is the rules of grammar, and the study and practice of the rules. The rules are about how words change and how they are put together into sentences.”

“Grammar is the support system of communication and we learn it to communicate better.”<sup>51</sup> Grammar is not only used to write but also is used to speak or to communicate with others. When someone speaks, they need to make their sentences that are conveyed to be able to be understood in order to avoid misunderstanding. Although speaking does not always pay attention to grammar a lot but sometimes when someone makes an error in grammar, it will make their partners confused. So grammar is one of the important elements in English.

According to Michael and Catherine “grammar is not the important thing in the world, but if you make a lot of mistakes you may be more difficult to understand, and some kind of people may look down on you or not take you seriously.”<sup>52</sup> It can be seen that although grammar is not really important but it is still important when someone wants to study English.

Because there are other people that watch him when using grammar in sentences. “grammar is the study of the way language works, a description of the structure of our language. Correct grammar usage helps to create precision in writing and speaking.”<sup>53</sup> For someone that uses English as a foreign language, it may be hard to make its sentences or speaking always true in grammar,

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<sup>50</sup> Jeremy Harmer, *Teaching and Learning Grammar* ( London: Longman, 1987), p. 1.

<sup>51</sup> L.G. Alexander, *Longman English Grammar Practice* (England: Longman Malaysia, 1998), p. 1.

<sup>52</sup> Michael Swan, Catherine Walter, *How English Work* (Oxford: Oxford University Press, 1997), p.2

<sup>53</sup> Andrew P. Johnson, *Teaching Reading and Writing* (United States: Rowman & Littlefield Education, 2008), p.

but it must reduce a mistake by learning to explore grammar gradually. When people always practice grammar when they are writing or speaking, it is sure that their ability will improve. The language that is not our mother tongue cannot be mastered easily, so if we want to master it we must always practice or grill like we use our mother tongue. Besides, it is needed to have a partner who is ready to correct when someone does mistakes.

#### **b. Grammar Teaching, Learning, and Assessment**

The teacher that teaches the students must use the right way to teach them. teaching the foreign language have to be creative because it is hard when the students learn the language that is not their mother tongue. The first step that teachers do to make the students get interested in learning the language. The teacher must pay attention to the tenses that are studying in the class. Based on Jeremy Harmer, to teach grammar, the teacher must decide to introduce a grammatical item, like: one of the uses of verb tense, or one of the conditional constructions, for example, the teacher needs to decide what the structural patterns that will be used in the passive voice in the simple present tense.<sup>54</sup> It is hoped that the teacher explains well the basics of studying grammar. In learning grammar, the students need to start knowing everything from the basics or in detail.<sup>55</sup> If they know grammar well from the basic, it will help them in the next step. For example they can know about parts of speech so that when the teacher tells them about the pattern they will know it and they do not feel confused. To master grammar is a must. “grammatical ability; and for downplaying the role of grammatical

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<sup>54</sup> Jeremy Harmer, op.cit

<sup>55</sup> Michelle Maxom, *Teaching English as a Foreign Language for Dummies* (England: JohnWiley & Sons, Ltd, 2009), p. 211.

accuracy in favor of “communicative effectiveness” in performance assessments of speaking and writing.”<sup>56</sup> The students that have good ability in grammar are able to communicate well both speaking skill and writing skill. Imagine that students do not master grammar, they will feel confused about how to write something. It shows that grammar ability must be had by students because it gives influences their accuracy and effectiveness in speaking or writing.

Assessment grammar focuses on the accuracy of the form. “In the latter, more integrative, approach to grammar assessment, grammatical performance is typically assessed by raters using scales that gauge grammatical accuracy, complexity, and the range of grammatical structures used. The judgments are subjective, and because the assessment formats are more open-ended, they are subject to possible inconsistencies. For this reason, certain factors, such as rater severity and prompt difficulty, must be examined, usually accomplished by means of generalize ability theory or item- response theory.” In studying English grammar, the assessment that is commonly seen is the arrangement of the structure and the tenses that are used. it is important that the sentences must contain the proper structure and if the students want to make it, they must know the tenses that are able to be used too. When the students want to write the sentences, tenses are about the time, so they must consider it. English grammar has different rules for situations and time. The learners must pay attention to them. They must master all of the kinds of tenses.

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<sup>56</sup> James E. Porpora, *Assessing Grammar* ( Cambridge: Cambridge University Press, 2004), p.26.

<sup>28</sup> Ibid., p. 225.

## 7. Passive Voice

### a. Definition of Passive Voice

The passive is a way of phrasing the sentence so that the subject does not refer to the person or thing responsible (directly or indirectly) for the action. The subject gets the action from the verb. It is opposite to the active.<sup>57</sup> The passive can be said to have grammatical meaning rather than a lexical one. It is a focus construction that exists to put the patient, i.e., the receiver or undergoer of action, in the subject position.<sup>58</sup> Passive voice is one of the forms of verb or grammatical where the subjects do not do an action, but they receive an action done by an object. And it opposites to the active. If the active, the verb that is used is verb 1. The verb can add *-s/-es/-ies* if the subjects are: he, she, and it. If the passive voice in the simple present tense before the verbs, it is a must to add *be* (*is, am, are*) and the verbs change into verb 3 or past participle. passive voice in simple present tense is one of the simple forms that every student can face. Both in writing or not.

Passive voice sentence means that subject and object do switch position. An active object is the subject of passive sentences, and Active subjects become prepositional objects by. The verbs of active sentences are changed to the past participle. Not only the active voice sentence that is always used but also passive voice. Passive voice is commonly used in written English, especially in formal academic writing, and in newspapers and magazines.<sup>59</sup> Passive voice appears in

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<sup>57</sup> Sidney Greenbaum, Gerald Nelson, *An Introduction to English Grammar* (2nd ed) (Great Britain: Pearson Education, 2002), p. 57.

<sup>58</sup> Marianne Celce-Murcia, *The Grammar Book* (2nd ed) (United States of America: HeinlePublisher, 1999), p. 347.

<sup>59</sup> Robin Torres, Gouzerh, *Intermediate English Grammar for ESL Learner* (3rd ed) (New York: MC Graw Hill Education, 2019), p. 52.



all tenses and the passive voice is used when the verb is transitive. If it is intransitive, it cannot such as happen, sleep, come, go, live, occur, rain, rise, depart, walk, and seem.

### b. The Form of Passive Voice

In the passive voice, the object in the active form becomes the subject in the passive voice. There are some forms in the passive voice and to make it clear you can see table 2 below:

**Table 2**  
**Forms of Passive Voice**

<b>Tenses</b>	<b>Active Sentence</b>	<b>Passive Sentence</b>
Simple present	Mary helps the boy.	The boy is helped by Mary.
Present progressive	Mary is helping the boy.	The boy is being helped by Mary.
Present perfect	Mary has helped the boy.	The boy has been helped by Mary.
Simple past	Mary helped the boy.	The boy was helped by Mary.
Past progressive	Mary was helping the boy.	The boy was being helped by Mary.
Past perfect	Mary has helped the boy.	The boy had been helped by Mary.
Simple future	Mary will help the boy.	The boy will be helped by Mary.
Be going to	Mary is going to help the boy.	The boy is going to be helped by Mary.
Future perfect	Mary will have	The boy will be helped

	helped the boy.	by mary.
Future progressive	Mary will be helping the boy.	The boy will be being helped by Mary.
Modal auxiliaries	If Mary helps the boy, he will	The boy must be helped by Mary.
To infinitives	-	You have to be tested on your English grammar.
Gerund	-	I remember being taught to drive.

Passive sentence is formed by making the object of the active sentence the subject of the new sentence and using the appropriate form of the passive auxiliary *be* + the past participle form of the verb. *Be* is in the same tense as the verb in the active sentence.

Example:

**- Active sentence**

Mary helped the boy.

Subject    verb    object

**- Passive sentence**

The boy was helped by Mary.

Subject    verb

In passive, the object of an active verb becomes the subject of the verb: the boy in (a) becomes the subject of the passive verb in (b). Notice that the subject of an active verb follows “by” in a passive sentence. The noun that follows “by” is called the

“agent”. In (b) Mary is the agent. (a) and (b) have the same meaning.<sup>60</sup>

Form of passive: be + past participle

### c. Using the Passive Voice

The passive voice is typically used without the "by" phrase. Without knowing or not needing to know who is performing the activity, passive is more commonly utilized. *Rice is grown in India by people, by farmers, and by someone*, like in the following line. It is not necessary to use the word by in this phrase. Rice is grown in India would be a better sentence, if the sentence of passive voice is unknown who the doer is. The by-phrase is included only if it is important to know who performs an action. For example, “Life on the Mississippi was written by Mark Twain.” It means that the information of Mark Twain is important to be mention.

If the speaker knows who acts, usually the doer is used in the sentence.<sup>61</sup> The example, “My aunt made this rug.” when the speaker knows who acts. She chooses to use the passive voice with by- phrase because she wants to focus attention on the subject of a sentence. For example, “This rug was made by my aunt, this rug was made by my mother.” The focus on this sentence focus on two rugs.

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<sup>60</sup> Betty Schrampref Azar, *Understanding and Using English* (3rd Ed) (New York: Longman,2002), p. 208

<sup>61</sup> Loc, cit., p. 211.

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