THE CHALLENGES OF TEACHING AND LEARNING PRACTICE FOR STUDENTS IN MASTERING VOCABULARY IN BLENDED LEARNING

THESIS

Submitted as Partial Fulfillment of the Requirements for the Degree

of Sarjana Pendidikan (S.Pd)

By:

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2022

ABSTRACT

The aim of this research are to find out the students' challenges in learning vocabulary and the effectiveness of teaching practice in students' vocabulary mastery. This research used a qualitative research method with a descriptive qualitative research design. The data source in this research was taken by 6 participants at SMP Islam Terpadu Assalaam, in class 9C, in the academic year 2022/2023. The researcher used checklist observation and semi-structured interviews to collect the data in this research. The result of this research shows that students' confidence and understanding are the main challenges of teaching practice for students in mastering vocabulary in blended learning.

keywords: vocabulary, teaching practice, blended learning

(Reference 49: 2010-2022)

ABSTRAK

Tujuan dari penelitian ini adalah untuk mengetahui tantangan bagi siswa dalam belajar bahasa inggris dan efektivitas praktik mengajar terhadap penguasaan kosa sata siswa. Penelitian ini menggunakan metode kualitatif dengan desain penelitian deskriptif kualitatif. Sumber data penelitian ini diambil dari 6 siswa di SMP Islam Terpadu Assalaam, kelas 9c, tahun akademik 2022/2023. Dalam penelitian ini, peneliti menggunakan ceklis observasi dan semi-struktur interview untuk mengumpulkan data. Hasil dari penelitian ini menunjukkan bahwa kepercayaan diri dan pemahaman siswa adalah tantangan utama dalam praktik mengajar bagi siswa dalam penguasaan kosa kata dalam pembelajaran campuran.

Kata kunci: vocabulary, teaching practice, blended learning

(Reference 49: 2010-2022)
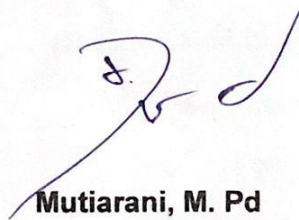
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Academic Year : 2022/2023
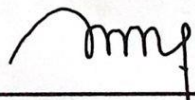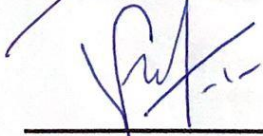
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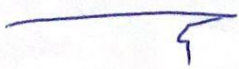
Board of Examiners of the Faculty of Educational Sciences certifies that the thesis entitled "**THE CHELLENGES OF TEACHING AND LEARNING PRACTICE FOR STUDENTS IN MASTERING VOCABULARY IN BLANDED LEARNING**" written by Dyaz Galuh Irianto student's registration number 2018850057 was examined by the committees on 5th September 2022. The thesis has been accepted and declared to have fulfilled one of the requirements for the degree of "S.Pd" (S1) in English Education at the Faculty of Educational Sciences, Muhammadiyah University of Jakarta.

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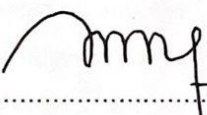
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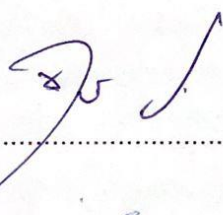
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Academic Year	:	2022/2023
Day	:	Monday
Date	:	5 September 2022
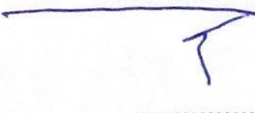
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Jakarta, 13 September 2022

Mah̲   ̲angkutan,

Dyaz Galuh Irianto

DEDICATION

I dedicate this thesis to me, myself, and I.

MOTTO

SAY NO TO REGRET

ACKNOWLEDGEMENTS

In the name of Allah, the beneficent and the merciful. All praises are to Allah SWT as the lord of the world for giving strength, patience, and healthy to the researcher so she can finish and complete this thesis. Peace and blessing upon the prophet Muhammad SAW, his family, his companions, and all of his followers.

This thesis is submitted to fulfill the requirements for the degree of English education study program at the Muhammadiyah University of Jakarta in the Faculty of Educational Science. The researcher would like to express her deep thanks and gratitude to:

8. The researcher's beloved partner, Aldiansyah, who always gives support, motivation, prayer, and love.
9. The researcher's beloved friends Khoirunnisa, Hanifah Anis Rafillah, Niken Namira, Hamaz Sultan Alif, Ilmi Iasha, Muhammad Kefin Zen, Meimei Meilani.
10. All the researcher's friends in English Education Study Program, 2018 batch.
11. Last but not least, those who cannot be mentioned one by one who had given the researcher's support.

Jakarta, 10 Agustus 2022

The researcher

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CHAPTER I

INTRODUCTION

A. Background of Study

Language is an important component of communication activities. It is such a principal method of human communication by word and structures, it can be based on speech and gesture, sign, or writing. As mentioned by Hammarstom (2016:19), human language can be defined as a human-learnable communication system with conventionalized form-meaning pairs capable of expressing all of a human society's communicative needs. There are two kinds of language, namely mother language, and foreign language.

Every country has its own language to communicate, we learn the language to build communication since we were born. The first language that humans use is called as mother language. Foreign language refers to the teaching of language to people who do not speak it as their first language. Foreign language learning, which is regarded as a key factor in determining success in the working world, has become extremely important. It is difficult for humans to master every language in this world. But we can learn to master international language.

International language has been created for humans to communicate with others from different countries who do not share a common native

language. So it is very important for us to master the international language. English has been chosen as an international language. Quoted by Tan, K., et al (2019:22), the position of the English language in the world has been written as an International Language.

Since English has been chosen as an international language, every aspect of communication is using English. Starting in business, medical, education field, economics, politic, media, newspaper, television, and even the internet. To communicate through those aspects, we should master 4 skills in learning the language. by learning 4 skills, we can understand language learning comprehensively.

Rasulullah SAW said in the hadith:

مَنْ سَلَكَ طَرِيْقًا يَلْتَمِسُ فِيْهِ عِلْمًا سَهَّلَ اللهُ بِهِ طَرِيْقًا إِلَى الْجَنَّةِ

Whoever takes a path to seek knowledge, Allah will make it easy for him the path to heaven (HR. Muslim).

From the hadith, the researcher concludes that as a human, we must learn many things so that Allah will ease our way to heaven. And it can be related to mastering 4 skills. To master 4 skills, we will learn 4 abilities in learning the language. The more skills that we master, it will be better.

The 4 skills are listening, speaking, reading, and writing. When we have already mastered 4 English skills, we can access and exchange information. Described by Manaj (2015:30), 4 skills in learning a language are very important because those skills provide scaffolded support, opportunities to create, contexts in which to use the language for real-world information exchanges, evidence of their own ability (proof of learning), and, most importantly, confidence to learners. To achieve those elements, the learners must fulfill their linguistic competence.

Linguistic competencies are closely connected to abilities in communication, and they are even regarded as equal. Linguistic competencies are related to the appropriate use of language, particularly written language, in scientific production and communication, stated J. Tarango and J. d. Machin-mastromatteo (2017:1). The ability of 4 English skills cannot be separated from vocabulary mastery of English as the requirement to reach linguistics competence.

Mastering vocabulary is a basic aspect that must be achieved by students to obtain other competencies. Foreign language learners are most aware of the importance of vocabulary. Vocabulary problems apply well to non-native language users who often find themselves searching for words to express themselves in speaking and writing. R. Khany & F. Khosravian (2014:57) said "Lack of vocabulary knowledge can be an important reason for making learners reluctant to be exposed to the skills of reading and listening. Students who do not master enough vocabularies struggle during

their educational careers, which leads to a cycle of frustration and continued failure".

Learners who want to master vocabulary can also find the words by listening to some music, native speakers, watching movies with English subtitles, reading a book, newspaper, etc. It is very easy to learn vocabulary because the learners can learn everywhere and every time when they meet new words. But it also takes some problems in the process of learning.

N. Afzal (2019:83) suggests the following factors that cause some words more difficult, there are the meanings of new words, spelling, pronunciation, correct use of words, and guessing meaning through the context. From the study, the researcher concludes that vocabulary has many factors that are difficult to understand.

Thus, some of the students learn English vocabulary without understanding the meanings of writing and speaking comprehension. As per the findings from N. Afzal (2019:90), 59.4 percent of the participants believed in "Remembering Words without Understanding Meaning." As a result, the learners attempt to learn English vocabulary without understanding the meanings required for text comprehension. It can be caused by the teachers who teach vocabulary to their students at school only by memorizing words without an explanation of how to use the words.

Sometimes, memorizing takes a long time and students have to study other language materials. N. Afzal (2019:87) also stated learners may

use activation strategies that include various tactics such as practicing new words in different contexts. These strategies can be used in conjunction with other important learning strategies. The researcher concludes the statement that teachers should replace their practical teaching with another one.

T. D. Sedumedi (2017:1768) states that practical work has been used in the classroom for a variety of purposes. One of them has been used to help students improve their skills and conceptual understanding. To improve students' skills and understanding, the researcher uses practical teaching as a teaching and learning process that involves the students observing or manipulating objects and materials to learn. By using those purposes, the researcher suggests a better method of teaching practice.

A better method of teaching practice should help the students to understand the meaning of vocabulary and how the vocabulary is used by making the teaching and learning process to be easier, enjoyable, more effective, and making students interested. The researcher used video to involve the students in observing vocabulary and used role play to manipulate the learning materials in a covid-19 pandemic.

Related to WHO (published on May 13th, 2021) COVID-19 is caused by a coronavirus called SARS-CoV-2. The WHO first became aware of this new virus on December 31, 2019, following reports of a cluster of case scenarios of 'viral pneumonia' in Wuhan, People's Republic of China. This

virus attacks the human respiratory system. The danger is, that virus can cause death, even patients who recover from this virus will experience lung damage and antibodies.

COVID-19 can be spread through small droplets from the nose or mouth when coughing or sneezing. The droplets then fall on surrounding objects. Then if someone else touches an object that has been contaminated with these droplets, then that person touches the eyes, nose, or mouth, then that person can be infected with COVID-19. Or it could be that someone is infected with COVID-19 when they accidentally inhale droplets from an infected person, as described by The Ministry of Health Indonesia's website (published on Friday, March 6th, 2020).

On March 2nd, 2020, for the first time the government announced two cases of positive Covid-19 patients in Indonesia, reported on Kompas.com, written by Pranita (published on May 11th, 2022). Therefore, The Government of Indonesia has implemented large-scale social restrictions (PSBB) to prevent the spread of the virus. Then, the outbreak affects many factors in Indonesia, especially in the field of education.

The Indonesian Ministry of Education and Culture issued an attachment to the circular letter that changed the teaching and learning activities to become e-learning to reduce the spread of the virus on March 2020, Attachment the circular letter No. 36962/MPK.A/HK/2020 (March 17th, 2020). Many teachers and students are not ready for this situation.

This situation caused the teaching and learning process to become online learning. Online learning become more difficult and setback in students' understanding, especially in language learning. The teachers must utilize existing technological facilities to teach vocabulary so it doesn't take a long time and students don't feel bored while online. By using video in the teaching and learning process, the students will feel more comfortable and can take the role-play to understand directly the use of the words.

Even though the teachers have utilized existing technology, students still need face-to-face learning to synchronize the learning process. Since September 2021, the government of the education system has changed the system to become online-offline learning. It can be called blended learning.

Blended Learning is defined depending on the location of learning as a combination of material presented in the form of students studying some of the teaching materials outside the classroom and some of them in the classroom with the teacher's direction, described M. G. Brown (2016:31). Now, the method of learning strategies in Indonesia blends the system inside the classroom, face-to-face learning (offline learning), with the learning based on technology, outside the classroom (online learning).

By using the blended learning method, students are flexible in accessing learning materials. This method has several advantages. Related to Namyssova, G., et al (2019:22), several studies have found that students who participated in blended learning performed better than those who

participated in face-to-face or online learning. Students have the opportunity to be both independent and autonomous in their learning, allowing them to study at their own pace.

Those advantages are the result of a diverse learning approach that includes active peer communication as well as processing newly acquired information with constant self-reflection. Besides the advantages, there are several challenges to teaching language learning using blended learning.

The lack of appropriate infrastructure and access to technology is one of the challenges of Blended Learning. It can impose some constraints on the glorious implementation of blended learning. Namyssova, G., et al (2019:23) described that lack of policy, lack of faculty support, lack of technological and computer skills, large class sizes, and inadequate technological resources are also challenges in using technology in blended learning.

In the use of appropriate technology, the researcher focus on utilizing technology to teach vocabulary using the new method in Blended learning also has characteristics related to its advantages.

B. The focus of the Problem

Based on the background above, the researcher would like to focus on the following problems, there are:

1. What are the students' challenges in learning vocabulary in Blended Learning?

2. Is learning practice at students' vocabulary mastery effective in Blended Learning?

C. Limitation of the Problem

Based on the identification of the problem above, the researcher limits the problem of this research and focuses based on the identification of the problem above, researcher limits the problem of this research and focuses on the challenges of teaching practices for students mastering vocabulary in blended learning at SMPIT Assalaam, class IX.

D. The Objective of Study

From the research question proposed above, the objective of the study is to find out the students' challenges in learning vocabulary and the effectiveness of teaching practice at students' vocabulary mastery for students at SMPIT Assalaam, grade 9c, in mastering vocabulary in the blended learning system.

E. Significance of Study

1. Theoretical Benefit

This research is expected to give information based on the challenges of learning practice in mastering vocabulary during the COVID-

19 pandemic. And also to improve the teaching and learning process in blended learning.

2. Practical Benefit

A. For teachers

The researcher expected that the findings of this study will be useful to other teachers in the teaching vocabulary learning process to conduct activities in the teaching-learning process that are more effective, joyful, and enjoyable.

B. For students

By using the teaching practical work in blended learning, the researcher hopes that students will get easier to catch the material, enjoy the learning process, and can implement the material in real life.

CHAPTER II

LITERATURE REVIEW

A. **The Review of the Theories**

  1. **Vocabulary**

    A. **Definition of Vocabulary**

Vocabulary is one of the other significant language aspects to be learned. People can understand, access, and exchange information by mastering vocabulary. Negmatulloyevna & Sharipova F (2019:234) described that vocabulary consists of words that the student understands, can recall at will, spell correctly, pronounce correctly, and use constructively in speaking and writing.

The statement below is supported by Linse in Aprillia (2015:7) that word knowledge, or vocabulary, refers to a person's collection of words. As mentioned in the initial statement, vocabulary is a collection of words that help people to understand, access, and exchange information. Students cannot produce the language if they lack vocabulary.

Lack of vocabulary causes students are not able to master language because vocabulary consists of the collection of words. Hornby (2015:24) stated that vocabulary is defined as "the total

number of words in a language, vocabulary is a list of words with their meanings." From that statement above, the researcher concludes that vocabulary is a collection of words organized into lists, each with a different meaning. Each interpretation strengthens the words themselves.

While other experts stated that vocabulary as the meanings of new words is frequently highlighted, whether in books or in schools, vocabulary development is a crucial component of learning a foreign language. Additionally, it is crucial to language learning and at the foundation of language education. Recent studies have shown that it is difficult to teach vocabulary since many teachers lack confidence in vocabulary teaching best practices and occasionally don't know how to start putting an instructional emphasis on word learning, Berne et al in Alqahtani (2015:21).

As confirmed by another expert, vocabulary is the single most powerful predictor of success as said by Alsagoff et al (2012:214). In other words, vocabulary is the strongest aspect of communicating with others.

The experts' statements above, shows that learning vocabulary is very important to master 4 skills in language learning. The pupils are not able to communicate well and master language if

they don't master vocabulary. Vocabulary is the main character to communicate and make good communication.

To make good communication, students should improve their vocabulary knowledge. It is very necessary for the English language, without vocabulary learning the English language is almost impossible. Furthermore, to teach vocabulary, the teacher has to be careful in selecting the vocabulary. Teachers must know the point of language and vocabulary that will be interpreted in the learning and teaching process.

Simply, the researcher can say the importance of vocabulary is to help the learners to express and communicate. It is also such a booster for foreign language learners to master 4 skills in learning a new language. The learners are easier to understand and exchange information. Vocabulary is the most common to use and know or understand when we meet them because vocabulary is just a word list of the word, but it also appears in phrases or expressions that we do not know the exact meaning of.

B. Types of Vocabulary

Vocabulary refers to the words used by humans or other entities to communicate with one another in all areas that use a language user's knowledge of words. As described by Harmer (2018:31), vocabulary can be divided into two categories. They are:

1) Active vocabulary

It is vocabulary that they have learned and are expected to be able to apply. It can be used in speaking and writing. The type of active vocabulary can be found when the students can communicate both ways and make a conversation with others. Students are able to speak according to the vocabulary they have and understand.

2) Passive vocabulary

It refers to words that students recognize but are unlikely to be able to produce. Like reading and listening. Students may understand when they read or listen, but do not use it in a conversation or writing. Passive vocabulary is usually found when students cannot answer or reply to words and questions from other people. they may understand what others talking about, but they cannot give a response.

Vocabulary is a list of the words used in a book often including their translation or definition. Vocabulary is all the words in a language, all the words used by a group or an individual. Besides the types, vocabulary also has four kinds of it. They are as follows:

1) Oral vocabulary

    Oral vocabulary can also be called speaking vocabulary, it refers to the words we speak. This means that oral vocabulary is made up of words that are actively used in speech.

2) Writing vocabulary

    This kind of vocabulary consists of all the words that people can use to express themselves when they write.

3) Listening vocabulary

    Listening vocabulary is all the words that people can recognize when listening to a speech. It is also the collection of words to which one responded with meaning and understood while listening to others speak.

4) Reading vocabulary

    This kind of vocabulary refers to the words that people can understand when they read some textual content. Many words that we do not use in our speaking vocabulary can be read and understood.

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From the type and kinds of vocabulary above, the researcher realizes that to teach vocabulary, the teacher should classify the active and passive vocabulary, and also has four ways to teach vocabulary by the kinds of it, so the students would be easier to memorize and understand how to use the vocabulary.

C. Aspect of Vocabulary

There are several aspects of vocabulary that students need to know and understand. As described by Lado quoted in Mardianawati (2012:11), students must learn five different aspects of vocabulary, i.e. word meaning, spelling, pronunciation, word classes, and word use.

1) Meaning

Meaning is one of the most important aspects that students must learn because it refers to how the word conveys its meaning to language users. When people understand the meaning of the words, it becomes more productive. Furthermore, when a single word is used in multiple contexts, it can have various meanings. For example, the word "like" as an adjective can explain having similar qualities to another person or thing. The word "like" has a meaning of to find

somebody/something pleasant, attractive, or of a good enough standard; to enjoy something.

2) Spelling

When people learn a new language, they need to know how to spell the words. When they know how to spell the words, they will understand how to write the words in the writing text.

3) Pronunciation

This is one of the crucial aspects when people learn vocabulary. They need to know the sound of the words. It will help them to understand what the other means to say. If the pronunciation of the word is incorrect, it will be difficult for someone to understand, and also it has a different meaning.

4) Word classes

This aspect is described as categories of words. It is an important function in semantic feature analysis because it allows the different types of words to be classified. There are several categories of words, consisting of nouns, verbs, adverbs, adjectives, and prepositions.

5) Word use

The way a word, phrase, or concept is used in a language is referred to as word use. Word use may also include grammar, which may be the subject of an in-depth examination.

D. The Important of learning vocabulary

Mastering vocabulary is a basic aspect that must be achieved by students to obtain other competencies. Foreign language learners are most aware of the importance of vocabulary. Wu & Huang mentioned Nation (2017:265) that vocabulary is very important to students in studying the language. To effectively communicate with others, learners must develop a large vocabulary. A vocabulary of 6000-7000 words is required to achieve 98 percent or higher comprehension when listening or speaking.

Another expert, McCarthy mentioned in Sahraini (2015:3), that vocabulary is the single most important of any language course. Communication in an L2 cannot take place in any meaningful way unless words are used to convey a wide range of meanings, regardless of how well or successful students learn grammar or master the pronunciation of the L2. Moreover, out of all the components of learning a foreign language, vocabulary seems to be the least organized and least well-supported.

Nation in Alqahtani (2015:22) also said that vocabulary knowledge and language usage are related in that vocabulary knowledge facilitates language use, while language use facilitates an increase in vocabulary knowledge.

Venus cites Harisman (2016:11) that a word bank or vocabulary is a collection of words used to build the language. If words and their meanings are not well understood, communication, both oral and written, will become disorganized and difficult to understand. Without a sufficient vocabulary, no one can communicate effectively. A limited vocabulary makes it difficult for people to express their feelings and thoughts, whereas a large vocabulary makes it easier for them to express their feelings and thoughts. They will be able to communicate and converse with others with greater clarity and accuracy as a result of this.

Other experts described that The more words people know, the better they will be able to express the correct meaning. According to this statement, in order to effectively communicate with others, people must be familiar with a wide range of word meanings, Hubbard in Ardestani (2017:12).

From the statements above, the researcher concludes that mastering vocabulary is very important to express students' feelings and thoughts, whereas a large vocabulary makes it easier for them

to express their feelings and thoughts. Vocabulary cannot be separated into four skills (reading, speaking, listening, and writing).

E. The Problem of Learning Vocabulary

There always has a problem when we want to learn something. It also happens when we learn vocabulary. There are several problems that face by learners. Rohmatillah mentioned Thornbury (2014: 79) suggests the following factors that cause some words more difficult, such as:

1) Pronunciation

Words that are difficult to pronounce are more difficult to learn, according to research.

2) Spelling

Mismatches in sounds and spelling are likely to be the source of errors in either pronunciation or spelling and can make a significant contribution to the difficulty of a word. While most English spelling is fairly lawful, there are a few notable exceptions. Foreign, listen, headache, climbing, bored, honest, cupboard, muscle, and other words with silent letters are particularly problematic.

3) Length and complexity

Long words do not appear to be more difficult to learn than short ones. Moreover, as a general rule, high-frequency words in English are short, so the learner is more likely to encounter them, which favors their "learnability."

4) Grammar

The grammar associated with the word is also problematic, especially if it differs from that of its L1 equivalent. It can be difficult to remember whether a verb like enjoy, love, or hope is followed by an infinitive (to swim) or a –ing form (swimming).

5) Meaning

When the meanings of two words overlap, learners are likely to mix them up. Make and do are two examples: you make breakfast and make an appointment, but you also do the housework and do a questionnaire.

6) Connotation, idiomaticity

Some words' connotations may also cause problems. Thus, while the term "propaganda" has a negative connotation in English, its equivalent may simply mean

"publicity." Eccentric, on the other hand, does not have a negative connotation in English, but its closest equivalent in other languages may be deviant. Finally, idiomatic expressions or words (such as make up your mind, keep an eye on...) will be more difficult to understand than words whose meaning is obvious (decide, watch).

F. The Advantages of Mastering Vocabulary

There are also several advantages to mastering English vocabulary. Bonet in Elasari (2020:12) described:

1) Students will better improve their 4 skills in learning the language because vocabulary is an important aspect that can contribute for increase listening, speaking, reading, and writing skills.

2) Thoughts are limited by vocabulary, so students will think more clearly when they master vocabulary. The more students master their vocabulary, the students can convey their thoughts clearly.

3) Students will develop personally and gain more confidence. When they can deliver their ideas in orally or writing, they automatically get more confidence to

communicate with others or express their ideas in writing.

4) Mastering vocabulary also helps the students to understand other people's ideas and explanations easily because they can understand fastly and don't need to think in advance about others' ideas or explanations.

5) When the students master vocabulary, people will think they are getting very smart because they can explain their ideas easily

G. Teaching Vocabulary in Lower Secondary Level

Learning a foreign language is a difficult mission and sometimes it can be frustrating. It is because we do not learn the language as a mother language. Understanding, producing, and manipulating the target language usually requires consistent effort. Vocabulary also has an important role in learning the language.

The importance of vocabulary role in learning a foreign language, the mastery of this element should be ensured and developed. Otherwise, the students' vocabulary mastery will be limited, and consequently, they will find difficulties in learning the language skills. Therefore, schools have a responsibility to teach vocabulary to their students.

Teaching vocabulary needs a process because it is not easy for both students and teachers. As per Takač in Betancor (2017:20), "teachers' methods depend on a number of circumstances, including the material, time constraints, and their worth for the learners." Other than that, teaching vocabulary must be interesting. Students should feel happy to learn, and the teacher needs to be aware, prepared, and discover the suitable techniques to be interesting, and enjoyable. But firstly, the teachers have to know the characteristics of the students, and the technique that fits their students.

In this research, the teacher use "Practical Work" that can fit many characters of the students. Kibirige, I. Mapoya, D. (2021:73) said that practical work refers to any teaching and learning activity that requires students to observe or manipulate the objects of the materials. As per the statement, practical work is a teaching and learning method that involves the students observing and manipulating objects and materials to learn.

To involves the students in observing and manipulating objects and materials, the method should help the students to gain an understanding of the meaning of vocabulary and how the vocabulary is used by making the teaching and learning process to become easier, more enjoyable, more effective, and making the students interested. Thus, the researcher suggests using video to

involve the students in observing vocabulary and using role-play to manipulate the teaching and learning materials.

By using video and role-play, many students will feel enjoyable and interested when they watch videos while learning, and also they automatically observe the strange words that they meet in the video. After the teacher gives the explanation of how the words are used, the students should practice how to use that words in daily life by playing a role-play. By playing a role-play, students will subconsciously understand and know the use of the words they have just met.

2. Practical Teaching

A. Definition of Practical Teaching

T. D. Sedumedi (2017:1768) states that practical work has been used in the classroom for a variety of purposes. One of them has been used to help students improve their skills and conceptual understanding. To improve students' skills and understanding, the researcher uses practical teaching as a teaching and learning process.

Practical teaching will help the students to observe or manipulate objects and materials to learn. As per Milar in Akuma (2019:4) practical work refers to the individual or collaborative activity that involves the students in observing and manipulating the lesson

of the materials. He also explained that the aim of practical work in science is to improve learners' understanding of the materials.

Those statements are also supported by P. Koirala, Kamal, (2019:139) that at the secondary level, practical work in the teaching and learning process is viewed as a crucial component. The activity will help the students to increase their motivation to study because the students enjoy it. This method really helps the students in mastering their vocabulary.

From those statements, the researcher concludes that practical work in teaching English is useful because this method will help the students to improve their motivation in learning and the students are taking a part in the teaching and learning process by practicing the new vocabulary that they already found. This practical teaching will help the students to observe the new vocabulary and manipulate the materials by practicing how the vocabulary is used. They will enjoy the teaching and learning process by playing a role.

B. The Advantages of Practical Teaching

Hofstein in Millar (2010:110) described several advantages of using practical work in teaching are:

1) understanding the concept of materials, by practicing the use of vocabulary, the students understand the concept of the words, and how the words are used and pronounced.

2) improving learners' motivation and interest, the students are having big motivation and interest in the teaching and learning process because they understand the meaning of the vocabulary, how to pronounce the words, and how to use it in sentence building or conversation.

3) improving learners' practical skills and problem-solving abilities, by playing a role in practical teaching, the students automatically learn how to use the vocabulary in practical.

3. Blended Learning

A. Definition of Blended Learning

As described by M. G. Brown (2016:05), Blended Learning is defined by the location of learning as a merger of presentation of materials in the form of students who are studying some of the teaching materials – outside the classroom and some of them in the classroom with the teacher's direction.

That statement below is supported by any explanation from another expert. Blended learning is a learning method that combines face-to-face and online in the form of interactive collaborations that serve to complement each other, said Krasnova (2015:401). By

means, the teaching and learning process will be done with combine inside (face-to-face) and outside (online) of the classroom.

From the statements above, the researcher can conclude that blended learning is a learning method that takes the online and offline process for the study. This method also provides more flexibility for students and teachers. Moreover, it also can improve the students' and teachers' technology ability. Some technologies enable more learning to occur; they facilitate a specific type of learning activity that would not be possible without the technology; students can use various methods to engage in learning and also to demonstrate what they have learned.

Thus, the researcher knows that blended learning is the combination of traditional learning methods and online learning. Face-to-face interaction with teachers is part of the traditional method. In online learning, students are the center of the teaching and learning process in order to achieve curriculum diversity. Whereas the traditional method, the teacher is the active speaker in the learning process.

Cronje (2020:114) mentioned Driscoll identified 4 concepts of blended learning, there are:

1) Combine web-based technology modes, such as virtual classroom, collaborative learning, streaming video, audio, and text.

2) Combine pedagogical approaches such as cognitivism, constructivism, and behaviorism, to produce optimal learning with or without the use of technology.

3) Combine every form of learning technology, such as videotape, CD-ROM, and web-based, and film-based training led by face-to-face instructors.

4) Combine learning technology to create the effect of learning and harmonious work.

From the concept of blended learning, this method can use the composition 50/50, in time allocation 50% face-to-face and 50% online learning. It can also use 75/25, in time allocation 75% face-to-face, and 25% online learning. And 25/75 in time allocation 25% face-to-face and 75% online learning. To use that composition, the teacher must analyze the required competence of learning, the purpose of learning, the students' characteristics, and the easily accessible resources to reach the components that we need. In accord with Shivam, R., Singh, S. (2015:369), there are three components of blended learning.
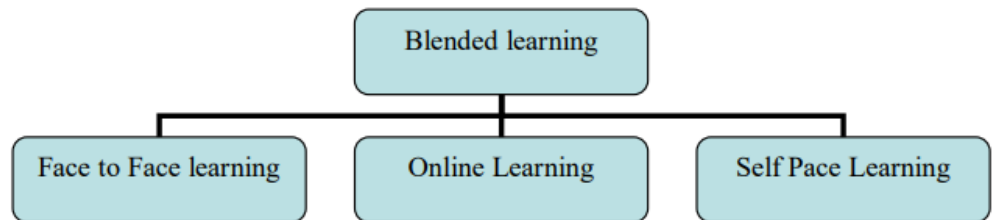
Picture 1: Components of Blended Learning

B. Characteristics of Blended Learning

Quoted from Shivam and Singh (2015:370), blended learning characteristics according to Egbert and HansonSmith's most frequently cited:

1) Learners are given opportunities to socialize and negotiate to mean.

2) Learners are given more time and feedback.

3) Learners are encouraged to pay a lot of attention to the learning process.

4) Learners work in an environment with a low stress/anxiety level.

Blended Learning supports many advantages of e-learning. For example, He, Gajski, Farkas, & Warschauer (2015:59) found that crucial mediators in a blended learning environment include

metacognitive skills like time management, goal setting, and self-monitoring.

Other advantages of blended learning are also stated by Saltan, F. (2017:66), such as:

1) Avoid some transportation problems and accommodation,

2) The environments are more comfortable and suitable because they can choose their own space to study,

3) They can access the lessons material whenever they want,

4) Students' self-confidence is strengthened by using technology for language learning,

5) Learn by other sources,

6) Online learning by video and audio,

7) Private space to make mistakes enhance students' confidence.

Blended learning is also suggested for the following three main reasons, Avazmatova cites Graham (2020:508) :

1) Improving education's effectiveness;

2) Increasing accessibility and convenience; and

3) Improving cost-effectiveness.

From the following statements, the researcher deduces that blended learning is suggested because its characteristics of it cause many advantages in the teaching and learning process. The students have more flexible time to learn the materials, and they have their way to manage it. It also saves time because the students don't need to waste their time on the road. They can improve their time management to achieve the materials.

4. The Media Used in Teaching Vocabulary

The media that researcher used for this research is a video and using the role-playing technique. Kabooha & Elyas mentioned to Ktoridou, Yiangou, & Zarpetea (2018:73), that by exposing language learners to relevant context and material through the use of videos, teachers can help students become more fluent in their respective languages.

The researcher concludes, that using video in the teaching and learning process can help students provides exposure to authentic content and context, thus the learners can improve their language skills. Most students who learn a foreign language forget or misinterpret new words. Some words are not memorized properly in their mind. The researcher highly recommends the video as one of the many ways for students to master vocabulary.

By using video in the teaching and learning process, the students will feel more comfortable and can take the role-play to understand directly the use of the words. In this research, the researcher used YouTube videos as an online medium, and the Role-Playing technique to help students in master vocabulary.

a. YouTube video

The Internet has a big role to influence people, and one of them is YouTube. Fleck and friends (2014:22) believe that YouTube is a media source that is a crucial component of the educational system. This statement is supported by Kabooha & Elyas (2018:73), YouTube is an online platform that significantly advances education generally. Using Youtube in the teaching and learning process is not a new method. Many teachers used YouTube to master their students' vocabulary.

To master the students' vocabulary, the researcher believes that YouTube is a good medium because students can play the video repeatedly. Alimemaj (2010:11) states that YouTube can assist students in exploring a target culture in a variety of ways, and it can assist students in developing their learning autonomy levels by encouraging them to watch videos and clips on a regular basis. In this research, the researcher chose YouTube videos as a medium to observe the vocabulary.

To observe the vocabulary, the teacher can play any video on YouTube that is related to the material. The students can watch while listening to different kinds of formal or informal spoken material, identify the meaning of the words, how the words are used and correlated with the material. Kabooha & Elyas (2015:3526) mentioned Balcikanli, C. that Youtube video provides a variety of options for learning a second language because students can watch and listen to various spoken genres and types of material. YouTube videos are also interesting and engage the students.

Many videos on YouTube are interesting and engaging to the students because the visual and audio quality is good enough to make the students fascinated in watching and learning about the material, described Srinivasacharlu, A (2020:22). She also described YouTube video is a flexible medium to access. The students and teacher can watch the video anytime and anywhere whenever they have an internet connection.

Now, people can access the internet whenever they are. So, using YouTube video as a medium is not a big problem anymore. This medium really helps the teacher and the students in the blended learning method, especially in this pandemic era. The teacher can make or give the students a quick video regarding the topic being taught.

b. Role-play

To master students' vocabulary, we must employ a variety of techniques. One of them is role-playing. Students can automatically understand the meaning of the vocabulary and how to use those words when they try to implement role-play activities in the learning process. The implementation of role-play activities in learning a language can help the students to be more interactive in a conversational activity. Cite to Altun (2015:28), role-playing is a study activity that engages the students to act in specific roles by doing and saying.

Students who learn by Role-Play will play their scenario given by the teacher, they are forced to understand the materials. In learning vocabulary, the students will know how to use the words by practicing. At first, the students may find it difficult how to act and it will be shown the students' understanding. Rashid,& Qaisar (2017:209) described that students enjoy role play because it allows them to express their natural proclivity for play. Role-play also promotes cognitive and affective kinesthetic modes of learning. Practicing Role-Play will manipulate the environment to become a fun learning atmosphere.

Role-playing can manipulate the learning environment to become fun because it is used to encourage the students in making

relationships between the vocabulary, experience, and how the words were used. Alabsi, A (2016:228) described that students' comprehension of the vocabulary and their application in practical situations is improved through the process of role-play activity.

Krebt mentioned Harper-Whalen and Morris (2017:865) that there are three types of Role-Play, there are:

1) Fully scripted role-play

In this type of role-playing, the scripts are fully given by the teacher, so the students should play their roles in the script. It forces the students to memorize the use of words.

2) semi-scripted role-play

In This type, the teacher will describe the clue to the students about how the words are used and about the story. The students will improve how to use the words.

3) non-scripted role-play

In this type, the teacher only gives the words, and the students should develop the role and improve the use of the words.

B. Theoretical Framework
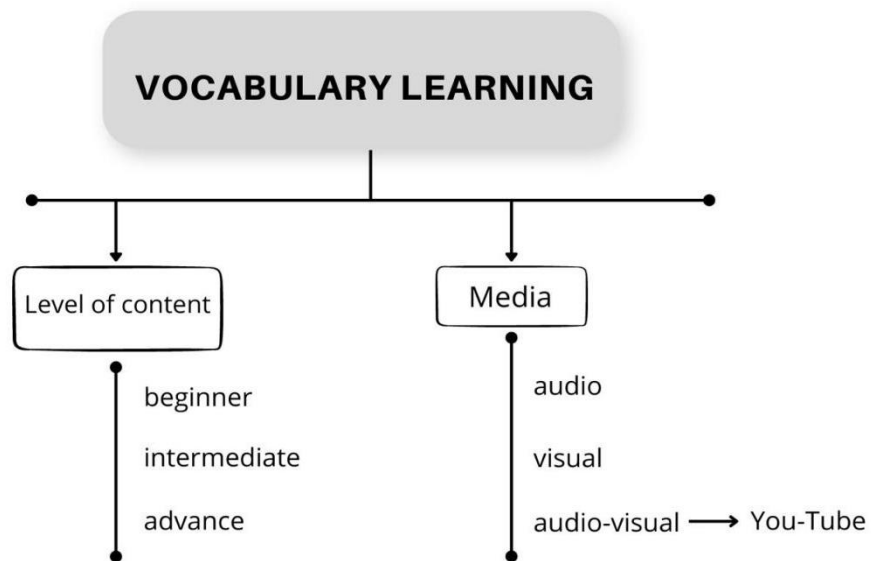
Vocabulary learning is divided into two categories: content and vocabulary learning media. Part of the content discusses vocabulary learning levels such as beginner, intermediate, and advanced.

1. The beginner level can be said to be the first level. Everything is new. The sounds of the language can sound almost indistinguishable to learners' ears. Vocabulary can also be completely new to them and be unlike anything they know in their mother tongue. It takes time for the brain to get used to the sounds, patterns, grammatical structures, vocabulary, and rhythms of the new language.

2. The intermediate level feels like language is no longer as foreign as it once was. It is possible to recognize the

language's rhythm and distinguish its sounds. Things are getting easier at this point, but the learners still have the feeling that they won't be able to fully communicate in the language in a variety of situations.

3. At an advanced level, everything that had previously been difficult becomes smoother. It's indeed possible to understand native speakers, watch movies, read novels, and speak a foreign language. It is simple to construct sentences. They can use the language in real-life situations to help you improve your listening, speaking, reading, and writing skills.

In a part of vocabulary learning media, there are audio, visual, and audiovisual. Since the covid-19 outbreak, students lost their motivation and interest to learn, especially in language learning. Interactive learning media is needed as a solution to this problem. A learning media that can be easily used by both students and teachers. The researcher is interested in carrying out research related to learning media interactive that can be used in observing and manipulating the materials

To observe the materials, the researcher chooses YouTube video as an interactive medium. Learning a foreign language is a difficult mission and sometimes it can be frustrating. Using video can create a profitable environment for students. Students will feel happy, interested, and motivated to learn because the media can manipulate

the minds of students who find it difficult to learn to be happy while learning and watching. And at the same time, the students will observe the vocabulary that they don't know before. the researcher also used role-play to manipulate the materials.

For manipulating the materials, the role-play technique can be used for a more effective and efficient teaching and learning process. The students will practice how to use the vocabulary words and they will understand how to use them. Role-playing while instructing students in the English language has a significant impact since it increases students' mastery of vocabulary.

CHAPTER III

METHODS AND PROCEDURES

A. Time and Place of Study

This research was conducted at SMP Islam Terpadu Assalaam, in grade 9c, the academic year of 2022/2023, located at Jl. Sebret Raya, Pasar Minggu, Jakarta Selatan. The researcher did the research for about 1 semester, in even semester 2022.

B. Method of Study

This study used a qualitative method based on human understanding and behavior. Quoted by Creswell (2014:231), the qualitative method depends on textual and visual data, and have unique data analysis steps, also implements a variety of designs. Writing a methodology section for a qualitative research proposal also helps the readers explain the purpose of qualitative research. Introducing specific designs and analyzing the researcher's role in the study to collect the data from an ever-growing variety of data sources using certain procedures, and explaining for documenting the correctness and validity of the data collected.

As claimed by Grossoehme (2014:2), qualitative research affect and are affected by their data, rather than being impassive observers who don't engage with the participants. This research

used semi-structured interviews and observation based on the checklist to collect the data because this research explored the experiences and the phenomena process of the challenges of learning practice for students mastering vocabulary in blended learning. The researcher interviewed the participants of the research to get the answers through semi-structured interviews and observed participants' behavior, motivation, lack of sentence building, and the teacher's technique through the teaching and learning process in the blended learning method. This research focuses on the students' lack of vocabulary and the teaching practice for students to master vocabulary in blended learning.

C. Research Design

This research used descrptive qualitative case study as a research design. As stated by Lambert, VA (2012:255) qualitative descriptive research design provides a comprehensive summary of particular experiences that individuals or groups of individuals have experienced. This study focuses on the challenges of learning practice for students in mastering vocabulary in blended learning. As a result, semi-structured interviews and observation was used to collect the data.

D. The subject of Study

The subject of the research was students at SMP Islam Terpadu Assalam at grade 9c. The 6 students were asked by the researcher about their practical knowledge through a blended learning method using YouTube and Role-playing techniques in students' mastery of vocabulary.

E. Techniques for Collecting the Data

In this research, the data is collected using semi-structured interviews and observation.

1. The researcher will make a checklist observation to observe the participants and the place of the study by joining the online and offline classes.

2. The data will be collected using semi-structural interviews to present more detailed experiences from the students to find the challenges of teaching practice for students mastering vocabulary in blended learning. The researcher will interview 6 students from class 9C.

3. The participants are chosen by the teacher, based on their ability in mastering vocabulary, with the higher level, middle level, and lower level.

4. Interviewing the participants is conducted face-to-face. These semi-structured interviews are about the students' behavior,

motivation, lack of sentence building, and the teacher's technique through the teaching and learning process in the blended learning method. The researcher uses an audio recorder to back up the data and help the researcher if there is something missing or forgotten in gaining the data to be more detailed.

F. Techniques for Analyzing the Data

There are several procedures that the researcher should carry out for analyzing the data described by Creswell (2012). The procedure consists of observation and interviews:

1. Observation is used to obtain the data in the classroom. As per Creswell (2012), the process of observation is observing people and places at the research location. The aim of this observation is to allow the researcher to collect the information or data needed to identify the challenges the teacher faced with blended learning. In this step, the researcher observes the environment in the online-offline classes, behavior, motivation, and lack of sentence building.

2. An interview is a process of collecting data by questioning respondents based on the topic of the study. Creswell (2012) stated that an interview happens when the researcher asks several participants in general. In this research, an interview

will be conducted in a semi-structured interview. The interview was done to learn more about the challenges the English teacher faced in blended learning. The researcher conducted the face-to-face interviews and recorded the interview process to avoid something forgotten.

3. In the last steps, the researcher transcribes the interview, materials must be scanned, type the field notes, and visual material must be cataloged, sorted and organize data into various types based on the information sources. The researcher described the result to find out the students' challenges in learning vocabulary and the effectiveness of teaching practice in students' vocabulary mastery in blended learning

CHAPTER IV

FINDINGS AND INTERPRETATION

A. FINDINGS

1. The Description of the Data

This qualitative research was used descriptive qualitative analysis. The researcher used checklist observation and semi-structured interviews as the instrument of this research. This research focused on the students' challenges in learning vocabulary and the effectiveness of teaching practice in students' vocabulary mastery in blended learning.

The observation and interviews were to find out the students' problems in learning vocabulary, their motivation, and their ability to master vocabulary in blended learning, because students can be said to master vocabulary if they have no difficulties in memorizing some words, the spell of the words, the pronoune of the words, and how to use the words in sentence building, N. Afzal (2019:83). Here are the result of checklist observation and semi-structured interviews:

a. Result of checklist observation

Figure 4. 1. Data Result of Checklist Observation

No.	Aspects are observed	The result of observation	
		yes	no
1.	The teacher's technique in teaching vocabulary is only memorizing before using YouTube videos and Role-Play activities	✓	
2.	Students have difficulties in memorizing vocabulary before using YouTube videos and Role-Play activities	✓	
3.	Students have difficulties in spelling and pronouncing the new vocabulary before using YouTube videos and Role-Play activities	✓	
4.	Students lack building sentences before using YouTube videos and Role-Play activities	✓	

5.	Using YouTube videos as media in online class	✓	
6.	Using Role-Play activity in offline class	✓	
7.	Using YouTube videos and Role-Play activities are making students more active in the class	✓	

Based on the observations in the table above, points7 were observed concerning the teaching practice for students mastering vocabulary in blended learning at SMP Islam Terpadu Assalaam, Jakarta Selatan. The checklist observation was observed about the teaching techniques using YouTube videos and Role-Play activities in mastering vocabulary. The checklist observations are described below:

1) The teacher's technique in teaching vocabulary is only memorizing before using YouTube videos and Role-Play activities. The researcher found that the teacher teaches vocabulary by underlining the new vocabulary in the text, then the students should write the meaning of the

vocabulary given by the teacher on their notes. After that, the students should memorize the new vocabulary.

2) Students have difficulties in memorizing vocabulary before using YouTube videos and Role-Play activities. The researcher found that students are having difficulties in memorizing the vocabulary because they seem not interesting in memorizing the new vocabulary.

3) Students have difficulties in spelling and pronouncing the new vocabulary before using YouTube videos and Role-Play activities. The researcher found that lots of students are wrong in pronouncing the new vocabulary, and they forget in spelling the words.

4) Students lack building sentences before using YouTube videos and Role-Play activities. The researcher found that the students had difficulties in building sentences, both orally and in writing.

5) Using YouTube videos as media in an online class. The researcher found that the teacher

used YouTube videos as a medium to teach vocabulary.

6) Using Role-Play activity in offline class. The researcher found that the teacher used a Role-play activity to measure the students' vocabulary mastery. Start with how to pronounce the words, the meaning of the words, and how to use the words.

7) Using YouTube videos and Role-Play activities are making students more active in the class. The students found that students in the class are more active during Role-play activities. The teaching and learning environment also become more joyful and the students seem interesting, especially when their friends turn to play a role in front of the class.

b. Result of semi-structured interviews

The researcher used semi-structured interviews to support the data from checklist observation and to answer the research focus of the problems. The result will be answered several questions about motivation, lack of sentence building, and the teacher's technique through the teaching and learning process in the blended learning method. The participants of this semi-structured interview were 6 students in 9 graders at SMP Islam Terpadu Assalaam from class 9C in the academic year 2022/2023. Based on research data found by the researcher, the researcher gained the following questions from the topic.

Figure 4. 2. The Questions for Semi-Structured Interview

Topic	Sub-topic	Question
Teaching practice using YouTube videos and Role-play activity	Teaching techniques	What kind of learning system is practiced in this school during the first pandemic? When did the school practice a blended learning system?
	Media	What media that teachers used for blended learning?

		What are the suitable media for the students to learn vocabulary in blended learning?
		What are students' perceptions to learn vocabulary with YouTube videos and Role-play activities in blended learning?
	Students' motivation	How are students interested to learn vocabulary without YouTube videos and Role-play activities in blended learning?
		How are students interested to learn vocabulary using YouTube videos and Role-play activities in blended learning?
		How are students' abilities in memorizing new vocabulary?

	Students mastery of vocabulary	How are students' abilities in spelling and pronouncing new vocabulary?
		What are students' abilities in building sentences using the new vocabulary?

After gaining the following questions, the researcher conducted the interview in July, 27th 2022 at SMP Islam Terpadu Assalaam, Jakarta Selatan. The answers are from 6 students in 9 graders, class 9C. Here are the following answers from the students:

1) **What kind of learning system is practiced in this school during the first pandemic?**

Student 1: At the first time of the pandemic, the learning system in this school is using a fully online system, the blended learning system was practiced last year.

Student 2: At the beginning of the pandemic, the school was using an online system. The teacher delivered the material by online, then, gave the assignment using Google Classroom. A year ago, the blended learning system was practiced in this school.

Student 3: During the first pandemic, the learning system at school is used online. And blended learning system was used last year. The teacher usually shared the learning material by PDF file when online learning.

Student 4: The learning system practiced in this school during the first pandemic is online. Because in the first pandemic Jakarta was on lockdown. Then after that changed into blended learning

Student 5:The learning system in the first pandemic is used online, then blended learning till now.

Student 6: Full online learning is used as the learning system during the first pandemic, after one year, the school changed the system to become blended learning.

Based on the answers provided by participants, during the first pandemic, the school practiced a full online learning system. This system is the government's recommendation to avoid the spread of the covid-19 diseases. In September 2021, the learning system of the school has been changed into a blended learning system.

2) What media that teachers used for blended learning?

Student 1: In the online learning, we learned using Google Meet as a platform, assisted by the explanation from the teacher using PPT. In offline learning, the teacher usually teaches by her explanation, did a task from the book, and sometimes makes dialogues with friends.

Student 2: When online learning, the teacher taught using Google Meet and shared the learning material on the screen, and also gave the assignment using Google Classroom. We learn by the teacher's explanation for offline learning, and sometimes the teacher asked the students to do dialogue.

Student 3: We used Google Meet as a medium for online learning, then the teacher gave a PDF file of the learning material, and after that, the teacher gave the assignment. She also used Youtube as a medium several times and play quizzes. For offline learning, the teacher also gives an explanation, using PPT, sometimes we

have to speak in front of the class, do a dialogue, etc.

Student 4: The media that teachers usually used in online learning are Google Form and Google Meet. More often used Google Meet, assisted by PPT with the explanation from the teacher. And have used video before. Sometimes in offline learning, the teacher discusses the material given online.

Student 5: The teacher usually used Google Meet as a medium for online learning, assisted by PPT of video. And we discussed the material given online in offline learning. Sometimes the teacher also told us to do dialogue in front of the class.

Student 6: The teacher the material using Google Meet and assisted by the teacher's explanation. For offline, the teacher also gives an explanation, and sometimes we should do dialogue in front of the class.

From the answer above, the teacher usually used Google Meet, and Google Form as a platform for online

learning. Sometimes the teacher teaches using PPT, video, and play quizzes using other applications as the media in online learning. The platform and the media were assisted by the explanation from the teacher. And for offline learning, the teacher utilizes offline learning to measure the students' understanding by giving some tasks and doing dialogues.

3) What are the suitable media for the students to learn vocabulary in blended learning?

Student 1: For me, I prefer to learn using quizzes, so the teacher should choose interesting media rather than just listening to the explanation during online learning.

Based on the answer from student 1, the researcher concludes that he needs interesting media for the learning process rather than listening to the explanation from the teacher. The student said he prefers to learn using quizzes, so the learning process will not be monotone.

Student 2: I already feel comfortable with the media that the teacher used, such as Google Meet, and assisted by the explanation from the teacher.

Student 2 said that he doesn't have any problem with the media that teacher used in the learning process because he feels comfortable with the explanation from the teacher.

> **Student 3**: Collaborative media are suitable for learning vocabulary. So the teacher can collaborate on the explanation using video and be assisted by the teacher's explanation. And because we learn the English lesson, the medium should help the students to get more experiences.

Student 3 recommended collaborative media are suitable media for blended learning. The student mentioned video as a medium and combine the explanation from the video and teacher. And he wishes he can gain lots of experience in learning English vocabulary with the media given.

> **Student 4**: Maybe the media should be more interesting and more joyful to make the teaching and learning process to become more interesting.

Based on the answer from student 4, the student needs interesting media to make the learning process to become

more joyful. From the answer, the researcher concludes that she feels the media used before are boring.

> **Student 5**: I prefer video because it will get easier to understand the material by audio-visual, so, video is the suitable media for me.

Based on the answer from student 5, she fits with the video as a medium because she will get easy to understand the material with the audio and visual media. Video shows the learning material in audio and visual, the students who have the audio-visual type of learning will get easier to understand the material.

> **Student 6**: video is more interesting rather than just an explanation using Google Meet. But maybe it can be combined using videos and assisted by the explanations from the teacher.

Student 6 said she needs more interesting media. It means she feels not suited to the media used before. She mentioned video as a suitable media and combine the media with the explanation from the teacher.

Based on answers from the participants, there are several suitable media for the students to learn vocabulary.

From the answers, 5 of 6 participants need such interactive media. They also mentioned they need media that are more interesting. 3 of the 6 participants mentioned video as the media that is suitable for them. 1 of 6 participants mentioned quizzes, and 1 of 6 participants said that he already feels comfortable using Google Meet as a medium. Here is the chart to summarize the answers to the following questions :

Figure 4. 3. Suitable Media to Learn Vocabulary in Blended Learning
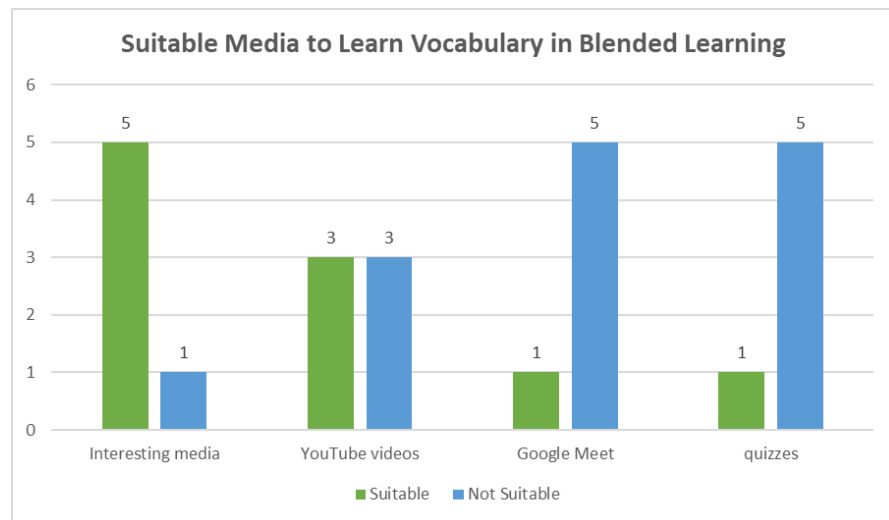
From the chart above, the researcher found that 5 of 6 participants' perceptions about learning vocabulary using YouTube videos and Role-play are interesting, 1 of 6 participants feels boring to learn vocabulary using YouTube videos and Role-play, and 3 of 3 participants perceptions are easy to understand.

4) What are students' perceptions to learn vocabulary with YouTube videos and Role-play activities in blended learning?

> **Student 1:** I prefer learning English vocabulary using video rather than just PPT, especially when the video is fun. For Role-play, I have less interest speak in front of the class alone, but as long as with friends, I feel more confident.

Based on the perception of student 1, learning vocabulary using Youtube videos is better than just PPT, especially when the videos are entertaining to watch. For Role-Play activities, as long as he plays a role with friends, he doesn't have any problem.

> **Student 2:** I still prefer learning with the explanation by the teacher rather than the video, because I can ask directly to the teacher when I don't understand the material. While using video, I cannot ask directly if I have difficulties, but video can help me to memorize how to pronounce the words. And I am not confident to play a role in front of the class, even with friends.

Student 2's perception of using YouTube videos and Role-play shows that these methods are not suitable for him because he feels that teacher's explanation is easy for him to understand the material. He can ask directly to the teacher when he has some questions. Using videos will make him

difficult to ask directly if he has some questions. But the video still can help him to pronounce the words. He also feels unconfident to play a role in front of the class, even with friends, so he doesn't like to learn using Role-play activities.

> **Student 3:** When learning English, using YouTube videos and Role-play is more interesting. But still, for a more detailed understanding, it is better with an explanation from the teacher. To listen to the pronunciation of the vocabulary is better using video because we can listen to the native speaker pronounce the words directly. This Role-play activity is suitable to increase self-confidence and get more experience. We also learn about public speaking, and conversation, improve our speaking skills and also practice speaking with professionals

Student 3 has an interest to learn new vocabulary using YouTube videos and Role-play activities. Because, these techniques teach him how to pronounce the words correctly from the native speaker and also help him to improve his self-confidence, speaking skills, and experience of making a dialogue with others by playing a role.

> **Student 4:** The media is suitable, when watching the video, I can watch and eat at the same time. Role-play is also interesting because the learning process becomes more joyful and enjoyable, and laugh a lot.

From student 4's perception, the researcher concludes that learning new vocabulary using YouTube videos and Role-play activities are interesting. It can change the environment of the teaching and learning process to become more joyful and enjoyable.

> **Student 5:** Using video really fits me, because I am an audio-visual learner. With the animations given, the teaching and learning process becomes more fun and easy to remember. The technique using video and Role-play is the appropriate collaboration because we will learn from the video and practice the material by playing a role.

Based on the answer from student 5 about her perception of learning new vocabulary using YouTube videos and Role-play activities, the techniques are the appropriate collaboration. The animation given caused the teaching and learning process to become joyful and easy to remember the new words. And Role-play activities help the students to practice the use of the words and the pronunciation of the words.

> **Student 6:** I like learning using video and Role-play, but I still need the explanation from the teacher because it helps me to understand the material. And Role-play also helps me to be more confident to learn English.

Using YouTube videos and Role-play activities to learn new vocabulary for student 6 is interesting and allows her to increase her self-confidence. And also, she still needs an explanation from the teacher to make it easier to understand.

The students have a variety of perceptions about learning vocabulary using YouTube videos and Role-play. Some of them feel interesting and easy to understand the material, but some others feel boring and prefer to learn by the explanation from the teacher. Here are the charts that describe the students' perceptions about learning vocabulary using YouTube videos and Role-play:

Figure 4. 4. Students' Perceptions About Learning Vocabulary Using YouTube Video and Role-play
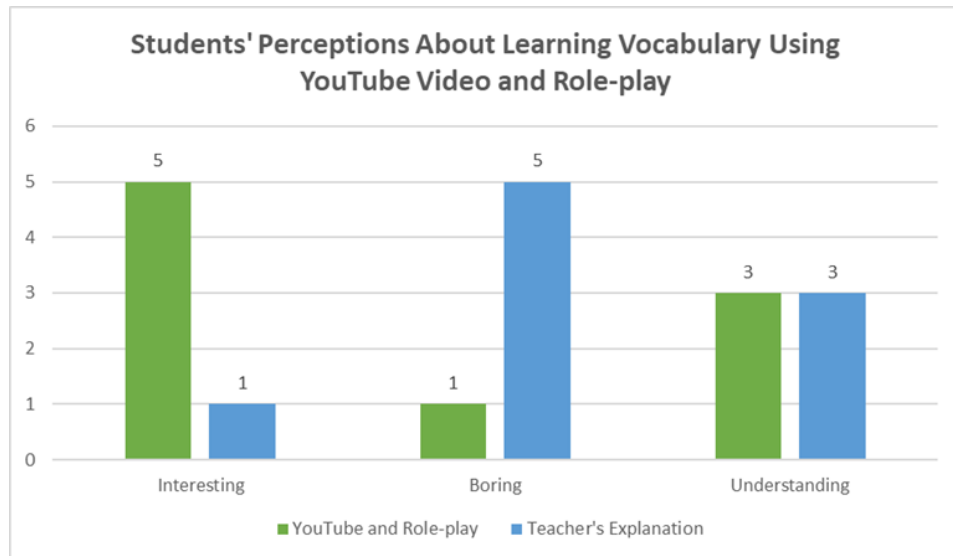
Students' Perceptions About Learning Vocabulary Using YouTube Video and Role-play

From the chart above, the researcher found that 5 of 6 participants' perceptions about learning vocabulary using YouTube videos and Role-play are interesting, 1 of 6 participants feels boring to learn vocabulary using YouTube videos and Role-play, and 3 of 3 participants perceptions are easy to understand.

5) **How are students interested to learn vocabulary without YouTube videos and Role-play activities in blended learning?**

Student 1: I was bored when learning using PPT because I am only a listener. I prefer to learn with quizzes.

The answer from student 1 shows that he has less interest to learn vocabulary only by PPT. He prefers to learn using quizzes. From his answer, the researcher concludes that teaching vocabulary only using PPT is not suitable for him. Students with the type of student 1 will lose their interest in learning vocabulary if the media and technique are not interesting.

Student 2: I felt happier when studied by the explanation from the teacher because I can ask the material directly when I have difficulties.

Student 2 already has an interest in learning vocabulary with the explanation from the teacher. He feels comfortable with the explanation because when he has a question, he can ask the teacher directly.

Student 3: Actually, the explanation from the teacher using Google Meet is already suitable, but sometimes. But, if there are more suitable media to be more joyful and interactive, maybe I will have more interest.

Student 3 felt the teaching technique from the teacher is interesting enough, but he needs more suitable media to

make the teaching and learning process to become more interesting.

> **Student 4**: I actually still feel comfortable with or without YouTube videos and Role-play activities.

Based on the answer from student 4, she doesn't have any problem with the media and technique from the teacher. She can follow the learning material with or without YouTube videos and Role-play activities.

> **Student 5**: Actually, learning English is very interesting for me, because the teacher is very joyful. But, sometimes when learning is not using video, I feel bored at half of the learning process. And it made it easier to forget the learning materials.

The answer from student 5 shows that she likes to learn English, but she will get bored easily when the learning is not using interactive media and techniques. The media and techniques take an important role in student 5's understanding.

> **Student 6**: Nothing special. Actually, I have less interest in learning vocabulary.

Student 6 had less interest in learning vocabulary. From her statement, the teacher should change the teaching technique and media to learn vocabulary for students who has less interest in learning vocabulary as student 6.

3 of 6 participants feel bored in learning vocabulary without YouTube video and Role-play, and 1 of them is already having less interest in learning vocabulary. The 3 of 6 participants said that they still need another technique in learning vocabulary to be more interesting.

6) **How are students interested to learn vocabulary using YouTube videos and Role-play activities in blended learning?**

Student 1: When the video explains the learning material in detail, I feel interested and it gets easier in understanding the material. Role-play is an interesting activity when we make a conversation in front of the class with friends, but when I go in front of the class alone, it's not interesting anymore.

Based on the answer from student 1, the researcher concludes that the interesting video to learn vocabulary is the video with a detailed explanation. A detailed explanation will

help the students to improve student 1 understanding. Student 1 feels Role-play is an interesting activity, as long as he plays a role with friends. From his statement, the researcher concludes that he needs to improve his self-confidence, and playing a role will help him to improve his self-confidence.

> **Student 2**: When using video, I cannot understand the material. Except, the video explains the detailed material. But it is still difficult for me if I have some questions, I cannot ask the question directly. I also feel uncomfortable learning using Role-play activities because I feel not confident.

Student 2 has less interest in the teaching technique using YouTube videos and Role-play activities because he feels it is difficult for him if he has some questions, except the video gives a detailed explanation. He also has less confidence to play a role.

> **Student 3:** Using video is interesting, but the video should explain a detailed explanation, starting from the explanation of pronouncing the vocabulary, the spelling, and the use of the vocabulary. I was really interesting to learn with

Role-play activities because we practice speaking with our friends, the practice of using the new vocabulary, and sentence building. We also learn how to pronounce the vocabulary.

YouTube videos and Role-play activities is an interesting teaching technique for student 3. But the video should give a detailed explanation, starting with how to pronounce the words, the spelling of the words, and how to use the words in a conversation or writing.

Student 4: Learning vocabulary using YouTube videos and Role-play is really interesting. As I said before, the learning process is not boring, laugh a lot, and still easy to memorize, because students can see the use of the words directly, the pronunciation, practice using the words, and pronouncing them.

Student 4 has interest to learn vocabulary using YouTube videos and Role-play activities. These teaching techniques help student 4 to memorize easily starting with the use of the words, the pronunciation, and the spelling of the words because after watching the video the students will practice in the Role-play activities.

Student 5: It's really interesting for me because I like the animation presented, it makes me not get bored easily. I can memorize the material through audio and visual given. Role-play also plays an important role in making me feel confidence, practice my speaking skill, and memorize material.

Student 5 feels interesting in the teaching technique using YouTube videos and Role-play activities. For the students who have a type of learning such as student 5, this teaching technique will help them to memorize and understand the material easily.

Student 6: Using video and Role-play made me more interested in learning vocabulary than before.

Based on the answer from student 6, learning vocabulary using YouTube videos and Role-play activities is more interesting than before. Student 6 has less interest in learning vocabulary, but these teaching techniques help her to get more interested in learning vocabulary.

From the answers, 5 of 6 participants feel interesting to learn vocabulary using YouTube videos and Role-play, as

long as the video shows a detailed explanation. They also feel joyful using Role-play. Role-play also help them to practice their speaking skill and make them more confident.

The researcher did a comparison with the students interested to learn vocabulary before and after using YouTube videos and Role-play activities. Before using YouTube videos and Role-play activities, 3 of 3 participants have less interest in learning vocabulary. After learning vocabulary using YouTube videos and Role-play activities, 5 of the participants are interesting to learn vocabulary. Here is the chart that summarizes the comparison:

Figure 4. 5. Students Interested to Learn Vocabulary in Blended Learning
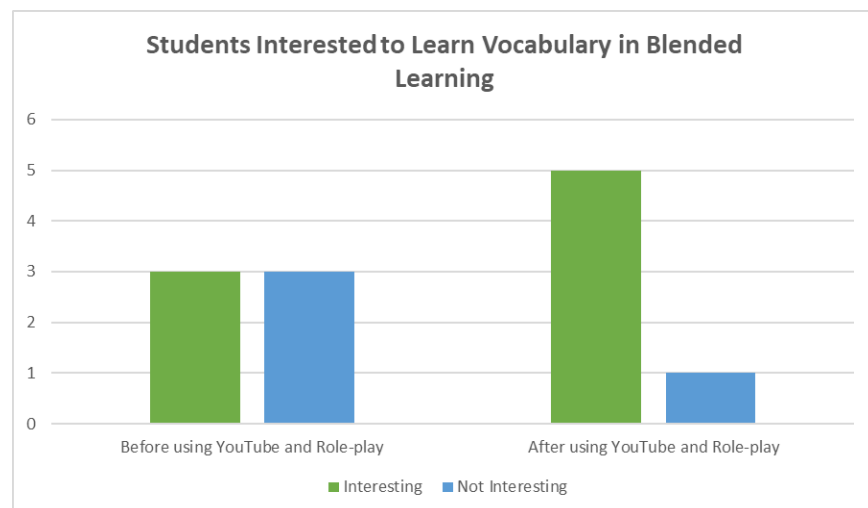
7) How are students' abilities in memorizing new vocabulary?

Student 1: I prefer watching videos when learning English vocabulary because it is easier to memorize. For memorizing, Role-play is actually suitable to help the students in memorizing, I can remember the new vocabulary clearly after playing a role.

Student 1 feels video and Role-play can improve his ability in memorizing words. After learning new vocabulary using YouTube videos and Role-play activities, student 1 can remember the words clearly.

Student 2: After using the video, I feel more remember the new vocabulary and the pronunciation of the new vocabulary. But for the Role-play activity, I still feel uncomfortable.

Student 2 can improve his ability in memorizing words after using YouTube videos. But he still has difficulties playing a role because he feels uncomfortable. From his statement, the researcher concludes that he has a lot of pressure and can forget the material if he has to play a role in front of the class.

Student 3: For memorizing, I still memorize the material that the teacher already gave, either

through teacher explanation or from Youtube videos and Role-play.

Based on the answer from student 3, he is a type of student who can memorize the material easily. No matter what teaching technique is used, he is still can memorize the materials.

Student 4: I can remember the vocabulary from the explanation from the teacher by memorizing the words. After using video and Role-play, I also can memorize the vocabulary easily. But, when the video given isn't detailed, I prefer the explanation from the teacher. For memorizing, Role-play is a suitable activity, because we can remember the words that we used in playing a role and I automatically remember the meaning.

Student 4 also can memorize the materials either with or without using Youtube videos and Role-play activities. But the detailed video takes a big role for her in memorizing the materials. She also feels that the Role-play activity really help her memorize the material indirectly.

Student 5: Yes, I can remember the new vocabulary clearly. As I already explained, I can

memorize the materials from audio and visuals easily. The interesting animation makes me get easier to memorize. I also enjoy playing a role, because it helps me to remember in long term.

Based on student 5's answers, these teaching techniques help her in her long-term memory because the technique is really suitable for her. The video helps her memorize audio and visuals, and playing a role helps her in practicing the words, so she has long-term memory of the meaning of the words.

Student 6: Yes, I get easier in memorizing. Because role-play requires practice, it makes it easier for me to memorize for a long time.

Student 6 said that learning vocabulary using YouTube videos and Role-play activities will help her to improve her ability in memorizing the new vocabulary, and the memory will be remembered for a long time.

All of the participants feel easy to memorize the new vocabulary using YouTube video. The vocabulary makes them remember the scene in the video because using video will help the students in learning new vocabulary through audio and visuals. But for the Role-play activity, there is 1 of 6 participants whose still not

comfortable playing a role. Here is the chart to summarize the data below:

Figure 4. 6. Students' Abilities in Memorizing New Vocabulary in Blended Learning
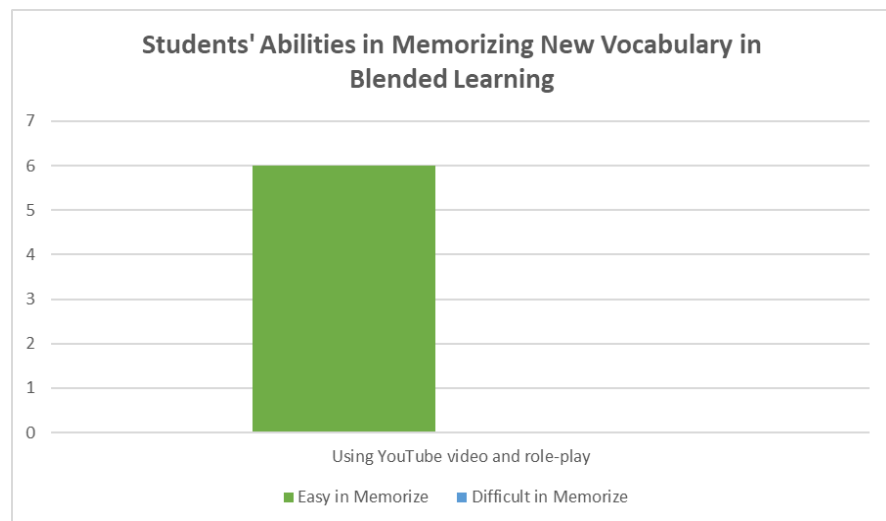
8) **How are students' abilities in spelling and pronouncing new vocabulary?**

Student 1: Yes, I get easier to pronounce and spell the new vocabulary, because I can see and hear the spell and pronunciation of the vocabulary by watching the video.

Based on the answer from Student 1, the researcher concludes that learning vocabulary using Youtube videos and Role-play activities can help him to improve his ability in

mastering vocabulary in pronounce and spelling the words correctly.

> **Student 2**: I can remember the spelling and know the pronunciation of the vocabulary because of the audio from the video. But I still have difficulties pronouncing it in speaking, especially in Role-play because I feel uncomfortable playing a role.

Based on student 2's answer, using YouTube videos can help him to memorize the spelling of the words, and he also knows the pronunciations of the words. But he still has difficulty how pronouncing the words, especially when he plays a role, he feels uncomfortable because he cannot pronounce them well.

> **Student 3**: Role-play is really helpful because the students are trained to pronounce the vocabulary and speak in public, even if we were wrong to pronounce the word, the teacher still helps us to pronounce the word correctly.

Student 3's answer shows that he can improve his ability in pronouncing and spelling the new vocabulary using YouTube videos and Role-play activities. The teacher also

takes an important role to help the students who still have difficulties pronouncing the words.

>Student 4: For spelling and pronouncing the words, I prefer video and Role-play, because I can more remember how to pronounce the words and can practice in a Role-play activity. But, when only using video, maybe I will get easier on how to pronounce and spell the words. Because the video was assisted by the Role-play activity, I try not to be wrong in how to pronounce it.

From the answer, the researcher knows that using YouTube videos and Role-play activities in learning vocabulary will help student 4 in spelling and pronouncing the words. Video is used to help the student of knowing the pronunciation and the spelling of the words, and they will observe the new words from the video. After that, they can practice pronouncing the words in Role-play activities.

>Student 5: My ability in spelling and memorizing the vocabulary are getting better because after watching the video, I can remember indirectly. And the audio also helps me to know how to

pronounce the words correctly. Then, I can practice the pronunciation through Role-play.

Student 5 feels that using YouTube videos and Role-play activities in learning vocabulary improves her ability in spelling and pronounce the words. The video helps her in observing the new words and the spelling of the words, and the audio also helps her how to pronounce the words correctly. Role-play is an activity that can help her to practice the pronunciation of the words.

Student 6: Role-play is really helpful for me to pronounce the vocabulary. And for the spelling, maybe I should focus on watching the video and rewatch the video till I remember the spelling of words.

Student 6's explanation shows that she can spell and pronounce the new vocabulary correctly after watching the video several times. From the answer, student 6 can improve her ability in master vocabulary in pronouncing the words but not in spelling the words. She needs more effort to remember the spelling of the words.

The answers from the questions above show that 5 of 6 participants can improve their ability in spelling the words

after watching the video, and 5 of 6 participants feel Role-play can improve their ability in pronouncing the words and help them to practice pronouncing the words after watching on the video. Here is the chart to summarize the data:

Figure 4. 7. Students' Abilities in Spelling and Pronouncing New Vocabulary in Blended Learning

Students' Abilities in Spelling and Pronouncing New Vocabulary in Blended Learning
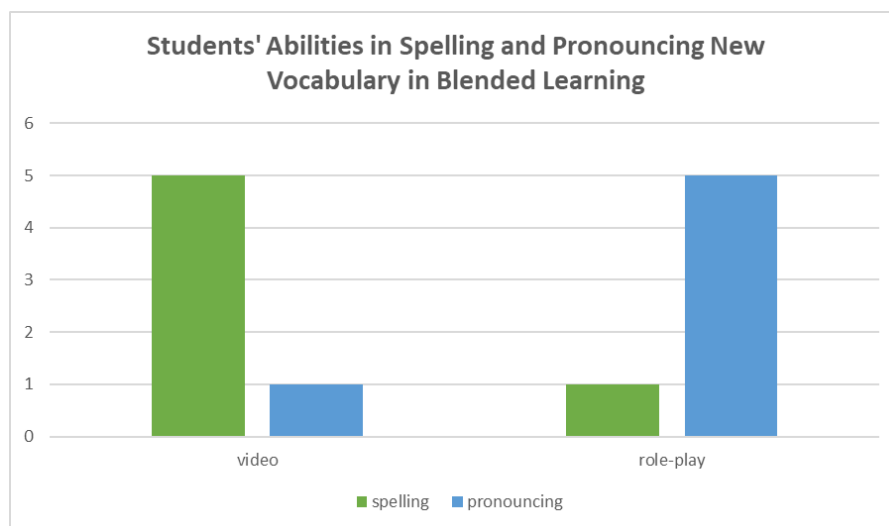
9) What are students' abilities in building sentences using the new vocabulary?

Student 1: After learning vocabulary using YouTube videos and Role-play, I get easier in building sentences.

Student 1 explained that learning vocabulary using YouTube videos and Role-play activities helps him in mastering vocabulary in building sentences. He can build sentences, so the researcher concludes that he also

understands how to use the words through speaking and writing.

> **Student 2**: After watching the video given, I still cannot make sure to build sentences using the new vocabulary, because the video only helps me to memorize. I still didn't understand the meaning and how to use the word in the sentences. I prefer to learn by the teacher's explanation.

Student 2 explained that learning vocabulary using YouTube videos and Role-play activities does not really help him build sentences because YouTube videos only help him memorize words and not understand using them. He also didn't like to play a role because he feels unconfident.

> **Student 3**: After learning vocabulary using detailed videos from YouTube, I get easier in building sentences and applying the new vocabulary while Role-play.

Using YouTube videos and Role-play activities is helping student 3 in building sentences. His statement means he can understand how to use the words orally and written.

Student 4: By using Role-play, I automatically search more often how to use the words in sentences, because if I don't understand how to use the words in the sentence, I will be embarrassed when playing a role. So, yes, my ability in building sentences is getting better.

Based on the answer from student 4, the Role-play activity makes her study harder, so she can be better at building sentences. When she gets easy in building sentences, so she can understand how to use the words orally and written.

Student 5: After getting the example of how to use the words, assisted by the explanation from the teacher and the video, I can get easier in building sentences. It can be measured by my ability in conversation through Role-play.

Student 5's explanation shows that using YouTube videos and Role-play activities in learning vocabulary is helping her in building sentences. She said confidently that her ability in building sentences improves and it can be measured by her performance in playing a role.

Student 6: Yes, I can make a sentence using new vocabulary after watching the video explanation. And I get easier and understand how to use the words after I did a Role-play.

Based on student 6's answer, the researcher concludes that student 6 can improve her ability in building sentences. It can be said that she understands how to use the words orally and written.

Based on the answers provided by participants about their ability in building sentences using the new vocabulary, 5 of 6 participants are getting easier in building sentences and understanding how to use the words. The data shows that students are having improvement in mastering vocabulary using YouTube videos and Role-play. Here is the summary of the data:

Figure 4. 8. Students' Abilities in Building Sentences in Blended Learning

Students' Abilities in Building Sentences in Blended Learning
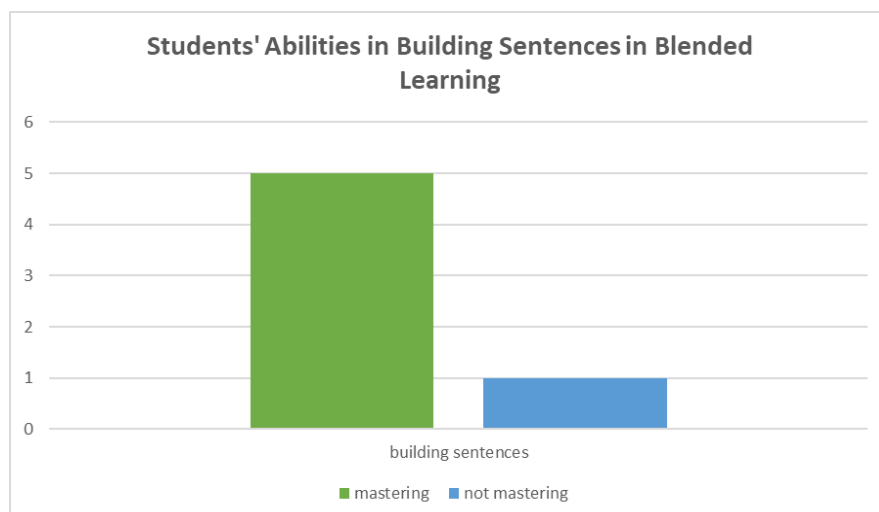
B. INTERPRETATION

This research aims to find out students' challenges in learning vocabulary and the effectiveness of teaching practice in students' vocabulary mastery for students in SMP Islam Terpadu Assalaam. Based on the research that has been done, this chapter will interpret several aspects of students' challenges in learning vocabulary and the effectiveness of teaching practice in students' vocabulary mastery based on the observation and interviews that the researcher did.

1. Checklist Observation

From the checklist observation, the researcher found the teacher's technique in teaching vocabulary is only memorizing before using YouTube videos and Role-play activities. The teacher taught vocabulary by underlining the new vocabulary in the text, then, students should write on their notes, and after that, students should memorize the new vocabulary. In the observation session, the researcher found that students have difficulties in memorizing vocabulary because they seem not interesting in memorizing the new words.

Students have difficulties not only in memorizing the new vocabulary but also in spelling and pronouncing the words. The researcher found that lots of students are wrong in pronouncing the words and forget in spelling the words. Students also have difficulties in building sentences, both orally and in writing.

After using YouTube videos and Role-play activities as teaching techniques in the class, the researcher found that students become more active in the class and the environment changed to become more joyful and interesting. The teacher used a Role-play activity to measure the students' ability in mastering vocabulary. This checklist observation answers the researcher's focus on the problem of students' challenges in learning vocabulary.

2. Semi-structured Interviews

In this semi-structured interview, the researcher will interpret the answers from the 6 participants of this research:

a. Based on the answer from student 1, learning vocabulary using YouTube videos is better than just PPT, especially when the videos are entertaining to watch. He has less interest to learn vocabulary only by PPT. The researcher concludes that teaching vocabulary only using PPT is not suitable for him and for other students with the type of student 1 will lose their interest in learning vocabulary if the media and techniques are not interesting. An interesting video to learn vocabulary is the video with a detailed explanation. After learning new vocabulary using YouTube videos and Role-play activities, student 1 can remember the words clearly. Learning vocabulary using Youtube videos and Role-play activities can help him to improve his ability in mastering vocabulary in pronouncing and spelling words correctly. learning vocabulary using YouTube videos and Role-play activities helps him in mastering vocabulary in building sentences.

b. Student 2's perception of using YouTube videos and Role-play shows that these methods are not suitable for him because he feels that teacher's explanation is easy for him to understand the material. Student 2 has less interest in the

teaching technique using YouTube videos and Role-play activities because he feels it is difficult for him if he has some questions, except the video gives a detailed explanation. He also has less confidence to play a role. From his statement, the researcher concludes that he has a lot of pressure and can forget the material if he has to play a role in front of the class. Learning vocabulary using YouTube videos and Role-play activities does not really help him build sentences because YouTube videos only help him memorize words and not understand using them. He also didn't like to play a role because he feels unconfident.

c. Student 3 mentioned video as a medium and combine the explanation from the video and teacher. Student 3 has interested to learn new vocabulary using YouTube videos and Role-play activities. Student 3 felt the teaching technique from the teacher is interesting enough, but he needs more suitable media to make the teaching and learning process to become more interesting. YouTube videos and Role-play activities is an interesting teaching technique for him. He is a type of student who can memorize material easily. Student 3's answer shows that he can improve his ability in pronouncing and spelling the new vocabulary using YouTube videos and Role-play activities.

d. Based on the answer from student 4, the student needs interesting media to make the learning process to become more joyful. From the answer, the researcher concludes that she felt the media used before are boring. Learning new vocabulary using YouTube videos and Role-play activities is interesting. Student 4 has interest to learn vocabulary using YouTube videos and Role-play activities. These teaching techniques help student 4 to memorize easily starting with the use of the words, the pronunciation, and the spelling of the words because after watching the video the students will practice in the Role-play activities. She also felt that the Role-play activity really help her memorize the material indirectly. From the answer, the researcher knows that using YouTube videos and Role-play activities in learning vocabulary will help student 4 in spelling and pronouncing, and understanding how to use the words.

e. Student 5 felt interesting in the teaching technique using YouTube videos and Role-play activities. The video helps her memorize audio and visuals, and playing a role helps her in practicing the words, so she has long-term memory of the meaning of the words. Student 5 felt that using YouTube videos and Role-play activities in learning vocabulary improves her ability in spelling and pronounce the words.

Using YouTube videos and Role-play activities in learning vocabulary also helping her in building sentences. She said confidently that her ability in building sentences improves and it can be measured by her performance in playing a role.

f. Student 6 had less interest in learning vocabulary. From her statement, the teacher should change the teaching technique and media to learn vocabulary for students who has less interest in learning vocabulary as student 6. Based on the answer from student 6, learning vocabulary using YouTube videos and Role-play activities is more interesting than before. Student 6 has less interest in learning vocabulary, but these teaching techniques help her to get more interested in learning vocabulary. Learning vocabulary using YouTube videos and Role-play activities will help her to improve her ability in memorizing the new vocabulary, and the memory will be remembered for a long time. she can spell and pronounce the new vocabulary correctly after watching the video for several times. From the answer, student 6 can improve her ability to master vocabulary by pronouncing the words but not by spelling the words.

CHAPTER V

CONCLUSIONS AND SUGGESTIONS

A. Conclusions

Based on the research result in chapter IV, it was obtained some conclusions as follows:

1. Checklist observation

   Teacher's teaching technique in teaching vocabulary is only memorizing the words before using YouTube videos and Role-play activities. Students had difficulties in learning vocabulary by memorizing techniques. Their difficulties are not only in memorizing the words, but also in spelling, pronouncing, and understanding the words. After using YouTube videos and Role-play activities in learning vocabulary, the students seem more active in the class, and the environment changed to become more joyful and interesting.

2. Semi-structured interviews

   a. Teaching techniques

   Teacher's teaching techniques were by the explanation from the teacher, and then students should memorize the new vocabulary that they met in the text.

   b. Media

   Based on answers from the participants, there are several suitable media for the students to learn vocabulary. From the answers, 5 of 6 participants need such interactive media. 3 of the 6 participants mentioned video as the media that is suitable for them. 1 of 6 participants mentioned quizzes, and 1 of 6 participants said that he already feels comfortable using Google Meet as a medium and the explanation from the teacher.

   c. Students' motivation

   After learning vocabulary using YouTube videos and Role-play activities, 5 of the 6 participants are interesting to learn vocabulary. All of the participants feel easy to memorize the new vocabulary using YouTube videos, but 1 of 6 participants was still not comfortable playing a role.

d. Students mastery of vocabulary

The answers from the questions above show that 5 of 6 participants can improve their ability in spelling the words after watching the video, and 5 of 6 participants feel Role-play can improve their ability in pronouncing the words and help them to practice pronouncing the words after watching on the video. Based on the answers provided by participants about their ability to build sentences using the new vocabulary, 5 of 6 participants are getting easier in building sentences and understanding how to use the words.

B. Suggestions

Referring to the conclusions above, several points are suggested as follows:

1. For the teacher, the teacher should upgrade the teaching techniques. The teacher must give more attention to the students who have less interest in learning vocabulary, and on the students' needs in the classroom activity. Teachers should be more creative and be able to create a good atmosphere so the teaching and learning process will be more exciting and enjoyable.

2. For the students, they have to pay attention to their teacher while the teaching and learning process. They also have to improve their vocabulary knowledge in order to master vocabulary and improve their self-confidence. They should not worry about making mistakes. From their mistakes, they can learn many things by practice.

3. For other researchers, this finding is basic information to find out the challenges of teaching practice for students mastering vocabulary in blended learning.

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APPENDICES

Apendix 1

Lesson Plan

RENCANA PELAKSANAAN PEMBELAJARAN

(RPP)

Sekolah   : SMPIT Assalaam

Mata Pelajaran   : Bahasa Inggris

Kelas/ Semester   : IX / 1 (Ganjil)

Alokasi Waktu   : 2 JP (1x Pertemuan)

Materi Pokok   : Teks Interaksi Interpersonal; Menyatakan Harapan, Doa, Dan Ucapan Selamat Atas Suatu Kebahagiaan Dan Prestasi

A. STANDAR KOMPETENSI

Siswa mampu mengucapkan kosa kata, berkomunikasi, dan mengingat penulisan kosa kata dalam Bahasa Inggris dengan baik dan benar.

B. KOMPETENSI DASAR

Siswa mampu:

1. Membandingkan fungsi sosial, struktur teks, dan unsur kebahasaan beberapa teks naratif lisan dan tertulis dengan memberi dan meminta informasi terkait *fairytales,* pendek dan sederhana, sesuai dengan konteks penggunaannya.
2. Menangkap makna secara kontekstual terkait fungsi sosial, struktur teks, dan unsur kebahasaan teks naratif, lisan, dan tulis, sangat pendek dan sederhana, terkait *fairytales.*
3. Megeja dan mengucapkan kosa kata dan berkomunikasi terkait fungsi sosial, struktur teks, dan unsur kebahasaan teks

naratif, lisan, dan tulis, sangat pendek dan sederhana, terkait *fairytales.*

C. TUJUAN PEMBELAJARAN

Setelah mengikuti proses pembelajaran, peserta didik diharapkan dapat:

1. Menirukan beberapa contoh percakapan, dengan ucapan dan tekanan kata yang benar
2. Mengidentifikasi ungkapan harapan, doa, dan ucapan selamat atas suatu kebahagiaan dan prestasi dari teks yang dibaca
3. Menanyakan hal-hal yang tidak diketahui atau yang berbeda.
4. Menentukan ungkapan yang tepat secara lisan/tulis dari berbagai situasi lain yang serupa.
5. Menyusun teks interaksi interpersonal lisan dan tulis sangat pendek dan sederhana yang melibatkan tindakan menyatakan harapan, doa, dan ucapan selamat atas suatu kebahagiaan dan prestasi, dan menanggapinya, dengan memperhatikan fungsi sosial, struktur teks, dan unsure kebahasaan yang benar dan sesuai konteks.

D. MEDIA PEMBELAJARAN & SUMBER BELAJAR

Media : Google Classroom, Worksheet atau lembar kerja, Lembar penilaian via Google Form, Video.

Alat/Bahan : Laptop, infocus (saat PTMT)

Sumber Belajar : Buku Bahasa Inggris Kelas IX, Ms.Power Point, Video pembelajaran YouTube.

E. KEGIATAN PEMBELAJARAN

Pendahuluan (10menit)

1. Melakukan pembukaan dengan salam pembuka dan berdoa untuk memulai pembelajaran, memeriksa kehadiran peserta didik sebagai sikap disiplin.
2. Mengaitkan materi/tema/kegiatan pembelajaran yang akan dilakukan dengan pengalaman peserta didik dengan materi/tema/kegiatan sebelumnya serta mengajukan pertanyaan untuk mengingat dan menghubungkan dengan materi selanjutnya.
3. Menyampaikan motivasi tentang apa yang dapat diperoleh (tujuan & manfaat) dengan mempelajari materi : Struktur Teks dan Unsur Kebahasaan Ungkapan Harapan Dan Doa Atas Suatu Kebahagiaan Dan Prestasi.
4. Menjelaskan hal-hal yang akan dipelajari, kompetensi yang akan dicapai, serta metode belajar yang akan ditempuh.

Kegiatan Inti (40 Menit)

KEGIATAN LITERASI

Peserta didik diberi motivasi dan panduan untuk melihat, mengamati, membaca dan menuliskannya kembali. Mereka diberi tayangan dan bahan

bacaan terkait materi Struktur Teks dan Unsur Kebahasaan Teks Ungkapan Harapan Dan Doa Atas Suatu Kebahagiaan Dan Prestasi.

CRITICAL THINKING (BERPIKIR KRITIK)

Guru memberikan kesempatan untuk mengidentifikasi sebanyak mungkin hal yang belum dipahami, dimulai dari pertanyaan faktual sampai ke pertanyaan yang bersifat hipotetik. Pertanyaan ini harus tetap berkaitan dengan materi Struktur Teks dan Unsur Kebahasaan Ungkapan Harapan Dan Doa Atas Suatu Kebahagiaan Dan Prestasi.

COLLABORATION (KERJASAMA)

Peserta didik dibentuk dalam beberapa kelompok untuk mendiskusikan, mengumpulkan informasi, mempresentasikan ulang, dan saling bertukar informasi mengenai Struktur Teks dan Unsur Kebahasaan Ungkapan Harapan Dan Doa Atas Suatu Kebahagiaan Dan Prestasi.

COMMUNICATION (BERKOMUNIKASI)

Peserta didik mempresentasikan hasil kerja kelompok atau individu secara klasikal, mengemukakan pendapat atas presentasi yang dilakukan kemudian ditanggapi kembali oleh kelompok atau individu yang mempresentasikan

CREATIVITY (KREATIVITAS)

Guru meminta peserta didik memainkan peran dengan kosa kata yang ditemui mengenai Struktur Teks dan Unsur Kebahasaan Ungkapan Harapan Dan Doa Atas Suatu Kebahagiaan Dan Prestasi. Guru dan siswa membuat kesimpulan tentang hal-hal yang telah dipelajari terkait Struktur Teks dan Unsur Kebahasaan Ungkapan Harapan Dan Doa Atas Suatu Kebahagiaan Dan Prestasi. Peserta didik kemudian diberi kesempatan untuk menanyakan kembali hal-hal yang belum dipahami

Penutup (10 menit)

1. Peserta didik membuat rangkuman/simpulan pelajaran tentang point-point penting yang muncul dalam kegiatan pembelajaran yang baru dilakukan.
2. Guru membuat rangkuman/simpulan pelajaran.tentang point-point penting yang muncul dalam kegiatan pembelajaran yang baru dilakukan.

F. PENILAIAN HASIL PEMBELAJARAN

Penilaian Pengetahuan; berupa tes tertulis pilihan ganda & tertulis uraian, tes lisan / observasi terhadap diskusi tanya jawab dan percakapan serta penugasan

Penilaian Keterampilan; berupa penilaian unjuk kerja, penilaian proyek, penilaian produk dan penilaian portofolio, penilaian kemampuan berbicara, penilaian pemahaman siswa terhadap cara penggunaan kosa kata terhadap kalimat.

Apendix 2

Checklist Observation

No.	Aspects are observed	The result of observation	
		yes	no
8.	The teacher's technique in teaching vocabulary is only memorizing before using YouTube videos and Role-Play activities	✓	
9.	Students have difficulties in memorizing vocabulary before using YouTube videos and Role-Play activities	✓	
10.	Students have difficulties in spelling and pronouncing the new vocabulary before using YouTube videos and Role-Play activities	✓	
11.	Students lack building sentences before using YouTube videos and Role-Play activities	✓	
12.	Using YouTube videos as media in online class	✓	
13.	Using Role-Play activity in offline class	✓	

14.	Using YouTube videos and Role-Play activities are making students more active in the class	✓	

Apendix 3

Semi-structured Interview

Topic	Sub-topic	Question
Teaching practice using YouTube videos and Role-play activity	Teaching techniques	What kind of learning system is practiced in this school during the first pandemic? When did the school practice a blended learning system?
	Media	What media that teachers used for blended learning?
		What are the suitable media for the students to learn vocabulary in blended learning?
		What are students' perceptions to learn vocabulary with YouTube videos and Role-play activities in blended learning?
	Students' motivation	How are students interested to learn vocabulary without YouTube videos and Role-play activities in blended learning?

		How are students interested to learn vocabulary using YouTube videos and Role-play activities in blended learning?
	Students mastery of vocabulary	How are students' abilities in memorizing new vocabulary?
		How are students' abilities in spelling and pronouncing new vocabulary?
		What are students' abilities in building sentences using the new vocabulary?

Apendix 4

Documentation
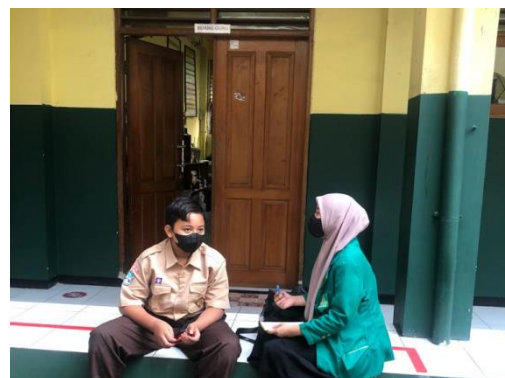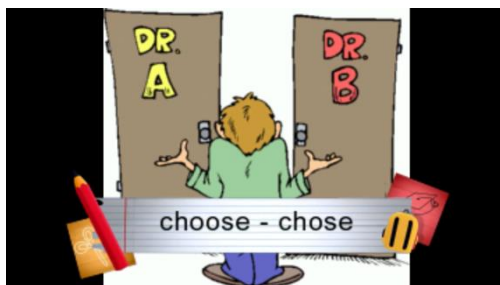
Apendix 5

Guidance Consultant Letter

UNIVERSITAS MUHAMMADIYAH JAKARTA
FAKULTAS ILMU PENDIDIKAN
KARTU KONSULTASI BIMBINGAN SKRIPSI

Nama / No. Pokok : DYAZ GALUH IRIANTO
Program Studi : Pendidikan Bahasa Inggris
Judul : The Challenges of Teaching Practice in For Students Mastering Vocabulary in Blended Learning

Masa Bimbingan : 25 Maret 2022 s.d 25 September 2022
Pembimbing : Dr. Muhammad Sofian Hadi, M.Pd.

No.	Tanggal	Uraian	Paraf Pembimbing
1.	21-Maret-2022	Memberikan bimbingan mengenai struktural pembahasan *Chapter* 1	
2..	23-Mei-2022	Revisi *Chapter* 1 : pembahasan mengenai referensi	
3.	25-Mei-2022	Revisi *Chapter* 1 : pembahasan mengenai referensi	
4.	30-Juni-2022	Mengajukan isi *Chapter* 2	
5.	4-Juli-2022	Revisi *Chapter* 2 : pembahasan mengenai teori penelitian	
6.	6-Juli-2022	Revisi *Chapter* 2 : pembahasan mengenai media penelitian	
7.	12-Juli-2022	Mengajukan isi *Chapter* 3	
8.	14-Juli-2022	Revisi *Chapter* 3 : pembahasan mengenai teknik pengumpulan data	
9.	1-Agustus-2022	Pengajuan *Chapter* 4	
10.	1-Agustus-2022	Revisi *Chapter* 4 : pembahasan mengenai penemuan data	
11.	3-Agustus-2022	Pengajuan *Chapter* 4 & 5	
12.	3-Agustus-2022	Acc *Chapter* 4 & 5	

DITETAPKAN DI : JAKARTA
PADA TANGGAL :

Mengetahui,
Ketua Prodi

Mutiarani, M.Pd.

Pembimbing,

Dr. Muhammad Sofian Hadi, M.Pd.
NIP.

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Apendix 6

Witnessed Thesis Examination

UNIVERSITAS MUHAMMADIYAH JAKARTA
FAKULTAS ILMU PENDIDIKAN
Jl. KH. Cirendeu – Ciputat, 15419. Telp. 7442028 Fax. 7442330

KARTU MENYAKSIKAN UJIAN SKRIPSI

Nama : Dyaz Galuh Irianto

NIM : 2018850057

Program Studi : Pendidikan Bahasa Inggris

No.	Hari/Tanggal	Nama Peserta Ujian	Judul Skripi	Paraf Ketua Sidang
1	Minggu, 7/8/22	Rafly Dwi Putra	The Impact of Stand Up Comedy On Students Listening Comprehension	
2	Minggu, 7/8/22	Salsabila Rophi K.	Students' Perceptions on How M-Learning Improves Students' Reading Comprehension	
3	Minggu, 7/8/22	Rano Salsabila	Utilizing YouTube in Enhancing Students' skill of Speaking	
4	Senin, 8/8/22	Nindy Astari	Blended Scaffolding Method Effectiveness Through WhatsApp for Learning and improving writing process	
5	Senin, 8/8/22	Halimatusso'diyyah	Debate as a Method for Speaking Ability Mastery in EFL: How Effective is it?	
6	Selasa, 9/8/22	Arij Dandra Taqiyyah	Arirang News Portal as a Basic Grammar Tool For Students' English Proficiency	
7	Selasa, 9/8/22	Nadia Kosi	The Use of Drama Fantasy Movie Christopher Robin to Improve Students narrative Writing	
8	Selasa, 9/8/22	Tresno Nur Andini	Cognitive Diversity of EFL Student Scaffolding Method to Improve Speaking Ability	
9	Rabu, 10/8/22	Anna Resky	The effect of English Pop Song In Teaching Listening	
10	Rabu, 10/8/22	Yulsa Firza	Innovating in language teaching: Intensifying Puri Viera YouTube In grammar	

Mengetahui,
Ka. Prodi,

(Nuraeni, M.Pd)

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Apendix 7

Research Permission Letter

UNIVERSITAS MUHAMMADIYAH JAKARTA
FAKULTAS ILMU PENDIDIKAN
Jln. KH. Ahmad Dahlan Cireundeu - Ciputat, 15419 Telp. (021) 7442028 Fax. (021) 7442330
Website : www.fip.umj.ac.id, Email:fip@umj.ac.id

Nomor : 64/F.8-UMJ/VII/2022   20 Juli 2022
Sifat   : Penting
Perihal : Permohonan Penelitian

Kepada Yth.,
Bapak/ Ibu Kepala Sekolah
SMPIT Assalaam
di
    Tempat

Assalamu'alaikum wr. Wb.

Semoga Allah SWT melindungi dan memberi keberkahan kepada kita semua dalam menjalankan aktivitas sehari-hari. Amin.
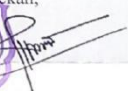
Bersama ini kami sampaikan kepada Bapak/Ibu bahwa mahasiswa/i kami, atas nama:

Nama	:	Dyaz Galuh Irianto
No. Pokok	:	2018850057
Program Studi	:	Pendidikan Bahasa Inggris (PBI)
Judul Skripsi	:	Challenges for Blended Learning : The Teaching Practice For Students in Mastering Vocabulary

saat ini sedang melaksanakan tugas akhir (skripsi). Sehubungan dengan hal di atas, kami mohon agar kiranya Bapak/Ibu berkenan memberikan izin kepada mahasiswa/i tersebut untuk mengadakan Penelitian di lembaga yang Bapak/Ibu pimpin.

Demikian, atas perhatian dan perkenan Bapak/Ibu kami ucapkan terima kasih.

Wabillahitaufiq walhidayah
Wassalamu'alaikum wr.wb.

Dekan,

Dr. Iswan, M.Si.

Apendix 8

Letter of Research Complection from the school

YAYASAN MUJAHIDIN PEGAWAI PERTANIAN
BIDANG PENDIDIKAN

SMP ISLAM ASSALAAM

JL. Damarsari III No. 27A Komplek Perumahan Departemen Pertanian Jatipadang Pasar Minggu Jakarta Selatan 12540
Telp. 021-7812950 email : smp.islam.assalaam@gmail.com website : smpit-assalaam.sch.id

Nomor : 046 /S-Ketr/SMPI-As/VIII/2022
Lam : _
Hal : Penelitian Skripsi

Kepada Yth.
Dekan Universitas Muhammadiyah Jakarta
Fakultas Ilmu Pendidikan

Yang bertanda tangan di bawah ini :

Nama : Drs. Akhyudi
Jabatan : Kepala Sekolah

Menerangkan bahwa :

Nama : DYAZ GALUH IRIANTO
Tempat, tanggal Lahir : Jakarta, 18 April 1999
NPM : 2018850057
Universitas : Universitas Muhammadiyah Jakarta
Program Studi : Pendidikan Bahasa Inggris

Telah kami setujui untuk mengadakan Penelitian Skripsi di SMP ISLAM ASSALAAM yang dilaksanakan pada
Tanggal 14 Juli 2022 sampai 1 Agustus 2022 dalam rangka penyusunan tugas akhir skripsi, dengan judul:

"Thr Challenges of Teaching Practice for Students in Mastering Vocabulary"

Demikian surat keterangan ini dibuat dengan sesungguhnya untuk dipergunakan sebagaimana mestinya

Dikeluarkan : di Jakarta
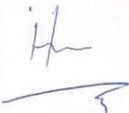Pada Tanggal : 1 Agustus 2022
Kepala Sekolah

Drs. Akhyudi

Apendix 9

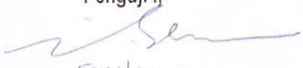**Guidance Consultant Letter After Thesis Defense**

UNIVERSITAS MUHAMMADIYAH JAKARTA
F A K U L T A S I L M U P E N D I D I K A N
Jln. KH. Ahmad Dahlan Cireundeu - Ciputat, 15419 Telp. (021) 7442028 Fax. (021) 7442330
Website : www.fip.umj.ac.id, Email:fip@umj.ac.id
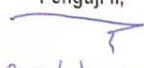
Nama Mahasiswa:
DYAZ GALUH IRIANTO

BIMBINGAN PASCA SIDANG SKRIPSI
PROGRAM STUDI PBI
FAKULTAS ILMU PENDIDIKAN
UNIVERSITAS MUHAMMADIYAH JAKARTA
Hari Senin 05 September 2022

TANGGAL	KEGIATAN PEMBIMBINGAN	PARAF DOSEN
10/09/2022	Revision ok	
	Revision	
27/09/2022	Acc	

Penguji I,

Zaitun

Penguji II,

Lizyatul Izzah, M.Pd

Apendix 10

Curriculum Vitae

Nama	: **Dyaz Galuh Irianto**
Tempat, tanggal lahir	: **Jakarta, 14 April 1999**
Jenis kelamin	: **Perempuan**
Agama	: **Islam**
Alamat	: **Jl. Kebagusan raya, Gg. Wates, Rt.11/Rw.005, No.10, Jagakarsa, Jakarta Selatan**
No. telepon	: **089652091604/081384408966**
Riwayat pendidikan	:

- **Universitas Muhammadiyah Jakarta**
- **SMAN 7 Jakarta**
- **SMP Islam Terpadu Assalaam**
- **SDN 14 Pagi**