

**Strategies for Using Google Classroom to Teach English in a Blended
Learning Mode: A Report from Public and Private Vocational High Schools'
English Teachers**



A Thesis

Submitted to English Language Study Program as a Partial Fulfilment of the
Requirements for an S.Pd. Degree

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ENGLISH IN A BLENDED LEARNING MODE: A REPORT FROM
PUBLIC AND PRIVATE VOCATION HIGH SCHOOLS' TEACHERS**

is the result of my scientific work and not made by someone else or
plagiarized or modified by someone else's work. If this statement is not
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MOTTO

“Indeed, with hardship [will be] ease.”

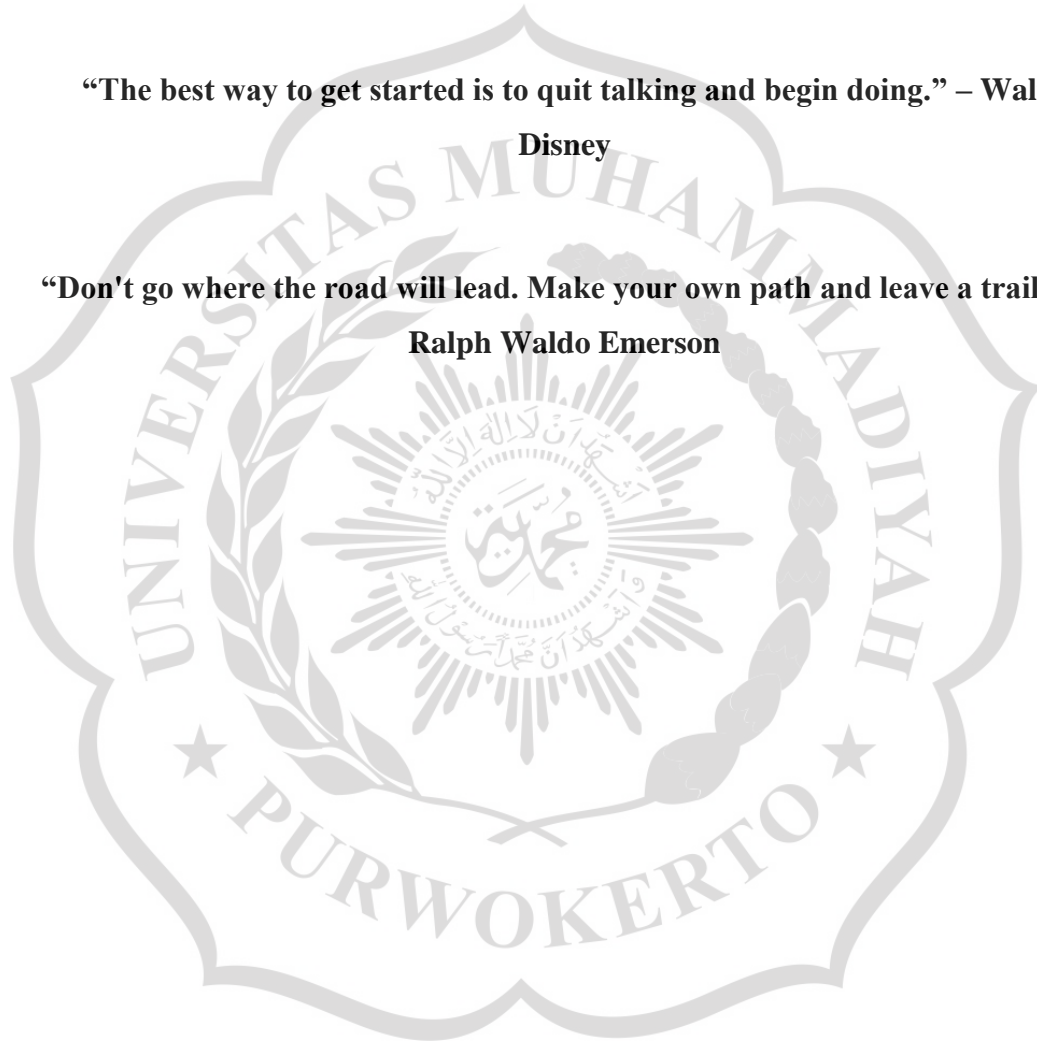
(Q.S Al-Insyirah 5)

“The best way to get started is to quit talking and begin doing.” – Walt

Disney

“Don't go where the road will lead. Make your own path and leave a trail.” –

Ralph Waldo Emerson



DEDICATION

Bismillah

I dedicate this thesis to:

1. I dedicate this final project to my father and mother, thank you for the prayers, enthusiasm, motivation, sacrifice, advice and love that have never stopped until now.
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The writer realizes this study still has a weakness, but this thesis may be helpful for readers. Thus, suggestions from readers will be appreciated.

Wassalamu‘alaikum Wr.Wb.

Purwokerto, August 17, 2023

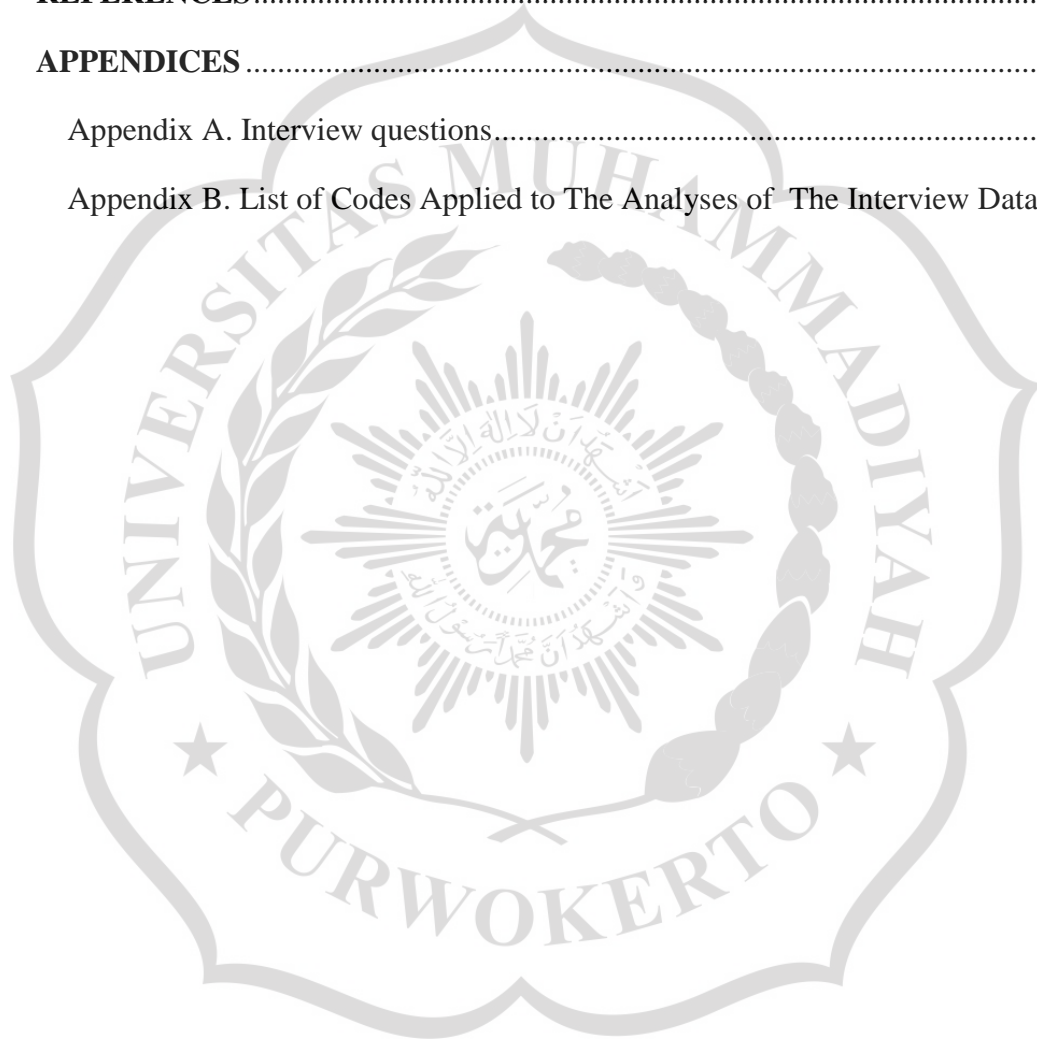
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ABSTRACT

This study investigates strategies in using Google Classroom to teach English in blended learning that public and private vocational high schools' English teachers reported. It utilized in-depth semi-structured interviews to gain insight into the investigated strategies. This research is intended to explore the strategies of English teachers in using Google Classroom in blended learning included, offline teaching strategies, online teaching strategies, and combining online and offline strategies. Teachers from both groups reported the similarities and differences strategies used in using Google Classroom in blended learning. Regarding similarities, they reported using learning strategies by offline or online strategies. Concerning the differences, the two groups of teachers differed in reporting their implementation blended learning. This study considers that the internet connection and materials may have affected teachers' report. In conclusion, teachers have no significant differences in implementing blended learning using Google Classroom. This study contributes to a better understanding of the strategies used by public and private teachers in using Google Classroom in blended learning.

Key Words: *Learning Strategies , Blended Learning, Google Classroom*

