# ABSTRACT

In this pandemic era, blended learning model applied in school one of them in teaching EFL. Blended learning is a relatively new field that combines traditional teaching approaches with online learning. Other than that, students’ engagement is a key aspect in the improvement of getting to know in classroom. The purpose of this research is to find out students’ engagement in blended learning in EFL reading classroom from the teacher's point of view. This research guided by qualitative research approach with case study design. This research was conducted at one of junior high school in Garut. The participants in this research are three English teachers from that school. The data was collected through face-to-face and online interviews. To analyze the data of this research, researcher used inductive analysis data. The findings of this research based on teachers’ perception from participants are behavioral engagement of students in blended learning in EFL reading classroom have the same position between offline and online learning in classroom. Cognitive engagement of students in blended learning in EFL reading classroom more positive when offline learning than when online learning. Emotional engagement of students in blended learning in EFL reading classroom more positive when offline learning than when online learning. It means that in blended learning, student involvement is more likely to look good or positive during offline learning compared to online learning.

***Keyterms : Blended Learning, Students’ Engagement, EFL Reading Classroom, Teachers’ Perception***

# ABSTRAK

*Di era pandemi ini, model blended learning diterapkan di sekolah salah satunya dalam pembelajaran EFL. Blended learning adalah bidang yang relatif baru yang menggabungkan pendekatan pengajaran tradisional dengan pembelajaran online. Selain itu, keterlibatan siswa adalah aspek kunci dalam peningkatan mengenal di kelas. Tujuan dari penelitian ini adalah untuk mengetahui keterlibatan siswa dalam blended learning di kelas membaca EFL dari sudut pandang guru. Penelitian ini berpedoman pada pendekatan penelitian kualitatif dengan desain studi kasus. Penelitian ini dilakukan di salah satu SMP di Garut. Partisipan dalam penelitian ini adalah tiga guru bahasa Inggris dari sekolah tersebut. Pengumpulan data dilakukan melalui wawancara tatap muka dan online. Untuk menganalisis data penelitian ini, peneliti menggunakan data analisis induktif. Temuan penelitian ini berdasarkan persepsi guru dari peserta adalah keterlibatan perilaku siswa dalam blended learning di kelas membaca EFL memiliki posisi yang sama antara pembelajaran offline dan online di kelas. Keterlibatan kognitif siswa dalam pembelajaran campuran di kelas membaca EFL lebih positif saat pembelajaran offline dibandingkan saat pembelajaran online. Keterlibatan emosional siswa dalam pembelajaran campuran di kelas membaca EFL lebih positif saat pembelajaran offline daripada saat pembelajaran online. Artinya dalam blended learning, keterlibatan siswa lebih cenderung terlihat baik atau positif selama pembelajaran offline dibandingkan dengan pembelajaran online.*

***Kata kunci : Pembelajaran Blended, Keterlibatan Siswa, Kelas Membaca EFL, Perspektif Guru***