

**WEB-BASED COURSE IMPLEMENTATION IN HIGH SCHOOL:
PRACTICE, BENEFITS, AND CHALLENGES**

A THESIS

Submitted in partial fulfillment of the requirements for the Magister's Degree in
English Education



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Web-based Course Implementation in a High School: Practice, Benefits and Challenges

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Web-based Course Implementation during Post-COVID 19 Pandemic in High
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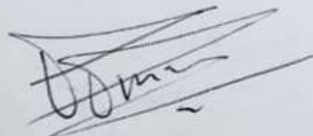
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ABSTRACT

A web-based course has often been perceived as an alternative to online learning, leading many teachers to use it during the COVID-19 pandemic and prompting researchers to study its use. However, when things return to normal and teachers and students go back to traditional classrooms, the role of web-based courses becomes questionable. Research on this topic also remains limited. This study aimed to address this by examining the implementation of web-based courses in face-to-face classes, along with their benefits and challenges. Data was gathered from interviews with an experienced English teacher, observations, and document analysis. This information was analyzed qualitatively to understand how the teacher incorporated web-based courses into traditional classroom settings. Additionally, a questionnaire was used in a pilot study to select the most suitable participant. As the result, three types of web-based courses were identified; full web-based course, web-enhanced course, and web-enriched course, each with varying degrees of teacher involvement. She implemented all types of web-based course based on careful attention related to the learning goals, technical resources, and students' interests and needs. Besides, more benefits were found compared to the challenges faced by the teacher in implementing it. Therefore, to enrich the field of the study, it is recommended that further researchers investigate the impact of each benefit or challenge on the overall students' performance.

Keywords: Web-based course, traditional classrooms, benefits, challenges

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