#PENDIDIKAN

The Effect of Blended Learning on Students' Writing Analytical Exposition Text at MA Mambaul Maarif Belik

Pengaruh Blended Learning pada Menulis Teks Eksposisi Analitik Siswa di MA Mambaul Maarif Belik

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Abstract

This study aims to investigate the effect of blended learning on students' writing analytical exposition text, by implementing using quantitative approach. This study was conducted in MA Maarif Belik that involved 61 students. The data were collected through questionnaire, interview, and writing test. The finding revealed that the students got higher score in writing score after blended learning implemented. It could be seen from the score in pre test in experimental class that got score 39 and the post test gained 34 points and if it was compared with control class pre test got 37 and the post test gained 20 points. From the data showed that experimental class that using blended learning got higher score than control class. Besides, the result of calculating the percentage questionnaire above showed that the result was 70.22% which meant good category which interval was 60-79%. It could be defined that students agreed that blended learning appropriate to be applied in writing class. Then, most of the interviewee claimed that blended learning can make students more enthusiastic and motivated in learning English. Students could do the task in the class and outside classroom as a good impact is using the learning platform. However, the students and the teachermust have smartphone and internet connection, consequently, it cannot be applied to all schools, especially those school which has limited access internet as learning facilities. However, some facilities and technical procedures should be prepared in implementing blended learning.

Keywords: Blended learning, writing, students motivation

Abstrak

Penelitian ini bertujuan untuk menyelidiki pengaruh blended learning pada siswa menulis teks eksposisi analitik, dengan menerapkan menggunakan pendekatan kuantitatif. Penelitian ini dilakukan di MA Maarif Belik yang melibatkan 61 siswa. Data dikumpulkan melalui kuesioner, wawancara, dan tes menulis. Temuan ini mengungkapkan bahwa siswa mendapat skor menulis yang lebih tinggi setelah blended learning dilaksanakan. Itu bisa dilihat dari skor pre test di kelas eksperimen yang mendapat skor 39 dan post test naik 34 poin dan jika dibandingkan dengan kelas control pre test mendapat 37 dan post test naik 20 poin. Dari data menunjukkan bahwa kelas eksperimen yang menggunakan blended learning mendapat skor lebih tinggi daripada kelas kontrol. Selain itu, hasil perhitungan persentase kuesioner di atas menunjukkan bahwa hasilnya adalah 70,22% yang berarti kategori baik dengan interval 60-79%. Dapat didefinisikan bahwa siswa sepakat bahwa blended learning sesuai untuk diterapkan dalam kelas menulis. Kemudian, sebagian besar orang yang diwawancarai mengklaim bahwa blended learning dapat membuat siswa lebih antusias dan termotivasi dalam belajar bahasa Inggris. Siswa dapat melakukan tugas di kelas dan di luar kelas karena dampak yang baik adalah menggunakan platform pembelajaran. Namun, para siswa dan guru harus memiliki smartphone dan koneksi internet, akibatnya, itu tidak dapat diterapkan ke semua sekolah, terutama sekolah yang memiliki akses internet terbatas sebagai fasilitas belajar. Namun, beberapa fasilitas dan prosedur teknis harus disiapkan dalam menerapkan blended learning.

Kata kunci: Blended learning, menulis, motivasi siswa

PENDAHULUAN

Writing is one of communication tool that conveys information from written form, writing is also tool to express people ideas and to extend the information when face to face is not possible. Khan and Akter (2015) note in their study: "In our teaching-learning context, writing skill is usually considered as a clear proof of whether learners learned English well or not." Learners sit for different examinations and get grades/scores based on writing ability. Although, other three skills are more or less practiced in the class, only writing ability is assessed for grades or scores in the examination. In other word, that writing is the only one of three skills that can measure the students' ability.

Based on pre-observation at MA Mambaul Ma'arif Belik, most of students got difficulties in writing analytical exposition text, it caused that students still confused to distinguish between analytical exposition text and other text, then students got difficulty to construct the topic, students got difficulties to choose the appropriate words in writing, and developing their ideas to be a good sentence. Whereas, according to Dudley-Evans and St. John in (Khairy, 2013), argued that writing type of text, such as summaries, essay, reviews etc is factor of success in the relevant fields. Besides, the students also have low motivation in learning English.

It can be seen from the students score in English, and the students' response that inactive and had not enthusiasm in learning English. Besides, the teacher also got a problem in teaching English, such as limited time, it caused the teacher should be faced 29 until 32 students in each class. Therefore, it was tough for teacher to manage the time in order to all of the students can understand the material. Then, the teacher used explanation technique in teaching English, the teacher thought that the method that used was not effective in teaching writing. Moreover, in this research I tried to ask the teacher to use online learning and face to face learning in teaching writing, it caused the teacher never used it before, and it is something new to the students. Hopefully, it will make the students more enthusiastic and increase their motivation in writing class. It caused the method that will be used is not monotonous, and related with technology in now day in order the students will not lose technology development.

However, the students and teacher should be released that now Indonesia had been entered in industrial revolution 4.0 (digital revolution). It gives significant influence for education in Indonesia, for example technology and information that cannot be separated in human life. Even though, for student at MA Mambaul Ma'arif Belik. It made the teacher and students should collaborate to achieve the goal of learning process. To accomplish the students' proficiency in this era, the teacher should be aware of choosing the proper methodology in teaching and learning process, one of the proper ways is blended learning. Blended learning integrated how use technology in teaching and learning process, and how to combine with face to face learning in the class.

Based on the statement above, I wanted to conduct a study in teaching writing, by implementing blended learning in teaching writing analytical exposition text to foster the students' writing skill. Almost of students at MA Mambaul Ma'arif Belik spent lots of their time to chatting and update status in social media or playing game. Therefore, this research would implement blended learning which applies Facebook and google classroom, to increase the students' enthusiastic in writing. I would focus on analytical exposition text, because it is taught the syllabus and stated in the curriculum for class XI.

METHODOLOGY

The research design used quasi experimental research to apply the procedure of this study by pre test and post test. In this design, a popular approach to quasi-experiments, the experimental Group A and the control Group B are selected without random assignment. Group A and groups B took a pretest and posttest. Only the experimental group received the treatment.

According to Sugiyono, (2010:114) quasi experimental is study that is used because researchers cannot control external variables that affect in implement experiments. Quasi experimental research gives a chance to researcher for selected participants by random selection or random sampling. Each individual has been an equal pro probability of being selected from the population, ensuring that the sample would be appropriate of the population. Furthermore, qualitative data obtained through interview, questionnaire, and classroom observation during the teaching and learning process. Meanwhile, the quantitative data would be obtained by the result of students' writing and questionnaire.

FINDING AND DISCUSSION

1. The Result of Validity Try Out Test

The criteria of a test was valid when $r_{aritmatich}>r_{table}$ at level of significance was $\alpha=5\%$. Here was the result :

Table 3.2

The Result Data Of Test Try Out

No	Correlation/$r_{arithmatic}$	Sig.	r_{table}	Criteria
1	0.847	0,001	0.4093	Valid
2	0.655	0.001	0.4093	Valid

According to Table 3.1 shows that all the test was valid, with the score $r_{arithmatic}>r$ table that was 0.4093.

2. The Result of Realibility Try Out Test

The analysis of reliability result of the test was valid. The variable would be reliability if the answer of a test was consistent. To get the data, I used SPSS program and used formula "Alpha Cronbach". The result of the reliability of the test as follow:

Table 3.3

The Result of Reliability Test

No	Variable	r_{alpha}	r_{table}	Criteria
1	Test 1	0.797	0.4093	Reliable
2	Test 2	0.797	0.4093	Reliable

Table 3.3enumerates all of the questions were valid, the first and second questions got $r_{11}=0.797$. It had "Alpha Croncoah">0.4093, it means that the instruments on the test was reliable in this research.

3. The Validity of The Questionnaire

I used the formula of correlation product moment. The criteria of the questionnaires were if $r_{aritmatich}> r_{table}$ in the significant standard$\alpha=5\%$, after the questionnaires were applied.

Table 3.7 Result of the Try Out Validity Questionnaire

Criteria of Validity	Questionnaire Number
Valid	3,4,5,7,8,10,11,14, 15,17,18,19,20
Invalid	1,2,6,9,12,13,16

From the result above, the data showed that from 20 questionnaires that were given by students, there were 13 questions that were valid, and there were 7 questions that were

invalid. Meanwhile, I used 13 questionnaires to distribute in control and experimental class.

4. The Reliability of Questionnaire

The analysis result of the reliability questionnaires was using alpha formula. The criteria of questionnaire is said that reliable if $r_{11} > r_{table}$. Based on the amount of analysis reliability, the questionnaire got $r_{11} = 0.506$.

The result was compared with r_{table}, N =29 in the significant standard $\alpha = 5\%$ were obtained $r_{table} = 0.325$. Because the result was 0.506>0.325 showed that the instrument of questionnaire was included in reliable category. The result of questionnaire was 0.506 meanwhile the standard significant of the calculation of alpha got 0.325. Based on the formula determined, the result questionnaire had higher score than the result of the calculation of alpha. In conclusion, it was reliable to be used in the research.

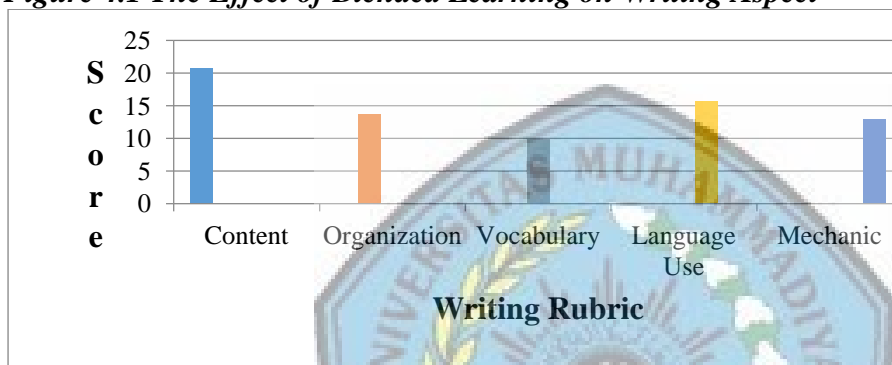### Figure 4.1 The Effect of Blended Learning on Writing Aspect

Figure 4.1 displayed the result of students writing analytical exposition using blended learning, from the data above it could be seen that the highest score got in content aspect, and the lower score got in vocabulary aspect. The content aspect got average score 20.76 it showed that most of students can create a good content in the the text. In constructing the analytical exposition text, the students were easy to construct the idea, knowlegde, and chose the topic that would be written. Therefore, they wrote text which was differences each other. Example, in a topic entitled "The importance of breakfast", there was students who develop the idea about nutrition, a good time to breakfast, the reason why people must breakfast, the impact of breakfast, the impact if people did not breakfast etc. Besides, the student also claimed that they have a freedom to develop their ideas which would be written, based on their knowledge. Therefore, it gave opportunity for students to create the text based on their understanding and thought.

Besides, in vocabulary aspect got 9.8 point. It could be concluded that the students' vocabulary was in very poor category of writing aspect score. Students in MA Mambaul Maarif still had less vocabulary, they still confused how to write some dictions like *breakfast*, the students wrote with *brekfest*, *blood* the students wrote *blad* etc). Besides, the students in MA Maarif Belik also unfamiliar with the simple vocabulary (many, more) they could not differentiate pronoun (her,his,our), and some students still confused the appropriate vocabulary that can be used in their sentences. The example from the students who have name *Sulhan Maulana*, he wanted to write *the negative impact of social media was making the people forget everything, but he chose to use the diction <u>manufacture</u> than <u>making.</u> Hazirin decided the diction <u>schoolwork</u> to explain the task from school <u>homework</u>, Anisa wrote <u>interior moral,</u> to say about moral from insight and outside in* their writing result.

To measure the effect of blended learning on students writing analytical exposition

text, I analyzed the students writing result after getting treatment through writing scoring rubric which has five aspects. The first aspect was about content, in this aspect almost of the students wrote the text that was relevant with the topic, although still not details and complete, the students started to develop the idea, but most of students still confused to make the coherence sentences, then it made the sentences disconnected. The second aspect was about organization, in this aspect most of students wrote text with well organized, and some students made the ideas clearly. Although there was some text which was no coherence between the sentences, but the text was logic and easy to understand. Next was about vocabulary, in this aspect most of students used effective word, it was different with the students writing result in pre test which had many uneffective that applied, the number of error words decreased than in the pre test, and the student try to translate the word in English by their sentences, which meant that they lost to use online google translate in every word. Fourth aspect was about language use, the students made the text used appropriate tenses, most of students understood when they should use present tense, past tense, and future tenses. Although, there were some students still can not differentiate each of tenses. Besides, in this there were some students who wrote number clearly to show point of view in their ideas, using article a, an, and the, understood about pronoun, before the treatment the students still can not differentiate pronoun such "we, our, and us" "I,me,my, and mine", "they, their, them, and themselves," "he,his,him" and after the treatment the students made the text in appropriate pronoun. Besides, preposition that used was appropriate, although not all of students using it in appropriate condition, and there were some students who confused to differentiate between "on, and in". The last was about mechanic, in this aspect after got a treatment the students writing result increased, it can be seen from the result which showed a good paragraphing, the students was appropriate used capitalization in the title, name of place, name of people, after point, and in the first alphabet that wrote. Finally, the students writing result can be uploaded in their Facebook account, it caused the text had been meaningful and consisted of knowledge that can pursue the reader to read the text.

From five aspects in scoring writing, the aspect which have significance result is content and aspect which have low effect is vocabulary. Therefore, it can be concluded that the blended learning give an effect on students' writing, especially in content' aspect. It was represented the theory by McCarty (2013) that writing will be less burdensome with the online platforms as teachers and students can interact, collaborate and work at their own pace outside the classroom hours.

4.2 The Students' Motivation in Learning Analytical Exposition Using Blended Learning
Figure 4.2The Result of Questionnaire
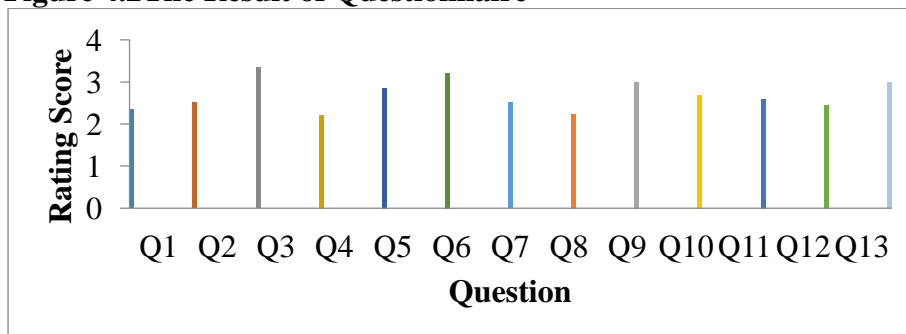
The figure 4.2 reflected that the highest score in the question number 3, 6, number 9, and number 13. The sixth number explained the students got difficulties to share their writing result in Facebook and Google Classroom got 3.21 points. This study showed that, share or posted their writing result in online class made the students difficulty, the data supported in

interview which most of students said that they felt unconfident to share their writing result. Besides, the students should have internet connetion and smarthphone which have big memory capacity to support it. It was also related with the third question which most of students agreed that internet connection was a problem for students. Then, the ninth statement the students felt enthusiasm in learning process using blended learning got 3.00 points. It meant that the students enjoy in writing class, the data also supported by interview that the students said blended learning made them not bored it caused it was something new in their writing process. The thirtheenth statement showed that blended learning made the students more active using platform as learning media got 3.00 points, the statement reflected that online platform made the students more interested to join and collaborate with the teacher in online class. Although the students active joined in online class, but almost of students still passive to ask the teacher about the material, although some of them confused. Therefore, the teacher should stimulated the students in the class in order to the students want to ask about the material which did not understand.

Beside the students' motivation in MA Maarif Belik also can seen by the result of observation which showed, the students looked enthusiasm joined in the discussion in online or in a group in the class. The students always answer the question that was given. They did the task that given. During online discussion, they always provide a response when I took comment on their writing result. They also did the task on time. Therefore, they can follow every material that I gave. Although in the first meeting, there were some students who enjoyed with their smartphone to play a game and chat with the other, after I stimulated the material and tried to control them one by one, they began to pay attention and contributed in the class. Besides, their motivation also can be seen in their expression who looked so happy and enjoy following English class. However, the average score of questionnaires which all the indicators revealed that the students motivated to learn blended learning in writing class. Therefore, the students agreed that they felt easy to understand the material. It was related with the statement by Department of Education and Early Childhood Development in the State of Victoria (2012) that said about blended learning was collaborate of traditional and technology-based learning approaches to make the learner an easy achieve their learning purpose.
It can be concluded that blended learning gave effect in increasing students motivation, although it was not significant, but blended learning encourages students to have motivation in writing aspect. Isiguzel (2014: 108-121) asserted the importance of empowering blended learning environments to increase academic achievement.In relation toblended learning and motivation, the goal of the study was to measure theeffects on motivation and success within the application of blended learningenvironments in the foreign language class.

CONCLUSION

Blended learning give an effect on the content aspect of writing which has highest points than the other aspect. It can be seen from the result of students writing, that students could develop their ideas, but they got difficulty to choose appropriate vocabulary. Beside, The students more active in online learning than in face to face learning, it could be seen from the result of questionnaire number 4 which is the lowest points and in a poor category. Therefore, the teacher should stimulate directly in face to face learning in order the students will be confidents to ask the teacher if there is material that do not understand.

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