The Effect Of Blended Learning Model To Improve Students' Writing Achievement During Covid 19 At MAN 1 Aceh Tenggara

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ABSTRACT

Blended learning is alternative teaching practice to assist students in improving their performance, which mixed two main elements, namely learning in the classroom and online learning. This study is quantitative research that aims to investigate the effect of the Blended Learning Model on the students' writing achievement. This research was conducted at MAN 1 Aceh Tenggara on Jln. Iskandar Muda No. 5 Babussalam Student Complex Kutacane, Gumpang Jaya, Kec. Babussalam, Kab. Southeast Aceh, Aceh. The existence of the Covid-19 pandemic requires the Indonesian government to adopt a home-study system policy at various levels of education. This policy is accompanied by instructions for implementing distance learning or online learning. So, the researcher use blended learning model to improve students writing achievement during covid 19 by implementation of google meet, google classroom, and WhatsApps Group to instructional Media. The population of sample are : XI Mia 1 and XI Mia 2.the experimental group was by XI Mia 1 taught by applying blended learning model and the control group was by XI Mia 2 instructed through the traditional method by lecturing method.The researcher choose this method because very benefit for teacher and student The minimum completeness criteria of English Lesson at MAN 1 Aceh Tenggara = 60. The mean score of students test on pre test = 50,43. The mean score on post test improved become = 78,14 and it reached the minimum completeness criteria score. The calculation of data by using t test and found the $t_{observation}$ = 2,077 then compared it with t_{table} = 2,030 of level alpha = 5%. It meant that $t_{observation}$ was higher that t_{table} = 26,28 > 2,040. So, the researcher concluded that there were effect of blended learning model to improve students' writing achievement during covid 19 at XI class student's of MAN 1 Aceh Tenggara in the Academic Year 2021-2022.

Keywords : *Students' achievement, writing, Blended Learning model*

I. INTRODUCTION
1. Background of Problem

There are 4 skill studying in English, they are : listening, speaking, reading, and writing. Writing is an important capability. Writing is also an excellent communication tool. Through writing, someone can freely express ideas, thoughts, and experiences through the writer's language. By writing, someone can express their ideas or abilities. Many people make writing a necessity in their daily life, for example, those who like to write scientific papers, journals, books, articles and so on. However, there are also many people who find it difficult to write for several reasons, for example writing in English, such as: they are afraid to write because they afraid of being wrong, do not believe in themselves, have no inner motivation to learn to write, confused by the rules of writing, Confused in choosing the right words, and many problems or difficulties for students in writing.

For students to achieve good writing abilities in the learning process, the teacher needs to choose a learning method that can encourage the learning process to achieve optimally. The teachers keep trying to compile and apply various learning models that able to pay attention to each of the abilities possess by their students. Because many of teachers use traditional learning, for example in MAN 1 Aceh Tenggara. Many of students feel difficulties in writing and they said bored in learning

process.wwcsss d so the researcher choose modern learning to improve students achievement in writing. One of them is the Blended Learning model. Blended learning appears as an alternative teaching practice that should be embraced by teachers to assist students in improving their performance (Vernadakis, Giannousi, Derri, Michalopoulos, & Kioumourtzoglou, 2012). According to Mosa, Yoo, & Sheets (2011), mixed learning patterns were the two main elements, namely learning in the classroom and online learning. It combines online and classroom learning activities and optimally uses resources to improve students' learning outcomes and to address the important institutional issues (Garrison & Kanuka, 2004). In MAN 1 Aceh Tenggara, during covid 19, the learning process is not effective, the teacher difficulties in teaching,because less time in teaching. So, it is difficult for the teacher to explain the material being studied.

Blended learning is a combination of multimedia technology, CDROM, video streaming, virtual classrooms, e-mail, voicemail, and others with traditional forms of classroom training and training for whatever they need. The point is the mixing of two learning approaches to create e new learning model to increase students' participation.

Implementing a blended learning model required a special effort. Learning media needed as a means of organizing online learning activities. Besides, if the the english teachers apply blended learning model, the teaching media should facilitate various activities of online English learning. Of the many types of learning media, the researcher use google meet, google classroom, and Whatsapps group to improve students writing achievement.

It enables management and control of the educational process, the measurement and evaluation of learners' performance, and the improvement of the overall level of educational attainment while providing an attractive learning environment (Shomali, 2007).

2. LITERATURE REVIEW

A. Achievement

Mifflin (2000) states that "The word 'achievement' derives from a verb 'achieve,' which means something accomplished, especially using skill, practice, or perseverance. Achievement is finishing successfully, especially for something, anything to get the result as an action to gain something. Additionally, achievement is the success of an individual. Based on the opinions above, achievement was the result, the success, the extent or ability, and the progress in learning education experiences that the individual indicates relation with his/her educational learning. Achievement concerns with what someone has learned. While aptitude is the potential for learning something. In other words, an achievement is a success in reaching a particular goal/status or standard, especially by effort, skill, courage, and so on.

Furthermore, in Bloom's taxonomy (Anderson & Krathwohl, 2001), there are three aspects of learning achievement: cognition, affection, and psychomotor. Cognition is having a basis in or reducible to empirical factual knowledge that consists of knowledge, comprehension, application, analysis, synthesis, and evaluation. Affection is the changing of behavior that affects someone willing to do something. It is an acceptance, sign with the acceptance by using their sense and responds. Psychomotor is the skill to do something, ready to do it based on physic and emotion self-control and become a habit.

In terms of school, there is school achievement, which refers to cognitive learning outcomes that are products of instruction or aimed at by instruction within a school context. Cognitive and motivational determinants of school achievement is a part of a complex model comprising individual, parental, school-related factors, and cultural background (Helmke & Schrader, 2001). Indicators of learning achievement can be seen on each institution's standard value and changes in the level of achievement of each student from year to year in all academic subjects in tests and assessments (Firmender, Gavin, & McCoach, 2014). student achievement can describe students'

level of achievement in terms of knowledge, skills, and experience of learning formulated by learning objectives for the school curriculum (Nemeth & Long, 2012). The motivation built and developed in the lecture, the competence of lecturers, student interest, and learning environments have a close relationship in maximizing student achievement (Riswanto & Aryani, 2017).

B. Writing

Writing is an extremely complex cognitive activity in which the writer has to demonstrate control of variables simultaneously. At the sentence level, these include control of contents, format, sentence structure, vocabulary, spelling, and letter formation. Beyond the sentence, the writer must be able to structure and integrate information into a cohesive and coherent paragraph and text (Nunan, 1991). Heaton (1975) stated writing skills are complex and difficult to teach, requiring mastery not only the grammatical and rhetorical devices but also conceptual and judgments elements. According to him, there are five main areas of writing skill that the students must master:

a. Language use: the ability to write correct and appropriate sentences.
b. Mechanical skill: the ability to use those conventions peculiar to the written language correctly, such as punctuation and spelling.
c. Treatment of Content: the ability to think creatively and develop thoughts, including all the relevant information.
d. Stylistic skill: the ability to manipulate sentences and use language effectively.
e. Judgment skill: the ability to write appropriately for a particular audience in mind and to select, organize, and order relevant information.

Furthermore, Brown (2000) describes that writing is a way to end up thinking of something. Writing is a psychological activity of the language used to put information in written text. Based on the discussion above, writing is the way of expressing ideas, feelings, and opinions in writing text to put information on paper to the readers. Writing is written form in expressing ideas, feelings, and opinions. Writing is a very important ability for students. It is also an excellent communication tool because writing is a process of communicating something (content) on paper to read.

In writing, the writer should do some processes to produce good writing According to Harmer (2004), the processes of writing involve planning, drafting, revising, editing, and final draft. Many kinds of writing have their characteristics. Pardiyono (2006) classifies that there are eleven genres of writing: narrative, descriptive, explanation, procedure, recount, discussion, report, news item, analytical exposition, hortatory exposition, and review. There are six benefits of writing such as 1) it could trigger curiosity and train sensitivity to see the surrounding, 2) the writer is triggered to find references which could broaden his insights, 3) the writer is trained to organize the thought and argument orderly, systematically, and logically, 4) it could decrease the level of stress and tension, 5) writer would have self-satisfaction when the writing is published or considered beneficial for others, and 6) writer would gain popularity when the writing is read by many people (Komaidi, 2007).

Writing Assessment, Hancock (1994) argues that "assessment should be viewed as an interactive process that engages both teacher and student in monitoring the student's performance." To know the students' writing achievement, a writing assessment is needed. As a productive skill, writing is perhaps the most difficult language skill to teach, and the most delicate to assess (Nodoushan, 2014). According to Dalton-Puffer, Nikula, & Smit (2010), students' writing competence can be identified based on five scales. The scales are used for a general evaluation of the students' proficiency level. The researcher used five scales to score the students' writing:

a. Content: This category considers the development and comprehension of the topic as well as the adequacy of the content of the text.

b. Organization: several factors are considered here: the organization of ideas, the structure, and cohesion of the paragraph and the clarity of exposition of the main secondary ideas.

c. Vocabulary: this category deals with the selection of words, expressions, and their usage. The appropriateness of the register used is also taken into account.

d. Language use: the use of grammar categories is taken into account, e.g., tense, number, subject-verb agreement, word order and the use of complex syntactic structure.

e. Mechanics: this category includes the evaluation of punctuation, spelling, and the use of capitalization.

Writing ability is perhaps best conceptualized as the ability to compose texts in a variety of genres that are appropriate for their audience and purpose. It is difficult, if not impossible, to generalize from a single text on a single topic composed under time constraints to this broader universe of writing. Thus, many individual teachers and writing programs have adopted portfolio assessment as a (potentially) more valid approach writing assessment (Weigle, 2007). A very new development for writing assessment is the possibility of assessing writing online. At least, theoretically, online writing assessment allows the development of tests that fit the levels, purposes, and needs of test-takers, as well as of future employers, admissions officers, etc. (Hamp-Lyons, 2002).

C. Blended Learning
## 1. Definition of Blended learning

Blended learning emerged as one of the most popular pedagogical concepts at the beginning of 2000 (Güzer & Caner, 2014). Mortera-Gutierrez (2006) mentions that this learning method is a combination of several different methods, such as the use of textbooks, Web sites, LMS, video, and other communication media. Blended learning is a term derived from English, which consists of two syllables, blended and learning. Blended means a mixture or a good combination. Blended learning is a combination of the advantages of learning that is done face-to-face and virtually. Three main models, namely, skill-driven, attitude-driven, and competency-driven models, can be applied in blended learning (Oweis, 2018). Blended learning becomes an important alternative approach to resolve the limitations of face-to-face methods and online learning (Graham, Henrie, & Gibbons, 2014). According to Bersin (2004), blended learning is the combination of different training "media" (technologies, natural process, and the case of upshot) to create an optimum training program for a specific audience. The condition "blended" means that traditional instructor-led training is supplement with other electronic formats. Thus, blended learning combines different delivery media to promote meaningful and motivating learning (Singh, 2003). There are three components of blended learning: learning environment, media, and instructional (Kaur, 2013).

The blended learning is proven consistent with traditional higher education institutions' values and enhances both the effectiveness and efficiency of meaningful learning experiences (Garrison & Kanuka, 2004). It is versatile, so it is down to the instructor's decision regarding selecting from a variety of choices, depending on the learning context, and determining the target skills that students should master by the end of the term (Okaz, 2015). Blended learning approaches may help students learn information so that they can then translate to novel situations they will encounter in their academic and professional careers, which is the hallmark of effective learning (Stockwell, Stockwell, Cennamo, & Jiang, 2015). A successful blended learning program requires the alignment of institutional, faculty, and student goals (Moskal, Dziuban, & Hartman, 2013). Besides the quality of the course and the virtual environment, students' readiness to work in their virtual study environment, and their ability to make themselves organized in a given background

and use all the given tools determine the success of its implementation (Hubackova & Semradova, 2016).

The concept of blended learning in the training program applies a learning management system (LMS). The blended learning combines face-to-face teaching with a trainer (Synchronous) and independent learning (Asynchronous). Synchoronous implementation can also be done through webinars or video conferences.

"Bonk & Graham also believes" Blended Learning learning methods are a combination of instructions from separate learning models historically, that is traditional learning done face-to-face and learning distributed systems (online). It also emphasizes computer-based technology in the defense of Blended Learning. Blended Learning-based learning began to gain popularity in 2000 and is popular in several large countries, such as: North America, Britain and Australia. [39] Through Blended Learning, all competencies / learning objectives can be fulfilled maximally because Blended Learning- based learning can be carried out freely, not bound by a place and time. Blended Learning is a combination of face-to-face learning process (offline) with e-learning learning (online) that can be carried out anywhere, anytime and by anyone. The combination of face-to-face learning (offline) and e-learning (online) is carried out in harmony, coherence and ideal.

Source: foto: https://tft.unctad.org/about/strategy/blended-learning/
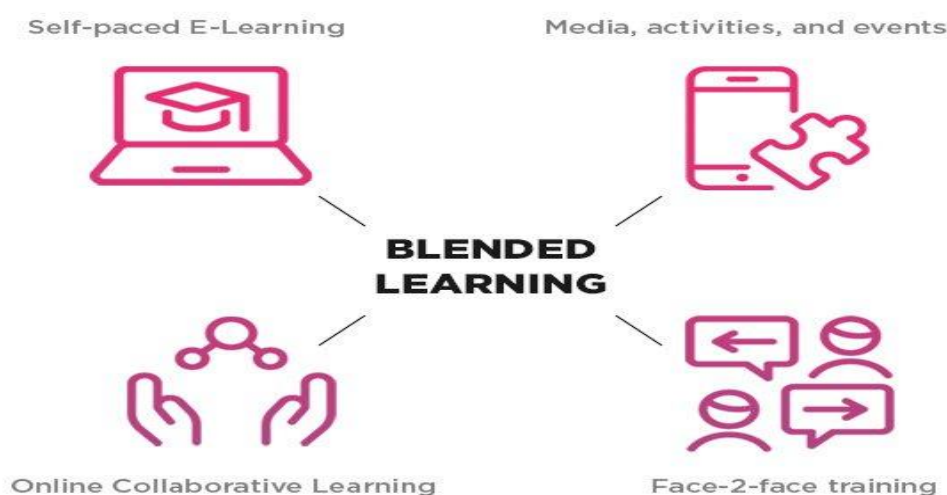
2. Advantages and Disadvantages of Blended Learning

A learning model must have advantages and disadvantages (Dwiyogo, 2018). The advantages and disadvantages of blended learning are:

a. Advantages
1. Increase a learning activity
2. Improve access and flexibility in learning
3. Relatively cheap costs and more effective learning
4. Increase active self-learning by students and reduce the amount of face-to-face time in class.
5. Help class experience by developing information and communication technology innovations.

b. Disadvantages
1. Requires a variety of technology-based media that is appropriate
2. Limit facilities
3. The minimal potential of knowledge use technology
4. Potential for plagiarism

According to the students, the main advantage of the blended-learning method is easier access to educational materials (Szadziewska & Kujawski, 2017). Besides that, the first three of the mentioned advantages of the blended- learning method (Szadziewska & Kujawski, 2016), i.e., easier access to the teaching material, better attention paid during the lectures, and faster and better communication with the lecturer, resulting in quicker and more efficient mastering of the scope of the required material both during the course as well as just before the exams.

Other challenges of implementing blended learning are self-regulation challenges and challenges in using learning technology as the key challenges that students face. Meanwhile, teachers' challenges are mainly in using technology for teaching (Rasheed, Kamsin, & Abdullah, 2020). Besides that, the connection problem is the biggest limitation faced by the students (Yağci, Çinarbaş, & Hoş, 2016). Instructions given for online tasks should be clear enough; otherwise, learners might feel lost and have difficulties in getting used to blended learning (Hisham, Che Su, & Hasan, 2006).

3. Models of Blended Learning

There are four blended learning models: rotation model, the flexmodel, the a la carte model, and the enriched virtual model.
a. Rotation models students are directed to experience various types oflearning activities, one of which is through online learning which issometimes carried out in class or computer lab. One example of this rotation model is often called a flipped classroom that directs students to participate in online activities before face-to-face sessions in class.
b. The Flex model facilitates students with online learning in class, so students can learn independently with a computer in their seats, while theteacher helps and provides guidance.
c. The A La Carte model directs students to face-to-face learning in class in most of the process activities, but they will perfect their learning activities online.
d. While the Enriched Virtual model directs students to the majority of online learning activities in class and spends little time on face-to-face activities in class.

4. Steps Blended Learning in the Classroom

Based on the data above, the researchers used an enriched virtual model, which is an enriched virtual model, content delivery, and online learning were conducted and face-to-face meetings were held when needed and only as a supplement. According to Alessi and Trollip the learning model of blended learning in English learning consists of 4 instructional stages, namely :
A. Stage one (presenting information)
B. The second stage (guiding the learner)
C. The third stage (practicing) and
D. The fourth stage (assessing learning) uses web-based learning (web- based learning).

The model for successful instruction must involve four activities or phases of instruction: (1) present information; (2) guiding students; (3) practice; and (4) assesses learning. "They went on to say," because web-basedlearning can combine various types of educational software - tutorials, hypermedia, simulations, exercises, etc. This can grow every phase ofteaching.

D. Google meet

Google Meet is a video conference application from Google that allows users to make video calls with 25 other users who have Google accounts or more in one meeting (Febriyanti, 2020; Rustaman, 2020). Google meet has advantages such as being easily accessible by teachers and

students, free of charge, besides that Google Meet has a very useful interface with a size that is not heavy and fast, prioritizes efficient management, and is easy to use (user friendly) so that it can be applied. by all users easily (Sawitri, 2020). So Google Meet is a platform from Google that can be used to make video calls that make it easier for teachers and students in learning and teaching activities.

The use of google meet in online learning is intended so that teachers and students can still interact with the interface on time even though they are in different places. Because even though teaching materials such as modules, LKPD (Student Activity Sheets), learning media (powerpoints) have been distributed to students, teachers still have to explain how the process is carried out, as well as how the techniques or steps of students in learning, students still need to be monitored first. To achieve this, Google Meet can be used as an alternative when learning online (in a network). The display of learning using google meet is presented.

Online learning activities using the google meet platform at MAN 1 Aceh Tenggara, are carried out with the teacher as the host providing a room for students to meet at google meet online. Then the teacher made a presence by asking students to be on camera. Then the teacher provides an overview of the material, technical learning, assignments, and conveys a little material that will be given to students. Through google meet teachers can deliver learning materials supported by learning media such as power points directly and on the spot even though remotely. So that students can still listen and listen to explanations while watching powerpoints such as the offline learning process (outside the network). In addition, students can also discuss with the teacher and other students to discuss the material at that time.

By utilizing Google Meet, learning and teaching activities can continue even though they are carried out remotely, besides using Google Meet students can gain new experiences in learning. Google Meet can be used as a learning tool that supports the student learning process as well as trains students to be able to take advantage of technology in their lives. However, like other online platforms, google meet also has obstacles in its use, one of which is the limited internet package or student data package so that there are some students who cannot participate in google meet. To overcome the lagging of material by students who cannot attend google meet, the teacher sends the material that has been taught through the whatsapp group so that students can still access the material and discuss it with the teacher when experiencing difficulties.

E. Google classroom

Google classroom is an application that uses the internet network using a computer and/or mobile phone (Judge, 2016). Google classroom can activate students in the learning process because this media can display text, images, and videos during the learning process. In addition, this application can simplify the activities of creating, distributing, and assessing student assignments without having to meet face-to-face (Mahayoni, 2020; Okmawati, 2020); 2) have conversations about assignments and teachers can find out student progress (Beal, 2020); 3) become a medium of interaction between teachers and students or students with other students (Liu & Chuang, 2016); and 4) accommodate and manage the time for collecting assignments by the teacher which will foster a sense of discipline and responsibility for students in doing assignments.

F. WhatsApp Group

Grover et al. (2020) states that WhatsApp groups create a condition where students can interact with each other more actively, can discuss with others better and can help each other among themselves, both during the process preparation, learning, evaluation, and feedback. This can happen because students tend to feel more confident, more courageous, and less intimidated when have to express their opinion in whatsapp group.

According to Prajana (2017), in the use of whatsapp groups for learning media There are several features in this application that can be utilized. Among others are:

1. Group Chat

This feature can be used for integration and communication between students and students teacher, either directly or indirectly. It is very profitable because both students and teachers can always reread if there is information that want them to learn more.

2. Document Share Facility

This facility is used to send documents in the form of written files, images, audio and video

3. Camera

This feature can be used to divide several activities to require picture taken in an activity

4. Gallery

This feature can be used to share or send images/videos that have been uploaded previously saved. Some research results show that the use of whatsapp groups as a English learning media online can create a condition more relaxed and conducive learning that can encourage students to be more motivated in learning the material provided. Students also tend to be more daring opinion because the opinions expressed are written so that they are more have many opportunities to think and arrange words before being delivered in group chat. As one of the research results which states that WhatsApp Groups as English learning media provide space for students to practice language, especially in improving writing skills, encourage students to stay involved in the learning atmosphere even outside the classroom, and motivate them to learn from each other (Ahmed, 2019).

G. Relevant Studies

There have been many studies conducted to find the effect of Blended Learning on students' writing skills. The first is a study conducted by Afnibar and Fajriani (2020) with the title Utilization of Whatsapp as a Communication Media between Lecturers and Students in Supporting Learning Activities also shows the results that this platform is very supportive student learning activities. Meanwhile, research conducted by Nabila and Kartika (2020) with the title Whatsapp Group as Online Lecture Media shows the results that the use of whatsapp groups as learning media can increase student activity in online classes even though they don't actually face to face, and help them in improving their academic achievement in learning English during the COVID-19 pandemic .

Yoga Gede Permana (2017) The results of his study showed that there were some improvements in student scores in writing while doing the learning process through the Blended Learning system.   Hadi Baskoro. The resultsof his research on the use of blended learning through Whatsapp application in the learning process showed a significant improvement because students use Smartphone in the scope of learning; this suppresses the misuse of Smartphone among students. Furthermore, the third is research conducted by Isti'anah, A (ina journal entitled The Effect of Blended Learning to the Students' Achievement in Grammar Class in his research also shows an increase in understanding of Grammar on the second semester students of the English Letters Department, Sanata Dharma University.

3. RESEARCH METHOD
2.1 Research Setting

The researcher conducted this study at MAN 1 Aceh Tenggara on Jln. Iskandar Muda No. 5 Babussalam Student Complex Kutacane, Gumpang Jaya, Kec. Babussalam, Kab. Southeast Aceh, Aceh. The participants in this study were the students in class XI MIA 1 and XI MIA 2 in the 2021/2022 academic year. The research done on September 2021.

2.2 Data and Data Source

The data are information or facts used in discussing or deciding the answer of research question. The source of data in the study is subject, from which the data can be collected for the purpose of research (Arikunto, 2010: 129).

2.3 Research Method

Quantitative research will be applied in this research. with the quasi- experimental approach to suit the nature of the study which aimed at figuring out the effect of blended learning model towards students'writing achievement. Sugiyono (2010:13) state that quantitative experiment is the method that uses experimental class with statistic data analysis. To know the effect of the independent variable (Blended learning model) on the dependent variable (Writing achievement), two groups of the students were selected: an experimental class and a control one. The blended learning model was used in teaching writing of the experimentalgroup Application on while the traditional which was lecturing method only used in control group. Before being given treatment, both the experimental group and the control group were given a test which was a pre-test, with the aim of knowing the state of the group before treatment.

Then after being given treatment, the experimental group and the control group were given a post-test test, to determine the state of the group after treatment. In this study the experimental group, learning is done using the Blended Learning method, and for the learning control group is done using conventional methods. Here is a quasi experimental approach model nonequivalent control group approach

2.4 Technique of Collecting Data

In this study, the researcher used quantitative data. The research data were collected by giving written tests to students. The test consists of pre-test and post- test.

1. Pre-test

     The author gives a preliminary test to students. Pre-test in the form ofa written test. The test consists of several instructions about writing. The author gives several instructions to the number of students individually and students must respond by making writing about tour place in accordance with the instructions given.

2. Treatment

     The treatment was conducted after the pre-test. In the experimental group, the students were taught by applying the Blended Learning method while the control group, the students were taught by using google meet, google classroom and WhatApps group. Both the experimental and control groups were taught with the same material. First, The teacher will be explained the material by virtual meeting by google meet. The second, the teacher will be given the materials by google classroom And WhatApps is media discussion.

3. Post-test

     In the final step, the authors provide a post-test after treatment is done.Post-test realization is the same as the pre-test. The tests will be given to the experimental class and the control class. Pre-tests will be given at the beginning of the meeting. After that, students in the control class learn that is usually done in class. Meanwhile, the experimental class will receive treatment using Blended Learning in writing. After providing treatment, a post-test will be conducted to measure whether there are differences between the experimental classes that have provided control classes and

those that have not yet provided care.

2.5 Technique of Data Analysis

After collecting data from the test, the data will be calculated by using   **t** test the following procedure will be implemented to analysis the data.

1. Finding means of pre test (Sugiono, 2010:41)

$$\overline{X}_1 = \frac{\sum X_1}{n}$$

$$\overline{X}_2 = \frac{\sum X_1}{n}$$

Where:

$\overline{X}_1 =$ mean of pre test

$\overline{X}_2 =$ mean of post test

n = total number of sample

2. Finding of standard deviation of post test (Sugiono, 2010:43)

$$S_1^2 = \frac{\sum f(x_i - x)^2}{(n-1)}$$

$$S_2^2 = \frac{\sum f(x_i - x)^2}{(n-1)}$$

where :

S^2 = The mean of variance

X   = The mean of pre – test and post – test

X_1 = The mean of X_1

n   = Total sampling

3. Determining the equation of T test, by using the formula:

$$t_o = \frac{\overline{X}_1 - \overline{X}_2}{\sqrt{\frac{S_1^2}{n_1} + \frac{S_2^2}{n_2}}}$$

where :

X_1 = The mean of pre – test

X_2 = The mean of post – test

$S^2{}_1$ = Variance of pre – test

$S^2{}_2$ = Variance of post – test

n   = Total sampling

Assumptions :

Comparing "t" observation (t_0) with "t" table (t_t)

If $t_{0bservation} \geq t_{table}$, it means hypothesis is received.

If $t_{0bservation} \leq t_{table}$, it means hypothesis is refused.

4. RESULTS AND DISCUSSION

1. Results

This chapter presents the data that was collected by the researcher during the research at

MAN 1 Aceh Tenggara.

Table 4.1 The score of Pre-Test (N$_1$)

No.	Name	X_1 Pre Test	X_2 Post Test
1	AA	45	70
2	ABS	50	75
3	AF	45	75
4	AM	55	75
5	B S	40	75
6	DN	45	75
7	F	55	80
8	GR	50	85
9	ISU	40	70
10	J	40	75
11	JA	45	75
12	IH	40	80
13	M	40	75
14	MKH	50	90
15	MRB	45	70
16	M. A	55	70
17	M. N	50	80
18	NF	45	80
19	NA	45	85
20	NH	50	90
21	PF	40	80
22	PMH	50	75
23	RHS	50	80
24	RM	40	90
25	R	50	70
26	RFJ	50	75
27	R	50	65
28	RN	65	80
29	RS	65	70
30	R A	65	85
31	R A	60	80
32	S M F	60	85
33	SD	60	80
34	SB	65	85
35	WA	65	85

TOTAL SCORES	1765	2735
MEAN	50,43	78,14

The data in table 4.1 showed that the highest score of the pre test given at class XI Mia 1 = 65 and the lowest score = 40 whereas the highest score on post test = 90 and the lowest = 65.

According to Arikunto (2002:234) as follows :

80 – 100   Excellent
66 – 79   Good
56 – 65   Middle
40 – 55   Poor
30 – 35 Fair to Poor

a. Calculating The Mean of Pre Test

$$x_1 = \frac{\sum x_i}{n}$$

$$= \frac{1765}{35}$$

$$= 50,43$$

Based on the calculation above, it showed that the students' average on pre test = 50,43 and it was still poor. It means that the students of class XI Mia 1 at MAN 1 Aceh tenggara still low in writing .

b. Calculating the Standard Deviation of Pre Test

Tabel 4.2. Calculation of Pre Test Data

Score	Frequency	fX (x)	$X_1 - \overline{X}$	$(X_1 - \overline{X})^2$	$f(X_1 - \overline{X})^2$
Pre test (X_1)	(f)				
40	7	280	-10,43	108,76	435,0
45	7	315	-5,43	29,47	132,6
50	10	500	-0,43	0,18	9,0
55	3	165	4,57	20,90	114,9
60	3	180	9,57	91,61	549,7
65	5	325	14,57	212,33	13,801
Total	**35**	**1765**			**26,133**
Mean		**50,43**			

$$S_1^2 = \frac{\sum f(x_i - x)^2}{(n - 1)}$$

$$= \frac{26,133}{35 - 1}$$

$$= \frac{26,133}{34}$$

$$S_1^2 = 0,77$$

$$S_1 = \sqrt{0,77}$$

$$S_1 = 0,88$$

Based on the calculation above, the writer found the standard deviation on pre test = 0,88.

c. Standard Error of Pre Test

$$SE_m = \frac{SD}{\sqrt{n-1}}$$
$$SE_m = \frac{0,88}{\sqrt{35-1}}$$
$$SE_m = \frac{0,88}{\sqrt{34}}$$
$$SE_m = \frac{0,88}{5,83}$$
$$SE_m = 0,15$$

d. Calculating The Mean of Post Test

$$X_2 = \frac{\sum X_i}{n}$$
$$= \frac{2735}{35}$$
$$= 78,14$$

Based on the result above, the researcher found that the mean on post test =78,14. it showed that the students' achievement in writing is improve from the mean =50,43 in pre test to 78,14 in post test.

e. Calculating the Standard Deviation of Post Test

Tabel 4.3. Calculation of Post Test Data

Score	Frequency				
Post test (X_2)	(f)	fX (x)	$X_2 - \overline{X}$	$(X_2 - \overline{X})^2$	$f(X_2 - \overline{X})^2$
65	1	65	-13.14	172.73	11228
70	6	420	-8.14	66.31	4641
75	10	750	-3.14	9.88	741
80	9	720	1.86	3.45	276
85	6	510	9.14	83.54	7101
90	3	270	11.86	140.59	12653
Total	**35**	**2735**			**36640**
Mean		**78,14**			

$$S_2^2 = \frac{\sum f(x_i - x)^2}{(n-1)}$$
$$= \frac{36,640}{35-1}$$
$$= \frac{36,640}{34}$$
$$S_2^2 = 10,78$$
$$S_2 = \sqrt{10,78}$$

$S_2 = 3{,}28$

Based on the calculation above, the researcher found the standard deviation on post test = 3,28.

f. Standard Error of Post Test

$$SE_m = \frac{SD}{\sqrt{n-1}}$$

$$SE_m = \frac{3{,}28}{\sqrt{35-1}}$$

$$SE_m = \frac{3{,}28}{\sqrt{34}}$$

$$SE_m = \frac{3{,}28}{5{,}83}$$

$$SE_m = 0{,}56$$

1. Data Analysis

Table 4.4 The Different of Means of Pre Test and the Post Test
Descriptive Statistics

Koding	N	Mean	Std. Deviation	Std. error
Students' Score Pre Test	35	50,43	0,88	0,15
Students' Score Post Test	35	78,14	3,28	0,56

The table showed that the mean score before and after the increasing on transforming present tense in active voice to passive voice. In pre test, the mean on pre test = 50,43 , while in post test =78,14. To more clearly, the picture below describes the difference of means Pre Test and Post Test as follow :

The Picture 4.5 above showed the result of Means on Pre Test = 50,43 while the result of the standard deviation = 0,88. And the result of mean of post test = 78,14 while the result of the standard deviation = 0,56.

Picture 4.5. The Score of Mean and Standard Deviation
on Pre Test and Post Test
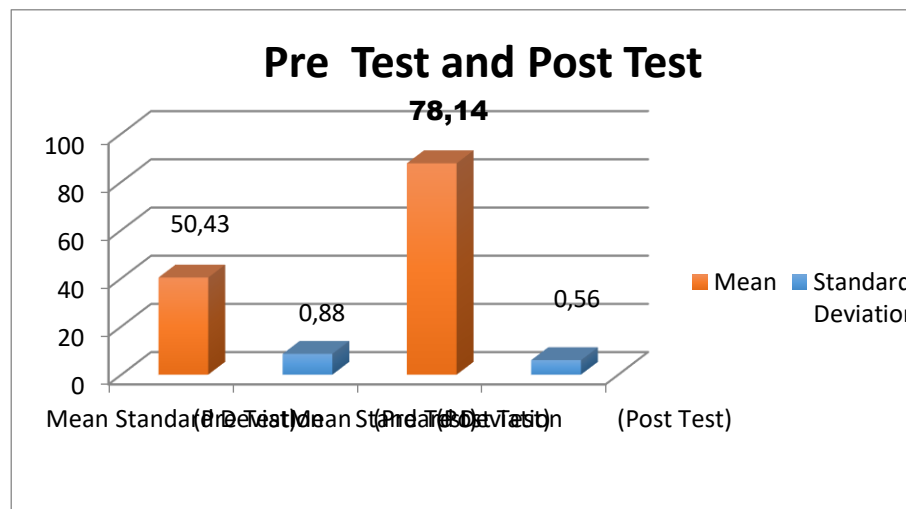
2. Determining the Equation of T test ($t_{observation}$)

After the writer found the mean score and the standard deviation of each data on Pre Test and Post Test, so, the writer calculated the equation of t test to take the conclusion from the hypothesis of this research. The calculation is described on the table below :

Determining the equation of t test

$$t_0 = \frac{\bar{X}_2 - \bar{X}_1}{\sqrt{\frac{S_1^2}{N_1} + \frac{S_2^2}{N_2}}}$$

$$= \frac{78,14 - 50,43}{\sqrt{\frac{76,90}{35} + \frac{10,78}{35}}}$$

$$= \frac{27,71}{\sqrt{2,20 + 0,09}}$$

$$= \frac{27,71}{\sqrt{1,78}}$$

$$= \frac{27,71}{13,34}$$

$$= 2,07$$

Based on the calculation showed above, the researcher found that the *tobservation* = 2,077. By seeing the t_{table} with df = n-1 of level α = 5%, it was found the t_{table} = 2,030. It meant that *tobservation* is higher than *ttable* = 2,077 > 2,030. So, the researcher concluded that the hypothesis in this research was received. There is any effect of blended learning model to improve students' writing achievement during covid 19 at XI class student's of MAN 1 Aceh Tenggara in the Academic Year 2021-2022.

3. DISCUSSION

This is supposed to know the students" opinion of application Blended Learning. The result of this research is students gave their positive opinion about blended learning. It could be seen from the result of the instrument that research used to get the data. The students confessed that they like online learning because it motivate them to learn and they can open it anytime and anywhere.

According to Al Fiky (2011) one of the benefits of blended learning is developing students" learning and performance. It is appropriate with what researcher got from research that online leaning develop their learning and performance.

So, the researcher presents the discussion of data analysis. The results are :

1. The researcher found that the mean of students' score on pre test = 50,43 and the standard deviation = 0,88. The highest score = 65 and the lowest score = 40;.
2. The researcher found that the mean of students' score on post test = 78,14 and the standard deviation = 3,28. The highest score = 90 and the lowest score = 65.

The data from pre test and post test was calculated by using t test, it was found that $t_{observation}$ = 2,077 and finding t_{table} of level α 5% with df = n-1, = 2,030.

The result showed that There is any effect of blended learning model to improve students' writing achievement during covid 19 at XI class student's of MAN 1 Aceh Tenggara in the Academic Year 2021-2022.

From the discussion above it can be concluded that Model of Blended Learning using Google meet, Google Classroom and WhatApps Group gets positive opinions from students and can improve their writing achievement.

5. CONCLUSION

Based on the data analysis and the discussions, the researcher took the conclusion as follows :

The minimum completeness criteria of English Lesson at MAN 1 Aceh Tenggara = 60. The mean score of students test on pre test = 50,43. The mean score on post test improved become = 78,14 and it reached the minimum completeness criteria score. There were 27,71 point the difference between pre test to the post test score. The calculation of data by using t test and found the $t_{observation}$ = 2,077 then compared it with t_{table} = 2,030 of level alpha = 5%. It meant that $t_{observation}$ was higher that t_{table} = 26,28 > 2,040. So, the researcher concluded that there were effect of blended learning model to improve students' writing achievement during covid 19 at XI class student's of MAN 1 Aceh Tenggara in the Academic Year 2021-2022 and the hypothesis in this research was received.

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