

Development Student's Writing Skill Through Blended Learning Model

Isnaini Ramadaniah¹, Harianto II²

^{1,2}English Education Department, Universitas Muslim Nusantara Al-washliyah Medan, Indonesia

*Coressponding author: isnainiskd27@gmail.com

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Abstract. This research aims (1) To develop student's writing skill through blended learning (2) To find out whether blended learning can develop student's writing skills through blended learning. (3) To explain the process of developing writing skills using blended learning. The population of the research was the students of STKIP Usman Safri Kutacane. The sample was second semester consisted of 12 students. The sample was taken by purposive sampling. The research was a Research and Experimental Development (R&D), which conducted by giving two tests, pre-test and post-test. Pre-test was given before implementing writing descriptive essay while post-test was given after implementing writing descriptive essay. It was carried out on using qualitative and quantitative method. The instrument of the data collection was a essay writing tests.. The data was analyzed by using T-test. After the data had been collected by using test, it was found that the pre-test average was 61,67 while post-test was 76,67. There were 15% improvement from the pre-test value. So, the writer concluded that there were improvement of the writing skill of the students through blended learning model. It can also proved by comparing the result t observation (5,169) with t table (4,318) for $\alpha = 0,1\%$. It was meant that the hypothesis was received.

Keyword: *Writing Skill, Blended Learning, Descriptive Essay*

INTRODUCTION

Writing is one of the 4 skills in English. Writing is also important in teaching English. Writing is a person's expression while the mouth cannot speak. "Writing is a very important learning tool because it helps students understand ideas and concepts better" (Voon Foo, 2007, p. 4). Many people express their life by writing. Through writing, one feels free and expresses ideas, thoughts and freedom. Usually someone writes down their daily life or activities in books, articles, and journals and simple writing is in a notebook. However, many people find it difficult to write for several reasons, for example in writing English, such as not being confident, afraid to write for fear of being wrong, low grammar and vocabulary, not having motivation to write, and confused. about choosing the right words, and there are still many other problems or difficulties for students in writing.

In order for students to achieve good writing skills in the learning process, the teacher needs to choose a learning method that can encourage the achievement of an optimal learning process. But in writing, it is necessary to develop students' writing skills. Several types of research can be carried out, one of which is research and development (R&D). This research has been widely used in education. Sugiyono (2009) argues that research and development methods are research methods used to produce certain products, and test the effectiveness of these products.

To be able to produce certain products, needs analysis research is used (using survey or qualitative methods) and to test the effectiveness of these products so that they can function in the wider community, research is needed to test the effectiveness of these products (using experimental methods). This method is considered very suitable for developing writing skills. Because this research and development aims to produce new products through the development process. The development of writing skills in this study was developed in the form of textbooks, presentations, or instructional video media. In this study, students will be asked to write a descriptive essay. However, to develop writing skills, many students find it difficult and bored in the learning process, for example at STKIP Usman Safri Kutacane. Because many teachers use conventional learning, the teacher only provides material but does not have a learning model in teaching.

So the writer chooses modern learning to improve students' writing skills. One of them is the Blended Learning model. According to Mosa, Yoo, & Sheets (2011), mixed learning patterns are two main elements, namely classroom learning and online learning. It combines online and classroom learning activities and optimally uses resources to improve student learning outcomes and address important institutional issues (Garrison & Kanuka, 2004). The point is the combination of the two learning approaches to create a new learning model to increase student participation. The reason the writer chose the blended learning model is that STKIP Usman Safri Kutacane students are low in writing and have limited time in teaching, and save time in studying.

By utilizing technology, students and teachers can integrate face-to-face learning and online learning. Which can be used to develop student's writing skills and use technology in a positive direction. So, the writer is interested in conducting research that is intended to find a development of students writing skills through a blended learning model at STKIP Usman Safri Kutacane Academic Year 2022/2023). So, that is why the writer uses a blended learning model. Because it will be fun for students to write and enjoy their time writing.

METHODS

The method in this study is a Research and experimental Development (R&D). The writer conducted this study at STKIP Usman Safri Kutacane on Jln. Pulas Baru No. 6 District. Lawe Bulan, District. Southeast Aceh, Aceh. The participants in this study were all students in STKIP Usman Safri Kutacane. The writer conducted this study at STKIP Usman Safri Kutacane on Jln. Pulas Baru No. 6 District. Lawe Bulan, District. Southeast Aceh, Aceh. The participants in this study were all students in STKIP Usman Safri Kutacane.

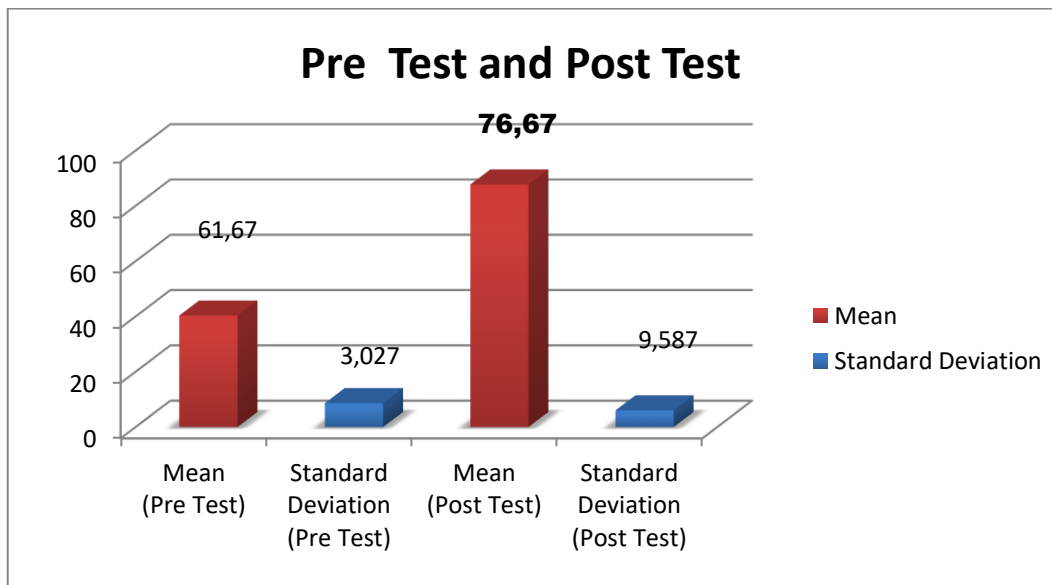
The writer used qualitative and quantitative technique of data analyze. In qualitative, data obtained from interviews by the lecturers and students and observation to the collage. In quantitative collected by giving written tests to students. The test consists of pre-test, treatment, and post- test. In pre-test the students are asked to write descriptive essays at least 4 paragraphs. In Pre-test aid at knowing the students' ability before having treatment. The treatment was conducted after the pre-test. the students were taught by applying the Blended Learning method by Flipped Classroom model while the control group, the students were taught by using the direct method. Both the experimental and control groups were taught with the same material.

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. To find out how this test is valid, the test given must be related to the

material that has been studied.

RESULT AND DISCUSSION

In this chapter, the writer to describe and discuss the result of research. It was collected from second semester of STKIP Usman Safri Kutacane which consisted 12 students. The data is present using tables and percentage, while the respondent’s answers by interview and observation to students and english teacher.



Picture 1. The Score of Mean and Standard Deviation on Pre-Test and Post Test

The Picture 1 showed the result of Means on Pre-Test =61,67 while the result of the standard deviation= 3,027. And the result of mean of post test =76,67 while the result of the standard deviation = 9,587.

Table 1. The Different of Means of Pre-Test and the Post Test Descriptive Statistics

Koding	N	Mean	Std. Deviation	Std. error
Students’ Score Pre Test	12	61,67	3,027	0,911
Students’ Score Post Test	12	76,67	9,587	2,887

The table showed that the mean score before and after. In pre-test, the mean on pre test=61,67, while in post test =76,67.

Based on the calculation showed above, the writer found that the $t_{observation}=5,169$. By seeing the t_{table} with $df = n-1$ of level $\alpha = 0,1\%$, it was found the $t_{table}= 4,318$. It meant that $t_{observation}$ is higher than $t_{table} = 5,169 > 4,318$. So, the writer concluded that the hypothesis in this research was received. There is development of student's writing skill through blended learning model at STKIP Usman Safri Kutacane in the Academic Year 2022-2023.

CONLUSSIONS

Based on the data analysis and the discussions, the writer took the conclusion as follows: The minimum completeness criteria of English Lesson at STKIP Usman Safri Kutacane = 70. The mean score of students test on pre test = 61,67. The mean score on posttest improved become = 76,67 and it reached the minimum completeness criteria score. There were 15 point the difference between pre test to the post test score. The calculation of data by using t test and found the $t_{observation}=5,169$ compared it with $t_{table}= 4,318$ of level $\alpha = 0,1\%$. So, the writer concluded that there were blended learning model development of student's writing skill through blended learning model at STKIP Usman Safri Kutacane in the Academic Year 2022-2023. And the hypothesis in this research was received.

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