

INCREASING THE STUDENTS’ WRITING SKILL THROUGH BLENDED LEARNING MODEL AT THE TENTH GRADERS OF MAN 2 LAMONGAN

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ABSTRACT The research was conducted to find out the implementation of blended learning in writing recount text, the result of students’ work and the students’ response toward blended learning model. This research used descriptive qualitative as the research design. The subjects are 37 students of X-Bahasa class and an English teacher. The researcher was observed the teaching and learning process using blended learning. Then, the researcher analyzed the result of students work in recount text using rubric and conducted interview with six students. The result showed that the implementation of blended was in accordance with blended learning process, namely learning design, content production and content delivery. The analysis of students’ work showed that students had developed in writing recount text. Students wrote a recount text that related with the content and structure of recount text but students still made mistakes on grammar aspects. Students’ response showed that the easy access of information and implementation of blended learning had helped them comprehend the lesson. However, the problems of using blended learning were internet network and the amount of information available on the internet.

Keywords: writing, recount text, blended learning

INTRODUCTION

Writing has four main purposes such as to inform, to explain, to narrate and to persuade (Brian: 2012). It is important for students to master writing skill because students often write essay, argumentation, report and journal as assignments at school. Students also learn about the genre of text such as narrative, persuasive, descriptive and recount text. Most teachers usually assess students’ understanding of a text through their written result. Therefore, if students do not have basic knowledge about writing process then it makes them difficult to do their writing tasks. Many English language learners have strong oral abilities but lack confidence in their writing skills (Dorit, 2013:53). According to the English teacher of MAN 2 Lamongan, the students of MAN 2 Lamongan assumes that writing is difficult. Students found difficulties to determine word that will be chosen to make a good paragraph. The students’ problems in writing is limited vocabulary and knowledge to develop paragraph while the teacher rarely gives the exercise. Teachers often consider writing as a result or production not a process whereas writing is a long process have been through. Most of teachers just give the topic of writing, after that they asses students’ written result by giving marks on it without explaining the stages of writing. Some students do not know the stages of writing or how to develop their ideas, so that they face difficulties in writing task. Moreover, English is a foreign language in Indonesia and students may never use English to speak with other people. Students just learn English in school and they do not have opportunities to discuss the material any further with the teacher or other students. The differences of English language and Indonesian mother tongue of students make it more difficult for students in writing skill. This is the weakness of traditional way of teaching.

Furthermore, technology is an integral part of human life and its advantages can be perceived in any areas including education. When information and communication technology is combined successfully with education, it provides opportunities for individuals which accelerates the speed of learning and generating a person as an independent active learners (Talebian et.al, 2014:303). Moreover, the more advanced technology makes learning methods change, which is using traditional method switch to electronic learning. The available evidence suggest that schools are using information technologies with the intention of expanding access, improving instructional quality, and reducing costs associated with traditional instruction (Bakia et al, 2012: 1). The use of technology in education will be able to reach students with

access to education that is far from school. Students will find it easier to learn without having to spend a lot of energy and money. Learning and teaching can be done anytime and anywhere because students can use their smartphone and computer. The teacher also explains the topic more easily because it can use available media such as PowerPoint, films and videos. The learning process can be more interesting and fun. One of the learning methods born because of technological development is online teaching and learning.

Blended learning as a learning method has used in English teaching. The term blended used to mean combining different learning environment in an integrated way and appropriately and the stress is very much on learning not teaching. Blended learning can refer to any combination of different methods of learning, different learning environment, different learning styles (Marsh, 2012: 3). In short, the effective implementation of blended learning is essentially all about making the most of learning opportunities and tools available to achieve the optimal learning environment.

Esmail (2017) has been conducted a research about the effectiveness of blended learning program in students' writing skill. The result found there were significant differences in students' scores after pre-test and post-test. Extroverted students performed better than introverted students in blended learning program and traditional learning environment. Based on the background of the study, the researchers are interested in conducting the research about students' writing skills in recount text at tenth graders of MAN 2 Lamongan using blended learning method. The objectives of the research are: to find out the implementation of blended learning in English writing skill at tenth graders of MAN 2 LAMONGAN, to find out the students' work in writing ability after using blended learning, and to find out response of students towards the implementation of blended learning in teaching writing skills at tenth graders of MAN 2 Lamongan.

LITERATURE REVIEW

Writing

Students consider writing is difficult because of the differences between *Bahasa* and English language such as structural, grammatical terms and styles. However, students have to translate from Bahasa to English in order to understand the meaning of language but they still do not have an ability to do so (Ariyanti, 2016: 264). Writing is conveying information or expression of original ideas in a consecutive way in the new language (Rivers, 1981: 294). Writing is process and that what we write is often heavily influenced by the constraints of genres, then these elements have to be present in learning activities (Harmer, 2004: 86). Composing for writing requires complex thinking that must integrate several components such as topic or theme, choice of words, organization, purpose, audience, clarity, sequence, cohesion and transcription (Westwood, 2008: 56). Writing is the final product after students learn several stages of writing separately before (Wallace, 2004: 15). The writing process consists of three stages such as prewriting, planning, writing and revising (Oshima and Hogue, 2007: 3). Students have to understand those stages before producing a good piece of writing. Most of students would think that writing process is complicated because its stages. In fact, the stages of writing makes the writing process easier.

Stages of Writing

There are eight stages of writing (Tredinnick, 2008:8). However, not every writing process passes through every stages.

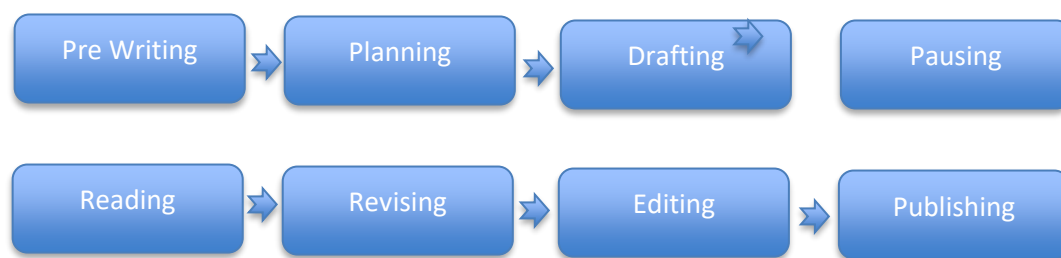


Figure 1. The stages of writing (Tredinnick, 2008:8).

Recount Text

Recount is a piece of text that retells past events, usually in the order in which they happened (Rosyadi, 2011). The purpose of a recount text is to give the audience a description of what happened and when it happened. Recount are used to relate experiences or retells events for the purposes of informing, entertaining and reflecting.

Blended Learning

Blended learning is a combination of multimedia technology, CD ROM video streaming, virtual classrooms, voicemail, email and conference calls, online text animation and video-streaming. All these united with traditional forms of classroom training and one-to-one coaching (Thorne, 2003: 16-17). Blended learning also defined as the combination of different training media (technologies, activities and types of events) to create an optimum training program for a specific audience (Bersin, 2004: 15-16). Initially, blended learning was only used in business or corporate area to facilitate work and saving costs and time.

RESEARCH METHODS

This research used qualitative research design. Qualitative research is an approach for exploring and understanding the meaning individuals or groups ascribe to a social or human problem (Creswell, 2019: 4). In this research, the descriptive research design was done in the classroom. The focus of this research was to find out the implementation of blended learning in teaching writing skills of tenth graders of MAN 2 Lamongan. The researcher tried to get in-depth information and data about the object by giving detail elaboration. The data of the research were planned observation, students' writing tasks and students' response. Data collection in this research were taken from three research instruments, namely: observation, documentation and interview.

FINDINGS AND DISCUSSION

Findings

The Data of Students' Written Result

The researchers analyze the data of students' written result in recount text based on the recount rubric made by the researcher. Recount rubric was made by the researcher is adapted from (Jacob et. al, 1981). The result of students' works were rated from higher to the lower based on the recount rubric. The category of recount rubric are content, organization, vocabulary, grammar and mechanics. Content deals with the topic and the ideas of the text. Organization deals with the sequence of generic structure of recount text, those are orientation, events and reorientation.

The content of student A has been related to the topic that is the experience of the past. The text contains four paragraphs and it has completed the instruction from the teacher. The organization of text has explained and appropriate with the generic structure of recount text. The student composed the orientation and it has explained the background information of the story. The background information of the story are included the information of who are

involved in the story, what happened, when it happened and where the story took place. The sequencing events of the story was in chronological order and used conjunctions such as then, finally, at that time, etc. Reorientation was the concluding statement of a story but it was optional. She told the concluding statement in simple and precise point. The choice of words and word forms of the text are correct and precise. Although, there are two words are incorrect and less appropriate.

The content of student B has been related to the topic which is the first time experience in Yogyakarta. The text contained more than 3 paragraphs. The second category is organization; the orientation of the text gave the information of who are involved in the story, what happened, when it happened and where it took place. The answer of the first question was the writer and her family and the second answer was the holiday in Yogyakarta. The third and fourth answers were two days after her sister graduation and the story took place in Semarang. The sequence of events told in chronological order from the first day until the last day in Yogyakarta. Reorientation of the story was the explanation of writer's last activities in Yogyakarta. The choice of words and word forms are accurate with the topic. However, there are some grammatical errors in the story.

The content of student C has been related to the topic which is the first time of her experience in Pare, Kediri. The text consists of six paragraphs and the generic structure of recount text told in chronological sequence. The orientation contained background of the information. The first paragraph consist of who are involved in the story, when it happened, what happened and where it took place. The events of the text told in chronological sequence from the day of her leaving until the last day in Pare. Reorientation is the concluding statement or personal comment from the writer. The student C does not make a conclusion of the story.

The result of Students' Response toward the Implementation of Blended Learning

The results of interviews are as follows:

Firstly, the implementation of blended learning model using google classroom at the tenth graders had been explained in the data of observation. The student can access google classroom through website or application. The private code was given by the teacher after all students have signed in google classroom using their email account. Then, English teacher gave instruction to the students to download the material or doing homework through google classroom.

Secondly, based on the students' responses in the interview, the main problem was internet data. Internet access was very limited in the school because WiFi connection is not available for all classes. The students have to use their own data connection to access the material in google classroom and any search engine. So that, students cannot access the material in google classroom if they do not have internet data. Google classroom was free application but people have to use internet connection to access the application or website. The other problem was amount of information available that made students confused whether the information is relevant with the content or instruction from the teacher. The teacher have to guide the students in seeking of information that related with content.

Thirdly, the benefits of using blended learning were the easy access of information through many sources such as blog, article and Youtube. Students can access information as many as possible to enrich their knowledge about material because the information was unlimited. Students can use online dictionary and it was made them easier to translate from their first language to English language. They do not have looking for word per word through dictionary. Moreover, students can collect their assignment in google classroom so they do not have to snatch with other students.

Fourthly, students can understand the lesson easier because they had learned from many sources. Students can learn from other resources besides book and teacher explanation.

Teacher also provides the material through google classroom and students can download it. Teacher was asked students to access the material through online sources autonomously and he was checked students understanding through discussion. Students can ask to the teacher if they had not understand the material that they had obtained. Although, two students were responded that they still do not understand the material and feel confused. However, teacher was reviewed the material and evaluated students' progress at the end of the class.

The last, based on the result of students' interview, six students were agreed using blended learning in learning process. The first reason is blended learning was helped them to reduce the boredom because of teacher's explanation. Second, blended learning was really helped them in understanding the lesson because they can access many sources of information. Third, blended learning was challenging and exciting because the students can learn through technology or application that they had not experienced before.

Discussion

Based on the findings, the students' work had developed in some aspects although some students still made mistakes in grammar aspects. It can be caused by the students' limited knowledge about grammar and the teacher did not give any explanation further about grammar and vocabulary. Students consider writing is difficult because of the differences between *Bahasa* and English language such as structural, grammatical terms and styles. However, students have to translate from Bahasa to English in order to understand the meaning of language but they still do not have an ability to do so (Ariyanti, 2016: 264). In short, blended learning can developed students' writing in the content and organization category but the teacher have to explain the grammar or language features more.

The students also give positive response about blended learning model, the researcher can concluded from their response that blended learning was made them easier to access information related with the material. Students can enrich their knowledge from many sources besides books and teacher. Although, students faced some problems in the implementation of blended learning but the students agreed that blended learning used in learning process. Blended learning have some advantages for teaching and learning process those are ease of implementation and optimized learning result (Wilson and Ellen, 2005:14). Blended learning is easy to implement in this digital era and all students are very familiar with information and technology. Based on the survey conducted by eLearning Guild (2003) stated that 73,6 percent of respondents reported blended learning to be more effective than non-blended approaches. Learning material gives via electronic media so that learners can access the material wherever and whenever.

In conclusion, the easy access of information and implementation was made blended learning used in teaching and learning process at MAN 2 Lamongan. Although, there were some problems in the implementation of blended learning such as internet network and the amount of information. The tenth graders was thought that blended learning must be implemented in teaching and learning process, especially in English subject.

CONCLUSION AND SUGGESTION

The conclusion of this research are: the implementation of blended learning makes students enthusiast and interest with the learning activities. Blended learning is easy to implement because the students only use their smartphone to access the lesson and assignment. The teacher also utilizes the technology to search information that related with the lesson. However, the result of students' work develops in content and organization categories. Students can write a text related with the topic and the structure of recount text. Although, students make mistakes in grammar areas such as choice of word, past tense, misspelling, punctuation and capitalization. The teacher have to emphasize more on grammar areas so the

students can write a text perfectly. In Addition, the students also give positive response toward the implementation of blended learning.

Suggestion to the teacher, teaching and learning process should be enjoyable and attractive. Therefore, teacher have to provide creative and effective content in order to optimize students' understanding. The right media and content have to prepare well before learning process. Besides, the teacher must ensure the facilities for adequate teaching and learning process.

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