

**THE EFFECT OF BLENDED LEARNING APPROACH ON  
STUDENT' WRITING ABILITY**  
(An Experimental Study for Students 10<sup>th</sup> Grade at SMAN 3 Rejang lebong)

**THESIS**

This thesis is submitted to fulfill  
the requirement for “Sarjana” degree  
in English Language Education



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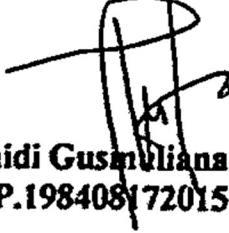
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Assalamu'alaikum wr.wb

Setelah mengadakan pemeriksaan perbaikan maka kami berpendapat bahwa skripsi saudara **Nilfa Yeni** yang berjudul ***“THE EFFECT OF BLENDED LEARNING APPROACH ON STUDENTS’ WRITING ABILITY (An Experimental Study for Students 10th Grade at SMAN 3 Rejang lebong)”***. Sudah dapat diajukan dalam sidang munaqasah.

Demikian permohonan ini kami ajukan, terima kasih.  
Wa’alaikumsalam wr.wb

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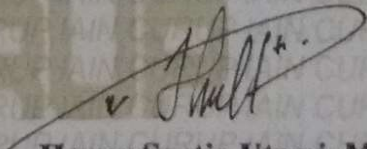
  
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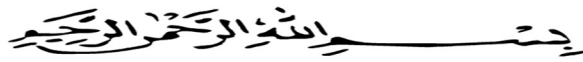
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As for this thesis the author collated in order to qualify to obtain a Bachelor's Degree (S.1) at the State Islamic Institute (IAIN) Curup, Tarbiyah Faculty and Educational Sciences, Tadris English Department. In compiling this thesis the author gets a lot of guidance and suggestions from various parties, so that the preparation of this thesis can be resolved, therefore on this occasion the author would like to thank the honorable:

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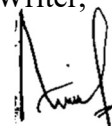
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In this case the author can not do anything to return the favor, in addition to praying that we pray in our protection, and hopefully this thesis can be useful for all of us. Aamiin.

*Wassalamualaikum warahmatullahi wabarakatuh*

Curup, January 2020

Writer,-----



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# Motto

❖ “No Action Nothing Happen. Take Action  
Miracle Happen”



## ***Dedication***

*This Thesis Dedicates To :*

- *My Beloved Parents, (Mr. Abdul Rahman and Mrs.Rahima)who always support me everytime and pray for me until getting success to finishing this thesis. Love both of you*
- *(Rahman's Family): My Older Sister: Tika Puspita Sari, My Brothers: M.Azim Rizal and Herwin Zahili, My sister Anita Rahman and Vera Pragawati, My sister in-law:Menik Maryani, My Niece: Oktavia Adha Azni,, And All Of My Family That Can Not Be Mentioned One By One.*
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- *Girls Squad Rongak (Eka Oktaria, Frisca Khairunisya, and Misra Aini), My Team In Ppl SMAN 01 Merigi, And Kelompok 07 Kpm Babakan Baru That Cannot Be Mentioned One By One*
- *My Beloved Partner Mimo Mahmudi thank you dear for the support, kindness, and love.*
- *All Of My Friends In Tbi 2015,*
- *My Almamater IAIN Curup*



➤ *All Of The People Around Me Who Gave Me The Golden Precept That*

*I Could Not Be Mentioned One By One.*



## **ABSTRACT**

**Nilfa Yeni, 2020 : “The Effect Of Blended Learning Approach on Students Writing Ability. (Experimental study at SMAN 3 Rejang Lebong.)”**

**Advisor : Paidi Gusmuliana, M.Pd**  
**Co-Advisor : Eka Apriani, M.Pd**

This study aimed to find out whether there is any effect of Blended Learning through web log on student's writing descriptive text at the tenth grade students of SMA 3 Rejang Lebong. Quasi-experimental design, since two classes are taken as the sample of the study with 30 students X IPA 1 and 30 students X IPA 2. Which class experimental class and a controlled class. The experimental class is taught by doing blended learning through weblog while the controlled class do not. Moreover, this research is conducted through the following procedures; pretest, treatments, and post-test. The data analyzed is gained through writing test. There was significant different between the students who taught by blended learning through weblog and those who were taught by conventional teaching. It can be seen from the post-test result. The mean score in experiment class was 63,73 with the standard deviation 1,1. Pre-test in experiment was 63,73 and the post test 74,33 that means there is 10,60 point of improvement, Mean score of pre-test was 51,66 then in the post test has mean score 56,63. So there is improvement 4,97 point. Finally, it can be concluded that blended learning through weblog is effective toward students' writing ability in descriptive text.

**Keyword: Blended Learning, Writing Ability, Descriptive Text.**

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# CHAPTER I

## INTRODUCTION

### A. Background of the Research

Writing is one way to communicate. It is a skill which requires students to express their ideas in written form. Writing involves the mastery of all elements in the target language such as grammar, content, vocabulary, spelling and mechanics together. It involves complex process, students need to understand spoken and written English to express their ideas. Consequently, students may have difficulties in doing this activity. It has been widely believed that writing, among the four language skills, is the difficult skill. This is because it involves several components which have to be considered while a learner is writing, for example contents, rhetorics, vocabularies, grammatical structures, and writing mechanics such as punctuation and capitalization.

According to Brown, many years ago the writing was taught by the teacher only focused on the final product of writing. It can be in the forms of essay, report, and story.<sup>1</sup> Writing in English is a task that is often required in the school. Therefore, having good writing English skills important for a positive passing of school assignments. In academic writing, it is important to write in English.

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<sup>1</sup> Akhid Luthfian, Improving Students' Writing Skill Through English Web Blog Among Year X Students Of Sma Negeri 7 Purworejo , Thesis.( faculty of languages and arts,Yogyakarta, 2011),h.10.

Writing is also physical and mental act. Its about discovering ideas, thinking, about how to communicate and develop them into statements and paragraphs that will be comprehensible to a reader.

Writing is a two-step process. The first process is figuring out the meaning and the second process is putting the meaning into language. Writing represents what we think. It is because the writing process reflects things, which stay in the mind. Students who are reluctant to write things down often suffer for this activity. The students find difficulties when they start looking for some reasons to write and producing written sentences.

Being able to write English texts well, the students need to do many practices with qualified inputs. Also the teachers need to play an important role in determining the students' success in writing. Moreover, they also need to improve their commitment as how to make their students engage in the writing process and reach the objectives of the study effectively and efficiently. In addition, improving the use of media on the teaching writing should be done to get better outcomes of students' writing.

The implementation of teaching technique actually important in a classroom. It is a particularly trick, and strategy used to accomplish the problem when teaching writing is running. Then, the students can enjoy their learning process if the technique and method are appropriate with the situation and condition. However, teaching writing in every school has a different way to deliver. In writing a descriptive text, the students were difficult to express their ideas. They

did not even understand the terms content or main idea of texts. They had many things in mind to tell, but they felt confused how write it down. Students' lack of vocabulary had become a problem to their writing. They tended to repeat the same words several times, and the word choice sometimes was inappropriate with the context they wrote.

Because of problems face by the students they have difficulty to develop their ideas its make more difficult for them to express their ideas in writing. The researcher assumed that the technique for teaching writing in this school is expired for the students. The researcher was also found that the majority of teachers in SMA Negeri 3 Rejang Lebong included all is senior teachers, especially English teacher subject. So they only used teaching and learning techniques that seemed monotouns when the teaching and learning process occur. The researcher choose the tenth grade students of SMA Negeri 3 Rejang Lebong as the case of study because in there school never yet using web log and than in that school the teacher still using conventional learning technique. Conventional learning technique is traditional technique used by English Teacher such as teacher being the controller of learning environment, so power and responsibility are held by the teacher. The writer assumed based on the writer observation during doing this research in SMAN 3 Rejang Lebong activity in teaching writing. These problem also appear caused by method, technique or approach in teaching writing because some teachers taught writing just gave explanation and exercise to students. It makes

students unable comprehended, not interest in writing, and makes students feel bored.

Until recently, most of the teaching of writing skill in Senior High School, including SMAN 3 Rejang Lebong, is still using a conventional way. The students are given an explanation of the text type which is learnt and they look at the model or the example of texts. Finally the teachers ask them to write a paragraph. The teachers do not use various media to arouse students' motivation, interest and understanding in writing. The resources are only from course books. Therefore, the common situation in the teaching writing is mostly uninteresting. The students are not enthusiastic to engage in the class activities. The students find difficulties in exploring their ideas and integrating the ideas into a piece of writing. As a result, the students' writings are not qualified.

As the solution for problems above it is very required for English teacher to use an effective technique to support students in writng. There are many technique in teaching writing but, in this research the researcher use Blended Learning technique through Weblog to teach writing descriptive text.

Blended learning is combination of face to face and online learning. Online learning is one of the fastest growing trends in educational uses of technology. Online learning has become popular because of the potential for provide more flexible acces to content and instruction at every time from any place. Blended learning should be viewed as an opportunity to redesign the way that courses are developed, scheduled and delivered in higher education through a combination of



psychal and virtual instruction. According to Osguthorpe and Graham describe that blended models as "pedagogies that change according to the unique needs of learners. Those who use blended learning environments are trying to maximize the benefits of both face to face and online methods using the web for what it does best and using class time for what it does best".<sup>2</sup>

Blended learning is thus a flexible approach to course design that supports the blending of different times and places for learning, offering some of the conveniences of fully online course without the complete loss of face to face contact. The result is potentially a more robust educational experience then either traditional or fully online learning can offer.<sup>3</sup> From the explanation above we know that blended learning can be used by a teacher as a method in teaching writing. It can be an alternative ways to improve students writing ability. For that reason, improving students writing ability can be upgraded with various"technique" one of them is to give an overview and use information technology and communication (ICT) that is inseparable in the concept of developing the ideas.

The most common and the most familiar ICT used in classroom are computer and internet. Teachers believed that computer can assist them in teaching and learning process. Padurean and Margan said that the computer as a tool stage refers to the usage of computers as vehicle for delivering instructional materials to learners (through drill and practice). Computer is an important tool for

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<sup>2</sup> Mehmet Sahin, *Blended learning in vocational education*, (Turkey, Selcuk University: Turkey, 2010 )h.96

<sup>3</sup> Alfred, P Rovai, and Hope M. Jordan, *Blended Learning and sesnse of community: A Comparative Analysis With Traditional and fully online graduate courses*, (USA: Regent University, 2004), h.3

learner. Computer is not only used for saving the data or connecting the internet but also as a tester and teacher. We can say that computer can be the second teacher for students in this globalization era.<sup>4</sup>

Rossette said that blended learning is mixing different approaches, for example formal and informal learning, face-to-face and online learning experience, directed paths and reliance on self-direction or digital references and collegial connections.<sup>5</sup> According to Mc Cray In the application of the model blended learning requires technology based tools or media which can support the application of blended learning models.<sup>6</sup> Models recommended learning blogs can be used as tools or media in learning an open source blog application is easy to modified according to user requirements with the development of web technology. Changes the characteristics of the web to be more dynamic and interactive gave birth to as many USG(user generated content) platforms as possible users to be able to reuse, reshare, and recreate content accordingly needs. One of the platform that supports these activities is a blog or weblog.

Galien and Bowcher state that weblog is a new tool used for written communication, interaction and available in multiple languages. Weblogs is one of the applications of computer network technology that has been used besides email, electronic journals, web, multimedia, audio, and chatting. According to As'ad weblog is a combination from Web and Log, or now more popular is called a blog

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<sup>4</sup> Eka Apriani, *The Role of Technology to Develop Student's Character*, (Curup:Lp2 STAIN Curup, Vol.21,2016),h.62

<sup>5</sup>Rosset, Allison. & Frazee, R.V. *Blended Learning Oppurtunities*. (www.amanet.org. American Management Assosiation, 2006)h.116.

<sup>6</sup>Mohamaed ali molaei, *More Effectiveness in Blended Learning*, (Facuty of Management:Multimedia Universit, 2006), h.140.

or blogging. The term blog means the writing activities in an internet application where the outcome of these writings can be accessed by anyone who has an internet connection and the owner of his/her own blog.

According to Alexander "through blogs or weblogs used in learning learners can access learning information and improve skills technology, sharing and reusing learning content. Blog can help students improve their writing skills, critical thinking, and makes it easier for students and educators to be able to interact and collaborate globally through various features and sources of information can support the learning process. Weblog is a web that provides a feature to write and also provide space to exchange comments and peer-correction in the form of grammatical errors. They can give an opinion on his/her friends writing. The teacher can also use a weblog to provide feedback to students so that they can improve their writing. Weblog can help the students improve their writing skills better than before they use it".<sup>7</sup> Williams and Jacob suggest educators use blogs as platforms for peer review. Peer feedback appears to create a virtuous cycle, providing valuable information while improving students attitudes toward blogging.<sup>8</sup> Martyn described a successful blended learning model, it consist of an initial face to face meeting, weekly online assessment, and synchronous chat, asynchrononous discussion, e-mail and a final face to face meeting with a proctored

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<sup>7</sup> Yane Hendarita, *Model Pembelajaran dengan Media Blog*, h.9

<sup>8</sup> Kun li, Niambuo bado, Jamie smith&david more, *blogging for teaching and learning:an examination of experience, attitudes, and levels of thinking*, (Ohio university, United states, 2013),h.172

final examination. In higher education this definition of blended learning is often referred to as a hybrid model.

Based on the some reason above, the researcher is interested to investigated the implementation of Blended Learning Approach on Students Writing Ability. Thus this thesis entitled "The Effect of Blended Learning Approach on Students Writing Ability at SMA NEGERI 3 Rejang Lebong.

## **B. Research Question**

From the identification of problems in this research, so the researcher formulates the research problems of this research , they are:

1. How is the students' writing ability who are taught by using Conventional Way?
2. How is the students' writing ability who are taught by using Blended Learning Approach?
3. Is there any significant difference result between the students' writing ability taught by blended learning Approach and without using blended learning approach?

### **C. The Objective Of The Research**

The objectives of this research are to investigate:

1. To know the students writing ability by Blended Learning.
2. To know students writing ability by using Conventional Way.
3. To know the difference between the students writing ability by Blended Learning and without Blended Learning.

### **D. Delimitation of the Research**

Activation of data and research so as not to be too broad both in terms of time, energy and costs, then referred to as follows:

1. Students writing ability at SMAN 03 Rejang Lebong
2. Implementation of Blended Learning at SMAN 03 Rejang Lebong
3. The implementation of Blended Learning to improving students writing ability at SMAN 03 Rejang Lebong

### **E . Definition of Key Terms**

1. Blended learning is a kind of learning approach which includes both formal learning in the classroom and informal learning outside the classroom which usually occurs online
2. Writing ability is a thinking process. Writing represents what we think. It is because the writing process reflects things, which stay in the mind.

## **F. Significance of the Research**

Hopefully the result of this research will be able to contribute for:

1. For teachers: The results of this research hope the teacher use blended learning approach as an alternative technique in teaching writing, especially for improve the English subject.
2. For students: the result of this research can give motivation for the students to improve their writing ability.

## **G. Hypothesis**

The research hypothesis will be tested in the research related closely with the formulation of the problem filed, but it should be note that each research shouldn't hypothesize, but to formulate the problem. The research that must to hypothesize is the research that use the experimental method.<sup>9</sup>

The hypothesis (Ho) There is no effect of blended learning through weblog on students writing descriptive text.

The alternative hypothesis ( Ha) There is effect of blended learning through weblog on students writing descriptive text.

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<sup>9</sup> Sugiyono, *metode penelitian kuantitatif, kualitatif, dan R & D*, (Bandung: Alfabeta, 2014), h 153

## CHAPTER II

### REVIEW OF LITERATURE

#### A. Writing

##### a. Definition of Writing

Writing skill is one of the productive skills in written mode that should be mastered in using a language. Writing becomes the most difficult skill when it is learned by the foreign language learners. “Writing is a difficult skill for native speakers and non-native speakers; because writers must be able write it in multiple issues such as content, organization, purpose, audience, vocabularies and mechanics such as punctuation, spelling, and capitalization”.<sup>10</sup> Gomma stated “students first language affects learning the target language” this is why the students make certain mistakes and repeat them.<sup>11</sup> Writing is the process of using symbols(letters of the alphabet, punctuation, and spaces) to communicate thoughts and ideas in a readable form. Generally people write using a pen or pencil (handwriting) or a keyboard(typing), with a pen or pencil people usually write on surface such as paper. A keyboard is normally attached to a typewriter, computer or mobile device. To write clearly it is essential to understand the basic system of a

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<sup>10</sup>Heinrich Rass, *Difficulties in Teaching and Learning Grammar in an EFL Context*. (International Journal of Instruction., 2001). Vol 4. No. 2. h.89.

<sup>11</sup> Dana adas, *writing difficulties and new solutions:Blended learning as an approach to improve writing abilities*, (Palestine:An najah national university, 2013), h. 255.

language. In English this includes knowledge of grammar, punctuation, and sentence structure. Vocabulary is also necessary, as is correct spelling and formatting. A writer may write for personal enjoyment or use or for an audience of one person or more. The audience may be known (targeted) or unknown. Taking notes for study purposes is an example of writing for one's self. Blogging publicly is an example of writing for an unknown audience. A letter to a friend is an example of writing for a targeted audience. There are many different styles of writing from informal to formal.

The definitions of writing are variously stated by some experts. According to Wordreference, writing is one of the ways to give an idea or message which is form in writing on a piece of paper or the other area. It is an act of making marks on certain surface. Specifically, writing is one kind of expression in language which is created by particular set of symbol, having conventional values for representing the wordings of particular language which is drawn up visually.<sup>12</sup> Brown, also claimed that writing is a thinking process. Furthermore, he states that "writing is thinking process, because writing is a process of putting ideas down on paper to transform thought into words and give them structure and coherent organization".<sup>13</sup>

Writing represents what we think. It is because the writing process reflects things, which stay in the mind. Students who are reluctant to write

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<sup>12</sup>Fikri Fauzi, improving students writing ability in writing descriptive text using clustering technique (Journal of English Language Teaching, 2011). Vol 2 No 2, h.64

<sup>13</sup>Brown H. D. *Principles of Language and Teaching*. (New Jersey: PrenticeHall, 1980).h.132.



things down often suffer for this activity. The students find difficulties when they start looking for some reasons to write and producing written sentences. Moreover, Harmer states that writing encourages students to focus on accurate language use. It is because students consider the language use when the students engage in their writing process. This activity will provoke language development because the students resolve problems what writing puts in students' minds.<sup>14</sup> Based on the definitions above, a definition of writing skill can be obtained.

Writing is a productive process done through some stages. Firstly, exploring and transmitting ideas, thought and feeling into written form. Secondly, conducting a number of revising process to carry out a grammatically and orderly texts. The writing productions are in the forms of readable texts which should be meaningful to everyone who read the writing. Furthermore, based on those definitions, it can be stated that writing skill is a complex activity in producing a qualified writing. The complex activity consists of stages as the steps in writing. To improve students' writing skill, the teaching and learning process of writing needs to be done well with developed input and effective activities. As a result, teachers need to consider the teaching of writing skill well based on their student's needs, ability and capacity.

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<sup>14</sup> Harmer, Jeremy. 2004. *How to Teach Writing*. Edinburgh Gate: Pearson Limited Edition. h.47.

## **b. Aspects of Writing**

Arropof states that learning to write does not just learning to use orthographic symbol, but primarily how to select and organize experience according to certain purposes. There are five aspects of writing. Those aspects are: Firstly aspect is Content refers to substance of writing, the experience of the main idea unity, groups of related statements that a writer presents as unit in developing a subject. Content paragraph do the work of conveying ideas rather than fulfilling special function of transition, restatement, and emphasis. Secondly aspect is Organization refers to the logical organization of the content coherence. It contains sentences that are logically arranged and flow smoothly. Logical arrangement refers to the order of the sentences and idea. Thirdly aspect is Vocabulary refers to the selection of words those are suitable with the content. It begins with the assumption that the writer want to express the ideas as clearly and directly as he can. As a general rule, clarity should be his prime objective. Choosing words that express his meaning is precisely rather than skew it or blur it. Fourthly aspect is grammar Language use refers to the use of the correct grammatical and syntactic pattern on separating, combining, and grouping ideas in words, phrases, clauses, and sentences to bring out logical relationships in paragraph writing. Lastly aspect is Mechanic refers to the use graphic conventional of the language, the steps of arranging

letters, words sentences, paragraphs by using knowledge of structure and some others related to one other.<sup>15</sup>

### c. Teaching Writing Materials through Web Blog at Senior High School

Moreover, according to the Regulation of National Education Ministry (Permendiknas) no. 22, year 2006 about the standard of competences and basic competences for English teaching and learning process from BSNP, the Senior High School students grade X in the first semester have to pose several competences as follows:<sup>16</sup>

Table 1: **Standard of Competence and Basic Competence of Writing Skill for Senior High School Students Grade X Semester One.**<sup>17</sup>

Standard of competence		Basic competence	
4.4.1	Menangkap makna secara kontekstual terkait fungsi sosial, struktur teks dan unsur kebahasaan dalam teks descriptive lisan dan tulis terkait bangunan bersejarah	4.4.1.1	Menangkap makna secara kontekstual tentang teks descriptive
4.4.2	Menyusun teks descriptive lisan dan tulis sederhana, dan pendek tentang orang ,tempat wisata dan bangunan bersejarah dengan memperhatikan fungsi sosial, struktur teks dan unsur kebahasaan secara benar dan sesuai konteks.	4.4.2.2	Menyusun teks descriptivet lisan dan tulis pendek dan sederhana.

<sup>15</sup> <https://text-id.123dok.com/document/7q06n5jlq-types-of-writing-aspects-ofwriting.html>

<sup>16</sup> Badan Standar Nasional Pendidikan (BSNP), *Standar Kompetensi dan Kompetensi Dasar SMA/MA*. (Jakarta: Depdikbud. 2006)

<sup>17</sup> English Syllabus for X grade first semester of SMAN 3 Rejang Lebong

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From the standard of competence and basic competence on Table 1, it can be applied by using English web blog to the materials come from descriptive text. The researcher makes some steps in teaching writing especially descriptive text. Some treatments will be given during teaching-learning process by the teacher. The students are expected to understand the materials during 2 cycles or 8 meetings. The teacher uses blog as media in writing. All the students put their writing on web blog that is made by the teacher. Starting from planning, the students are given a chance to write their ideas on the blog. After that, the students make a draft and post it into blog. Their draft can be seen by all the students and the teacher. The teacher gives feedback to their draft in order to revise students' writing. This step is called revising. The last step, the students make an editing based on the feedback.

## **B. Blended Learning**

### **a. Definition of Blended Learning.**

The term of Blended learning in grammar consists of two words, blended and learning. The word blend means "mix together to improve quality to get better" or formula for a harmonization combination. Whereas learning has the general meaning of learning, thus at a glance the meaning of learning patterns that contain elements mixing, or combining one pattern with another.

According to Graham Blended learning is a system that combines face-to-face learning and computer-assisted learning by integrating the use of computer-based media to assist in the delivery of teaching material.<sup>18</sup> Rossette said that blended learning is mixing different approaches, for example formal and informal learning, face-to-face and online learning experience, directed paths and reliance on self-direction or digital references and collegial connections.<sup>19</sup> According to Elena mosca said that the one which was mixed was two main elements, namely face to face classroom learning conventionally(classroom lesson) with online learning.<sup>20</sup> In defining blended learning Colis and Moonen explain that blended learning is a hybrid of traditional face-to-face and online learning so that instruction occurs both in the classroom and online, and where the online component becomes a natural extension of traditional classroom learning. Blended learning is thus a flexible approach to course design that supports the blending of different times and places for learning, offering some of the conveniences of fully online courses without the complete loss of face-to-face contact. The result is potentially a more

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<sup>18</sup> Graham, Charles R. *The Handbook of Blended Learning*. (Bloomington: Indiana University, 2005).h.164.

<sup>19</sup> Rossert, Allison. & Frazee, R.V. *Blended Learning Oppurtunities*. (www.amanet.org. American Management Assosiation, 2006)h.116.

<sup>20</sup> Wendhie Prayitno, *Implementasi blended learning dalam pembelajaran pada pendidikan dasar dan menengah*,(Yogyakarta:Widyaiswara LPMD Yogyakarta, 2009) h. 3

robust educational experience than either traditional or fully online learning can offer.<sup>21</sup>

Heinze A dan Procter C stated that “blended learning is a mixture of the various learning strategies and delivery methods that will optimize the learning experience of the user”. It states that it is blended learning is a mixture of various learning strategies and methods delivery which will optimize the learning experience for its user. The implementation of this strategy allows the use of online learning resources, especially web/blog based without living face to face activities.<sup>22</sup>

According to Mc Cray The model of blended learning that emphasizes active learning and reduction of classroom time is based on the concept of hybridization, the bringing together of two dissimilar parts of produce a third result. In the case of an effective blended learning course, these two dissimilar parts are the online and face to face classroom components. When they are successfully combine the potential result is an educational environment highly conducive to students learning.<sup>23</sup> In higher education, this definition of blended learning is often referred to as a hybrid model. Hybrid are courses in which a significant portion of the learning activities have been moved online,

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<sup>21</sup>Alvred P Rovai & Hope Jordan, *Blended Learning and Sense of Community: A comparative analysis with traditional and fully online graduate courses* (USA, Regent University, Volume 5 No 2, 2004) h 4.

<sup>22</sup>Mat wajib, *Blended learning trend strategi pembelajaran masa depan*, (Universitas Negeri Malang),h.319.

<sup>23</sup> Mohamaed ali molaei, *More Effectiveness in Blended Learning*, (Faculty of Management:Multimedia Universit, 2006), h.142.

and time traditionally spent in the classroom is reduced but not eliminated. The goal of these hybrid courses is to join the best features of inclass teaching with the best features of online learning to promote active, self directed learning opportunities for students with added flexibility.<sup>24</sup>

According to Musa blended learning is combining learning E-learning or online learning with face to face learning. With online learning which utilizes the internet network it consists in web-based learning. Blended learning is a combination from developing multimedia-based technology, CD ROM, video streaming, e-mail, voice mail, etc. by combining face-to-face learning in the classroom. Learning face to face gives the opportunity for students to ask questions or problems related to the material taught by the teacher.<sup>25</sup> Blended learning is generally defined by many instructors as a combination of different modes or delivery media with an emphasis on technological media. For example, Singh and Reed defined blended learning as “a learning program where more than one delivery mode is being used with the objective of optimizing the learning outcome and cost of the program.”<sup>26</sup>

Blended learning is said to combine the strength and effectiveness of the class room approach with the flexibility and nature of e-learning anytime

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<sup>24</sup> Garnham C&Kalleta, *introduction to hybrid course teaching with technology today*, (University of Calgary, 2002) h.95.

<sup>25</sup> Rusman, *Pembelajaran Berbasis Teknologi Informasi dan Komunikasi*, (Jakarta: PT RajaGrafindo Persada, 2011) , 242

<sup>26</sup> Robin Mason, Frank rennie, *E-learning*(Yogyakarta:BACA, 2010) h. 17

and anywhere and allow learners to be more customized and more individualistic, while allowing greater reach and distribution of delivery.<sup>27</sup>

Further more some expert give their definition of Blended Learning as followed:

1. Smaldino

Blended learning is mixing and varied learning settings to be appropriate to fulfill learning needs of students.

2. According to Graham, blended learning is a system that combining face-to-face learning and computer-aided learning by integrating usage computer based media to help delivery of teaching material

3. Grgurovic

Blended learning combines face-to-face method and the use of computer in teaching learning process

4. Chansamrong

Blended learning aims at providing effective and efficient learning experience by combining learning environment which suits the students<sup>28</sup>

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<sup>27</sup>Robin Mason, Frank rennie, *E-learning*(Yogyakarta:BACA, 2010) h. 17

<sup>28</sup>Ulfia Rahmi, *Desain sistem pembelajaran blended learning*, Journal (Fac Unpad, Padang) h,127.



## 5. Bersin

According to Bersin, "blended learning is the combination of different training "media" (technologies, activities, and types of events) to create an optimum training program for a specific audience".<sup>29</sup>

From the definition above the writer assumes that Blended Learning is a combination of face to face and online learning experience use of computer, cellphone in teaching learning process. Blended learning "combines various pedagogical approaches (constructivism, behaviorism, cognitivism) to produce an optimal learning outcome with or without instructional technology". Through blended learning, with freedom and choice of media varying can increase interaction learners to provide them learning experience. This discussion process is what form social interactions. Social interaction constitutes keywords in the education process. Educational success is determined by the quality of the interaction, with whom interact, messages delivered, how interactions take place, media and sara infrastructure used as well how the impact of these interactions. Therefore, discussion as one form of learning activities (learning activity) be important in developing potential learners because through these activities provide opportunities to students to interact with their social environment. Then, when learning activities occur,

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<sup>29</sup> Tina Ghazizadeh&Hamidreza Fatimipore, The Effect of Bended Learning on EFL Learners Reading Proficiency, (Roudehen, Iran, Vol 8 no 3, 2017),h.607.

information what they get in classrooms isn't it just a neat note for participants students and kept at home, however they can actively develop self-potential. With learning activity, information that students receive at classroom or study on the website can become knowledge. When participants students who are already armed with knowledge enhanced with learning activity.

Conventional learning is usually done in classroom, while online learning held using information and communication technology infrastructure. Blended learning has several alternative names, namely mixed learning, hybrid learning, blended e-learning, and melted learning. By applying the blended learning model, students not only listen the material by teacher in the class but students can also become more active in the learning process with e learning facilities that can be accesed anytime and anywhere. Even this blended learning system does not mean replacing the conventional learning models in the classroom but strengthening the learning model through the development of educational technology.

The research conducted by Dziuban, Hartman and Moskal that blended learning can improve learning outcomes as well can increase student interest in learning compared to full learning using online learning. And it was found that blended learning was better compared to learning face to face.<sup>30</sup>

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<sup>30</sup>Charles D. Dziuban, Joel L. Hartman, Patsy D. Moskal. "Blended Learning". (*Research Bulletin*. Vol. 7, No 1, 2004).h.30.

### **b. The Concept of Blended Learning**

Driscoll identified four concepts of blended learning namely:

1. Combining or mixing web-based technology modes such as classmvirtual live, collaborative learning, video streaming, audio and text.
2. Combining pedagogical approaches such as cognitivism, constructivism, behaviorism, to produce optimal learning with or without use of technology.
3. Combining all forms of learning technology such as video tapes, CD ROMs, web based training, film with instructor-led face to face.
4. Mix or mix actual learning technology for creating a harmonious effect of learning and work.<sup>31</sup>

### **c. Procedure for Blended Learning**

According to Prof Steve Slemer and Soeakartawi, there are six steps of blended learning. The steps are described as follows:<sup>32</sup>

1. Determining teaching materials step.
2. The step of planning implementation of Blended Learning which is used.

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<sup>31</sup>Ali alammay, Judy Sheard, Angela Carbone "Blended Learning In Higher Education: Three Different Approaches" (Australian Journal of Educational Technology, 2014) 30-40

<sup>32</sup>Dian amalia, *The Use Of Webquest In Blended Learning To Improve Students' Speaking Skills*, Thesis.(Teacher Training and Education:Salatiga, 2018).h.57.

3. Determining the format of online learning whether the materials are available in html format thus the materials can be cut and paste easily or in PDF format.
4. The implementation of Blended Learning while assigning instructor (teacher)
5. The testing of planning implementation which is made.
6. The criteria preparation for evaluating in doing Blended Learning.

**d. Characteristics of Blended Learning**

Blended learning also has certain characteristics including: (1) the learning process combining various learning models, learning styles and uses various learning media based on technology and communication, (2) a combination of independent learning via online with face-to-face learning with students and combining independent learning, (3) learning supported with effective learning of delivery methods, ways of learning and styles learning, (4) in blended learning parents and teachers also have an important role in teacher student learning is the facilitator whereas parents as motivators in their children's learning. Egbert and Hanson Smith argues the characteristics of blended learning namely students can socialize with both with each other, students have a lot of time and can do feedback, students are also well guided and students learn with an ideal atmosphere.<sup>33</sup>

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<sup>33</sup>Ruchi Shivam&Sunita Singh. *Implementation of Blended Learning In Classroom*. (Internasional Journal of Scientific and Research Publication, 2015). Vol. 20. No. 1

### e. Models in Blended Learning

Haughey opinion of the development blended learning revealed that there are three possible models in the development of internet based learning system, namely the web course model, web centric course, and web enhanced course.<sup>34</sup> The web course is use of the internet for purposes education, which is students and teachers completely separate and not face to face is required. Whole teaching material, discussion, consultation, assignments, exercises, exams and activities other learning fully delivered via the internet. With In other words, this model uses the system long distance. Web Centric Course is internet use that blends between distance learning and face to face (conventional). Some material delivered via the internet. The web Enhanced Course is utilization internet to support the increase the quality of learning done in class. The function of the internet is to provide enrichment and communication between students and teachers, fellow students, group members, or students with other resource persons.

### f. The blended learning design process.

According to Jared M. Carmen a president aglint learning mentions five keys in developing blended learning. The five keys are:<sup>35</sup>

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<sup>34</sup> Wendhie Prayitno. *Op.Cit.*, h. 9

<sup>35</sup> Hengki tri prabowo. *Op.Cit.*, h. 33-34

### 1) Live event

Direct or face to face learning (instructor-led instruction) integrated in the same time and place (classroom) patterns directly like this is still the main pattern. However, even this direct learning pattern needs to be designed in such a way to reach the destination as needed.

### 2) Self-Paced Learning

Combine conventional learning with self-paced learning is possible learners study anytime, anywhere using various content (learning materials) specifically designed for independent learning both text-based and multimedia based (video, animation, simulation, image, audio, or a combination of all of them). The learning material, in the current context can be sent online (via the web or via mobile device inside audio streaming, streaming video, e-book, etc.) or offline (on CD, print, etc.).

### 3) Collaboration

Combine collaboration, both teacher collaboration and collaboration between students, both of which can be cross school. Thus, the blended learning designer must concoct forms of collaboration, both collaboration between students and instructors through possible communication tools such as chatrooms, discussion forum, email, website / weblog, mobile phone. Of course collaboration is directed at the occurrence of knowledge construction and skills

through social processes or social interactions with other people, can be for material deepening, problem solving, project based learning.

#### 4) Assessment

Of course in the learning process don't forget the way to measure learning success (assessment techniques). In blended learning, designers must be able to mix type combinations assessment both test and non-test, or the test more authentic (authentic assessment / portfolio) in the form project, product etc. Besides that, you also need to consider between forms of online assessment and offline assessment. So as to provide ease and flexibility of learning participants follow or do the assessment.

#### 5) Performance Support Materials

This part is not to be forgotten when it will combining face-to-face learning in class and virtual face to face, make sure the readiness of resources for support this. Also make sure that the system application this has been installed properly, is easily accessible, and so on.

### **g. Web Blog as media and the function**

One of the blended learning methodologies is by using a Weblog. According to Rusman web based learning popularly known as Web-Based Training (WBT) or sometimes called Web-Based Education (WBE) can be defined as a technological application the web in the world of learning for an

educational process.<sup>36</sup> Accordingly simple can be said that all learning by utilizing internet technology and during the process learning is felt to occur by who follow it then the activity can referred to as learning based the web.

Then offered by this technology is speed and it isn't limited to place and time to access information. Learning activities can be done easily by learners anytime and anywhere felt safe by students the. Limit space, distance and time no longer a complicated problem to be solved. A Weblog, commonly abbreviated as a blog, is a web application that contains periodic posts on a regular webpage. This post is often but not necessarily, arranged in chronological order in reverse. Blogs can be written by a single painter whose content is somewhat like a diary, but sometimes written in groups with many authors. Most web blogs allow visitors to leave comments, which can lead to a reader community centered around the blog. However, there are also non-interactive blogs.

A blog is more than just an online personal journal. Blogs are more than a diary because they can incorporate the best features of hypertext: the ability to link to new and useful sources. This style can be reflected both in writing and selecting links that are conveyed to the reader. Blogs can be interpreted as the core of what is now referred to as personal publishing.<sup>37</sup>

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<sup>36</sup> Hendra Jaya, *Analisis dan Perancangan Sistem Laboratorium Simulasi Berbasis Web*, (Makasar, Universitas Negeri Makasar, Volume 9, 2014) h,79.

<sup>37</sup> Robin Mason. *Op.Cit.*, h. 19.



The web blog is a form of display computer pages written with html computer language (hypertext mark-up language), where This display has interactive properties and can contain a number of photos / graphic images, music, text and even motion pictures and the ability to hyperlink to files the other. Web based learning is a system or process to carry out learning activities distance teaching through the application web and internet network. Although in principle web learning can be run in the local area (LAN), however is an embodiment of the effort e-learning development on a basis the web.

By using web log teachers can help students to develop their writing skill because of active interaction can also be done in it, through comments or questions that can later be discussed again in the class if problem has not been solved. And then, various sources of information students can get through blog pages available on the internet, for learning materials or interact with blog users in the world. The teacher's role is not so dominant in learning, where the teacher motivates and facilitates students with use blogs that teachers make to show students, so that their interest in reading and writing emerged. The teacher can controls students through question and answer to what they have read. here the teacher ensures that they not only read, but also understood what they were reading. Teacher give space to students through the use of blog media to write down as well create their imagination through

experience directly in managing a blog that contains ideas that are in their brain.<sup>38</sup>

Galien and Bowcher state that blog is a fairly new tool for written communication and interaction and appear in many different languages. A blog (or web log) is a kind of online diary that has been reported to be a useful tool for language learners for a number of reasons.<sup>39</sup> From the descriptions of weblog, it can be Concluded that a weblog is an online tool in communication which can be used in learning process freely. Web blog is one of the application of computer network technology that has been utilized besides multimedia, email, electronic journals, database, World Wide Web, chat, audio and video conferencing etc. Web blog is interactive so it allows the students to communicate quickly and easily with their classmates, their teacher, and even with native speakers of the target language. There are many features that can be used to support the teaching and learning process. Ali Zaki states the parts of web blog. They are as follows:<sup>40</sup>

#### a. Web blog Post

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<sup>38</sup> Binti muflikah dan asharul fahyudi, *inovasi pembelajaran bahasa inggris berbasis Web Blog*, (Semarang:UPBJJ-UT Semarang, 2016),h. 318.

<sup>39</sup>Akhid lutfian, *improving students' writing skill through english web Blog*, (Purworejo,2011)h,12-16.

<sup>40</sup>Ali Zaki. *Optimasi Blogging*. (Jakarta: Elek Media Komputindo, 2008).h.36

It is the basic features of web blog. Everyone can share everything such as short writing, link, picture, video etc. to all friends. It is displayed in chronological order.

b. Web blog Comment

The teacher can use it to make many kinds of comments from the material and ask the students to make comments. It is a tool for interaction in web blog.

c. Subscription / RSS

This part provides entry subscriber by giving notifications if there are something new. RSS gives up to date news for the people. Blogging gives students a chance to express their ideas to be explored into writing because web blog gives students motivation in developing their skills. This research uses web blog as a media because web blog has several advantages. Muhammad Adri states that web blog has advantages.<sup>41</sup>

- 1) Publishable, it is easy and cheap to post materials, and also able to access in everywhere.
- 2) Accessible, it is easy to find in search machine based on subject, author or both of them.
- 3) Social, web blog provide a tool that can be used to connect various site. It makes easier to connect among sides of the world.

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<sup>41</sup>Muhammad Adri. *Guru Go Blog Optimalisasi Blog untuk Pembelajaran*. (Padang: PT Elex Media Komputindo, 2008).h.89

- 4) Viral, the information spreads faster through web blog.
- 5) Syndicable, the content of the web blog is easy to syndicate by other in the world. It is easy to get thousands of information in a second.
- 6) Linkable, web blog links to others, has access to people on everywhere.

#### **h. The benefit of blended learning model**

Some advantages in utilizing the blended learning among others are as follows:

- 1. Students are free to learn the subject material independently by utilizing the materials available online.
- 2. Students are able to have a discussion with their teachers or with other students outside the face-to-face hours.
- 3. The learning activity conducted by students outside the face-to-face hours can be administered and controlled properly by teachers.
- 4. Teachers can add the richness of materials through internet facility.
- 5. Teachers can ask students to read or to do the test conducted before the learning.
- 6. Teachers can hold the quiz, provide the feedbacks, and utilize the test result effectively.
- 7. Students can mutually share the files with other students.

8. Help motivate students to be involved in learning process. This is will form an attitude of independence study with students.<sup>42</sup>

### **C. Previous Related Finding**

Supporting this research, researcher has observed some thesis before. Those are research:

The first based on Saptania Ayu Ramadhani (2013) who investigate on an Improving students' writing ability in writing descriptive texts through field trip at SMAN 1 Godean, have found out the result that use field trip approach in teaching descriptive text can give different nuance to get the idea and inspiration to write so their enthusiasm improved. So using field trip and use blended learning in teaching writing have relation to build students writing ability.

The second is from Rahmi Utama (2008) who investigate The effect of using pictures in teaching descriptive texts toward students writing ability at SMP 3 Bengkulu, have found out the result that based on the thesis that use picture in teaching descriptive texts can help students to develop their ideas in writing, the teacher are also supposed to arouse students motivation to express their ideas in writing texts. So using pictures and use blended learning in teaching writing descriptive texts have relation to build students writing ability.

The last one is from Akhid Lutfian (2011) who investigate Improving students' writing skill through english web blog among year x students of sma

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<sup>42</sup> Hengki tri prabowo. *Op.Cit.*, h. 31.

negeri 7 purworejo, have found out the result that based on the thesis that use web blog in teaching writing skill encouraged them to involve the text writing in the teaching-learning process. This media also provided a tool that could help the students in checking their spelling, punctuation, and grammar. These kinds of tools were needed in developing a good writing. Moreover, the use of web blog for learning activities was useful in reducing the students' boredom during the teaching-learning process. So using web blog and use blended learning in teaching writing have relation to build students writing ability.

Based on previous study there are lot of the research about writing skill. This research different from the previous study because in this research the researcher focus on the applications web log toward writing ability that have been created as one of the four skill improve english language program at tenth grade students of SMAN 3 Rejang Lebong. The writer presents the most dominant writing descriptive text mastered by the tenth grade students in their ability of writing descriptive text. So this research is about the students product of writing descriptive text. However, the research above becomes a reference for this research.

### CHAPTER III

#### METHODOLOGY OF THE RESEARCH

##### A. Kind of the research

This research is an quasi experimental research which is a branch of quantitative study.<sup>43</sup> Sudjana and Ibrahim state that the experimental study is generally assumed as the most modern methodology of study and it is done to examine the hypothesis,<sup>44</sup> so that the experimental research is to examine the hypothesis of a study. The researcher used a quasi experimental research a kind of experimental research. It is a type of experiment research that control and experimental groups are used, but the samples are not randomly assigned to the groups. The samples were assign by regarding homogenities of the populations in which the taking sample is giving homogeneity test

Nunan said that experimental study is carried out in order to explore the strength of relationship between two variables.<sup>45</sup> The quasi experimental research that is design in non equivalent control group design. In this study there are available two groups which involve experimental and control group. Each group treating by using different techniques. The experimental group by applying Blended Learning techniques and control group without Blended Learning

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<sup>43</sup> David Nunan, *Research Methods in Language Learning*, (New York: Cambridge University Press, 1992),p. 3.

<sup>44</sup> Nana Sudjana and Ibrahim, *PenelitianPenilaianPendidikan*, (Bandung: SinarBaruAlgesindo, 2004), P. 19

<sup>45</sup> David nunan. *Op.Cit.*h. 24.

techniques. Before giving treatments to the experimental group, the researcher give the pre test to the two groups. This pre test can give in order to know whether the two groups have similar background and to determine the pre-score of students. After giving treatments for several times, the researcher give post test.

The design of this research is non equivalent control group design as follows:

Group	Pre-test	Treatments	Post-test
Experimental group	YI	XI	X2
Control group	YI	X0	X2

Where:

YI=Pre-test

XI:Experimental treatment

X2:Post-test

X0:Teachers method

This study consists of two variables, namely:

1. Independent variable (X)

The independent variable in this study is learning by using media applications in the experimental class and learning without using media applications in the control class.

2. Dependent variable (Y)

The dependent variable in this study is an increase in student learning outcomes seen from the pre test and post test after learning activities using media applications and without using application media.



## **B. Population and sample**

### **1. Population**

Arikunto stated that a field research of a field study for example an educational research could be carried out at school, in the societies, factories, or hospital to achieve educational objective.<sup>46</sup> The study conduct at SMA Negeri 3 Rejang Lebong. To get empirical data for the study, the researcher give the test. This test given to the tenth graders of SMA Negeri 3 Rejang Lebong and they have 60 students in two class. They were supposed to do the test to show their achievement in mastering writing ability.

### **2. Homogeneity.**

Homogeneous sampling represents selecting participant who are very similar in exercise, perspective or outlook; this produces a narrow, homogeneous sample, and making data collection even analyzing samples. The mean of analysis samples is the researcher determines the effect of experiment both separately and in combination. To acquire the homogeneous ability of students, the researcher took the data in the form of English scores of whole students who became the population in this study.

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<sup>46</sup> Arikunto, suharsimi. *Prosedur Penelitian suatu Pendekatan Praktek.*( Jakarta: Rineka Cipta, 2002), h.3

Those mean scores can be seen as on the table below :

**Table 1**

Students' score in Homogeneity

NO	CLASS	GRADE
1	A	56,50
2	B	51,68

Base on the result of homogeneity test. There are students score in homogeneity test. The result above showed that students score is homogeny. Then the researcher sure that take both of the class become sample in this study. Where class A as control class and class B as experimental class.

### 3. Sample

SMA Negeri 3 Rejang Lebong. To get empirical data for the study, the researcher administrat a test. This test given to the tenth graders of SMA Negeri 3 Rejang Lebong in academic year 2019, in class A and B have 60 students. Based on the Gay and Peter said that homogenous sampling is selecting participant who are very similar in exercise, perspective or out look.: this procedure narrow, homogenous sample, and make data collection and analysis samples.<sup>47</sup> So in this research the sample is group not individual, and

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<sup>47</sup> L.R Gay and Peter, *Educational Research Competences For Analysis Application*, an imprint of practice hall, New Jersey, Clumbus.

all the member of group have similar characteristic. The test is given to all classes of tenth grade (class A and B) in SMA Negeri 3 Rejang Lebong.

#### 4. Variables

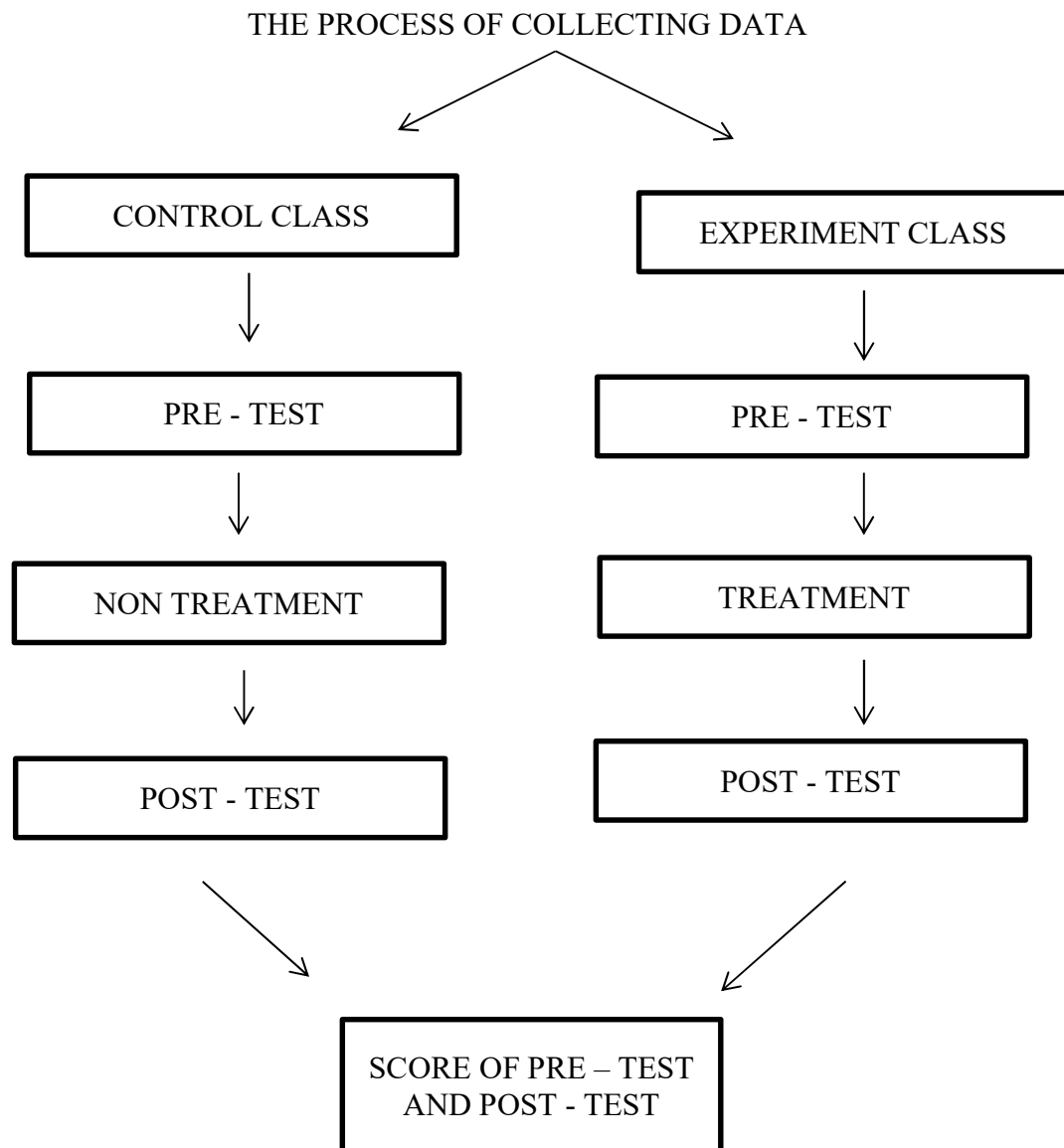
A variable is anything which did not remain constant Nunan. A variable a concept which has value.<sup>48</sup> The value always change from one unit of analysis. In this study, there were two variables. There were independent variable and dependent variable. Independent variable to the use of blended learning and conventional technique in teaching names of object, and dependent variable to the students mastery of names object after being treat using the web log, that "Blended learning" and conventional technique.

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<sup>48</sup> Nunan,D . *Research Methods in Language Learning*. Cambridge:University press.1992. hal 25.

### C. Procedure of the Research

In this research, the research procedure can be viewed as the framework presented in the following below :



Procedure in Control Class	Procedure in Experimental Class
A. Appreciation	A. Preliminary activities
<p>a. The teacher asks about the previous material</p> <p>b. The teacher prepare the material</p>	<p>1. The teacher gives an assignment to students to read the subject matter and answer some of the initial questions on the teacher's blog.</p> <p>2. Students access the teacher's blog, then read and work on some of the teacher's questions.</p> <p>3. The teacher provides a schedule for discussion of the results of students' answers to some of the teacher's questions through student blogs</p> <p>4. The teacher conveys basic competencies, and learning objectives.</p>
B. Exploration	B. Core Activities (70 Minutes)
<p>a. The teacher introduces the material to the students</p> <p>b. The teacher gives and explains the material to the students</p>	<p>1. Students present the results of previous discussions by displaying students blogs.</p> <p>2. Students are asked to make articles on the results of discussions and</p>

	presentations published on the school.
C. Elaboration	C. Closing Activity.
a. The teacher gives the picture related with the material about descriptive text to the students b. The teacher asks to the students to describe the picture by their self c. The teacher asks students about that picture d. The teacher gives exercise about the material	1. Students conclude the results of the discussion. 2. The teacher gives the next task through the teacher's blog.

### 1. Instrument

Instrument is the tool used to collect the data or the needed information.<sup>49</sup> The instrument use in this experiment to experiment to measure the students mastery in writing ability (in this case was nams of object) as an indication of progresss toward educational objectives set for the students. A test use as a method of data collecting. A test is a set of questions, each of which have correct answer, which examines usually answer orally or in writing. In this thesis, the researcher discusses the mastery of the object of the tenth graders of

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<sup>49</sup> M. Toha Anggoro, *Metode Penelitian*, (Jakarta: PT Grasindo, 2000), h.52

SMA Negeri 3 Rejang Lebong before designing the instrument, the researcher have to decide what type of the test should be use.

Research instruments are all tools used to collect, examine, investigate a problem, or collect, analyze, manage and present data systematically and objectively with the aim of solving a problem or testing a hypothesis.<sup>50</sup> So all tools that can support a study can be called research instruments.

Some types of instruments in a study is test:

## 2. Test

Tests are a series of questions or exercises or other tools used to measure skills, measurements, intelligence, abilities or talents possessed by individuals or groups. The test is an instrument which used by the teacher that provides an indicator of students performance level. It means the test is useful for the teacher to find out the level of students. According to handayani test is an instrument which used by the teacher that provides an indicator of students performance level.<sup>51</sup>

Writing test is constructed by the researcher referring to English materials for writing section provided by syllabus applied on the X class students at SMA N 3 Rejang Lebong. The materials tested involve: Descriptive Text. The test is made to measure students' writing mastery. This test is formatted in essay choices since this format can accurately measure students' correctness of

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<sup>50</sup> Sugiyono, *Metode Penelitian Kuantitatif, Kualitatif, dan R & D*, (Bandung: Alfabeta, 2014), h.75.

<sup>51</sup> Handayani, *Evaluasi Pendidikan*, (Bandung, : Ilmu Pustaka,2003).p.73

incorrectness while coping with each item of the test. Another function of relying on essay form.

a) Writing Blueprint

Blue print was designed based on material on syllabuss especially descriptive text. It design material which thought in senior high school level. It was also used criteria and aspects which focuses on descriptive text. Below are the writing blue print:

**Table 3.**

**Blue Print.**

No	Basic Competence	Indicator	Item
1	a. Students describe the picture b. Students write the descriptive text	a. Understanding about the descriptive text b. Writing descriptive text. c. Students' make report from observation in writing on descriptive text d. Writing descriptive text by using language feature and right generic structure.	1. Please describe this issue or picture 2. Write in good generic structure and language feature based on your observation

b) Writing the Test

In the test consisted of items test, instruction and the time allocation the test design on essay form about text.



c) Analyzing the Test Validity

The criteria of good tests were valid. That mean, it analyze where the item is valid and not valid items. It aims to know about the difficulties level of item are used. Are is on the difficulties level of items are used. Are is on the difficulties( very high, high, low, and very low categories level).

d) Experts Validation

After constructing the written test. Test would be validated by expert validation. The researcher gave the test of teacher at Rejang Lebong to get the comment and feedbacks about the test which had been made. The validator for instrument of this research is Mrs. Ulfa Aini, S,Pd and Mrs. Syafinar,S.Pd.

e) First Revision

The purpose of first revision was to evaluate test whether there were a test or some points that should be revised. The researcher would revise the test based on the experts validation suggestions. The first revision was corrected on the structural and form of test was given by researcher. Then the first revision have been finish the validator took the signature for the instrument.

f) Trying Out the Test

Before the test was given to the sample, the researcher tried out the test to another class that had same characteristic as the as the subjects of this study. The researcher chose the students in the same place of the research would be done. It was to see wheter the time allocation to do the test was enough or not and also to see whether the students understood the instruction of the test or not. After the

first validation have been repaired. The researcher do try out to the X IPA 1 and X IPA 2. The class was chosen because they have good ability in writing skill than the other class. It was supporting the teacher transcript of score. After do try out so researcher can determine the experiment and control class. Meanwhile X IPA 1 has means score on 57,4 and the X IPA 2 has mean score on 56,9. The researcher applied the experiment for X IPA 2, which has means score that X IPA 1. In order can get the maximal application or improvement in scoring.

g) Analyzing the result of the Try Out

To find out the reliability of the test, the researcher used inter-rate technique. It means writer used analytic scoring which involve some criteria and aspect in writing to calculate the correlation coefficient of the two scores, the researcher used product moment formula<sup>52</sup> below :

1) Reliability

Reliability was the degree to which a test consistently measures whatever it measures. Problem of measurement that affect reliability are random problem and problem of measurement that affect validity are systematic or constant problem<sup>53</sup>. From accounting above  $r_{\text{accounting}} = 0,386 \geq r_{\text{table}} = 0,344$  by  $N = 29$  significant so the questionnaire is reliable. It is concluded getting the consideration for analysis.

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<sup>52</sup> Ibid, p.72

<sup>53</sup> Gay, L., Educational Research: Competencies For Analysis And Application, (Menrill Pub. Co., Columbus, 1987), p.67

## 2) Validity

Validity was the extent to which a test measures what it is supposed to measure. The question of validity was raised in the context of the three points made above, the form of the test, the purpose of the test and the population for whom it was intended. Based on the criteria of validity so the item on pre-test is valid on very high category by the range criteria 0,97 based on the validity category 0,81 – 1,00 was called very high.

Table 4.

No	X	Y	X <sup>2</sup>	Y <sup>2</sup>	XY
1	60	52	3600	2704	6304
2	45	55	2025	3025	5050
3	62	70	3844	4900	8744
4	51	67	2601	4489	7090
5	42	53	1764	2809	4573
6	61	48	3721	2304	6025
7	43	50	1849	2500	4349
8	56	74	3136	5476	8612
9	63	53	3969	2809	6778
10	54	72	2916	5184	8100
11	67	57	4489	3249	7738
12	40	45	1600	2025	3625
13	76	65	5776	4225	10001
14	54	58	2916	3364	6280
15	64	45	4096	2025	6121
16	58	75	3364	5625	8989
17	67	50	4489	2500	6989
18	56	62	3136	3844	6980
19	76	50	5776	2500	8276
20	55	64	3025	4096	7121
21	74	54	5476	2916	8392

22	55	67	3025	4489	7514
23	72	42	5184	1764	6948
24	55	54	3025	2916	5941
25	42	61	1764	3721	5485
26	50	48	2500	2304	4804
27	52	54	2704	2916	5620
28	60	63	3600	3969	7569
29	54	45	2916	2025	4941
30	60	56	3600	3136	6736
Total	1724	1709	101886	99809	201695

$$\Sigma X=1724$$

$$\Sigma Y=1709$$

$$\Sigma X^2=101886$$

$$\Sigma Y^2=99809$$

$$\Sigma XY=201695$$

### 3. Validity

$$R_{xy} = \frac{\Sigma XY}{\sqrt{(\Sigma X^2)(\Sigma Y^2)}}$$

$$R_{xy} = \frac{\Sigma XY}{\sqrt{(\Sigma X^2)(\Sigma Y^2)}}$$

$$R_{xy} = \frac{201695}{\sqrt{(101886)(99809)}}$$

$$R_{xy} = \frac{201695}{\sqrt{(1.016914)}}$$

$$R_{xy} = \frac{1201695}{1.008421}$$

$$R_{xy}=1,19$$

Value of R validity	Category
0,81 - 1,00	Very high
0,61 - 0,80	High
0,41 - 0,60	Enough
0,21 - 0,40	Low
0,00 - 0,20	Very Low

Based on criteria of validity so the item on pre test is valid on very high category based on criteria of validity so the item is valid on very high category by the range criteria 1,19 based on the validity category 0,81 - 1.00, was called very high.

#### 4. Reliability

$$\begin{aligned}
 r &= \frac{N \sum XY - (\sum X)(\sum Y)}{\sqrt{N \sum X^2 - (\sum X)^2} \sqrt{N \sum Y^2 - (\sum Y)^2}} \\
 r_{xy} &= \frac{30(201695) - (1724)(1709)}{\sqrt{30(101886) - (1724)^2} \sqrt{30(99809) - (1709)^2}} \\
 &= \frac{6050850 - 2946}{\sqrt{3053132} \cdot \sqrt{2990852}} \\
 &= \frac{3104534}{\sqrt{1747,32} \cdot \sqrt{1729,40}} \\
 &= \frac{3104534}{3021815,21} \\
 &= 1,02
 \end{aligned}$$

From accounting above  $r\text{-accounting} = 1,02 > r \text{ table} = 0,344$  by  $N = 30$  significant so the questionnaire is reliable so it concluded getting the consideration for analysis.

## 5. Treatment

**TABLE 5**  
**The Schedule of Treatment and without Treatment for**  
**Experimental and Control Group**

No	Experimental group		Control Group	
	Date	Topic	Date	Topic
1	September, 4 <sup>th</sup> , 2019	Pre – test	September, 4 <sup>th</sup> , 2019	Pre – test
2	September, 6 <sup>th</sup> , 2019	Generic Structure descriptive text (identification) With blended learning through web log	September, 6 <sup>th</sup> , 2019	Generic Structure descriptive text (identification)
3	September, 18 <sup>th</sup> , 2019	Generic Structure descriptive text (description) With blended learning through web log	September, 18 <sup>th</sup> , 2019	Generic Structure descriptive text (description)
4	September, 25 <sup>th</sup> , 2019	Descriptive text (Temporal Sequence) With blended learning through web log	September, 25 <sup>th</sup> , 2019	Descriptive text (Temporal Sequence)
5	October, 4 <sup>th</sup> , 2019	Tense Use in descriptive Text With blended learning through web log	October, 4 <sup>th</sup> , 2019	Tense Use in Descriptive Text
6	October, 11 <sup>th</sup> , 2019	Tense Use in descriptive Text With blended learning through web log	October, 11 <sup>th</sup> , 2019	Tense Use in Descriptive Text
7	October, 16 <sup>th</sup> , 2019	Tense Use in descriptive Text With blended learning through web log	October, 16 <sup>th</sup> , 2019	Tense Use in Descriptive Text

8	October, 18 <sup>th</sup> , 2019	Tense Use in descriptive Text With blended learning through web log	October, 18 <sup>th</sup> , 2019	Tense Use in Descriptive Text
9	October, 25 <sup>th</sup> , 2019	Post – test	October, 25 <sup>th</sup> , 2019	Post – test

#### **D. Technique for Collecting Data**

##### **a. The Instrument of the Research**

The technique of collecting data that used by the researcher in doing this study was only relied in the test.

##### **1) Test**

Test is the formulating of items examined to the sample of study. Where the characteristics of sample are based on the needs of study. In this study the data were collected by organizing the test into pre-test and post-test.

The type can be further subdivided into:

##### **a) Pre-test**

Pre test is to know how students writing ability in English learning. Researcher gave the pre test to both groups(experiment and control group) pre test was given to encounter how far the students standard abilities to understand English. In classifying the points of items of the test, the cases about both materials were made into 4 item. In

giving pre test, the researcher used one meeting being out of time period for cultivating study treatment.

**b) Post test**

Post test is to know how English learning of the students after the students learn using web log. Post test was given to students after the implementation of web log “Blended Learning”. The post test was also formed in the picture format in which the materials tested were same with the pre test including all of the materials. Both cases were made into 4 items of test

**E. Technique of Data Analysis**

The data analysis is required to answer the entire research questions becoming the major focus of this research. In this step, the researcher also analyzed wheter the students had the improvement in their writing mastery after the teaching with using Blended Learning has been applied or even in contrast. Then, the data obtained from pre and post-test are analyzed by the calculation relying the following formulas :



## 1. Mean Score

To get the mean score of pre and post test result in the control group, the researcher uses formula such below :

$$M = \frac{\sum Y}{N}$$

Where :

M : Mean score of control group

$\sum Y$  : The sum of students' scores in control group

N : The amount of students at control group

In Addition, In order to acquire the mean score of pre and post test result in the experimental group, the researcher uses the formula below :

$$M = \frac{\sum X}{N}$$

Where :

M : Mean score of experimental group

$\sum X$  : The sum of students' scores in experimental group

N : The amount of students at experimental group

## 2. Standard Deviation

In gaining the standard deviation of scores in conducting the study at control group, the researcher applies the formula below :

$$SD_y = \sqrt{\frac{\sum (Y - Y_0)^2}{N - 1}}$$

Where :

$SD_y$  : Standard deviation of control group

$Y$  : Score of control group

$Y^0$  : Mean score of control group

$N$  : The amount of students at control group

In addition, to acquire the standard deviation of scores in conducting the study at experimental group, the researcher uses the formula below :

$$SD_x = \sqrt{\frac{\sum (X - X_0)^2}{N - 1}}$$

Where :

$SD_x$  = Standard deviation of experimental group

$X$  = Score of experimental group

$X_0$  = Mean score of experimental group

$N$  = The amount of students at experimental group.

### 3. Hypothesis testing

In testing the hypothesis devised previously, the researcher relies on the statistical formula such below :

$$t = \frac{M1 - M2}{\sqrt{\frac{(S1)^2}{N1} + \frac{(S2)^2}{N2}}}$$

Where :

$t = t \text{ test}$

$M_1$  = Mean score of the post-test at experimental group

$M_2$  = Mean score of the post-test at control group

$S_1$  = Standars deviation of post-test result at experimental group

$S_2$  = Standars deviation of post-test result at control group

$N_1$  = The amount of students at experimental group

$N_2$  = The amount of students at control group

The score of  $t$  accounting will be compare to the T-table. If the  $t$  accounting  $>$  that T table so the hypothesis is rejected. That if the  $t$  accounting  $<$  than T table so the hypothesis is received.

## **BAB IV**

### **FINDING AND DISCUSSION**

#### **A. Finding**

##### **1. Students' Writing Ability In Control Class (Conventional Teaching)**

###### **A. The Result of Pre-Test on Control Class**

According to the research conducted to the tenth grade students of SMA 3 Rejang Lebong, the researcher purpose was to find out their ability in writing descriptive text only without giving any treatment or technique. Students writing ability by using conventional way has mean score of pre test was 51,66 then in the post test has mean score 56,63. So there is improvement 4,97 points. While students writing ability after using blended learning for pre test in experiment was 63,73 and the post test 74,33 that means there is 10,60 point of improvement. The sample who was taken for this research was 60 students. The conventional teaching were applied in the control group used the class (X IPA 1). The result of pre-test which the researcher has gained can be viewed on the table below where, students' name were respresented by students' sequence based on the absent list.

###### **a. Pre Test**

Before researchers used the Web Blog application as a learning medium, students' wrriting ability was still very low and worried, and from a low standard score in this test was 60, but in this test students had the lowest

score in the pre-test 30. So they often have difficulty, it's because they have difficulty to develop their ideas.

**Table 6**

**The score of students' pre-test in control group**

<b>No</b>	<b>Students</b>	<b>Score(Y)</b>
1	Student 1	32
2	Student 2	70
3	Student 3	62
4	Student 4	65
5	Student 5	80
6	Student 6	45
7	Student 7	70
8	Student 8	50
9	Student 9	75
10	Student 10	32
11	Student 11	50
12	Student 12	45
13	Student 13	65
14	Student 14	82
15	Student 15	45
16	Student 16	35
17	Student 17	50
18	Student 18	55
19	Student 19	45
20	Student 20	30

21	Student 21	45
22	Student 22	40
23	Student 23	78
24	Student 24	54
25	Student 25	65
26	Student 26	50
27	Student 27	30
28	Student 28	45
29	Student 29	60
30	Student 30	75
	Jumlah	$\Sigma 1.550$
	Jumlah	M51,66

From the average above, researcher find the means score below :

$$\begin{aligned}
 X &= \frac{\Sigma x}{N} \\
 &= \frac{1.550}{30} \\
 &= 51,66
 \end{aligned}$$

From the accounting above the mean score is 51,66

**Table 7****Data analysis of pre-test in control group**

NO	Students	(Y)	(Y <sup>0</sup> )	(Y-Y <sup>0</sup> )	(Y-Y <sup>0</sup> ) <sup>2</sup>
1	Student 1	32	51,66	-19.66	-39,32
2	Student 2	70	51,66	18.34	36,68
3	Student 3	62	51,66	10.34	20,68
4	Student 4	65	51,66	13.34	26,68
5	Student 5	80	51,66	28.34	56,68
6	Student 6	45	51,66	-6.66	-13,32
7	Student 7	70	51,66	18.34	36,68
8	Student 8	50	51,66	-1.66	-3,32
9	Student 9	75	51,66	23.34	46,68
10	Student 10	32	51,66	-19.66	-39,32
11	Student 11	50	51,66	-1.66	-3,32
12	Student 12	45	51,66	-6.66	-13,32
13	Student 13	65	51,66	13.34	26,68
14	Student 14	82	51,66	30.34	60,68
15	Student 15	45	51,66	-6.66	-13,32
16	Student 16	35	51,66	-16.66	-33,32
17	Student 17	50	51,66	-1.66	-3,32
18	Student 18	55	51,66	3.34	6,68
19	Student 19	45	51,66	-6.66	-13,32
20	Student 20	30	51,66	-21.66	-43,32
21	Student 21	45	51,66	-6.66	-13,32
22	Student 22	40	51,66	-11.66	-23,32
23	Student 23	78	51,66	26.34	52,68
24	Student 24	54	51,66	2.34	4,68
25	Student 25	65	51,66	13.34	26,68
26	Student 26	50	51,66	-1.66	-3,32
27	Student 27	30	51,66	-21.66	-43,32
28	Student 28	45	51,66	-6.66	-13,32
29	Student 29	60	51,66	8.34	16,68
30	Student 30	75	51,66	23.34	46,68
	Jumlah	$\Sigma$ 1.550			210,36

$$Ny = 30$$

$$\Sigma(Y - Y_0)^2$$

$$SD_Y = \frac{\sqrt{\sum(Y-\bar{Y})^2}}{N-1}$$

$$SD_Y = \sqrt{\frac{210,36}{30-1}}$$

$$SD_Y = \sqrt{7,25}$$

$$SD_Y = 2,69.$$

Based on the data showed on the table below, the result of calculation got 30 students' score in pre-test at control group proves that they possess the mean score as 51,66 and the standard deviation that is found out has the degree of score as 2,69.

**b. Post test**

In facilitating to understand the condition of students writing skill after conventional teaching technique implemented, it is measured based on result of post test given to 30 students in control group or (X IPA 1). The result of post test in control group can be viewed based on the table below in which, students name are represented by students sequence based on the absent is.



**TABLE 8****The score of students' Post test in Control Group**

<b>NO</b>	<b>Students</b>	<b>Control (Y)</b>
1	Student 1	50
2	Student 2	78
3	Student 3	60
4	Student 4	50
5	Student 5	48
6	Student 6	50
7	Student 7	65
8	Student 8	45
9	Student 9	50
10	Student 10	80
11	Student 11	60
12	Student 12	45
13	Student 13	62
14	Student 14	55
15	Student 15	48
16	Student 16	72
17	Student 17	55
18	Student 18	50
19	Student 19	70
20	Student 20	82
21	Student 21	40
22	Student 22	55

23	Student 23	45
24	Student 24	72
25	Student 25	50
26	Student 26	65
27	Student 27	42
28	Student 28	60
29	Student 29	55
30	Student 30	40
	Jumlah	$\Sigma 1699$
	Jumlah	M56,63

From the average above, researcher find the means score below :

$$\begin{aligned}
 X &= \frac{\Sigma X}{N} \\
 &= \frac{1,699}{30} \\
 &= 56,63
 \end{aligned}$$

From the accounting above the mean score is 56,63

**Table 9**  
**Data analysis of post-test in control group**

NO	Students	(Y)	(Y <sup>0</sup> )	(Y-Y <sup>0</sup> )	(Y-Y <sup>0</sup> ) <sup>2</sup>
1	Student 1	50	56,63	-6,63	-13,26
2	Student 2	78	56,63	21,37	42,74
3	Student 3	60	56,63	3,37	6,74
4	Student 4	50	56,63	-6,63	-13,26
5	Student 5	48	56,63	-8,63	-17,26
6	Student 6	50	56,63	-6,63	-13,26
7	Student 7	65	56,63	8,37	16,74
8	Student 8	45	56,63	-11,63	-23,26
9	Student 9	50	56,63	-6,63	-13,26
10	Student 10	80	56,63	23,37	46,74
11	Student 11	60	56,63	3,37	6,74
12	Student 12	45	56,63	-11,63	-23,26
13	Student 13	62	56,63	5,37	10,74
14	Student 14	55	56,63	-1,63	-3,26
15	Student 15	48	56,63	-8,63	-17,26
16	Student 16	72	56,63	15,37	30,74
17	Student 17	55	56,63	-1,63	-3,26
18	Student 18	50	56,63	-6,63	-13,26
19	Student 19	70	56,63	13,37	26,74
20	Student 20	82	56,63	25,37	50,74

21	Student 21	40	56,63	-16,63	-33,26
22	Student 22	55	56,63	-1,63	-3,26
23	Student 23	45	56,63	-11,63	-23,26
24	Student 24	72	56,63	15,37	30,74
25	Student 25	50	56,63	-6,63	-13,26
26	Student 26	65	56,63	8,37	16,74
27	Student 27	42	56,63	-14,63	-29,26
28	Student 28	60	56,63	3,37	6,74
29	Student 29	55	56,63	-1,63	-3,26
30	Student 30	40	56,63	-16,63	-33,26
	Jumlah	$\Sigma$ 1699			6,72

$$N_y = 30$$

$$\Sigma(Y - Y_0)^2$$

$$SD_Y = \frac{\sqrt{\Sigma(Y - Y_0)^2}}{N - 1}$$

$$SD_Y = \sqrt{\frac{6,72}{30 - 1}}$$

$$SD_Y = \sqrt{0,23}$$

$$SD_Y = 0,48$$

Based on the data showed on the table below, the result of calculation got 30 students' score in post-test at control group proves that they possess the mean score as 56,63 and the standard deviation that is found out has the degree of score as 0,48

From the finding between pre test and post test of control group was present. The mean score of pre test was 51,66 then in the post test has mean score 56,63. So there is improvement 4,97 points. In this research, the control group and experimental group contains 30 students. In control group concerning with the score of students writing skill before conventional teaching applied, the highest score attains 80 possessed by two students and the lowest score 30 got by two students. Before getting the mean score, the firstly encounters the total of score owned by 30 students in which reaches the number as 1550. Based on the total score, there is found the mean score which achieves 51,66. The researcher then does the calculation to get the standard deviation of pre test result. The standard deviation which is found researchers the number as 2,69.

## **2. Students Writing ability after using of Web Blog.**

In this research, blended learning approach is implemented in experimental group reffering to the class X IPA 2. Before blended learning approach is applied, the researcher takes the first data by giving students pre test. The result of pre test in experimental group can be seen on the table below where, students sequence based on the absent list:

### **a. Pre test**

Pre test also was given in the experiment group before implement of the treatment. The result of pre test was below:

**Table 10****The score of students' pre-test in experimental group**

<b>NO</b>	<b>Students</b>	<b>Experiment (X)</b>
1	Student 1	80
2	Student 2	70
3	Student 3	78
4	Student 4	45
5	Student 5	40
6	Student 6	89
7	Student 7	32
8	Student 8	60
9	Student 9	80
10	Student 10	55
11	Student 11	85
12	Student 12	42
13	Student 13	62
14	Student 14	89
15	Student 15	35
16	Student 16	72
17	Student 17	50
18	Student 18	85
19	Student 19	72
20	Student 20	35
21	Student 21	65
22	Student 22	71
23	Student 23	80

24	Student 24	52
25	Student 25	50
26	Student 26	72
27	Student 27	52
28	Student 28	70
29	Student 29	82
30	Student 30	62
	Jumlah	$\Sigma 1912$
	Jumlah	M63,73

From the average above, researcher find the means score below :

$$\begin{aligned}
 X &= \frac{\Sigma x}{N} \\
 &= \frac{1912}{30} \\
 &= 63,73
 \end{aligned}$$

From the accounting above the mean score is 63,73

**Table 11****Data analysis of pre-test in experimental group**

NO	Students	(X)	(X <sup>0</sup> )	(X-X <sup>0</sup> )	(X-X <sup>0</sup> ) <sup>2</sup>
1	Student 1	80	63,73	16,27	32,54
2	Student 2	70	63,73	6,27	12,54
3	Student 3	78	63,73	14,27	28,54
4	Student 4	45	63,73	-18,73	-37,46
5	Student 5	40	63,73	-23,73	-47,46
6	Student 6	89	63,73	25,27	50,54
7	Student 7	32	63,73	-31,73	-63,46
8	Student 8	60	63,73	-3,73	-7,46
9	Student 9	80	63,73	16,27	32,54
10	Student 10	55	63,73	-8,73	17,46
11	Student 11	85	63,73	21,27	42,54
12	Student 12	42	63,73	-21,73	-43,46
13	Student 13	62	63,73	-1,73	-3,46
14	Student 14	89	63,73	25,27	50,54
15	Student 15	35	63,73	-28,73	-57,46
16	Student 16	72	63,73	8,27	16,54
17	Student 17	50	63,73	-13,73	-27,46
18	Student 18	85	63,73	21,27	42,54
19	Student 19	72	63,73	8,27	16,54



20	Student 20	35	63,73	-28,73	-57,46
21	Student 21	65	63,73	1,27	2,54
22	Student 22	71	63,73	7,27	14,54
23	Student 23	80	63,73	16,27	32,54
24	Student 24	52	63,73	-11,73	-23,46
25	Student 25	50	63,73	-13,73	-27,46
26	Student 26	72	63,73	8,27	16,54
27	Student 27	52	63,73	-11,73	-23,46
28	Student 28	70	63,73	6,27	12,54
29	Student 29	82	63,73	18,27	36,54
30	Student 30	62	63,73	-1,73	-3,46
	Jumlah	1912			35,12

$$NX = 30$$

$$SD_y = \sqrt{\frac{\sum(Y - YO)_2}{N - 1}}$$

$$SD_x = \sqrt{\frac{35,12}{30 - 1}}$$

$$SD_x = \sqrt{1,21}$$

$$SD_x = 1,1$$

In accordance to the data dedicated on the table above, the result of scores calculation in the pre-test got by 30 students having seat on experiment group indicates that mean score owns the number 63,73 with the standard deviation 1,1. In cultivating the result of pre test from both groups, it has the

basic function that it is to find out five aspects of score, lowest score, total score, means score, and standard deviation.

#### **b. Post Test**

The condition of students' Writing ability after Blended Learning Approach implemented, it can be viewed based on the result of post test 30 students having seat on the experimental group or (X IPA 2). Concerning with the result of post test in experimental group, it can be seen on played data on table below in which, students' name are respented by students' sequence based on absent list.

**Table 12**

**The score of students' Post test in Experimental Group**

<b>NO</b>	<b>Students</b>	<b>Experiment (X)</b>
1	Student 1	75
2	Student 2	82
3	Student 3	75
4	Student 4	65
5	Student 5	75
6	Student 6	88
7	Student 7	72
8	Student 8	82
9	Student 9	78
10	Student 10	80
11	Student 11	90

12	Student 12	55
13	Student 13	68
14	Student 14	75
15	Student 15	82
16	Student 16	60
17	Student 17	65
18	Student 18	80
19	Student 19	55
20	Student 20	65
21	Student 21	85
22	Student 22	68
23	Student 23	65
24	Student 24	78
25	Student 25	82
26	Student 26	92
27	Student 27	78
28	Student 28	65
29	Student 29	90
30	Student 30	60
	Jumlah	$\Sigma 2.230$
	Jumlah	M74,33

From the average above, researcher find the means score below :

$$X = \frac{\Sigma X}{N}$$

$$= \frac{2,230}{30}$$

$$= 74,33$$

From the accounting above the mean score is 74,33

**Tabel 13**

**Data Analyze Post test un Experimental Group**

NO	NO	Y	Y <sup>0</sup>	(Y-Y <sup>0</sup> )	(Y-Y <sup>0</sup> ) <sup>2</sup>
1	Student 1	75	74,33	0,67	1,34
2	Student 2	82	74,33	7,67	15,34
3	Student 3	75	74,33	0,67	1,34
4	Student 4	65	74,33	-9,33	-18,66
5	Student 5	75	74,33	0,67	1,34
6	Student 6	88	74,33	13,67	27,34
7	Student 7	72	74,33	-2,33	-4,66
8	Student 8	82	74,33	7,67	15,34
9	Student 9	78	74,33	3,67	7,34
10	Student 10	80	74,33	5,67	11,34
11	Student 11	90	74,33	15,67	31,34
12	Student 12	55	74,33	-19,33	-38,66
13	Student 13	68	74,33	-6,33	-12,66
14	Student 14	75	74,33	0,67	1,34
15	Student 15	82	74,33	7,67	15,34
16	Student 16	60	74,33	-14,33	-28,66

17	Student 17	65	74,33	-9,33	-18,66
18	Student 18	80	74,33	5,67	11,34
19	Student 19	55	74,33	-19,33	-38,66
20	Student 20	65	74,33	-9,33	-18,66
21	Student 21	85	74,33	10,67	21,34
22	Student 22	68	74,33	-6,33	-12,66
23	Student 23	65	74,33	-9,33	-18,66
24	Student 24	78	74,33	3,67	7,34
25	Student 25	82	74,33	7,67	15,34
26	Student 26	92	74,33	17,67	35,34
27	Student 27	78	74,33	3,67	7,34
28	Student 28	65	74,33	-9,33	-18,66
29	Student 29	90	74,33	15,67	31,34
30	Student 30	60	74,33	-14,33	-28,66
	Jumlah	2.230			0,2

$$NX = 30$$

$$SD_x = \sqrt{\frac{\sum(Y-Y_0)^2}{N-1}}$$

$$SD_x = \sqrt{\frac{0,2}{30-1}}$$

$$SD_x = \sqrt{0,006}$$

$$SD_x = 0,07$$

Based on the data showed on the table below, the result of calculation got 30 students' score in post test at experimental group proves that they possess the mean score 63,73 as and standard deviation that is found out has the degree of score as 0,07 the highest score 92 acquired by one students and the lowest score 55. The mean score in post test is 74,33 the total score obtained based on sum of students' score. Then the researcher calculates the standard deviation which attains the number as 0,07. Pre test in experiment was 63,73 and the post test 74,33 that means there is 10,60 point of improvement.

### **3. The effectiveness of Blended Learning Technique to Develop students Writing ability**

In analyzing pre-test and post-test result, the score both groups were compared to wheter the treatment give significant effect or not. The following table may help clarification and contain of comparative result from experimental and control group. The explanation above indicates that the treatment of this study which is as the implementation of Blended Learning Approach has been obviously successful. It can even produce a significant improvement of students of students writing skills. In order to have further information concerning with the data of both groups, the researcher froms the table below :

**Tabel 14****The score of pre test and post test**

<b>No of Subject</b>	<b>Control Group</b>		<b>Experimental Group</b>	
	<b>Pre Test</b>	<b>Post Test</b>	<b>Pre Test</b>	<b>Post Test</b>
1	32	50	80	75
2	70	78	70	82
3	62	60	78	75
4	65	50	45	65
5	80	48	40	75
6	45	50	89	88
7	70	65	32	72
8	50	45	60	82
9	75	50	80	78
10	32	80	55	80
10	50	60	85	90
12	45	45	42	55
13	65	62	62	68
14	82	55	89	75
15	45	48	35	82
16	35	72	72	60
17	50	55	50	65
18	55	50	85	80
19	45	70	72	55
20	30	82	35	65
21	45	40	65	85
22	40	55	71	68
23	78	45	80	65
24	54	72	52	78
25	65	50	50	82
26	50	65	72	92
27	30	42	52	78
28	45	60	70	65
29	60	55	82	90
30	75	40	62	60
Jumlah	1.550	1699	1912	2.230
Mean Score	51.66	56,63	63,73	74,33

Standars Deviation	2,69	0,48	1,1	0,07
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To test the hypothesis, the researcher employs the t-test formula. The t-test is used to see whether the t obtained indicates the significant difference between the mean score of the experimental and control group. Actually based on the analyses of the researcher towards the data produced by both groups, the researcher has dared to certify that Blended Learning Approach is effective in improving students writing ability. Somehow, the calculation is steadily needed because it can more certainly decide whether hypotheses alternative can be accepted or no. The cultivating of both groups data by employing the t-formula can be seen on the presentation below :

a. The “t” Calculation

$$M_1 = 74,33$$

$$M_2 = 56,63$$

$$S_1 = 0,48$$

$$S_2 = 0,07$$

$$N_1 = 30$$

$$N_2 = 30$$

$$\underline{M_1.M_2}$$

$$T = \frac{M_1 - M_2}{\sqrt{\frac{(S_1)^2}{N_1} + \frac{(S_2)^2}{N_2}}}$$

$$T = \frac{74,33 - 56,63}{\sqrt{\frac{0,48^2}{30} + \frac{0,07^2}{30}}}$$



$$T = \frac{7,1}{\sqrt{0,016+0,02}}$$

$$T = \frac{7,1}{0,14}$$

$$T = 5,071$$

$$t\text{-test} = 5,071$$

$$t\text{-table} = 2,828$$

$$t\text{-test} > t\text{-table}$$

$$5,071 > 2,828$$

$H_1$  is accepted

$H_0$  is rejected

In short, from the comparison between t-test and t-table are  $5,071 > 2,828$ , based on the accounting it was be concluded so there is significant effect in using Blended Learning Approach in teaching writing ability at SMAN 3 Rejang Lebong.

## B. Discussion

Writing is a language skill that must be develop in students ability. But writing is not easy work. Media is one of the most important factors to give motivation and develop students skill, Teaching media is all aids used by teacher and students to learning writing. Divides media into three groups they are : a) Audio Media ( Tape Recorder, Radio, Laptop,), b) Visual media ( black/white board,chart map, photo, and picture), c) Audio visual (Film, video, tv,aplication).

In researchers observation in field, most of students difficult to explore their idea and integrating the ideas into a piece of writing. The implementation of Blended Learning Approach was effective to improve the students writing skill descriptive text, it could give different nuance to get the idea and inspiration to write so their enthusiasm improved. To find out the effect of Blended Learning Approach to develop students writing in descriptive text, the researcher did this research of the tenth grade students of SMAN 03 Rejang Lebong. The researcher did two tests to get the data. They are pre-test and post-test. Pre-test analysis show that in control group is not higher that experimental group. ( $5,071 > 2,828$ ).

Before gave the post – test, the researcher gave the different treatment to both of group. The researcher gave application Web Blog to experiment group, and with out application Web Blog to control group. The researcher explained about writing and ask to the students about writing , and than the researcher gave the test to both of groups, with title “ Descriptive Text” the researcher knew that mean score of control group 80. And 90 the mean score of experiment group. In the second meeting the researcher replayed again about past leason and gave the other task.

So the Blended Learning approach can to develop students writing ability. Because from the result above value of the students to go higher up before studying by Blended Learning approach.  $H_1$  is accepted an  $H_0$  is rejected.

## **BAB V**

### **CONCLUSIONS AND SUGGESTIONS**

#### **A. Conclusion**

According to the research conducted to the tenth grade students of SMA 3 Rejang Lebong and Based on the result in the previous chapter and after conducting the result of the treatment, the researcher concludes that use the Blended Learning as a medium of learning, writing which is owned by the children there is still very low and worrying, and than standar from low score in this test is 60, but in this test the students have a lowest score in pre-test is 30. So they are often difficult to even mention it well, it's because they really heard and memorized about idea and English language, but they are only given the task of learning or even not at all. After the researchers used the Blended Learning as a medium of learning, standar of medium test after treatment in post-test is 68. Writing which is owned by the students there is increasing than ever, even the vocabulary and memorizing the way they have just added more with their inability to write from what they have heard and memorized. This technique is effective to develop students' writing ability.

#### **B. Suggestions**

After doing the research about The Effect of Blended Learning in improving students writing ability and get the result of the research, then included it in the

conclusion of the research, the researcher made some suggestion related to the research.

Dealing the result of finding that have been presented above, the researcher would like some suggestion as follow :

1. For the improvement, writing ability in the implementation of suitable method or strategy in teaching is needed.
2. To improve the students' writing ability, it does not only depend on the teachers' material and techniques but also the students' own motivation and the facilities used in teaching and learning process
3. For the further researcher

It will be conduct the research the writer hopes that the other time, the researcher investigate more about the effectiveness of using Blended Learning. The students not only until this time, but there are many techniques in teaching writing skill. Because they have many techniques in teaching writing ability and using Web Blog the students be easier in learning text on writing ability side so it will became new contribution for teaching writing ability when the school have not facility more. So teaching by Web Blog is only one of teaching technique that can develop students' writing ability.

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KEMENTERIAN AGAMA REPUBLIK INDONESIA  
INSTITUT AGAMA ISLAM NEGERI CURUP  
FAKULTAS TARBIYAH

Alamat : Jalan DR. A.K. Gani No 1 Kotak Pos 108 Curup-Bengkulu Telpn. (0732) 21010  
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KEPUTUSAN  
DEKAN FAKULTAS TARBIYAH

Nomor : 63 /ln.34/FT/PP.00.9/07/2019

Tentang

PENUNJUKAN PEMBIMBING I DAN 2 DALAM PENULISAN SKRIPSI  
INSTITUT AGAMA ISLAM NEGERI CURUP

- Menimbang : a. Bahwa untuk kelancaran penulisan skripsi mahasiswa, perlu ditunjuk dosen Pembimbing I dan II yang bertanggung jawab dalam penyelesaian penulisan yang dimaksud ;
- Mengingat : b. Bahwa saudara yang namanya tercantum dalam Surat Keputusan ini dipandang cakap dan mampu serta memenuhi syarat untuk diserahi tugas sebagai pembimbing I dan II ;
1. Undang-Undang Nomor 20 tahun 2003 tentang Sistem Pendidikan Nasional ;
2. Peraturan Presiden RI Nomor 24 Tahun 2018 tentang Institut Negeri Islam Curup ;
3. Peraturan Menteri Agama RI Nomor : 30 Tahun 2018 tentang Organisasi dan Tata Kerja Institut Agama Islam Negeri Curup ;
4. Keputusan Menteri Pendidikan Nasional RI Nomor 184/U/2001 tentang Pedoman Pengawasan Pengendalian dan Pembinaan Program Diploma, Sarjana dan Pascasarjana di Perguruan Tinggi ;
5. Keputusan Menteri Agama RI Nomor B.II/3/15447, tanggal 18 April 2018 tentang Pengangkatan Rektor IAIN Curup Periode 2018-2022.
6. Keputusan Direktur Jenderal Pendidikan Islam Nomor : 3514 Tahun 2016 Tanggal 21 oktober 2016 tentang Izin Penyelenggaraan Program Studi pada Program Sarjana STAIN Curup
7. Keputusan Rektor IAIN Curup Nomor : 0047 tanggal 21 Januari 2019 tentang Pengangkatan Dekan Fakultas Tarbiyah Institut Agama Islam Negeri Curup.

MEMUTUSKAN :

Menetapkan

- Pertama : 1. Paidi Gusmuliana, M.Pd 19840817 201503 1 004  
2. Eka Apriani, M.Pd 19900403 201503 1 005

Dosen Institut Agama Islam Negeri (IAIN) Curup masing-masing sebagai Pembimbing I dan II dalam penulisan skripsi mahasiswa :

N A M A : Nilfa Yeni

N I M : 15551029

JUDUL SKRIPSI : The Implementation Of Blended Learning In Motivating Students English Learning at SMA Negeri 3 Rejang Lebong.

- Kedua : Proses bimbingan dilakukan sebanyak 8 kali pembimbing I dan 8 kali pembimbing II dibuktikan dengan kartu bimbingan skripsi ;
- Ketiga : Pembimbing I bertugas membimbing dan mengarahkan hal-hal yang berkaitan dengan substansi dan konten skripsi. Untuk pembimbing II bertugas dan mengarahkan dalam penggunaan bahasa dan metodologi penulisan ;
- Keempat : Kepada masing-masing pembimbing diberi honorarium sesuai dengan peraturan yang berlaku ;
- Kelima : Surat Keputusan ini disampaikan kepada yang bersangkutan untuk diketahui dan dilaksanakan sebagaimana mestinya ;
- Keenam : Keputusan ini berlaku sejak ditetapkan dan berakhir setelah skripsi tersebut dinyatakan sah oleh IAIN Curup atau masa bimbingan telah mencapai 1 tahun sejak SK ini ditetapkan ;
- Ketujuh : Apabila terdapat kekeliruan dalam surat keputusan ini, akan diperbaiki sebagaimana mestinya sesuai peraturan yang berlaku ;



Ditetapkan di Curup,  
Pada Tanggal 25 Juli 2019

Dekan,

*(Signature)* Nural

Tembusan : Disampaikan Yth :  
1. Rektor





**KEMENTERIAN AGAMA REPUBLIK INDONESIA  
INSTITUT AGAMA ISLAM NEGERI CURUP  
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nomor : 109 /In.34/FT/PP.00.9/10/2019  
jenis : Proposal Dan Instrumen  
tujuan : Permohonan Izin Penelitian

03 Oktober 2019

Kepala Cabang Dinas Wilayah II Curup  
Dinas Pendidikan dan Kebudayaan  
Provinsi Bengkulu  
Di Kabupaten Rejang Lebong

Wassalamu'alaikum Wr.Wb.

Sehubungan dengan rangka penyusunan skripsi S.I pada Institut Agama Islam Negeri Curup :

Nama : Nilfa Yeni  
NIM : 15551029  
Jurusan / Prodi : Tarbiyah / Tadris Bahasa Inggris (TBI)  
Judul Skripsi : The Effect Of Blended Learning Technique On Students English Ability.  
Waktu Penelitian : 03 Oktober s.d 03 Januari 2020  
Lokasi Penelitian : SMA Negeri 3 Kabupaten Rejang Lebong

Ditohon kiranya Bapak berkenan memberi izin penelitian kepada mahasiswa yang bersangkutan.  
Sehubungan dengan hal tersebut, dengan ini saya ucapkan terima kasih.

a.n. Dekan  
Wakil Dekan I,

H. Abdul Rahman, M.Pd.I  
NIP. 19720704 200003 1 004

Disampaikan Yth :  
Ketua  
Biro AUAK

Lampiran : Satu Berkas  
Prihal : *Permohonan Observasi Penelitian*

Kepada

Yth. Ketua Prodi Tadris Bahasa Inggris IAIN Curup

Di

Tempat

*Assalamualaikum Wr. Wb*

Salam hormat seiring do'a semoga segala aktifitas ibu selalu dalam bimbingan dan curahan Allah SWT. Amin.

Saya yang bertanda tangan dibawah ini:

Nama : Nilfa Yeni  
NIM : 15551029  
Fakultas : TARBIYAH  
Prodi : TBI  
Judul : The effect of blended learning technique on students' writing  
ability at tenth grade SMAN 3 Rejang Lebong

Bermohon kepada ibu kiranya berkenan untuk menerbitkan surat permohonan observasi Penelitian.

Demikian surat permohonan ini saya buat, besar harapan saya semoga ibu dapat mengabulkannya. Atas kebijaksanaan ibu saya ucapkan terimakasih

*Wassalamual'aikum, Wr. Wb*

Curup, 02 Oktober 2019

Mahasiswa



Nilfa Yeni  
NIM 15551029

Mengetahui,  
Ketua Prodi TBI



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PEMERINTAH PROVINSI BENGKULU  
DINAS PENDIDIKAN DAN KEBUDAYAAN  
CABANG DINAS PENDIDIKAN WILAYAH II CURUP  
Jalan : Jalan Sidomulyo – Tempel Rejo Kecamatan Curup Selatan

**SURAT IZIN PENELITIAN**

Nomor :420 / / Cabdin.II/2019

Tang bertandatangan dibawah ini :

Nama : Inne Kristanti, SP, M.S  
NIP : 19740126 199903 2 003  
Jabatan : Pembina, IV/a  
Tempat : Kepala Cabang Dinas Pendidikan Wilayah II Curup.

Berdasarkan surat Dekan Institut Agama Islam Negeri Curup  
Nomor:109/In.34/FT/PP.00.9/10/2019 tanggal 3 Oktober 2019. Perihal Permohonan Izin  
Penelitian, dengan ini memberikan izin kepada :

Nama : Nilfa Yeni  
NIM : 15551029  
Fakultas/Prodi : Tarbiyah / Tadris Bahasa Inggris (TBI)  
Waktu : 03 Oktober s.d 03 Januari 2019  
Tempat : SMA Negeri 3 Kabupaten Rejang Lebong

Untuk melakukan penelitian dalam rangka penyusunan skripsi S.1 berlokasi pada SMA  
Negeri 3 Kabupaten Rejang Lebong dengan judul skripsi “The Effect Of Blended Learning  
Technique On Students English Ability”:

Demikian surat izin penelitian ini diberikan untuk dapat dipergunakan sebagaimana mestinya

Curup, 7 Oktober 2019  
Kepala Cabang Dinas Pendidikan  
Wilayah II Curup

Inne Kristanti, SP.M.Si  
Pembina IV/a  
NIP. 19740126 199903 2 003



**PEMERINTAH PROPINSI BENGKULU  
DINAS PENDIDIKAN DAN KEBUDAYAAN  
SMA NEGERI 3 REJANG LEBONG**

ALAMAT : Jln. Dr. Ak. Gani Desa Pahlawan Tlp. (0732) 23084 Kode Pos 39119  
Akreditasi : A

**SURAT KETERANGAN SELESAI PENELITIAN**

NO : 421.3 / 785 / PL/SMAN 3 / RL/2019

Yang bertandatangan di bawah ini :

Nama : **WARDOYO, M.Pd. Mat**  
NIP : 19681012 199301 1 002  
Pangkat / Gol. : Pembina / IVa  
Jabatan : Kepala SMA Negeri 3 Rejang Lebong

Dengan ini menerangkan bahwa :

Nama : **Nilfa Yeni**  
NIM : 15551029  
Prodi : Tadris Bahasa Inggris (TBI)  
Fakultas : Tarbiyah  
Universitas : IAIN Curup

Nama yang tersebut diatas benar-benar telah selesai melaksanakan penelitian skripsi yang berjudul "*The Effect Of Blended Learning Technique On Students English Ability*", dari tanggal 08 September s/d 01 November 2019.

Demikian surat keterangan ini kami buat dengan sebenarnya untuk dapat dapat dipergunakan sebagaimana mestinya.

Curup, 02 November 2019  
Kepala Sekolah

**WARDOYO, M.Pd. Mat**  
Pangkat : Pembina/ IVa  
NIP. 19681012 199301 1 002

## Question of the Treatment

### Written Test

---

Name :  
Class :  
School :

*Choose one of the picture below and write your description about that picture in two paragraphs . You have 40 minute to do this task.*





## Question of the Treatment

### Written Test

---

Name :  
Class :  
School :

*Choose one of the picture below and write your description about that picture in two pharagraph . You have 40 minute to do this task.*

a.



c.



b.



d.



## Question of the Pre Test and Post Test

### Written Test

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Name :  
Class :  
School :

*Choose one of the picture below and write your description about that picture in two pharagraph . You have 40 minute to do this task.*



e.

. Borobudur



f.

g.



h.



## Question of the Treatment

### Written Test

---

Name :  
Class :  
School :

*Choose one of the picture below and write your description about that picture in two pharagraph . You have 40 minute to do this task.*

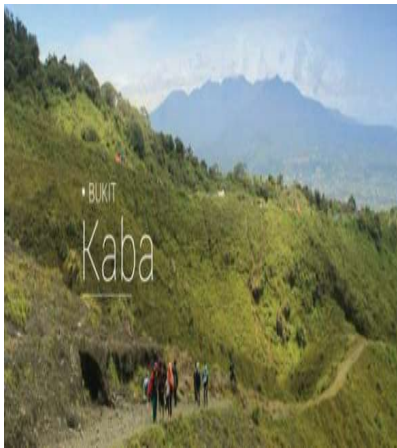


i.



j.

l.



k.





NO	CRITERIA OF ASSEMBLE OF TREATMENT 1										TOTAL
	1	2	3	4	5	6	7	8	9	10	
1	6	8	4	5	7	9	7	9	8	4	67
2	4	6	8	3	3	8	8	3	6	7	56
3	5	8	4	4	7	9	7	4	6	9	63
4	4	8	7	1	5	4	7	1	6	8	51
5	5	3	8	8	7	7	8	6	8	5	65
6	6	1	9	6	8	5	8	8	7	4	62
7	9	7	9	8	9	7	5	7	9	9	79
8	5	8	9	8	5	9	4	6	7	7	76
9	9	7	4	7	8	6	5	7	5	6	64
10	5	7	6	3	3	4	7	6	4	8	53
11	6	7	9	6	6	8	7	6	3	5	64
12	9	8	9	8	6	4	9	3	9	7	72
13	5	8	4	8	7	9	7	6	5	7	66
14	8	4	7	9	7	7	4	4	5	8	63
15	9	8	8	1	8	8	7	8	7	9	73
16	8	9	7	9	5	9	7	9	7	5	75
17	7	9	4	8	7	8	9	7	8	9	76
18	9	7	8	9	8	9	9	8	7	9	83
19	6	7	9	7	8	9	7	6	7	6	72
20	9	8	6	9	7	7	8	7	7	8	76
21	9	9	7	8	8	9	9	6	7	8	80
22	8	9	7	8	7	9	7	8	9	7	79
23	9	7	8	9	8	8	9	6	8	9	81
24	7	8	9	7	9	8	7	8	6	8	77
25	8	9	7	8	7	9	8	8	9	7	80
26	8	8	9	7	8	8	9	9	8	8	82
27	8	8	9	8	9	9	7	8	7	9	82
28	8	9	9	9	6	9	8	7	9	6	79
29	8	8	7	8	9	9	7	9	7	8	81
30	9	9	8	9	8	8	7	8	9	8	83
TOTAL	216	222	210	208	210	232	218	200	210	218	2160

MEAN	72
ACCOUNT	30
MAXIMUM	83
MINIMUM	51

NO	CRITERIA OF ASSEMBLE OF TREATMENT 1										TOTAL
	1	2	3	4	5	6	7	8	9	10	
1	9	8	7	5	7	8	6	9	8	6	73
2	9	8	7	6	6	7	8	6	8	7	72
3	8	9	7	6	9	8	7	6	7	8	75
4	7	9	7	8	4	7	6	8	7	6	69
5	4	7	8	9	6	9	5	9	5	6	68
6	5	7	8	9	6	8	9	9	6	7	74
7	7	8	8	7	9	8	7	9	7	9	85
8	4	9	8	7	7	8	6	9	7	9	74
9	7	5	9	8	9	5	8	6	8	7	72
10	8	9	9	8	7	9	8	9	8	7	82
11	6	9	8	5	7	8	9	7	8	7	74
12	6	7	6	7	5	9	5	6	8	9	68
13	7	9	9	6	9	7	8	7	7	8	77
14	7	8	8	7	9	8	9	8	7	9	78
15	8	6	7	8	9	7	8	9	9	3	74
16	9	8	9	8	8	8	9	8	9	9	89
17	4	8	7	6	2	7	6	9	4	5	58
18	8	6	7	9	8	9	5	3	6	4	65
19	9	8	7	8	7	8	8	9	6	8	78
20	3	9	5	9	8	9	7	8	9	4	71
21	6	8	9	9	7	9	8	7	8	9	80
22	7	8	6	5	8	7	9	9	8	9	76
23	8	6	9	8	7	6	8	7	3	7	69
24	4	6	8	7	6	4	8	9	7	9	70
25	6	8	7	7	9	7	9	8	7	8	76
26	7	9	8	6	5	7	7	5	6	9	69
27	3	7	8	6	8	8	6	7	9	8	70
28	8	6	7	8	6	9	9	8	6	9	76
29	6	7	5	9	8	7	8	6	9	7	72
30	5	8	7	6	5	6	9	6	7	9	68
TOTAL	196	232	228	221	216	233	232	234	223	232	2202
MEAN										73,4	
ACCOUNT										30	
MAXIMUM										89	
MINIMUM										58	

## SILABUS

Sekolah : SMAN 3 Rejang Lebong  
 Kelas : X  
 Mata Pelajaran : Bahasa Inggris  
 Semester : I

Kompetensi Dasar	Materi Pembelajaran	Kegiatan Pembelajaran	Penilaian	Alokasi Waktu	Sumber Belajar
1.1 Mensyukuri kesempatan dapat mempelajari bahasa Inggris sebagai bahasa pengantar komunikasi internasional yang diwujudkan dalam semangat belajar 2.3 Menunjukkan perilaku tanggung jawab, peduli, kerjasama, dan cinta damai, dalam melaksanakan komunikasi fungsional 3.7 Menganalisis fungsi sosial, struktur teks, dan unsur kebahasaan pada teks deskriptif sederhana tentang orang, tempat wisata, dan bangunan bersejarah terkenal, sesuai dengan konteks	1. Teks deskriptif lisan dan tulis, sederhana, tempat wisata, dan bangunan bersejarah terkenal	<ul style="list-style-type: none"> <li>memperhatikan / menonton beberapa contoh teks/ film tentang penggambaran orang, tempat wisata, dan bangunan bersejarah.</li> <li>menemukan gagasan pokok, informasi rinci dan informasi tertentu dari teks</li> </ul>	<ul style="list-style-type: none"> <li>Pencapaian fungsi sosial</li> <li>Kelengkapan dan keruntutan struktur teks deskriptif</li> <li>Ketepatan unsur kebahasaan: tata bahasa, kosa kata, ucapan, tekanan kata, intonasi, ejaan, dan tulisan tangan</li> <li>Kesesuaian format penulisan/ penyampaian</li> </ul>	3X90 JP	Audio CD/ VCD/DVD  SUARA GURU  Koran/ majalah berbahasa Inggris  Senior High School Text Book Kamus  Internet

<b>Kompetensi Dasar</b>	<b>Materi Pembelajaran</b>	<b>Kegiatan Pembelajaran</b>	<b>Penilaian</b>	<b>Alokasi Waktu</b>	<b>Sumber Belajar</b>
<p>4.8 Menangkap makna dalam teks deskriptif lisan dan tulis sederhana.</p> <p>4.9 Menyunting teks deskriptif lisan dan tulis, sederhana, tentang orang, tempat wisata, dan bangunan bersejarah terkenal, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan yang benar dan sesuai konteks.</p> <p>4.10 Menyusun teks deskriptif lisan dan tulis sederhana tentang orang, tempat wisata, dan bangunan bersejarah terkenal, dengan memperhatikan tujuan, struktur teks, dan unsur kebahasaan, secara benar dan sesuai dengan konteks.</p>	<p>2. Teks deskriptif lisan dan tulis, sederhana, tentang orang, artis/actor idola, dan para pahlawan Indonesia</p>	<ul style="list-style-type: none"> <li>mempertanyakan antara lain perbedaan antar berbagai teks deskripsi yang ada dalam bahasa Inggris, perbedaan teks dalam bahasa Inggris dengan yang ada dalam bahasa Indonesia</li> <li>Membuat klipring deskripsi tentang orang, tempat wisata atau bangunan bersejarah yang mereka sukai.</li> </ul>	<ul style="list-style-type: none"> <li>Pencapaian fungsi sosial</li> <li>Kelengkapan dan keruntutan struktur teks deskriptif</li> <li>Ketepatan unsur kebahasaan: tata bahasa, kosa kata, ucapan, tekanan kata, intonasi, ejaan, dan tulisan tangan</li> <li>Kesesuaian format penulisan/ penyampaian</li> </ul>	<p>3X90 JP</p>	<p>Audio CD/ VCD/DVD</p> <p>SUARA GURU</p> <p>Koran/ majalah berbahasa Inggris</p> <p>Senior High School</p> <p>Text Book Kamus</p> <p>Internet</p>

`Rejang Lebong, September 2019

**Guru Bahasa Inggris**  
**SMA 3 Rejang Lebong**

Researcher

Ulfa Maryanti S.Pd  
NIP:198309112009042003

Nilfa Yeni  
NIM. 15551029

## RENCANA PELAKSANAAN PEMBELAJARAN

Nama Sekolah	: SMAN 03 Rejang Lebong
Mata Pelajaran	: Bahasa Inggris
Kelas/Semester	: X/1
Materi Pokok	: Descriptive Text
Alokasi Waktu	: 8X90 Menit

### A. Kompetensi Inti

KI.3: Memahami, menerapkan, menganalisis pengetahuan factual, konseptual, procedural berdasarkan rasa ingin tahunya tentang ilmu pengetahuan, teknologi, seni budaya dengan wawasan kemanusiaan, kebangsaan, kenegaraan, dan peradaban terkait penyebab fenomena dan kejadian, serta menerapkan pengetahuan procedural pada bidang kajian yang spesifik sesuai dengan bakat dan minatnya untuk memecahkan masalah.

KI.4: Mengolah, menalar, dan menyaji dalam ranah konkret dan ranah abstrak terkait dengan pengembangan dari yang dipelajarinya di sekolah secara mandiri dan mampu menggunakan metode sesuai kaidah keilmuan.

### B. Kompetensi Dasar dan Indikator Pencapaian Kompetensi

3.4 Pengetahuan: Menganalisis fungsi sosial, struktur teks, dan unsur kebahasaan beberapa teks deskriptif dengan memberi dan meminta informasi pendek dan sederhana terkait orang, benda, dan tempat sesuai dengan konteks penggunaannya.

4.4 Keterampilan: Menyusun teks deskriptif lisan dan tulis, pendek dan sederhana terkait orang, benda, dan tempat, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan secara benar dan sesuai konteks.

### **C. Indikator Pencapaian Kompetensi**

3.4 Pengetahuan: Menjelaskan fungsi sosial, struktur teks, dan unsur kebahasaan beberapa teks deskriptif lisan dan tulis dengan memberi dan meminta informasi terkait orang, hewan tempat wisata, dan benda.

4.4 Keterampilan Menyusun teks deskriptif lisan dan tulisan, pendek dan sederhana, terkait orang, hewan, tempat wisata dan benda dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan secara benar dan sesuai konteks.

#### **Pertemuan 1**

3.4.1 Mengidentifikasi gambaran umum, informasi tertentu dan rinci dari teks deskriptif sederhana tentang orang, hewan, tempat wisata dan benda penuh percaya diri dan bertanggung jawab.

3.4.2 Mengurai gambaran umum dan informasi tertentu dari teks deskriptif sederhana tentang orang, hewan, tempat wisata dan benda dengan penuh percaya diri dan bertanggung jawab.

3.4.3 Mendeteksi fungsi social, struktur teks, dan unsur kebahasaan dari teks deskriptif sederhana.

#### **Pertemuan 2**

4.4.1 Membedakan fungsi social, struktur teks, dan unsur kebahasaan pada teks deskriptif sederhana tentang orang, hewan, tempat wisata dan benda dengan memperhatikan fungsi social, struktur teks, dan unsur kebahasaan yang benar dan sesuai konteks.

4.4.2 Menyunting teks deskriptif sederhana lisan sederhana tentang orang, hewan, tempat wisata dan benda dengan memperhatikan fungsi social, struktur teks, dan unsur kebahasaan yang benar dan sesuai konteks.

4.4.4 Menyusun teks deskriptif sederhana tulis selesai tentang orang, hewan, tempat wisata dan benda dengan memperhatikan fungsi social, struktur teks, dan unsur kebahasaan yang benar dan sesuai konteks.

### Pertemuan 3

4.5.1 Membedakan fungsi social, struktur teks, dan unsur kebahasaan pada teks deskriptif sederhana tentang orang, hewan, tempat wisata dan benda dengan memperhatikan fungsi social, struktur teks, dan unsur kebahasaan yang benar dan sesuai konteks.

4.5.2 Menyunting teks deskriptif sederhana lisan sederhana tentang orang, hewan, tempat wisata dan benda dengan memperhatikan fungsi social, struktur teks, dan unsur kebahasaan yang benar dan sesuai konteks.

4.5.4 Menyusun teks deskriptif sederhana tulis selesai tentang orang, hewan, tempat wisata dan benda dengan memperhatikan fungsi social, struktur teks, dan unsur kebahasaan yang benar dan sesuai konteks.

### Pertemuan 4

4.6.1 Membedakan fungsi social, struktur teks, dan unsur kebahasaan pada teks deskriptif sederhana tentang orang, hewan, tempat wisata dan benda dengan memperhatikan fungsi social, struktur teks, dan unsur kebahasaan yang benar dan sesuai konteks.

4.6.2 Menyunting teks deskriptif sederhana lisan sederhana tentang orang, hewan, tempat wisata dan benda dengan memperhatikan fungsi social, struktur teks, dan unsur kebahasaan yang benar dan sesuai konteks.

4.6.4 Menyusun teks deskriptif sederhana tulis selesai tentang orang, hewan, tempat wisata dan benda dengan memperhatikan fungsi social, struktur teks, dan unsur kebahasaan yang benar dan sesuai konteks.

### Pertemuan 5

4.7.1 Membedakan fungsi social, struktur teks, dan unsur kebahasaan pada teks deskriptif sederhana tentang orang, hewan, tempat wisata dan benda dengan memperhatikan fungsi social, struktur teks, dan unsur kebahasaan yang benar dan sesuai konteks.



4.7.2 Menyunting teks deskriptif sederhana lisan sederhana tentang orang, hewan, tempat wisata dan benda dengan memperhatikan fungsi social, struktur teks, dan unsur kebahasaan yang benar dan sesuai konteks.

4.7.4 Menyusun teks deskriptif sederhana tulis selesai tentang orang, hewan, tempat wisata dan benda dengan memperhatikan fungsi social, struktur teks, dan unsur kebahasaan yang benar dan sesuai konteks.

#### Pertemuan 6

4.8.1 Membedakan fungsi social, struktur teks, dan unsur kebahasaan pada teks deskriptif sederhana tentang orang, hewan, tempat wisata dan benda dengan memperhatikan fungsi social, struktur teks, dan unsur kebahasaan yang benar dan sesuai konteks.

4.8.2 Menyunting teks deskriptif sederhana lisan sederhana tentang orang, hewan, tempat wisata dan benda dengan memperhatikan fungsi social, struktur teks, dan unsur kebahasaan yang benar dan sesuai konteks.

4.8.4 Menyusun teks deskriptif sederhana tulis selesai tentang orang, hewan, tempat wisata dan benda dengan memperhatikan fungsi social, struktur teks, dan unsur kebahasaan yang benar dan sesuai konteks.

#### Pertemuan 7

4.9.1 Membedakan fungsi social, struktur teks, dan unsur kebahasaan pada teks deskriptif sederhana tentang orang, hewan, tempat wisata dan benda dengan memperhatikan fungsi social, struktur teks, dan unsur kebahasaan yang benar dan sesuai konteks.

4.9.2 Menyunting teks deskriptif sederhana lisan sederhana tentang orang, hewan, tempat wisata dan benda dengan memperhatikan fungsi social, struktur teks, dan unsur kebahasaan yang benar dan sesuai konteks.

4.9.4 Menyusun teks descriptive sederhana tulis selesai tentang orang, hewan, tempat wisata dan benda dengan memperhatikan fungsi social, struktur teks, dan unsur kebahasaan yang benar dan sesuai konteks.

## Pertemuan 8

4.10.1 Membedakan fungsi social, struktur teks, dan unsur kebahasaan pada teks descriptive sederhana tentang orang, hewan, tempat wisata dan benda dengan memperhatikan fungsi social, struktur teks, dan unsur kebahasaan yang benar dan sesuai konteks.

4.10.2 Menyunting teks deskriptif sederhana lisan sederhana tentang orang, hewan, tempat wisata dan benda dengan memperhatikan fungsi social, struktur teks, dan unsur kebahasaan yang benar dan sesuai konteks.

4.10.4 Menyusun teks descriptive sederhana tulis selesai tentang orang, hewan, tempat wisata dan benda dengan memperhatikan fungsi social, struktur teks, dan unsur kebahasaan yang benar dan sesuai konteks.

## Tujuan Pembelajaran

### Pertemuan 1

Melalui proses membaca, menonton, menanya, mencoba, dan menalar peserta didik mampu, menganalisis dan menangkap makna teks deskriptif sederhana lisan dan tulis sederhana tentang kegiatan/kejadian/ peristiwa dengan percaya diri, jujur, dan bertanggung jawab.

### Pertemuan 2

Melalui proses membaca, menonton, menanya, mencoba, dan menalar peserta didik mampu, menganalisis dan menangkap makna teks deskriptif sederhana lisan dan tulis sederhana tentang kegiatan/kejadian/ peristiwa dengan percaya diri, jujur, dan bertanggung jawab.

### Pertemuan 3

Melalui proses membaca, menonton, menanya, mencoba, dan menalar peserta didik mampu, menganalisis dan menangkap makna teks deskriptif sederhana lisan dan tulis sederhana tentang kegiatan/kejadian/ peristiwa dengan percaya diri, jujur, dan bertanggung jawab.

#### Pertemuan 4

Melalui proses membaca, menonton, menanya, mencoba, dan menalar peserta didik mampu, menganalisis dan menangkap makna teks deskriptif sederhana lisan dan tulis sederhana tentang kegiatan/kejadian/ peristiwa dengan percaya diri, jujur, dan bertanggung jawab.

#### Pertemuan 5

Melalui proses membaca, menonton, menanya, mencoba, dan menalar peserta didik mampu, menganalisis dan menangkap makna teks deskriptif sederhana lisan dan tulis sederhana tentang kegiatan/kejadian/ peristiwa dengan percaya diri, jujur, dan bertanggung jawab.

#### Pertemuan 6

Melalui proses membaca, menonton, menanya, mencoba, dan menalar peserta didik mampu, menganalisis dan menangkap makna teks deskriptif sederhana lisan dan tulis sederhana tentang kegiatan/kejadian/ peristiwa dengan percaya diri, jujur, dan bertanggung jawab.

#### Pertemuan 7

Melalui proses membaca, menonton, menanya, mencoba, dan menalar peserta didik mampu, menganalisis dan menangkap makna teks deskriptif sederhana lisan dan tulis sederhana tentang kegiatan/kejadian/ peristiwa dengan percaya diri, jujur, dan bertanggung jawab.

#### Pertemuan 8

Melalui proses membaca, menonton, menanya, mencoba, dan menalar peserta didik mampu, menganalisis dan menangkap makna teks deskriptif sederhana lisan dan tulis sederhana tentang kegiatan/kejadian/ peristiwa dengan percaya diri, jujur, dan bertanggung jawab.

### **D. Materi Pembelajaran**

Definisi descriptive Text: descriptive text is a text which says what a person or a thing is like. Its purpose to describe and reveal a particular person, place, or thing. Or it's a text which used to describe something , someone, or place.

Social function: to describe a particular person, thing, and place.

Generic structure:

- ❖ Identification: contains about the introduction of a person, place, animal, or object will be describe.  
For person mention the name, place&date of birth, occupation/profession
- ❖ Description: contains a description of something such as animal, things, place, or person by describing its features, forms, colors, or anything related to what the writer describe.

Language feature:

- ❖ Use of simple present tense
- ❖ specific participant
- ❖ use of adjective.

#### **E. Metode Pembelajaran**

1. Pendekatan : Scientific Blended learning.
2. Model : Cooperative learning

#### **F. Media Pembelajaran**

**Media** : PPt  
Teks Deskriptif  
**Alat** : Laptop, LCD

#### **G. Sumber Pembelajaran**

Buku 'Bahasa Inggris' Kelas XI dari Kemendikbud dan [www.daily.English.com](http://www.daily.English.com)

#### **H. Langkah-langkah Pembelajaran**

##### **Pertemuan Pertama**

<i>Kegiatan Pendahuluan ( 10 Menit)</i>
<ol style="list-style-type: none"><li>1. Memberi brainstorming berupa pertanyaan yang sesuai dengan materi yang akan disampaikan seperti: menunjukan picture atau gambar artis idola.</li><li>2. Guru menanyakan kepada siswa apa yang mereka pikirkan tentang gambar atau picture tersebut dan meminta penilaian mereka tentang gambar tersebut.</li></ol>

<ol style="list-style-type: none"> <li>3. Dari hasil brainstorming tadi guru menjelaskan materi yang akan dipelajari hari ini.</li> <li>4. Menjelaskan tujuan pembelajaran atau kompetensi dasar yang akan dicapai.</li> <li>3. Menyampaikan cakupan materi dan penjelasan uraian kegiatan sesuai silabus</li> </ol>
<b><i>Kegiatan Inti (70 Menit)</i></b>
<ol style="list-style-type: none"> <li>1. Siswa menyimak contoh teks deskriptif tentang tempat wisata bersejarah(prambanan temple).</li> <li>2. Siswa diberi kesempatan untuk mempertanyakan isi teks berjudul prambanan temple.</li> <li>3. Siswa mendiskusikan jawaban pertanyaan-pertanyaan yang diberikan</li> <li>4. Siswa mengidentifikasi karakteristik teks deskriptif</li> <li>5. Siswa mengidentifikasi unsur kebahasaan teks deskriptif</li> <li>6. Siswa berlatih menentukan suatu teks deskriptif dari beberapa teks yang diberikan dengan cara memberi highlight pada teks tersebut.</li> </ol>
<b><i>Kegiatan Penutup ( 10 Menit)</i></b>
<ol style="list-style-type: none"> <li>1. Siswa menyimpulkan pembelajaran hari itu</li> <li>2. Guru memberikan umpan balik pembelajaran</li> <li>3. Guru menyampaikan rencana pembelajaran berikutnya</li> </ol>

## **Pertemuan Kedua**

<b><i>Kegiatan Pendahuluan ( 10 Menit)</i></b>
<ol style="list-style-type: none"> <li>1. Guru memberikan tugas kepada siswa untuk membaca materi pelajaran dan menjawab beberapa pertanyaan awal yang ada di blog guru.</li> <li>2. Siswa mengakses blog guru, selanjutnya membaca dan mengerjakan beberapa pertanyaan guru.</li> <li>3. Guru memberikan jadwal untuk melakukan diskusi dari hasil jawaban siswa terhadap beberapa pertanyaan guru melalui blog siswa</li> <li>4. Guru menyampaikan kompetensi dasar, dan tujuan pembelajaran.</li> </ol>
<b><i>Kegiatan Inti (70 Menit)</i></b>
<ol style="list-style-type: none"> <li>1. Siswa mempresentasikan hasil diskusi sebelumnya dengan menayangkan blog siswa.</li> <li>2. Siswa diminta untuk membuat artikel hasil diskusi dan presentasi yang dipublikasikan ke</li> </ol>

dalam web sekolah.
<b><i>Kegiatan Penutup ( 10 Menit)</i></b>
<ol style="list-style-type: none"> <li>1. Siswa menyimpulkan hasil diskusi.</li> <li>2. Guru memberikan tugas selanjutnya melalui Blog guru.</li> </ol>

### **Pertemuan Ketiga**

<b><i>Kegiatan Pendahuluan ( 10 Menit)</i></b>
<ol style="list-style-type: none"> <li>5. Guru memberikan tugas kepada siswa untuk membaca materi pelajaran dan menjawab beberapa pertanyaan awal yang ada di blog guru.</li> <li>6. Siswa mengakses blog guru, selanjutnya membaca dan mengerjakan beberapa pertanyaan guru.</li> <li>7. Guru memberikan jadwal untuk melakukan diskusi dari hasil jawaban siswa terhadap beberapa pertanyaan guru melalui blog siswa</li> <li>8. Guru menyampaikan kompetensi dasar, dan tujuan pembelajaran.</li> </ol>
<b><i>Kegiatan Inti (70 Menit)</i></b>
<ol style="list-style-type: none"> <li>3. Siswa mempresentasikan hasil diskusi sebelumnya dengan menayangkan blog siswa.</li> <li>4. Siswa diminta untuk membuat artikel hasil diskusi dan presentasi yang dipublikasikan ke dalam web sekolah.</li> </ol>
<b><i>Kegiatan Penutup ( 10 Menit)</i></b>
<ol style="list-style-type: none"> <li>3. Siswa menyimpulkan hasil diskusi.</li> <li>4. Guru memberikan tugas selanjutnya melalui Blog guru.</li> </ol>

### **Pertemuan Keempat**

<b><i>Kegiatan Pendahuluan ( 10 Menit)</i></b>
<ol style="list-style-type: none"> <li>9. Guru memberikan tugas kepada siswa untuk membaca materi pelajaran dan menjawab beberapa pertanyaan awal yang ada di blog guru.</li> <li>10. Siswa mengakses blog guru, selanjutnya membaca dan mengerjakan beberapa pertanyaan guru.</li> <li>11. Guru memberikan jadwal untuk melakukan diskusi dari hasil jawaban siswa terhadap beberapa pertanyaan guru melalui blog siswa</li> </ol>

12. Guru menyampaikan kompetensi dasar, dan tujuan pembelajaran.
<b><i>Kegiatan Inti (70 Menit)</i></b>
5. Siswa mempresentasikan hasil diskusi sebelumnya dengan menayangkan blog siswa. 6. Siswa diminta untuk membuat artikel hasil diskusi dan presentasi yang dipublikasikan ke dalam web sekolah.
<b><i>Kegiatan Penutup ( 10 Menit)</i></b>
5. Siswa menyimpulkan hasil diskusi. 6. Guru memberikan tugas selanjutnya melalui Blog guru.

#### **Pertemuan Kelima**

<b><i>Kegiatan Pendahuluan ( 10 Menit)</i></b>
13. Guru memberikan tugas kepada siswa untuk membaca materi pelajaran dan menjawab beberapa pertanyaan awal yang ada di blog guru. 14. Siswa mengakses blog guru, selanjutnya membaca dan mengerjakan beberapa pertanyaan guru. 15. Guru memberikan jadwal untuk melakukan diskusi dari hasil jawaban siswa terhadap beberapa pertanyaan guru melalui blog siswa 16. Guru menyampaikan kompetensi dasar, dan tujuan pembelajaran.
<b><i>Kegiatan Inti (70 Menit)</i></b>
7. Siswa mempresentasikan hasil diskusi sebelumnya dengan menayangkan blog siswa. 8. Siswa diminta untuk membuat artikel hasil diskusi dan presentasi yang dipublikasikan ke dalam web sekolah.
<b><i>Kegiatan Penutup ( 10 Menit)</i></b>
7. Siswa menyimpulkan hasil diskusi. 8. Guru memberikan tugas selanjutnya melalui Blog guru.

#### **Pertemuan Keenam**

<b><i>Kegiatan Pendahuluan ( 10 Menit)</i></b>
17. Guru memberikan tugas kepada siswa untuk membaca materi pelajaran dan menjawab beberapa pertanyaan awal yang ada di blog guru.

<p>18. Siswa mengakses blog guru, selanjutnya membaca dan mengerjakan beberapa pertanyaan guru.</p> <p>19. Guru memberikan jadwal untuk melakukan diskusi dari hasil jawaban siswa terhadap beberapa pertanyaan guru melalui blog siswa</p> <p>20. Guru menyampaikan kompetensi dasar, dan tujuan pembelajaran.</p>
<b><i>Kegiatan Inti (70 Menit)</i></b>
<p>9. Siswa mempresentasikan hasil diskusi sebelumnya dengan menayangkan blog siswa.</p> <p>10. Siswa diminta untuk membuat artikel hasil diskusi dan presentasi yang dipublikasikan ke dalam web sekolah.</p>
<b><i>Kegiatan Penutup ( 10 Menit)</i></b>
<p>9. Siswa menyimpulkan hasil diskusi.</p> <p>10. Guru memberikan tugas selanjutnya melalui Blog guru.</p>

#### **Pertemuan Ketujuh**

<b><i>Kegiatan Pendahuluan ( 10 Menit)</i></b>
<p>21. Guru memberikan tugas kepada siswa untuk membaca materi pelajaran dan menjawab beberapa pertanyaan awal yang ada di blog guru.</p> <p>22. Siswa mengakses blog guru, selanjutnya membaca dan mengerjakan beberapa pertanyaan guru.</p> <p>23. Guru memberikan jadwal untuk melakukan diskusi dari hasil jawaban siswa terhadap beberapa pertanyaan guru melalui blog siswa</p> <p>24. Guru menyampaikan kompetensi dasar, dan tujuan pembelajaran.</p>
<b><i>Kegiatan Inti (70 Menit)</i></b>
<p>11. Siswa mempresentasikan hasil diskusi sebelumnya dengan menayangkan blog siswa.</p> <p>12. Siswa diminta untuk membuat artikel hasil diskusi dan presentasi yang dipublikasikan ke dalam web sekolah.</p>
<b><i>Kegiatan Penutup ( 10 Menit)</i></b>
<p>11. Siswa menyimpulkan hasil diskusi.</p> <p>12. Guru memberikan tugas selanjutnya melalui Blog guru.</p>



## Pertemuan Kedelapan

<i>Kegiatan Pendahuluan ( 10 Menit)</i>
25. Guru memberikan tugas kepada siswa untuk membaca materi pelajaran dan menjawab beberapa pertanyaan awal yang ada di blog guru.
26. Siswa mengakses blog guru, selanjutnya membaca dan mengerjakan beberapa pertanyaan guru.
27. Guru memberikan jadwal untuk melakukan diskusi dari hasil jawaban siswa terhadap beberapa pertanyaan guru melalui blog siswa
28. Guru menyampaikan kompetensi dasar, dan tujuan pembelajaran.
<i>Kegiatan Inti (70 Menit)</i>
13. Siswa mempresentasikan hasil diskusi sebelumnya dengan menayangkan blog siswa.
14. Siswa diminta untuk membuat artikel hasil diskusi dan presentasi yang dipublikasikan ke dalam web sekolah.
<i>Kegiatan Penutup ( 10 Menit)</i>
13. Siswa menyimpulkan hasil diskusi.
14. Guru memberikan tugas selanjutnya melalui Blog guru.

### I. Penilaian Hasil Belajar



Describe this place and please write your opinion!!!!

**Kinerja/praktik**

- ❖ Membuat teks deskriptif tentang tempat wisata skreatif mungkin lalu di upload melalui web blog
- ❖ Ketepatan dan kesesuaian dalam menggunakan struktur teks dan unsur kebahasaan dalam membuat teks deksriptif.

**Writing Rubric**

Rating	Description
1	<ol style="list-style-type: none"><li>1. The topic is complete and clear and the details are relating to the topic.</li><li>2. The topic is complete and clear but the details are almost relating to the topic.</li><li>3. The topic is complete and clear but the details are not relating to the topic.</li><li>4. The topic is not clear and the details are not relating to the topic.</li></ol>
2	<ol style="list-style-type: none"><li>5. Effective choice of the words and word forms.</li><li>6. Few misuse of vocabularies, word forms, but not change the meaning.</li><li>7. Limited range confusing words and word form.</li><li>8. Very poor knowledge of words, word forms, and not understandable.</li></ol>
3	<ol style="list-style-type: none"><li>9. Very few grammatical or agreement inaccuracies.</li><li>10. Few grammatical or agreement inaccuracies but not affect on meaning.</li><li>11. Numerous grammatical or agreement inaccuracies.</li><li>12. Frequent grammatical or agreement inaccuracies.</li></ol>
4	<ol style="list-style-type: none"><li>13. Identification is complete and description are arranged with proper connectives.</li><li>14. Identification is almost complete and description are</li></ol>

	<p>arranged with almost proper connectives.</p> <p>15. Identification is not complete and description are arranged with few misuse proper connectives.</p> <p>16. Identification is not complete and description are arranged with misuse proper connectives.</p>
5	<p>17. It uses correct spelling, punctuation, and capitalization.</p> <p>18. It has occasional errors of spelling, punctuation, and capitalization.</p> <p>19. It has frequent errors of spelling, punctuation, and capitalization.</p> <p>20. It is dominated by errors of spelling, punctuation, and capitalization.</p>

Kriteria	Kurang	Cukup	Baik	Sangat Baik
Menyunting teks	Penggunaan kata, kalimat, dan struktur tidak sesuai	Fungsi social tercapai, struktur tepat dan unsur kebahasaan kurang tepat	Fungsi social tercapai, struktur dan unsur kebahasaan teapt	Lancar dalam mencapai fungsi social, struktur lengkap dan unsur kebahasaan tepat serta ada modifikasi

#### Penugasan

Menentukan gambaran umum, informasi tertentu dan rujukan kata dari teks deksripsi

1.Membedakan fungsi social, struktur dan unsur kebahasaan.

#### Observasi

Lembar pengamatan sikap peserta didik.

NO	Indikator sikap Nama Peserta didik	Bertanggung jawab	Jujur	Santun dalam berkomunikasi	Disiplin dalam tugas	Nilai rata-rata (kualitatif huruf)
1						
2						

3						
4						

Note: Setiap aspek menggunakan skala 1 s.d 5

1: sangat kurang      3: cukup      5: amat baik  
 2: kurang              4: baik

**Peneliti**

**Guru Bahasa Inggris**

**SMA 3 Rejang Lebong**

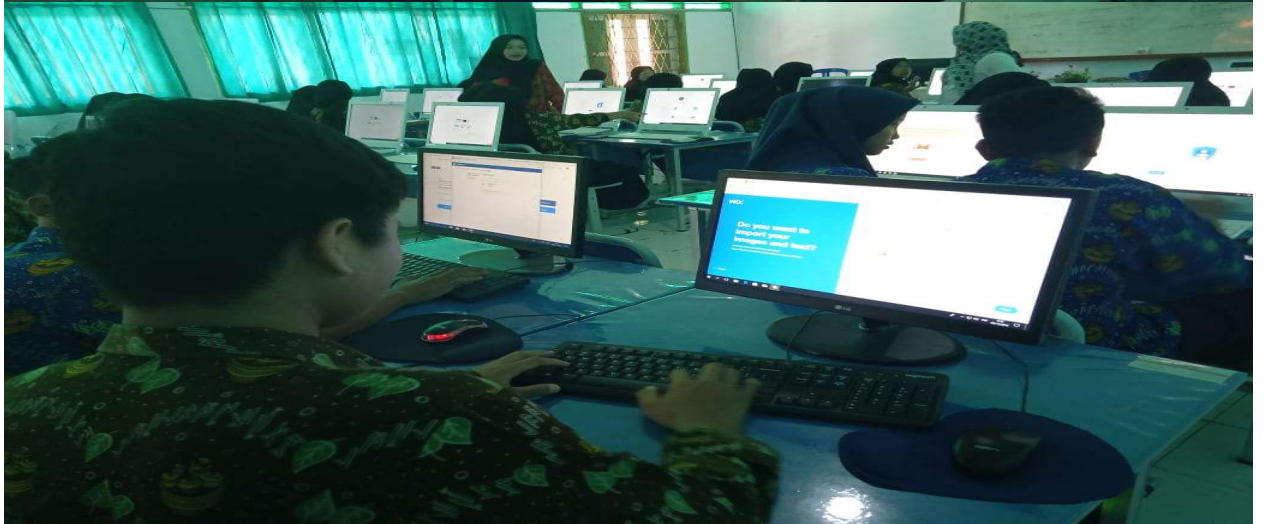
Nilfa Yeni

Ulfa Maryanti S.Pd

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### KARTU KONSULTASI PEMBIMBING SKRIPSI

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JUDUL SKRIPSI : THE EFFECT OF BLENDED LEARNING APPROACH ON STUDENTS' WRITING ABILITY AT TENTH GRADE IN SMA Negeri 3 Pematang Labang  
: Case Study  
:

\* Kartu konsultasi ini harap dibawa pada setiap konsultasi dengan pembimbing 1 atau pembimbing 2;

\* Dianjurkan kepada mahasiswa yang menulis skripsi untuk berkonsultasi sebanyak mungkin dengan pembimbing 1 minimal 2 (dua) kali, dan konsultasi pembimbing 2 minimal 5 (lima) kali dibuktikan dengan kolom yang di sediakan;

\* Agar ada waktu cukup untuk perbaikan skripsi sebelum diujikan diharapkan agar konsultasi terakhir dengan pembimbing dilakukan paling lambat sebelum ujian skripsi.



### KARTU KONSULTASI PEMBIMBING SKRIPSI

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: Case Study  
:

Kami berpendapat bahwa skripsi ini sudah dapat diajukan untuk ujian skripsi IAIN Curup.

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NO	TANGGAL	Hal-hal yang Dibicarakan	Paraf Pembimbing I	Paraf Mahasiswa
1	23/2019 07	Revisi Chapter I, II and III		
2	4/2019 09	Acc chapter I, II & III		
3	15/2019 10	Revisi pre test and post test		
4	10/2019 11	Revisi chapter I, II & III		
5	10/2019 11	Revisi chapter II & III		
6	6/2019 12	Revisi Chapter IV & V		
7	26/2019 12	Revisi Chapter IV & V		
8	14/2020 01	Acc Muneras-tan.		



NO	TANGGAL	Hal-hal yang Dibicarakan	Paraf Pembimbing II	Paraf Mahasiswa
1	28/2019 04	Revisi Judul, Background Research Question, Chapter I, II and Chapter III		
2	8/2019 08	Revisi Chapter I, II & III		
3	26/2019 08	Revisi Chapter III		
4	17/2019 09	Revisi Pre test and Post test		
5	25/2019 09	Acc chapter I, II & III		
6	3/2019 12	Revisi Chapter IV & V		
7	28/2019 12	revisi chapter V		
8	16/2020 01	Acc Muneras-tan		

## **Bibliography**



The Researcher name is Nilfa Yeni. She is a daughter from the best couple Mr. Abdul Rahman and Mrs Rahima. She is has two older brother their name is M. Azim Rizal and Herwin Zahili. She also has one older sister her name is Tika Puspita Sari,S.Pd. She has two younger sister her name is Vera Pragawati and Anita Rahman. She finished her elementary school at 104 Rejang Lebong, continued to junior high school number 02 Rejang Lebong, then continued to senior high school at MAN 01 Kepahiang. For the next education program, she decided entering institute college for islamic studies (IAIN) Curup and selected English Tadris Study Program as her faculty and she was graduated in 2019.

Alhamdulillah, All of her education was passed very well.