

ENHANCING STUDENTS' WRITING ABILITY THROUGH BLENDED LEARNING AT SMA NEGERI 4 MAKASSAR

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ABSTRACT

This study aimed to determine to enhance the students' ability in writing narrative text through blended learning of class XI-5 students of SMAN 4 Makassar in writing narrative texts using the blended learning method. This study used a pre-experimental method. The Subject of this study were students of class XI-5 at SMAN 4 Makassars emester in the academic year 2022/2023, with a sample of 34 students. Data collection was narrative text through offline and online. The research data collected through the test showed that the student's writing ability after the research was conducted, students were more interested in using the blended learning method in writing narrative texts. Based on the results of the data analysis, it can be seen that the student's results in the offline pre-test were 49.03. Then after getting treatment, the students' pre-test scores increased to 79.47 in the post-test. While the students' results in the online pre-test were 52.18, and after getting treatment, the students' pre-test score increased to 89.15 in the post-test. It can be concluded that students' writing skills are improved in the online learning. So it can be concluded that using the blended learning method can improve students' learning ability in writing narrative texts at SMAN 4 Makassar.

Key Words : Blended Learning, Student Ability, Narrative Text

INTRODUCTION

English as a language subject has four skills, they are speaking, listening, reading, and writing it makes English the most difficult subject in the school since the students have to produce at the text by using English. As saying by some expert that language skill starts from speaking, listening, reading, and the last step is writing.

Writing is one of the important and essential skill of communication that is be possess by English learns. In learning writing, students should practice their writing in order to let them develop in this skill. Then students was be able to think about the ideas then express them in the writing form. In the teaching and learning process, English teachers often find their students unable to express their ideas in their writing. The experience of an English teacher at SMA Negeri 4 Makassar states that there are three main problems in writing that students face, namely the lack of vocabulary that students have and the lack of ability in translating that vocabulary, which is beneficial for effective writing communication. In this preliminary study, the researcher will conduct a narrative text test to measure the ability of students who were still lacking in writing. Therefore, the researcher proposes a writing test to help people with disabilities write.

According to Hasani in Suryanti (2018:2), writing skill are the sequence of letters in the language learning process after listening to speaking skills. Reading among the four language skills is the most difficult language skill to master. Writing skills are mastery of language elements to express ideas, thoughts, or feelings to others by using writing language. In writing, students need to master it first to make sure they want to write. They should write about what they think about using the correct procedure. Because writing is difficult, the teacher must provide some strategies and practices in teaching writing. Some language teachers currently teach writing to students with the lecture method without combining it with other methods. That causes a lack of interaction between students and teachers. Teachers often only ask students to write without providing clear explanations and instructions about writing or doing writing assignments in a module.

Based on the experience when teaching at SMANegeri 4 Makassar, teachers rarely use variations in teaching writing. For example, teachers only use the module as a source of material and ask for students to do writing assignments in the module. It makes the students passive during the writing class and not enthusiastic about doing the writing assignments from the teacher. As a result, students' achievement in writing is low. In teaching writing, various media, sources, and teaching activities are necessary to attract students' attention. The teacher is a manager who has the power to manage the class and can create a good, fun, and exciting teaching and learning process that allows students to write narrative texts in classroom.

The narrative text is found in all forms of human creativity, art, and entertainment, including speech, literature, theatre, music, and song, comics, journalism, film, radio, gameplay, unstructured recreation, and performance in general, as well as some painting sculpture, drawing, photography, and other visual arts (though several modern art movements refuse the narrative in favor of the abstract and conceptual), as long as a sequence of events is present. The word derives from the Latin verb *narrare* "to tell" which is derived from the adjective *generous* "knowing of skill. To know the skills of students, researchers use blended learning methods.

Blended learning is a mixed learning media consisting of online and offline learning. Online learning media are online learning media which are learning tools or intermediaries that are not carried out face-to-face, but use platforms such as Google Classroom, Google Meet, WhatsApp, and Zoom which can assist the teaching and learning process even though it is far away. Offline learning media are learning media that are carried out directly face to face with the teacher without any intermediaries that limit students and teachers.

Blended learning is learning that combines or mixes face-to-face learning and computer-based learning (Dwiyogo in Husamah, 2014: 12). Thorne (in Husamah, 2014: 12) also revealed that blended learning is a combination of multimedia technology, CD room, video streaming, virtual classes, voice-mail, e-mail and

teleconferencing, and online text animation. All of this is combined with forms of in-class training and individual training. In this case, blended learning is the right solution only for the learning process that is not in accordance with the learning needs but also the learning styles of students. Dwiyogo (in Husamah, 2014: 12) defines blended learning as learning that combines or mixes face-to-face learning with computer-based learning (online and offline).

From the problems that have been explained, the researcher wants to conduct the research entitled "Enhancing Students' Writing Ability through Blended Learning At Sman 4 Makassar".

METHOD OF THE RESEARCH

The design of this research was pre-experimental design research. The writer provided pre-test for writing before the researcher implemented the blended learning technique to assess students' writing skills in narrative text. A post-test is conducted after students given the blended learning technique. This action was tended to see the results for students. The design involved a class where the writer did pre-test, treatment using the blended learning method, and managed the post-test. The population in this research was the grade XI students of SMA Negeri Makassar in the 2021/2022 academic year. The researcher took one class that have been formed in the school to be observed, the sample of this research was the students of class XI-5 SMAN 4 Makassar in 2021/ academic year which amounts to approximately 34 students. The type of test that that used was "Narrative Text". In online learning, the researcher gave a written test that was given by using whatsapp media, during the online learning process. In offline learning, the researcher gave the assignments after the explanation of the material and assignments. Researcher gave students a pre-test, to find out the priyer knowledge students' skills, then the post-test was given to measure students' ability in writing narrative text through online and offline learning. And to see whether the use of blended learning as a learning media has a enhance compared to conventional strategy, the researchers compared the results of the pre-test and post-test samples on online and offline learning. The researcher assesses the students' score by rubric writing and analyze the data by using SPSS (Statistic Product and Statistic Solution) version 20.0 program.

FINDINGS AND DISCUSSIONS

Findings

This section presents the research results. The writer obtained two kinds of data, namely the results of pre-test and post-test for the components of writing skills that focus on *content, organization, mechanics, grammar, and vocabulary*. The object of the blended learning test was used to measure students' writing skills before and after the treatment. It also describes the mean, standard deviation, frequency, and other supporting sources of statistical items. The score data can be seen in Table 1. below:

Table 1. Students' Score in Offline Pre-Test

No	Students' Initial	Criteria					Total
		Cont	Org	Mec h	Gra m	Voc	
1	SBT	13	7	2	5	7	34
2	SYA	16	7	8	6	3	40
3	MIM	13	7	7	5	2	34
4	AHB	21	7	3	8	7	46
5	MNH	13	7	7	6	11	44
6	RAY	13	7	2	5	7	28
7	MDU	14	7	2	7	10	40
8	KAY	14	12	2	5	10	43
9	MRH	13	7	7	5	10	42
10	NAZ	13	7	7	5	7	39
11	SAM	13	7	7	8	7	42
12	MRN	13	7	4	5	10	39
13	NJH	22	13	3	8	12	58
14	AMFRK	13	9	2	5	10	39
15	SMAN	16	7	2	5	2	32
16	MFF	13	7	2	5	7	34
17	DMF	13	7	2	5	10	37
18	RNM	16	13	3	5	10	47
19	HNA	13	9	3	10	10	45
20	MFK	21	13	3	15	16	68
21	MAAT	13	7	2	5	7	34
22	NAR	13	7	2	5	10	37
23	MNA	13	7	2	5	8	35
24	RIKA	16	9	9	17	2	53
25	RIJ	21	13	3	15	14	66
26	NMA	20	14	3	17	14	68
27	RISKA	13	7	2	5	7	34
28	SAR	13	8	7	5	10	43
29	NFH	14	13	3	11	13	54
30	ARO	13	10	2	11	14	50
31	MAAZ	19	12	3	15	12	61
32	ARP	8	7	7	6	9	36
33	ZI	12	9	7	7	12	48
34	ATP	16	7	3	11	10	47

Notes :

The table 1 shows that the students' pre-test scores of 34 students as a samples, in the assessment of several criteria, namely: content, organization, mechanics, grammar, vocabulary. Those to know students' classification in offline pre-test it can be seen in table 2 below :

Table 2. Students' Classification in Offline Pre-Test

No	Classification	Score	Frequency	Percentage
1.	Excellent	85-100	0	0
2.	Good	70-84	0	0
3.	Enough	60-69	4	12%
4.	Poor	50-59	4	12%
5.	Very Poor	<50	26	76%
Total			34	100%

The table 2 above shows that the students' classification. The writer found that no students got an excellent classification, no students' reach the good classification, 4 students (12%) reach the enough classification, 4 students 12% reach poor classification, and 26 students (76%) reach very poor classification. The data of Post-test offline score can be seen in the table 4.3 below :

Table 3. Scores of Post-Test Offline

No	Student' Initial	Criteria					Total
		Con t	Org	Mec h	Gra m	Voc	
1	SBT	27	18	5	22	18	90
2	SYA	26	18	4	18	18	84
3	MIM	26	17	4	17	14	78
4	AHB	25	18	4	18	17	82
5	MNH	30	20	5	25	20	100
6	RAY	26	15	4	18	18	81
7	MDU	22	14	4	18	17	75
8	KAY	22	14	4	18	18	76
9	MRH	26	17	4	18	18	83
10	NAZ	22	14	4	18	16	74
11	SAM	21	13	3	17	17	71
12	MRN	21	13	4	17	17	72
13	NJH	27	17	4	18	14	80
14	AMFRK	22	14	4	16	16	72
15	SMAN	27	18	5	22	18	90
16	MFF	23	14	4	18	18	77

No	Student' Initial	Criteria					Total
		Con t	Org	Mec h	Gra m	Voc	
17	DMF	22	17	4	18	18	79
18	RNM	27	17	4	18	18	84
19	HNA	26	17	4	18	18	83
20	MFK	22	14	4	18	17	75
21	MAAT	22	14	4	18	14	72
22	NAR	22	14	14	18	18	72
23	MNA	27	18	17	21	14	87
24	RIKA	26	17	4	18	18	83
25	RIJ	26	17	4	20	17	84
26	NMA	22	14	4	17	17	74
27	RISKA	22	14	4	18	18	76
28	SAR	27	18	5	21	18	89
29	NFH	22	14	4	17	17	74
30	ARO	22	14	4	18	18	76
31	MAAZ	22	14	4	18	18	76
32	NRRJ	22	17	14	18	14	75
33	ZI	22	14	4	18	14	86
34	ATP	22	14	14	18	14	72

Table 4. Students' Classification in Post-test Offline

No	Classification	Score	Frequency	Percentage
1.	Excellent	85-100	6	18%
2.	Good	70-84	28	82%
3.	Enough	60-69	0	0
4.	Poor	50-59	0	0
5.	Very Poor	<50	0	0
Total			34	100%

The table 3 at page 33 shows that the students' classification. The writer found that 6 students (18%) got an excellent classification, 28 students (82%) reach the good classification, no students reach the enough classification, no students reach poor classification, and no students reach very poor classification. To know students' mean score in Pre-test and Post-test offline we can see it in table 4 below.

Table 4. Descriptive Statistic

Descriptive Statistics						
	N	Min	Max	Sum	Mean	Std. Deviation
Pretest	34	28	68	1497	44,03	10,498
Posttest	34	71	100	2702	79,47	6,739
Valid N	34					

Based on the data of pre-test offline and post-testoffline above, the writer found that there is a significant enhancement after giving the treatment offline. In the pre-test offline, the total score was 1497, the mean score was 44,03 and the standard deviation was 10,498 While in post-test offline, the total score 2702 with the mean was 79,47 and the standard deviation was 6,739 the total score and mean score of the post-test offline were higher than the pre-test.

After the writer gave an understanding of the blended learning method to the students and gave an assignment about narrative text and finally obtained the pre-test and post-test, the writer used the t-test to test the hypothesis. The task is to measure whether there is a significant difference in the students' mean scores on the pre-test and post-test t-tests. Facilitate the analysis of significant differences using a heuristic analysis test or a significant difference test run on SPSS version 20.

In this study the hypothesis Ho: There is no significant effect of using of blended learning methods on the writing skills of class XI-5 students of SMAN 4 MAKASSAR in the academic year 2022/2023. While the alternative hypothesis H1: There is a significant effect of the use of the blended learning method on the writing skills of the XI-5 grade students of SMANegeri 4 Makassar in the 2022/2023 academic year. If the value is significant 2 or sig. (2-tailed) is lower than 0.05, H1is accepted and Ho is rejected. It can be concluded that after the t-test carried out there was a significant effect of the using of the blended learning method on students' writing skills.

Table 5. The Result T-Test Offline

Paired Samples Test									
Paired Differences									
	Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference		t	f	Sig.(2-tailed)	
				Lower	Upper				
Pair 1	Pre-Test Post-Test	-35,441	12,920	2,216	-39,949	30,933	15,995	3	,000

The results of the t-test stated that Sig. (2-tails) is 0.000. The result gives that Sig. (2-tailed) table is lower than the level of significance. So, the alternative hypothesis (H1) is accepted and the null hypothesis (Ho) is rejected. This means that there is a significant enhancement of the use of the blended learning method on the writing skills of the XI-5 grade students of SMAN 4 Makassar in 2022/2023 academic year.

Discussion

This section presents a discussion of the results of data analysis. This research result conducted in three steps, namely pre-test, treatment and post-test. The first step is to give in pre-test. Before giving treatment in blended learning, to determine the value of students' prior writing abilities. The second step is applying the blended learning method to treat students. The third step is given post-test to students to find out their writing ability after applying the blended learning method. In the pre-test, the writer explained the test to all students in the classroom. The pre-test aimed at knowing students' writing skills before receiving treatment. It seems that the students are not understanding the exam so the writer is active asking questions.

The results of the pre-test show that the students are still, lack in writing skills. It seems that the students did not understand the exam and not focus to the writer's questions. The writer used blended learning by demonstrating the use of blended learning. The author uses blended learning by demonstrating the use of blended learning. Then the writer gave treatment which was carried out six times in meetings, offline four times and online twice with a time of 47 minutes for each meeting offline treatment students are given narrative text material, how to make an essay and what is a short story and what are the examples, then online learning students are given continuous learning from the previous offline material. Then after the treatment the students were given a post-test with the same explanation and the same questions from the pre-test questions. The test is to determine the students' writing ability after receiving treatment to do the post-test more calmly and quickly.

There is a significant difference based on students' scores on the pre-test and post-test. The test results showed that the investigation was successful and the average score on the offline pre-test was 44.03 and the post-test offline is 79.47. This shows that the students of class XI-3 SMA Negeri 4 Makassar in writing skills have increased in writing through the blended learning method. It can be seen that after using the blended learning method, students have achieved good results in writing. By referring to the previous description, it can be concluded that in this research the blended learning method. It turned out that the theory was accepted and inspired students to improve the writing skills of class XI-5 students of SMAN 4 Makassar in the academic year 2022/2023.

The students not only made some progress in academic performance, but also made some progress in classroom behavior. After the research are completed, the student's grades increased.

It can be seen in table 1 pre-test (before applying the blended learning method) and table 2 post-test (after applying the blended learning method). It can be seen that the development of students' score after being given treatment using the blended learning method can improve students' writing skills. Learning using the blended learning method or using e-learning which has been running for some time has various benefits and advantages. This blended learning gives students flexibility in choosing the time and place to access learning materials. So that students do not need to go to school to get learning, but they can get learning materials from anywhere and anytime.

In addition, there are various other benefits of the blended learning method such, it can facilitate learning activities because, with this learning, students can be more cheerful and energy efficient. Budgets for assignments can be more efficient because, in their activities, students can save paper for physical report assignments and can save trips to class locations.

The blended learning method is basically a combination of the advantages of learning that is carried out face-to-face and virtually. The blended learning method is an easy way of learning that combines various methods of delivery, teaching models, and learning styles. Some of the obstacles to implementing the blended learning method are when online students are difficult to contact, some students do not have internet quota, and some have poor networks to access WhatsApp. Offline students are difficult to manage to listen well, and most students are noisy when the teacher explains and some students say they are no longer comfortable studying offline.

The writer must prepare extra teaching strategies, be patient and provide students with information repeatedly so that the lessons can be accepted by students well. From all the discussion of the results presented, the writer conclude that writing using the blended learning method is able to contribute in improving students' writing skills. This is because the blended learning method can increase the attractiveness of students' in learning and increase students' understanding by expanding the range of learning that does not have space and time constraints.

CONCLUSION

After conducting research and analyzing data related to the formulation of the problem, as well as several supporting and inhibiting factors, based on the results of research and discussion, the authors conclude that there is an effect of using the blended learning method on students' writing skills in class XI-5 of SMAN 4 Makassar in the academic year 2022/2023. This can be seen from the results between offline and online. The online score is higher than the offline score. Based on the results of data analysis and fun discussion methods in learning to

write can stimulate students to improve writing skills. Most of the students had low writing skills before the blended learning method was applied. Students can improve their writing skills and be active while doing activities. The results may inspire other authors to conduct similar studies. It can also be a reference in teaching English, especially in writing.

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