The Effectiveness of Blended Learning Model in Teaching Writing Narrative Text to the Eleventh Grade Students at SMA Negeri 5 Model Lubuklinggau

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ABSTRACT

The purpose of this research was to find out the empirical evidence of the student's effectiveness in writing narrative text by using WhatsApp in the Blended Learning model on students' writing abilities. This research used a Pre-Experimental method. The sample in this research was 34 students (XI MIPA 1) taken by cluster sampling. The pre-experimental class has given the treatments using WhatsApp in Blended Learning, Pre-test was given before giving treatments. The result showed as follows: first, the pre-test score showed that the average score was 56.32. After being given treatments, a post-test was given. The post-test result showed that the average score was 79.80. The result of match t-test was 6.65 while t-table was 1.693. It means that the null hypothesis (H_O) was rejected and alternative hypothesis (H_a) was accepted. In short, it can be announced that students who write narrative text using WhatsApp in the Blended Learning model are effective. So, it can be concluded that WhatsApp in Blended Learning was effective to the eleventh-grade students at SMA N 5 Model Lubuklinggau in academic year 2022/2023.

Keywords: Blended Learning, Narrative Text, Writing

INTRODUCTION

In English, there are four skills that must be mastered, the fourth basic English skills are listening, speaking, reading, and writing. Writing is one of the English skill that is very important to be learned. According to Durga and Rao (2018), writing is for conveying thoughts, ideas, and facts in easy and lucid language. It means that writing is a process that begins with developing ideas into writing. Then the writing is expressed in words that make up sentences until this sentence develops into a paragraph that finally forms the discourse.

Writing requires special attention to learning English. In other words, writing is the most important skill for students to master from other skills because writing involves students' thoughts in expressing words into writing. However, in fact, writing is not easy to be mastered; compared to other language skills. Writing has been widely recognized among students as one of the challenging skill in English (Kardena et al., 2020). It means that writing is one of the challenging skills, like grammar, punctuation, spelling, vocabulary, and others. Moses and Mohamad (2019) state that writing becomes difficult due to a lack of vocabulary, poor grammar, and lack of readiness of students and reading materials. This is the challenge faced by students in learning writing skills.

Based on preliminary conducted an interview with the English teacher in the eleventh grade on March 29th, 2022 at SMA Negeri 5 Model Lubuklinggau. The researcher found several problems that occured during the teaching and learning process. They were the students had difficulty in writing, because they did not know in developing topics into paragraph, the students also had lack of vocabulary, grammar, and they did not understand the generic structure, they constrained as well by less time for discussion. This was also caused by learning English which was not only focused on writing.

In addition, the researcher also conducted an interview with students in the tenth grade. Based on the results of interviewed, the researcher found several problems. They were: the students had difficulty to create idea in writing, they were lack of understanding about generic structure same like the teacher said. It may created an unattractive atmosphere to the learning prosess. In addition, the problems affected the acquisition of writing skill and learning outcomes became not optimal.

Based on the description of the problems above, the teacher should pay attention to what students need, especially in dealing with students in this modern era. Therefore, students can improve their writing skill, the researcher chose the blended learning model. Picciano et al (2014) blended learning is learning that combines the power of face-to-face learning, online learning, and mobile learning. It means that besides face-to-face learning, learning can be done outside class meetings.

Thorne (2003), blended learning is the most logical and natural evolution of learning agenda. It suggests an elegant solution to the challenges of tailoring learning and development to the needs of individuals. It represents an opportunity to integrate the innovative and technological advances offered by online learning with the interaction and participation offered in the best of traditional learning. In this Era, blended learning is a learning model that makes it easier for students to improve their skills and support students in the learning process. Blended learning is needed by students to learn effectively. Therefore, a blended learning model needs to be applied to improve students' competence in learning.

Alrouji (2020) states that the blended learning model has become a growing trend in the field of education. This proves that blended learning helps teachers and students in the teaching and learning process, besides that the blended learning model does not limit students' time in learning because it provides online learning that they not only learn in the classroom but also outside the classroom. According to Rahman et al (2020) used focus group interviews to explore ESL learners' perceptions of blended learning in an English writing course. The findings reveal that blended learning helps students to develop written communication skills, self-esteem, and interest in learning to write English. This shows that the use of blended learning affects students' writing skills. Therefore, blended learning is an interesting model to be applied in the learning process.

Other research related to the blended learning model focused on writing skills. Shih (2011) improved students' writing skills by integrating Facebook peer assessment with blended learning for students. In the implementation, students were asked to write an essay on a certain topic and then post it on Facebook. Instructors function as facilitators, monitoring, and evaluating. Meanwhile, Wahyuni (2018) There is a significant effect of the blended learning model on students' writing skills via telegram messenger.

The previous research conducted by Wahyuni (2018) and Shih (2011) has concentrated on online discussions using different webs such as online applications and social networks in learning to write at the secondary school level. In addition, there are no studies examining WhatsApp in teaching students to write narrative texts in high school in the tenth grade. Then,

previous research conducted by Wahyuni (2018) and Shih (2011) focused on students' writing skills in various aspects such as content, cohesion, grammar, capitalization, etc. The current research chooses narrative text as the material to be taught to students and this research examines students' writing skills just focusing on content, organization, vocabulary, language use, and mechanics by using WhatsApp as a blended learning medium.

Hence, it was interesting to conduct the research entitled "The Effectiveness of Blended Learning Model in Teaching Writing Narrative Text to the Eleventh Grade Students at SMA Negeri 5 Model Lubuklinggau".

BLENDED LEARNING

Term e-learning, everyone has a different understanding of what it means. According to Macdonald, (2008) blended learning the term is generally associated with the introduction of online media by combining conventional or face-to-face approaches to support students in the learning process.

Adi and Fathoni (2019) stated that blended learning can help students get used to independent learning and interacting with learning resources other than teachers. This means that students not only learn through face-to-face meetings in the classroom but can also learn outside the classroom through online learning. Thus, the blended learning model can support students to learn more effectively.

In addition, according to Riel et al., (2016), the blended learning environment gives students more space to discuss, collaborate, and interact. This means that students can discuss in class or through online learning such as the web or social networks. That way, students can interact more with each other anywhere and anytime.

(Herbert et al., 2017), students prefer learning through technology because they are better at using technology such as online applications or websites. It means Every student can take advantage of their learning resources and capabilities in terms of technology. Thus, the blended learning model can enrich their learning experience.

From the statement above, the researcher concludes that the blended learning model is learning that combines online and offline learning and can combine various learning resources from teachers and technology. Therefore, the blended learning model is a tool for perfecting conventional learning.

NARRATIVE TEXT

Dhillon et al., (2020) stated that the narrative is the depiction of events, especially in novels, fairy tales, or legends, or the process of feeling a story. Actions, details, and dialogue make the reader feel and make it happen for them. The narrative text is a story with complications or events of the problem and tries to find a resolution to solve the problem. Thus, the researcher concludes that narrative text tells a story that has a series of interconnected chronological events. The purpose of narrative text is to entertain the reader. It has orientation, complication, and resolution.

WRITING

Writing is different from learning other skills because writing is a thought process and takes a lot of time (Widiyanti et al., 2019). Students can express their feelings, ideas, thoughts, and opinions in writing. Therefore, writing requires a long process to become good writing and easy to understand. Rahmat (2020) writing is a critical thinking process to solve a problem. Many would agree that critical thinking, like writing, is hard to acquire and even teach. Therefore, using critical thinking skills can make a writer a good writer in describing a written work.

The researcher concludes that writing is an intellectual activity that requires a lot of time to create good writing. That is, writers must collect and organize their ideas to become coherent, accurate, informative, and readable text. Thus, ideas can be presented to readers through writing.

METHOD

In this research, the researcher used Pre- Experimental with the design was one-group pre-test and post-test design. According to Sugiyono (2016), this design did not have a control group to compare with the experimental group. In this research, the researcher took one class to use pretest and post-test designs to know the result of treatment.

FINDINGS AND DISCUSSION

The result of the pre-test calculation showed that the highest score was 80 this score was only achieved by one student. In contrast, the lowest score was 34, this score was also reached by three students. Finally, it was found that the average score of pres-test was 56.32. Moreover, the researcher compared the students' score into the passing grade of the writing of SMA Negeri 5 Model Lubuklinggau. The passing grade of English writing in that school was 71. This passing grade was categorized as "passed" based on the following condition: when the students' score achieve 71 or higher than 71, the students had achieved the passing grade. Meanwhile, the students could not achieve 71 or even lower than 71 so the students had not achieved the passing grade or were categorized as "failed" qualification. The following table shows the pre-test result.

Table 4.1
The Pre-test Result

Interval Score	Qualification	The Number of Students
71-100	Passed	6
0-71	Failed	28
Total		**34**

After the researcher tabulated the students' qualifications in comparison to a passing grade, then the researcher also transferred in the form of percentages. The percentages of the students' categories in the pre-test can be seen in the following chart:

Chart 4.2
The Percentages of the Students' Qualification in the Pre-Test
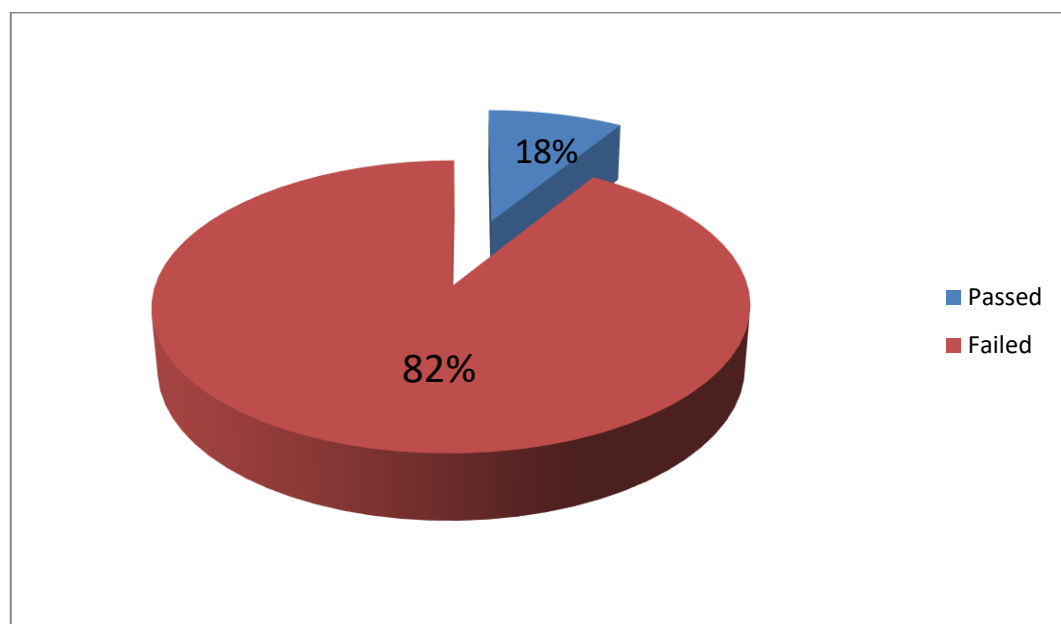
Based on the percentage of the students' score above, it can be seen that in the pre-test, there were 6 students (18%) who were in "passed" qualification, contrary, there were still 28 students (82%) who were in the "failed" qualification. The student's average score was 56.32 the average score was in "failed" qualification.

a. The Students' Writing Ability in the Post-Test

Having obtained the data and the statistical computation from the pre-test, the researcher did the treatment. The researcher taught the students writing through the Blended Learning Model. Furthermore, the researcher gave them a post-test, and the test items in the post-test were exactly similar to the ones that were given in the pre-test. In the treatment activities, the students got the test item, and they were introduced to narrative text by using the Blended Learning Model.

Those students were given four meetings of treatment. Then, the researcher gave the students the post-test, which was included to test their ability in writing a good procedural text by using the blended learning model. When the students got the post-test, they were enthusiastic and had high motivation. Thus, they were enjoyable in accomplishing their composition about the narrative text in the post-test. The result of the student's score in the post-test can be seen in Appendix B.

In the post-test, the highest score was 96 reached by one student, and the lowest score was 57 reached by two student, while the average score was 79.80. Furthermore, the researcher compared the students' scores to the passing grade of English of SMA Negeri 5 Model

Lubuklinggau. The passing grade in English in that school was 71. This passing grade was categorized as mastered based on the following condition: when the students score achieve 71 or higher than 71, the student had achieved the passing grade. Meanwhile, when the students could not achieve 71 or lower than 71 so the students had not achieved the passing grade or they were categorized failed. Having obtained the post-test and score had been compared to a passing grade, the researcher found out that there were 29 students who were in "mastered" qualification, there were still 5 students who were in "failed" qualification. The following table the post-test result.

Table 4.3
Post-test Result

Interval Score	Qualification	The Number of Students
71-100	Passed	29
0-71	Failed	5
Total		**34**

After the researcher tabulated the students' qualifications of the comparison of a passing grade, then the researcher also interfered in the form of percentages. The percentage of the students' categories in the post-test can be seen in the following chart:

Chart 4.4
The Percentages of the Students' Qualification in the Post-test
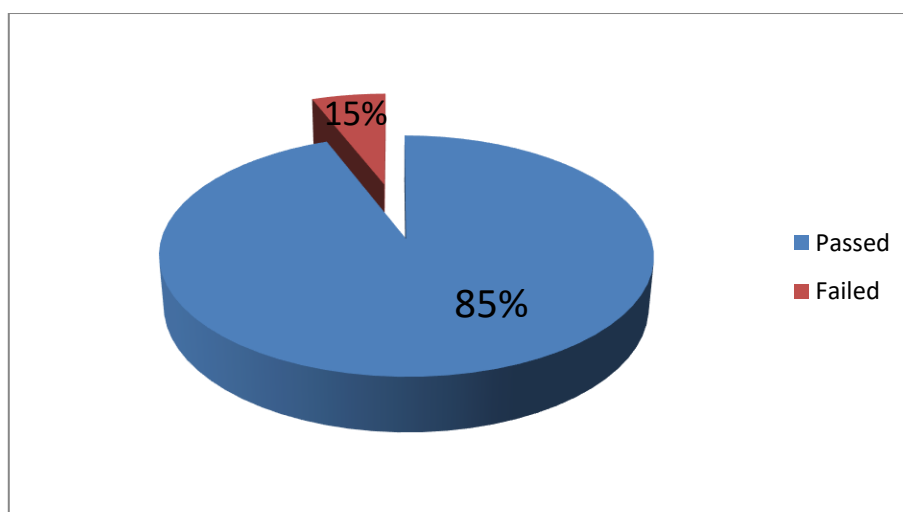
Based on the percentage of the students' score above, it can be seen that in the pos-test, the researcher found there were 29 students (85%) who were in "passed" qualification, there were still 5 students (15%) who were in the "failed" qualification. The student's average score was 79.80, the average score was in "mastered" qualification.

Furthermore, the researcher compared the score that the researcher had gotten all the scores pre-test and post-test. The scores comparison of pre-test and post-test were necessary to be shown in order to see the students' progress made during the treatment. The result was revealed from the comparison of the student's scores. The comparison of the student's scores can be seen in the following chart:

Chart 4.5
The Comparision of the Students' Score in the Pre-test and Post-test
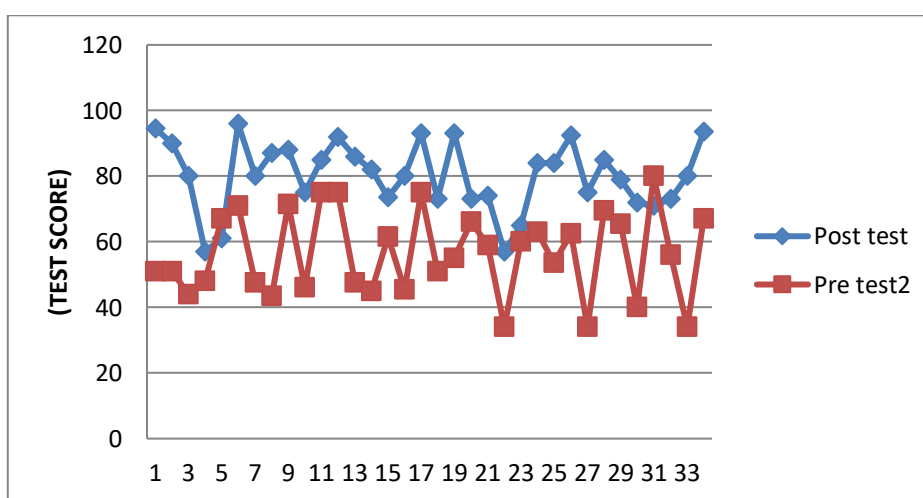
Based on the finding above, the researcher interpreted that using Blended Learning Model, the students' writing achievements were increased. It can be seen from the difference between the students' mean score that was obtained in the pre-test and that was obtained in the post-test. In the pre-test, the student's average score was 56.32 and the student's average score in the post-test was 79.80. This reveals that there was a significant difference between the score in the pre-test and the one in the post-test.

It means that the student's average in the post-test was higher than the students' average score in the pre-test.

1. Normality Testing

The researcher presented the result of the normality and homogeneity test. They were calculated according to the student's scores in the pre-test and the student's scores in the post-test. The normality of the data was often tested in inferential statistic analysis for more than one sample group. It is assumed that the normality of the data becomes a requirement to determine what kinds of statistics are used in analyzing the data. And the researcher showed the students' data of the pre-test in writing achievement.

The investigation of the interval consistency normal is estimated by Nuryadi et al. The following is the Nuryadi formula (Chi-Square). The following is the formula of the normality test:

$$\chi^2 = \sum \frac{(Oi - Ei)^2}{Ei}$$

The researcher considered the pre-test score before calculating the normality. The reseracher found that the highest score was 80 who gotten by one student, and the lowest score was 34 who were gotten by the three grade students. Next the researcher would like to show the steps in calculaating the test normality of pre-test can be seen in the appendix B.

Based on the calculation of normality in the pre-test at appendix, the reseracher find out that $\chi^2_{obtained} = 5.3467$ with degree of freedom (df) = 6 (7-1). Since qualification is 95% (0,05), and the $\chi^2_{table} = 12.59$. The data were normal, because $\chi^2_{obtained} < \chi^2_{table.}$

Furthermore, the researcher also calculated the normality data of the post-test in writing achievement. As a result, the researcher found that the highest score was 96 which was gotten by one student, and the lowest score was 57 who was gotten by two student. Then the researcher would like to show the steps in calculating the test normality of the post-test can be seen in Appendix B.

Based on the calculation of normality in the post-test at appendix, the researcher find out that $\chi^2_{obtained} = 7.1047$ with degree of freedom (df) = 6 (7-1). Since qualification is 95% (0,05), and the $\chi^2_{table} = 12.59$. The data were normal, because $\chi^2_{obtained} < \chi^2_{table.}$

2. The Result of the Paired t-test Calculation

Having obtained the students' scores both in the pre-test and the post-test, then, the researcher continued calculating the matched t-test to find out whether or not it was significantly effective to use Blended Learning in teaching writing to the eleventh-grade students of SMA Negeri 5 Model Lubuklinggau in the academic year 2022/2023.

The result of the calculation showed that the student's average score in the pre-test was 56.32 and the student's average score in the post-test was 79.80. It can be seen that the students' average on the post-test was higher that the student's average in the pre-test.

From the table of the comparison scores of the pre-test and the post-test, the researcher found that the result of the standard deviation was 20.58 and the process of the calculation is as follows:

$$SD = \sqrt{\frac{\sum D^2 - (1/n)(\sum D)^2}{n-1}}$$

$$= \sqrt{\frac{25489.75 - (1/34)(758.5)^2}{34-1}}$$

$$= \sqrt{\frac{25489.75 - (0.02)(575322.25)^2}{33}}$$

$$= \sqrt{\frac{25489.75 - (11506.44)}{33}}$$

$$= \sqrt{\frac{13983.31}{33}}$$

$$= \sqrt{423.73}$$

$$= 20.58$$

After the researcher found the result of the standard of deviation, then the researcher found that the result of standard error differences was 3.53 and the process of the calculation is as follows:

$$\overline{SD} = \frac{SD}{\sqrt{n}}$$
$$= \frac{20.58}{\sqrt{34}}$$
$$= \frac{20.58}{5.83}$$
$$= 3.53$$

Standard error differences were found, and the researcher calculated the matched t-test. The paired t-test of pre-test and post-test found by the researcher was 6.65. The process could be seen below:

$$t_{obt} = \frac{\overline{X_1} - \overline{X_2}}{\overline{SD}}$$

$$= \frac{79.80 - 56.32}{3.53}$$

$$= \frac{23.48}{3.53}$$

$$= 6.65$$

Based on the calculation above, it was found that t_{obt} was 6.65. So it must be compared to the t_{table} with the significance level of 5% was 1.693. So, t_{obt} was higher than t_{table} (6.65 > 1.693). Based on the criteria of the testing hypothesis, if t_{obt} was higher than t_{table}, it means that Ha was accepted and automatically Ho was rejected. In other words, it was significantly effective to use Blended Learning in teaching writing narrative text to the eleventh-grade students of SMA Negeri 5 Model Lubuklinggau.

Referring to the explanation of the research results above, the researcher interprets that after conducting a pre-experimental treatment study using the Blended Learning Model, the researcher finds that the use of the Blended Learning Model is significantly effective in teaching writing narrative text to the eleventh grade students of SMA Negeri 5 Model Lubuklinggau for the academic year 2022/2023. This can be seen from the average value of students before and after being given treatment. In the pre-test, the student's average score was 56.32, and this changed in possitive to 79.80 in the post-test.

In the pre-test, the researcher found that the highest score was 80 which was achieved by one student, and the lowest score was 34 which was obtained by the three grade students. Compared to the English writing Passing Grade (71), there are still 28 students (82%) who are

in the "failed" qualification, and there are only 6 students (18%) who achieve the "passed" qualification. That is, student scores on the pre-test still need to be improved.

From this research, the problems students faced when writing essays on the pre-test were caused by a lack of guiding practice that led them to properly constructed compositions. The content is still bad because it does not reflect the narrative text structure. According to Sriwahyuni (2020), it will be better for teachers to apply a blended learning model to make the student's improve in teaching writing. Therefore, researchers need to conduct experiments. In this case, the researcher began teaching writing to class XI students at SMA Negeri 5 Model Lubuklinggau using the Blended Learning Model. In this treatment, the researcher started teaching from the video. In this step, the researcher guides students to set the purpose of the text, writes the correct outline of narrative text, and guides them to analyze several examples of narrative texts given by the researcher in their learning process.

Based on the calculation of the post-test score, therefore, it can be concluded that there is an increase in students' ability to teach class XI students' abilities in narrative text using the Blended Learning Model.The Blended Learning model allows students to write easily, exchange opinions, consider new ideas, and solve problems in the teaching and learning process. In addition, Utami, Y, R. (2020), the results of this study indicate a significant increase in the use of the Blended Learning Model through the Whatsapp application because in this era students use smartphones a lot to study.

The positive effect of Blended Learning in improving the ability of class XI students in writing narrative texts can be proven from the results of the appropriate t-test calculations. On the pre-test, the students' average was 56.32. This means that before being taught, their ability failed to qualify. On the other hand, in the post-test, their average ability increased to become a master's qualification.

Then, based on the calculation results of t-test, it shows that the t_{count} obtained is much higher than the t_{table}. The results obtained were 6.65, while the t_{table} at a significant level of 5% was 1.693. This means that the null hypothesis (Ho) is rejected and the automation hypothesis (Ha) is accepted. This shows that the use of the Blended Learning Model is very effective in learning to write narrative texts for class XI students at SMA Negeri 5 Model Lubuklinggau in the 2022/2023 academic year.

CONCLUSION

Based on the research that was carried out at SMAN 5 Model Lubuklinggau in the academic year 2022/2023, the researcher might conclude as follows: The researcher found that the alternative hypothesis (Ha) was accepted and the null hypothesis (Ho) was rejected since the result of the calculation of the matched t-test was higher than the t-critical value. The t-obtained was 6.65 which was higher than 1.693 as its critical value. It means that the null hypothesis (Ho) was rejected and the alternative hypothesis (Ha) was accepted. In other words, it was significantly effective to use Blended Learning Model in improving the eleventh-grade student's writing skills at SMA Negeri 5 Model Lubuklinggau academic year 2022/2023.

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