THE EFFECTIVENESS OF BLENDED LEARNING IN TEACHING WRITING OF EFL STUDENTS

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ARTICLE INFO	ABSTRACT
	The objective of this research is to find out whether or not the use of blended learning model effective in improving students writing competence at ten grade of SMK Muhammadiyah 2 Bontoala Makassar. This study applied a pre-experimental design using a quantitative approach. The population of this study was the tenth grade at SMK Muhammadiyah 2 Bontoala Makassar which consisted of 128 students. Then, the sample from this study, namely class X TSM was taken using a purposive sampling technique which consisted of 30 students.The findings of this study indicated that class X TSM at SMK Muhammadiyah 2 Bontoala Makassar has a sufficient score in the pre-test. After treatment, students' writing competence in writing recount text in terms of grammar and mechanics increased significantly. It was proved by the t-test value in terms of grammar is 17.385, it is higher than 2.045. And also, it was proved by the t-test value in terms of mechanics 31.007, it is higher than the t-table value 2.045. This indicated that H1 (alternative hypothesis) was accepted and H0 (null hypothesis) was rejected. It means that there was a significant difference of the students' writing competence before and after using the blended learning model.

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INTRODUCTION

Today, technology has an important role in learning foreign languages. Most students are more interested in using smartphone, laptop, or computer when studying (Abe, 2013). In accessing and searching for various kinds of information, they can easily open YouTube, Google, and other websites that are connected to the internet. This certainly can make it easier for students to be involved in learning activities to improve their language skills. In involving students in various language learning activities, English teachers must be competent and active in using the current EFL learning model. Many English teachers use blended learning as an online learning system because of the ease of accessing the internet (Cohen et al., 2019).

Blended learning is a topic that is widely discussed in the world of education because technological sophistication affects the learning model (Limbong, 2017). The combination of face-to-face learning and online learning is commonly referred to as blended learning. It was also expressed by (Fadillah et al., 2020) that Blended learning is a blending of direct learning models carried out face-to-face with online learning or learning carried out via the internet which is usually known as e-learning. So, it can be said that half of the learning process can be done using online media.

Writing is one aspect that must be mastered in English. Writing was one of the productive abilities which requires a complicated process and a sign (orthographic). To write well, one must follow proper grammar rules, select appropriate terminology, and take coherence and coherence into consideration (Anhar & Daddi, 2021). Writing skill is also considered as the most difficult skill compared to other language skills (Salman, 2021). The difficulty of students in finding ideas, organizing ideas, and the limited vocabulary they have are problems that are often faced by students. In addition, students are also less than optimal during learning because the learning system is less attractive (Banggur et al., 2018).

In relation to students' writing skills, the teaching and learning process with an attractive model makes students learn well (Maryam et al., 2020). Thus, an alternative to training students' writing skills is to use mixed learning in the classroom. The student will use smartphones as learning tool or media to find and access information wherever and whenever it is. Likewise, the teacher will use computer technology or laptops with internet access to provide or share information and learning materials to students in the blended learning model.

Based on the result of the researcher's informal interview with the English subject teacher at SMK Muhammadiyah 2 Bontoala Makassar, this school was chosen because the researcher found that there were still many students who had difficulties in basic skills, especially in grammar and mechanics of writing. It can be seen that many students are still confused when they want to write a good paragraph with the correct sentence in their grammatical sentence. Students also still cannot pus capital letters and punctuation in a sentence. This is caused they have not really understood the role of grammar and mechanics of writing. In addition, the concentration of student learning is also not long, the maximum concentration of students only reaches 10-15 minutes at the beginning of the learning process, and the rest is less than optimal. Therefore, the researcher will use an interesting learning model, namely the blended learning model in teaching writing.

In this study, blended learning model was applied in teaching writing by using WhatsApp as an online platform. The researcher hopes that students' writing competences can improve by using this blended learning model. The novelty of this research can be seen from improve students' writing competence using recount text in terms of grammar and mechanics by applied the blended learning model in teaching writing. Therefore, the problem of this research is to improve students' writing skills by applied the blended learning model at

the SMK level. Finally, the researcher determined the research topic entitled "The Effectiveness of Blended Learning in Teaching Writing of EFL Students".

RESEARCH METHOD

The researcher used a quantitative method and a pre-experimental design to carry out this study. Creswell (2019) states "An experimental design is used to conduct quantitative research". Experimental research is a study to examine practice, idea, or procedure to appoint whether to affect the result or dependent variable Creswell (2019). Furthermore, experimental is a way to find a causal relationship between two variables, namely dependent variable and independent variable. In order to establish treatment outcomes in this study, the researcher has just attended one course on pre-test and post-test designs.

The target audience for this study was the six classes in the tenth grade at SMK Muhammadiyah 2 Bontoala Makassar: X TAV, X TKR, X TSM, X TKM, X TKJ, and X AP. The total number of populations were 128 students. In selecting the sample, the researcher used a purposive sampling technique by taking one class. Based on the information of the teacher, the researcher will take class X TSM which consisted of 30 students as a sample because this class was still lacking in writing skills.

The researcher used writing test as the instrument of the research. The test conducted twice, namely pre-test and post-test to collect the data. In pre-test, the students write a story based on their personal experiences with a theme "The First Day in Senior High School". Meanwhile, in post-test, the students write a story based on their personal experiences with a theme "Bad Experience in My Life".

The procedures of collecting data in this research were pre-test, treatment, and post-test. First, Pre-test. Students had been given a pre-test to determine their knowledge in writing recount text before being given the treatment The test included a writing test of recount text entitled The First Day in Senior High School. Second, treatment. The blended learning model had been used to treat the sample. They received treatment over the course of four meetings using a blended learning approach to teaching and learning. The following are the treatment's steps: 1) The first treatment, the researcher introduces and explains the blended learning model that will be used in learning to write on recount text. After that, the researcher gave treatment in the form of identifying the general structure and language features of recount text. (Online learning), 2) The second treatment, the researcher gave treatment in the form of making sentences using the simple past tense. (Face-to-face meeting), 3) The third treatment, the researcher gave treatment in the form of pronouns and prepositions. (Online learning), 4) The fourth treatment, the researcher gave treatment in the form of correct capital letters, punctuation, and spelling of recount text entitled Visiting Bali. (Face-to-face meeting). Third, post-test. After the treatment, the post-test was given to see how well the students had improved their writing abilities. This was done to assess the effectiveness of the treatment and determine whether the blended learning model had been successful in improving students' writing abilities. The test included a writing test of recount text entitled "Bad Experience in My Life".

After that, the researcher analyzed data. In order to assess the students' paragraph-writing skills, the researcher in this study is concerned with two factors. The researcher applied the scale guiding principles adapted from Jacob et al (1981) in Husna & Multazim, (2019) the table below:

Table 1 Criteria of Grammar and Mechanics

Aspects of Scoring Writing Competence	Score	Level	Criteria
Grammar	25-22	Excellent to very good	Effective complex construction Word offer function Articles pronouns Prepositions
	21-18	Good to average	Effective but simple construction Several errors of agreement Tense, articles pronouns, and prepositions but meaning seldom obscured
	17-11	Fair to poor	Simple Frequent errors of tense, word function Articles pronouns and preposition Meaning confused
	10-5	Very poor	No mastery of constructions Dominated by errors Does not communicate Not enough to evaluate
Mechanics	5	Excellent to very good	Mastery of conventions Few errors of spelling, punctuation and also capitalization
	4	Good to average	Occasional errors of spelling, punctuation, capitalization Meaning not obscured
	3	Fair to poor	Frequent errors of spelling, punctuation, capitalization and paragraphing Meaning confused
	2	Very poor	No mastery of conventions Dominated by errors Not enough to evaluate

Adapted from Jacob et al (1981) in Husna & Multazim, (2019)

1. Two components of student writing were tabulated and the data analysed. To categorize data, (Reid (1993) in Ruhamah (2018).

Table 2. Components of student writing

Score	Categorization
89-100	Excellent
79-88	Good
66-78	Fair
46-65	Poor
0-45	Very poor

2. Computing the standard deviation and the mean score
   The researcher calculated the mean score and standard deviation of the students' writing score dealing with grammar and mechanics by using SPSS Program Version 24 (IBM SPSS Statistic 24).

   The following criteria will be used to test the hypothesis:

Table 3 Testing Hypothesis

Comparison	Hypothesis	
	H0	H1
t-test < t-table	Accepted	Rejected
t-test > t-table	Rejected	Accepted

(Subana, et al, 2005)

In accordance with Table 3.3, (1) the null hypothesis is accepted when the t-test value is less than t-table value, while the alternative hypothesis is rejected, and (2) the null hypothesis is rejected when the t-test value is equal to greater that t-table value, while the alternative is accepted.

RESULT AND DISCUSSION

A. RESULT

Three major sections made up this section. These include the improvement of students' writing competence in terms of grammar, the improvement of students' writing competence in terms of mechanics and hypothesis testing.

1. **The Improvement of Students' Writing Competence in terms of Grammar**

According to the study's findings, class X TSM students' writing abilities have changed in terms of grammar. The findings of this study can be seen from the results of the pre-test and post-test given to students using the blended learning model during treatment and it has been demonstrated that the learning model may be applied to the classroom learning process. As shown in the classification table and diagram below, changes in student test scores both before and after treatment will be shown.

Table 4 Classification of Grammar (Pre-test and Post-test)

No.	Classification	Score	Grammar			
			Pre-test		Post-test	
			Frequency	Percentage	Frequency	Percentage
1	Excellent	89-100	0	0%	15	50%

2	Good	79-88	7	23.4%	15	50%
3	Fair	66-78	19	63.3%	0	0%
4	Poor	46-65	4	13.3%	0	0%
5	Very poor	0-45	0	0%	0	0%
Total			30	100%	30	100%

Table 4.1 demonstrates that there was a good improvement in student writing competence on the grammar pre-test; 7 students received classifications of "Good", 19 students "Fair", and 4 students respectively "Poor". The score increased after being given treatment and given a post-test as the final test of using blended learning model, 15 students got classification scores (Excellent), and 15 students (Good). None of the students got classification score "Very Poor" from these two tests (pre-test and post-test).

Table 5. The Mean Score of the Students' Writing Recount Text in terms of Grammar

Indicator	Pre-test	Post-test	Improvement
Grammar	72.13	88.73	23.01%

The average student score on the pre-test and post-test has grown, as shown in Table 4.4. The mean writing score was around 72.13 on the pre-test and (88.73) on the post-test with an increase in the post-test results. These data reveal that student outcomes have risen by (23.11%), and demonstrating that the usage of blended learning improve students' abilities in writing recount text (Grammar).
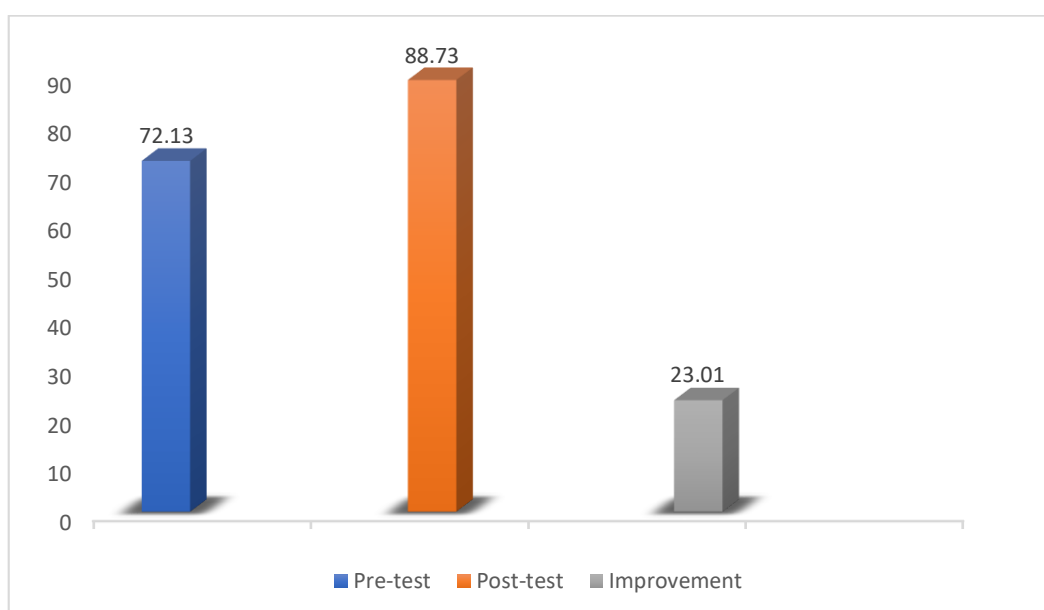
Graphic 1 The Improvement of the Students' Ability in Grammar

2. The Improvement of Students' Writing Competence in terms of Mechanics

On the students' writing ability in terms of mechanics, the results of the pre-test of students showed that the students were still lacking in mechanics when compared to the results of the pre-test of grammar. It can be observed that students are better capable to write by paying attention to tenses, pronouns, and prepositions compared to giving capital letters, punctuation, and spelling in recount text. **The categorization and chart results below demonstrate this.**

**Table 6 Classification of Mechanics (Pre-test and Post-test)**

No.	Classification	Score	Mechanics			
			Pre-test		Post-test	
			Frequency	Percentage	Frequency	Percentage
1	Excellent	89-100	0	0%	5	16.7%
2	Good	79-88	1	3.3%	25	83.3%
3	Fair	66-78	4	13.4%	0	0%
4	Poor	46-65	25	83.3%	0	0%
5	Very poor	0-45	0	0%	0	0%
Total			30	100%	30	100%

Table 4.1 demonstrates that there was a good improvement in student writing competence on the mechanics pre-test; 1 student received classifications of "Good", 4 students "Fair", and 25 students respectively "Poor". The score increased after being given treatment and given a post-test as the final test of using blended learning model, 5 students got classification scores (Excellent), and 25 students (Good). None of the students got classification score "Very Poor" from these two tests (pre-test and post-test).

Table 7 The Mean Score of the Students' Writing Recount Text in terms of Mechanics

Indicator	Pre-test	Post-test	Improvement
Mechanics	60.80	83.50	37.33%

Table 7 demonstrates that there has been an increase (37.33%) in the mean student score from the pre-test mean score of students (60.8) to the post-test mean score of students (83.5). This demonstrates that students' writing competence has increased more in terms of mechanics than in terms of grammar. And this immediately demonstrates how blended learning has been able to improve the learning of producing recount text (mechanics).
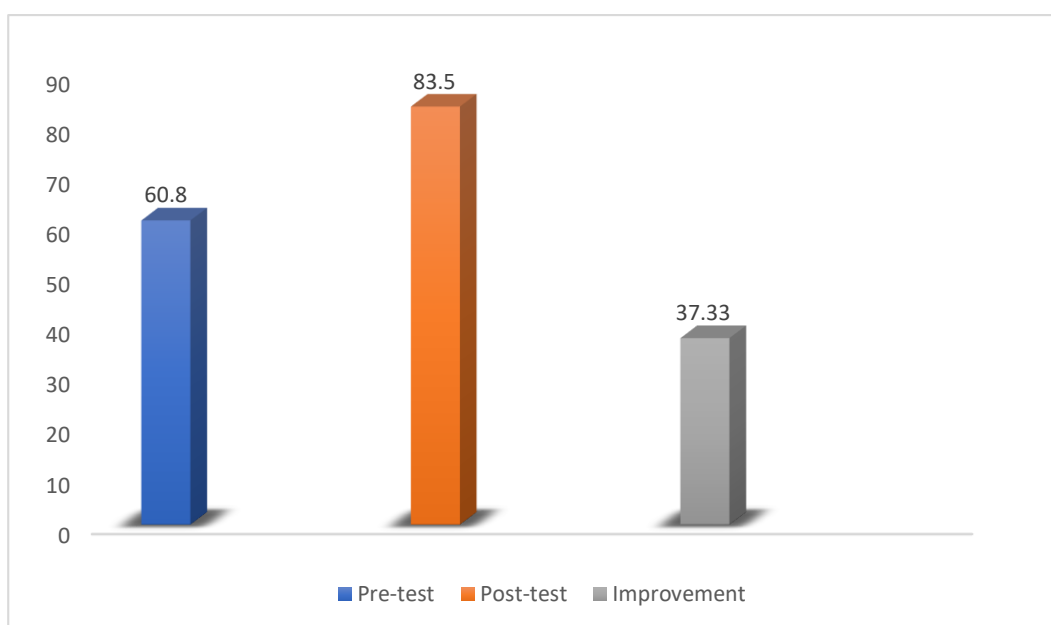
Graphic 2. The Improvement of the Students' Ability in Mechanics

3. Hypothesis

In this study, the researcher highlighted the importance of students' writing competence in recount text writing in terms of grammar and mechanics between the pre-test and post-test.

Table 8 The Mean Score and Standard Deviation of the Students' Grammar and Mechanics

Indicator	t-test	t-table	Description
Grammar	17.385	2.045	Significance
Mechanics	31.007	2.045	Significance

The value of the t-test was greater than the value of the t-test, as shown in Table 4.11. Grammar's t-test value was higher than the t-table (17.385>2.045), and mechanics' t-test value was higher than the t-table (31.007>2.045). It was stated that the alternative hypothesis (H_1) was accepted whereas the null hypothesis (H_0) was rejected. It indicates that the quality of the students' writing improved both before and after class at class X TSM using blended learning.

B. DISCUSSIONS

1. The Improvement of Students' Writing Competence in terms of Grammar

The research findings indicated that students' writing on recount text using Blended Learning showed an increase in students' writing skills in recount text in terms of grammar. Measuring student achievement between pre-test and post-test in terms of grammar, the pre-test result was fair 72.13, and the post-test result was quite good 88.73, and it showed a fairly good improvement. In the pre-test, the results of students' score were not very good because students did not use past tense to write recount text. Students still use the present tense, although there are some words that

use the past tense. Students also do not use appropriate prepositions and pronouns in their recount text. However, after being given treatment, the results of students' score increased because students had used the past tense, as well as good pronouns and prepositions in their recount texts. The results showed that Blended Learning can have an influence on students' writing in recount text. This can be seen from the results of the post-test score that higher than the pre-test score. Therefore, most students easily get information and able to write good paragraphs in recount text.

2. The Improvement of Students' Writing Competence in terms of Mechanics

The research findings showed that students' writing on recount texts using Blended Learning shows an increase in students' writing skills in recount text in terms of mechanics. After checking the students' scores between the pre-test and post-test in terms of mechanics, the pre-test results were poor 60.80, and the post-test results were quite good at 83.50, and it showed a fairly good improvement. In the pre-test, the student's score was poor because the students did not use capitalization and punctuation correctly. Students did not pay too much attention to the capital letters that should be used at the beginning of each sentence. Students also did not pay attention to the use of punctuation marks, for example at the end of each sentence, students did not give punctuation marks so that the readers will definitely be confused reading text that did not have punctuation in it. However, after being given treatment, the students' score results were quite good because students were able to use correct capitalization and punctuation in their recount text. So, the use of Blended Learning can have an influence on students' writing in recount text which can be seen from the results of the post-test score which are higher than the pre-test score.

In conclusion, a blended learning approach can help students become more proficient writers in terms of grammar and mechanics. This is evident from the students' post-test writing test scores, which improved from their pre-test score. In the pre-test, some students had difficulty in writing recount text, especially in terms of grammar and mechanics. Then, at the post-test stage, students are able to write recount text well, which can be seen from the correct use of tenses, pronouns, and prepositions, as well as the use of appropriate capitalization and punctuation.

From the discussion above, it can be concluded that Blended Learning Model was effective in improving students' writing competence, especially in terms of grammar and mechanics of class X TSM SMK Muhammadiyah 2 Bontoala Makassar. In addition, the study discovered that after employing the blended learning model for instruction, students had good writing proficiency in recount text.

CONCLUSION

The researcher came to the following conclusions in light of the results and discussion in the preceding chapter:

1. The results and discussion support the conclusion that using the blended learning model improved students' writing competence in terms of grammar. The results show that the students' pre-test mean score was 72.13 and their post-test mean score was 88.73. Additionally, the fact that the t-test result (17.385) is higher than the t-table value can be noted (2.045). It was intended to imply that H_0 (null hypothesis) was rejected, H_1 (alternative hypothesis) was accepted. Thus, it can be said that the use of the blended

learning model had a substantial impact in improving students' writing competence in terms of grammar in class X TSM SMK Muhammadiyah 2 Bontoala Makassar.

2. The blended learning model worked well to improve students' writing competence in terms of mechanics. The results show that the students' pre-test and post-test mean scores were 60.80 and 83.50, respectively. Additionally, it is evident from the fact that the t-test value (31.007) is higher than the t-table value (2.045). H_1 (alternative hypothesis) was intended to be accepted whereas H_0 (null hypothesis) was intended to be rejected. Therefore, it can be stated that the usage of the blended learning model had a substantial impact in improving students' level of writing competence in class X TSM SMK Muhammadiyah 2 Bontoala Makassar in terms of mechanics.

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