The effect of Blended Learning Model on students' Writing Skill
(An Experiment Study at Tenth Grade of Madrasah Aliyah Ibnu Husain Surabaya)

Juniati[1], Khoirul Huda[2]

Students of Institut Keislaman Abdullah Faqih Gresik[1]
English Language Department, Faculty of Tarbiyah, Institut Keislaman Abdullah Faqih Gresik[2]

juniati@gmail.com[1,] Khoirulhuda.inkafa@gmail.com[2]

Abstract

this research aims to know the effect of the Blended Learning method on students' writing achievement in the description text. This study used a quasi-experimental in which design involves two groups, namely the experimental group and the control group. The experimental group was given learning using the flipped classroom model, and the control group was given learning using an online driver or Enriched – Virtual model. The result shows that students who are taught using conventional methods can be proven from the average writing ability. Students taught using the Flipped Classroom model (86,96) have higher scores than those taught using the Online Driver model (81,8). Furthermore, based on the results of the T-test, it appears that sig. (0.177) › 0.05. It means that this research indicates an effective Flipped Classroom model.

Key Words: Blended Learning, Flipped Classroom, ICT

I. INTRODUCTION

Today, we have entered a period called the knowledge age. The stages of the development of human culture consist of four steps, namely: the agrarian century (before 1880), the modern period (1880-1985), the information age (1955-2000), and the knowledge age (1995 – present) (Dwiyogo, 2018). In this 21st century, the world is experiencing a lot of changes in various aspects of life, such as in the fields of economics, communication, education, and others (Aziz, 2019c). In this case, the change being targeted is in the world of education. Technological developments are currently experiencing progress, especially in the world of education (Aziz, 2019c). The world of education that we used to know in a formal institution is only a medium for the distribution of various kinds of knowledge that can only be obtained through direct learning between teachers and students that take place in the classroom. However, along with the times, advances in the world of education ensued. Learning does not only take place at the school but, outside the classroom, between teacher and student can carry out learning activities. Things like that, we can be familiar with the term Blended Learning.

Besides, E-learning or electronic learning is a computer-based instruction system (computer-assisted instruction) and a computer called PLATO. The development of e-learning from time to time began from 1990 to 1999. In 1999, e-learning applications were web-based. The development of LMS towards web-based e-learning applications is growing totally for both learners and teaching and learning administration (Dwiyogo, 2018).

The utilization of technology in the world of education has a powerful influence in the world of learning, which, the conventional learning pattern system becomes a modern learning pattern system with Information and Communication Technology, or we are familiar with Information, Communication, and Technology (ICT). Dwiyogo describes the history of blended learning that developed in the world of training in the beginning as well as in educational institutions, namely, the primary learning source is the trainer/facilitator (Dwiyogo, 2018).

In this globalization era, a writer writes a paper or a book, and there are many mistakes in the ways of writing. Poor writing skills can make the first impression of the writer unsatisfactory and have a negative response if you find an error in spelling or grammar. In writing a paper, it is first necessary to determine an idea to influence or manipulate the mind of the reader, after that conduct research about the ideas suggested then pour a data and information found into a paper in such a way as to force us to remain to focus and honing things that we don't understand also helps to

communicate with others (criticism and collaboration).

According to Gebhardt dan Dawn Rodrigues *"writing is one of the most important things you do in college."* Excellent and right writing skills play an essential role in success, both in writing reports, proposals, or university assignments (Gebhardt & Rodrigues, 1989). The written form is necessary, especially in education (Aziz, 2019b). For example, all subject at school is presented in writing. A written form is more admitted than oral because the written form can be preserved. The same thing has been stated by a holiday that paper has an essential role in human life. Written language is capable of extending and delivering whatever that cannot be expressed by spoken word (Bannell, 1995).

In this case, the researcher wants to know the students' English ability, which consists of four skills, one of which is used as a variable, is the ability to write. Whether by using blended learning types such as flipped classroom and online drivers, the ability to write students in writing descriptive text has increased or vice versa.

II. Literature Review

A. Understanding Blended Learning

Blended Learning is a combination of online-based learning with face-to-face learning (face to face) in class (conventional) (Amin, 2017). In practice, the use of technology is more widely used for learning outside the classroom, especially for online discussions and gathering assignments (Aziz, 2019a). This method emphasizes that learning does not only occur in class face to face but also outside the classroom through online media.

With Blended Learning, learning can be done anywhere and anytime because students can freely access all material learned through online media. They can also learn independently without having to ask for a teacher's explanation in full.

B. Blended Learning Concept

The learning system in Blended Learning is flexible because students can manage learning according to time, place, path, and pace. So students can optimize their knowledge personally. Besides that, it allows asynchronous and synchronous learning interactions. Asynchronous learning design will enable students to learn at the same time. For example, students can read messages or respond to discussions in forums. Instead, contemporary learning design is usually done within a specific time in conducting learning such as doing quizzes, reviews on chat services, and so forth.

Tabel 1. The control *element in the Blended learning model*

Control element	Description
Time	Learning is no longer limited to school days; they can study according to the time they have
Place	Learning is not limited to learning in the classroom. They

		can study anywhere, such as the home, library, etc.
	Path	Learning is no longer limited to classroom learning by lecturers. But the use of interactive and adaptive software enables learners to learn [in existing methods tailored to their needs].
	Pace	Learning is adjusted based on their speed; they can use more time if needed for the learning process.

Semler in Tucker stressed that: Blended learning combines the best aspects of online education, structured face-to-face activities, and real-world practice. Online learning systems, classroom exercises, and on-the-job experiences will provide valuable skills for themselves. Blended learning uses an approach that empowers various other sources of information (Tucker, 2012). According to McDonald in Purtadi: The term Blended learning is usually associated with including online media in learning programs, while at the same time paying attention to the need to maintain face-to-face contact and other traditional approaches to support students. This term is also used when asynchronous media such as e-mail, forums, blogs, or wikis are combined with synchronous technology, text, or audio (MacDonald, 2006).

## C. Blended Learning-Based Learning Design

Learning design is the essential thing in implementing Blended Learning. Some people interpret if learning has been done online means they have done online learning. Such something is very wrong. Because basically, online learning is not only doing learning online but rather, developing activities for the development of student competencies following the achievement of learning and learning objectives. Bloom taxonomy is one of the standards used to adjust learning outcomes and learning designs.

Bloom's taxonomic *pyramid* (Bloom, 1956)

The Bloom taxonomy pyramid illustrates the levels of In implementing blended learning, Bloom's taxonomy can be a reference in the development of teaching materials and learning activities. Following is an example of the application of Bloom's taxonomy in the design of learning outcomes and activities that can be applied on a blended platform learning.

D.   Component of Blended Learning
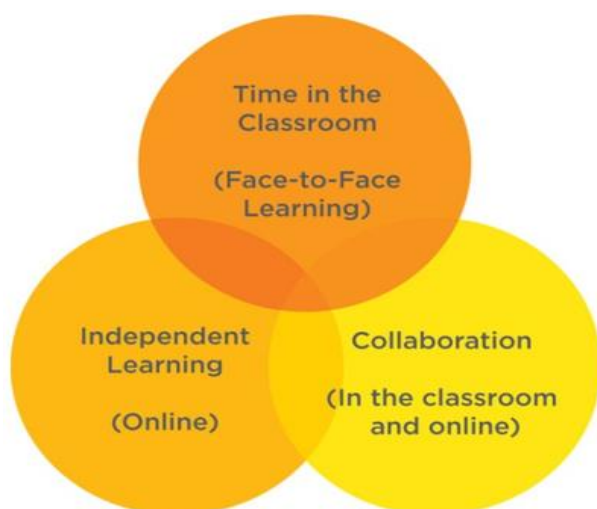
Learning approaches, strategies, models, and learning methods are the basis of face to face learning in blended learning. The learning approach can be interpreted as a point of view of the learning process. A learning approach, according to Rustaman et al., can be implemented using several learning methods (Valiathan, 2002).

Learning strategies are defined as a plan, purpose, or set of activities designed to achieve specific educational goals. According to Sanjaya, in the context of learning, approach means the general pattern of the actions of the teacher-learners in realizing teaching and learning activities.

According to Lim D. H, Morris that various forms of learning methods that are usually used in face-to-face learning are: 1) Lecture method, 2) Assignment method, 3) Question and answer method, 4) Demonstration method. Face to face learning is one component in blended learning, face to face learning students can further deepen what has been learned through online education, or vice versa online learning to increase also the material taught through face to face.

According to Jeffrey L. M, Milne online learning is. Online learning is an open and distributed learning environment that uses pedagogical tools, enabled by the internet and web-based technologies, to facilitate learning and knowledge building through meaningful action and interaction.

E.   Types of Blended Learning

The types of blended learning itself are divided into several class models. However, here the researchers only took two class models to be used as research material, including the following:
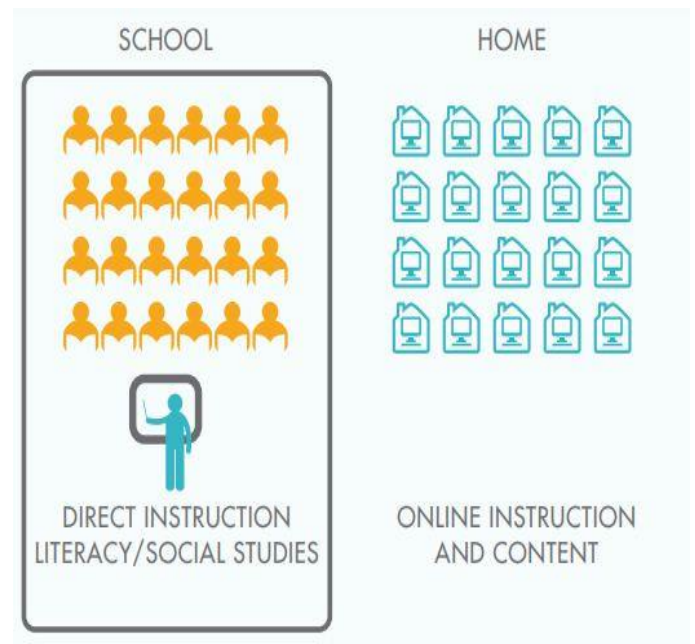
1. Flipped Classroom Model

The flipped classroom is a method that reverses current classroom conditions. If, in a conventional classroom condition, the teacher presents the material in the school and gives assignments at home, then in the flipped classroom, the teacher gives the task to study the material to be learned.   The teacher provides videos, teaching materials, references, and others. J. Wesley Baker of Cedarville University could be the first person to use the term flip classroom.

The Flipped Classroom is a teaching method that has garnered a lot of media attention over the last year. USA Today, The Globe and Mail, Washington Post, and CNN are all media outlets that have recently

reported on this new teaching model. While the Flipped Classroom is currently being presented as a new teaching innovation, it has been in use for well over a decade (Johnson, 2013).

According to Lius Tirtasanjaya et al. in an international journal entitled Assessing The Effectiveness of Flipped Classroom Pedagogy in Promoting Students' Learning Experience in his findings shows that the implementation of the flipped classroom model in a one-to-one computing environment would be worth exploring further. More focus can be placed on the class of mixed abilities and higher abilities. Scaffolding can be further refined both for home activities and classroom activities. One improvement that might include differentiating guiding questions used in lower activities under items in Bloom's taxonomy for home activities and higher-order questions for classroom activities.

In their book Flip Your Classroom: Reach Every Student in Every Class every day, Jonathan Bergmann and Aaron Sams write (Bergmann & Sams, 2012): "Basically the concept of a flipped class is this: that which is traditionally done in class is now done at home, and that which is traditionally done as homework is now completed in class."

Picture 1: Flipped Classroom Type

2. Online driver or Enriched – Virtual model

According to Catlin R. Tucker, the online driver is "both the online learning platform and the traditional teacher deliver content. The majority of work is done remotely, but face-to-face meetings with an instructor are incorporated as either an optional or required element depending on the program (Tucker, 2012)".

According to Perkins Eastman, "Expanding upon the self-blended model, Enhanced Virtual blended learning delivers a portion of every course online. This content can be performed asynchronously and at a variety of locations. This asynchronous content is complemented by face-to-face interaction with teachers and peers in more conventional school settings. In contrast to most of the other blended learning models, students may not be on campus every day.

Environmental considerations are similar to the self-blended model providing spaces for seminars, classes and labs, and cyber lounges for using online resources. Reduced attendance daily may reduce the overall square footage requires for facilities (Valiathan, 2002).
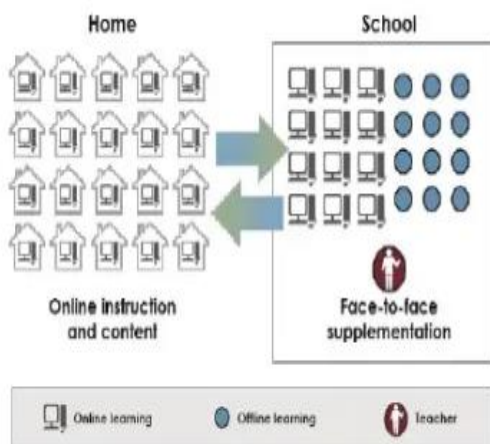
Gambar 8. Tipe Enriched -model virtual

Picture 2: enriched – model virtual

F. Syntax of Blended Learning

There are three primary stages in the blended learning model that refers to ICT-based learning, as proposed by Grant Ramsay, namely: (1) seeking of information, (2) acquisition of information, and (3) synthesizing of knowledge (Husamah, 2014).

The stages of seeking information instructors act as experts who can provide input and advice. At the scene of acquisition of information, students individually and in cooperative - collaborative groups try to find, understand, and confront it with ideas or ideas that are already in the minds of students, then interpret information/knowledge from various

available sources, until they can communicate again and explain plans and the results of their interpretation using ICT facilities.

The last stage of ICT-based learning is the step of synthesizing knowledge is to construct knowledge through the process of assimilation and accommodation based on the results of the analysis, discussion, and formulation of conclusions from the information obtained.

Blended Learning Model Syntax

Syntax	Teacher's Role
(1)	(2)
Phase: seeking of information Search for information from various sources of information available on ICT (online), books, and delivery through face to face in class	● The teacher conveys competencies and learning objectives to initiate student learning readiness while preparing students in the process of exploring relevant material through face-to-face learning activities (face to face) in class and learning with ICT supplements (online). Material exploration activities can be carried out individually or in groups ● The teacher facilitates, assists, and supervises students in the process of material exploration, so that the information obtained remains relevant to the topic being discussed, and is believed to be validity/reliability and academic accountability.

Phase: acquisition of information Interpret and elaborate information personally and communally	● The teacher guides students to work on the worksheets in group discussions to inventory information, interpret and develop on the concepts of the material towards understanding the topic being taught. ● The teacher confronts ideas or ideas that are already in the minds of students with the results of the interpretation of information/knowledge from various available sources. ● The teacher encourages and facilitates students to communicate the results of explanation and elaboration of ideas face to face (face to face) or using ICT facilities (online), in groups, or personally. ● The teacher scaffolding students in working on problems both individually and in groups ● The teacher assigns students to elaborate mastery of the material through the provision of questions that are open and rich (open-rich issue).
Phase: synthesizing of knowledge Reconstructing knowledge through the process of assimilation and accommodation based on the results of the analysis, discussion and formulation of	● The teacher justifies the results of exploration and acquisition of material academically, and together students summarize the content being learned. ● The teacher helps students synthesize knowledge in their cognitive structures ● The teacher assists students in constructing/reconstructing material through the process of accommodation
conclusions from the information obtained	and assimilation based on the results of the analysis, discussion, and formulation of conclusions on the content being taught

(Adapted from Grant in (Husamah, 2014))

G. Strengths and weaknesses of Blended Learning

According to Kusairi that "there are many advantages to blended learning when compared to face-to-face learning (conventional) and with e-learning, whether online, offline, or m-learning" (Husamah, 2014).

The advantages of blended learning are as follows:

1. Students are free to learn the subject matter independently by utilizing the materials available online.

2. Students can discuss teachers or other students outside of class hours.

3. Learning activities undertaken by students outside face-to-face hours can be managed and appropriately controlled by the instructor.

4. Teachers can add teaching material through internet media.

5. The teacher can ask students to read the material or take a test conducted before learning.

6. Teachers can organize quizzes, provide feedback, and use test results effectively.

7. Students can share files with other students.

According to Noer that the shortcomings of blended learning are as follows:

1. The media needed is very diverse, so it is difficult to apply if the facilities and infrastructure are not supportive.
2. Unequal facilities owned by students, such as computers and internet access. Blended learning requires adequate internet access, and if the network is inadequate, it will undoubtedly make it difficult for students to participate in independent learning online.
3. Lack of knowledge of learning resources (teachers, students, and parents) regarding the use of technology.

In addition to students, Kusairi also revealed that "blended learning also causes various problems, especially for teachers," including:

1. Teachers need to have skills in organizing e-learning.
2. Teachers need to prepare digital references that can be a reference for students.
3. Teachers need to design recommendations that are appropriate or integrated face to face.
3. Teachers need to prepare time to manage internet-based learning, for example, to develop the material, develop assessment instruments, and answer various questions raised by students.

H. Understanding Writing

According to Henry Guntur, Tarigan states that "writing can be interpreted as an activity pouring ideas/ideas by using written language as a delivery medium." Besides, according to experts, writing, according to writers like Asma Nadia argues that "writing is the best way to talk and express protest to tens of thousands of people, even hundreds of thousands of people." By writing, we can spill any ideas or ideas that we have in our minds.

Writing Skills, by Diana Hanbury King, is a comprehensive writing program for beginning, struggling, at-risk, or reluctant writers (Troia, 2006). For these writers, this structured program provides an essential foundation in thinking and writing skills. For proficient and advanced writers, it offers strategies, techniques, and opportunities to apply them.

Writing Skills is designed as a structured, comprehensive program for teaching the composition, grammar, and transcription skills necessary for effective writing. The series spans grades 2–12 and can be used in a variety of classroom settings. As a beginning writing program, Writing Skills provides step-by-step instruction in the foundational skills needed by students to become good writers, including grammar, sentence structure, paragraph composition, mechanics and usage, and transcription. For students with learning differences, reluctant writers, or at-risk students, Writing Skills helps build fluency and confidence and provides a variety of strategies and opportunities to apply them. Writing Skills is ideal for differentiated instruction and can

serve as a comprehensive writing program in general classrooms, inclusion classrooms, and specialized settings.

According to Kirszner and Mandell, "the writing process consists of pre-writing, composing, and writing and revising. The prewriting step moves from the determination of the material to the determination of the topic to get a thesis, then raises various ideas to support the thesis. The drafting step is the step on how ideas are organized. At the writing and revision steps, the organization is translated into a draft paper; then, the draft is revised (style, structure, or mechanics). These three steps are not steps that must be sequential and alternating but can also go together (Kirszner & Mandell, 2012)". McCrimmon and Akhadiah et al. argue that "in the writing process, there are several stages. The stages are preliminary, concerning the determination of the topic, determination of objectives, and determination of material; draft writing, i.e., development of paragraphs, sentences, word choices, and writing techniques; and revisions concerning the first refinement (draft) and re-reading (Budiyono, 2012)".

I. Principles of the Writing Process

Based on the theory of the writing process that has been explained, in policy, the writing process theory can be used as a basis or basis for learning writing skills. In principle, the writing process consists of three stages, namely pre-writing,

draft writing, and revised essay. Therefore, learning to write skills based on the writing process, the steps also consist of these three stages.

J. Understanding Description Text

According to Kosasih, description text is an essay that describes an object with the aim that the reader feels as if he sees the object represented. In contrast, according to Mahsun, description text is the text that has a social purpose of describing an object or objecting individually based on its physical characteristics. Descriptive writing is also writing that defines or represents something that will the author disclosed so that readers or listeners seemed to see for themselves the object that had been discussed, even though the reader or listener had never witnessed it himself (Hikmah, 2019).

Descriptive text is a text that describes the picture of someone or an object. The goal is to describe or express people, places, or particular artifacts. A description sentence is a sentence that can contain a picture of the properties of the objects defined.

III. METHOD

This type of research used quasi-experimental research. This design involves two groups, namely the experimental group and the control group. The experimental group was given learning using the *flipped classroom model*, and the control group was assigned learning using an *online driver or Enriched – Virtual model*.

Research Design Nonequivalent Control Group Design

Group	Pre-Test	Treatment	Post-Test
Eksperimental	O_1	X (Flipped Classroom Model)	O_2
Control	O_3		O_4

O_1: mean pre-test of the experimental group

O_2: mean post-test of the experimental group

O_3: mean control group pre-test

O_4: mean post-test of the control group

X: write descriptive text with the Flipped classroom model

The steps of the research using this design are as follows:

1. Determine the sample and population
2. Determine the control group and the experimental group that is not chosen randomly
3. Give a pretest to both groups to find out the students' initial abilities
4. Control the conditions so that both groups are the same, except the treatment in the experimental group
5. Give posttest to both groups to find out the student's final ability
6. Conduct data analysis to determine the student's last ability.

Scoring Rubric for Descriptive Text Writing

Aspect	Score	Performance Description	Weighting
Content (C)	4	Complete information describing the object (description of location, facilities, object information)	3x
Content (C) 30%		weather/temperature, and scenery); the purpose described is easy to visualize.	
	3	Adequate information describing the object; the object described is not natural to visualize	
	2	Limited information describing the object; the object described is difficult to visualize.	
	1	Minimal information describing the subject.	
Organization (O) - Sentence structure 30%	4	Well, organization; main points and details are connected; the sentences are logically and effectively ordered; appropriate use of connectors.	3x
	3	Fairly well organization; main points do stand out, but the sequencing of ideas is not complete; the sentences are logically and effectively ordered for the most part; missing some connectors.	
	2	Loosely organization; main points and details are disconnected; sentences are lacking logical order.	
	1	The format is not acceptable; not enough information to evaluate	
Language Use (L) - Vocabulary, Grammar, mechanics 40%	4	Few errors in linguistic features; vocabulary, grammar, and mechanics.	4x
	3	Several errors in linguistic features; vocabulary, grammar, and mechanics.	
	2	Frequent errors in linguistic features; vocabulary, grammar, and mechanics.	
	1	Dominated by errors in linguistic features; vocabulary, grammar, and mechanics.	

IV. RESULT AND DISCUSSION
A. Description of the Data

The purpose of this study is to find out how mixed learning methods affect students' writing skills in the description text. If there is indeed an influence, is there a very significant influence?

Because students here are still very minimal in their activities to write descriptive books in English, for this reason, researchers make the method of blended learning add to their activeness in writing, because this method allows students to learn on their own through online media without having to center on the teacher and books, so they do not feel bored listening to the explanations that exist.

B. Class Descriptions Selected for Research Studies

The research study consists of two groups of two classes. Class XI-A is to form an experimental group, and class XI-B is to create a control group. In the experimental group, they will apply the blended learning method, while the control group only uses conventional methods. Each class consists of 25 students who are employed as research samples.

1. Sample Description Write descriptive text

Two groups from two types each have a total of 56 students. Of these, 25 students were in the control group, and 25 students in the experimental group. Two groups consisting of XI-A and XI-B classes. The students were asked questions related to descriptive texts about historic sites and tourist attractions through test tests in the form of pre-test and post-test. The results of the trial, it was found that the average pre-test in the experimental group was 70,4, and the control group was 68,32(69), while the posttest means of the experimental group was 86,96(87) and the control group was 86,96(87).

C. Data Analysis

The table below shows the results of the pre-test and post-test mean values of the experimental and control classes.

Test Results for Experimental Class and Control Class (Pre-test Score of Writing Descriptive Text)

NO	NAME	L/P	Content (C) 3 – 12	Organization (O) 3 – 12	Language use (L) 4 – 16	TOTAL $\frac{C+O+L}{40} \times 100$
			Aspect			
1	AA	L	6	9	12	68
2	ADH	L	6	12	8	65
3	AYB	P	9	9	8	65
4	AAM	L	9	12	8	73
5	AIR	P	6	12	8	65
6	BC	L	9	9	12	75
7	DP	L	9	9	8	65
8	DHR	P	9	9	12	75
9	DF	L	12	6	8	65
10	FYP	L	9	9	8	65
11	FO	L	12	9	12	83
12	FDP	L	9	9	8	65

NO	NAME	L/P	C	O	L	TOTAL
13	HG	L	9	9	12	75
14	H	L	12	9	8	73
15	IA	L	9	9	8	65
16	IN	P	9	12	12	83
17	IAE	P	6	9	8	58
18	MARAF	L	9	9	12	75
19	MAR	L	6	9	8	58
20	MBAP	P	9	9	12	75
21	MR	L	12	9	12	83
22	MS	L	9	9	8	65
23	NNS	P	9	12	8	73
24	PDAS	P	12	9	8	73
25	PAPS	P	6	12	12	75
Amount			222	240	240	1760
Average						70,4

NO	NAME	L/P	C	O	L	TOTAL
13	HG	L	9	9	12	75
14	H	L	12	9	8	73
15	IA	L	9	9	8	65
16	IN	P	9	12	8	73
17	IAE	P	6	9	8	58
18	MARAF	L	9	9	12	75
19	MAR	L	6	9	8	58
20	MBAP	P	9	9	12	75
21	MR	L	12	9	8	73
22	MS	L	9	9	8	65
23	NNS	P	9	12	8	73
24	PDAS	P	12	9	8	73
25	PAPS	P	6	12	12	75
Amount			213	240	228	1708
Average						68,32(69)

Class (XI-B)

NO	NAME	L/P	Aspect			TOTAL $\frac{C+O+L \times 100}{40}$
			Content (C) 3 – 12	Organization (O) 3 – 12	Language use (L) 4 – 16	
1	AA	L	6	9	8	58
2	ADH	L	6	12	8	65
3	AYB	P	9	9	8	65
4	AAM	L	6	9	8	58
5	AIR	P	6	12	8	65
6	BC	L	9	9	12	75
7	DP	L	9	12	8	73
8	DHR	P	9	9	12	75
9	DF	L	9	6	8	58
10	FYP	L	9	9	8	65
11	FO	L	9	9	12	75
12	FDP	L	9	9	8	65

Post-test Score of Writing Descriptive Text (Class XI-A)

NO	NAMA	L/P	Aspect			TOTAL $\frac{C+O+L \times 100}{40}$
			Content (C) 3 – 12	Organization (O) 3 – 12	Language use (L) 4 – 16	
1	FSKJG	L	12	12	12	90
2	FHKHK	L	12	12	12	90
3	HJFH	P	12	9	12	83
4	HHJT	L	9	9	12	75
5	HKFH	P	9	12	12	83
6	YURS	L	12	9	16	93
7	OVNK	L	12	9	12	83
8	YYTNJ	P	9	12	12	83
9	GKFSH	L	12	12	12	90
10	YIYFSK	L	12	9	16	93
11	YRHIO	L	12	9	12	83

No	Nama	L/P	Content (C)	Organization (O)	Language (L)	Total
12	UOUT	L	12	9	12	83
13	YUFHH	L	9	9	16	85
14	HIFSK	L	12	9	12	83
15	FJSKN	L	12	9	16	93
16	SFSKS	P	9	12	16	93
17	YRLJF	P	12	9	12	83
18	JHFSH	L	12	12	16	93
19	SSKH	L	12	9	16	93
20	FUHKJ	P	9	12	12	83
21	HKSH	L	12	9	12	83
22	HUIS	L	12	12	12	90
23	HJGSF	P	9	12	12	83
24	GSFGI	P	12	9	16	93
25	GYIFS	P	12	12	12	90
Amount			279	258	332	2174
Average						86,96(87)

No	Nama	L/P	Content (C)	Organization (O)	Language (L)	Total
10	MRAN	L	9	9	8	65
11	MRNCWA	L	9	12	12	83
12	MM	L	12	12	12	90
13	MWC	P	9	9	12	75
14	MMS	L	12	9	12	83
15	MFF	L	9	9	12	75
16	MBR	L	9	12	16	93
17	NAA	P	12	9	12	83
18	NMY	L	9	12	12	83
19	NI	P	12	9	12	83
20	NEM	P	12	9	16	93
21	NOR	P	12	12	8	80
22	RTMK	P	12	9	12	83
23	RFA	L	12	9	12	83
24	SAR	P	9	9	12	75
25	SHS	L	12	9	16	93
Amount			264	243	308	2045
Average			-	-		81,8(82)

(Class XI-B)

| NO | NAMA | L/P | Aspect | | | TOTAL $\frac{C+O+L}{40} \times 100$ |
			Content (C) 3 – 12	Organization (O) 3 – 12	Language use (L) 4 – 16	
1	RKN	L	12	9	12	83
2	AR	L	9	9	12	75
3	ANA	L	9	9	8	65
4	AH	L	9	9	12	75
5	CR	P	12	9	12	83
6	DNC	P	12	9	16	93
7	KA	P	9	9	12	75
8	LM	P	9	12	16	93
9	MPK	L	12	9	12	83

2. **The description of the pre-test score**

In this part, the researcher presented the result of the students' writing descriptive text score in the pre-test. The chart showed the students' score before getting the treatment. The minimum of pre-test experimental was 58, and the minimum of pre-test control was 58. While the maximum of pre-test experimental was 83, and the peak of pre-test control was 75. On the other side, the mean of each group was different. The mean score of pre-test experimental was 70,40and the mean score of pre-test control was 68,32.

3. The descriptive of post-test score

In this part, the researcher presented the result of the students' writing descriptive text score in the post-test. The descriptive statistics of post-test was presented in table (see Appendix G) The chart showed the students' score after getting the treatment. The minimum of the post-test experimental was 75, and the minimum of post-test control was 65. While the maximum of post-test experimental was 93 and the peak of post-test power was 93. On the other side, the mean of each group was different. The mean score of the post-test experimental was 86,96, and the mean score of post-test control was 81,80.

4. Normality Testing

A normal test is needed to find out whether the hypothesis of the research has been normally distributed or not. This test is scored by using *SPSS Statistic 20*. First, if the sig. (of the data) is above 0,05, then it is normally distributed. Second, if the Sig. (of the data) is below 0,05, then it is not normally distributed. The result showed that all data were normally distributed. See in the table (see Appendix H). The table showed that there was a significant difference in the variance. It could be seen from P-value was 0,177. The variance of the population was significantly different if 0,177 < 0,05. So, it can be concluded that both of the groups are homogenous.

5. Determining Group Equality

To determine whether there are significant differences between groups, the first is to do a pre-test. This pre-test aims to test the extent to which students understand the essay test in the form of writing descriptive texts before being given treatment. After that, the procedure is done for the experimental class by applying the blended learning method and the control class using only conventional methods. Which process of blended learning as an Independent variable and write descriptive text as dependent learning.

With these two variables, it is now possible to compare if the average differences between groups (experimental and control groups) are very different. To determine whether the groups differed significantly, an independent t-test was performed to compare the results of the pre-test and post-test experimental and control classes. An independent t-test was performed comparing the experimental class value groups with the control class group using a significant level of 0.05. Based on the table above showed that the data requirement was vital if Sig. (2-tailed) is below 0.05. The result showed that the Significance .009<0.05, which means Ha was accepted, and Ho was rejected; thus, it could be concluded that the data was significant. It means that there was a significant effect of the use of the Blended Learning Method on students' speaking achievement. From the table above, the

calculation of the mean difference test of student writing between the pre-test and post-test data can be seen if the probability value of significance or Sig. (2 tailed) is 0,009 based on the T-Test output?

The results of this study reinforce previous research conducted by Awad Soliman Keshta, Ismail Ibrahim Harb (Keshta & Harb, 2013), they have compiled a thesis in 2013 entitled "The effectiveness of a blended learning program on developing Palestinian tenth graders' English writing skills." Students who were taught using the Flipped Classroom model (86,96) had higher scores than those who were prepared using the online driver model (81,8).

6. Hypothesis Testing

Before deciding the result of the hypotheses, the researcher proposed two hypotheses to be tested:

Ha: There is the effectiveness of blended learning methods on student's writing achievement descriptive achievement.

Ho: There is no effect of blended learning methods on student's writing achievement descriptive achievement.

Hypothesis testing is the last step to find out the answer to the research hypothesis. From the hypothesis test, it will be found whether Blended Learning Method gave positives effects to students or not.

H_0 is accepted if the significant value (tailed) is higher than 0,05, and rejected if the significant value is lower than 0,05. While, H_a is allowed if the considerable cost (tailed) is more economical than 0,05, and dismissed if the significant amount is higher than 0,05. To analyses the data of the students' reading tests, the researcher used SPSS 20 to know the result. The result can be seen as following in the table

D. Discussion

The purpose of this study was to investigate the effectiveness of the blended learning method in writing descriptive texts in eleventh-grade students of Ibn Husain in the academic year 2019/2020. To achieve the research objectives, researchers conducted a quasi-experimental design. This design has a control group, but it cannot function fully to control the external variables that influence the conduct of the experiment. And also, for these two groups, a test will be given. These tests are pre-test and post-test. The use of the Blended Learning method is useful if the data show that $t_{count} > t_{table}$. In line with this statement, the analysis of the data above indicates that 2,710 is more significant than 2,06866. That means Ho is rejected, or Ha is accepted. Also, the average in the pre-test was 70,4, while the post-test was 86.96. Although showing a slight difference between the two averages, the data show that the post-test results are better than the pre-test ones. Based on these results, it can be concluded that the effective blended

learning method is used in writing descriptive texts in eleventh grade MA Ibnu Husain Surabaya in the academic year 2019/2020.

The effectiveness of using the blended learning method in writing descriptive texts in eleventh-grade students of Ibnu Husain Surabaya in the academic year 2019/2020 shows that conducting the teaching process using the reverse class model is better than using an online driver model. That's because, in the process of teaching online driver models, students' mastery of the material is still lacking. Therefore, most students in the class writing descriptive texts get poor scores. Not only that, but it also turns out that the English proficiency of students here is still very minimal.

Indeed, this school is also based online, but its use is not carried out in the classroom. Students use online media when teachers give assignments, and they can work at home. Meanwhile, when exams, they can only apply online media to do so, but here they are limited to using online media as a tool to do exam questions, not to be used to make online media as a tool to answer something they don't know. So here I apply the blended learning method, where the use of online media is not only used for home assignments or examinations, but when teaching and learning activities take place, they can access online media directly. Thus, the teacher is not their focal point in learning in class; they can independently learn or understand the material provided by the teacher. Based on the results of the study, blended learning is useful for students in writing descriptive texts. Class conditions indicate that: can be more active, the teaching process is more lively and meaningful. Because here, students don't just focus on the teacher, they can also open online media immediately if they don't understand the material explained by the teacher. Because through this media that has been used, there are students who can access videos related to the material presented. Not only that, in the media, the teacher also provides articles related to writing descriptive text.

Thus, the above findings imply that the learning process uses the blended learning method as a significant factor in writing descriptive texts in the eleventh grade of MA Ibnu Husain Surabaya students in the academic year 2019/2020.

V. CONCLUSION

The Researcher conducted this study in class XI MA Ibnu Husain Surabaya. Based on the results of the post-test data analysis, there is a significant difference between students' writing achievement in the experimental class and the control class.

Students who are taught using conventional methods can be proven from the average writing ability. Students taught

using the Flipped Classroom model (86,96) have higher scores than those taught using the Online Driver model (81,8). Furthermore, based on the results of the T-test, it appears that sig. (0.177) > 0.05. This means that this research indicates an effective Flipped Classroom model.

The concept of Blended Learning is one of the innovations in learning. This innovation involves mixing conventional learning models and online learning models with internet networks. Blended Learning is a mixed learning model, so the theory used also consists of various learning theories from several experts by adjusting the learning situations and conditions of students. One suitable learning theory in learning is mental discipline theory because it assumes that students have specific strengths, abilities, or potentials, and in spiritual knowledge, students are disciplined or trained. However, Blended Learning does not mean replacing conventional learning models in the classroom, but it strengthens the learning model through the development of educational technology.

Suggestion

1. In implementing blended learning, educators can ensure that all participants have adequate facilities and infrastructure so that in learning independently online, there are not many obstacles caused by inadequate facilities and infrastructure.

2. Educators should have prepared the best solution to overcome the problems that might arise in this method.

3. Distribution of learning materials must be appropriately allocated, taking into account the content of teaching materials, as well as the learning objectives, which should be discussed face-to-face or can be studied independently.

4. Educators must also prepare an organized schedule for face-to-face and independent learning at the beginning so that students know the program.

VI.   REFERENCES

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