

**THE EFFECTIVENESS OF BLENDED LEARNING MODEL ON
STUDENTS' WRITING COMPETENCE**

**(A Pre Experimental Study at Eleventh Grade Students of SMA 19 GOWA
Academic Year 2018/2019)**



A THESIS

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2019



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MOTTO

IN EVERY SINGLE THING YOU DO, YOU ARE CHOOSING A
DIRECTION. YOUR LIFE IS A PRODUCT OF CHOICES



I dedicate this thesis to my parents, my brothers, my sister, and all my friends.

Thank you for supporting

ABSTRACT

Andi Sriwahyuni, 2019. *The Effectiveness of Blended Learning Model on Students' Writing Competence (a Pre Experimental Study at Eleventh Grade Students of SMA Negeri 19 Gowa)*, English Education Department, the Faculty of Teachers Training and Education, Muhammadiyah University of Makassar, supervised by Ratna Dewi and Amar Ma'ruf.

The objective of this research is find out whether or not the use of blended learning model effective in improving students' writing competence at eleventh grade of SMA Negeri 19 Gowa.

This researcher applied Pre-Experimental design using a quantitative approach. In this research, the researcher just took one class to use pretest and posttest. The population of this research was the eleventh grade at SMA Negeri 19 Gowa that consisted of 181 students. Then, the sample of this research was class XI MIA 2 taken by purposive sampling technique which consisted of 20 students.

The research findings showed that the class XI MIA 2 of SMA Negeri 19 Gowa had fairly score in pre-test. After treatment, their writing competence to rewrite narrative text on content and organization increase significantly. It was proved by the t-test value in term of content is 6.68, it is higher than t-table 2.53. And also it was proved by the t-test value in term of organization is 8.28, it is higher than t-table 2.53. This indicated that (H1) was accepted, and (H0) was rejected. It means that there was a significant difference of the students' writing competence before and after using blended learning model. Eventually, based on findings and discussion above, Blended Learning Model was effective in improving students' writing competence in terms of content and organization.

Keywords: Blended Learning Model, Writing Competence

ABSTRAK

Andi Sriwahyuni, 2019. *Efektivitas Model Pembelajaran Gabungan terhadap Kompetensi Siswa dalam Menulis. (Sebuah Penelitian Pre Eksperimen pada Siswa Kelas Sebelas di SMA Negeri 19 Gowa).* Jurusan Pendidikan Bahasa Inggris di Fakultas Keguruan dan Ilmu Pendidikan Universitas Muhammadiyah Makassar. Diawasi oleh Ratna Dewi dan Amar Ma'ruf.

Tujuan dari penelitian ini untuk mengetahui apakah penggunaan model pembelajaran gabungan efektif atau tidak dalam meningkatkan kompetensi siswa dalam menulis pada siswa kelas sebelas di SMA Negeri 19 Gowa.

Penelitian ini menerapkan desain pre-experimental menggunakan pendekatan kuantitatif. Dalam Penelitian ini, peneliti hanya mengambil satu kelas menggunakan desain pre-test dan post-test. Populasi dari penelitian ini adalah kelas sebelas di SMA Negeri 19 Gowa yang terdiri dari 181 siswa. Kemudian, sampel dari penelitian ini yaitu kelas XI MIA 2 diambil dari teknik purposive sampling yang terdiri dari 20 siswa.

Temuan penelitian ini menunjukkan bahwa kelas XI MIA 2 di SMA Negeri 19 Gowa memiliki skor yang cukup di pre-test. Setelah perlakuan, kompetensi tulisan mereka dalam menulis kembali teks narasi pada isi dan organisasi meningkat secara signifikan. Hal ini dibuktikan dengan nilai t-test pada konten yaitu 6.68, nilainya lebih besar dari nilai t-table yaitu 2.53. Hal ini juga nilai pada organisasi yaitu 8.28, nilainya lebih besar dari nilai t-table yaitu 2.53. Ini menunjukkan H_1 (hipotesis alternatif) diterima dan H_0 (null hipotesis) ditolak. Ini berarti ada perbedaan signifikan dari kompetensi siswa dalam menulis sebelum dan setelah menggunakan model pembelajaran gabungan. Alhasil, berdasarkan temuan dan pembahasan diatas, peneliti menyimpulkan bahwa penggunaan model pembelajaran gabungan efektif dalam meningkatkan kompetensi siswa dalam menulis yang fokus terhadap isi dan organisasi.

Kata Kunci: Model Pembelajaran Gabungan, Kompetensi Menulis.

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Researcher

Andi Sriwahyuni



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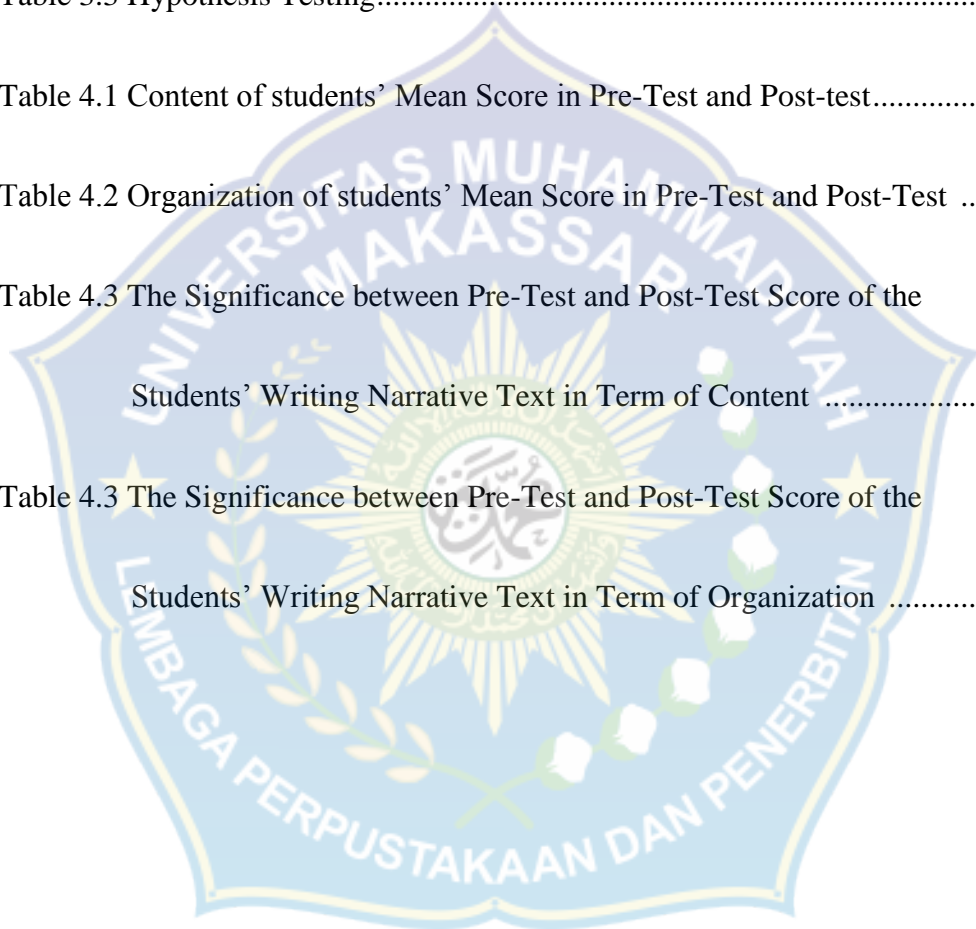
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CHAPTER I

INTRODUCTION

A. Background

Blended Learning Model is a model that has an important role in learning. It is needed to increase students' competence in learning. In this Era, blended learning is a model that supports students in the learning process. Blended learning is one of crucial model be apply to improve students' skill, where students face-to-face learning with using computer-based learning (online and offline). Blended learning has needed by students to learn effectively, where students can learn outside the classroom meeting. Blended learning becomes an important thing to make students easier to learn in improving their skill. Therefore, the blended learning model should be applied to improve student's competence in learning.

Recently, there has been growing interest in blended learning model in learning process. Blended learning model provides students with a better learning through various resources. The different resources can fulfil students' need in their learning style. The type of learning style that each individual has is the easiest way to absorb, organize, and processing information. It means that blended learning help students more easy to learn. Besides that, blended

learning model is not a limited time for students in learning because it provides online learning that they do not only learn in the classroom but also outside the classroom. Therefore, blended learning is an interesting model to apply in the learning process.

Writing is one of the language skills that are very important to be learned especially for students. It is indirect communication skills that make students improve their knowledge by immortalizing the story, inspiring people, changing creativity, and developing imagination. Writing becomes an important skill that should be mastered by students. Mastering in writing skill is not easy compared with other skill in the language. Writing skill challenges students in organizing their ideas and sentences in writing, it needs wide knowledge, time, and an intensive thinking process. Although writing skill is just indirect communication, writing becomes important to help students to improve their speaking, reading, and listening ability. Thus, writing skill is important communication that must be learned to increase students' competence.

Several researchers have been done discussed Blended Learning Model. Shih, R.C. (2011) improve students' writing skill by integrating Facebook with peer assessment and blended learning to students' English of the first semester at Technological University in Taiwan. The implementation of this study as follows: For 3rd-8th-week students face to face learning. The students were required to write an essay on a given topic. For 9th-16th-week, the instructor gave seven writing assignments were then posted on Facebook for students to practice writing and giving comment. During this period, the

instructor served as a facilitator and monitoring, evaluating, and commenting on students' work and responses.

Furthermore, Bakir and Adas (2013) improve students' abilities in writing paragraph through blended learning method using MOODLE (online treatment) to English Language Learners (ELLs) of the second semester at University in Palestine. In this study, all the materials given on the MOODLE are related to writing paragraphs. The blended course components were described and instructions on how to use certain course components were given to students at the beginning of the semester. An online instruction was posted to the MOODLE discussion forums on a weekly basis throughout the semester.

In the MOODLE discussion, students did some online learning activities. Some of their activities were to describe a photo into the paragraph, to discuss error analysis (paragraphs), to express their opinion by commenting photos or videos, and to answer questions about a topic related to the weekend activities.

Other studies related to blended learning model focused on speaking skill. Shih, R. C (2010) improve students' speaking for English as a second language by using blended learning and video-based blogs to English majors of the fourth semester at Public University in Southern Taiwan. Students follow face to face instruction for 4th weeks. For the 5th week, students make a video in English and to upload it to their blogs within 7 days. In the 6th week, students were asked to comment on their group members' videos on the blogs. Then, the instructor commented on all the students' videos. In the 8th

week, all students had to upload their revised video clips to the weblogs based on the peer and the instructor comments.

The previous researches above have concentrated on online discussion using different webs such as online application and social networking in learning writing at University level. None of the studies have examined WhatsApp in teaching students to write narrative text in senior high school at tenth grade. Then, the previous researches did not determine the specific essay writing that they taught to students. This research chosen narrative text as material that taught to students. Besides, the previous researches have investigated students' writing skill on various aspects such as content, cohesion, grammar, capitalization, punctuation, etc. While this research investigated students' writing skill only focus on content and organization. Furthermore, this treatment conducted on different times and places, where face to face learning did during four meeting in the classroom. Meanwhile, online learning activities did after classroom meeting during four weeks in the outside classroom.

A treatment was given through a blended learning model to measure whether this model is effective to improve students English competence. By doing this treatment, blended learning model gave positive impacts and effective to improve the students' writing competence. That's why the researcher was interested in carrying out a research entitled: "The Effectiveness of Blended Learning Model on Students' Writing Competence at Eleventh Grade Students of SMA Negeri 19 Gowa".

B. Research Problems

Based on the background of the problem, the researcher formulated the research problems as follows:

1. Is the use of Blended Learning Model effective in improving students' writing competence in term of Content at Eleventh Grade Students of SMA Negeri 19 Gowa?"
2. Is the use of Blended Learning Model effective in improving students' writing competence in term of Organization at Eleventh Grade Students of SMA Negeri 19 Gowa?"

C. Research Objective

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 Eleventh Grade Students of SMA Negeri 19 Gowa.

D. The Significances of the Research

The result of this research is expected to be useful contribution for the teacher about the effect of Blended Learning Model in writing competence, to improve the students' competence in learning English, and to give useful information or contribution to other researcher who wanted to conduct research with deal Blended Learning Model and Writing.

E. The scope of the Research

The scope of this research was restricted in the use of blended learning model in improving students' writing competence. In this case, the researcher focused on the content and organization of the narrative text.



CHAPTER II

REVIEW OF RELATED LITERATURE

A. Some Pertinent Ideas

1. The Concept of Blended Learning Method

a. Definition of Blended Learning Model

Colis and Moonen (2001) blended learning model is not limited by space and time. Students can learn through face to face meeting in the classroom and they can continue to learn outside class through online learning. Thus, the blended learning model can support students to learn more effectively.

Besides, Towndrow and Cheers (2003) The students' activities such us discussions, interaction, adaptation, and reflection are very crucial for academic writing. Students are able to discuss in the class or through online learning like webs or social networking. Thus, they can be more interact each other whenever and wherever they are.

So & Brush (2008) Blended Learning Model support students to cooperate with each other through online learning such as website, online application, and social networking. Each student is able to utilize resources and capabilities, asking information, evaluate ideas, etc. Thus, the blended learning method through online learning is able to enrich their experiences in learning.

The researcher concludes that the blended learning model is learning that combine various learning resources such as teacher or lecture and computer-based learning (online and offline). Students do not only learn in the class, but also outside the classroom. Therefore, blended learning is contributing tools to complete the conventional method.

b. Characteristics of Blended Learning

Huang, Zhou, and Wang (2006) assume that blended learning has three characteristics. The first is the flexibility of providing learning resources. It is explained that the blended learning model has varieties of resources to support students' learning, where students are not only getting information from the teacher, but also from the computer (online or offline).

The second is support of learning diversity. It is explained that each student has different learning style such us audio, visual and kinesthetic. The type of learning style that each individual has is the easiest way to absorb, organize, and processing information. Therefore, blended learning facilitating a variety of resources to help students more easy to learn.

The third is the enrichment of e-learning experience. It is explained that students be able to get more information through e-learning, where students do many activities on online learning such us do the task, discussion, etc. Thus, students' experience can be improved through their activities in online learning.

Based on the explanation above, the researcher concludes that the blended learning model involves varieties of resources in learning, where students are able to learn from teacher explanation and using the computer online or offline. Then, a variety of resources in learning also very supports students on their learning diversity. It means that students can understand material easier if they know their types in learning style. Furthermore, one of the various learning resources is online learning. By online learning, they do many activities such they do the task, peer assessment, etc. It increases students' experience in learning.

c. Advantages of Using Blended Learning Method

Al Fiky (2011: 24-26) summarizes the benefits of blended learning. First is increasing students' interaction and participation. Students do not just communicate in the classroom, but through online learning, the students are able to communicate with each other. Meanwhile, students also become active participants because students' interaction is not limited by space and time. They are able to learn together outside the classroom by using the web or social networking.

Second is to develop students' learning and performance. In this case, the process interaction between students and teacher is running well if they are able to communicate with each other through face to face meeting and online learning. Meanwhile, the students' performance developed by providing a variety of learning

resources. Thus, the students' performance and learning influenced by a good interaction between students and teacher in the class or outside the class and varieties resources in learning.

The other advantages of blended learning are developing independent learners, a source of instant feedback, time saving and motivation to learners (Sharma and Barrett, 2007). It is explained that students can learn independently through varieties resources that suitable with their learning style. Furthermore, varieties resources through teacher and online discussion are able to give feedback for students in learning process. Besides, students are able to save their time to copy the learning material and do the task by using computer and webs. Furthermore, one of the cause that motivates students to learn influenced by the model and varieties activity in learning. In this case, students' motivated by the conventional method and using computer-based learning (online or offline).

The researcher concludes that the blended learning model involves varieties of resources in learning, where students can learn from the teacher and using the computer (online or offline). Teacher gives students feedback in face to face meeting and online discussion. Then, students using the computer (online or offline) in order that students are able to save their time to do the task or copy the material, develop students' performance in learning and

motivate students in learning. Thus, students and teacher will get great interaction in learning.

2. Concept of Writing

a. Defenition of Writing

Writing a sentence or paragraph is not only assign word after word. But, writing is should produce and arrange ideas. Therefore, writing needs a long process to be a good written, where the ideas become coherent, accurate, informative and legible text. (Richards and Renandya, 2005).

Sokolik in Nunan (2014) state that writing is a combination of process and product. The process means that how we can gather our ideas. Then, our ideas will present to the readers in a form of any type of writing that is called as the product.

Nunan (2003:88) states that writing is an idea that expressed by the writer through clear statement and paragraph. Then, these ideas are organized into a good composition. Besides, writing presents the writer's concept in understanding an issue which is shown to the public. It requires the integration of idea in systematically written.

The researcher concludes that writing is an intellectual activity that need much time to acquire good written. It means that the writers have to gather and organize their ideas in order that it becomes coherent, accurate, informative and legible text. Thus, the ideas can present to readers through writing.

b. Components of writing

Jacobs in Gustiawan, R (1981:90) mentions five aspects of good writing. They are content or ideas, organization, vocabulary, language use, and mechanics.

1) Content

Content or ideas is an essential aspect of writing. Content involves unity and completeness. Unity is a paragraph that explains the main idea and supporting the sentence. (Oshima and Hogue 2006). Meanwhile, completeness is talk about the complement of the main idea as Byrne (1986).

2) Organization

This aspect means systematic rules to make a good paragraph. A paragraph has three primary elements. They are the topic sentence, supporting sentence and concluding the sentence. The topic sentence is the most essential sentence in a paragraph. It contains the main idea of the paragraph.

Meanwhile, supporting sentences describe or prove the main idea. It usually contains fact, evidence, data, illustrations, reasons, comparison and etc. Furthermore, the concluding sentence is the last sentence in the paragraph. It refers to the reader's attention to the topic sentence, there are many paragraphs that follow, the concluding sentence may offer some kinds of transition to the next paragraph.

3) Vocabulary

Vocabulary is one of an additional component that very important, where the selection of words should be suitable with the content. It means that the writer can express their meaning or ideas exactly rather than blurs it. thus, the reader more easy to understand the content of the writing.

4) Language Use

In writing, the writer is not only organizing their ideas but they should pay attention to their grammar, spelling, tenses, prepositions, pronouns, articles, number and errors of the agreement. It is important to make our writing become meaningful and understandable by readers. Thus, we can acquire well writing. (Lewin, L, 2003).

5) Mechanic

Essay writing is mechanically good if the writers demonstrate the mastery of conventions, good spelling, punctuation, capitalization, paragraphing, and also handwriting. Mechanics are the conventions of print that do not exist in oral language just in written language. Therefore, we should be careful in writing because it will be permanent.

c. Teaching Writing in Senior High School

In this case, students in a senior high school are expected to increase their writing competence. They are expected to produce well written using their own words. Therefore, students must be

able to create a text using their own words. The texts use are narrative, descriptive, recount, report, etc.

Furthermore, the purpose in learning English at senior high school is to develop communication skill in English both spoken and written language. It means that the teachers must be successful in teaching especially teaching to write. One thing that supports teacher in teaching is using method exactly. Thus, the purpose of learning writing can be achieved by students.

According to the 2013 curriculum of the senior high school, writing materials contains grammar, introducing text or generic structure of the text. Grammar includes pronouns, simple present tense, simple past tense, adverb of time, singular-plural, present perfect tense, noun phrase etc. Meanwhile, introducing text includes descriptive text, announcement, congratulation and implementing, recount text, narrative text, etc.

Based on the explanation above, teaching to write for senior high school students must be related to the curriculum. It means that the teacher must be able to make an interesting teaching for students. One of interest way to teach successfully is using method or media exactly, where it will support students to learn effectively.

3. The concept of narrative text

a. Definition of narrative text

Meyers (2005:52) state that narrative is one of the ways of communicating with others. A well-written story makes the reader

response to some event in their life as if it were own. They not only understand the event, but they can almost feel it. The action, details, and dialogue put the readers in these seem and make it happen for them.

The narrative text explains events from the writer's life. Pumamawati (2011:5) narrative text is chronological events. It retells the previous event or experiences. It begins with the opening, then followed by the events, and the last is ended by resolution where the problems in the story are solved.

The researcher concludes that the 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.

b. Generic of Structure

Anderson (2003:12) Narrative text consisted of some generic of the structure. They are orientation, complication, climax, resolution, and reorientation. The first is orientation. This stage describes the main characters and some minor characters. It is commonly indicated action is located and when it is taking place. The second is the complication. Complication means that problem happens in the story. it involves the main characters. The third is the climax. It describes how is narrator tells how the character face to the complication. It involves their feeling and what they do.

Furthermore is resolution or falling action. It contains how the character or story solve the problems in complication stage. This implication may be resolved for better or worse, but it is rarely left completely unresolved. The last is coda. It contains the writers' message, where moral message or advice for the reader. It is an optional stage that means narrative text may use this stage or not.

c. Teaching Narrative Text

Teaching writing narrative text is one of the essential parts of language learning. According to the curriculum, writing narrative text is intended to be taught at schools. It is because one of its purposes is to give students discourse competency for creating narrative text. Write narrative text can be useful for the students in retelling the story or previous the experiences that they passed in written form. The ability to communicate written in a second language clearly and efficiently contributes to the success of the learner in school. Therefore, it is essential that language teachers pay great attention to teaching writing, especially in narrative text.

Teaching is the process to make students learn. Brown (1980) Teaching is showing or helping someone to learn how to do something providing with knowledge, causing to know or to understand. As we know that one of the purposes of teaching is to make the students learn. Equally, to make students learn, writing narrative text, for instance, needs many supporting elements to

motivate and interest the students, one of those is a method. Rather than teach students using method which is uninteresting, providing variety resource by using blended learning method as an alternative way for teaching writing is desired. Therefore, students are hoped to be more interest in the lesson and more active in the learning process.

B. Conceptual Framework

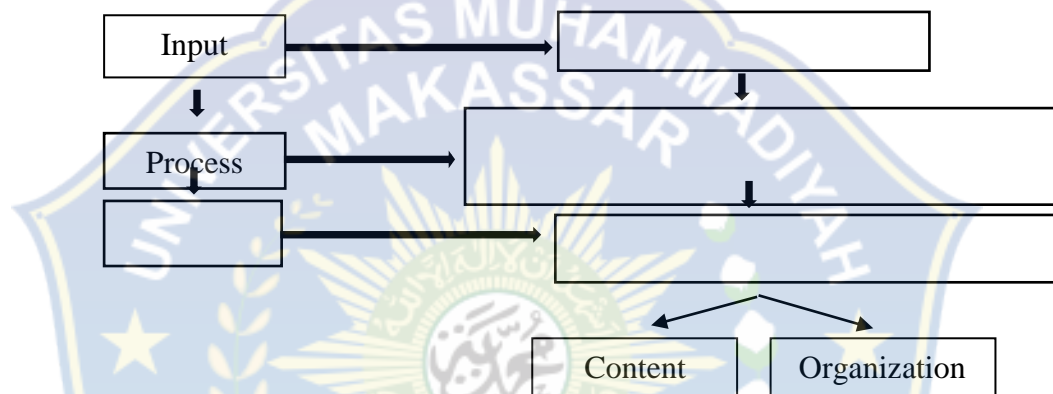


Figure 2.1: Conceptual Framework

The three variables briefly clarify as follows:

- 1) Input refers to the writing material namely narrative text
- 2) Process refers to the model is used in teaching writing namely blended learning model
- 3) Output refers to the students' achievement on narrative writing

C. Testing Hypothesis

According to Arikunto (2014:110) hypothesis is a temporary answer to the research problem until it is proved by data that will be collected”.

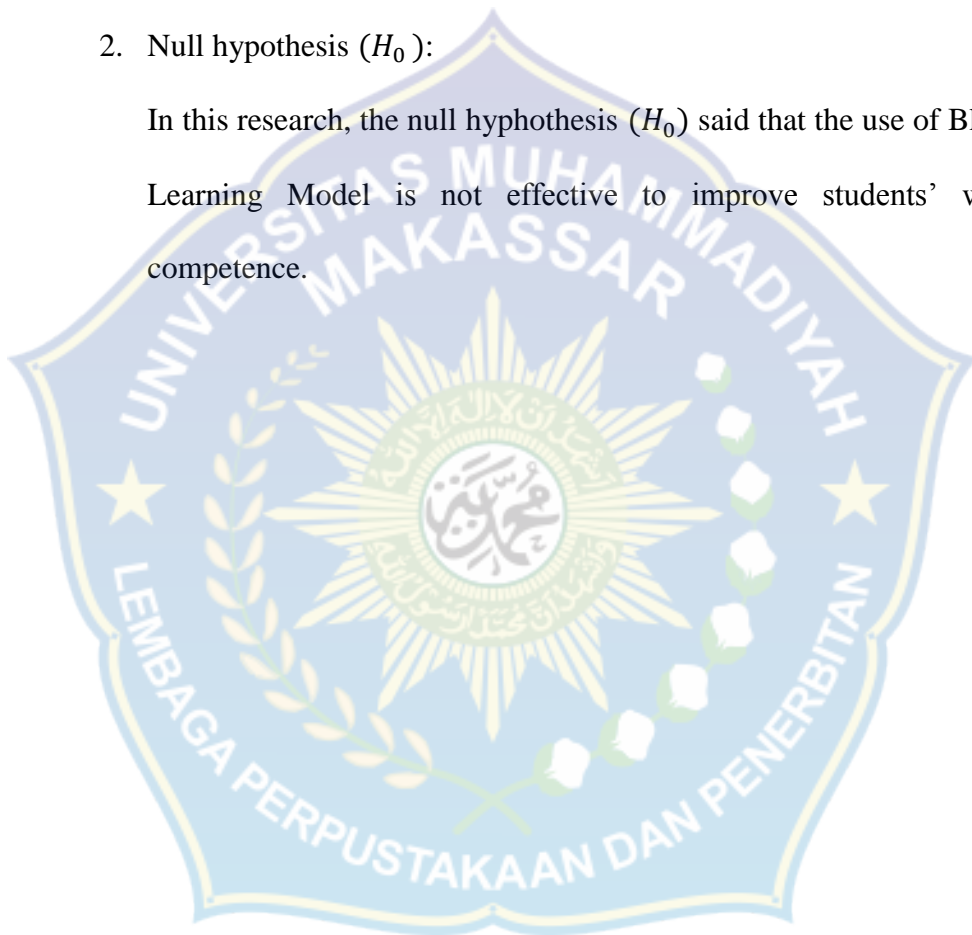
Based on the problem research, the researcher formulated the following hypothesis:

1. Alternative hypothesis (H_1):

In this research, the alternative hypothesis (H_1) said that the use of Blended Learning Model is effective to improve students' writing competence.

2. Null hypothesis (H_0):

In this research, the null hypothesis (H_0) said that the use of Blended Learning Model is not effective to improve students' writing competence.



CHAPTER III

RESEARCH METHODOLOGY

A. Research Design

This research applied Pre-Experimental design using a quantitative approach. Creswell (2004:20) states “An experimental design is used in which attitude are assessed both before and after an experimental treatment. In this research, the researcher just take one class to use pretest and posttest design to know the result of treatment. The design is represented as follows:

$$O_1 \times O_2$$

Adapted from Emzir (2014:97)

Explanation:

O_1 : Pre-test (Before Treatment)

X : Treatment

O_2 : Post-test (After Treatment)

B. Population and Sample

1. Population

The population of this research was the Eleventh Grade Students' of SMA Negeri 19 Gowa academic year 2018/2019 that consisted of 181 students.

Table 3.1 Total number of the students

Class	Number of the students
XI MIA 1	32
XI MIA 2	27
XI MIA 3	28
XI MIA 4	28
XI IIS 1	33
XI IIS 2	33

Source: Staff of SMA Negeri 19 GOWA academic Year 2018/2019

2. Sample

The researcher used purposive sampling technique taking one class. The researcher conducted class XI MIA 2 as the sample that gave the treatment that consisted of 20 students. The sample of this research was class XI MIA 2 because in this class still less in writing skills and the students' score were still low because their value under criteria that is 75.

C. Research Variable and Indicator

Related to the variable, there were two variables in this research, namely the dependent and independent variable, those are:

1. Blended Learning Model as an independent variable
2. Students' Writing Competence as a dependent variable

The indicator in this research is the students' writing competence in terms of content and organization.

D. Research Instruments

The instrument of this research was a writing test. In pre-test, the students rewrite a “narrative text” with a theme “Malin Kundang”. Meanwhile, in post-test, the students rewrite a narrative text with a theme “Sangkuriang”. This research gives insight and information that the use of blended learning model can help the students in improving their writing skills such as to help them generate the ideas, choose the appropriate vocabularies and organize their ideas when they write their narrative text. In addition, the result of this research also can be used as guidance and a valuable resource for enlarge the teachers’ way to teach especially in teaching writing and make the English and learning become more interesting and effective.

E. Procedure of Collecting Data

The procedure of collecting data as follows

1. The first, the researcher gave pre-test to the students
2. The second, the researcher gave treatment during four meetings with using blended learning model.
3. After treatment, post-test was given to the students
4. After that, the researcher scored by using the following criteria:

Table 3.2 Criteria of Content and Organization

Level	Score	Classification	Criteria
	100-90	Excellent to very good	Knowledgeable-substantive-etc.

Content	89-73	Good to overage	Some knowledge of subject-adequate range-etc.
	72-57	Fair to poor	Limited knowledge of subject-little substance-etc.
	56-43	Very poor	Does not show knowledge of subject-non-substantive-etc.
Organization	100-90	Excellent to very good	Fluent expression-ideas clearly stated-etc.
	89-70	Good to overage	Somewhat choppy-loosely organized but main ideas stand out-etc.
	69-50	Fair to poor	Non-fluent-ideas confused or disconnected-etc.
	49-35	Very poor	Does not communicate-no organization-etc.

Adapted from Janet Heaton (2004)

5. Then, the researcher compared the result of those test; pre-test and post-test.

F. Technique of Data Analysis

To analyze the data, the researcher would employ the formula as follows:

- a. Data Description. The data description was used to analyse the students' writing score. The researcher determined the mean score of the students' answer by using IBM Statistic SPSS 20 Software.
- b. T-Test. The significance difference (t-test) between the students' Pre-test and Post-test, the researcher applied IBM Statistic SPSS 20 Software.

The criteria for the hypothesis testing is as follows:

Table 3.3 Hypothesis Testing

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

(Subana, et al, 2005)

Table 3.3 meant (1) the t-test value is smaller than t-table value, the null hypothesis is accepted, while the alternative hypothesis is rejected, and (2) the t-test value is equal to greater than t-table value, the null hypothesis is rejected while the alternative is accepted.



CHAPTER IV

FINDING AND DISCUSSION

In this chapter, the researcher would present the findings and discussion of this research.

A. Research Findings

This part was divided into three main sections. They are description of the students' writing competence in terms of content, description of the students' writing competence in terms of organization and hypothesis testing.

1. Description of the students' writing competence in terms of Content

The students' content competence in writing described through the mean score and post-test score. The pre-test mean score showed the students' score before giving a treatment and the post-test mean score described the students' content competence after the treatment. The description of students' competence is show in Table 4.1.

Table 4.1 Content Competence of Students' Mean Score in Pre-Test and Post-test by Using Blended Learning Model

No	Component of Writing Skill	The Student's Mean Score	
		Pre-Test	Post-Test
	Content	59.45	78.85

Table 4.1 shows that students' writing competence in terms of content in pre-test still low and content competence in post-test improved after teaching Writing by using Blended Learning Model. It was proved by

looking at the mean score of the students in Pre-test was 59.45 and Post-Test which to be 78.85.

2. Description of the students' writing competence in term of Organization

The students' organization competence in writing described through the mean score and post-test score. The pre-test mean score showed the students' score after giving a treatment and the post-test mean score described the students' organization competence after the treatment. The description of students' competence is show in Table 4.1 and Table 4.2.

Table 4.2 Organization of students' Mean Score in Pre-Test and Post-test by Using Blended Learning Model

No	Component of Writing Skill	The Student's Mean Score	
		Pre-Test	Post-Test
	Organization	54.80	80.25

Table 4.2 shows that students' writing competence in terms of organization in pre-test still low and organization competence in post-test improved after teaching Writing by using Blended Learning Model. It was proved by looking at the mean score of the students in Pre-test was 54.80 and Post-Test which to be 80.25.

3. Hypothesis Testing

In this research, the researcher indicated the significance of students' writing competence in writing narrative text between pre-test and post-test in terms of content and organization.

a. Content

The students' score in terms of content shown in the following table:

Table 4.3. The Significance between Pre-Test and Post-Test Score of the Students' Writing Narrative Text in Terms of Content

		Paired Differences				T	Df	Sig. (2-tailed)	
		Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference				
					Lower				Upper
Pair 1	pretest of content - posttest of content	-19.400	12.987	2.904	-25.478	-13.322	-6.680	19	.000

Table 4.6 indicated that the students' score of content between Pre-Test and Post-Test were significantly different. The alternative hypothesis (H_1) was accepted and null hypothesis (H_0) was rejected. Then, table 4.6 shows that the t-test value is 6.68, it is greater than t-table 2.53.

b. Organization

The students' score in terms of content shown in the following table:

Table 4.4. The Significance between Pre-Test and Post-Test Score of the Students' Writing Narrative Text in Terms of Organization

		Paired Differences				t	Df	Sig. (2-tailed)	
		Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference				
					Lower				Upper
Pair 1	pretest to organization – posttest organization	-25,450	13.740	3.072	-31.881	-19.019	-8.284	19	.000

Table 4.7 indicated that the students' score of content between Pre-Test and Post-Test were significantly different. Thus, the alternative hypothesis (H_1) was accepted and null hypothesis (H_0) was rejected. Table 4.6 show that the t-test value is 8.28, it is greater than t-table 2.53.

B. Discussion

This part described the result of findings that consisted by two kinds. They are the students' content competence in pre-test and post-test and the students' organization competence in pre-test and post-test.

1. The students' content competence in pre-test and post-test

The mean score of the students' content competence in pre-test was 59.45. This score is described as fair to poor. This criteria described based on the writing rubric explained that the students has limited knowledge and little substance in their writing.

The sample of Student's writing is presented below:

Once upon a time, Malin Kundang man poor. Malin in the past live with mother. He ever live in Sumatera and live with mother.

Malin forget to mother. Malin sucess and very shy have mother not have style good.

Then, Malin mother pray God. Malin sucess but Malin foget mother. To god Malin mother become stone. Legend we not forget mother because mother we not sucess. (S-17)

Based on the example of student's writing above, it is shown that student is still less detail in explaining the story. She just explained the event in general and some idea always repeated.

Then, the mean score of the students in post-test is 78.85. This score is described as good to average. This criteria described based on the writing rubric which explained that the students made interesting story, original and the meaning of the story is not make the reader confused.

The sample of Student's writing is presented below:

Once upon a time, in the kingdom lived Sangkuriang with family. He has father a dog. But he don't know that a dog is his father. Dayang Sumbi is mom. She not ask Sangkuriang dog is dad.

One day, Sangkuriang went to the forest with Tumang or the dog. In the journey, when hunting, Sangkuriang ask Tumang take bird that already killed. But Tumang not want. Sangkuriang ask mom that Tumang is food in front her. Dayang Sumbi don't want see Sangkuriang again.

Then, Dayang Sumbi marry with Sangkuriang. Then Sangkuriang finally like Tumang. (S-17).

Student's writing above shows that the student's content in writing narrative text in post-test was better than pre-test. Student's text shows that the story had been clearly stated because the paragraphs is related each other.

2. The students' organization competence in pre-test and post-test

The mean score of the students' organization competence in pre-test was 54.80. This score is described as fair to poor. This criteria described based on the rubric which explained that the students looked confused and disconnected in their writing. The sample of Student's writing is presented below:

Malin Kundang and mother is poor. he go work and mother lived in village with many time.

In the story, Malin Kundang change stone because say mother because he forget mother born he after rich and back to village. He became stone because Malin kundang mother very angry to Malin because he have character arrogant and forget mother self.

From story, we study for not forget mother if we already sucess people. Love you mother because mother is everything. (S-8)

Student's writing does not completely told in the orientation of the story such as they did not show the complete setting in the story such as character, place and situation. Then, students are inconsistent in using occasional signal words which indicate sequence. Besides that, in terms of complication, they were not totally narrated.

Meanwhile, the mean score of the students in post-test is 80.25. This score is described as good to average. This criteria described based on the rubric which explained that the students organize better their writing. The sample of Student's writing is presented below:

A long time ago, Sangkuriang lived with his parents. His parents Tumang and Dayang Sumbi. Sangkuriang not know Tumang is his father because Tumang is dog. Dayang Sumbi not want his boy shy.

Sangkuriang and dog hunting in forest. When hunting, Tuman not hear to Sangkuriang. He was angry. He angry so killed Tumang and

bring back home. When his mother know, food bring by Tumng is that dog, Dayang Sumbi was very angry with Sangkuriang so, he go from home.

At moment, Sangkuriang back the village. The village change. There he meet Dayang Sumbi but he no know that Dayang Sumbi is mom. They same falling love. But when Dayang Sumbi know Sangkuriang is boy her. So, they can not married. Sangkuriang angry. Then, Dayang Sumbi asked two things. Sangkuriang must make lake and boat very big. But wish Dayang Sumbi failed. (S-8).

Student's essay above shows that the student's organization in writing narrative text in post-test was better than pre-test. Student's had shown clear orientation and he had used signal words which indicate sequence.

In conclusion, the use of Blended Learning Model could improve the students' competence in terms of content and Organization. It could be showed from the students' writing test in Pre-test and Post-test. In Pre-test, some students were difficult to write narrative text especially the Content and Organization. Then, the students' writing narrative text in Post-test, which the content and organization could be understood.

From the discussion above, it could be concluded that the XI MIA 2 Grade Students of SMA Negeri 19 Gowa have good competence in writing after being taught through Blended Learning Model especially in Terms of Content and Organization of Narrative Text.

CHAPTER V

CONCLUSIONS AND SUGGESTIONS

A. Conclusions

Based on the findings and discussion in the previous chapter the researcher concluded that:

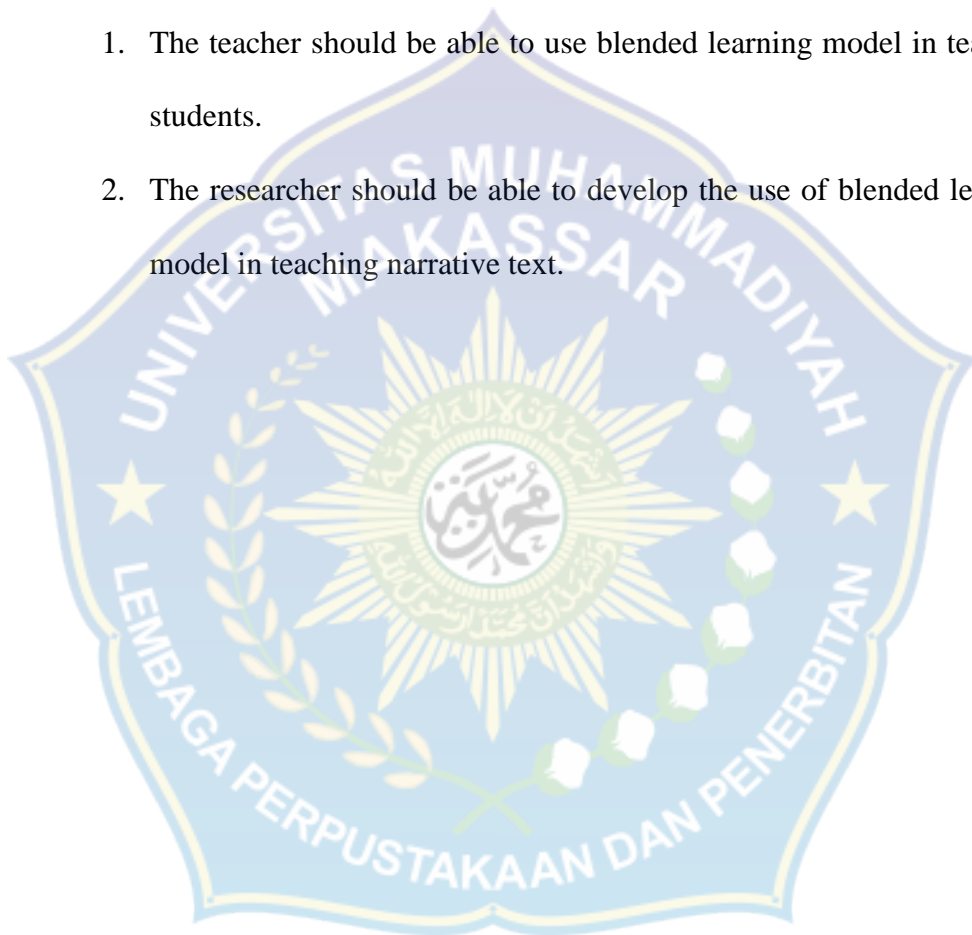
1. The use of Blended Learning Model was effective in improving students' writing competence in terms of content. It was proved by looking at the mean score of the students in Pre-test were 59.45 and Post-test which to be 78, 85. It also proved by the t-test value is 6.68 which is higher than t-table 2.53. It was meant that H1 was accepted while H0 was rejected. In other words, it is concluded that there was a significant effect using blended learning model in improving students' writing competence in term of content at the eleventh grade of SMA Negeri 19 Gowa.
2. The use of Blended Learning Model was effected in improving students' writing competence in terms of organization. It was proved by looking at the mean score of the students in Pre-test were 54.80 and Post-test which to be 80.25. It also proved by the t-test value 8.28 which is greater than t-table 2.53. Thus, it can be concluded that there was a significant effect in using blended learning model for students' writing competence. It was meant that H1 was accepted while H0 was rejected. So, it could be assumed that there was a significant effect using blended learning model

in improving students' writing competence in term of organization at the eleventh grade of SMA Negeri 19 Gowa.

B. Suggestions

Based on the research, the researcher gives some suggestions as follows:

1. The teacher should be able to use blended learning model in teaching students.
2. The researcher should be able to develop the use of blended learning model in teaching narrative text.



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APPENDICES



APPENDIX A

A.1 LESSON PLAN

A.2 WORKSHEET ACTIVITY

A.3 INSTRUMENT OF PRE-TEST

A.4 INSTRUMENT OF POST-TEST



RENCANA PELAKSANAAN PEMBELAJARAN (RPP)

Sekolah : SMA NEGERI 19 GOWA
Mata Pelajaran : Bahasa Inggris
Kelas/Semester : XI / Genap
Materi Pokok : Teks naratif terkait cerita pendek
Alokasi Waktu : 6x pertemuan

A. Kompetensi Inti

- KI-1 dan KI-2: Menghayati dan mengamalkan ajaran agama yang dianutnya. Menghayati dan mengamalkan perilaku jujur, disiplin, santun, peduli (gotong royong, kerjasama, toleran, damai), bertanggung jawab, responsif, dan pro-aktif dalam berinteraksi secara efektif sesuai dengan perkembangan anak di lingkungan, keluarga, sekolah, masyarakat dan lingkungan alam sekitar, bangsa, negara, kawasan regional, dan kawasan internasional”.
- KI 3: Memahami, menerapkan, dan menganalisis pengetahuan faktual, konseptual, prosedural, dan metakognitif berdasarkan rasa ingin tahunya tentang ilmu pengetahuan, teknologi, seni, budaya, dan humaniora dengan wawasan kemanusiaan, kebangsaan, kenegaraan, dan peradaban terkait penyebab fenomena dan kejadian, serta menerapkan pengetahuan prosedural pada bidang kajian yang spesifik sesuai dengan bakat dan minatnya untuk memecahkan masalah
- KI4: Mengolah, menalar, dan menyaji dalam ranah konkret dan ranah abstrak terkait dengan pengembangan dari yang dipelajarinya di sekolah secara mandiri, bertindak secara efektif dan kreatif, serta mampu menggunakan metode sesuai kaidah keilmuan

B. Kompetensi Dasar dan Indikator Pencapaian Kompetensi

Kompetensi Dasar	Indikator
3.5 Membedakan fungsi sosial, struktur teks, dan unsur kebahasaan beberapa teks naratif dengan memberi dan meminta informasi terkait cerita pendek, sesuai dengan konteks penggunaannya	3.5.1 Mengidentifikasi fungsi sosial, struktur teks dan unsur kebahasaan yang digunakan dalam teks tersebut.
4.5. Menangkap makna secara kontekstual terkait dengan fungsi sosial, struktur teks, dan unsur kebahasaan teks naratif terkait cerita pendek	4.5.1 Menceritakan kembali teks naratif yang telah disimak secara tertulis dengan menggunakan bahasa yang sederhana

C. Tujuan Pembelajaran

Setelah mengikuti proses pembelajaran, peserta didik diharapkan dapat:

- 1) Mengidentifikasi fungsi sosial, struktur teks dan unsur kebahasaan yang digunakan dalam teks naratif.
- 2) Menulis fungsi sosial, struktur teks, dan unsur kebahasaan beberapa teks naratif berbentuk cerita pendek

D. Materi Pembelajaran

1) Fungsi sosial

Memperoleh hiburan, menghibur dan mengajarkan nilai-nilai luhur, meneladani nilai-nilai moral, dsb.

2) Struktur text

- Pendahuluan (orientasi). Bagian ini memperkenalkan tokoh, tempat, waktu, dan terjadinya cerita.
- Masalah yang terdapat di dalam cerita (komplikasi)
- Resolusi. Bagian ini menceritakan bagaimana masalah itu terselesaikan.
- Ulasan atau komentar umum (reorientasi), opsional.

3) Unsur kebahasaan

- Menggunakan simple past tense, past continuous dan lainnya yang relevan
- Menggunakan keterangan waktu
- Menggunakan kata benda dan frasa kata benda
- Menggunakan kata hubung waktu
- Kosakata: terkait karakter, watak, dan setting dalam cerita pendek
- Penggunaan nominal singular dan plural secara tepat \Ucapan, tekanan kata, intonasi, ejaan dan tanda baca, dan tulisan tangan

4) Topik

Cerita-cerita pendek yang memberikan keteladanan dan yang dapat menumbuhkan perilaku yang termuat dalam KI.

E. Metode Pembelajaran

Model Pembelajaran : Blended Learning Model

Metode : Ceramah dan diskusi

F. Langkah-Langkah Pembelajaran

1) Kegiatan Pendahuluan

- a. Melakukan pembukaan dengan salam pembuka, memanjatkan syukur kepada Tuhan YME dan berdoa untuk memulai pembelajaran
- b. Memeriksa kehadiran peserta didik sebagai sikap disiplin
- c. Menyiapkan fisik dan psikis peserta didik dalam mengawali kegiatan pembelajaran
- d. Menyampaikan tujuan pembelajaran pada pertemuan yang berlangsung
- e. Memberitahukan materi pelajaran yang akan dibahas pada pertemuan saat itu

2) Kegiatan Inti

a. First meeting

Face to face meeting

- Siswa menyimak teks naratif melalui video
- PRE-TEST (Menulis teks naratif bertema “Malin Kundang”)

Online learning

- Guru dan siswa bergabung dalam sebuah group di app Whatsapp
- Guru memberikan komentar terhadap hasil pre-test siswa
- Guru menanyakan kesulitan yang dialami siswa dalam menulis teks naratif
- Siswa dan guru berdiskusi

b. Second Meeting

Face to face meetin

- Siswa menyimak materi tentang teks naratif melalui guru dan video yang disajikan
- Siswa mengidentifikasi struktur teks dan unsur kebahasaan pada contoh teks naratif (lampiran 1)

Online learning

- Siswa menanyakan kesulitan yang dialami dalam menulis teks naratif
- Siswa dan guru berdiskusi

c. Third Meeting

Face to face meeting

- Siswa menyimak contoh teks naratif melalui video
- Siswa secara berpasangan menyusun contoh teks naratif yang diacak menjadi sebuah teks naratif yang tepat (lampiran 2)
- Selanjutnya siswa membuat kalimat “simple past tense” pada kata kerja yang telah ditandai
- Siswa menyimak contoh teks naratif berbentuk video
- Siswa melengkapi bentuk verb dan bagian orientasi pada teks naratif tersebut (lampiran 3)

Online learning

- Siswa menanyakan kesulitan yang dialami dalam menulis teks naratif
- Siswa dan guru berdiskusi

d. Fourth Meeting

Face to face meeting

- Siswa menyimak contoh teks naratif berbentuk video

- Siswa secara berpasangan melengkapi contoh teks naratif yang telah disimak melalui video dengan menulis komplikasi pada teks naratif (lampiran 4)

Online learning

- Siswa menanyakan kesulitan yang dialami dalam menulis teks naratif
- Siswa dan guru berdiskusi

e. Fifth Meeting

Face to face meeting

- Siswa secara berkelompok menyimak contoh teks naratif melalui video
- Siswa secara berpasangan melengkapi contoh teks naratif yang telah disimak melalui video dengan menulis resolusi pada teks naratif (lampiran 5)

Online learning

- Siswa menanyakan kesulitan yang dialami dalam menulis teks naratif
- Siswa dan guru berdiskusi

f. Sixth Meeting

Face to face meeting

- Siswa menyimak teks naratif melalui video
- POST-TEST (Menulis narrative text bertema “Sangkuriang”)

Online learning

- Siswa menanyakan materi teks naratif yang belum dipahami
- Siswa dan guru berdiskusi

3) Kegiatan Penutup

- Siswa menanyakan kesulitan yang dialami selama proses pengajaran dan pembelajaran
- Guru memberikan apresiasi terhadap siswa yang unggul terhadap tugas yang diberikan.
- Guru dan siswa menyimpulkan materi pembelajaran
- Guru dan siswa berdoa bersama dan mengucapkan salam.

G. Media Pembelajaran

Media:

- Worksheet atau lembar kerja (siswa)
- Lembar penilaian
- LCD Proyektor

Alat/Bahan:

- Penggaris, spidol, papan tulis
- Laptop & infocus

H. Sumber Belajar

- Buku Bahasa Inggris Siswa Kelas XI, Kemendikbud, Tahun 2016

- Buku referensi yang relevan,
- Guru
- Computer offline and online

I. Penilaian

- Teknik: Tes tertulis
- Penilaian: Rubrik penilaian oleh Heaton, J.B. (1991:164)

Level	Score	Classification	Criteria
Content	100-90	Excellent to very good	Knowledgeable-substantive-etc.
	89-73	Good to overage	Some knowledge of subject-adequate range-etc.
	72-57	Fair to poor	Limited knowledge of subject-little substance-etc.
	56-43	Vey poor	Does not show knowledge of subject-non-substantive-etc.
Organization	100-90	Excellent to very good	Fluent expression-ideas clearly stated-etc.
	89-70	Good to overage	Somewhat choppy-loosely organized but main ideas stand out-etc.
	69-50	Fair to poor	Non-fluent-ideas confused or disconnected-etc.
	49-35	Vey poor	Does not communicate-no organization-etc.

Guru

(Sarpia, S.Pd.)

Makassar, Maret 2019
Mahasiswa Peneliti

(Andi Sriwahyuni)

LAMPIRAN 1

Identify the generic structure and language feature of narrative text below exactly!

Snow White

Once upon a time there lived a little girl named Snow White. She lived with her Aunt and Uncle. She lived with them because her parents were dead.

One day she heard her Uncle and Aunt talking about leaving Snow White in the castle because they both wanted to go to America and they didn't have enough money to take Snow White. Snow White did not want her Uncle and Aunt to do this so she decided it would be best if she ran away. The next morning she ran away from home when her Aunt and Uncle were having breakfast. She ran away into the woods. Then she saw this little cottage. She knocked but no one answered so she went inside and fell asleep.

Meanwhile, the seven dwarfs were coming home from work. They went inside. There they found Snow White sleeping. Then Snow White woke up. She saw the dwarfs. The dwarfs said, "what is your name?" Snow White said, "My name is Snow White."

Doc, one of the dwarfs, said, "If you wish, you may live here with us." Snow White said, "Oh could I? Thank you." Then Snow White told the dwarfs the whole story and Snow White and the 7 dwarfs lived happily ever after.

LAMPIRAN 2

1. Arrange these sentences below into correct paragraph and rewrite to be a narrative text with the generic structure exactly!

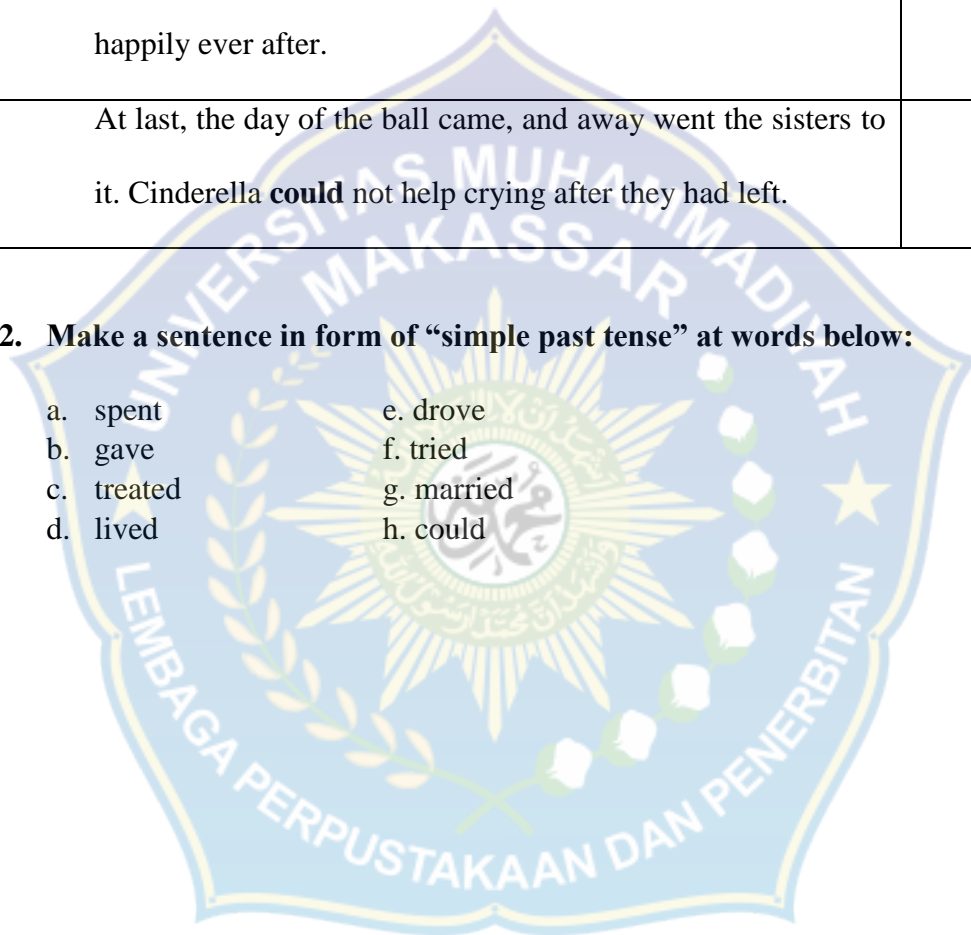
PARAGRAPHS	NUMBER
<p>One day, the two step sisters received an invitation to the ball that the king's son was going to give at the palace. They were excited about this and spent so much time choosing the dresses they would wear.</p>	
<p>Magically, the fairy godmother changed a pumpkin into a fine coach and mice into a coachman and two footmen. Her godmother tapped Cinderella's ragged dress with her wand, and it became a beautiful ball gown. Then she gave her a pair of pretty glass slippers. "Now, Cinderella", she said; "You must leave before midnight".</p>	
<p>They treated Cinderella very badly. Her step mother made Cinderella do the hardest works in the house; such as scrubbing the floor, cleaning the pot and pan and preparing the food for the family. The two step sisters, on the other hand, did not work about the house. Their mother gave them</p>	

<p>many handsome dresses to wear.</p>	
<p>Once upon a time, there was a young girl named Cinderella. She lived with her step mother and two step sisters. The step mother and sisters were conceited and bad tempered.</p>	
<p>Then away she drove in her beautiful coach. Cinderella was having a wonderfully good time.</p>	
<p>A few days later, the king' son proclaimed that he would marry the girl whose feet fitted the glass slipper. Her step sisters tried on the slipper but it was too small for them, no matter how hard they squeezed their toes into it. In the end, the king's page let Cinderella try on the slipper. She stuck out her foot and the page slipped the slipper on. It fitted perfectly.</p>	
<p>She danced again and again with the king's son. Suddenly the clock began to strike twelve, she ran toward the door as quickly as she could. In her hurry, one of her glass slipper was left behind.</p>	
<p>“Why are crying, Cinderella?” a voice asked. She looked up and saw her fairy godmother standing beside her, “because I</p>	

<p>want so much to go to the ball” said Cinderella. “Well” said the godmother, “you’ve been such a cheerful, hardworking, uncomplaining girl that I am going to see that you do go to the ball”.</p>	
<p>Finally, she was driven to the palace. The king’s son was overjoyed to see her again. They were married and live happily ever after.</p>	
<p>At last, the day of the ball came, and away went the sisters to it. Cinderella could not help crying after they had left.</p>	

2. Make a sentence in form of “simple past tense” at words below:

- | | |
|------------|------------|
| a. spent | e. drove |
| b. gave | f. tried |
| c. treated | g. married |
| d. lived | h. could |



LAMPIRAN 3

A. Complete narrative text below with the orientation exactly!

Hungry Crocodile

Orientation:

At the afternoon, the crocodile (1. **can**) not stay any longer to the lake. It finally (2. **walk**) to the ground. But that day was unlucky day for that crocodile. After getting at the bank of the lake suddenly there (3. **be**) a big branch of the tree falling upon its neck. The crocodile could not move at all. Not long after the falling branch, finally there was a buffalo was a afraid and would leave that lake soon. But the crocodile (4. **ask**) it sadly to help. The buffalo (5. **feel**) sad about it and (6. **decide**) to help crocodile. But after helping the crocodile, the buffalo (7. **get**) something unexpected.

The crocodile bit the buffalo's leg and the buffalo shouted loudly asking help for any other animal near it. Kancil that was at the way to go to the lake heard the buffalo's voice. Kancil run quickly to see what had (8. **happen**) to the buffalo.

Near the lake, kancil saw buffalo and crocodile. Kancil asked: “what happened?” and the buffalo answered: “the crocodile bite my leg after I help to remove the big branch from its neck”. The crocodile also said: “I am hungry and you are at my territory, therefore I bit you poor buffalo.” The crocodile **(9. laugh)** at the buffalo. Kancil said to buffalo, “it is impossible you had helped the crocodile, thus the crocodile had the right to bite you.” The buffalo said “, I am not telling a lie. I can prove it.” Kancil said, “I believe that crocodile is right, but then you can try to prove your telling. But first crocodile must release your bite, okay?” crocodile said, “Okay, it is easy, but after that I will eat the buffalo.” Kancil said, “Okay, deal.”

The buffalo laid the big branch at the former position, upon the crocodile’s neck. The buffalo and kancil run as fast as possible and the crocodile had **(10. realize)** that it is had been fooled by kancil. The crocodile was still trapped there and there was no one helped it.

B. Change the verbs in brackets into the correct form

- | | |
|----|-----|
| 1. | 6. |
| 2. | 7. |
| 3. | 8. |
| 4. | 9. |
| 5. | 10. |

LAMPIRAN 4

A. Complete the following of narrative text with the correct form of the verbs in the box and complication of narrative text exactly!

The story of Toba Lake

Prayed got became turned was lived did told

Once upon a time, there (1) a man who was living in north Sumatra. He (2) in a simple hut in a farming field. The man (3) some gardening and fishing for his daily life.

Complication:

Then, she (4) her daughter to run up the hills because a huge disaster was about to come. When her daughter left, she (5) Soon there was a big earthquake followed by non-stop pouring rain. The whole area (6) flooded and

became Toba Lake. She (7) into a fish again and the man (8) the Island of Samosir.

LAMPIRAN 5

Complete narrative text below with the resolution and coda exactly!

Three fish

Once, three fishes lived in a pond. One evening, some fishermen passed by the pond and saw the fishes. 'This pond is full of fish', they told each other excitedly. 'We have never fished here before. We must come back tomorrow morning with our nets and catch these fish!' Then the fishermen left.

When the eldest of the three fishes heard this, he was troubled. He called the other fishes together and said, 'Did you hear what the fishermen said? We must leave this pond at once. The fishermen will return tomorrow and kill us all!' The second of the three fishes agreed. 'You are right', he said. 'We must leave the pond.'

But the youngest fish laughed. 'You are worrying without reason', he said. 'We have lived in this pond all our lives, and no fisherman has ever come here. Why should these men return? I am not going anywhere - my luck will keep me safe.'

Reorientation and Coda:

Coda (lessons from the story/optional, min 1 paragraph)

.....
.....
.....

Good luck!

INSTRUMENT OF POST-TEST

School : SMA Negeri 19 Gowa
Class / Semester : XI MIA 2/2
Subject : English (Narrative Text)

Instruction:

Rewrite a narrative text the theme “Sangkuriang”. Complete your narrative text with rules below:

- 4. Use generic structure (orientation, complication, resolution and coda)
- 5. Use language feature (simple past tense, conjunction, adverb, etc)
- 6. Use organization and content exactly

Orientation (character & setting), min 1 paragraph

.....
.....
.....

Complication (conflict), min 2 paragraph

.....
.....
.....

Resolution (solution of the problems), min 1 paragraph

.....
.....
.....

Coda (lessons from the story/optional, min 1 paragraph)

.....
.....
.....

Good luck!

APPENDIX B

B.1 The Students' Score of Pre-Test and Post-Test

B.2 Data Analysis of the Students' Score Based on IBM
STATISTICS SPSS 20 SOFTWARE

B.3 Attendances List of Students Class XI.MIA.2 SMA NEGERI 5
GOWA

B. 4 List Name of the Sample

B.5 Distribution of t-table

B. 6 Students' Writing

B. 7 Documentations of Research

APPENDIX B

B.1. The Students' Score of Pre-Test and Post-Test in terms of Content and Organization

B.1.1. The Students' Score of Pre-Test and Post-Test in Content Term

Samples	Pre-Test	Post-Test
St. 1	43	73
St. 2	50	77
St. 3	67	80
St. 4	63	77
St. 5	63	80
St. 6	63	80
St. 7	23	73
St. 8	70	77
St. 9	43	77
St. 10	43	83
St. 11	70	80
St. 12	70	77
St. 13	70	80
St. 14	57	83
St. 15	70	80
St. 16	77	80
St. 17	77	83
St. 18	43	77

St. 19	57	80
St. 20	70	80

B.1.2. The Students' Score of Pre-Test and Post-Test in Organization Term

Samples	Pre-Test Score	Post-Test Score
St. 1	35	75
St. 2	35	70
St. 3	65	80
St. 4	55	80
St. 5	55	85
St. 6	55	80
St. 7	65	80
St. 8	65	80
St. 9	35	85
St. 10	35	80
St. 11	76	80
St. 12	55	80
St. 13	65	80
St. 14	45	80
St. 15	70	85
St. 16	75	85
St. 17	75	85
St. 18	35	75
St. 19	35	80
St. 20	65	80

APPENDIX B

B.2 Data Analysis of the Students' Score Based on IBM STATISTICS SPSS 20 SOFTWARE

B.2.1 Data Analysis of Content

		pretestofcontent	postestofcontent
N	Valid	20	20
	Missing	0	0
Mean		59.45	78.85
Median		63.00	80.00
Mode		70	80
Std. Deviation		14.310	2.834
Variance		204.787	8.029
Range		54	10
Minimum		23	73
Maximum		77	83
Sum		1189	1577

Frequency Table

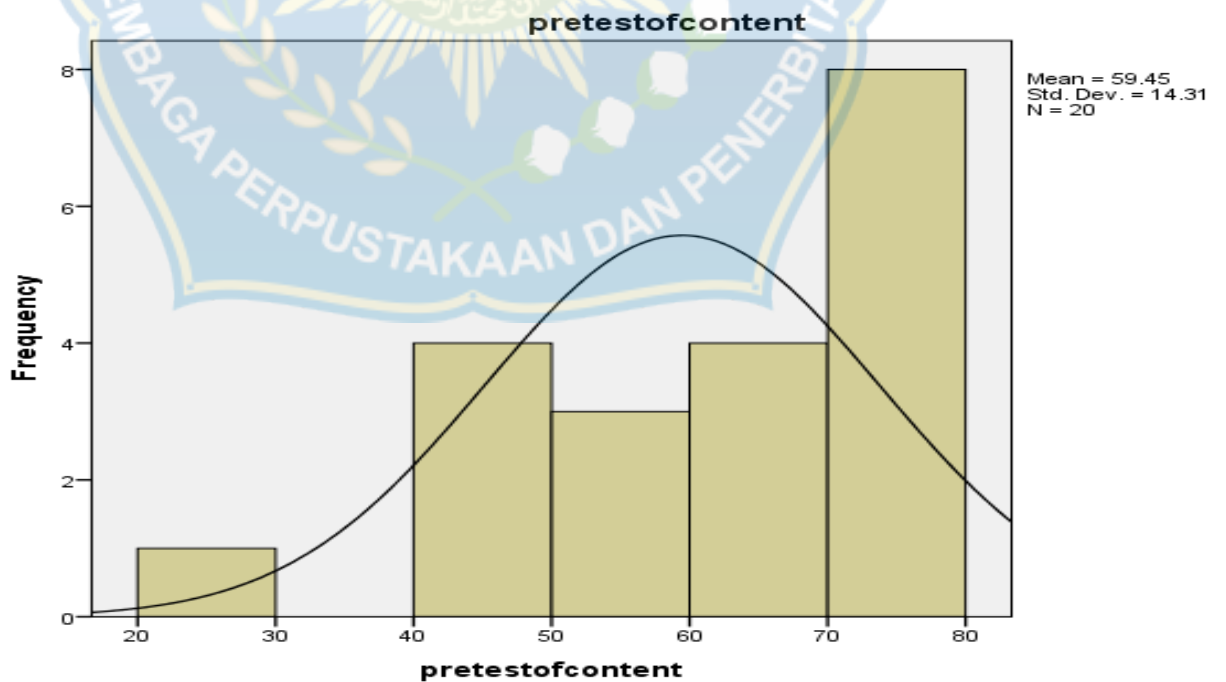
	Frequency	Percent	Valid Percent	Cumulative Percent
23	1	5.0	5.0	5.0
43	4	20.0	20.0	25.0
50	1	5.0	5.0	30.0
57	2	10.0	10.0	40.0
Valid 63	3	15.0	15.0	55.0
67	1	5.0	5.0	60.0
70	6	30.0	30.0	90.0
77	2	10.0	10.0	100.0
Total	20	100.0	100.0	

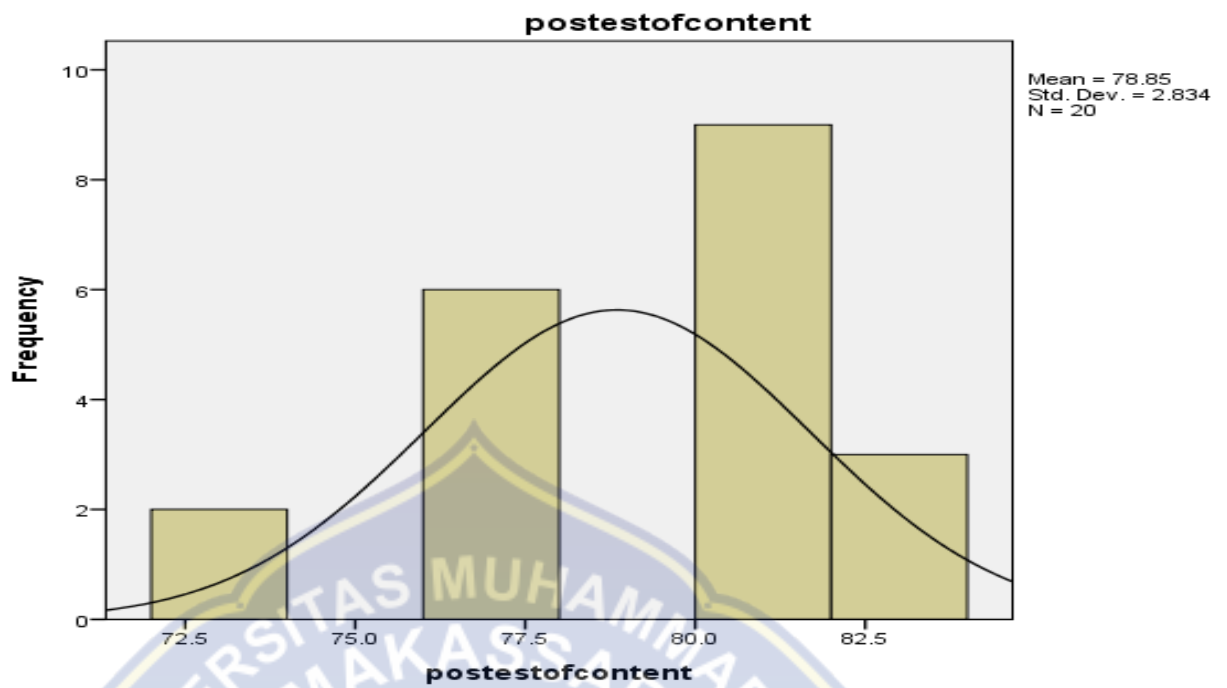
Posttestofcontent

	Frequency	Percent	Valid Percent	Cumulative Percent
73	2	10.0	10.0	10.0
77	6	30.0	30.0	40.0
Valid 80	9	45.0	45.0	85.0
83	3	15.0	15.0	100.0
Total	20	100.0	100.0	

	Frequency	Percent	Valid Percent	Cumulative Percent
73	2	10.0	10.0	10.0
77	6	30.0	30.0	40.0
Valid 80	9	45.0	45.0	85.0
83	3	15.0	15.0	100.0
Total	20	100.0	100.0	

Histogram





B.2.2 Data Analysis of Organization

		Statistics	
		pretestoforganization	Postestoforganization
N	Valid	20	20
	Missing	0	0
Mean		54.80	80.25
Median		55.00	80.00
Mode		35	80
Std. Deviation		15.330	3.796
Variance		235.011	14.408
Range		41	15
Minimum		35	70
Maximum		76	85
Sum		1096	1605

Frequency Table

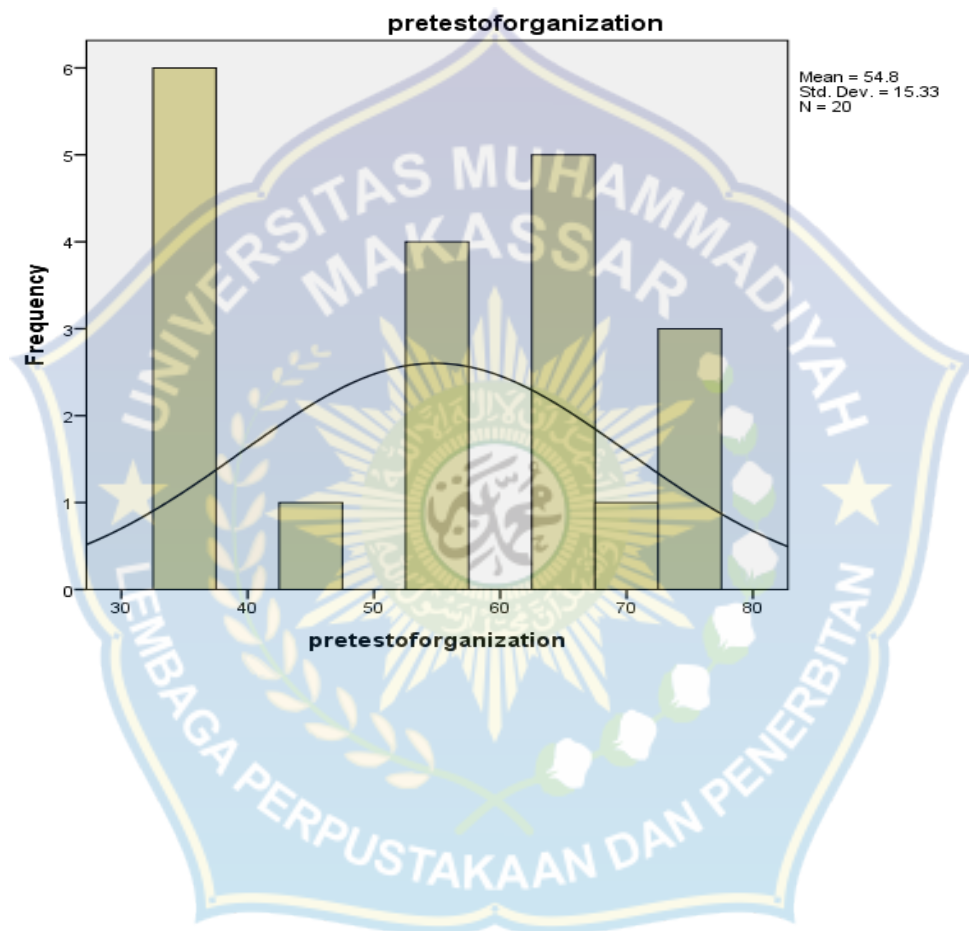
pretestoforganization

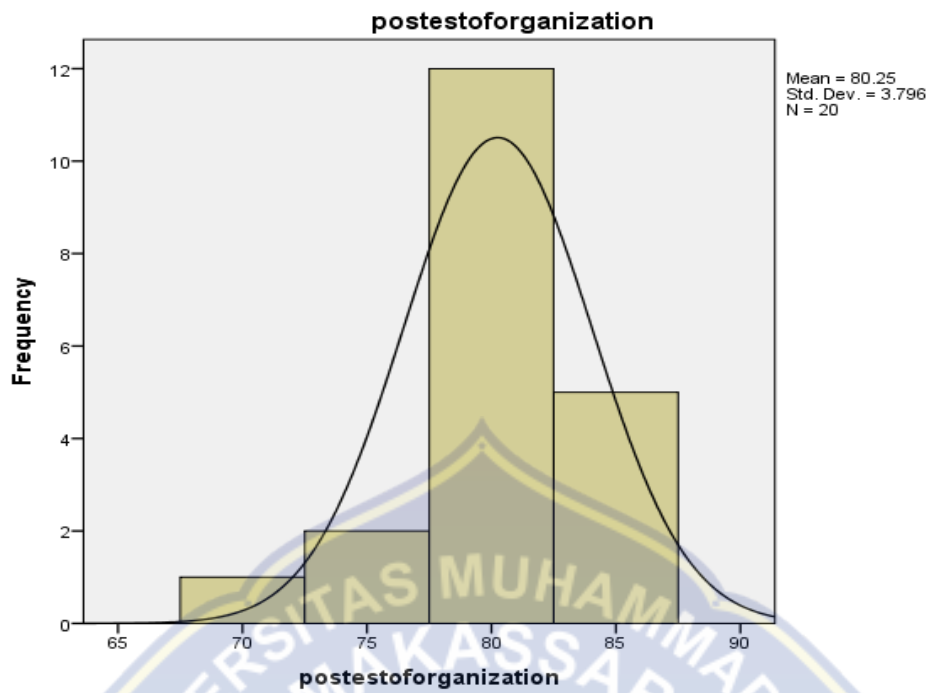
	Frequency	Percent	Valid Percent	Cumulative Percent
35	6	30.0	30.0	30.0
45	1	5.0	5.0	35.0
55	4	20.0	20.0	55.0
65	5	25.0	25.0	80.0
70	1	5.0	5.0	85.0
75	2	10.0	10.0	95.0
76	1	5.0	5.0	100.0
Total	20	100.0	100.0	

postestoforganization

	Frequency	Percent	Valid Percent	Cumulative Percent
70	1	5.0	5.0	5.0
75	2	10.0	10.0	15.0
80	12	60.0	60.0	75.0
85	5	25.0	25.0	100.0
Total	20	100.0	100.0	

Histogram





B.2.3 Hypothesis Testing of Content

Paired Samples Statistics

		Mean	N	Std. Deviation	Std. Error Mean
Pair 1	Pretestofcontent &	59.45	20	14.310	3.200
	posttestocontent	78.85	20	2.834	.634

Paired Samples Correlations

		N	Correlation	Sig.
Pair 1	pretestofcontent & posttestocontent	20	.544	.013

Paired Samples Test

		Paired Differences					t	df	Sig. (2-tailed)
		Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference				
					Lower	Upper			
Pair 1	pretestof content - posttest of content	-19.400	12.987	2.904	-25.478	-13.322	-6.680	19	.000

B.2.4 Hypothesis Testing of Organization

Paired Samples Statistics

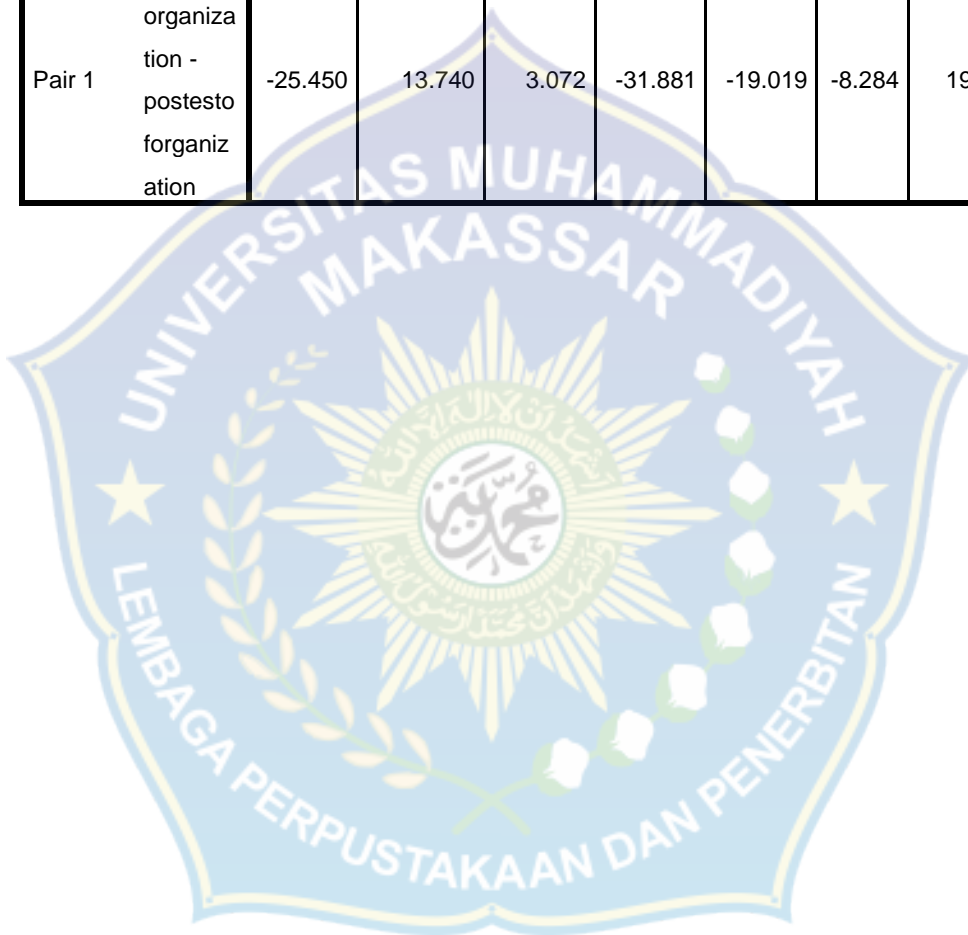
		Mean	N	Std. Deviation	Std. Error Mean
Pair 1	Pretestoforganization &	54.80	20	15.330	3.428
	posttestoforganization	80.25	20	3.796	.849

Paired Samples Correlations

		N	Correlation	Sig.
Pair 1	pretestoforganization & posttestoforganization	20	.521	.019

Paired Samples Test

	Paired Differences					t	df	Sig. (2-tailed)
	Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference				
				Lower	Upper			
Pair 1 pretestof organiza tion - postesto fororganiz ation	-25.450	13.740	3.072	-31.881	-19.019	-8.284	19	.000



APPENDIX B

B.3. Attendances List of Students Class XI.MIA.2 SMA NEGERI 5 GOWA

NO	NAME	MEETINGS					
		1	2	3	4	5	6
1	ADRIAN	✓	✓	I	✓	✓	✓
2	ANDI SYAMSUL RIJAL SYAH	✓	✓	I	✓	✓	✓
3	CATUR WIRANTO PUTRO	✓	✓	✓	✓	✓	✓
4	DEWI RAMADHANI	✓	S	✓	✓	✓	✓
5	DIANTI	✓	✓	✓	✓	✓	✓
6	FAHRUL	A	A	A	A	A	A
7	FIRNAWATI RAIS	✓	✓	✓	✓	✓	✓
8	FITRAH	✓	✓	✓	✓	✓	✓
9	FUTRI ALIFIA RAZKIYANTI	✓	✓	✓	✓	✓	✓
10	LILI PUTRI INASARI	✓	✓	✓	✓	✓	✓
11	MUH ARFAH	A	A	A	A	A	A
12	MUH MIFTAHUL AMRUL KHAIR	A	A	A	A	A	A
13	NUR AISYAH	✓	✓	✓	✓	✓	✓
14	NUR ALIA ULFA	✓	✓	S	✓	✓	✓

15	NUR IMAM SULTAN	A	A	A	A	A	A
16	NURHAKIKI	A	A	A	A	A	A
17	NURUL FADILA	✓	✓	✓	✓	✓	✓
18	NURUL HIKMAH	✓	✓	✓	✓	✓	✓
19	NURUL WAHDANIAH	✓	✓	✓	✓	✓	✓
20	PATMAWATI K	✓	✓	✓	✓	✓	✓
21	RAFLIADI	✓	✓	✓	✓	✓	✓
22	RAHMAWATI MALIK	✓	✓	I	✓	✓	✓
23	SALMIAH B	✓	✓	✓	✓	✓	✓
24	SANTI SRI RAMADANI	A	A	A	A	A	A
25	SRI MADRAWATI	✓	✓	✓	✓	✓	✓
26	SUNARTI	✓	✓	✓	✓	✓	✓

APPENDIX B

B.4. List Name of the Sample

No	Name	Code
1	ADR	Student 1
2	ASRS	Student 2
3	CWP	Student 3
4	DR	Student 4
5	DNT	Student 5
6	FR	Student 6
7	FTR	Student 7
8	FAR	Student 8
9	LPI	Student 9
10	NA	Student 10
11	NAU	Student 11
12	NF	Student 12
13	NH	Student 13
14	NW	Student 14
15	PK	Student 15
16	RFLD	Student 16
17	RM	Student 17
18	SB	Student 18
19	SM	Student 19
20	SNRT	Student 20

APPENDIX B

B.5. Distribution of t-table

	(Level of Significance) (Two-Tailed test)					
	0.5	0.2	0.1	0.05	0.02	0.01
1	3.078	6.314	12.706	31.821	63.657	636.619
2	1.886	2.920	4.303	6.965	9.923	31.598
3	1.638	2.353	3.182	4.541	5.841	12.941
4	1.533	2.132	2.776	3.747	4.604	8.610
5	1.476	2.015	2.571	3.365	4.032	6.859
6	1.440	1.943	2.447	3.143	3.707	5.959
7	1.415	1.895	2.365	2.998	3.499	5.405
8	1.397	1.860	2.306	2.896	3.355	5.041
9	1.383	1.833	2.262	2.821	3.250	4.781
10	1.372	1.812	2.228	2.764	3.169	4.587
11	1.363	1.796	2.201	2.718	3.106	4.437
12	1.356	1.782	2.179	2.681	3.055	4.318
13	1.350	1.771	2.160	2.650	3.012	4.221
14	1.345	1.761	2.145	2.624	2.977	4.140
15	1.341	1.753	2.131	2.602	2.947	4.073
16	1.337	1.746	2.120	2.583	2.921	4.015
17	1.333	1.740	2.110	2.567	2.898	3.965
18	1.330	1.734	2.101	2.552	2.878	3.922
19	1.328	1.729	2.093	2.539	2.861	3.883
20	1.325	1.725	2.086	2.528	2.845	3.850

21	1.323	1.721	2.080	2.518	2.831	3.819
22	1.321	1.717	2.074	2.508	2.819	3.792
23	1.319	1.714	2.069	2.500	2.807	3.767
24	1.318	1.711	2.064	2.492	2.797	3.745
25	1.316	1.708	2.060	2.485	2.787	3.725
26	1.315	1.706	2.056	2.479	2.779	3.707
27	1.314	1.703	2.052	4.473	2.771	3.690
28	1.313	1.701	2.048	2.467	2.763	3.674
29	1.311	1.699	2.045	2.462	2.756	3.659
30	1.310	1.697	2.042	2.457	2.750	3.646
40	1.303	1.684	2.021	2.423	2.704	3.551
60	1.296	1.671	2.000	2.390	2.660	3.460
120	1.289	1.685	1.980	2.358	2.617	3.373

For level significance (D)

Degree of Freedom (df) = N-1 = 20-1=19

t-test value of content competence (6.68) > t-table (2.53)

t-test value of organization competence (8.28) > t-table (2.35)

DOCUMENTATION

Pre-Test and Post-test



Treatment



APPENDIX C

- C.1 Surat Pengantar Proposal Penelitian dari Tata Usaha Fkip ke Lp3m Unismuh Makassar
- C.2 Surat Pengantar Proposal Penelitian dari Lp3m Ke Dinas Penanaman Modal dan Pelayanan Terpadu Satu Pintu
- C.3 Surat Pengantar Pelaksanaan Penelitian dari Dinas Penanaman Modal dan Pelayanan Terpadu Satu Pintu ke Dinas Pendidikan Prov. Sulsel
- C.4 Surat Pengantar Pelaksanaan Penelitian dari Dinas Pendidikan Prov. Sulsel ke SMA Negeri 19 Gowa
- C.5 Surat Keterangan Penyelesaian Penelitian dari SMA Negeri 19 Gowa
- C.6 Kartu Kontrol Penelitian



CURRICULUM VITAE



ANDI SRIWAHYUNI was born on August 08th, 1996 in Kajang. She is the last child from the marriage of her parents Andi Anwar Haryono, S.Pd and Farida S. She is the younger child from three brothers and one sister in her family. In 2004 she started her elementary school at SDN 107 Maccini and graduated in 2008. Then, she continued her study at SMPN 19 Bulukumba, and graduated in 2011. After that, she continued her Senior High School at SMAN 5 Bulukumba and graduated in 2014. At the next year she was accepted as English Department student of Faculty of Teacher Training and Education, Makassar Muhammadiyah University. At the end of her study, she could finish her thesis in 2019 entitle The Effectiveness of Blended Learning Model on Students' Writing Competence (A Pre-experimental Study at Eleventh Grade Students' of SMA Negeri 19 Gowa).