THE USE OF BLENDED LEARNING IN TEACHING WRITING RECOUNT TEXT TO THE TENTH GRADE STUDENTS OF SMA NEGERI 20 MEDAN

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By:

NURUL AULIA

Registration Number: 2142121015

ENGLISH AND LITERATURE DEPARTMENT
FACULTY OF LANGUAGES AND ARTS
STATE UNIVERSITY OF MEDAN
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Disusun dan Diajukan oleh:

Nurul Aulia
NIM. 2142121015

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Menyetujui,

Dosen Pembimbing I	**Dosen Pembimbing II**
Dr. Anni Holila Pulungan, M.Hum	Yeni Erlita, S.Pd., M.Hum.
NIP. 19700522 200112 2 001	NIP. 19790321 200812 2 002

Diketahui oleh,
Ka. Program Studi
Pendidikan Bahasa Inggris

Nora Ronita Dewi, S.Pd., S.S., M.Hum.
NIP. 19800522 200812 2 003

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*Nurul Aulia

**Anni Holila Pulungan

**Yeni Erlita

ABSTRACT

This research dealt with blended learning used by the teachers in teaching writing recount text. The objectives of this study were (1) to explain the use of blended learning for teaching writing recount text to the tenth grade students; (2) to analyze the problems faced by teachers of using blended learning in teaching learning process of writing recount text. This study was qualitatively conducted that involved two English teachers of SMA Negeri 20 Medan. The data were collected by using recording, interview and observing the whole processes of teaching writing. The findings of this study showed that both teachers used the three processes in blended learning setting, such as: conventional learning, emphasizes learning actively and interactive learning. It was also found that the use of blended learning was used in the scientific approach activity. There were four problems faced by teachers in using blended learning, such as the problem of the traditional mind-set, the problem of managing and assessing learner progress, bandwidth, and confusion in using the application. Both teachers faced different problems in their classes.

Keywords: Blended learning, teaching, writing.

*Graduate Status
**Lecturer Status

INTRODUCTION

Carroll (1990) states that the most important invention in human history is writing. It provides a relatively permanent record of information, opinions, beliefs, feelings, arguments, explanations, theories, etc. Writing allows us to share our communication not only with our contemporaries, but also with future generations. It permits people from the near and far distance past to speak to us. In fact, writing originated from the need of saving cultural values and human's spiritual. It is the official element for the development of printed document, book and internet.

Sanjaya (2010) asserts that a teacher needs to have the ability to design and implement a variety of appropriate learning strategies to accommodate their students' needs, including utilizing a variety of media sources and learning to ensure the effectiveness of learning. Pribadi (2010) affirms that the application of instructional system design aims to create a successful learning, is learning that is able to help students achieve the desired competencies. To support this, teacher needs to have a digital skill. Therefore, the selection and application of design model are one of the critical successful factors of students' mastery of competencies.

The researcher observed that students' got some difficulties in writing English especially in writing recount text. There are some factors that cause this, they are: (1) Students seldom to practice write, even in their native language, so it is become a more difficult challenge to write in English; (2) Students are lack of vocabularies so it obstructs them to find an appropriate word for their writing; (3) Students are difficult to arrange the sentence into a good paragraph.

In an interview on August 21st, 2019, AE stated *"Mereka masih kesulitan untuk menulis paragraph, apalagi dalam Bahasa inggris. Mereka ini sangat malas untuk berlatih Bahasa inggris. Disuruh buka kamus pun malas. Ya jadinya kosakatanya pun juga masih sangat minim."*

(They still get difficulties in writing paragraph, especially in English. These students are too lazy in practicing English. When I asked them to use dictionary also they are lazy. That's why their vocabularies are too little.)

Rahmawati (2016) defines that there are some ways to implement E-Learning as a media in teaching learning process, such as: (1) Developing E-Learning by ourselves; (2) Buying a system; (3) Using open source E-Learning. Open source E-Learning is a software free to use, and the original program can be changed by anyone. There are lots

of free and open source E-Learning applications that can be used by both teachers and students, such as: Edmodo, Google Classroom, Zoom, etc.

REVIEW OF LITERATURE

Writing

Hinkel (2011) states that learning to write in English as a second language means also learning how to function in a new culture. Writing involves an interaction between three elements that interact in getting to the final product: the text, the writer and the reader. In a writing course three goals are distinguishable based on teacher's view; some focus on the language itself, some focus on communication, and some focus on forms and the message. As stated by Harmer (2004), the process of writing has four main elements such as planning, drafting, editing, and final version.

Genre

Dirgeyasa (2014) stated that The genre perspective covers two distinctive dimension in teaching and learning writing. First, genre is a kind of text or writing work itself. It views that the language (writing form) must be related to social function. Social function of the text then implies a certain social environment and place where and when the text is used. It will vary due to different context and situation. Second, genre as a process or strategy of how the writing work is developed, taught, and learned. Genre writing combines two things – the product of the writing and the way of how the product is produced.

Curriculum 2013

As stated by Asari (2014), in curriculum 13, the learning must be transformed into the demands of creativity and knowledge of a teacher must be high because students really need are about (1) resource-locating skills, (2) information skills, (3) thinking & reasoning skills, and (4) communication skills. Kurniawan (2015) explained that the learning main activity of the 2013 curriculum is divided into three activities. They are beginning activity, core activity, and closing activity. The third learning activities are arranged to be one activity in learning. It cannot be separated each other.

Recount Text

Dirgeyasa (2014) states recount is simply defined as a type of text composed in order to give information about the past activities. It retells or recounts an event or an

experience. In literary term, experience is what we do, feel, hear, read, even what we dream. The social function of recount is to inform and describe past experiences by retelling events in the order in which they happened. The generic structure of recount text consists of orientation, sequence of events, and re-orientation. The language features of recount text are (1) Written in the past tense; (2) Using sequence markers to link events in time; (3) Using action verbs and adverbs; (4) Using personal pronouns; (5) Using passive voice; (6) Using adjective.

Blended Learning

Carman (2005) states that the blended learning process includes five key ingredients, such as;

1. Live events: Synchronous, instructor-led learning events in which all learners participate at the same time.
2. Online content: Learning experiences that the learner completes individually, at his own speed and on his own time.
3. Collaboration: Learners communicate and create with others. Email, threaded discussions, and wikis are all examples.
4. Assessment: A measure of learners' knowledge. Pre-assessment can come before live or self-paced events to determine prior knowledge, and post-assessment can occur following scheduled or online events to measure learning transfer.
5. Support materials: These include reference materials both physical and virtual that enhance learning retention and transfer. They include: printable references, job aids, and personal digital assistant.

The Using of Blended Learning

Bullmaster-Day (2011) suggests that blended learning combines three types of instruction, they are:

- Conventional learning, in which the instructor presents the course material directly to students through visual materials, quizzes and other means.
- Emphasizes learning actively through researching information, doing exercises or solving problems.
- Interactive learning, in which students work with their peers in groups.

She concludes that effective blended learning is a personalized way of learning that can be tailored to meet students' individual needs and preferences, stressing the

importance of constantly assessing students' work and providing feedback to increase the involvement in their work and enhance their ability to become independent learners.

Problems in Using Blended Learning

Majumdar (2015) defines some of the most common problems of using blended learning, such as: (1) The problem of "too much too soon"; (2) The problem of the traditional mind-set; (3) The problem of managing and assessing learner progress; (4) The problem of misdirected strategies; (5) The problem of bringing all blended elements together. Purnawarman (2016) adds another problem that appear in using blended learning, such as: (1) Bandwidth; (2) Confusion in using the application; (3) Incompatibility of smartphone application.

Edmodo

Witherspoon (2011) stated that Edmodo is much more private and secure because instructors create accounts and allow students to access and join the group using a code to register in the group. In this regard, instructors can set up a virtual class for students to work together on group assignments. Edmodo can be seen as a Learning Management System (LMS) that can facilitate teachers to create and manage their online classes easily.

Google Classroom

Iftakhar (2016) stated that google classroom is meant to help teachers manage the creation and collection of student assignments in a paperless environment, basically leveraging the framework of Google Docs, Drive and other apps. Google classroom allows teachers to spend more time with their students and less time on the paperwork, and it is now even better.

METHODOLOGY

This study was conducted by using descriptive qualitative design. Creswell (2014) stated that qualitative research is an approach for exploring and understanding the meaning individuals or groups ascribe to a social or human problem. Qualitative research tends to collect data in the field at the site where participants experience the issue or problem under the study.

The data of this study were the results of teachers' interview based on teaching writing recount text when they used blended learning. The researcher took the data on February 10th – 15th, 2020. But due to the researcher did not get enough information, so the researcher interviewed the teacher again on March 17th – 18th, 2020. The source of the

data was taken from two English teachers and two classes of tenth grade students, X MS-1 and X IS-1, at SMA Negeri 20 Medan. The instruments used for collecting data were observation and interview. The techniques of collecting data were observation and interview.

The technique used in this study is based on the procedure proposed by Creswell (2008). In this study, the procedures were formulated as below:

1. Observing: It was the first step to collect all the data from observation in the classroom.
2. Recording: The observed data was recorded by video-recorder.
3. Transcribing: The observed data was transcribed from the video-recorder.
4. Concluding: This was the last step when the researcher presented the finding and concluded the research findings which related to the objectives.

FINDINGS

Based on the analysis of the blended learning used in teaching writing recount text for tenth grade students of SMAN 20 Medan, findings of this study can be presented as follows:

1. Based on the analysis of the blended learning used in teaching writing recount text, the researcher found how the blended learning method were used in teaching writing and how it was combined by the curriculum of 2013.
2. In this study, there were four problems faced by the teachers. The problems are: (1) The problem of traditional mind-set; (2) The problem of managing and assessing learner progress; (3) Bandwidth; and (4) Confusion in using the application. However, both teachers encountered different problems in their classes.

DISCUSSIONS

This study is highlighted that blended learning is really helpful in teaching and learning process in order to make sure whether the students be active or not. The teachers frequently used Google classroom and Edmodo. Google classroom is a new tool introduces in Google Apps for Education in 2014. This classroom facilitates the teachers to create and organize assignments quickly, provide feedback efficiently, and communicate with their classes with ease. Edmodo is an educational website that takes the ideas of a social network and refines them and makes it appropriate for a classroom.

Both teachers used these application in giving the lesson materials or assignments to the students.

In line with the first formulated problem of the study, it could be seen from research finding based on the observation of how is the implementation of blended learning method for teaching writing recount text to the tenth grade students. It was found that by using blended learning during the learning process bring out a good response from the students because blended learning could make them be actively involved in the teaching learning process. Sharma (2010) says that the definition of blended learning indicates there are at least three requirements; more than one delivery mode, instructor-based training methods that are technologically enabled, and traditional approaches which are interactive and rich in content. To support this, Bullmaster – Day (2011) suggests that blended learning combines three types of instruction; traditional way of teaching, emphasizes learning actively through researching information, and interactive learning.

In line with the second formulated problem of the study, it could be seen from research finding based on the interview with the teacher about the problems faced by teachers while using blended learning in teaching learning process of writing recount text. It was found that using blended learning in teaching writing recount text brings out a good response from the students. It is because blended learning could make them be actively involved in the teaching learning process. They also can express their opinion actively during the learning process. Furthermore, teacher admitted that students' learning habit forced the teacher to still use the teacher-centered learning method. It makes teacher should trigger them many times to actively get involved during the learning process. Besides, the internet connection sometimes got trouble, especially while applying the supporting application such as Google Classroom and Edmodo.

CONCLUSIONS

Based on the research findings and discussions in the previous chapter, it could be drawn the conclusion of the present study which were designed to suit the objectives of the study. There are two objectives in this study; (1) To explain the use of blended learning for teaching writing recount text to the tenth grade students; (2) To analyze the problems faced by teachers of using blended learning in teaching learning process of writing recount text. So, the researcher makes these following conclusions: (1) There were three steps used by teacher in using blended learning during the teaching learning process at tenth grade students of SMAN 20 Medan, such as: a. Presenting the learning material directly to the students through lecturing; b. Creating an interactive learning by

letting students work with their peers in groups; c. Providing a work to be done by students; (2) The problems faced by teachers in using blended learning were the problem of traditional mind-set, the problem of managing and assessing learner progress, bandwidth, and confusion in using application.

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