STUDENTS' ACHIEVEMENT IN LEARNING ENGLISH BY USING BLENDED LEARNING
(A STUDY AT THE TENTH GRADE DURING COVID- 19 PANDEMIC OF MTI PASIA IN ACADEMIC YEAR 2019/2020)

Thesis

Submitted as Partial Fulfillment of the Requirements to Obtain Strata One (S1)

Degree in English Teaching Specialization

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2019/2020

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ABSTRACT

Sykriatul Khaira. 2314.124. "Students' Achievement in Learning English by Using Blended Learning at the Tenth Grade of MTI Pasia in Academic Year 2019/2020". A Thesis of English Department, Faculty of Teacher Training and Education, IAIN Bukittinggi.

This under graduated thesis aims to find out the level of Students' Achievement in Learning English by Using Blended Learning at the Tenth Grade of MTI Pasia in Academic Year 2019/2020. It has been done at Tenth Grade of MTI Pasia because most some students may lack confidence with their ability; therefore, they could not achieve their task maximally. Some students feel shy to ask or comment to the teacher about the lesson or their difficulties. Most of the students often do not use the internet for academic purposes. Some of the students have not good network access online learning; the students cannot go to a place that good networks access because of the covid- 19 pandemic. The students' score were varied; only 50% of the students passed KKM

This research used descriptive quantitative research. The population of this research was at tenth Grade of MTI Paisa consisted of two classes. The sample was X^A and X^B. To determine the sample, the researcher used a total sampling technique. The data was got through the questionnaire the supported by students' English achievement score.

The result of this research showed that the students fill in questionnaire based on their experience in learning English by using Blended Learning. The data showed that means percentage of questionnaire was 67% in the range of 58% - 71% or was in a good category. Then, it was supported by mean of students' English achievement score was 71.40 in the range of 58% - 71% or was in a good category. So, it can be concluded that students' Achievement in Learning English by Using Blended Learning at the Tenth Grade of MTI Pasia in Academic Year 2019/2020 was level good category.

Keywords: Students' Achievement, Blended Learning

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ABSTRAK

Sykriatul Khaira. 2314.124. "Prestasi Siswa dalam Belajar Bahasa Inggris dengan Menggunakan *Blended Learning* di Kelas X MTI Pasia Tahun Ajaran 2019/2020". Skripsi Jurusan Bahasa Inggris, Fakultas Keguruan dan Ilmu Pendidikan, IAIN Bukittinggi.

Skripsi ini bertujuan untuk mengetahui tingkat Prestasi Siswa dalam Pembelajaran Bahasa Inggris dengan Menggunakan *Blended Learning* di Kelas X MTI Pasia Tahun Ajaran 2019/2020. Hal ini dilakukan di Kelas X MTI Pasia karena sebagian besar siswa mungkin kurang percaya diri dengan kemampuannya; Oleh karena itu, mereka tidak dapat mencapai tugasnya secara maksimal. Beberapa siswa merasa malu untuk bertanya atau memberi komentar kepada guru tentang pelajaran atau kesulitan mereka. Sebagian besar siswa seringkali tidak menggunakan internet untuk keperluan akademis. Beberapa siswa tidak memiliki akses jaringan pembelajaran online yang baik; Para siswa tidak dapat pergi ke tempat yang memiliki akses jaringan yang baik karena pandemi Covid- 19. Nilai siswa bervariasi; hanya 50% siswa yang lulus KKM.

Penelitian ini menggunakan jenis penelitian deskriptif kuantitatif. Populasi penelitian ini adalah kelas X MTI Paisa yang terdiri dari dua kelas. Sampelnya adalah XA dan XB. Untuk menentukan sampel, peneliti menggunakan teknik total sampling. Data diperoleh melalui angket yang didukung oleh nilai bahasa Inggris siswa.

Hasil penelitian menunjukkan bahwa siswa mengisi angket berdasarkan pengalamannya dalam belajar bahasa Inggris dengan menggunakan *Blended Learning*. Data menunjukkan bahwa persentase kuesioner adalah 67% dengan kisaran 58% - 71% atau dalam kategori baik. Kemudian didukung dengan rata- rata nilai bahasa Inggris siswa yaitu 71,40 dengan kisaran 58% - 71% atau berada pada kategori baik. Jadi, dapat disimpulkan bahwa Prestasi Siswa dalam Pembelajaran Bahasa Inggris dengan *Blended Learning* di Kelas X MTI Pasia Tahun Ajaran 2019/2020 berada pada kategori baik.

Kata Kunci: Pencapain siswa, *Blended Learning*

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CHAPTER I

INTRODUCTION

A. Background of the Problem

Nowadays, in a new era, gadgets and the internet become a need for everyday activity. Gadgets and the internet as ones of the products of developing technology are possible to help people fulfill their needs. For general people, technology is usually employed for communicating with friends or colleagues in everyday life, until sending credential information. The use of technology such as the internet in improving educational achievement has increased rapidly. Internet usage, nowadays, unavoidably must be integrated into the higher education system. It offers learning by reading, watching, hearing, communicating, discussing, and writing/typing opportunities.[1] It means that the school can use some technology in learning English such as Blended learning

Blended learning can improve science process skills and the learning achievement of students in plant tissue culture course. This

[1]Fauziyah Harahap, The Effect of Blended Learning on Student's Learning Achievement and Science Process Skills in Plant Tissue Culture Course. International Journal of Instruction January 2019 ● Vol.12, No.1 e- ISSN: 1308- 1470 www.e- iji.net p- ISSN: 1694- 609X pp. 521- 538. P. 522

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is because it provides a lot of learning aids like images, animations, videos, texts, pictures, chat rooms, etc. Besides, it creates interaction among students. Finally, it supports constructive and the social learning experiences of students.[2] Online learning overlaps with the broader category of distance learning, which encompasses earlier technologies such as correspondence courses, educational television, and videoconferencing.[3] Blended learning increases the learning effectiveness to a large degree, decreases the time environment required for training, decreases the training costs, allows the learner to study at his favorite time and place, allows for live interviews and discussions on the network, provides updated information suiting learners' need, and provides simulations, animations, practical events and exercises, and practical applications.[4] It means the school can apply it, learning overlaps with the broader category of distance learning, which encompasses earlier technologies such as correspondence courses, educational television, and videoconferencing.

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[2] Fauziyah Harahap, The Effect of Blended Learning on Student's Learning Achievement and Science Process Skills in Plant Tissue Culture Course. International Journal of Instruction January 2019 ● Vol.12, No.1 e- ISSN: 1308- 1470 www.e- iji.net p- ISSN: 1694- 609X pp. 521- 538. P. 522

[3]BARBARA MEANS, the Effectiveness of Online and Blended Learning: A Meta-Analysis of the Empirical Literature. P. 3

[4] Nisreen Saleh Khader Khader, the Effectiveness of Blended Learning in Improving Students' Achievement in Third Grade's Science in Bani Kenana. Journal of Education and Practice www.iiste.org. ISSN 2222- 1735 (Paper) ISSN 2222- 288X (Online) Vol.7, No.35, 2016 . p. 109

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Online learning has become popular because of its potential for providing more flexible access to content and instruction at any time, from any place. Frequently, the motivation for online learning programs entails (1) increasing the availability of learning experiences for learners who cannot or choose not to attend traditional face- to- face offerings, (2) assembling and disseminating instructional content more cost- efficiently, and/or (3) providing access to qualified instructors to learners in places where such instructors are not available. Online learning advocates argue further that additional reasons for embracing this medium of instruction include current technology's support of a degree of interactivity, social networking, collaboration, and reflection that can enhance learning relative to normal classroom conditions[5] besides, Another advantage of BL for EFL learners is its "flexibility" which means that learners keep their learning without becoming worried about time and place.[6] Blended learning can be effective to improve student learning achievement.

Student learning achievement is important therefore the good result has to be achieved in learning. To get a good result students

[5]BARBARA MEANS, the Effectiveness of Online and Blended Learning: A Meta-Analysis of the Empirical Literature. P. 3

[6] Heri Mudra, Blended English Language Learning as a Course in an Indonesian Context: An Exploration toward EFL Learners' Perceptions. P. 30

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have to act in learning. However, it will be contrary if student passive then student learning achievement will be worse in other words to make students active blended learning is one of the alternatives during the COVID- 19 pandemic. The government asked all schools to learn by daring or online learning, especially in the tenth grade of MTI Pasia. During the COVID- 19 pandemic, the teacher should use some kinds of online learning to share knowledge and material to students.

Based on the researcher's preliminary research in the Tenth Grade students of MTI Pasia via online, handphone, and calling via what Sapp. The English teacher is teaching English via *Daring* or blended learning. The researcher got a problem with students' learning via calling. The First problem was some students may lack confidence with their ability; therefore, they could not achieve their task maximally. Some students feel shy to ask or comment to the teacher about the lesson or their difficulties.

The second problem is that most of the students often do not use the internet for academic purposes. According to the writer interview with several students in MTI Pasia via WhatsApp and calling, it is revealed that they only use the internet for chatting with their friends, playing the video game, or streaming videos which are only for entertainment. It is hardly found that student employs internet access for academic purposes or online learning. Therefore, it would

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be more useful if they use the internet for online learning, or read beneficial materials which can increase their knowledge.

The third problem is some of the students have not good network access online learning, the students should go to a place that good network. It makes students cannot be online and students are difficult to comprehend the material. Besides the problem with the network, the students cannot go to a place that good networks access because of the covid- 19 pandemic. The last problem was the students' scores were varied; only 50% of the students passed KKM.

Based on the case above, the researcher is interested to conduct a research entitled: *"*Students' Achievement in Learning English by Using Blended Learning at the Tenth Grade of MTI Pasia in Academic Year 2019/2020*".*

B. The Identification of the Problem

Based on the background of the problem as described above, the problems in this study can be identified as follows:

1. Some students may lack confidence with their ability; therefore, they could not achieve their task maximally. Some students feel shy to ask or comment to the teacher about the lesson or their difficulties.
2. Most of the students often do not use the internet for academic

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purposes.

3. Some of the students have not good network access online learning; the students cannot go to a place that good networks access because of the covid- 19 pandemic.

4. The students' score were varied; only 50% of the students passed KKM

C. The Limitation of the Problem

Based on the identification of the problem above, the researcher wants to students' Achievement in Learning English by Using Blended Learning at the Tenth Grade of MTI Pasia in Academic Year 2019/2020.

D. The Formulation of the Problem

The problem in this research will be formulated in the following question: What is the level students' Achievement in Learning English by Using Blended Learning at the Tenth Grade of MTI Pasia in Academic Year 2019/2020?

E. The Purpose of the Research

The purpose of this research is: to find out the level of Students' Achievement in Learning English by Using Blended Learning

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at the Tenth Grade of MTI Pasia in Academic Year 2019/2020.

F. The Significant of the research

The researcher hoped this research would give advantages:

1. The Researcher

   This study is expected to give the new information to the researcher about how to teach English by using blended learning and this research is useful as the partial fulfillment of the requirement to obtain strata one degree in IAIN Bukittinggi.

2. The English Teachers

   This finding (result) of this study is expected to provide useful information about a media used in teaching writing and it is hoped to be applied in the teaching and learning process.

3. The Further Researcher

   This study is expected to give new knowledge to further research to do better research on teaching and learning cases.

4. For college, it will be used to add the literature for the library and as a reference for the next researcher.

G. The Definition of the key terms

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Some essential terms used in this research are defined as follow:

1. Blended learning

   Blended learning as the combination of traditional classroom-based approach and e- learning for delivering instruction Lesson plan is a plan made by a teacher before conducting the teaching and learning process in class.

2. Students' achievement

   Students' achievement is marked with the existence of behavior change that happened in students where interaction in individual bringing changes in character, action, deed, and behavior.

CHAPTER II

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Review of the Related Literature

This chapter describes the theories related to the problems of this study, which are used as foundation and reference to give relevant knowledge in the field. This chapter also presents several similar previous studies. The analysis conducted in this research depends on some theories discussed in this chapter.

A. Review of Related Theories

1. The Blended Learning

1) The Definitions of The Blended Learning

Li Zhingan defines blended learning as the combination of traditional classroom- based approach and e- learning for delivering instruction.[7] Alya also defines blended learning as the purposeful integration of traditional model (face- to- face) and online learning.[8] Based on the definitions stated previously, the writer sees blended learning as a model of teaching and learning activity that combines face- to- face and online learning.

According to K. Pramila, Blended learning is considered

[7] Zhingang Li *et al*, Switching to Blended Learning: The Impact on Students‟ Academic Performance, *Journal of Nursing Education and Practice*, 2014, Vol. 4, No. 3, p. 246

[8] Jesica S. Alya, Blended Learning as New Approach to Social Work Education, *Journal of Social Work Education,* 2009, Vol. 45, No. 2, p. 277

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to be more effective in learning as it is flexible and can be a combination of computer- aided learning or online instruction and face- to- face instruction. Blended learning helps in English language acquisition by improving their learning ability using technology.[9] It means that blended learning as the combination of traditional classroom- based approach and e- learning for delivering instruction and improving their learning ability using technology.

From the paragraphs above can be seen that blended learning is a learning model which is a combination of face- to- face learning and online learning. Blended learning itself defines into three specific categories which are web- enhanced, media- enhanced, and web augmented. The term blended learning itself is a part of distance learning which consists of online learning, but also consists of face- to- face (traditional) learning in the scope of distributed education the largest term.

2) The Characteristics of The Blended Learning

Blended learning has three characteristics. The first is the flexibility of providing learning resources. The second is the

[9] K. Pramila, Impact of Blended Learning on the Speaking Skills of English as a Foreign Language (EFL) Learners at Sohar University. P.48

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support of learning diversity. As learners are diverse in terms of learning styles, learning proficiency, as well as learning ability, blended learning can come to the rescue by making it possible for individualized learning and self- regulated learning to happen. The third is the enrichment of e- learning experience. From the faculty's perspective, blended learning can enable them to improve their existing teaching practices.

According to Awad blended learning redesigns the educational model with these characteristics:[10]

a. Moving from lectures to student- centered learning.
b. Maximizing teacher- student, student- student, student- content, student- outside resources interaction.
c. Integrated evaluation techniques for teachers and students.
d. Broaden the spaces and opportunities available for learning.
e. Support course management activities (e.g., communication, assessment submission, marking, and feedback).
f. Support the provision of information and resources to

[10] Awad Soliman Keshta, The effectiveness of a blended learning program on developing Palestinian tenth graders' English writing skills. Education Journal 2013; 2(6): 208- 221 Published online October 20, 2013 (http://www.sciencepublishinggroup.com/j/edu) doi: 10.11648/j.edu.20130206.12 . P. 211

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students.

3) The Series of Steps Blended Learning

Four essential parts of blended learning are course introduction, organization of teaching activities, learning support, and evaluation of learning. A blended class is composed of s series of steps as are shown in the following.[11]

1. Preview

In this phase, English foreign language learners can log in and preview the learning materials: glossary, background, text, listening materials, discussion topics, etc. This belongs to the introduction part of the class, which is essential and helps English foreign language learners to have a global understanding of the materials to be learned. English foreign language teachers can upload relative documents to the platform ahead of time for the learners to refer to.

2. Class Activities

A language is a tool for communication. No matter how powerful and effective online learning is, the traditional

[11]TANG Jingwei, The Research on Blended Learning of ESL Based on Moodle Platform. P. 31- 32

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face- to- face language teaching is never out of date. Only in a real- time surrounding, can English foreign language learners sense the charm of language and learn the natural way to speak. Textbooks are important media in classroom teaching. Reading and speaking activities in the class can be designed to help learners develop their language skills.

3. Online Learning

Online learning English foreign language courses can be an important way to supplement class learning as well as a more effective way to enrich the courses than the regular class activities. English foreign language learners can make use of the web links to search for more knowledge relative to the English foreign language courses. Both audio and video material can be accessed online easily. Online learning makes it possible for English foreign language learners with different levels to have access to what they want and need. They can have their own pace of learning and seek for the diversity of English foreign language knowledge to learn. The online learning is more individual-centered compared with classroom learning.

4. Class Learning and Feedbacks

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After the class teaching and online learning, English foreign language teachers should organize students in class and instruct the student to deal with the problems they encounter in the previous stage. This is a vital step for solving learning problems and sharing achievements. Students can also demonstrate their achievements to the teachers and classmates.

5. Assignments and Evaluation

This is the last step of a learning circle. Assignment online and homework offline are necessary ways for the English foreign language learners to consolidate their achievement. Online learning offers the teachers a more objective way to evaluate the learners than the traditional ways which focus more on the results of achievements because online evaluation can let the teacher notice the process of students learning the language.

4) The Advantages of Blended Learning

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Awad summarizes the benefits of blended learning as follows:[12]

a. Increasing students' interaction and participation.

b. Developing students' learning and performance.

c. Developing independent learners, a source of instant feedback, time saving and motivation to learners

d. Increasing student learning outcomes and reduce instructional delivery costs.

e. Maximizing classroom space and/or reduce the number of overcrowded classrooms.

f. Reducing paper and photocopying costs. In hybrid courses, all course documents, including syllabi, lecture notes, assignment sheets, and other hard copy handouts, are easily accessible to the students on the course web site.

Also, Pardede lists nine strengths of blended language learning:[13] (1) provides a more individualized learning experience; (2) provides more personalized learning support; (3)

[12] Awad Soliman Keshta, The effectiveness of a blended learning program on developing Palestinian tenth graders' English writing skills. Education Journal 2013; 2(6): 208- 221 Published online October 20, 2013 (http://www.sciencepublishinggroup.com/j/edu) doi: 10.11648/j.edu.20130206.12 . P. 212 - 21

[13] Pardede, Blended Learning for ELT. VOLUME 2, NUMBER 3, OCTOBER 2012: 165-178. P. 171

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supports and encourages independent and collaborative learning; (4) increases student engagement in learning; (5) accommodates a variety of learning styles; (6) provides a place to practice the target language beyond the classroom; (7) provides a less stressful practice environment for the target language; (8) provides flexible study, anytime or anywhere, to meet learners' needs; (9) helps students develop valuable and necessary twenty- first- century learning skills.

2. The Students Learning Achievement

Achievement is the result of the effort of a person. Achievement can be achieved by relying on intellectual ability, emotional, and spiritual, as well as resilience in facing situations in all aspects of life. Characters achievers are to love the work, initiative, and creativity, never give up, as well as stints in earnest. These characters show that for a specific achievement, it takes hard work.[14] Brown states that achievement is a process of developing skills or knowledge and the most common type of achievement is standardized progress in developing the measurable skill and knowledge learner in a given grade level, usually through planned instructions, such as training or classroom

[14] https://id.wikipedia.org/wiki/Prestasi, on the date of 16 April 2020

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instruction.[15] It means that achievement is standardized progress in developing measurable skills.

Students learning achievement can be defined as the result that was achieved within a certain period by students after the learning process. Students learning achievement is proof of the students about their ability or their achievement in learning. Students Learning Achievement in learning load three elementary aspects or domains that are cognitive, affective, and psychometric. This domain has a separate characteristic which able to be measured in course of cognitive to study namely cover: knowledge, understanding of, application, analysis, evaluation, and synthesis. Effective domain namely: accepting, answering to, assessing, organization, and form character, while psychometric distinguished as follows: imitating, compiling, and conducting. To procedure, putting across and precisely, and conduct action naturally.

Students learning achievement is marked with the existence of behavior change that happened in students where interaction in individuals bringing change in character, action, deed, and behavior. Environmental as an element that functions as an environment

[15] H.D, Brown. (2004). *Language Assessment: Principle and Classroom Practices.* New York: Longman, Pearson Education, p. 47

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learning place he remains and has interaction, therefore, grow activity learn in them.

From those opinions above it can be concluded that students' achievement is the result of the learning process that shows the ability of the students in educational learning. So I conduct it, Student's Achievement in learning English by using blended learning is about how can understand the materials.

B. The Review of Relevant Studies.

The first study was conducted by Wahyuni (2014), *et al*. "*Blended Learning is Teaching Reading: a Pedagogical Practice to*

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Teaching English as a Foreign Language in an Indonesian University Context, The 61 TEFLIN International Conference." The focus of their study was to find whether blended learning may give alternative way instruction in teaching reading and it could improve student's scores, attitudes, and motivation in reading. The participants of their study were second years EFL learners who studied at the Faculty of Teachers Training and Educational Sciences in Bogor. To collect the data, they used three instruments, classroom observation, documentation of student's gained score, and student result in an online learning activity, the last was an interview. Through their study, they proved that blended learning could improve student's scores and it could be an interactive way of teaching reading in the Indonesian University Context.

The second study was conducted by Zahendi (2015) at Islamic Azad University "*The Effect of Blended Teaching on Reading Strategy Use by Iranian EFL Learners".* His study aimed to find the effect of blended instruction and face- to- face reading instruction on the use of reading strategies by Iranian EFL learners. The sample of this study was Iranian EFL learners which consisted of 30 students of the experimental class and 30 students of the controlled class. The experimental class had treatment blended learning instruction on

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seven reading strategies along with seven meetings while the controlled class had face- to- face instruction. He used the test and reading strategies questionnaire as the instruments of his study. The result proved that blended learning instruction was more effective than face- to- face instruction on their students' reading strategies.

Also, "Students‟ Attitudes towards using Social Networking in Foreign Language Classes: A Facebook Example" by Eren aims to investigate students‟ attitudes towards the use of social networking sites, Facebook in particular, in language classrooms. This study was carried out at a university in Gaziantep, Turkey with 48 undergraduate students who were enrolled in a year compulsory English preparatory class. The research design included a 5 point Likert- type questionnaire and semi- structured interviews. It was found out that students have a very positive attitude towards the use of Facebook activity as a supplement to the language classroom, but traditional classroom- based language learning remains a backbone for language education.

Based on the Review of Relevant Studies and researches above, the researcher will conduct a researcher with the title: Students' Achievement in Learning English by Using Blended Learning at the

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Tenth Grade of MTI Pasia in Academic Year 2019/2020

C. The Conceptual Framework

In Learning English



Blended Learning

The steps are shown in the following.

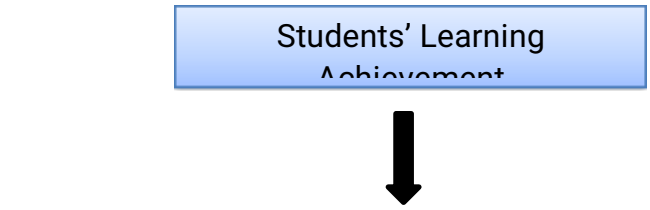
1. Preview

   In this phase, learners can log in and preview the learning materials: glossary, background, text, materials, discussion topics, etc.

2. Class Activities
3. Online Learning
4. Class Learning and Feedbacks



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CHAPTER III

RESEARCH METHOD

A. The Design of The Research

The research is descriptive quantitative research. Quantitative research refers to the systematic empirical investigation of social phenomena via statistical, mathematical, or numerical. According to Margono, quantitative research is a process to find knowledge using the numeral data as the instrument to find information about everything that will be found[16]. Furthermore, descriptive research is used to establish the existence of the phenomena by explicitly

[16] Margono, *Metodologi Penelitian Pendidikan*,(Jakarta:PT.Rineka cipta, 2007),p. 103

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describing them. According to Gay, descriptive involves collecting data to answer the question concerning the current status in the subject of the study[17]. In the other words, descriptive research may be defined as a purposive process of gathering, analyzing, classifying, and tabulating data. So, this research will get information, to find out the level Students' Achievement in Learning English by Using Blended Learning at the Tenth Grade of MTI Pasia in Academic Year 2019/2020

B. Population and Sample

The population and sample are necessary elements to get the data for the research. The population and sample of this research are:

1. Population

All of the elements are explained by the researcher in research are called population or it also called subjects in the research. Arikunto states that population is a set (or collection) of all elements processing one or more attributes of interest[18]. This, the population of this research is all of the tenth- grade students of MTI Pasia academic year 2019/2020, which consider of two

[17] L.R.Gay, *Educational Research, Competencies for Analysis and Application (Third edition)*,(Singapore: Publishing Company, 1990, Third Edition), p. 189
[18] Suharsimi arikunto, *Prosedur Penelitian*,(Jakarta:rineka cipta, 2006). 130

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classes. The total of the population is about 70 students. The total of the two classes showed by the table below:

Table 3.1: the totally of tenth- grade students of MTI Pasia

No	Class	Students
1.	X.a	35
2.	X.b	35
Total		68

Source: Staff administration of MTI Pasia

2. Sample

Based on the population that is shown on the table, the next step that should be done by the researcher was to choose the sample of the research. The sample is the process of selecting several individuals to study in such a way that the individual represents the large group of which they were selected.[19] There are some techniques to determine the sample in this research. In this descriptive research, the researcher uses total sampling.

According to Arikunto, he states that the total sampling technique which is used by the researcher totally to give the same

[19] L. R Gay , *Educational Research: Competencies for Analysis and Application 6 th edition*,(New Jersey: Prentice Hall, 2000) p. 121

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chance and rights for the subjects who the samples can be taken.[20] Arikunto also states that if the research population less than one hundred respondents, it will take all of the respondents as the sample. In the other case, if the research has more than one hundred respondents, 10% to 25% can be taken as the sample by the researcher.[21] So, the researcher takes all of the students as the sample.

C. Instrumentation

The research instrument plays an important role to collect data.

1. Questionnaire

This research used the questionnaire as the instrument to collect the data from the sample. This questionnaire uses to support students' achievement in learning English by using blended learning. The result percentage questionnaire- based students' statements. According to Gay, descriptive data are usually collected is through a questionnaire survey or observation.[22] It means that the questionnaire that can be used to

[20] Suharsimi arikunto, *Prosedur Penelitian;Suatu Pendekatan Praktik*, (Jakarta: Rineka Cipta,2013) p. 174

[21] Suharsimi arikunto, *Prosedur Penelitian;Suatu Pendekatan Praktik Edisi Revisi IV*, (Jakarta: Rineka cipta, 2013)p. 120

[22] L.R.Gay, *Educational Research,,,,,,,,,,,,p*

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collect data on this research is descriptive quantitative research. The instrument which is used in this research is the instrumentation is arranged to know support about students' achievement in learning English by using blended learning.

To avoid misunderstanding and to make it clear, the researcher decides to make a questionnaire in Indonesian statements. It is expected that the students as the sample will give a spontaneous and accurate answer. It also makes the researcher is easier in analyzing the data. The questionnaire was used the Likert scale (always score 5, often score 4, sometimes score 3, seldom score 2 and never score 1). The researcher uses validity to test the list of questionnaire items. The purposes of the validity focus on the content and instrument function.[23] This questionnaire is analyzed by using judgment experts.[24] In this case, the researcher makes the instrument that is a questionnaire about the aspect would be measured then it is consulted with the expert.

2. Documentation

The other instrument used is documentation. These

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[24] L R Gay Educational Research, competencies of analysis and application (New York Merrill Publishing 1990, p 129

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documents use to find out the level of Students' Achievement in Learning English by Using Blended Learning at the Tenth Grade of MTI Pasia in Academic Year 2019/2020. Documentation is a technique of data collection by using document. According to Burhan, documentation is a technique of collecting and analyzing the documents, such as letters, diaries, souvenir, reports, etc.[25] Moreover, Arikunto states that documentation is searched the data about circumstances or variable which is alike notes, transcripts, books, newspaper, magazine, parasite, meeting notes, logger, diaries, and etc.[26] Based on the explanation above, the researcher calculated the students' results score English after using Blended Learning. The purpose of documentation is to find out the level of Students' Achievement in Learning English by Using Blended Learning at the Tenth Grade of MTI Pasia in Academic Year 2019/2020.

D. The technique of Data Collection

The data in this research would be collected through questionnaires and documentation. To collect the data of this research, the researcher prepares:

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[25] Burhan Bungin, *Penelitian Kualitatif*, (Jakarta : Kencana Prenada Media Group, 2010) p. 121- 122

[26] Suharsimi Arikunto, *Prosedur Penelitian : Suatu Pendekatan Praktek*, (Jakarta : Rineka Cipta, 1998) p. 236

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1. Questionnaire

The researcher uses the close questionnaire as the instrument to collect the data from the sample. According to Gay, descriptive data are usually collected is through a questionnaire survey or observation.[27] It means that the questionnaire that can be used to collect data on this research is descriptive quantitative research. The instrument which is used in this research is the instrumentation is arranged to find out the level Students' Achievement in Learning English by Using Blended Learning at the Tenth Grade of MTI Pasia in Academic Year 2019/2020.

To avoid misunderstanding and to make it clear, the researcher decides to make a questionnaire in Indonesian statements. It was expected that the students as the sample will give a spontaneous and accurate answer. It also makes the researcher is easier in analyzing the data. The questionnaire was used the Likert scale (always score 5, often score 4, sometimes score 3, seldom score 2 and never score 1).

Table 3.2 Likert Scale

Likert Scale	Code	Score
Always	SL	5
Often	SR	4

[27] L.R.Gay, *Educational Research,,,,,,,,,,,,p*

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Sometimes	KD	3
Seldom	JR	2
Never	TP	1

Source: Sugiyono

The researcher uses validity to test the list of questionnaire items. The purposes of the validity focus on the content and instrument function. This questionnaire is analyzed by using judgment experts.[28] In this case, the researcher makes the instrument that is a questionnaire about the aspect would be measured then it is consulted with the expert.

2. Documentation

The data would be collected through test results in X class that the teacher gives after using blended learning. The researcher asks the data of students' test results to the teacher and the test result would be collected through the English test result after Learning toward blended learning by the teacher.

E. The technique of Data Analysis

In analyzing the data, the researcher used descriptive analysis. In this technique, the data researcher analyzes several steps:

[28] L R Gay Educational Research, competencies of analysis and application (New York Merrill Publishing 1990, p 129

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1. Questionnaire

The questionnaire is an instrument in collecting data or information about the students' reading interest. The questionnaire consisted of 12 list question items that collected data of the researcher by distributing the questionnaire to the students who had been filled by the X class to get their perception toward the statements given. The questionnaire was made by the researcher by using a closed questionnaire type. It means, the respondents only answered based on the available responses. The questionnaire is written based on the indicators that were students' learning activity by using blended learning. To avoid the miss understanding and to make it clear for them, the researcher considers making the questionnaire in Indonesian. It is expected that the students as a sample would give a more spontaneous and accurate answer. The researcher uses construct validity and empirical validity to test the list of questionnaire items.

The researcher already used several steps in arranging the instrumentation of the questionnaire. The steps were states by Margono:

1. Analyzing the research's variable. The researcher uses the theories of variables used in the research to make the sub variable and indicators in gaining the data. It means the

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variables of this research were the students' interest in reading a variable that would be measured by using a questionnaire.

2. Deciding kinds of instrumentation that would be used to measure variable, sub variable, and indicators.

3. Creating items or instrument of a questionnaire that related to the variable which would be measured.

4. Testing the validity and reliability of the items by distributing the questionnaire to the respondents who had the same level. It is done because the characteristic of a good instrument is the existence of validity and reliability.[29]

5. Revising the instrument based on the result of the instrument's test. If some items were not valid or reliable, it should be repaired or deleted.

6. The students' percentage is arranged into the diagram of rating quality percentage.

7. Then, the mean of percentage is arranged into the table of the rating scale. As the result, the researcher uses a rating scale to arrange the level of effectiveness. The researcher will give the interpretation of the result by using the table, which described

[29] Margono, *Metodologi Penelitian Pendidikan,* (Jakarta: Rineka Cipta, 2003), p.157

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as below :

Table 3.3 : The Data Interpretation

Percentage of Rating Scale	Rating Quality
72% — 85%	Very good
58% — 71%	Good
44% — 57%	Sufficiently
30% — 43%	Bad
17% — 29%	Failed

Source: Suharsimi Arikunto

2. **Document Analysis**

a. Collect the students' learning activity worksheet after scoring by the teacher.

b. Analyze the students' scores by using SPSS- 19

c. Put the score into the distribution table.

d. After getting the percentage of the data, the researcher will determine the mean, of the result from the percentage of each item. To find the mean, of the percentage, the researcher will use the formula:

$$\text{Mean: } \bar{x}: \frac{\sum Fx}{n}$$

[30] Riduwan. Sunarto, *Pengantar Statistika untuk Penelitian Pendidikan, Sosial,*

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e. The mean score was arranged into the table of the rating scale. As the result, the researcher uses a rating scale to arrange the level of students' achievement. The researcher will give an interpretation of the result by using the table, which described as below :

Table 3.4 : The Data Interpretation

Number	Category	Interpretation
72% — 85%	A	Very good
58% — 71%	B	Good
44% — 57%	C	Sufficient
30% — 43%	D	Low
17% — 29%	E	Failed

Source:Suharsimi, Arikunto, *Dasar- Dasar Evaluasi Pendidikan*

f. The researcher makes the conclusion based on the test result of students' answers and what percentage and what rating quality of students' achievement by using blended learning.

Ekonomi, Komunikasi, dan Bisnis, (Bandung : Alfabeta, 2007) p. 39

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CHAPTER IV

FINDINGS AND DISCUSSION

In this chapter, the results of the study are presented. The chapter was divided into two main sections; they are findings of the research and the discussion of the research. The findings presented the result of data analysis collected through a questionnaire about students' Achievement

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in Learning English by Using Blended Learning at the Tenth Grade of MTI Pasia in Academic Year 2019/2020. The discussion deals with the interpretation of the findings in the research.

A. FINDINGS

This research used descriptive quantitative. The data was collected from the tenth grade of students' MTI Pasia in the academic year 2020/2020. There were 70 students as population and all of the students of the tenth grade as the sample. The data was in form of a close questionnaire and supported by students' score tests. In distributing the questionnaire and students' score test, the researcher gave an explanation and time to answer the questions honestly. It is about To find out the level students' Achievement in Learning English by Using Blended Learning at the Tenth Grade of MTI Pasia in Academic Year 2019/2020. In conclusion, the data from the questionnaire and students' score test was analyzed to answer the research question.

As stated in the technique of data analysis in chapter III, the procedures that were used by the researcher after collecting the data through questionnaires were calculated the percentage of the data and finding mean of percentage and support by using the students' score test, then made explanation and conclusion. After collecting the data from the questionnaire. The researcher identified and classified

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level students' Achievement in Learning English by Using Blended Learning at the Tenth Grade of MTI Pasia in Academic Year 2019/2020 with a high mean percentage. Thus, the researcher could found level students' Achievement in Learning English by Using Blended Learning at the Tenth Grade of MTI Pasia in Academic Year 2019/2020.

1. Description of the data

In describing and interpreting the data. The researcher used a certain formula suggested by Sudjono to find the percentage and mean of every item by calculating the student's answer that suggested by Subanais $= \frac{x}{n}$. The description of the data about student's motivation in speaking skill in the fourth semester in IAIN Bukittinggi is as follows:

1) Questionnaire

Table 4.1
The Description of Data Frequency Questionnaire.

No	Statements	Descriptions					N
		Always	Often	Sometimes	Seldom	Never	
		5	4	3	2	1	
1	*Guru meminta kami untuk belajar melalui blended learning*	1	5	45	19	0	70
2	*Guru mereview materi pembelajaran*	13	25	25	7	0	70

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3	*Guru mengajarkan materi dengan tatap muka melalui blended learning*	1	5	45	19	0	70
4	*Saya senang belajar dan berbicara bahasa inggris melalui blended learning*	9	16	34	11	0	70
5	*Belajar melalui blended learning lebih effektif daripada pembelajaran biasanya*	12	15	35	8	0	70
6	*Saya menunjukkan prestasi kepada guru dan teman*	2	5	48	15	0	70
7	*Guru mengatur siswa di kelas dan menginstruksikan siswa untuk menangani masalah yang dihadapi di tahap sebelumnya*	8	16	32	14	0	70
8	*Guru mengevaluasi proses siswa dalam belajar*	18	17	22	13	0	70
9	*Belajar bahasa Inggris dengan menggunakan blended learning dapat meningkatkan interaksi, kinerja, dan partisipasi saya.*	5	3	48	14	0	70
10	*Belajar bahasa Inggris dengan menggunakan blended learning dapat mengembangkan kemandiria saya.*	1	31	26	12	0	70
11	*Belajar bahasa Inggris dengan menggunakan blended learning dapat menghemat waktu.*	13	27	22	8	0	70
12	*Belajar bahasa Inggris dengan menggunakan blended learning dapat memotivasi saya*	9	9	43	9	0	70
13	*Belajar bahasa Inggris dengan menggunakan blended learning meningkatkan hasil belajar saya.*	9	12	40	9	0	70

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14	*Belajar bahasa Inggris dengan menggunakan blended learning mengurangi biaya pengiriman instruksional*	16	8	35	11	0	70
15	*Pembelajaran bahasa Inggris dengan menggunakan blended learning memaksimalkan ruang kelas*	15	14	30	11	0	70
16	*Pembelajaran bahasa Inggris dengan menggunakan blended learning mengurangi jumlah ruang kelas yang penuh sesak*	17	14	30	9	0	70
17	*Belajar bahasa Inggris dengan menggunakan blended learning dapat mengurangi biaya kertas dan fotokopi*	36	14	18	2	0	70

Based on the data of the table above. It shows that 17 statements were answered by 70 students in the sample. One statement consists of 5 possible answers. They are; *always, often, sometimes, seldom, and never*. Besides, based on the theories' blended learning. The researcher made 17 statements in the questionnaire.

2) Students' English achievement score

This part is focused on the data description. The data was collected from the students' English achievement scores when they were taught toward blended learning at the tenth

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grade of MTI Pasia in Academic Year 2019- 2020 was described by the researcher. It can be divided into two classes as described in the following table:

Table 4.1
The Description of Students' English achievement scores in X^A and X^B class

No	Class	Score	No	Class	Score
1	X^A	53	1	X^B	67
2	X^A	77	2	X^B	63
3	X^A	43	3	X^B	87
4	X^A	60	4	X^B	63
5	X^A	67	5	X^B	43
6	X^A	100	6	X^B	67
7	X^A	57	7	X^B	73
8	X^A	77	8	X^B	77
9	X^A	83	9	X^B	80
10	X^A	60	10	X^B	73
11	X^A	57	11	X^B	53
12	X^A	60	12	X^B	80
13	X^A	73	13	X^B	63
14	X^A	93	14	X^B	83
15	X^A	33	15	X^B	73

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16	X^A	83	16	X^B	77
17	X^A	63	17	X^B	83
18	X^A	53	18	X^B	63
19	X^A	83	19	X^B	80
20	X^A	67	20	X^B	77
21	X^A	73	21	X^B	80
22	X^A	57	22	X^B	100
23	X^A	73	23	X^B	83
24	X^A	87	24	X^B	93
25	X^A	60	25	X^B	80
26	X^A	80	26	X^B	83
27	X^A	87	27	X^B	53
28	X^A	67	28	X^B	73
29	X^A	73	29	X^B	77
30	X^A	80	30	X^B	73
31	X^A	87	31	X^B	53
32	X^A	67	32	X^B	73
33	X^A	73	33	X^B	73
34	X^A	57	34	X^B	63
35	X^A	63	35	X^B	90

The table above showed the students' English achievement scores when they were taught toward blended learning at the tenth grade of MTI Pasia in Academic Year 2019- 2020.

2. The Analysis of Data

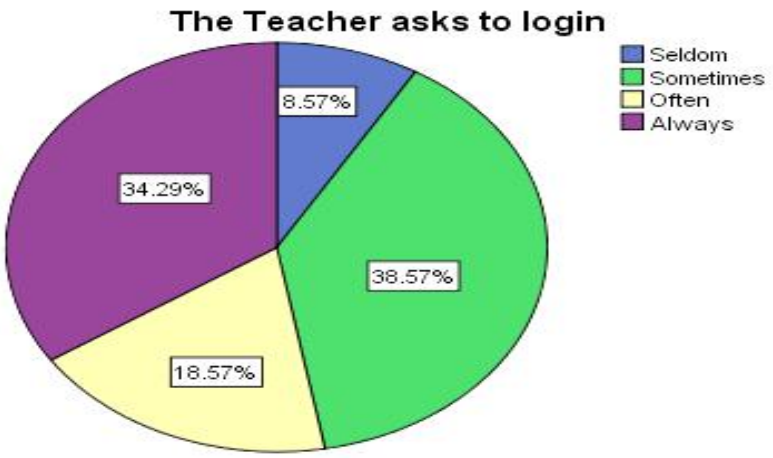
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1) Questionnaire

Based on the data questionnaire, there are 17 statements. The first table below is about the mean percentage of The Teacher asks to login. It can be seen in the following table.

Table. 4.2
The Mean of The Teacher asks to login
The Teacher asks to login

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Seldom	6	8.6	8.6	8.6
	Sometimes	27	38.6	38.6	47.1
	Often	13	18.6	18.6	65.7
	Always	24	34.3	34.3	100.0
	Total	70	100.0	100.0	



The above table and diagram show that one statement consists of 5 answers, they are; *always, often, sometimes, seldom, and never*. From the table above can be seen that the

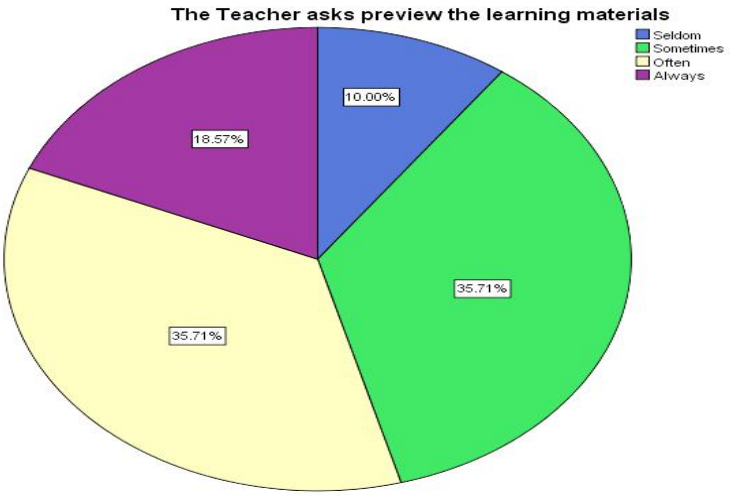
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mean percentage of each answer. *Always* gets 34.3%, *often* gets 18.6%, *sometimes* gets 38.6%, *seldom* gets 8.6% and *never* gets 0%. The highest mean percentage of all the answers was *sometimes* which has the highest 38.6%.

The second table is about the mean percentage of The Teacher asks to preview the learning materials. The mean percentage can be seen in the table below.

Table. 4.3
The Teacher asks to preview the learning materials

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Seldom	7	10.0	10.0	10.0
	Sometimes	25	35.7	35.7	45.7
	Often	25	35.7	35.7	81.4
	Always	13	18.6	18.6	100.0
	Total	70	100.0	100.0	



The above table and diagram show that one statement consists of 5 answers, they are; *always, often, sometimes,*

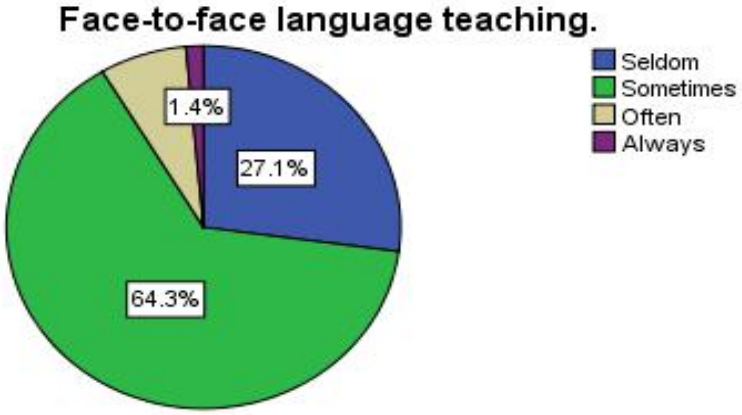
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seldom, and never. From the table above can be seen that the mean percentage of each answer. *Always* gets 18.6 %, *often* gets 35.7%, *sometimes* gets 35.7%, *seldom* gets 10.0 % and *never* gets 0%. The highest mean percentage of all the answers was *sometimes and often* which has the highest 35.7%.

The third table is about the mean percentage of face- to - face language teaching. The mean percentage can be seen in the table below.

Table. 4.4
Face- to- face language teaching.

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Seldom	19	27.1	27.1	27.1
	Sometimes	45	64.3	64.3	91.4
	Often	5	7.1	7.1	98.6
	Always	1	1.4	1.4	100.0
	Total	70	100.0	100.0	



The above table and diagram show that one statement

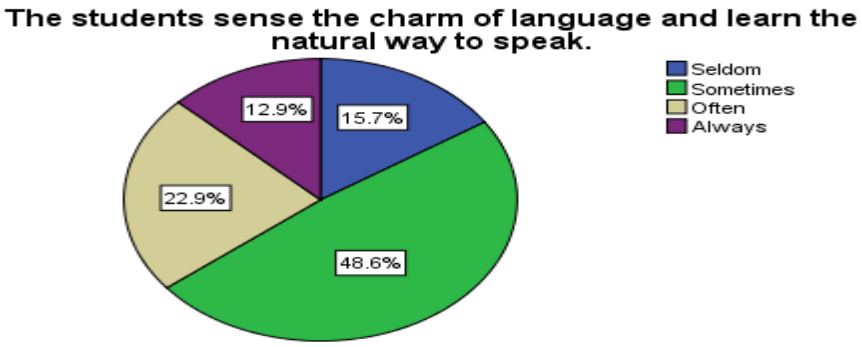
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consists of 5 answers, they are; *always, often, sometimes, seldom, and never*. From the table above can be seen that the mean percentage of each answer. *Always* gets 1.4%, *often* gets 7.1%, *sometimes* gets 64.3%, *seldom* gets 27.1% and *never* gets 0%. The highest mean percentage of all the answers was *sometimes* which has the highest 64.3%.

The fourth table is about the mean percentage of the students sense the charm of language and learn the natural way to speak. The mean percentage can be seen in the table below.

Table. 4.5 The students sense the charm of language and learn the natural way to speak.

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Seldom	11	15.7	15.7	15.7
	Sometimes	34	48.6	48.6	64.3
	Often	16	22.9	22.9	87.1
	Always	9	12.9	12.9	100.0
	Total	70	100.0	100.0	



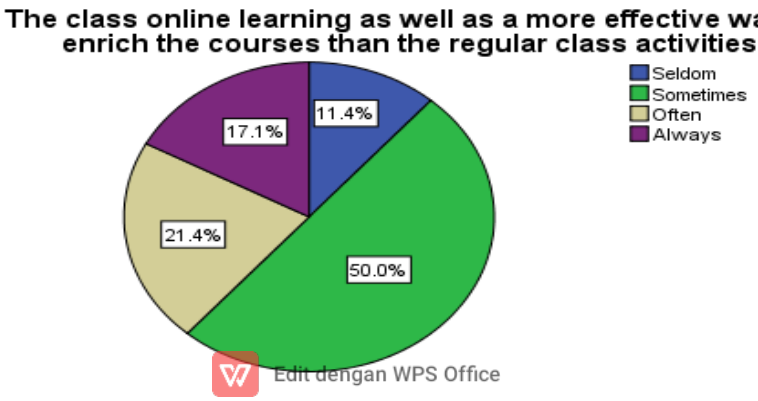
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The above table and diagram show that one statement consists of 5 answers, they are; *always, often, sometimes, seldom, and never*. From the table above can be seen that the mean percentage of each answer. *Always* gets 12.9%, *often* gets 22.9%, *sometimes* gets 48.6%, *seldom* gets 15.7% and *never* gets 0%. The highest mean percentage of all the answers was *sometimes* which has the highest 48.6%.

The fifth table is about the mean percentage of the class online learning as well as a more effective way to enrich the courses than the regular class activities. The mean percentage can be seen in the table below.

Table. 4.6
The class online learning as well as a more effective way to enrich the courses than the regular class activities.

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Seldom	8	11.4	11.4	11.4
	Sometimes	35	50.0	50.0	61.4
	Often	15	21.4	21.4	82.9
	Always	12	17.1	17.1	100.0
	Total	70	100.0	100.0	



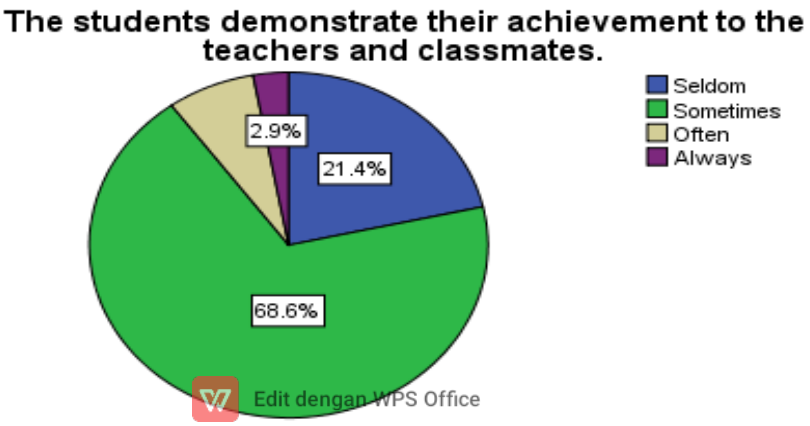
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The above table and diagram show that one statement consists of 5 answers, they are; *always, often, sometimes, seldom, and never*. From the table above can be seen that the mean percentage of each answer. *Always* gets 17.1%, *often* gets 21.4%, *sometimes* gets 50.0%, *seldom* gets 11.4% and *never* gets 0%. The highest mean percentage of all the answers was *sometimes* which has the highest 50.0%.

The sixth table is about the mean percentage of the students demonstrate their achievement to the teachers and classmates. The mean percentage can be seen in the table below

Table. 4.7
The students demonstrate their achievement to the teachers and classmates.

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Seldom	15	21.4	21.4	21.4
	Sometimes	48	68.6	68.6	90.0
	Often	5	7.1	7.1	97.1
	Always	2	2.9	2.9	100.0
	Total	70	100.0	100.0	



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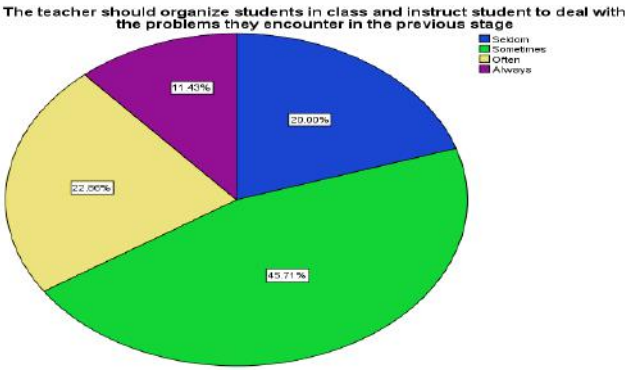
The above table and diagram show that one statement consists of 5 answers, they are; *always, often, sometimes, seldom, and never*. From the table above can be seen that the mean percentage of each answer. *Always* gets 2.9%, *often* gets 7.1%, *sometimes* gets 68.6%, *seldom* gets 21.4% and *never* gets 0%. The highest mean percentage of all the answers was *sometimes* which has the highest 68.6%.

The seventh table is about the mean percentage of the teacher should organize students in class and instruct the student to deal with the problems they encounter in the previous stage. The mean percentage can be seen in the table below

Table. 4.8 The teacher should organize students in class and instruct the student to deal with the problems they encounter in the previous stage

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Seldom	14	20.0	20.0	20.0
	Sometimes	32	45.7	45.7	65.7
	Often	16	22.9	22.9	88.6
	Always	8	11.4	11.4	100.0
	Total	70	100.0	100.0	

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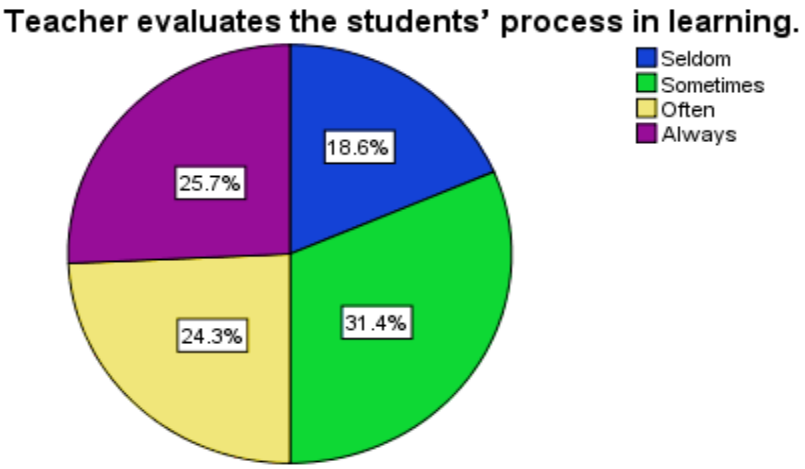
The above table and diagram show that one statement consists of 5 answers, they are; *always, often, sometimes, seldom, and never*. From the table above can be seen that the mean percentage of each answer. *Always* gets 11.4%, *often* gets 22.9%, *sometimes* gets 45.7%, *seldom* gets 20.0% and *never* gets 0%. The highest mean percentage of all the answers was *sometimes* which has the highest 45.7%.

The eighth table is about the mean percentage of teachers evaluates the students' process in learning. The mean percentage can be seen in the table below;

Table. 4.9 : The teacher evaluates the students' process in learning.

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Seldom	13	18.6	18.6	18.6
	Sometimes	22	31.4	31.4	50.0
	Often	17	24.3	24.3	74.3
	Always	18	25.7	25.7	100.0
	Total	70	100.0	100.0	

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The above table and diagram show that one statement consists of 5 answers, they are; *always, often, sometimes, seldom, and never*. From the table above can be seen that the mean percentage of each answer. *Always* gets 25.7%, *often* gets 24.3%, *sometimes* gets 31.4%, *seldom* gets 18.6% and *never* gets 0%. The highest mean percentage of all the answers was *sometimes* which has the highest 31.4%.

The ninth table is about the mean percentage of learning English by using blended learning can be Increasing students' interaction, performance, and participation. The mean percentage can be seen in the table below

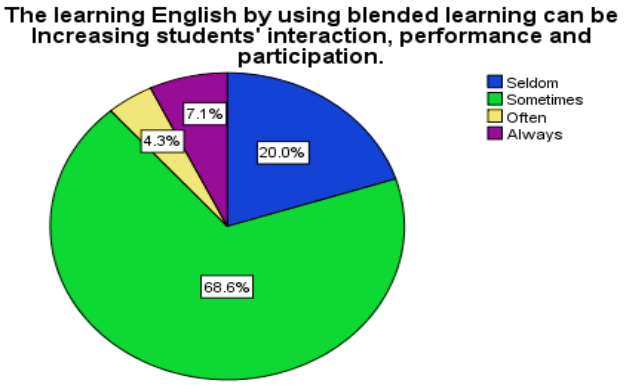
Table. 4.10 : Learning English by using blended learning can be Increasing students' interaction, performance, and participation.

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Seldom	14	20.0	20.0	20.0

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Table. 4.10 : Learning English by using blended learning can be Increasing students' interaction, performance, and participation.

Sometimes	48	68.6	68.6	88.6
Often	3	4.3	4.3	92.9
Always	5	7.1	7.1	100.0
Total	70	100.0	100.0	



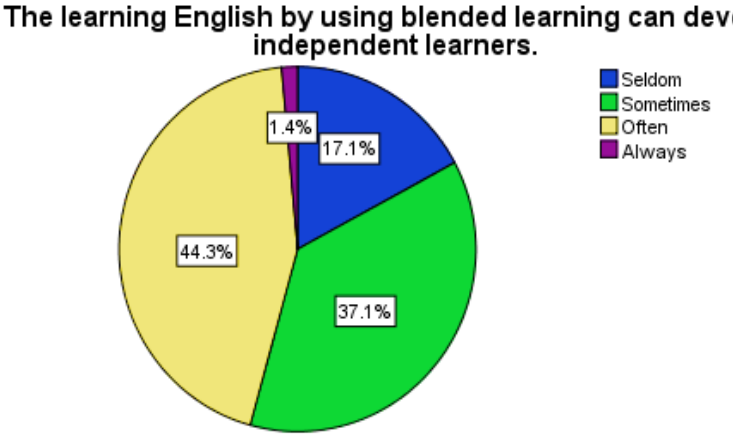
The above table and diagram show that one statement consists of 5 answers, they are; *always, often, sometimes, seldom, and never*. From the table above can be seen that the mean percentage of each answer. *Always* gets 7.1%, *often* gets 4.3%, *sometimes* gets 68.6%, *seldom* gets 20.0% and *never* gets 0%. The highest mean percentage of all the answers was *sometimes* which has the highest 68.6%.

The tenth table is about the mean percentage of learning English by using blended learning can develop independent learners. The mean percentage can be seen in the table below

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Table. 4.11
The learning English by using blended learning can develop independent learners.

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Seldom	12	17.1	17.1	17.1
	Sometimes	26	37.1	37.1	54.3
	Often	31	44.3	44.3	98.6
	Always	1	1.4	1.4	100.0
	Total	70	100.0	100.0	



The above table and diagram show that one statement consists of 5 answers, they are; *always, often, sometimes, seldom, and never*. From the table above can be seen that the mean percentage of each answer. *Always* gets 1.4%, *often* gets 44.3%, *sometimes* gets 37.1%, *seldom* gets 17.1% and *never* gets 0%. The highest mean percentage of all the answers was *often* which has the highest 44.3%.

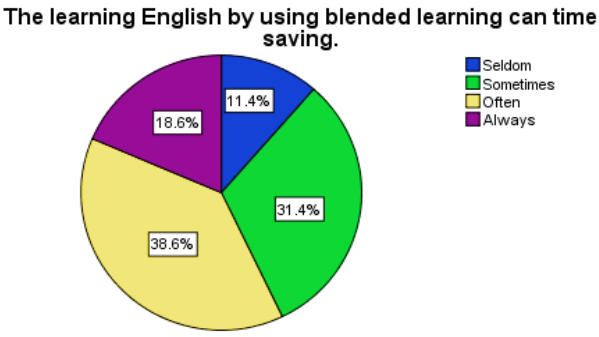
The eleventh table is about the mean percentage of learning English by using blended learning that can time saving.

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The mean percentage can be seen in the table below

Table. 4.12
Learning English by using blended learning can time saving.

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Seldom	8	11.4	11.4	11.4
	Sometimes	22	31.4	31.4	42.9
	Often	27	38.6	38.6	81.4
	Always	13	18.6	18.6	100.0
	Total	70	100.0	100.0	



The above table and diagram show that one statement consists of 5 answers, they are; *always, often, sometimes, seldom, and never*. From the table above can be seen that the mean percentage of each answer. *Always* gets 18.6%, *often* gets 38.6%, *sometimes* gets 31.4%, *seldom* gets 11.4% and *never* gets 0%. The highest mean percentage of all the answers was *often* which has the highest 38.6%.

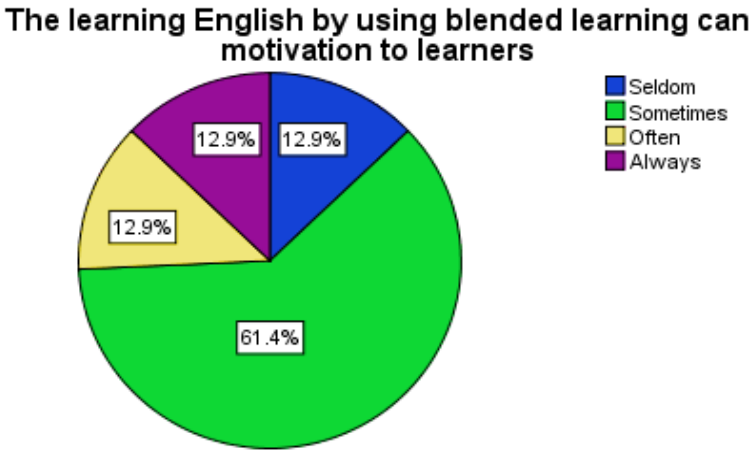
The twelfth table is about the mean percentage of

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learning English by using blended learning can motivation to learners. The mean percentage can be seen in the table below

Table. 4.13
The learning English by using blended learning can motivation to learners

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Seldom	9	12.9	12.9	12.9
	Sometimes	43	61.4	61.4	74.3
	Often	9	12.9	12.9	87.1
	Always	9	12.9	12.9	100.0
	Total	70	100.0	100.0	



The above table and diagram show that one statement consists of 5 answers, they are; *always, often, sometimes, seldom, and never*. From the table above can be seen that the mean percentage of each answer. *Always* gets 12.9%, *often* gets 12.9%, *sometimes* gets 61.4%, *seldom* gets 12.9% and *never* gets 0%. The highest mean percentage of all the answers

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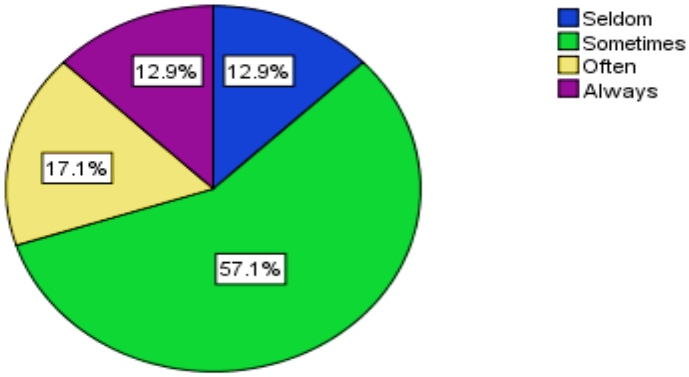
was *sometimes* which has the highest 61.4%.

The thirteenth table is about the mean percentage of learning English by using blended learning increasing student learning outcomes. The mean percentage can be seen in the table below

Table. 4.14
Learning English by using blended learning increases student learning outcomes.

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Seldom	9	12.9	12.9	12.9
	Sometimes	40	57.1	57.1	70.0
	Often	12	17.1	17.1	87.1
	Always	9	12.9	12.9	100.0
	Total	70	100.0	100.0	

The learning English by using blended learning increasing student learning outcomes.



The above table and diagram show that one statement consists of 5 answers, they are; *always, often, sometimes, seldom, and never*. From the table above can be seen that the mean percentage of each answer. *Always* gets 12.9%, *often*

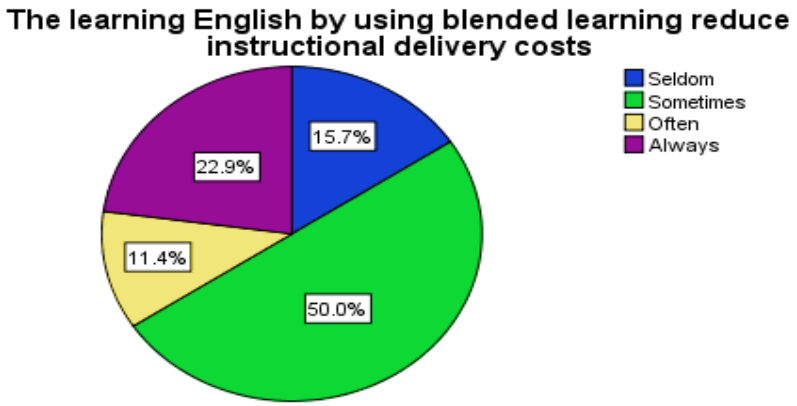
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gets 17.1%, *sometimes* gets 57.1%, *seldom* gets 12.9% and *never* gets 0%. The highest mean percentage of all the answers was *sometimes* which has the highest 57.1%.

The fourteenth table is about the mean percentage of learning English by using blended learning to reduce instructional delivery costs. The mean percentage can be seen in the table below:

Table. 4.15
The learning English by using blended learning reduce instructional delivery costs

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Seldom	11	15.7	15.7	15.7
	Sometimes	35	50.0	50.0	65.7
	Often	8	11.4	11.4	77.1
	Always	16	22.9	22.9	100.0
	Total	70	100.0	100.0	



The above table and diagram show that one statement consists of 5 answers, they are; *always, often, sometimes,*

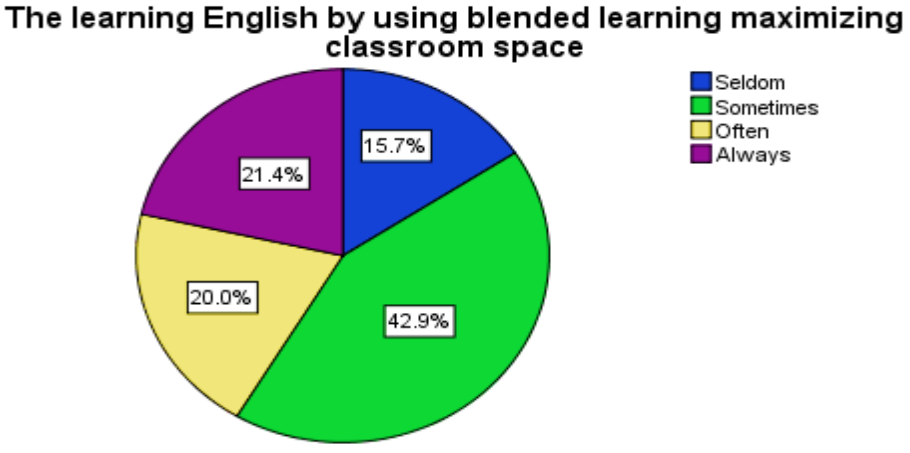
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seldom, and never. From the table above can be seen that the mean percentage of each answer. *Always* gets 22.9%, *often* gets 11.4%, *sometimes* gets 50.0%, *seldom* gets 15.7% and *never* gets 0%. The highest mean percentage of all the answers was *sometimes* which has the highest 38.6%.

The fifteenth table is about the mean percentage of learning English by using blended learning maximizing classroom space. The mean percentage can be seen in the table below

Table. 4.16
The learning English by using blended learning maximizing classroom space

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Seldom	11	15.7	15.7	15.7
	Sometimes	30	42.9	42.9	58.6
	Often	14	20.0	20.0	78.6
	Always	15	21.4	21.4	100.0
	Total	70	100.0	100.0	



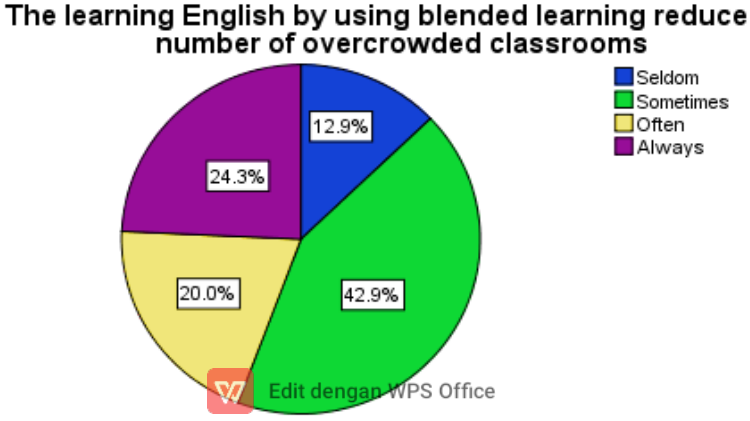
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The above table and diagram show that one statement consists of 5 answers, they are; *always, often, sometimes, seldom, and never*. From the table above can be seen that the mean percentage of each answer. *Always* gets 21.4%, *often* gets 20.0%, *sometimes* gets 42.9%, *seldom* gets 15.7% and *never* gets 0%. The highest mean percentage of all the answers was *sometimes* which has the highest 42.9%.

The sixteenth table is about the mean percentage of learning English by using blended learning to reduce the number of overcrowded classrooms. The mean percentage can be seen in the table below

Table. 4.17
The learning English by using blended learning reduce the number of overcrowded classrooms

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Seldom	9	12.9	12.9	12.9
	Sometimes	30	42.9	42.9	55.7
	Often	14	20.0	20.0	75.7
	Always	17	24.3	24.3	100.0
	Total	70	100.0	100.0	

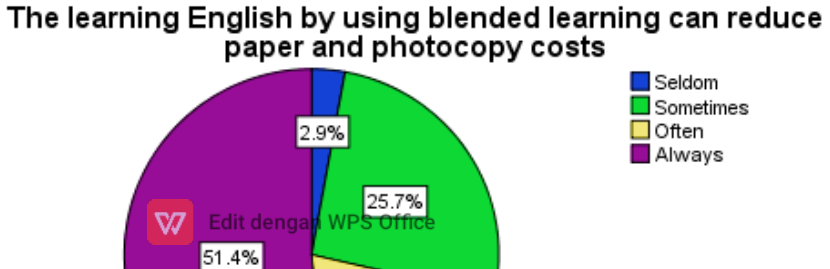


The above table and diagram show that one statement consists of 5 answers, they are; *always, often, sometimes, seldom, and never*. From the table above can be seen that the mean percentage of each answer. *Always* gets 24.3%, *often* gets 20.0%, *sometimes* gets 42.9%, *seldom* gets 12.9% and *never* gets 0%. The highest mean percentage of all the answers was *sometimes* which has the highest 42.9%.

The seventeenth table is about the mean percentage of learning English by using blended learning can reduce paper and photocopy costs. The mean percentage can be seen in the table below

Table. 4.18
The learning English by using blended learning can reduce paper and photocopy costs

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Seldom	2	2.9	2.9	2.9
	Sometimes	18	25.7	25.7	28.6
	Often	14	20.0	20.0	48.6
	Always	36	51.4	51.4	100.0
	Total	70	100.0	100.0	



The above table and diagram show that one statement consists of 5 answers, they are; *always, often, sometimes, seldom, and never*. From the table above can be seen that the mean percentage of each answer. *Always* gets 51.4%, *often* gets 20.0%, *sometimes* gets 25.7%, *seldom* gets 2.9% and *never* gets 0%. The highest mean percentage of all the answers was *always* which has the highest 51.4%.

Based explanations above, the researcher calculated the mean percentage of all of the items students' achievement in learning English by using blended learning by the following table:

Table. 4.19
The Mean of Percentage of Students' Achievement in Learning English by Using Blended Learning

No	Statements	Descriptions					N	Score	Mean	TCR (%)	Category
		Always	Often	Sometimes	Seldom	Never					
		5	4	3	2	1					
1	1	1	5	45	19	0	70	198	3	56.6%	Sufficiently

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2	2	13	25	25	7	0	70	254	4	72.6%	Good
3	3	1	5	45	19	0	70	198	3	56.6%	Sufficiently
4	4	9	16	34	11	0	70	233	3	66.6%	Good
5	5	12	15	35	8	0	70	241	3	68.9%	Good
6	6	2	5	48	15	0	70	204	3	58.3%	Good
7	7	8	16	32	14	0	70	228	3	65.1%	Good
8	8	18	17	22	13	0	70	250	4	71.4%	Good
9	9	5	3	48	14	0	70	209	3	59.7%	Good
10	10	1	31	26	12	0	70	231	3	66.0%	Good
11	11	13	27	22	8	0	70	255	4	72.9%	Good
12	12	9	9	43	9	0	70	228	3	65.1%	Good
13	13	9	12	40	9	0	70	231	3	66.0%	Good
14	14	16	8	35	11	0	70	239	3	68.3%	Good
15	15	15	14	30	11	0	70	243	3	69.4%	Good
16	16	17	14	30	9	0	70	249	4	71.1%	Good
17	17	36	14	18	2	0	70	294	4	84.0%	Very good
Total										**1139**	
Mean										**67%**	Good

Based on the table mean percentage of Students' Achievement in Learning English by Using Blended Learning. In 17 statements, 2 statements with category sufficiently, 14 statements with category good, and one statement with category very good. The total percentage is 1139 and the mean percentage is (67%) with a good category. So, the mean percentage of Students' Achievement in Learning English by Using Blended Learning is (67%) with a good category.

2) Students' English achievement score

To analyse the data, the researcher explained the students' English achievement scores above one by one for

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each item and indicator of the research variable. Then, the researcher put the data into the table. After getting the frequency of the data, the researcher made into bar diagram and distribution table of students' vocabulary achievement scores. Furthermore, the researcher interpreted the data which was gotten based on the table of interpretation.

Students' English achievement score

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	33	1	1.4	1.4	1.4
	43	2	2.9	2.9	4.3
	53	5	7.1	7.1	11.4
	57	4	5.7	5.7	17.1
	60	4	5.7	5.7	22.9
	63	7	10.0	10.0	32.9
	67	6	8.6	8.6	41.4
	73	12	17.1	17.1	58.6
	77	6	8.6	8.6	67.1
	80	7	10.0	10.0	77.1
	83	7	10.0	10.0	87.1
	87	4	5.7	5.7	92.9
	90	1	1.4	1.4	94.3
	93	2	2.9	2.9	97.1
	100	2	2.9	2.9	100.0
	Total	70	100.0	100.0	

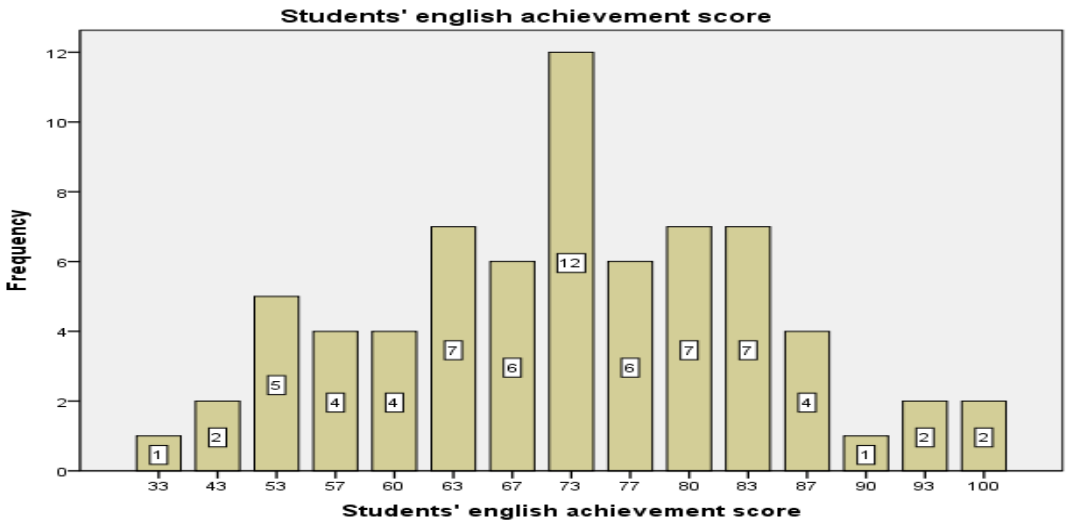
Statistics

Students' English achievement score

N	Valid	70
	Missing	0
Mean		71.40
Std. Error of Mean		1.596
Median		73.00
Mode		73
Std. Deviation		13.355
Variance		178.359
Range		67
Minimum		33
Maximum		100
Sum		4998

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The mean from the calculation above was 71.40 Mean is average from all of the scores. The frequencies of the data can be described in the following bar diagram:



The researcher interpreted the mean data percentage into rating quality that means percentage showed the percentage questionnaire was 67% in the range of 58% - 71% or was in a good category. Then it was supported by mean of students' English achievement score was 71.40 in the range of 58% - 71% or was in a good category. Finally, the findings had supported the theories and findings suggested by some experts and the researcher that were helped by descriptions of the questionnaire. It was implied in the findings that the students' Achievement in Learning English by Using Blended Learning is good.

B. Discussion

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As has been presented on findings, results in both questionnaires show that respondents had a positive perception towards the implementation BL in learning English. It can be seen from the result of questionnaires. Below were the detailed answers to the research questions. The answer to the first research question was the students' English achievement toward implementing Blended Learning at the tenth grade of MTI Pasia is positive. The positive response came from the students' perception of their feeling when receiving BL in their learning process. Based on the questionnaire most of the students are fine and even grateful when receiving blended. Moreover, they also got new experience in learning, because not just monotonous in face- to- face learning but also online learning.

Based on theories, Blended learning can improve science process skills and the learning achievement of students in plant tissue culture course. This is because it provides a lot of learning aids like images, animations, videos, texts, pictures, chat rooms, etc. Besides, it creates interaction among students. Finally, it supports constructive and the social learning experiences of students.[31] Online learning overlaps with the broader category of distance learning,

[31] Fauziyah Harahap, The Effect of Blended Learning on Student's Learning Achievement and Science Process Skills in Plant Tissue Culture Course. International Journal of Instruction January 2019 ● Vol.12, No.1 e- ISSN: 1308- 1470 www.e- iji.net p- ISSN: 1694- 609X pp. 521- 538. P. 522

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which encompasses earlier technologies such as correspondence courses, educational television, and videoconferencing.[32] Blended learning increases the learning effectiveness to a large degree, decreases the time environment required for training, decreases the training costs, allows the learner to study at his favorite time and place, allows for live interviews and discussions on the network, provides updated information suiting learners' need, and provides simulations, animations, practical events and exercises, and practical applications.[33] It means the school can apply it, learning overlaps with the broader category of distance learning, which encompasses earlier technologies such as correspondence courses, educational television, and videoconferencing.

Students also stated that perceive that presenting the learning in a blended format made it easy to follow and enhanced their learning. The online content was well illustrated and easy to understand and got the materials. The online activities increased interactions and were well framed concerning their objectives and duration. It is of importance that the intended learning objectives of the course correspond with the online activities to ensure a

[32]BARBARA MEANS, the Effectiveness of Online and Blended Learning: A Meta-Analysis of the Empirical Literature. P. 3

[33] Nisreen Saleh Khader Khader, the Effectiveness of Blended Learning in Improving Students' Achievement in Third Grade's Science in Bani Kenana. Journal of Education and Practice www.iiste.org. ISSN 2222- 1735 (Paper) ISSN 2222- 288X (Online) Vol.7, No.35, 2016 . p. 109

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connection between the two components.

The researcher can conclude from the above findings and theory that Blended Learning is a suitable applied in the classroom and outside of the classroom in teaching English at the tenth grade of MTI Pasia. The result of this research showed that blended learning influences on improving students' English achievement. Blended Learning is designed for giving students the ability to use the students' mobile phone or internet not only for chatting, streaming videos, playing the game but also using their phone or their internet to learn. They become addicted to learning more and increased students' English achievement. It can be proven, based on the mean data percentage into rating quality that means percentage showed the percentage was 67% in the range of 58% - 71% or was in a good category. Then, it was supported by mean of students' English achievement score was 71.40 in the range of 58% - 71% or was in a good category. Finally, the findings had supported the theories and findings suggested by some experts and the researchers that were helped by descriptions of the questionnaire. It was implied in the findings that the Students' Achievement in Learning English by Using Blended Learning is good.

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CHAPTER V

CONCLUSION AND SUGGESTION

This chapter presents the conclusions as well as a few suggestions for this study. Suggestions are taken based on findings and conclusions obtained in this research

A. Conclusion

Based on the findings and discussion that have been presented in the previous chapter. The researcher concluded that this research focuses on students' achievement in Learning English by Using Blended Learning at the Tenth Grade of MTI Pasia in Academic Year 2019/2020. The researcher assumed that the highest of mean data percentage into rating quality that the mean percentage showed the percentage was 67% in the range of 58% - 71% or was in a good category. Then, it was supported by mean of students' English achievement was 71.40 in the range of 58% - 71% or was in a good category. Finally, the findings had supported the theories and findings suggested by some experts and the researcher that were helped by descriptions of the questionnaire. It was implied in the findings that the Students' Achievement in Learning English by Using Blended

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Learning is a good category.

B. Suggestion

After doing the research and looking at the conclusion above, it is found that students' achievement in Learning English by Using Blended Learning at the Tenth Grade of MTI Pasia in Academic Year 2019/2020 is good. Those suggestions are proposed as follow:

1. For the Teacher or Lecturer

   In teaching/learning activity, especially in reading, the teacher or lecturer could give the materials using Blended Learning Model, in making it effective and efficient. Using this method is possible to make students using their phones not only for chatting, streaming videos, and playing games but also for using their phones to learn.

2. For the Next Researcher

   For the future researcher who needs to conduct similar research and subject teachers who wish to implement a blended learning model in their classes. Since this study was contributing technology and internet learning, the researcher should give more time in the trial the internet learning to students, because they

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would be more familiar with internet learning and minimize the technical problem.

3. This research is an input or consideration for many people especially those who concern in the English Department and other educational institutions.

4. Since this researcher was only beginning research, so it still needs more revision and following up the discussion.

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RESEARCH GUIDELINE

Variable	Sub Variable	Indicator	Descriptor	
The Blended Learning	1. The step of Blended Learning	1.1 Preview	1.1.1 The Teacher asks to login 1.1.2 Preview the learning materials	**The purpose of this research is: to find out the level Students' Achievement in Learning English by Using Blended Learning at the Tenth Grade of MTI**
		1.2 Class Activities	1.2.1 Face- to- face language teaching. 1.2.2 The students sense the charm of language and learn the natural way to speak.	
		1.3 Online Learning	1.3.1 The class online learning as well as a more effective way to enrich the courses than the regular class activities.	
		1.4 Class Learning and Feedbacks	1.4.1 The students demonstrate their achievement to the teachers and classmates. 1.4.2 The teachers should organize students in class and instruct the student to deal with the problems they encounter in the previous stage	

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		1.5 Assignments and Evaluation	1.5.1 The teacher evaluates the students' process of learning.	**Pasia in Academic Year 2019/2020**
	2. The Advantages of Blended Learning	2.1. Increasing students' interaction, performance, and participation	2.1.1 The learning English by using blended learning can be Increasing students' interaction, performance, and participation.	
		2.2. Developing independent learners, a source of instant feedback, time saving and motivation to learners	2.2.1 The learning English by using blended learning can develop independent learners. 2.2.2. The learning English by using blended learning can time saving. 2.2.3. The learning English by using blended learning can motivation to learners	
		2.3. Increasing student learning outcomes and	2.3.1. Learning English by using blended learning increases student learning outcomes. 2.3.2. The learning English by	

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		reduce instructional delivery costs.	using blended learning reduce instructional delivery costs	
		2.4. Maximizing classroom space and/or reduce the number of overcrowded classrooms.	2.4.1. The learning English by using blended learning maximizing classroom space and/or reduce the number of overcrowded classrooms	
		2.5. Reducing paper and photocopying costs.	2.5.1. The learning English by using blended learning can reduce paper and photocopy costs	

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RESEARCH INSTRUMENT GUIDELINE

Variable	Sub Variable	Indicator	Descriptor	Number of items	Total
The Blended Learning	3. The step of Blended Learning	1.1 Preview	1.1.1 The Teacher asks to login 1.1.2 The Teacher asks to preview the learning materials	1 and 2	17
		1.2 Class Activities	1.2.1 Face- to- face language teaching. 1.2.2 The students sense the charm of language and learn the natural way to speak.	3 and 4	
		1.3 Online Learning	1.3.1 The class online learning as well as a more effective way to enrich the courses than the regular class activities.	5	
		1.4 Class	1.4.1 The students demonstrate their achievement to the	6 and 7	

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		Learning and Feedbacks	teachers and classmates. 1.4.2 The teachers should organize students in class and instruct the student to deal with the problems they encounter in the previous stage		
		1.5 Assignments and Evaluation	1.5.1 The teacher evaluates the students' process of learning.	8	
	4. The Advantages of Blended Learning	4.1. Increasing students' interaction, performance, and participation	2.1.1 The learning English by using blended learning can be Increasing students' interaction, performance, and participation.	9	
		4.2. Developing independent learners, a source of	2.2.1 The learning English by using blended learning can develop independent learners. 2.2.2. The learning English by using blended learning can time saving.	10, 11 and 12	

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		instant feedback, time saving and motivation to learners	2.2.3. The learning English by using blended learning can motivation to learners		
		4.3. Increasing student learning outcomes and reduce instructional delivery costs.	4.3.1. Learning English by using blended learning increases student learning outcomes. 4.3.2. The learning English by using blended learning reduce instructional delivery costs	13 and 14	
		4.4. Maximizing classroom space and/or reduce the	4.4.1. The learning English by using blended learning maximizing classroom space 4.4.2. The learning English by using blended learning reduce the number of overcrowded classrooms	16	

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		number of overcrowded classrooms.			
		4.5. Reducing paper and photocopying costs.	4.5.1. The learning English by using blended learning can reduce paper and photocopy costs	17	

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ANGKET SISWA

Nama :
Kelas :

A. Pengantar
Berikanlah pendapat anda mengenai pembelajaran bahasa inggris menggunakan blended learning dengan memberikan jawaban anda yang sebenar- benarnya.

B. Petunjuk Pengisian Angket
1. Mulailah dengan membaca Basmallah
2. Bacalah pertanyaan di bawah ini kemudian pilihlah salah satu jawaban yang telah tersedia dengan memberikan tanda silang (X) atau ceklis (√), sesuai dengan keadaan yang sebenarnya.
3. Jawaban yang diberikan hanya untuk penelitian ilmiah saja.
4. Atas kesediaannya, saya ucapkan terima kasih.
5. Keterangan item :
   a. **SL = Selalu,** Jika banyak melakukannya, diberi skor **5**
   b. **SR = Sering,** Jika lebih banyak melakukannya dari pada tidak melakukan, diberi skor **4**
   c. **KD = Kadang- kadang,** Jika sama banyak melakukan dengan tidak melakukan, diberi skor **3**
   d. **JR = Jarang,** Jika lebih banyak tidak melakukannya dari pada melakukan, diberi skor **2**
   e. **TP = Tidak pernah,** Jika tidak pernah ada dilakukan, diberi skor **1**

No	Pernyataan	Keterangan				
		SL	SR	KD	JR	TP
1.	Guru meminta kami untuk belajar melalui *blended learning*					
2.	Guru mereview materi pembelajaran					
3.	Guru mengajarkan materi dengan tatap muka melalui *blended learning*					
4.	Saya senang belajar dan berbicara bahasa inggris melalui *blended learning*					
5.	Belajar melalui *blended learning* lebih effektif daripada pembelajaran biasanya					

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6.	Saya menunjukkan prestasi kepada para guru dan teman					
7.	Guru mengatur siswa di kelas dan menginstruksikan siswa untuk menangani masalah yang dihadapi di tahap sebelumnya					
8.	Guru mengevaluasi proses siswa dalam belajar					
9.	Belajar bahasa Inggris dengan menggunakan *blended learning* dapat meningkatkan interaksi, kinerja, dan partisipasi saya.					
10	Belajar bahasa Inggris dengan menggunakan *blended learning* dapat mengembangkan kemandiria saya.					
11.	Belajar bahasa Inggris dengan menggunakan *blended learning* dapat menghemat waktu.					
12.	Belajar bahasa Inggris dengan menggunakan *blended learning* dapat memotivasi saya					
13.	Belajar bahasa Inggris dengan menggunakan *blended learning* meningkatkan hasil belajar saya.					
14.	Belajar bahasa Inggris dengan menggunakan *blended learning* mengurangi biaya pengiriman instruksional					
15.	Pembelajaran bahasa Inggris dengan menggunakan *blended learning* memaksimalkan ruang kelas					
16	Pembelajaran bahasa Inggris dengan menggunakan *blended learning* mengurangi jumlah ruang kelas yang penuh sesak					
17.	Belajar bahasa Inggris dengan menggunakan *blended learning* dapat mengurangi biaya kertas dan fotokopi					

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