

THE INFLUENCE OF BLENDED LEARNING METHOD IN ENGLISH RECOUNT TEXT WRITING TO SENIOR HIGH SCHOOL STUDENTS

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ABSTRAK

Penelitian ini bertujuan untuk mengetahui pengaruh metode blended learning pada kompetensi siswa SMA dalam menulis teks recount dan untuk mengetahui persepsi mereka terhadap penerapan metode blended learning. Data diperoleh melalui pre-test, post-test, dan wawancara terbuka. Data kuantitatif dianalisis dengan menggunakan independent sample t-test, sedangkan data kualitatif yang diperoleh dari wawancara siswa dianalisis dengan menggunakan model interaktif analisis. Hasil analisis data kuantitatif menunjukkan bahwa ada pengaruh yang signifikan dari metode blended learning terhadap kemampuan siswa dalam menulis teks recount Bahasa Inggris siswa dengan ukuran efek yang besar (1.03). Berdasarkan wawancara yang telah dilakukan, ditemukan bahwa siswa memberikan tanggapan positif terhadap penerapan metode blended learning dalam pengajaran menulis teks recount. Dapat disimpulkan bahwa blended learning adalah metode yang efektif untuk mengajar menulis teks recount untuk sekolah menengah atas. Selanjutnya, peneliti lain diharapkan untuk memperluas variabel penelitian dan mengeksplorasi penerapan metode ini pada keterampilan bahasa Inggris yang berbeda.

Kata kunci: blended learning, teks recount bahasa Inggris, menulis, persepsi siswa

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ABSTRACT

This study aims at investigating the influence of blended learning method on senior high school students' competence in writing recount text and to know their perceptions toward the implementation of blended learning method. The design of the study was mixed methods research designs. The data were collected by using pre-test, post-test, and an open-ended interview. The quantitative data were analyzed by using independent sample t-test, while qualitative data obtained from interviewing students were analysed using interactive model analysis. The results of the quantitative data analysis showed that there was a significant effect of the blended learning method towards students' competence in English recount text writing with a large effect size (1.03). From the interviews, it was found that the students gave positive responses to the implementation of blended learning methods in teaching writing of recount text. It can be concluded that blended learning is an effective method for teaching writing recount text for senior high school. Furthermore, other researchers are expected to expand the research variable and explore the implementation of this method on different English skills.

Key words: blended learning, English recount text, writing, students' perceptions.