

**THE EFFECT OF BLENDED LEARNING MODEL WITH MOODLE ON
THE STUDENTS' WRITING ACHIEMENT**

SKRIPSI

*Submitted In Partical Fulfillment as the Requirement
for the Degree of Sarjana Pendidikan
English Education Program*

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ABSTRACT

Monalisa. 1502050010. The Effect of Blended Learning Model With Moodle on the Students' Writing Achievement. Skripsi: English Education Program, Faculty of Teacher Training and Education, University of Muhammadiyah Sumatera Utara, Medan, 2019.

The objective of this research was to investigate the effect of Blended Learning Model with Moodle on the students' writing achievement. It was applied by using experimental research design. This research was conducted at SMK Tritech Informatika on Jalan Bhayangkara No. 484 Kecamatan Medan Tembung. It was conducted at the eleventh grade students of the first semester at 2019/2020 academy year as the population and sample of this research. There were two parallel classes, which each class consisted of 18 students. So, the total population was 36 students. The data of research were obtained by giving test about writing news item text to the students. The research data were analyzed by using t-test to find out the significant effect of the model used. The result showed that there was difference on writing achievement between the students who were taught by Blended Learning Model and those who were taught by conventional method. It was proven by the value of t_{test} was 3.12 and t_{table} at the level of significance of 0.05 (1.690), it means that t_{test} (3.12) > t_{table} (1.690). Based on the research finding, it was concluded that the using of Blended Learning Model gave the significant effect on the students' writing achievement.

Key words: *students' achievement, Blended Learning model, writing*

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TABLE OF CONTENTS

ABSTRACT	i
ACKNOWLEDGMENTS	ii
TABLE OF CONTENTS.....	v
LIST OF TABLES	viii
LIST OF APPENDICES	ix
CHAPTER I INTRODUCTION.....	1
A. Background of the Study	1
B. Identification of the Problem.....	3
C. Scope and Limitation.....	4
D. Formulation of the Problem	4
E. Objectives of the Study.....	4
F. Significance of the Study	4
CHAPTER II REVIEW OF LITERATURE	6
A. Theoretical Framework	6
1. Achievement	6
2. Writing	7
2.1 Process of Writing.....	8
2.2 Parts of Writing	9
2.3 Kinds of Writing	11
2.4 Writing Assessment	12
3. News Item Text.....	14

4. Blended Learning Model.....	15
4.1 The Process Of Blended Learning Implementation	15
4.2 Advantages and Disadvantages of Blended Learning.....	18
5. MOODLE.....	19
B. Relevant Study	21
C. Conceptual Framework	23
D. Hypothesis.....	25
CHAPTER III METHOD OF RESEARCH	26
A. Location of the Research.....	26
B. Population and sample.....	26
C. Research Design	27
D. Instrument of the Research.....	28
E. Technique for Collecting data	28
F. Techniques of Data Analyzing.....	29
CHAPTER IV DATA AND DATA ANALYSIS	33
A. Data	33
B. Data Analysis	35
C. Hypothesis Test	38
D. Findings.....	44
CHAPTER V CONCLUSION AND SUGGESTION	45
A. Conclusion.....	45
B. Suggestion	45

REFERENCES

APPENDICES

LIST OF TABLES

Table 2.1. Five Aspect of Writing Assessment.....	13
Table 2.2. Chart of Conceptual Framework.....	24
Table 3.1. Population and Sample of Research	27
Table 3.2. Research Design.....	28
Table 4.1. The Result of Pre Test and Post Test in the Experimental Group.....	33
Table 4.2. The Result of Pre Test and Post Test in the Control Group	34
Table 4.3. Normality Data of PreTest and Post Test in the Experimental Group.	35
Table 4.4. Normality Data of PreTest and PostTest in the Control Group	36
Table 4.5. Homogeneity Data of PreTest and PostTest in the Experimental Group	37
Table 4.6. Homogeneity Data of PreTest and PostTest in the Control Group.....	38
Table 4.7. The Calculationof t-test in the Experimental Group	40
Table 4.8. The Calculationof t-test in the Control Group	41

APPENDICES

- Appendix 1 : Lesson Plan Experimental and Control
- Appendix 2 : Instrument of Research
- Appendix 3 : Students' Paper Answer in Experimental Group
- Appendix 4 : Students' Paper Answer in Control Group
- Appendix 5 : Research Documentation
- Appendix 6 : Rubric Assessment of Writing
- Appendix 7 : Students' Attendance List
- Appendix 8 : t-tabel (df = 1- 40)
- Appendix 9 : Form K-1
- Appendix 10 : Form K-2
- Appendix 11 : Form K-3
- Appendix 12 : Lembar Pengesahan Proposal
- Appendix 13 : Lembar Pengesahan Hasil Seminar
- Appendix 14 : Permohonan Perubahan Judul Skripsi
- Appendix 15 : Surat Pernyataan Plagiat
- Appendix 16 : Surat Izin Riset
- Appendix 17 : Surat Balasan Riset
- Appendix 18 : Berita Acara Bimbingan Proposal
- Appendix 19 : Berita Acara Bimbingan Skripsi
- Appendix 20 : Surat Form Pengesahan Skripsi
- Appendix 21 : Curriculum Vitae

CHAPTER I

INTRODUCTION

A. The Background of the Study

Language is an instrument to convey data and utilized by each individual to send thoughts, contentions and messages in the form of a spoken or composed. Through language individuals we can store and move learning, transmit message from one individual to other individual and from one age to another age. In short, practically all of human exercises are directed.

In learning English, there are four abilities ought to be thought to under studies. They are speaking, listening, writing and reading. From the four aptitudes the researcher weights on writing, since writing is troublesome subject for most under studies despite the fact that it has been educated since kindergarten up to college.

Writing is a very important capability. Writing is also an excellent communication tool. Through writing, someone can express her/his ideas, thoughts, and experience freely through writer language. According to Sanjaya (2011), Writing is an opportunity; it allows students to express something about themselves, explore and explain ideas. Student can convey their ideas in their mind by organizing them into a good writing so that the other people understand the text and they can get the idea.

Based on researcher preliminary observations at the SMK Tritech Informatika Medan, information was obtained that the students' have a problem in

writing. In this school, the students got difficulty to write because they did not know what they should write, and most of them did not understand generic structure, function, and lexico grammatical feature. It can also bring an atmosphere that did not attract attention in the learning process so that it can affect the achievement of abilities in writing and learning outcomes did not optimal.

In order for students to be able to achieve good writing abilities in the learning process, the teacher needed to choose a learning method that can encourage the learning process was achieve optimally. The teachers keep trying to compile and apply various learning models that able to pay attention to each of the abilities possess by their students. One of them is the Blended Learning model. According to Mosa (2011) said that mixed learning patterns were the two main elements namely learning in the classroom with online learning. In online learning there was learning using internet networks in which there is web-based learning. Blended Learning is a combination of multimedia technology, CDROM, video streaming, virtual classrooms, e-mail, voicemail and others with traditional forms of classroom training and training for whatever they need. The point is the mixing of two learning approaches that used so that new learning patterns were created and boredom in students' participation.

Implementing a blended learning model required a special effort. Learning media needed as a means of organizing online learning activities. In addition, if the blended learning model was apply to English language learning, media needed that was able to facilitate various activities of online English learning. Of the many types of learning media, there was one media that be able to

facilitate various online learning activities, there was the Learning Management System (LMS).

LMS is a software that use to facilitate learning activities online and connect to the internet. Until now, there are various types of LMS products that can select and utilize. One of the most popular LMS is Moodle (Modular Object Oriented Dynamic Learning Environment). Moodle includes internet-based technology media and make it easy for teachers to organize and organize online learning. Thus, blended learning were a good implementing when using moodle as an LMS.

Based on the description above, the researcher want to know the effect of Blended Learning model with Moodle on the students' achievement in writing so that the researcher took the title "*The Effect of Blended Learning Model With Moodle on the Students' Writing Achievement*".

B. The Identification of The Problem

The problems of the research will identify as follows :

1. Students still have not mastery in writing
2. Most of students seemed difficult to write to the lack of vocabulary and grammar
3. Less precisely the selection of learning models or methods used by the teacher in delivering teaching material.

C. Scope and Limitation

Based on identification of the problem stated above and then the scope focus on the effect of using blended learning model. And the researcher limited on writing achievement at grade eleven of SMK Tritech Informatika Medan.

D. The Formulation of the Problem.

The problem of the study was formulated as follows. “Is there any significant effect of Blended Learning model with Moodle on the students’ writing achievement”.

E. The Objective of Study

In relation to the research problem, the objective of the study was to find out whether the use of Blended Learning model with Moodle can effect on the students’ writing achievement.

F. The Significance of the Study

The significance of the research are as follow :

1. Theoretical

The final result of this research was expected to contribute especially to improve the teaching and learning of students’ writing achievement by using the moodle-based blended learning model especially in learning English.

2. Practical

The result of this research were also hopefully useful for:

- a. The students, to know the ability of students' in writing used as a reference to increase enthusiasm and facilitate the learning process to use technology-based media in learning English.
- b. The teachers, to be referenced in teaching and learning insights using the moodle-based blended learning model to foster writing achievement of students in English learning.
- c. The readers or other researchers, to increase their knowledge of students' writing achievement that students had been in learning English. Then provide information about the application of moodle-based blended learning models in English learning activities, as well as their influence on students' writing achievement in learning.

CHAPTER II

REVIEW OF LITERATURE

A. Theoretical Framework

Theoretical framework services any theory which explains more than structure of theories which are arranged by the researcher. The theoretical framework is present in the early section of a scientific writing and provides the rationale for conducting research to investigate a particular research problem.

1. Achievement

Mifflin (2000) states that “The word ‘achievement’ derives from a verb ‘achieve’ which mean something accomplished successfully, especially by means of skill, practice or perseverance. Achievement is finishing successfully, especially for something, anything to get the result as an action to gain something. Additionally, achievement as the successfulness of individual. Based on the opinions above, it was concluded that achievement was the result, the successfulness, the extent or ability, the progress in learning education experiences that the individual indicates relation with his/her educational learning. Achievement concerns with what someone has actually learnt whereas aptitude was the potential for learning something. In other words, achievement was a success in reaching particular goal/status or standard, especially by effort, skill, courage, and so on.

Furthermore Bloom's taxonomy (2000) there are three aspects of learning achievement namely cognition, affection and psychomotor. Cognition is having a basis in or reducible to empirical factual knowledge that consists of knowledge, comprehension, application, analysis, synthetic and evaluation. Affection is the changing of behavior that affects someone lies to do someone lies to do something. It is an acceptance, sign with the acceptance by using their sense and responds. Psychomotor is the skill to do something, ready to do it based on physic and emotion self control and become a habit.

2. Writing

Heaton (1975) stated writing skill are complex and difficult to teach, requiring mastery not only the grammatical and rhetorical devices but also conceptual and judgments elements. According to him, there are five main areas of writing skill that the students must be mastered, which are :

- a. Language use : the ability to write correct and appropriate sentences.
- b. Mechanical skill : the ability to use correctly those conventions peculiar to the written language, example : punctuation, spelling.
- c. Treatment of Content : the ability to think creatively and develop thoughts includings all the relevant information.
- d. Stylistic skill : the ability to manipulate sentences and use language effectively.
- e. Judgment skill : the ability to write in an appropariate manner for a particular audience in mind, together with an ability to select, organize and order relevant information.

Furthermore Brown (2001) describe that writing is way to end up thinking of something. Writing is a psychological activity of the language user to put information in written text. Based on the discussion above, it can be concluded that writing is the way to expressing ideas, feeling, and opinion in writing text to put information on paper to the readers. Writing is written form in expressing idea, feeling, and opinion. Writing is a very important ability for students, it is also an excellent communication tool because writing is basically a process of communicating something (content) on paper to read.

2.1 Process of Writing

In writing, there were some processes should be passed in order to produce a good writing According to Harmer (2004), the processes of writing involve: planning, drafting, revising, editing, and final draft.

a. Planning

Students plan what they are going to write. Before starting to write or type, they try and decide what it is they are going to say. When planning students have to think about three main issues, there were purposes, audience, and content structure.

b. Drafting

Students now write a first complete draft in sentence and paragraph form, but again without worrying too much about spelling, grammar or punctuation.

c. Revising

In pair or small group feedback session, students read their own or classmate' composition. Then they ask questions for clarification, or they can give suggestions for what additional information might be included. After this type feedback session, each student works alone again to recognize, revise, and rewrite his or her draft.

d. Editing

Students, working alone or in pairs, check their second drafts for accuracy. This time, they concentrate first on checking that their ideas are clearly organized and that they have included enough details. When content and organization seem fine to them, students then focus their attention on correcting grammar, spelling and punctuation.

e. Final Draft

Students write, word process, or type a clean third (and final) draft to hand in for comments, or they can put their compositions up on a classroom bulleting for others to read.

2.2 Parts of Writing

Based on Smalley (1986:3-21) states that there are some parts of writing.

a. Topic sentences

A topic sentences is a sentences whose main ideas or claim controls the rest of the rest of the paragraphs, the body of a paragraph explains, develops or support with evidence the topic sentence is usually at the first paragraph, but not

necessarily, is often begins a paragraph or is found near the beginning of the paragraph. So, topic sentence has a particular function to introduce the topic and the controlling idea.

b. Controlling idea

Controlling idea is the main idea that writer is developing in a paragraph. The controlling idea usually express a definite opinion or attitude about the topic of the paragraph.

c. Supporting sentences

Supporting sentences come after the topic sentences. Supports are the number of sentences that is used to back up, analyze, develop, and prove of the topic sentences. Its function to give details to develop and to support the main idea of the paragraph. Supporting sentences are useful to provide a fuller explanation of the topic sentences.

d. Conclusion sentences

Conclusion sentence is often called closing sentences, which usually appear in the last sentence of a paragraph. To make a conclusion sentence, the main idea of the paragraph is restated using different words. Conclusion sentence shows the conclusion of the paragraph.

e. Unity

A good paragraph should have unity. It means that every sentence in the paragraph contributed to develop one control idea, concerning in the topic sentences. A unity make clear ending. It make the reader easy to folow the writer's thought.

f. Coherence

Coherence is the term used to refer to the way in which sentences and group of sentences in a text make sense in relationship each other. It means that each sentences in a paragraph is closely related to the next so that readers can take the ideas logically and smoothly.

g. Organization

Paragraph should be organized. Begins our paragraph with a topic sentence that announces the idea of the paragraph.

h. Smooth Flow

Smooth flow refers to how well one idea sentence leads into another. Smooth flow can be achieved through sentence combining and through the certain expressions.

2.3 Kinds of Writing

There are many kinds of writing that have their own characteristics. Pardiyono (2006) classifies that there are eleven genres of writing as listed below.

- a. Narrative : to amuse/ entertain the reader and to tell the story
- b. Descriptive : to describe a particular person or things detail
- c. Explanation : to explain the purpose involved in the format
- d. Procedure : to help the reader how to do or make something
- e. Recount : retell past experience and tell the series of past event
- f. Discussion : to present information and opinions about issue
- g. Report : to present information about something as it is
- h. News item : to inform readers about events of the day
- i. Analytical exposition : to reveal the readers that something is the important
- j. Hortatory exposition : to persuade the readers that should or should not be done
- k. Review : to evaluate the work or even for public speaking

2.4 Writing Assessment

To know students achievement in writing, writing assessment is needed. According to Dalton-Puffer (2010) students' written competence can be identified based on five scales. The scales are used for a general evaluation of the students' proficiency level. These five scales will be used to have an overall account of the written assignment:

- a. Content : this category considers the development and comprehension of the topic as well as the adequacy of the content of the text.
- b. Organization : several factors are considered here, such as the organization of ideas, the structure and cohesion of the paragraph and the clarity of exposition of the main secondary

ideas.

- c. **Vocabulary** : this category deals with the selection of words, expressions and their usage. The appropriateness of the register used is also taken into account.
- d. **Language use** : the use of grammar categories is taken into account, e.g. tense, number, subject-verb agreement, in addition to word order and the use of complex syntactic structure.
- e. **Mechanics** : this category includes the evaluation of punctuation, spelling and the use of capitalization.

According to Brown (2008) there are five components of evaluating writing, namely: content, organization, vocabulary, language use, and mechanics.

Table 2.1
Five Aspects of Writing Assessment

Aspect	Score	Performance Description
Content (C) 30% -Topic -Details	4	The topic is complete and clear and the details are relating to the topic
	3	The topic is complete and clear but the details are almost relating to the topic
	2	The topic is complete and clear but the details are not relating to the topic
	1	The topic is not clear and the details are not relating to the topic
Organization (O) 20% -Identification -Description	4	Identification is complete and descriptions are arranged with proper connectives
	3	Identification is almost complete and descriptions are arranged with almost proper Connectives
	2	Identification is not complete and descriptions are arranged with few misuse of connectives
	1	Identification is not complete and descriptions are arranged with misuse of connectives

Grammar (G) 20% -Use present tense -Agreement	4	Very few grammatical or agreement inaccuracies
	3	Few grammatical or agreement inaccuracies but not affect on meaning
	2	Numerous grammatical or agreement inaccuracies
	1	Frequent grammatical or agreement inaccuracies
Vocabulary (V) 15%	4	Effective choice of word and word forms
	3	Few misuse of vocabularies, word forms, but not change the meaning
	2	Limited range confusing words and word form
	1	Very poor knowledge of words, word forms, and not understand able
Mechanics (M) 15% -Spelling -Punctuation Capitalization	4	It uses correct spelling, punctuation, and Capitalization
	3	It has occasional errors of spelling, punctuation, and capitalization
	2	It has a frequent errors of spelling, punctuation, and capitalization
	1	It is dominated by errors of spelling, punctuation, and capitalization

3. News Item Text

A news item text is to inform readers, listeners, or viewers about events of the day which are considered newsworthy or important (Soeprapto& Mariana Darwis : 2007). News item text gives the reader information related the news or tragedy that happen in a day. Communicative purpose of news itemtext is to inform the readers or listeners of the detail of events, accidents or incidents that the happened.

1. Generic Structure of News Item Text

- Newsworthy Event(s): recount the event in summary form.
- Background events: elaborate what happened, to whom, in what circumstances.

Sources: comment by participants in, witnesses to and authorities expert on the event.

The explanation above has explained about generic structure and language feature. It used to identify the text easily. These elements can help the reader identify and determine what kinds of text. From these elements the reader knows what kind of text that they read. The reader also can distinguish what text that they read from generic structure and features language of text.

4. Blended Learning

Blended learning is a term derived from English, which consists of two syllables, blended and learning. Blended means a mixture or a good combination. Blended learning is basically a combination of the advantages of learning that is done face-to-face and virtually.

According to Josh Bersin (2004) Blended learning is the combination of different training “media” (technologies, natural process, and case of upshot) to create an optimum training program for a specific audience. The condition “blended” means that traditional instructor-led training is supplement with other electronic formats.

4.1 The Process of Blended Learning Implementation

Dwiyugo (2018) conduct blended learning model in three stages, namely (a) analysis, (b) design, and (c) evaluation.

a. Analysis

Analysis consists of :

- (1) Problem-solving need analysis. In problem-solving need analysis stage, the researcher conducts the following activities i.e. (a) analyze the current condition that is finding out the source of problems from the need that the learners going to solve that is the purpose of problem-solving learning outcome, (b) identify some aspects to master (knowledge, attitude and skills) to encounter problems and some follow-ups whenever new problems arise, (c) identify differences between the purpose, the current condition and the expected conditions, (d) decide and take notes about some advantages related to the performance, and (e) decide the priorities in some problem-solving efforts to overcome the current issues. The data collection methods in the stage are phone calls, direct interviews, emails, questionnaires, videos as well as observations.
- (2) Learning source and problems identification in the implementation of blended-learning based approach. The purpose of the stage is to analyze some information from particular parties and media that involves (a) identifying teachers as learning source that includes the capabilities of the teachers, other teachers and computer technicians to develop online, offline and mobile learning sources owned by the schools or outside the schools, (b) identifying learning sources i.e. textbooks, audio, audio-visual, computer, the internet, smart phone/tablet at the schools, (c) identifying learning sources i.e.

textbooks, audio, audio-visual, computer, the internet, smart phone/tablet outside the schools (web and other access).

- (3) Learner's characteristics identification. The learners' initial capabilities and characteristics. The learners' initial capability is pivotal for the researchers as the platform to decide the starting point for learning.

b. Design

Design consisting of :

- (1) Learning purpose establishment, the purposes of the stage are to establish learning purposes that have been identified based in the previous steps and organize the learning purposes based on their level of importance. The learning purpose involves cognitive, affective, and psychomotor strands (based on the Bloom's Taxonomy) or verbal information, intellectual capability, cognitive strategy, attitude and psychomotor (the Gagne's (1985) Taxonomy).
- (2) Selection and establishment of learning strategy, organizing the content of learning means elaboration of some steps of which purpose is to achieve the learning purpose. In other words, it is elaboration of learning purpose into some subskills or capabilities to achieve.
- (3) Learning source development. The source of learning that facilitate learners' blended learning-based learning process—face-to-face, online and offline learning. The activity carried out in the stage is selecting the most appropriate learning source to deliver information or learning materials that matches the availability of the technology in particular learning environment. The bases of

the analysis are availability and access to technology in learning environment, learner's access to technology and how easy it is for the learners to use the technology, as well as ability of learning media to deliver learning materials. The result of the analysis is to decide the most suitable media to develop.

c. Evaluation

In the evaluation stage, the following activities are to carry out:

- (1) Formative evaluation, the formative evaluations are in the form of experts' reviews, individual, small-group and field tests.
- (2) Revising
- (3) Producing a prototype of blended learning-based problem-solving learning outcome.

4.2 Advantages and Disadvantages of Blended Learning

A learning model must have advantages and disadvantages (Dwiyugo :2018), as well as blended learning, there are advantages and disadvantages as follows:

a. Advantages

1. Increase a learning activities
2. Improve access and flexibility in learning
3. Relatively cheap costs and more effective learning

4. Increase active self-learning by students and reduce the amount of face-to-face time in class.
5. Help class experience by developing information and communication technology innovations.

b. Disadvantages

1. Requires a variety of technology-based media that is appropriate
2. Limit facilities
3. The minimal potential of knowledge use technology
4. Potential for plagiarism

5. MOODLE

Moodle is a course management (CMS), Martin Dougiamas is the first developer. Moodle is an open source based CMS currently used by universities, educational institutions, K-13 schools, businesses and individual instructors who want to use web technology for the management of their courses (Cole, 2005). Moodle is a website-based application package with support for PHP and MySQL languages and can be obtained publicly (open source). That is, Moodle can be used and will adapt to the wishes of the user. The Moodle installation package is downloaded through the official page <http://moodle.org>.

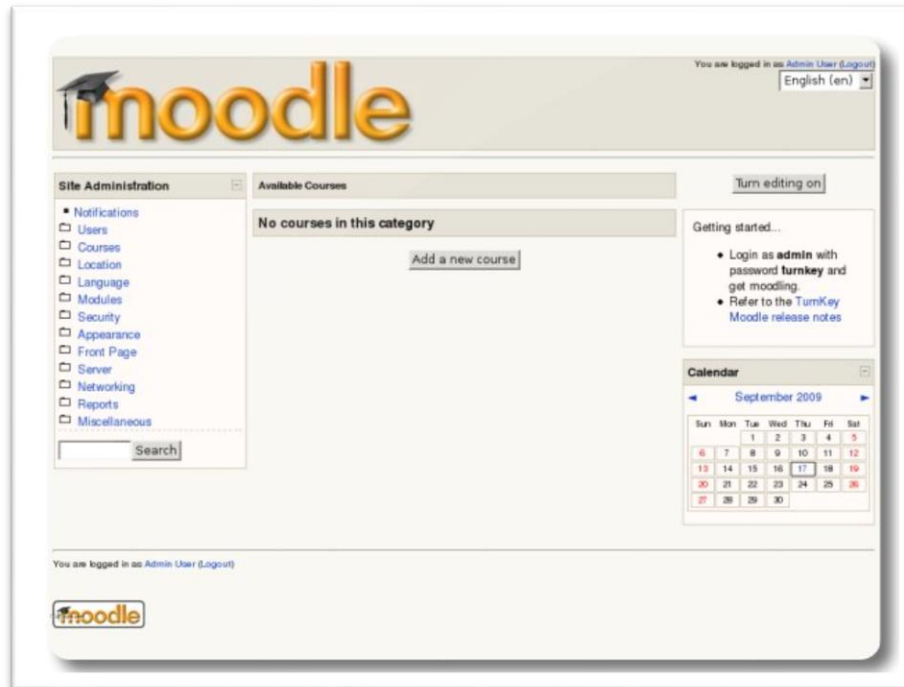
Before using it, it is necessary to install Moodle into the web server. Installing Moodle requires a domain and web hosting that can be obtained through hosting services. The installation process requires IT staff who understand the web server and have the ability of website management to become an

administrator. Furthermore, moodle will adjust by the administrator by setting up a user, role, and course (type of lesson) at the moodle site administration. In addition, adjustments will make in the form of installing additional plugins and moodle views.

Basically, the moodle application feature is presenting learning activities such as managing membership administration, material presentation, quizzes, exercises, and assessments. Moodle includes internet-based media technology and makes it easy for teachers to organize and organize online learning with many opportunities to interact and join students. It makes Moodle suitable for Blended Learning model, because it requires online learning on it.

Organizing blended learning can take advantage of facilities in moodle. The main facilities contain in moodle are course management, namely creating learning resources, presenting material, and various learning activities. Moodle presents learning activities which include, (1) Assignment, will use to provide assignments to students online. Students can access assignment material and collect assignments by sending files the results of their work. (2) Chat, will use by teachers and students to interact and communicate online. (3) Forums, are online discussion forums between teachers and students that discuss topics relate to learning material. (4) Quiz, will use by teachers to conduct online test exams. (5) Survey, will use to conduct polls.

Picture 4.1
View of Moodle



B. Relevant Studies

There is previous researches relating to this present research. First a research by Iga Setia Utami (2017), entitles “*The Effect of Blended Learning Model on Senior High School Students’ Achievement*”. The results of the study indicated that blended learning model have significant positive effects on the development of students' achievement. However, the students who were in the class where the blended learning model was used with a e-learning. Moreover, students’ had generally positive attitudes toward the notion of blended learning model and showed their willingness with this model. On the other hand, the participants who experience online learning and face to face learning are satisfy with the result and state that it affect their achievement in learning.

The second, a study conducted by Husni Mubarak (2015), entitled “*The Implementation of Blended Learning Model in Improving Students’ Listening Comprehension*”. The result shows that applying blended learning model that is an approach to develop creativity, to enhance problem solving skills, creative expression. Through model will allow students to study independently, build their knowledge via online, and clarify teacher’s explanation via online. Both of previous studies are different with the present study although they are similar in any case. The first study investigated about the development of students’ achievement. The second one explored about implementation blended learning model on listening comprehension while the present study will explore about the implementation of blended learning model with moodle on the students’ self-regulated learning. So, both of the previous studies have the different concerns with this current research.

The third, a study conducted by Umit Yapici and Hasan Akbayin (2012), entitled “*The Effect Of Blended Learning Model On High School Students’ Biology Achievement and On Their Attitudes Towards The Internet*”. The result shows that applying blended learning model on high school students’ biology achievement and on their attitudes towards the Internet. To this end, the scores obtained from the “Biology Achievement Test” and “Internet Attitude Scale” applied to the experimental and control groups were compared. The research results revealed that the blended learning model contributed more to the students’ biology achievement than traditional teaching methods did and that the students’ attitudes towards the Internet developed statistically significantly. This study is

important since it demonstrates that blended learning is effective in secondary education as well. An effective teaching can be achieved by blending the advantages of the web environment with face to face interaction in the courses which have more visual elements such as biology course.

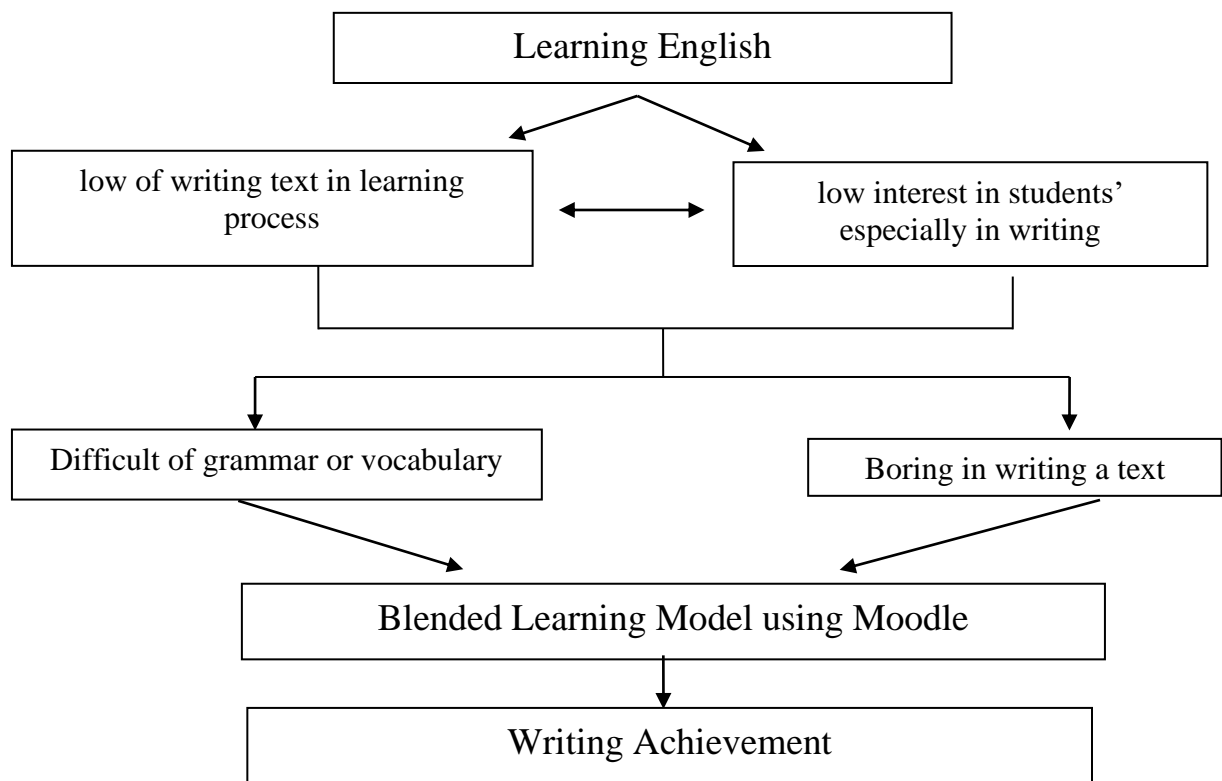
C. Conceptual Framework

Based on the theoretical descriptions, a framework can be drawn up to clarify the direction and purpose of the research. This thinking framework is prepared based on the variables used in the study, there was the blended learning model using moodle and students' writing achievement. The success of the teaching and learning process were seen from achievement students' in writing learning. Many factors that influence students' success include learning methods used by the teacher. The use of the learning model is quite influential on the success of the teacher in teaching. The selection of inappropriate learning models will be able to inhibit the achievement of learning objectives.

The blended learning model provides treatment that will adapt to students' abilities so that students with low and middle abilities can pursue high-ability students and highly capable students can learn on their own and with the teacher's assistance. In addition, that students with low and moderate abilities will not feel inferior to high-ability students. The low self-regulated learning of students in English language learning is caused by a low of student interest in learning English so students consider English language lessons to be scary and boring. By

using the blended learning model, it will expect to be able to improve students' writing achievement in SMK Tritech Informatika Medan.

Table 2.2
Chart of Conceptual Framework



D. Hypothesis

Based on the conceptual framework above, the hypothesis can be formulate.

Ho : There was significant effect of Blended Learning model with Moodle on the students' writing achievement.

Ha : There was no significant effect of Blended Learning model with Moodle on the students' writing achievement.

CHAPTER III

METHOD OF RESEARCH

A. Location of the Research

This research was conducted at SMK Tritech Informatika Medan on Jalan Bhayangkara No. 484 Kecamatan Medan Tembung. It was conducted at the twelve grade students of the first semester at 2019/2020 academy year. The researcher choose this school because she found the problem there that the students' have a problem in writing especially news item text.

B. Population and Sample

1. Population

Population and samples that have certain qualities and characteristics set by researcher to study and then make a conclusions. The population in this study is students in class XII AK with 38 Students'.

2. Sample

Researcher are not likely to learn all that exists in the population, for example due to limit funds, energy and time, the researcher can use the sample, the conclusion was treated for that population. For that samples taken from the population must be truly representative.

In addition, the sample was taken through random sampling. The two classes in the population were chosen randomly by the researcher by providing two pieces of same closed papers labelled by each name of class. Then, those two pieces of the papers were shaken and the researcher picked them up in turn. The first paper chosen was the experimental group, while the second one was the control group. Furthermore, the sample of this research is 36 students'. The sample was divided in two groups. The first group are experimental class, it consist XII AK 1 with 18 students' and the other one is control class that consist of XII AK 2 with 18 students'.

Table 3.1
Population and Sample of Resesarch

No	Class	Population	Sample
1	XII AK 1	20	18
2	XII AK 2	18	18
Total		38	36

C. Research Design

This study was conducted by using experimental design which applies two groups that receive pre-test and post-test. Those two groups were experimental and control groups. The experimental group obtain treatment by applying Blended Learning Model and the control group are taught by conventional method.

Table 3.2
Research Design

Group	Pre-test	Treatment	Post-tes
Eksperimental	✓	Blended Learning Model	✓
Control	✓	Conventional Model	✓

With explanation :

- The experimental group, where the samples taught by using Blended Learning model.
- The control group, where the samples taught by using conventional model.

D. Instrument of The Research

The research use written test as the instrument for collecting data. The students asked to write a text. The material of test was taken from students (English textbook) for grade XII of Senior High School. The test was divided into two sections; the first is pre-test before treatment, and the second is post-test after the treatment in experimental class and control class.

E. The Techniques of Collecting Data

The data in this study was obtained from the distribution instruments directly to research subjects. In this study, the tests given are pretest and posttest. Tests were given to measure students' initial or comparative abilities when treated

with after treatment. Posttest tests are given after lessons or material have been submitted. To collect the data of the research, the researcher used some steps:

1. Giving pre-test to experimental and the control group by giving writing test to the students.
2. Giving treatment to experimental group by applying Blended Learning Model and the control group by using conventional method.
3. Giving post-test to experimental group by giving writing test to the students and the control group was also given writing test in the same way.
4. Collecting the students' answer test.

D. Techniques of Analyzing Data

Data analysis technique is a method use to manage data so that information from research that has been carried out can be presented. After collecting the data from the test, the data was analys by using the following procedures :

1. Reading the students' answer
2. Identifying the students' answer
3. Scoring the students' answer

In order to know whether the using of Blended Learning Model really helpful in improving self-regulated learning, the researcher was used a formula as shown below:

1. Descriptive Statistic Analyse

Processing data in descriptive statistics was used the SPSS Version 21.0 program for Windows with the menu: set the view variable to build data - select data view - select analyze - select descriptive statistics - select submenu frequencies - move the variables to be counted to the right window by selecting the name variable - click statistics - select continue - OK. Then, in the output window a descriptive statistical analysis table, frequency table, and data distribution histogram will appear.

2. Normality Distribution Test

Test the normality of data to find out whether the data is dependent, independent or both are normally distributed, close to zero or not. Normality test was used the SPSS 21.0 program, with menu : set the view variable to build data - select data view - select analyze - select submenu nonparametric test - select legacy dialogs - move the variables to be counted to the right window by selecting the name variable - click the normal box on the distribution test- select OK. The hypothesis for the normal distribution test is as follows :

Ho : samples come from populations with normal distribution

Ha : sample did not come from a population with normal distribution

Test criteria :

- 1) Sig. value or probability value < 0.05 then Ho reject
- 2) Sig value or probability value > 0.05 then Ho accept (Agus Suyatna, 2017)

3. Homogeneity Test

Homogeneity test is to determine whether the data is in homogeneity variance or not. The homogeneity test was used the SPSS 21.0 program.

Find out F table:

db numerator = n - 1, db denominator = n-1 with significant $\alpha = 0,05$

criteria:

If F value \leq F table, homogen.

If F value \geq F table, are not homogen. (Dr. Kadir, M.Pd., 2015)

4. Hypotheses Test

Testing the correlation coefficient to find out whether or not the relationship between the variables examined by the relationship.

In this hypothesis test used the t-test with the formula :

$$t = \frac{Ma - Mb}{\sqrt{\left(\frac{da^2 + db^2}{(Na + Nb) - 2}\right)\left(\frac{1}{Na} + \frac{1}{Nb}\right)}} \quad (\text{Sugiyono, 2016})$$

Where

t : t calculated

Ma : mean of experimental group

Mb : mean of control group

da : standard deviation of experimental group

db : standard deviation of control group

Na : total number of experimental group students

Nb : total number of control group students

Research Hypotheses :

Ho : There was significant effect of Blended Learning model with Moodle on the students' writing achievement.

Ha : There was no significant effect of Blended Learning model with Moodle on the students' writing achievement.

Furthermore, the test taking criteria are accept Ho if $t \text{ value} < t \text{ table}$, which means the results of the two groups are the same, and accept Ha if $t \text{ value} > t \text{ table}$ which means the results of the experimental class are better than the control class.

CHAPTER IV

DATA AND DATA ANALYSIS

A. Data

The data were the students' scores in the pre-test and post-test. Both the experimental and control groups were given pre-test and post-test in from of writing news item text. The result of the pre-test and post-test for the two groups were presented in the following tables.

Table 4.1
The Result of Pre-Test and Post -Test in the
Experimental Group

No	Student's Initial	Pre Test	Post Test
1	ANF	65	75
2	BAMP	65	76
3	CMSD	70	80
4	DP	55	66
5	DS	60	70
6	FAU	65	75
7	FPH	70	85
8	LAA	76	85
9	NBM	70	80
10	NP	65	75
11	NER	66	75
12	PAF	55	66
13	PA	65	70
14	RA	70	76
15	RAS	66	75
16	SBB	70	85
17	SS	55	70
18	SDE	71	85
Mean		65.5	76.05

From the table above it was seen that the mean score from experimental group there is pre-test was 65.5 and the mean score in post-test was 76.05. The

highest score for pre-test was 76 and the lowest score for pre-test was 55. The highest score for post test was 85 and the lowest score for post test was 66. Based on those data, there was the increase of students' score from pre-test to post test in Experimental group.

Table 4.2
The Result of Pre-Test and Post –Test in the Control Group

No	Student's Initial	Pre Test	Post Test
1	AR	62	70
2	AD	65	70
3	DP	66	76
4	DSA	65	70
5	ES	62	75
6	FF	55	65
7	HR	71	80
8	KA	76	84
9	KS	64	75
10	MFR	55	65
11	MKMS	66	75
12	MAP	55	64
13	NP	55	64
14	OQ	66	76
15	PAM	70	75
16	SAS	76	85
17	SBBN	62	70
18	TSU	70	80
Mean		64.5	73.27

From the table above it was seen that the mean score from control group there is pre-test was 64.5 and the mean score in post-test was 73.27. The highest score for pre-test was 76 and the lowest score for pre-test was 55. The highest score for post test was 85 and the lowest score for post test was 64. Based on those data, there was the increase of students' score from pre-test to post test in control group.

B. Data Analysis

1. Normality Data

Test the normality of data to find out whether the data is dependent, independent or both are normally distributed, close to zero or not. Normality test was used the SPSS 21.0 program.

a. Normality Data in the Ezperimental Group

Table 4.3
Normality Data of Pre-Test and Post –Test in the Experimental Group

Tests of Normality

		Kolmogorov-Smirnov ^a	
		Statistic	Df
PRETEST POSTTEST	PRETEST	.244	18
	POSTTEST	.170	18

a. Lilliefors Significance Correction

Data is accepted normally if the significance value is greater than 0.05 or the calculated z value (Kolmogorov Smirnov Z). The data above shows that all significance values are greater than 0.05. All data are normally distributed.

b. Normality Data in the Control Group

Table 4.4
Normality Data of Pre-Test and Post –Test in the Control Group

	Kolmogorov-Smirnov ^a		
	Statistic	Df	Sig.
CONTROL	.145	18	.200 [*]
CLASS	.160	18	.200 [*]

a. Lilliefors Significance Correction

Data is accepted normally if the significance value is greater than 0.05 or the calculated z value (Kolmogorov Smirnov Z). The data above shows that all significance values are greater than 0.05. All data are normally distributed.

2. Homogeneity Test

Homogeneity test is to determine whether the data is in homogeneity variance or not. The homogeneity test was used the SPSS 21.0 program.

a. Homogeneity Data in the Ezxperimantal Group

Table 4.5
Homogeneity Data of Pre-Test and Post –Test in the Experimental Group

Test of Homogeneity of Variance

	Levene Statistic	df1	df2	Sig.
PRETEST POSTEST Based on Mean	.130	1	34	.720
Based on Median	.062	1	34	.804
Based on Median and with adjusted df	.062	1	33.899	.804
Based on trimmed mean	.143	1	34	.707

Test of Homogeneity of Variances Output. The testing criteria are, if the significance is < 0.05 then the variant of the group is not homogeneous. Conversely, if the significance is > 0.05 , it means the data group variant is homogeneous. From the output it can be seen that the significance is 0.720. So it can be concluded that the variants of the two data from experimental groups namely, pretest and post test were homogeneous.

b. Homogeneity Data in the Control Group

Table 4.6
Homogeneity Data of Pre-Test and Post –Test in the Control Group

Test of Homogeneity of Variance

	Levene Statistic	df1	df2	Sig.
PRETEST POSTEST Based on Mean	.038	1	34	.846
Based on Median	.006	1	34	.937
Based on Median and with adjusted df	.006	1	33.998	.937
Based on trimmed mean	.039	1	34	.844

Test of Homogeneity of Variances Output. The testing criteria are, if the significance is <0.05 then the variant of the group is not homogeneous. Conversely, if the significance is >0.05 , it means the data group variant is homogeneous. From the output it can be seen that the significance is 0.846. So it can be concluded that the variants of the two data from control groups namely, pretest and pos test were homogeneous.

c. Hypothesis test

Based on the previous test results showed that the data proved to be normal and homogeneous distribution, then proceed with the hypothesis test. Hypothesis testing is conducted to determine whether or not there is an influence

in learning using the Blended Learning model with Moodle on students' writing achievement. Then, the results of research the ability of students to use statistical methods that compare the results of the post-test control class and the experimental class. The following hypotheses are tested with the following testing criteria:

Ho : There was significant effect of Blended Learning model with Moodle on the students' writing achievement.

Ha : There was no significant effect of Blended Learning model with Moodle on the students' writing achievement.

Post test was conducted to determine the final outcome of the score after being treated both in the experimental class and the control class. The t-test formula used to test the comparative cellotesis of two collaborative samples is shown in the formula:

$$t = \frac{Ma - Mb}{\sqrt{\left(\frac{da^2 + db^2}{(Na + Nb) - 2}\right)\left(\frac{1}{Na} + \frac{1}{Nb}\right)}}$$

Table 4.7
The Calculation t-test in the Experimental Group

No	Student's Initial	Pre Test	Post Test	D	d ²
1	ANF	65	75	10	100
2	BAMP	65	76	11	121
3	CMSD	70	80	10	100
4	DP	55	66	11	121
5	DS	60	70	10	100
6	FAU	65	75	10	100
7	FPH	70	85	15	225
8	LAA	76	85	9	81
9	NBM	70	80	10	100
10	NP	65	75	10	100
11	NER	66	75	9	81
12	PAF	55	66	11	121
13	PA	65	70	5	25
14	RA	70	76	6	36
15	RAS	66	75	9	81
16	SBB	70	85	15	225
17	SS	55	70	15	225
18	SDE	71	85	14	196
N=18		1179	1369	190	2138

Table 4.7 the calculation in pre test and post tes, it showed that total score of Pre Test lowerone in Post Test. In calculation of t-test experimental group $\sum d = 190$ then quadrate, $\sum d^2 = 2138$.

$$\sum d = 190$$

$$\sum d^2 = 2138$$

$$\begin{aligned} Ma &= \frac{\sum d}{Na} \\ &= \frac{190}{18} \\ &= 10.5 \end{aligned}$$

$$\begin{aligned}
da^2 &= \sum d^2 - \frac{(\sum d)^2}{Na} \\
&= 2138 - \frac{(190)^2}{18} \\
&= 2138 - \frac{36100}{18} \\
&= 2138 - 2005.55 \\
&= 132.45
\end{aligned}$$

Table 4.8
The Calculation t-test in the Control Group

No	Student's Initial	Pre Test	Post Test	d	d2
1	AR	62	70	8	64
2	AD	65	70	5	25
3	DP	66	76	10	100
4	DSA	65	70	5	25
5	ES	62	75	13	169
6	FF	55	65	10	100
7	HR	71	80	9	81
8	KA	76	84	8	64
9	KS	64	75	11	121
10	MFR	55	65	10	100
11	MKMS	66	75	9	81
12	MAP	55	64	9	81
13	NP	55	64	9	81
14	OQ	66	76	10	100
15	PAM	70	75	5	25
16	SAS	76	85	9	81
17	SBBN	62	70	8	64
18	TSU	70	80	10	100
N = 18		1161	1319	158	1462

Table 4.7 the calculation in pre test and post tes, it showed that total score of Pre Test lowerone in Post Test. In calculation of t-test experimental group

$\sum d = 158$ then quadrate, $\sum d^2 = 1462$.

$$\sum d = 158$$

$$\sum d^2 = 1462$$

$$\begin{aligned} Mb &= \frac{\sum d}{Nb} \\ &= \frac{158}{18} \\ &= 8.78 \end{aligned}$$

$$\begin{aligned} db^2 &= \sum d^2 - \frac{(\sum d)^2}{Nb} \\ &= 1462 - \frac{(158)^2}{18} \\ &= 1462 - \frac{24964}{18} \\ &= 1462 - 1386.89 \\ &= 75.11 \end{aligned}$$

From the data presented previously, it was obtained that:

$$Ma = 10.5$$

$$Mb = 8.78$$

$$da^2 = 132.45$$

$$db^2 = 75.11$$

$$Na = 18$$

$$Nb = 18$$

$$df = Na + Nb - 2$$

$$= 18 + 18 - 2$$

$$= 34$$

$$t = \frac{Ma - Mb}{\sqrt{\left(\frac{da^2 + db^2}{(Na + Nb) - 2}\right)\left(\frac{1}{Na} + \frac{1}{Nb}\right)}}$$

$$t = \frac{10.5 - 8.78}{\sqrt{\left(\frac{132.45 + 75.11}{(18 + 18) - 2}\right)\left(\frac{1}{18} + \frac{1}{18}\right)}}$$

$$t = \frac{1.72}{\sqrt{\left(\frac{207.56}{34}\right)\left(\frac{2}{36}\right)}}$$

$$t = \frac{1.72}{\sqrt{(6.10)(0.05)}}$$

$$t = \frac{1.72}{\sqrt{0.305}}$$

$$t = \frac{1.72}{0.55}$$

$$t = 3.12$$

The hypothesis testing was aimed to know whether the hypothesis was accepted or rejected. The hypothesis was tested as follow.

Ho : the value of t_{test} was the same or less than the value of t_{table} ($t_{\text{test}} = t_{\text{table}}$ OR $t_{\text{test}} < t_{\text{table}}$)

Ha : the value of t-test was higher than the value of t_{table} ($t_{\text{test}} > t_{\text{table}}$)

The sample in this research was 36 students.

So:

$$df = Na + Nb - 2$$

$$= 18 + 18 - 2$$

$$= 34$$

In this study, the calculation of t-test for the degree of freedom (df) 34 at the level of significance 0.05 showed that the critical value (t_{test}) was 3.12 t_{test} ($3.12 > t_{table}(1.690)$)

Based on the calculation of hypothesis testing above, it was concluded that the value of t_{test} was higher than the value of t_{table} ($3.12 > 1.690$). Therefore, H_a was accepted.

D. Findings

Based on the calculation, the result of t_{test} was 3.12 and it was higher than t_{table} (1.690). In the hypothesis testing, it was shown that the alternative hypothesis was accepted. It meant that the Blended Learning Model gave significant effect on the students' writing achievement. It was proven from the data shown that the score of experimental group (using Blended Learning) was higher than the score of control group (using conventional method).

CHAPTER V

CONCLUSIONS AND SUGGESTIONS

A. Conclusions

Based on the data analysis and the findings, there were some conclusions as follow:

1. The data showed a significant difference on students' writing achievement who were taught by Blended Learning Model and those who were taught by conventional method. From the calculation the researcher found the value of t_{test} was higher than the value of t_{table} ($3.12 > 1.690$). Which are the H_0 was accepted and H_a was rejected. So, there was a significant effect using Blended Learning model with Moodle on the students' writing achievement.
2. Blended Learning Model gave significant effect on students' writing achievement. In other words, the using of Blended Learning Model gave a positive effect on student' writing achievement, especially in form of news item text. The Blended Learning Model guided and motivated the students to gather information and to develop it into good writing.

B. Suggestion

In relation to the conclusion above, it was suggested:

1. To apply Blended Learning Model as an alternative way of teaching, especially in teaching writing text. The teacher should not just use text book as the means of teaching writing, but let the students experience

the subject's through Blended Learning Model. It made the students more active and interest in learning on writing activities.

2. The students should add their knowledge and to make a good writing about what they got in their real life taught by using Blended Learning Model.

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APPENDIX 1

LESSON PLAN (EXPERIMENTAL CLASS)

A. Educational Program Identity:

School	: SMK Tritech Informatika Medan
Subject	: English Education
Department	: Akuntansi
Class/Semester	: XII / 1
Year	: 2019/2020
Time	: 1 X 45 minute
Subject Matter	: Writing News

B. Core Competencies and Basic Competencies

KI SPIRITUAL (KI 1) AND KI SOCIAL (KI 2)	
Spiritual Attitude Competence that is cultivated through exemplary, habituation, and school culture by paying attention to the characteristics of the subjects, as well as the needs and conditions of the students, which are related to the ability to live and practice the teachings of the religion they embrace. Whereas in Social Attitude Competence related to honest behavior, discipline, responsibility, cooperation, responsive (critical), pro-active (creative) and confident, and can communicate well.	
KI COGNITION (KI 3)	KI SKILLS (KI 4)
KI3: Understanding, applying, and analyzing factual, conceptual, procedural, and metacognitive knowledge based on his curiosity about science, technology, art, culture, and humanities with humanity, nationality, state and civilization insights related to the causes of phenomena and events, and applying procedural knowledge in a specific field of study according to their talents and interests to solve problems	KI4: Processing, reasoning, and presenting in a concrete and abstract realm related to the development of what students learned in school independently, acting effectively and creatively, and being able to use methods according to scientific rules

Basic Competencies *)

KD	CODE	Description of basic competency
Cognition	3.1	Implement social functions, text structure, and linguistic elements of oral and written transactional interaction texts that involve the act of giving and asking for information related to suggestions and offers, according to the context of their use. (Pay attention to linguistic elements should, can).
Skill	4.1	Arrange transactional, oral and written interaction texts, short and simple, which involve the act of giving and asking for information related to suggestions and offers, taking into account social functions, text structure, and language elements that are correct and in context

B. Indicators of Competency Achievement

Code IPK	Description of Indicators of Competency Achievement
3.1.1	Identify text structures and linguistic elements in the text that involve the act of giving and asking for information related to suggestions and offers.
3.1.2	Mention social functions phrases related to suggestions and offers.
4.1.1	Making short and simple texts that involve giving and asking for information related to suggestions and offers, taking into account social functions, text structures, and language elements that are correct and in context

C. Learning Objectives

Discussion and group learning activities in learning about praise are expected to be actively involved and responsible for expressing opinions, answering questions, giving advice and criticism, and can:

1. Actively involved in the expression of past activities and their responses in accordance with the context of their use.
2. Cooperate in group activities.

3. Tolerant to problem solving.
4. Understand the expression of events that occurred in the past and their responses in accordance with the context of their use.
5. Understand the expression of events that happened in the past and their responses in accordance with the context of their use.
6. Capturing the meaning of the presentation of expressions of events that occurred in the past and their responses in accordance with the context of their use.
7. Arrange oral texts to explain, express and respond to the expressions of past events and their responses in accordance with the context of their use.
8. Arrange written text to describe, express and respond to the expressions of past events and their responses in accordance with the context of their use.

C. Learning Materials

Oral and written texts

Social function: Maintain interpersonal relationships with teachers, friends and others.

News item text :

1. The text structure headline, summary of events in the lead paragraph (what? When?) and detailed elaboration of the events in the supporting paragraph (who? Where? What? Why?)
2. The use of past verbs
3. The use of direct speech
4. Spelling
5. Punctuation
6. Capitalization
7. Formatting

Language elements: Speech, word stress, intonation

Activities that occur and have occurred in the past.

D. Approaches, Models and Methods

The learning model used is: Blended Learning Model using Moodle as a instructional media.

E. Learning Activities

Activities	Description		Time
Introduction	<p>Teacher :</p> <p>Orientation</p> <ul style="list-style-type: none"> ❖ Conduct opening with opening greetings and praying to begin learning ❖ Check the attendance of students as a discipline <p>Apperception</p> <ul style="list-style-type: none"> ❖ Linking material / themes / learning activities that will be carried out with the experience of students with previous material / themes / activities. ❖ Recall the prerequisite material by asking. ❖ Asking questions that are related to the lesson that will be done. <p>Motivation</p> <ul style="list-style-type: none"> ❖ Provide an overview of the benefits of learning the lessons to be learned. ❖ Deliver the learning objectives at the meeting that takes place ❖ Asking questions <p>Giving Reference</p> <ul style="list-style-type: none"> ❖ Inform the subject matter that will be discussed at the meeting at that time. ❖ Distribution of study groups 		5 Minute
Core	Syntax**)	Description	Time
Core Activities	Observe	<ul style="list-style-type: none"> • Students listen / see interactions show attention. • Students follow interactions showing attention. • Students imitate the interaction model to show attention. • With the guidance and 	30 Minute

		direction of the teacher, students identify the characteristics of the interaction to show attention. (social functions, text structure, and linguistic elements).	
	Questioning	With the guidance and direction of the teacher, students question, among other things, the differences between various expressions showing events that occurred in the past in English, differences in expressions with those in Indonesian, possibly using other expressions, etc.	
	Explore	Students show concern with subject about news item text in the context of seeing moodle and other structured activities.	
	Associate	<ul style="list-style-type: none"> • Students compare expressions that show attention that have been learned with those in various other sources. • Students compare between expressions in written and in student language. 	
	Communicate	Students show the expression of events that happened in the past with English, inside and outside the classroom.	
Close	Description		Time
Closing	Students' : <ul style="list-style-type: none"> • Make summaries / conclusions of the lesson about important points that appear in the learning activities that have just been carried out. • Reflect on the activities that have been carried out. 		10 minute

	<p>Teacher :</p> <ul style="list-style-type: none"> • Checking the work of students who have finished checking immediately. Students who have finished working on the project are correctly given initials and are ranked sequentially in rank, for project evaluation. • Give awards to groups that have good performance and cooperation • Plan follow-up activities in the form of group / individual assignments (if needed). • Schedule homework through moodle. <p>Give the information about next material</p>	
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F. Tools / Materials and Learning Media

Media :

- a. Laptop
- b. Moodle

Learning Source :

- a. English Syllabus for the 2013 SMA / MA / SMK curriculum
- b. English Text Book of Education and Culture of the Republic of Indonesia Revisi 2018

Known,
Headmaster

M.Herizal Sinambela, S.Pd.I

Medan, 3 September 2019
Teacher

Retno Handoko, S.Pd

Researcher

Monalisa



Horiza Sinambela, S.Pd.I

Medan, 3 September 2019

Teacher

Retno Handoko, S.Pd

Researcher

Monalisa

LESSON PLAN (CONTROL CLASS)

G. Educational Program Identity:

School	: SMK Tritech Informatika Medan
Subject	: English Education
Department	: Akuntansi
Class/Semester	: XII / 1
Year	: 2019/2020
Time	: 1 X 45 minute
Subject Matter	: Writing News

B. Core Competencies and Basic Competencies

KI SPIRITUAL (KI 1) AND KI SOCIAL (KI 2)	
Spiritual Attitude Competence that is cultivated through exemplary, habituation, and school culture by paying attention to the characteristics of the subjects, as well as the needs and conditions of the students, which are related to the ability to live and practice the teachings of the religion they embrace. Whereas in Social Attitude Competence related to honest behavior, discipline, responsibility, cooperation, responsive (critical), pro-active (creative) and confident, and can communicate well.	
KI COGNITION (KI 3)	KI SKILLS (KI 4)
KI3: Understanding, applying, and analyzing factual, conceptual, procedural, and metacognitive knowledge based on his curiosity about science, technology, art, culture, and humanities with humanity, nationality, state and civilization insights related to the causes of phenomena and events, and applying procedural knowledge in a specific field of study according to their talents and interests to solve problems	KI4: Processing, reasoning, and presenting in a concrete and abstract realm related to the development of what students learned in school independently, acting effectively and creatively, and being able to use methods according to scientific rules

Basic Competencies *)

KD	CODE	Description of basic competency
Cognition	3.1	Implement social functions, text structure, and linguistic elements of oral and written transactional interaction texts that involve the act of giving and asking for information related to suggestions and offers, according to the context of their use. (Pay attention to linguistic elements should, can).
Skill	4.1	Arrange transactional, oral and written interaction texts, short and simple, which involve the act of giving and asking for information related to suggestions and offers, taking into account social functions, text structure, and language elements that are correct and in context

H. Indicators of Competency Achievement

Code IPK	Description of Indicators of Competency Achievement
3.1.1	Identify text structures and linguistic elements in the text that involve the act of giving and asking for information related to suggestions and offers.
3.1.2	Mention social functions phrases related to suggestions and offers.
4.1.1	Making short and simple texts that involve giving and asking for information related to suggestions and offers, taking into account social functions, text structures, and language elements that are correct and in context

C. Learning Objectives

Discussion and group learning activities in learning about praise are expected to be actively involved and responsible for expressing opinions, answering questions, giving advice and criticism, and can:

1. Actively involved in the expression of past activities and their responses in accordance with the context of their use.
2. Cooperate in group activities.

3. Tolerant to problem solving.
4. Understand the expression of events that occurred in the past and their responses in accordance with the context of their use.
5. Understand the expression of events that happened in the past and their responses in accordance with the context of their use.
6. Capturing the meaning of the presentation of expressions of events that occurred in the past and their responses in accordance with the context of their use.
7. Arrange oral texts to explain, express and respond to the expressions of past events and their responses in accordance with the context of their use.
8. Arrange written text to describe, express and respond to the expressions of past events and their responses in accordance with the context of their use.

I. Learning Materials

Oral and written texts

Social function: Maintain interpersonal relationships with teachers, friends and others.

News item text :

8. The text structure headline, summary of events in the lead paragraph (what? When?) and detailed elaboration of the events in the supporting paragraph (who? Where? What? Why?)
9. The use of past verbs
10. The use of direct speech
11. Spelling
12. Punctuation
13. Capitalization
14. Formatting

Language elements: Speech, word stress, intonation

Activities that occur and have occurred in the past.

J. Approaches, Models and Methods

The learning model used is: Conventional model

K. Learning Activities

Activities	Description		Time
Introduction	<p>Teacher :</p> <p>Orientation</p> <ul style="list-style-type: none"> ❖ Conduct opening with opening greetings and praying to begin learning ❖ Check the attendance of students as a discipline <p>Apperception</p> <ul style="list-style-type: none"> ❖ Linking material / themes / learning activities that will be carried out with the experience of students with previous material / themes / activities. ❖ Recall the prerequisite material by asking. ❖ Asking questions that are related to the lesson that will be done. <p>Motivation</p> <ul style="list-style-type: none"> ❖ Provide an overview of the benefits of learning the lessons to be learned. ❖ Deliver the learning objectives at the meeting that takes place ❖ Asking questions <p>Giving Reference</p> <ul style="list-style-type: none"> ❖ Inform the subject matter that will be discussed at the meeting at that time. ❖ Distribution of study groups 		5 Minute
Core	Syntax**)	Description	Time
Core Activities	Observe	<ul style="list-style-type: none"> • Students listen / see interactions show attention. • Students follow interactions showing attention. • With the guidance and direction of the teacher, students identify the characteristics of the interaction to show attention. (social 	30 Minute

		functions, text structure, and linguistic elements).	
	Questioning	With the guidance and direction of the teacher, students question, among other things, the differences between various expressions showing events that occurred in the past in English, differences in expressions with those in Indonesian, possibly using other expressions, etc.	
	Explore	Students show concern with subject about news item text in the context of seeing teacher in front of the class	
	Associate	<ul style="list-style-type: none"> • Students compare expressions that show attention that have been learned with those in various other sources. • Students compare between expressions in written and in student language. 	
	Communicate	Students show the expression of events that happened in the news text with English, inside and outside the classroom.	
Close	Description		Time
Closing	<p>Students' :</p> <ul style="list-style-type: none"> • Make summaries / conclusions of the lesson about important points that appear in the learning activities that have just been carried out. • Reflect on the activities that have been carried out. <p>Teacher :</p> <ul style="list-style-type: none"> • Checking the work of students who have finished checking immediately. Students who have finished working on the project are correctly given initials and are ranked 		10 minute

	<p>sequentially in rank, for project evaluation.</p> <ul style="list-style-type: none"> • Give awards to groups that have good performance and cooperation • Plan follow-up activities in the form of group / individual assignments (if needed). • Schedule homework through moodle. <p>Give the information about next material</p>	
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L. Tools / Materials and Learning Media

Media :

a. Laptop

Learning Source :

a. English Syllabus for the 2013 SMA / MA / SMK curriculum

b. English Text Book of Education and Culture of the Republic of

Indonesia Revisi 2018

Medan, 3 September 2019

Known,
Headmaster

Teacher

M.Herizal Sinambela, S.Pd.I

Retno Handoko, S.Pd

Researcher

Monalisa



Horiza Sinambela, S.Pd.I

Medan, 3 September 2019

Teacher

Retno Handoko, S.Pd

Researcher

Monalisa

APPENDIX 2 Instrument of Research

The material of test was taken from students (English textbook page 77) for grade XII of Senior High School.

Task 2 : Rewrite the news

Rewrite the news using your own words. Use this sentence to begin your writing : Harold Pinter was a British Playwright.....

The text :

Harold Pinter

British playwright Harold Pinter, a master of sparse dialogue and menacing silences who has been an outspoken critic of the U.S.-led war in Iraq, was the surprise winner of the Nobel literature prize on Thursday.

The 75-year-old Londoner, son of a Jewish dressmaker, is one of Britain's best-known dramatists for plays like "The Birthday Party" and "The Caretaker", whose mundane dialogue with sinister undercurrents gave rise to the adjective "Pinteresque".

An intimidating presence with bushy eyebrows and a rich voice, he was described by Swedish Academy head Horace Engdahl, who announced the prize, as "the towering figure" in English drama in the second half of the 20th century. Pinter told Reuters Television he was "overwhelmed" by the news: "I haven't had time to think about it but I am very, very moved. It was something I did not expect at all at any time."

Appendix 3

Students' Paper Answer in Experimental Group

1. Pretest Answer

Nama : Cut Mutha Saesna Dewi
kelas : XII AK 1

Tugas :

Harold Pinter

Harold Pinter, a British playwright, was born 75 ago in London, England. Some of his best plays were "The Birthday Party" and "The Caretaker", whose mundane dialogue with sinister undercurrent gave rise to the adjective "Pinteresque".

Pinter, the son of a Jewish tailor, was the master of sparse dialogue and menacing silences. He has been an outspoken critic of the US-led war in Iraq. In 2005, he won the Nobel Prize for literature.

In announcing the award, described him as "the towering figure" in English drama in the second half of the 20th century. In the interview with Reuters Television, Pinter said "I was 'overwhelmed' by the news, haven't had time to think about it but I am very very moved. It was something I didn't expect it all at any time"

70

C = 22
D₁ = 15
V = 15
g₁m = 11
m = 7,5

Nama : Dinda Pratanni
kelas : XII AK 1
Harold Pinter

Harold Pinter a British playwright was born 75 ago in London England. He was one of Britain's best known dramatists. Harold Pinter, the son of a Jewish dramatist,

He has been an outspoken critic of the US-led war in Iraq. In announcing the award, Horace Engdahl, chairman of the Swedish Academy described him as "the towering figure" in English drama in the second half of the 20th century.

In the interview with Reuters television, he was overwhelmed by the news "I have not had time to think about it but I am very, very moved. It was something I didn't expect at all at any time"

75

C = 20 19
D₁ = 20
V = 15
g₁m = 11
m = 7,5

Fadia Prasta Herasty XII AK 1

HAROLD PINTER

Harold Pinter, a British playwright, was born 75 ago in London, England. He was one of Britain's best-known dramatists. Some of his best plays were "The Birthday Party" and "The Caretaker". Whose mundane dialogue with sinister undercurrents gave rise. Pinter, the son of a Jewish tailor, was the master of sparse dialogue and menacing silences. He won the Nobel Prize for literature.

70

Nama : Fadia Adinda utami

XII AK 1

No. _____

Date _____

Harold Pinter

Harold Pinter, a British playwright, was born 75 ago in London, England. He was one of Britain's best-known dramatists. Some of his best plays were "The Birthday Party" and "The Caretaker", whose mundane dialogue with sinister undercurrents gave rise. Pinter, the son of a Jewish tailor, was the master of sparse dialogue and menacing silences. He has been an outspoken critic of the US-led war in Iraq. In 2005, he won the Nobel Prize for literature.

65

No. _____

Date: _____

Test → Ade Navida Fadillah XII AK 1

Harold Pinter was a British playwright, a master of sparse dialogue and menacing silences who has been an outspoken critic of the U.S. led war in Iraq.

The 75 year old Londoner, son of a Jewish dress maker, is one of ~~the~~ Britain's best known dramatic playwrights.

Pinter told Reuters television he was "overwhelmed" by the news.

65

$$c = 22$$

$$p = 10$$

$$q = 15$$

$$r = 11, 25$$

$$m = 7$$

2. Post test Answer

Nama : Cut Muthia Saphira Dewi
 Kelas : XII AP 1
 Tugas 2

Harold Pinter, a British

* Harold Pinter
 Harold Pinter, a British playwright, was born 75 ago in London, England. He was one of Britain's best-known dramatists. Some of his best plays were "The Birthday Party" and "The Caretaker, whose mundane dialogue with sinister undercurrents gave rise to suspenseive "Pinterogue"

Pinter, the son of a Jewish tailor, was the master of sparse dialogue and menacing silences. He has been an outspoken critic of the US-led war in Iraq. In 2005, he won the Nobel Prize for literature.

In announcing the award, Leif Johansson, chairman of the Swedish Academy, described him as "the towering figure" in English drama in the second half of the 20th century.

In the interview with Reuters television, Pinter said "I was "overwhelmed" by the news, I haven't had time to think about it but I am very very moved. It was something I didn't expect it at all at any time

$C = 27,5$
 $Dg = 15$
 $V = 20$
 $Gm = 12$
 $M = 11$

80

No. _____
 Date: _____

~~Task 1~~

Task 2 Bintang Anfa Nurhasanah Putri XII AP 1

70

Harold Pinter was a British playwright, was born 75 ago in London, England. He was one of Britain's best-known dramatists. Some of his best plays were "The Birthday Party" and "The Caretaker, whose mundane dialogue with sinister undercurrents gave rise to suspenseive "Pinterogue"

In the interview with Reuters television, Pinter said "I was overwhelmed" by the news.

$C = 27,5$
 $Dg = 15$
 $V = 20$
 $Gm = 12$
 $M = 11$

Task 3

Bintang Anfa Nurhasanah Putri XII AP 1

Harold Pinter

Dwi Syahira XI AK 1

No.: _____ Date: _____

Harold Pinter

② Harold Pinter, a British playwright, was born 75 ago in London, England. He was one of Britain's best known dramatists. Harold Pinter, the son of a Jewish dressmaker, was the master of sparse dialogue and menacing silences. He has been an outspoken critic of the US-led war in Iraq. In announcing the award, Horace Engdahl, Chairman of the Swedish Academy, described him as "The towering figure" in English drama in the second half of the 20th century.

In the interview with Reuters Television, he was overwhelmed by the news: "I have not had time to think about it but I am very, very moved. It was something I didn't expect at all at any time"

70

C = 22

avg = 15

V = 15

gfm = 11

m = 7,5

Nama : Dinda Pratami
kelas : XII AK 1

HAROLD PINTER

2 Harold Pinter, a British playwright, was born 75 ago in London England. He was one of Britain's best-known dramatists. Some of his best plays were "The Birthday Party" and "Caretaker", whose mundane dialogue with sinister under-currents gave rise to the adjective "Pinteresque". Pinter the son of a Jewish tailor, was the master of sparse dialogue and menacing silences. He has been an outspoken critic of the US-led war in Iraq. In 2005 he won the Nobel Prize for literature. In announcing the award, Horace Engdahl, Chairman of the Swedish Academy described him as "the towering figure" in English drama in the second half of the 20th century.

In the interview with Reuters Television Pinter said "I was "overwhelmed by the news I haven't had time to think about it but I am very very moved it was something I didn't expect it at all at any time"

66

C = 22,5

avg = 15

V = 10

gfm = 11,25

m = 7,5

No. _____
Date: _____
Alte Narsda fardillah XII A1

3

Harold Pinter.

Harold pinter a critic from u.s. He winner of the nobel literature prize on thursday.

" He is very authoritative and firm "described by Swedish academi head horace engdahl, who was announced the prize, as "the towering figure " in english drama.

75

$$L = 22$$

$$Om = 20$$

$$V = 15$$

$$h = 11$$

$$gcm = 7$$

Name: Nishwa Khair Maharani
class: XII A-1
Tugas 2

No. _____
Date: _____

Harold Pinter

Harold Pinter, a British playwright, was born 75 ago in London, England. He was one of Britain's best known dramatists. Some of his best plays were "The Birthday Party" and "The Caretaker", whose mundane dialogue with sinister undercurrents gave rise to the adjective "Pinteresque".

Pinter, the son of a Jewish tailor, was the master of sparse dialogue and menacing silences. He has been an outspoken critic of the US-led war in Iraq in 2003. In 2005, he won the Nobel Prize for Literature.

In announcing the award, Horace Engdahl, chairman of the Swedish Academy, described him as "the towering figure" in English drama in the second half of the 20th century.

In the interview with Reuters Television, Pinter said "I was overwhelmed" by the news, "I haven't had time to think about it but I am very moved. It was something I didn't expect it at all at any time."

80

Name: Lita Ayu Andini
XII A-1

HAROLD PINTER

Harold Pinter, a British playwright, was born 75 ago in London, England. He was one of Britain's best-known dramatists. Some of his best plays were "The Birthday Party" and "The Caretaker", whose mundane dialogue with sinister undercurrents gave rise to the adjective "Pinteresque".

Pinter, the son of a Jewish tailor, was the master of sparse dialogue and menacing silences. He has been an outspoken critic of the US-led war in Iraq in 2003. In 2005, he won the Nobel Prize for Literature.

In announcing the award, Horace Engdahl, chairman of the Swedish Academy, described him as "the towering figure".

In the interview with Reuters Television, Pinter said, "I was overwhelmed" by the news, "I haven't had time to think about it but I am very, very moved. It was something I didn't expect it at all at any time."

85

Task 3 Fadia Admeh Attam XII A1

Harold Pinter

Harold Pinter, a British playwright, was born 75 ago in London, England. He was one of Britain's best known dramatists. Some of his best plays were "The Birthday Party" and "The Caretaker", whose mundane dialogue with sinister undercurrents gave rise to the adjective "Pinteresque".

Pinter, the son of a Jewish tailor, was the master of sparse dialogue and menacing silences. He has been an outspoken critic of the US-led war in Iraq. In 2005, he won the Nobel Prize for Literature.

In announcing the award, Horace Engdahl, chairman of the Swedish Academy, described him as "the towering figure" in English drama in the second half of the 20th century.

In the interview with Reuters television, Pinter said, "I was overwhelmed" by the news, I haven't had time to think about it, but I am very very moved. It was something I didn't expect at all at any time."

75

No. Fadia Pasha Henry XII A1 Date:

Task 3

HAROLD PINTER

Harold Pinter, a British playwright, was born 75 ago in London, England. He was one of Britain's best-known dramatists. Some of his best plays were "The Birthday Party" and "The Caretaker", whose mundane dialogue with sinister undercurrents gave rise to the adjective "Pinteresque".

Pinter, the son of a Jewish tailor, was the master of sparse dialogue and menacing silences. He has been an outspoken critic of the US-led war in Iraq. In 2005, he won the Nobel Prize for Literature.

In announcing the award, Horace Engdahl, chairman of the Swedish Academy, described him as "the towering figure" in English drama in the second half of the 20th century.

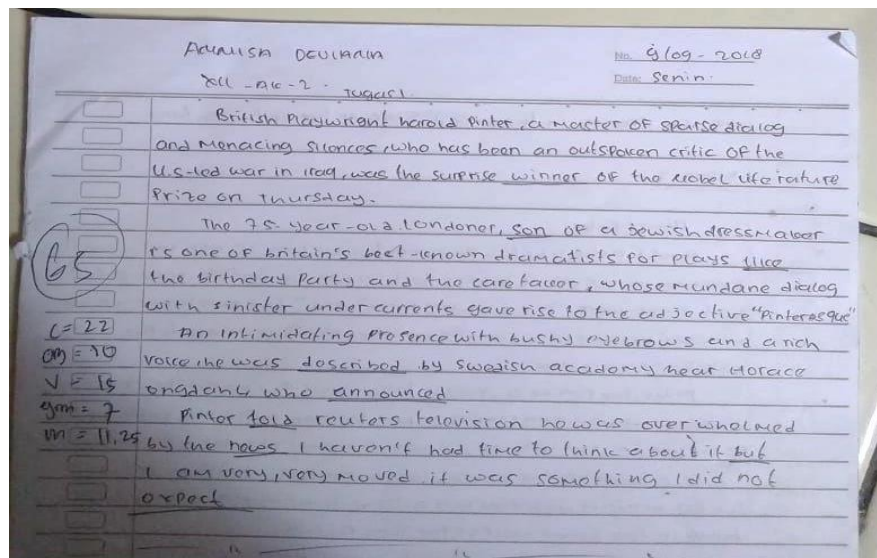
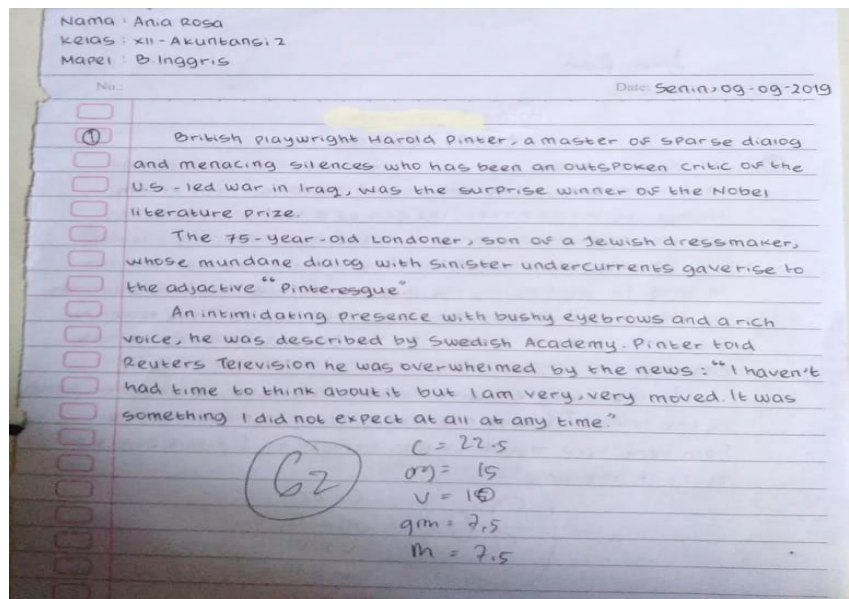
In the interview with Reuters television, Pinter said, "I was overwhelmed" by the news, I haven't had time to think about it, but I am very very moved. It was something I didn't expect it at all at any time."

85

Appendix 4

Students' Paper Answer in Control Group

1. Pretest Answer



Nama : Kania Alifah
 Kelas : XII Akuntansi 2 "Harold Pinter" 09-09-2019

British playwright Harold Pinter, a master of sparse dialog and menacing who has been an outspoken critic of the U.S.-led war in Iraq, was the ~~surp~~ surprise winner of the Nobel literature prize on Thursday.

(76)

$C = 22,5$ The 75-year-old Londoner, son of a Jewish dress
 $DM = 20$ maker, is one of Britain's best-known dramatist for plays
 $V = 15$ like the Birthday Party and the Caretaker, whose munda-
 $gm = 7,5$ ne dialog with sinister undercurrents gave rise to the ad-
 $M = 11,25$ jective "Pinteresque".

Tugas :

Nama : Oudry Dorisa
 Kelas : XII akuntansi - 2
 Mapel : Bahasa Inggris

British playwright Harold Pinter, a master of sparse dialog and menacing silences who has been an outspoken critic of the U.S. led war in Iraq, was the surprise winner of the Nobel literature prize on Thursday.

The 75 year old Londoner, son of a Jewish dressmaker, is one of Britain's best known dramatists for plays like The Birthday Party and the Caretaker, whose mundane dialog with sinister undercurrents gave rise to the adjective "Pinteresque".

An intimidating presence with bushy eyebrows and a rich voice, he was described by Swedish Academy head Horace who announced, as "the towering figure".

Pinter told Reuters television he was overwhelmed by the news about it but I am very, very moved I did not expect at all at any time

(66)

$C = 22,5$
 $DM = 15$
 $V = 10$
 $gm = 11,25$
 $M = 7,5$

DELLA PUSPITA

XII A1 2

Harold Pinter was a British playwright, a master of sparse dialog and menacing silences who has been an outspoken critic of the U.S.-led war in Iraq.

The 75-year-old Londoner, son of a Jewish dressmaker. An intimidating presence with bushy eyebrows and a rich voice, he was wooed by Swedish academy head Horace Engdahl.

Pinter told Reuters: "I was over whelmed by the news."

66

$$c = 22.5$$

$$og = 15$$

$$v = 10$$

$$gm = 7.5$$

$$m = 7.5$$

Michelle Buls

XII - A1

Harold Pinter was a British playwright, a master of sparse dialog and menacing silences who has been an outspoken critic of the U.S.-led war in Iraq.

The 75-year-old Londoner, ^{son} of a Jewish dressmaker is one of Britain's best-known dramatist for plays like "The Birthday Party" and "The Caretaker"; was the surprise winner of the Nobel literature prize in 1978.

55

$$c = 15$$

$$og = 10$$

$$v = 15$$

$$gm = 7.5$$

$$m = 7.5$$

Nama : Kartika sari
Kelas : XII AK2

! British playwright Harold Pinter, a master of sparse dialog and menacing silences who has been an outspoken critic of the U.S. led war in Iraq, was the surprise winner of the Nobel literature prize on Thursday.

The 75-year-old Londoner, son of a Jewish dressmaker, is one of Britain's best-known dramatists for plays like the birthday party and the caretaker, whose mundane dialog with sinister undercurrent gave rise to the adjective "Pinteresque".

An intimidating presence with bushy eyebrows and a rich voice he was described by Swedish academy head Horace Engdahl!

(64) $C = 15$

$U_3 = 15$

$V = 15$

$g_m = 11,25$

$m = 7,5$

Rutri Aptiua.

No. _____

Date: _____

Task 1

Harold Pinter was a British playwright, a master of sparse dialog and menacing silences who has been an outspoken critic of the U.S. led war in Iraq.

The 75 year old Londoner, son of a Jewish dress maker, an intimidating presence with bushy eyebrows and a rich voice - He was true by Swedish academy head Horace Engdahl. Pinter told Reuters television he was over whelmed by the news

(70) $C = 22$

$U_3 = 15$

$V = 15$

$g_m = 11$

$m = 7,5$

Diakh Setor Ayu

XII Akuntansi 2

No. _____

Date _____

- ① British playwright Harold Pinter, a master of sparse dialog and menacing silences who has been an outspoken critic of the U.S.-led war in Iraq, was the surprise winner of the Nobel literature prize on Thursday.

65

$$c = 15$$

$$m_1 = 20$$

$$v = 15$$

$$q_m = 7.5$$

$$m = 7.5$$

2. Posttest Answer

Anisa Rosn

No.: _____ Date: _____

Harold Pinter

② Harold Pinter, a British playwright, was born 75 ago in London, England. He was one of Britain's best known dramatists. Harold Pinter, the son of a Jewish dressmaker, was the master of sparse dialogue and menacing silences. He has been an outspoken critic of the U.S.-led war in Iraq. In announcing the award, Horace Engdahl, Chairman of the Swedish Academy, described him as "the towering figure" in English drama in the second half of the 20th century.

In the interview with Reuters Television, he was overwhelmed by the news: "I have not had time to think about it but I am very, very moved. It was something I didn't expect at all at any time."

70

C = 22

avg = 15

V = 15

gmm = 11

m = 7,5

Anisa Rosn

task 2: Harold Pinter

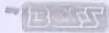
Harold Pinter

British playwright Harold Pinter, a master of sparse dialog and menacing silences who has been an outspoken critic of the U.S.-led war in Iraq, was the surprise winner of the Nobel literature prize on Thursday.

the 75-year-old Londoner son of a Jewish dressmaker, is one of Britain's best-known dramatists for plays like *The Birthday Party* and *The Caretaker*, whose mundane dialog with sinister undercurrents gave rise to the adjective "Pinteresque".

An intimidating presence with bushy eyebrows and a rich voice, he was described by Swedish academy head Horace Engdahl, who announced the prize as "the towering figure" in

Where there is a will, there is a way



Tugas 2.

Fania Alifah

Harold Pinter

British playwright Harold Pinter, a master of sparse dialog and menacing who has been an outspoken critic of the U.S.-led war in Iraq, was the surprise winner of the Nobel literature Prize on Thursday.

The 75-year-old Londoner, son of a Jewish dress maker, is one of Britain's best-known dramatists for plays like *The Birthday Party* and *The Caretaker*, whose mundane dialog with sinister under currents gave rise to the adjective "Pinteresque".

In announcing the award, Horace Engdahl, chairman of the Swedish Academy, described him as "the towering figure" in English drama in the second half of the 20th century.

(84)

C = 30

Org = 20

V = 15

gram = 11,25

m = 7,5

Tugas 2 Oudny Clansa

Harold Pinter

British playwright Harold Pinter, a master of sparse dialog and menacing silences who has been an outspoken critic of the U.S. led war in Iraq, was the surprise winner of the Nobel literature prize on Thursday.

The 75 year old Londoner son of a Jewish dressmaker, is one of Britain's best-known dramatists for plays like *The Birthday Party* and *The Caretaker*, whose mundane dialog with sinister under currents gave rise to the adjective "Pinteresque".

An intimidating presence with bushy eyebrows and a rich voice, he was described by Swedish Academy head Horace Engdahl, who announced the prize, as "the towering figure" in English drama in the second half of the 20th century.

(76)

C = 22,5

Org = 15

V = 20

gram = 7,5

m = 11,25

No. _____
Date: _____

Della Hupstein

Task 2

70 Harold Pinter was a British playwright, was born 75 ago in London, England. He was one of Britain's best-known dramatists. Some of his best plays were "the Birthday Party" and "the Caretaker, whose mundane dialogue with sister Undercurrents gave rise.

$C = 26,5$
 $OM = 20$
 $V = 15$
 $OM = 11,25$
 $m = 7,5$

In the interview with Reuters television, Pinter said "I was overwhelmed" by the news.

Mukhlis Anin

Harold Pinter.

a. British playwright, was born 75 ago in London, England. He was one of Britain's best known dramatists. Some of his best plays were "the Birthday Party" and "the Caretaker, whose mundane dialogue with sister Undercurrents gave rise to the adjective "Pinteresque".

Harold, the son of a Jewish tailor, was the master of sparse dialogue and menacing silences. He has been an outspoken critic of the US-led war in Iraq. ~~He~~ he won the Nobel Prize for literature in 2005.

$C = 15$ $OM = 11,25$
 $OM = 15$ $m = 7,5$
 $V = 15$

BOSS

Yasmin Sani

Harold Pinter

2 Harold Pinter a British playwright was born 75 ago in London England he was one of Britain's best known dramatists Harold Pinter, the son of a Jewish dressmaker,

He has been an outspoken critic of the US-led war in Iraq. In announcing the award, Horace Engdahl, chairman of the Swedish Academy described him as "the towering figure" in English drama in the second half of the 20th century

In the interview with Reuters television, he was overwhelmed by the news "I have not had time to think about it but I am very, very moved & it was something I didn't expect at all at any time"

(75)

C = 22
 O₂ = 20
 N = 15
 g_{mm} = 11.25
 m = 7.5

Rubi Aprilia
 7288 3

No. _____
 Date: _____

Harold Pinter

Harold Pinter, a British playwright, was born 75 ago in London, England. He was one of Britain's best known dramatists.

Pinter the son of a Jewish tailor, was the master of sparse dialogue and menacing silences.

In announcing the award, Horace Engdahl, chairman of the Swedish Academy, described him as "the towering figure" in English drama in the second half of the 20th century.

In the interview with Reuters television, Pinter said "I was" overwhelmed by the news.

(75)

C = 22
 O₂ = 20
 N = 15
 g_{mm} = 11.25
 m = 7.5

Tugas 2

Nama : Echa Salsabil
Kelas : XII-AK 0

No. _____
Date: 09-09-2019

1) British playwright Harold Pinter, a master of sparse dialog and menacing silences who has been an outspoken critic of the U.S.-led war in Iraq, was the surprise winner of the Nobel Literature prize on Thursday.

The 75 year old Londoner, son of a Jewish dressmaker, whose mundane dialog with sinister undercurrents gave rise to the adjective "Pinteresque".

An intimidating presence with bushy eyebrows and a rich voice, who announced the prize, as "the towering figure" in English drama in the second half of the 20th century.

Pinter told Reuters Television he was overwhelmed by the news: "I haven't had time to think about it but I am very, very moved."

62

$$c = 22.5$$

$$a_m = 15$$

$$v = 10$$

$$g_m = 7.5$$

$$m = 7.5$$

Diah Setor Ayu
XII AK 2

2) The English playwright name Harold Pinter was a very good critic. He criticized openly the American-Iranian war. The 75 year old Londoner, the son of a Jewish dressmaker, is one of Britain's best-known dramatists for plays like "The Birthday Party" and "The Caretaker".

"He is very authoritative and firm" described by Swedish Academy head for the English, who was announced the prize, as "the towering figure" in English drama.

70

$$c = 22 \quad a_m = 11$$

$$a_m = 15 \quad m = 7.5$$

$$v = 15$$

3) Harold Pinter

3. Pretest and Post test

No. _____
Date: _____

Hilal Ramadhan KLS XII ALU-2

① British playwright Harold Pinter, a master of sparse dialog and menacing silences who has been an outspoken critic of the U.S. - led war in Iraq, was the Sprig
winner of the Nobel Prize.

$AA=7,5$
 $C=22,5$
 $DA=15$
 $V=19$
 $gpm=11,5$

The 75-year-old Londoner, son of a Jewish dressmaker, is one of Britain's best-known dramatists for plays like *The Birthday Party*.

He was described by Swedish Academy head Hecser Engdahl, who announced the prize. Pinter told Reuters Television he was overwhelmed by the news.

② British playwright Harold Pinter, was born 75 ago in London, England. He was one of Britain's best known dramatists. Harold Pinter, the son of a Jewish dressmaker, was the master of sparse dialogue and menacing silences.

$C=22,5$
 $DA=15$
 $V=22$
 $gpm=12$
 $MA=11$

He has been an outspoken critic of the U.S. - led war in Iraq. In announcing the award, Hecser Engdahl, chairman of the Swedish Academy, described him as "the towering figure" in English drama in the second half of the 20th century.

In the interview with Reuters Television, he was overwhelmed by the news.

"I never got had time to think about it but I am very, very moved. It was something I didn't expect at all at all time"

③

M. Farid Raihan
XII-AP 2

No. _____

Date _____

1

Harold Pinter was a British playwright, a master of sparse dialog and menacing silences who has been an outspoken critic of the US led war in Iraq.

C=15

OM=10

V=15

QCM=17.5

M=17.5

The 75 year old Londoner, son of a Jewish dressmaker. An intimidating presence with bushy eyebrows and a rich voice. He was lined by Swedish academy head Håkan Engdals.

Pinter told Reuters television he was overwhelmed by the news.

2

British playwright Harold Pinter, was born 75 ago in London, England. He was one of Britain's best known dramatists. Harold Pinter, the son of a Jewish dressmaker, was the master of sparse dialogue and menacing silence.

C=15

OM=20

V=15

QCM=17.5

M=17.5

He has been an outspoken critic of the US led war in Iraq. In announcing the award, chairman of the Swedish academy, described him as "the towering figure" in English drama in the second half of the 20th century.

In the interview with Reuters television, he was overwhelmed by the news.

M=17.5

"I have not had time to think about it but I am very, very moved. It was something I didn't expect at all at any time."

1

Text 1

was the surprise winner of the Nobel literature Prize on Thursday. The 75-year-old Londoner, son of a Jewish dressmaker, for plays like *The Birthday Party* and *The Caretaker*.

he was described by Swedish Academy head Horace Engdahl, who announced the prize,

Pinter told Reuters Television he was overwhelmed by the news: "I haven't had time to think about it but I am very, very moved. It was something I did not expect at all at any time."

62

c = 22,5
og = 15
gm = 10
v = 7,5
vn = 7,5

2

Text 2

Harold Pinter, a British playwright, was born 75 ago in London, England. He was one of Britain's best-known dramatists. Some of his best plays were *The Caretaker*, whose mundane dialogue with sinister undercurrents gave rise to the adjective "Pinteresque".

In the interview with Reuters Television, Pinter said, "I was"overwhelmed" by the news, I haven't had time to think about it but I am very very moved.

70

c = 22
og = 15
v = 15
gm = 11

Nama : I. Kevin I. Nugroho Iregan

Kelas : XII Akuntansi - 2

Materi : Bahasa Inggris

task 1

British playwright Harold Pinter, a master of sparse dialog and menacing silences who has been an outspoken critic of the US led war in Iraq, was the surprise winner of the Nobel literature Prize on Thursday.

the 75 year old Londoner, son of a Jewish dressmaker, is one of Britain's best known dramatists for plays like the birthday party and the caretaker, whose mundane dialog with sinister undercurrents gave rise to the adjective "Pinteresque"

66
C = 22,5
Dm = 10
gmm = 15
V = 11,75
m = 7,5

An intimidating presence with bushy eye brows and a rich voice, he was described by Academy head Harold Wilson as "the towering figure"

Pinter told Reuters television he was over whelmed by the news about it but I am very very moved I did not ~~at~~ expect at all at any time

task 2

British playwright Harold Pinter, was born 75 ago in London England. he was one of Britain's best known dramatists. Harold Pinter, the son of a Jewish dressmaker, was the master of sparse dialogic and menacing silence.

75
C = 22
Dm = 20
gmm = 15
V = 11,75
m = 7,5

he has been an outspoken critic of the US - led war in Iraq. In announcing the award, Horace Engdahl, Chairman of the Swedish Academy, describe him as "the towering figure" in English drama in the second half of the 20th century.

(1) Harold Pinter was a British Playwright, a master of
 sparse dialog and meaning who has been an outspoken critic of
 the Vietnam War in 1971
 The 75 year old Londoner, son of a Jewish dress maker.
 An intimidating presence with lazing eyebrows and a rich voice.
 He was like by Swedish Academy head Håkan Engdahl
 Pinter told news television he was overwhelmed by the news

(2) British Playwright Harold Pinter, was born 7 October in Lambeth
 England. He was one of Britain's best known dramatists.
 Harold Pinter, the son of Jewish dress maker, was the master of sparse
 dialogue and menacing silence.
 He has been an outspoken critic of the US-led war in Iraq
 In announcing the award, Håkan Engdahl, Chairman of the
 Swedish Academy, described him as "the towering figure" in
 English drama in the second half of the 20th century.
 In the interview with the Pinter television, he was overwhelmed by
 the news 'I have not had time to think about it but I am very
 very moved. It was something I didn't expect at all at any time'

C = 22
 OG = 10
 gm = 15
 v = 11
 m = 9

APPENDIX 5

Documentation of Research

Experimental class were used moodle as a instructional media in blended learning model.





Control class were used conventional model as their learning.





Appendix 6

Rubric Assessment Of Writing

A. Result of Pretest and Post test in Experimental Group

1. Pretest

No	Students' Initial	Content	Organization the idea	Vocabulary	Grammar	Mechanic	Score
1	ANF	22	15	10	11.25	7	65
2	BAMP	22	10	15	11.25	7	65
3	CMSD	22	15	15	11	7.5	70
4	DP	15	10	15	7.5	7.5	55
5	DS	22	15	10	7	7	60
6	FAU	22	10	15	7	11.25	65
7	FPH	22	15	15	11	7.5	70
8	LAA	22.5	20	15	7.5	11.25	76
9	NBM	22	15	15	11	7.5	70
10	NP	22	10	15	11	7	65
11	NER	22.5	10	15	11.25	7.5	66
12	PAF	15	10	15	7.5	7.5	55
13	PA	22	10	15	7	11.25	65
14	RA	22	15	15	11	7.5	70
15	RAS	22.5	15	10	11.25	7.5	66
16	SBB	22	15	15	11	7.5	70
17	SS	15	10	15	7.5	7.5	55
18	SDE	22.5	15	15	11.5	7.5	71

2. Post Test

No	Students' Initial	Content	Organization the idea	Vocabulary	Grammar	Mechanic	Score
1	ANF	22	20	15	11	7	75
2	BAMP	22.5	20	15	11.25	7.5	76
3	CMSD	22.5	15	20	12	11	80
4	DP	22.5	15	10	11.25	7.5	66
5	DS	22	15	15	11	7.5	70
6	FAU	22	20	15	11	7.5	75
7	FPH	24	20	15	12	14	85
8	LAA	24	15	20	12	14	85
9	NBM	22.5	15	20	12	11	80
10	NP	22	15	20	7.5	11	75
11	NER	22	20	15	11	7.5	75
12	PAF	22.5	15	10	11.25	7.5	66
13	PA	22	15	15	11	7.5	70
14	RA	22.5	20	15	11.25	7.5	76
15	RAS	22.5	20	15	11	7	75
16	SBB	24	20	15	15	11	85
17	SS	22	15	15	11	7.5	70

18	SDE	24	20	15	12	14	85
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B. Result Pretest and Post test in Control Group



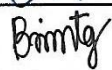
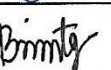
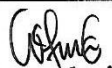









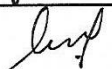
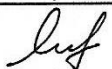









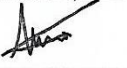










1. Pretest




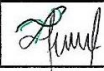
No	Students' Initial	Content	Organization the idea	Vocabulary	Grammar	Mechanic	Score
1	AR	22.5	15	10	7.5	7.5	62
2	AD	22	10	15	7	11.25	65
3	DP	22.5	15	10	11.25	7.5	66
4	DSA	15	20	15	7.5	7.5	65
5	ES	22.5	15	10	7.5	7.5	62
6	FF	15	10	15	7.5	7.5	55
7	HR	22.5	15	15	11.5	7.5	71
8	KA	22.5	20	15	7.5	11.25	76
9	KS	15	15	15	11.25	7.5	64
10	MFR	15	10	15	7.5	7.5	55
11	MKMS	22.5	10	15	11.25	7.5	66
12	MAP	15	10	15	7.5	7.5	55
13	NP	15	10	15	7.5	7.5	55
14	OQ	22.5	15	10	11.25	7.5	66
15	PAM	22	15	15	11	7.5	70
16	SAS	22.5	20	15	11.25	7.5	76
17	SBBN	22.5	15	10	7.5	7.5	62
18	TSU	22	15	15	11	7.5	70

2. Post Test

No	Students' Initial	Content	Organization the idea	Vocabulary	Grammar	Mechanic	Score
1	AR	22	15	15	11	7.5	70
2	AD	22	15	15	11	7.5	70
3	DP	22.5	20	15	11.25	7.5	76
4	DSA	22	15	15	11	7.5	70
5	ES	22.5	20	15	11	7	75
6	FF	22	10	15	11	7	65
7	HR	22.5	15	20	12	11	80
8	KA	30	20	15	11.25	7.5	84
9	KS	22	20	15	11	7.5	75
10	MFR	15	20	15	7.5	7.5	65
11	MKMS	22	20	15	11.25	7.5	75
12	MAP	15	15	15	11.25	7.5	64
13	NP	15	15	15	11.25	7.5	64
14	OQ	22.5	15	20	7.5	11.25	76
15	PAM	22	20	15	11.25	7.5	75
16	SAS	24	20	15	12	14	85
17	SBBN	22	15	15	11	7.5	70
18	TSU	22.5	20	15	12	11	80

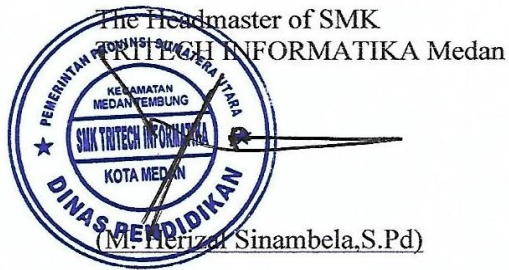
Appendix 7 Students' Attendance List

NO	Students' Name	Pre-Test	Post -Test
1	Ade Noviola Fadillah		
2	Bintang Aufa Maesa Putri		
3	Cut Mutia Saprina Dewi		
4	Dinda Pratami		
5	Dwi Syabina		
6	Fadia Adinda Utami		
7	Fadia Prasta Herasty		
8	Liza Ayu Andini		
9	Nashwa Balqis Maharani		
10	Nirmala Putri		
11	Nova Eriza Ramadhani		
12	Permata Ade Fatma		
13	Putri Anjani		
14	Rizka Annisa		
15	Robia Tul Adawiyah Sinambela		
16	Sabarina BR Bangun		
17	Silvia Seprianti		
18	Silvani Dewita Eria		

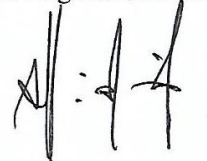
19	Syah Dita Salwa		
20	Zaskya Humairah		

Medan, September 2019

Known by:



The English Teacher



(Retno Handoko, S.Pd.)

Appendix 8 t-tabel (df = 1 – 40)

Titik Persentase Distribusi t (df = 1 - 40)

df	Pr	0.25	0.10	0.05	0.025	0.01	0.005	0.001
		0.50	0.20	0.10	0.050	0.02	0.010	0.002
1		1.00000	3.07768	6.31375	12.70620	31.82052	63.65674	318.30884
2		0.81650	1.88562	2.91999	4.30265	6.96456	9.92484	22.32712
3		0.76489	1.63774	2.35336	3.18245	4.54070	5.84091	10.21453
4		0.74070	1.53321	2.13185	2.77645	3.74695	4.60409	7.17318
5		0.72669	1.47588	2.01505	2.57058	3.36493	4.03214	5.89343
6		0.71756	1.43976	1.94318	2.44691	3.14267	3.70743	5.20763
7		0.71114	1.41492	1.89458	2.36462	2.99795	3.49948	4.78529
8		0.70639	1.39682	1.85955	2.30600	2.89646	3.35539	4.50079
9		0.70272	1.38303	1.83311	2.26216	2.82144	3.24984	4.29681
10		0.69981	1.37218	1.81246	2.22814	2.76377	3.16927	4.14370
11		0.69745	1.36343	1.79588	2.20099	2.71808	3.10581	4.02470
12		0.69548	1.35622	1.78229	2.17881	2.68100	3.05454	3.92963
13		0.69383	1.35017	1.77093	2.16037	2.65031	3.01228	3.85198
14		0.69242	1.34503	1.76131	2.14479	2.62449	2.97684	3.78739
15		0.69120	1.34061	1.75305	2.13145	2.60248	2.94671	3.73283
16		0.69013	1.33676	1.74588	2.11991	2.58349	2.92078	3.68615
17		0.68920	1.33338	1.73961	2.10982	2.56693	2.89823	3.64577
18		0.68836	1.33039	1.73406	2.10092	2.55238	2.87844	3.61048
19		0.68762	1.32773	1.72913	2.09302	2.53948	2.86093	3.57940
20		0.68695	1.32534	1.72472	2.08596	2.52798	2.84534	3.55181
21		0.68635	1.32319	1.72074	2.07961	2.51765	2.83136	3.52715
22		0.68581	1.32124	1.71714	2.07387	2.50832	2.81876	3.50499
23		0.68531	1.31946	1.71387	2.06866	2.49987	2.80734	3.48496
24		0.68485	1.31784	1.71088	2.06390	2.49216	2.79694	3.46678
25		0.68443	1.31635	1.70814	2.05954	2.48511	2.78744	3.45019
26		0.68404	1.31497	1.70562	2.05553	2.47863	2.77871	3.43500
27		0.68368	1.31370	1.70329	2.05183	2.47266	2.77068	3.42103
28		0.68335	1.31253	1.70113	2.04841	2.46714	2.76326	3.40816

29	0.68304	1.31143	1.69913	2.04523	2.46202	2.75639	3.39624
30	0.68276	1.31042	1.69726	2.04227	2.45726	2.75000	3.38518
31	0.68249	1.30946	1.69552	2.03951	2.45282	2.74404	3.37490
32	0.68223	1.30857	1.69389	2.03693	2.44868	2.73848	3.36531
33	0.68200	1.30774	1.69236	2.03452	2.44479	2.73328	3.35634
34	0.68177	1.30695	1.69092	2.03224	2.44115	2.72839	3.34793
35	0.68156	1.30621	1.68957	2.03011	2.43772	2.72381	3.34005
36	0.68137	1.30551	1.68830	2.02809	2.43449	2.71948	3.33262
37	0.68118	1.30485	1.68709	2.02619	2.43145	2.71541	3.32563
38	0.68100	1.30423	1.68595	2.02439	2.42857	2.71156	3.31903
39	0.68083	1.30364	1.68488	2.02269	2.42584	2.70791	3.31279
40	0.68067	1.30308	1.68385	2.02108	2.42326	2.70446	3.30688



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Jl. Kapten Mukhtar Basri No. 3 Telp. (061) 6619056 Medan 20238
Website: <http://www.fkip.umsu.ac.id> E-mail: fkip@umsu.ac.id

Form : K - 1

Kepada Yth: Bapak Ketua & Sekretaris
Program Studi Pendidikan Bahasa Inggris
FKIP UMSU

Perihal : PERMOHONAN PERSETUJUAN JUDUL SKRIPSI

Dengan hormat yang bertanda tangan di bawah ini:

Nama Mahasiswa : Monalisa
NPM : 1502050010
Prog. Studi : Pendidikan Bahasa Inggris
Kredit Kumulatif : 136 SKS

IPK= 3,71

Persetujuan Ket./Sekret. Prog. Studi	Judul yang Diajukan	Disahkan oleh Dekan Fakultas
	The Implementation of Blended Learning Model with Moodle on the Students' Self-Regulated Learning	 11/3/19
	An Analysis of Slang Words Used by the Character in "Percy Jackson and the Olympus" Movie	
	The Implementation of Applying Duolingo to Improve Students' in Reading Skill	

Demikianlah permohonan ini saya sampaikan untuk dapat pemeriksaan dan persetujuan serta pengesahan, atas kesediaan Bapak saya ucapkan terima kasih.

Medan, 26 Maret 2019
Hormat Pemohon,

Monalisa

Keterangan:

- Dibuat rangkap 3 : - Untuk Dekan/Fakultas
- Untuk Ketua/Sekretaris Program Studi
- Untuk Mahasiswa yang bersangkutan



MAJELIS PENDIDIKAN TINGGI
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Website: <http://www.fkip.umsu.ac.id> E-mail: fkip@umsu.ac.id

Form K-2

Kepada : Yth. Bapak Ketua/Sekretaris
Program Studi Pendidikan Bahasa Inggris
FKIP UMSU

Assalamu'alaikum Wr, Wb


Dengan hormat, yang bertanda tangan dibawah ini:

Nama Mahasiswa : Monalisa
NPM : 1502050010
Prog. Studi : Pendidikan Bahasa Inggris

Mengajukan permohonan persetujuan proyek proposal/risalah/makalah/skripsi sebagai tercantum di bawah ini dengan judul sebagai berikut:

The Implementation of Blended Learning Model with Moodle on the Students'
Self-Regulated Learning

Sekaligus saya mengusulkan/ menunjuk Bapak/ Ibu:

1. Muhammad Arifin, S.Pd, M.Pd 

Sebagai Dosen Pembimbing Proposal/Risalah/Makalah/Skripsi saya.

Demikianlah permohonan ini saya sampaikan untuk dapat pengurusan selanjutnya. Akhirnya atas perhatian dan kesediaan Bapak saya ucapkan terima kasih.

Medan, April 2019
Hormat Pemohon,



Monalisa

Keterangan
Dibuat rangkap 3 :
- Untuk Dekan / Fakultas
- Untuk Ketua / Sekretaris Prog. Studi
- Untuk Mahasiswa yang Bersangkutan



FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN
UNIVERSITAS MUHAMMADIYAH SUMATERA UTARA
Jln. Mukhtar Basri BA No. 3 Telp. 6622400 Medan 20217 Form : K3

Nomor : 2208 /II.3/UMSU-02/F/2019
Lamp : ---
Hal : Pengesahan Proyek Proposal
Dan Dosen Pembimbing

Assalamu`alaikum Warahmatullahi Wabarakatuh

Dekan Fakultas Keguruan dan Ilmu Pendidikan Universitas Muhammadiyah Sumatera Utara menetapkan proyek proposal/risalah/makalah/skripsi dan dosen pembimbing bagi mahasiswa yang tersebut di bawah ini .:

Nama : Monalisa
N P M : 1502050010
Program Studi : Pendidikan Bahasa Inggris
Judul Penelitian : The Implementation of Blended Learning Model With Moodle on The Students' Self-Regulated Learning.


Pembimbing : Muhammad Arifin, S.Pd, M.Pd

Dengan demikian mahasiswa tersebut di atas diizinkan menulis proposal/risalah/makalah/skripsi dengan ketentuan sebagai berikut :

1. Penulis berpedoman kepada ketentuan yang telah ditetapkan oleh Dekan
2. Proyek proposal/risalah/makalah/skripsi dinyatakan BATAL apabila tidak selesai pada waktu yang telah ditentukan
3. Masa kadaluarsa tanggal : 14 Mei 2020

Wa`alaikumssalam Warahmatullahi Wabarakatuh.

Dikeluarkan pada Tanggal :
Medan, 09 Ramadhan 1440 H
14 Mei 2019 M


Dekan
Dr. H. Elfrianto Nst, S.Pd, M.Pd.
NIDN 00115057302

Dibuat rangkap 4 (empat) :

1. Fakultas (Dekan)
2. Ketua Program Studi
3. Pembimbing
4. Mahasiswa yang bersangkutan :
WAJIB MENGIKUTI SEMINAR



MAJELIS PENDIDIKAN TINGGI
UNIVERSITAS MUHAMMADIYAH SUMATERA UTARA
FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN

Jl. Kapten Mukhtar Basri No. 3 Medan 20238 Telp. 061-6622400 Ext, 22, 23, 30
Website: <http://www.fkip.umsu.ac.id> E-mail: fkip@umsu.ac.id

BERITA ACARA SEMINAR PROPOSAL

Pada hari ini Selasa Tanggal 21 Bulan Mei Tahun 2019
diselenggarakan seminar prodi Pendidikan Bahasa Inggris menerangkan bahwa :

Nama : Monalisa
NPM : 1502050010
Program Studi : Pendidikan Bahasa Inggris
Judul Proposal : The Implementation of Blended Learning Model with Moodle on the Students' Self-Regulated Learning

No	Masukan dan Saran
Judul	Revisi
Bab I	Revisi the background of the study.
Bab II	✓
Bab III	Revisi
Lainnya	Revisi Reference. Avoid Indonesian book. update Referensi
Kesimpulan	[] Disetujui [] Ditolak [✓] Disetujui Dengan Adanya Perbaikan

Dosen Pembahas


(Dra. Diani Syahputri, M.Hum)

Dosen Pembimbing


(Muhammad Arifin, S.Pd, M.Pd)

Panitia Pelaksana

Ketua


(Mandra Saragih, S.Pd, M.Hum)

Sekretaris


(Pirman Ginting, S.Pd, M.Hum)



**MAJELIS PENDIDIKAN TINGGI
UNIVERSITAS MUHAMMADIYAH SUMATERA UTARA
FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN**

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Website: <http://www.fkip.umsu.ac.id> E-mail: fkip@umsu.ac.id



LEMBAR PENGESAHAN HASIL SEMINAR PROPOSAL

Proposal yang sudah diseminari oleh mahasiswa di bawah ini:

Nama Lengkap : Monalisa
N.P.M : 1502050010
Program Studi : Pendidikan Bahasa Inggris
Judul Proposal : The Effect of Blended Learning Model With Moodle on the Students' Writing Achievement

Pada hari Selasa tanggal 21 bulan Mei tahun 2019 sudah layak menjadi proposal skripsi.

Medan, Agustus 2019

Disetujui oleh:

Dosen Pembahas

Dra. Diani Syahputri, M.Hum

Dosen Pembimbing

Muhammad Arifin, S.Pd, M.Pd

Diketahui oleh
Ketua Program Studi,

Mandra Saragih, S.Pd., M.Hum.



**MAJELIS PENDIDIKAN TINGGI
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Website: <http://www.fkip.umsu.ac.id> E-mail: fkip@umsu.ac.id

Kepada: Yth. Bapak Ketua/Sekretaris
Program Studi Pendidikan Bahasa Inggris
FKIP UMSU

Perihal : **Permohonan Perubahan Judul Skripsi**

Bismillahirrahmanirrahim
Assalamu'alaikum Wr. Wb

Dengan hormat, yang bertanda tangan di bawah ini:

Nama Lengkap : Monalisa
N.P.M : 1502050010
Program Studi : Pendidikan Bahasa Inggris

Mengajukan permohonan perubahan judul Skripsi, sebagai mana tercantum di bawah ini:

The Implementation of Blended Learning Model With Moodle on the Students'
Self-Regulated Learning


Menjadi:

The Effect of Blended Learning Model With Moodle on the Students'
Writing Achievement

Demikianlah permohonan ini saya sampaikan untuk dapat pengurusan selanjutnya.
Akhirnya atas perhatian dan kesediaan Bapak saya ucapkan terima kasih.

Medan, Agustus 2019


Ketua Program Studi
Pendidikan Bahasa Inggris


Mandra Saragih, S.Pd, M.Hum

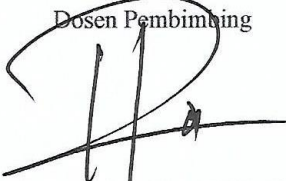
Hormat Pemohon


Monalisa

Dosen Pembahas


Dra. Diani Svahputri, M.Hum

Dosen Pembimbing


Muhammad Arifin, S.Pd, M.Pd

SURAT PERNYATAAN

بِسْمِ اللَّهِ الرَّحْمَنِ الرَّحِيمِ

Saya yang bertandatangan dibawah ini :

Nama Lengkap : Monalisa
N.P.M : 1502050010
Program Studi : Pendidikan Bahasa Inggris
Judul Proposal : The Effect of Blended Learning Model With Moodle on the Students' Writing Achievement

Dengan ini saya menyatakan bahwa:

1. Penelitian yang saya lakukan dengan judul di atas belum pernah diteliti di Fakultas Keguruan dan Ilmu Pendidikan Universitas Muhammadiyah Sumatera Utara
2. Penelitian ini akan saya lakukan sendiri tanpa ada bantuan dari pihak manapun dengan kata lain penelitian ini tidak saya tempahkan (dibuat) oleh orang lain dan juga tidak tergolong *Plagiat*.
3. Apabila point 1 dan 2 di atas saya langgar maka saya bersedia untuk dilakukan pembatalan terhadap penelitian tersebut dan saya bersedia mengulang kembali mengajukan judul penelitian yang baru dengan catatan mengulang seminar kembali.

Demikian surat pernyataan ini saya perbuat tanpa ada paksaan dari pihak manapun juga, dan dapat dipergunakan sebagaimana mestinya.

Medan, Agustus 2019

Hormat saya

Yang membuat pernyataan,



Monalisa

Diketahui oleh Ketua Program Studi
Pendidikan Bahasa Inggris

Mandra Saragih, S.Pd, M.Hum



MAJELIS PENDIDIKAN TINGGI
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Website: <http://www.fkip.umsu.ac.id> E-mail: fkip@umsu.ac.id

بِسْمِ اللَّهِ الرَّحْمَنِ الرَّحِيمِ

SURAT KETERANGAN

Ketua Program Studi Pendidikan Bahasa Inggris, Fakultas Keguruan dan Ilmu Pendidikan, Universitas Muhammadiyah Sumatera Utara, menerangkan di bawah ini:

Nama Lengkap : Monalisa
N.P.M : 1502050010
Program Studi : Pendidikan Bahasa Inggris
Judul Proposal : The Effect of Blended Learning Model With Moodle on the Students' Writing Achievement

benar telah melakukan seminar proposal skripsi pada hari Selasa, tanggal 21, Bulan Mei, Tahun 2019.

Demikianlah surat keterangan ini dibuat untuk memperoleh surat izin riset dari Dekan Fakultas. Atas kesediaan dan kerjasama yang baik, kami ucapkan terima kasih.

Medan, Agustus 2019

Ketua,

Mandra Saragih, S.Pd, M.Hum



Unggul, Cerdas & Terpercaya

Bila menjawab surat ini agar disebutkan nomor dan tanggalnya

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Nomor : 5299/II.3/UMSU-02/F/2019
Lamp : ---
Hal : Mohon Izin Riset

Medan, 22 Dzulhijjah 1440 H
23 Agustus 2019 M

Kepada Yth. Bapak/Ibu Kepala
SMK Tritech Informatika
di-
Medan

Assalamu'alaikum Warahmatullahi Wabarakaatuh

Wa ba'du, semoga kita semua sehat wal'afiat dalam melaksanakan kegiatan-aktifitas sehari-hari, sehubungan dengan semester akhir bagi mahasiswa wajib melakukan penelitian/riset untuk pembuatan skripsi sebagai salah satu syarat penyelesaian Sarjana Pendidikan. maka kami mohon kepada Bapak/Ibu Memberikan izin kepada mahasiswa untuk melakukan penelitian/riset di Sekolah Bapak/Ibu pimpin. Adapun data mahasiswa kami tersebut sebagai berikut :

Nama : Monalisa
N P M : 1502050010
Program Studi : Pendidikan Bahasa Inggris
Judul Penelitian : The Effect of Blended Learning Model With Moodle on The Students' Writing Achievement.

Demikian hal ini kami sampaikan, atas perhatian dan kesediaan serta kerjasama yang baik dari Bapak/Ibu kami ucapkan terima kasih.

Wa'alaikumssalam Warahmatullahi Wabarakatuh.



** Pertiinggal **



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Nomor : 422/467/SMK.TI.MN/IX/2019
Lamp : ---
H a l : Surat Keterangan

Medan, 25 Muharram 1441 H
25 September 2019 M

Kepada Yth :

MAJELIS PENDIDIKAN TINGGI PENELITIAN & PENGEMBANGAN
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FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN
Jl. Kapten Mukhtar Basri No. 3
MEDAN - 20238

Dengan hormat,

Menindak lanjuti surat Nomor : 5154/II.3/UMSU-02/F/2019 mengenai Mohon Izin Riset dengan judul "The Effect Of Blanded Learning Model With Moodle On The Students' Achievement Writing Achievement", maka kami sampaikan bahwa :

1. Nama : Monalisa
NPM : 1502050010
Jurusan : PEND. BAHASA INGGRIS

Dengan ini menerangkan bahwa nama yang tercantum diatas bahwa benar telah menyelesaikan Penelitian/Riset dengan judul yang telah disebutkan diatas dengan sebaik baiknya.

Demikian hal ini kami sampaikan untuk dapat dipergunakan seperlunya.



Hormat kami,
Kepala SMK Tritech Informatika,

M. HERIZAL SINAMBELA, S.Pd.I

Tembusan :

1. YP. Triadi Teknologi
2. Yang Berkepentingan

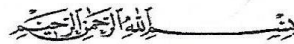


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BERITA ACARA BIMBINGAN PROPOSAL

Perguruan Tinggi : Universitas Muhammadiyah Sumatera Utara
Fakultas : Keguruan dan Ilmu Pendidikan
Jurusan/Prog. Studi : Pendidikan Bahasa Inggris
Nama Lengkap : Monalisa
N.P.M : 1502050010
Program Studi : Pendidikan Bahasa Inggris
Judul Proposal : The Implementation of Blended Learning Model with Moodle on the Students' Self-Regulated Learning

Tanggal	Deskripsi Hasil Bimbingan Proposal	Tanda Tangan
6 April 2019	Repairing of the title	
30 April 2019	Repairing of chapter II	
10 Mei 2019	Repairing of writing format.	
14 Mei 2019	Chapter III elucidation of questionnaire.	
15 Mei 2019	All	

Medan, Mei 2019

Diketahui oleh:
Ketua Prodi

(Mandra Saragih, S.Pd., M.Hum.)

Dosen Pembimbing

(Muhammad Arifin, S.Pd, M.Pd)

APPENDIX 21

CURRICULUM VITAE

Name : Monalisa
Registered : 1502050010
Place/ date of birth : Medan, 7 August 1996
Sex : Female
Religion : Moslem
Marital Status : Married
Nationally : Indonesia
Father's Name : Rushan
Mother's Name : Wasti Rahayu
Address : Jln. Platina 6 No.45 Link. XIV
Mobile Phone : 083872831024
Gmail : monalisamona077@gmail.com

Education

1. Elementary School at SD Mayang Sari (2002-2008)
2. Junior High School at SMPN 42 Medan (2008-2011)
3. Senior High School at SMAN 7 Medan (2011-2014)

Medan, September 2019

Monalisa

Monalisa.docx

by

Submission date: 26-Sep-2019 02:16PM (UTC+0700)
Submission ID: 1180402541
File name: Monalisa.docx (270.77K)
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