

The Influence Of Using Blended Learning Model Through Schoology Media On Students' Achievement In Writing Descriptive Text

¹Fatimah Sari Siregar, ²Intan Juliani Putri

^{1,2}University of Muhammadiyah Sumatera Utara

*Corresponding Author : fatimahsari@umsu.ac.id

Doi :

Keywords :

writing descriptive text, blended learning, schoology

Abstract

This study was intended to investigate the influence of using Blended Learning through Schoology media on students' achievement in writing descriptive text at SMA Harapan Mekar Medan. The population of this study was third grade which is consisted of 33 students. The method of this research is Pre-experimental design. As what John W. The data of this study was validated by applying one-group pre-test-post-test design which is one of pre-experimental research designs. The result of the analysis showed that observe (2,831) was higher than t-table (2,080) with the level of significant $\alpha = 5\%$ (0,05). The final hypothesis showed that H_0 was rejected and H_a was accepted. It means that there was a significant influence of using Blended Learning Model through Schoology Media.

Volume 1, No.1, February 2021, Pages : 177-185

COPYRIGHT : © 2021 The Author (s) Published by International Journal of Education, Social Sciences And Linguistics (IJESLi) UNIGHA Publisher, All rights reserved. This is an open-access article distributed under the terms of the Creative Commons Attribution-NonCommercial-ShareAlike 4.0 International License Licensed under  a Creative Commons Attribution 4.0 International License. Site using optimized OJS 3 The terms of this license may be seen at : <https://creativecommons.org/licenses/by/4.0/>

1. Introduction

Writing is a combination of process and product. We need a very long process to start from planning, compilation, editing, to the final preparation to produce a paper (Harmer, 2004:4). Meanwhile, Randal (2004:160) explains that writing is an ability to make a form of words that in general, it may have a higher truth value than the fact that it has set it down. It means that the product of writing should be truly accepted by the readers can get the benefits from the writing. Furthermore, Nora (2003:71) mentioned that writing is an activity. Writing is a person's way to express him/herself and to adapt to society. Through writing the readers will understand the writer's way of thinking. The purpose of writing is the expression of ideas, the conveying of a message to the reader, so the ideas themselves should arguably be seen as the most important aspect of the writing. There are four purpose of writing such as: (a) To Inform: The purpose of writing to inform is to share facts and other information. Informational texts such as reports make statements that are supported by facts and truthful evidence. (b) To Explain: The purpose of writing to explain is to tell what, how, and why about a topic. An example is to explain in writing how to do or make something. (c) To Narrate: The purpose of writing to narrate is to tell a story. The story can be made up or truthful. Most forms of narrative writing have a beginning, middle, and end. (d). To Persuade: Writing that has a purpose to persuade states an opinion or goal and supports it with reasons and supporting details to get the audience to agree, take action, or both.

writing is considered as a difficult activity, both in the mother tongue and in a foreign language. There are three heading problems which are caused by writing according to Byrne (1997:4-5): (a) Psychological Problems, Writing is essentially a solitary activity and the fact that people was required to write on their draft, without the possibility of interaction or the benefit of feedback, in itself makes the act of writing difficult. Writers has no immediate feedback to let them know how they are doing and whether they should change their approach. There was no immediate interaction between the producer and the receiver. (b) Linguistics Problem, Different from oral communication the language used in written language was either simplified (list, telegram, and note) or more elaborate and formal. In a foreign language this process was all the more difficult as there might be interference on a cultural level, not just the linguistics, between mother tongue and the foreign language.

Teaching writing at the high school level has been confronted with a several problems such as the poor writing ability of most students, and the teacher's negative attitude towards teaching writing (Alwasilah, 2002). The teacher must find out the techniques or methods used and the correct ways that can be used to increase students' motivation or interest in learning writing so that students can be more excited to follow in the learning process in the classroom and develop their ideas through writing. The teacher must also know the media and methods that have flexibility in time and place that can be used to provide feedback to students effectively. In this digital era, people can learn anywhere and anytime. In this case, learning is authentic and individual. Teacher nowadays is challenged to combine traditional learning models with technology as the media. It will reduce students' boredom in learning process. Harmer (2004) there are four reasons for teaching writing to the students of English as a foreign language: (a) Reinforcement, some students acquire language in purely oral way, but most of them benefit greatly from seeing the language written down. The visual demonstration of language construction is invaluable for both our understanding of how it all fits together and as an aid to committing the new language to memory. (b) Language Development, The actual process of writing helps learners to learn as they go along. The mental activity they have to go through in order to construct proper written text is all part of the ongoing learning process.

Descriptive text is one kind of text which is made to give description about an object (human or non-human) in specific way or in detail. Its purpose is to describe and reveal a particular person, places, or thing. In conclude, descriptive text is a kind of text which describes a particular object, person, animal, and thing in detail. The generic structure of descriptive text are as follow: (1) Identification, In identification, the reader can know the object which will be describe. Then, the identification is located in the first paragraph in descriptive text. Identification aims to identify for something you want to describe. In this section identification serves to introduce to reader about something o object that will described before we tell its properties or tell the whole thing. The goal a identification is so that, the reader does not get wrong in what described. (2) Description, In this part, the reader can know about the detail description about the object that is mean in identification.

Blended Learning wants to see the independence of learning and critical thinking of students. The word autonomous implies not dependent on others, free, and can do themselves

(Rusman, 2014: 353). The student learning independence is meant the attitude that must be carried out by the students themselves in learning independently, having the attitude. learning independence is meant the attitude that must be carried out by the students themselves in learning independently, having the attitude. Blended Learning consists of words blended (combination/mixture) and learning have meaning (learning). Another term that is still frequently used is hybrid course (hybrid = mix / combination, while course = subject). The original meaning or the learning that combines or mixes face-to-face learning (face to face) combined with computer / technology based learning (online and offline). Learning combined with using (blended learning) is a learning activity that combines or mixes face-to-face learning activities combined with learning activities that use computer-based (online and offline). Thorne (in Husamah, 2014: 12) also revealed that blended learning is a combination of multimedia technology in the form of CD rooms, video streaming, virtual classes, voice-mail, and online text animation. All of this is combined or mixed with traditional forms in classroom training activities and individual or group training. Critical thinking is the ability of a person to discipline himself, monitor himself, and be able to think to correct himself, where they will routinely apply intellectual standards to elements of thinking to form intellectual attributes (Paul et al Elder, 2008). The implementation of Blended Learning according to Husamah (2014:as two main categories, including: (a) An increase in face-to-face activities. Most instructors use the term "Blended Learning" to refer to the use of information and communication technology in face-to-face activities, either by using a (web-dependent) network or as a (web-supplemented) network that does not change the activity model. (b) Mixed learning (Hybrid Learning). Learning this model reduces face-to-face but does not eliminate it, but allows students to learn online. The following are the advantages and disadvantages of Blended Learning according to Neumeier (2005), namely: (a)The Advantages of Blended Learning: (1)Learning occurs independently / groups and conventionally which both have advantages that can complement each other.(2) Learning is more efficient, effective, and interesting in the process of learning activities. (3)Increase accessibility. With the existence of Blended Learning, students can learn more easily in accessing learning material. (4) Media that will be used can vary. (5) Can be used to convey learning at any time. (6) With the existence of Blended Learning, it is easier for learners to access learning material.(b) Disadvantages of Blended Learning: (1)Unequal facilities owned by

student, such as computer, mobile phone, and internet access is needed, if the network is inadequate it was difficult for students to participate in learning via online. (2) Lack of educator's knowledge of the use of technology. (3) The media needed is very diverse, so it is difficult to apply if the facilities and infrastructure do not support.

Schoology is highly expected to help students learn independently and think critically in a given material such as critical thinking in expressing an idea in writing. Schoology is a Learning Management System (LMS) for schools where visual and functional are easy to use, such as Facebook social media, secure services that can be used in the form of attendance records, online gradebooks (facilities for managing grades), tests and quizzes, and also jobs home. Schoology is one of several types of Social Learning Networks (SLNs) which circulate in the World Wide Web. Schoology is used as one of Media e- learning that might help the process of effective learning activities. Schoology has features that strongly support the learning process activities. The features possessed by Schoology, namely: (a) Course (course), which is a facility to make a class of subjects, such as subjects in English, mathematics, chemistry, and others. Therefore, this course is also in Moodle. (b) Group (group) that is, the facilities owned to make a group in the grouping of tasks to be done by students based on groups in different themes or in class grouping. (c) Resources (Learning Resources) that is, a facility that has the function to present learning resources individually and in groups. In this feature there are Assignment, Test / Quiz, File / Link, Discussion, Page, and Media Album. According to Dabbagh (2007) stated that when creating an online discussion forum, it needs interesting and specific topics so that students are also interested in participating in the discussion. Discussion will make students trained to solve problems by exchanging ideas with one another. Therefore, this online discussion forum can train students to think and communicate like using social media.

2.Method

The classification of this study was quantitative method. It was used to see the influence of using blended learning model through schoology media on students' achievement in writing descriptive text. In the case, the researchers chose the 12-MIA as the experimental group and taught by using blended learning model through schoology media. There were: (a) Pre-test was conducted at the beginning of the research before the treatment. In addition, pre-test was given to analyze students' ability in writing and the aim of pre-test was to find out the students' descriptive

text writing before having treatment. The pre-test was writing test. (b) treatment was conducted after the pre-test. The experimental group was taught by using Blended Learning through Schoology Media. (c) Post-test, The procedure of pre-test and post-test were same. Pre-test was done at the beginning of the study. In contrast, post-test was given after the whole treatments had been done. In addition, post-test was aimed to analyze whether or not the treatments affected or influenced the sample in the experimental group. The population of this researcher was taken from XII grade students of SMA Harapan Mekar Medan, that consisted of XII-MIA with 33 students in total and XII- IPS with 27 students in total. So the entire of the students consist 60 students. By using Cluster Random Sampling technique. As the result, XII-MIA was taken as the sample of this research. The experimental group was caught by using blended learning model through schoology media.

Technique of Collecting Data used some steps were applied as follows: (1) Giving pre-test to the experimental group. (2) Giving the treatment to experimental group by using blended learning through schoology. (3) Giving post-test to experimental group. (4) Listing the score of pre-test and post-test into a table for the experimental group. After collecting data from the test, the data was analyzed by using the test. The following procedure was implemented to analyze the data:

Finding the standard of difference, the following formula is used:

$$SD_D = \sqrt{\frac{\sum D^2}{N} - \frac{\sum D}{N}^2}$$

Finding the mean of difference (MD) between variable X and Y:

$$MD = \frac{\sum D}{N}$$

Finding the standard error from meand of differences between variable X and Y: $SE_{MD} = \frac{SD_D}{\sqrt{N-1}}$

Determining T-observation (t_0), By formulation :

$$(t_0) = \frac{MD}{SE_{MD}}$$

$$Df = N-1$$

In this research, statistical hypothesis described whether the hypothesis was accepted or rejected.

The statistical hypothesis formula are:

Ho : T- Critical < T - Table

Ha : T- Critical > T – Table

Where : Ho : There is no significant influence in writing descriptive text by using Blended Learning Through Schoology. (Hypothesis is rejected)

Ha : There is a significant influence in writing descriptive text teach by using Blended Learning Through Schoology. (Hypothesis is accepted)

3.Results And Analysis

The data of this research was collected by scoring students' writing text task. The students did the task individually and there were 33 students who were tested. The test was applied two times, pre-test writing and post-test writing. The data collection used six components that refer to the rule of writing, which were content, organization, discourse, syntax, vocabulary and mechanics. After giving the pre-test to the students, researcher conducted treatment to prove that there would be positive influence of blended learning through shoology in writing descriptive text to the students. Then after the treatment, the researcher gave post-test to the students to prove there was positive influence.

Examining the data of pre-test and post-test by using t-test formula, the result shows that the coefficient is 6,21. It means that there is significance influence in teaching writing by using blended learning model through schoology media. From the result of calculation, it is obtained the value of the t-observation (t_o) is 6,21, the degree of freedom (df) is 32 (obtained from N-1). The researcher used the degree of significance of 5% and 1%. In the table of significance, it can be seen that df32 and the degree of significance of 5% and 1% the value of the degrees of significance, the result is $2,080 < 6,21 > 2,831$.

Based on research finding, it is proven that the students' score of writing descriptive in blended learning model through schoology media is increase. Before treatment, total score of all the students is 2033 and the mean of pre-test result is 61.6. Then after treatment, total score of all the students is 2145 and the mean of the post-test result is 65. So, it could be concluded that the total post-test score and post-test mean are higher than the total pre-test score and the pre-test

mean. It means, the students could increase their ability in writing descriptive text through blended learning.

In conducting the research, it was found some obstacles such as; first, the delay of conducting the research because there was part of the research that should be conducted in face-to-face teaching learning process meanwhile Covid-19 issue was spread and the school is banned to be operated. Second, in blended learning the students were using android phone to download and access Schoology. Some students met difficulty to download, access and use it. The teacher and researcher should actively guide the students during research time.

Third, in submitting the final test result (post-test answer) the students used Schoology application, it means the students did not meet the teacher when they submit the answer. It was one of challenges because the students didn't submit the answer on time. The teacher or researcher cannot push the students to submit it on time due to long distance teaching learning process.

4. Conclusion

Based on the research finding, the alternative hypothesis (H_a) is accepted. It can be concluded that the use of blended learning through schoology in writing descriptive paragraph is influenced. Before treatment, total score of all the students is 2033 and the mean of pre-test result is 61.6. Then after treatment, total score of all the students is 2145 and the mean of the post-test result is 65. So, it could be concluded that the total post-test score and post-test mean are higher than the total pre-test score and the pre-test mean. It means, the students could increase their ability in writing descriptive text through blended learning.

The research had clearly shown that students' ability in writing descriptive text is increased by using blended learning technique through schoology media. Based on the conclusion above, some valuable suggestions are stated as the following: (1) English teachers are suggested to use blended learning in teaching writing to students during long distance teaching learning process. (2) The students are expected to be eager, creative and more productive especially in expressing their idea in writing.

5. References

- Alwasilah, A. Chaedar. 2002. *Pokoknya Kualitatif: Dasar Dasar Merancang dan Melakukan Penelitian Kualitatif*. Jakarta: Pustaka Jaya
- Dabbagh, N. (2007). The online learner: Characteristics and pedagogical implications. *Contemporary Issues in Technology and Teacher Education*, 7(3), 217-226
- David Nunan. 2003. *Practical English Language Teaching*. New York: The McGraw-Hill Companies, Inc
- Byrne. 1997. *Teaching Writing Skills*. England: Longman Group
- Husamah, H. 2014. Pembelajaran bauran (Blended learning). *Research Report*. Malang
- J.C. Richards and W.A. Renandya. 2002. *Methodology in Language Teaching*. Cambridge: Cambridge University Press.
- Harmer, J. (2004). *How to Teach English*. England: Pearson Education Limited Keshta, A. S., & Harb, I. I. (2013). The effectiveness of a blended learning program on developing Palestinian tenth graders' English writing skills. *Education Journal*, 2(6), 208-221.
- Neumeier, P. (2005). A closer look at blended learning--parameters for designing a blended learning environment for language teaching and learning. *ReCALL: the Journal of EUROCALL*, 17(2), 163
- Nora Roberts. 2003. *Key of Knowledge*. New York: Brilliance Audio Oshima, A., & Hogue, A. (2007). *Introduction to academic writing (p. 3)*. Pearson/Longman
- Paul, R., & Elder, L. *Critical Thinking: The Nuts and Bolts of Education*. Optometric Education
- Randal Holme. 2004. *Mind, Metaphor and Language Teaching*. Hampshire: Palgrave Macmillan
- Rusman dan Laksmi Dewi. 2014. *Pendekatan, Strategi, dan Model Pembelajaran*. Jakarta: Rajawali Pers