

**THE EFFECTIVENESS OF TEACHING GRAMMAR USING
BLENDED LEARNING METHOD AT THE TENTH GRADE OF
MAN 2 PONOROGO**

THESIS

Presented to State Institute of Islamic Studies Ponorogo
in Partial Fulfillment of the Requirement
for the Degree of *Sarjana* in English Education



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ABSTRACT

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Key Word: Blended Learning Method and Grammar

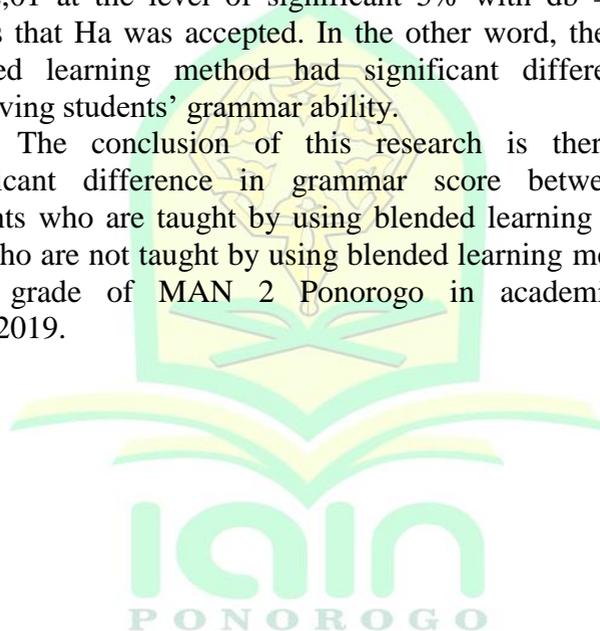
Grammar as one of English language components is very important to be learned. This component helps the students in the correction of mistakes and improves their writing. So, their writing results are correct and effective. Moreover, it is also related to speaking, listening, and reading. Blended learning is the thoughtful fusion of face-to-face and online learning experiences. This method makes teaching and learning activity more effective.

The objective of this research is to find out the difference on grammar achievement of the students who are taught using blended learning method and those who are not at tenth grade of MAN 2 Ponorogo.

This research was conducted in MAN 2 Ponorogo. It applied quasi experimental design of quantitative research . The researcher used test and documentation to collect the data. The test was conducted six times on April 19-30, 2019 while documentation was the history and profile of MAN 2 Ponorogo.

The result from this research was the students who were taught by using blended learning method got better score than the students who were not. In addition, the score of experimental group in post test (81,5) was higher than control group (68,26). It was found that the comparison between students' grammar ability who were taught by using blended learning method was (35, 80) and who were not was (21, 41). This score was higher than T-table which was 2,01 at the level of significant 5% with db = 54. It means that H_a was accepted. In the other word, the use of blended learning method had significant difference in improving students' grammar ability.

The conclusion of this research is there is a significant difference in grammar score between the students who are taught by using blended learning method and who are not taught by using blended learning method at tenth grade of MAN 2 Ponorogo in academic year 2018/2019.



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Lidiya Tri Lukita Sari

CHAPTER 1

INTRODUCTION

A. Background the Study

Technology is the important thing in this era. Its role that gave big contribution make it needed in this life and become basic tool. Time after time, technology has become the thing that increase and develop quickly. Finally, the developing of technology that so fast in this globalization era can not be avoided automatically.

Technology has big impact and really influence in people lives. It has negatif and positive impact. One of the negatif impacts is make it addicted everytime. Beside it, technology has positive impact. It makes everything easier and more effective on every our daily lives.

In the education world, technology has influence and positive roles. In the past time, the development of

technology was just on media for learning. Now, the role of technology becomes new learning methods. In example is E-Learning.

The term "E-Learning" was not in general use in education until 2002; other terms were used as being synonymous with e-learning. A search in the literature throws up 'networked learning', 'online learning', 'computer assisted learning', 'web based instruction', and 'computer mediated learning', but e-learning is increasingly an umbrella term used to describe them all. E-learning is often only part of the approach, being blended with other-perhaps traditional – approaches as blended learning. E-learning is commonly taken to mean the use of computers and the internet for learning.¹

¹Allison Littlejohn and Chris Pegler, *Preparing for Blended E-Learning*, (London: Routledge, 2007), 16.

From the explanation above, we can infer that e-learning is the process of learning with computer or technologies and using the internet.

Nowadays, the development of learning using technologies and internet is commonly famous by people as blended learning that is controlled with not only internet access but also face-to-face process.

Blended learning is the thoughtful fusion of face-to-face and online learning experiences. The basic principle is that face-to-face oral communication and online written communication are optimally integrated such that the strengths of each are blended into a unique learning experience congruent with the context and intended educational purpose. Although the concept of blended learning may be intuitively apparent and simple, the practical application is more complex. Blended learning is not an addition that simply

builds another expensive educational layer. It represents a restructure of class contact hours with the goal to enhance engagement and to extend access to Internet-based learning opportunities. Most important, blended learning is a fundamental redesign that transforms the structure of, and approach to, teaching and learning.²

Based on researcher observation when the researcher did the first interview to one of English teachers of tenth grade at MAN 2 Ponorogo on January, 15th and March, 9th till 12th 2019, there are many students found difficulty in skills and basic especially in Grammar. It can be seen that many students still confuse when they want to write good paragraph with the correct sentence on their grammatical sentence and most of them did not memories about that. This happen

²D. Randy Garrison and Norman D. Vaughan, *Blended Learning in Higher Education Framework, Principles, and Guidelines*, (San fransisco: John Wiley & Sons, Inc. 2008), 5.

because of some problem that faced by student and teacher treat. First, student lack on their vocabulary therefore sometimes they can't different about where is verb, noun, adverb, and adjective. Second, they still confuse to arrange the correct sentence. This is caused they havenreally understand about grammatical role. Third, the method in teaching grammar that sometimes made students feel bored.

To solve the student's problem in grammar mastery, the researcher tries to help the students in narrative text (Focus on direct-indirect speech and action-thinking verb)by using Blended learning method in teaching grammar. Moreover the blended learning method that more interest and made them active student whatever they were.

According to the explanation above, the researcher is interested to find out the effectiveness of

teaching grammar using blended learning method on narrative text (focus on direct-indirect speeches). Therefore, it is going to be conducted a research entitled **”The Effectiveness of Teaching Grammar Using Blended Learning Method at The Tenth Grade of MAN 2 Ponorogo in Academic year 2018/2019”**.

B. Limitation of the Study

The researcher limits the research about the difference of student’s grammar achievement on narrative text (Focus on direct-indirect speeches) who are taught by using Blended Learning Method at the Tenth Grade Of MAN 2 Ponorogo in academic year 2018/2019.

C. Identification of Problem

Based on the background of the study above, the researcher identification some problems, they are:

1. The students still confused differentiated between noun, verb, adverb, and adjective.
2. The students did not know how to arrange the correct sentence.
3. The students feel bored cause teacher treat.
4. The teacher still use the conventional method because some facilitation of the class have not complete.

D. Statement of the Problem

Based on the background above, the statement of the problem is formulated as follows:

“Is there any significant difference on grammar achievement of the student who are taught using blended learning method and those who are not at tenth grade of MAN 2 Ponorogo academic year 2018/2019 ?

E. Objective Of The Study

To find out the differences on grammar achievement of the students who are taught using blended learning method and those who are not at tenth grade of MAN 2 Ponorogo academic year 2018/2019.

F. Significance of the Study

The result of the research is expected to give contribution in educational aspect. Especially in teaching and learning process like theoretically and practically. The contribution as follow:

1. Theoretically

The result of the observation can add knowledge about blended learning method and teaching grammar on narrative text (Focus on direct-indirect speech and action-thinking verb).

2. Practically

- a. For the Writer

By doing this research, the researcher hopes that the researcher will get some experiences and knowledge about the study and it will be useful in future. Besides that, the researcher hope can find the effective way to teach grammar by using another method.

a. For the Teacher

This study is expected to give the teachers contribution, particularly the English teacher of MAN 2 ponorogo, in enriching their knowledge about on Blended learning method .

b. For the Students

This research will facilitate students for a better knowledge about grammar. Through portfolio assessment and reflection, students will learn grammar more easily by blended learning method. Also motivate the students to learn effectively.

d. For the Readers

This study is expected to give contribution to readers, particularly the student of English Department of IAIN Ponorogo, in enriching reference concerned with the use of information about the learning method in English.

G. Organizations of the Thesis

The researcher writes the thesis into V chapter. These chapter related one to other. It has purposed that to organize the thesis will easily. The organizations of the thesis are:

Chapter I provides the introduction of this study. This consists of the background of the study tells about general description and take a role as basic of mindset of the thesis. The problems of the study related to the effectiveness of teaching grammar using blended

learning method. After that it presents the identification of the problems then the limitation of the study to know the focus of the study. It is followed by statement of the problem, then presents objective of the study and significances of the study. Lastly, to help readers know the general organizations of this study .there is organization of the thesis in the last of this chapter.

Chapter II consists of theoretical analysis that describes the theories related to the variable of this study. After that, there is a previous research finding from other researcher with similar problems, and then there are theoretical framework and hypothesis. Theoretical framework explains the relationship between blended learning method and student development on grammar achievement and hypothesis shows temporary answer of this study.

Chapter III explains about research methodology in which consists of research design that is used in this study. It is followed with population and sample as the source of the data. At the end of this study, there is technique of data analysis to analyze the research data.

Chapter IV discusses research result. It covers research location and data description. This chapter also explains the data analysis. The discussion and the interpretation of this study are presents at the end of this chapter.

Chapter V is closing. It contains conclusion of this study and recommendation from the researcher.

CHAPTER II

REVIEW OF LITERATURE

A. Previous Studies

To know the role of blended learning method for teaching students on grammar mastery there are some previous studies which able to be the guidance of study.

First, was written by AwadSolimanKeshta and Ismail Ibrahim Harb on education Journal of science publishing group with title “The effectiveness of a blended learning program ondeveloping Palestinian tenth graders' English writing skills”.

On this study, the major aim of the present study was to investigate the effectiveness of using a blended learning program on developing Palestinian tenth graders' English writing skills. As it was shown, The study findings revealed that there were significant

differences at ($\alpha \leq 0.05$) in the mean scores of the test in favor of the experimental group. The findings also pointed out that there were statistically significant differences at ($\alpha \leq 0.05$) in the participants' achievement level before and after implementing the blended program in favor of the post-application. This was attributed to the blended learning program in teaching writing. In the light of the study results, the researcher recommended that education stakeholders should adopt the blend in teaching English, hold educational courses and workshops for teachers in employing blended learning to enrich the teaching learning process, create effective learning environment that enhances self-learning and develops students' achievement level.

Second, was written by ShielaKheirzadeh, Assistant Professor, ACECR Institute of Higher Education, Isfahan, Iran MarziehBahramiBirgani, M.A

student, ACECR Institute of Higher Education, Isfahan, Iran on Journal of Applied Linguistics and Language Research with title “Exploring the Effectiveness of Blended Learning in Improving Reading Comprehension among Iranian EFL Students”

On this study was to state that The participants of this study were 60 EFL students at Islamic Azad University, MasjedSoleiman Branch. They were selected based on convenience sampling and their age ranged between 19 and 25. They were from both genders. These participants were divided into an experimental and a control group. Each group consisted of 30 EFL students. The first step in the current study was to administrate pretests of reading and the second step was to administrate the treatments. During the 10 ninety minute sessions of the study, the experimental group received reading passages of the Select Readings

book. They were also required to use the website nicenet.com at home. For the control group, the passages were taught based on traditional classroom teaching methods, and materials, instructions, and feedback were presented in classroom according to the Select Readings book. The third step in this research was the administration of the post-test. In order to test the hypotheses of this study, independent samples t-tests was used to find the statistically significant difference, if any, in the study. The findings showed that blended learning had a positive effect on reading comprehension ability which is the main finding of the resent research.

Third, was written by Tina Ghazizadeh ELT Department, Roudehen Branch, Islamic Azad University, Roudehen, Iran HamidrezaFatemipour ELT Department, Roudehen Branch, Islamic Azad

University, Roudehen, Iran on Journal of Language Teaching and Research with the title “The Effect of Blended Learning on EFL Learners’ Reading Proficiency”.

On this study, Sixty intermediate-level Iranian EFL learners were randomly assigned to two groups. The control group received conventional classroom instruction in General English, whereas the experimental group received classroom instruction in General English including blended instruction in the reading skill. The blended learning material was developed by the researcher. Both groups were tested for their reading skills before and after the treatment using the reading section of the Preliminary English Test (PET) and their scores were compared through an independent *t* test. The SPSS software was utilized in order to analyze the data. The results indicated that

blended learning has a statistically significant positive effect on the reading proficiency of Iranian EFL learners. Blended learning can be adopted in the English language classes, in order to facilitate the learning process especially that of the reading skill.

B. Theoretical Background

1. Grammar

a. Definition of Grammar

There are many theories that define the meaning of the grammar from those theories, grammar is:

- 1) A subset of those rules which govern the configurations that the morphology of language syntax assume. These rules are

a part of what is “known” automatically by all native speakers of language.³

- 2) A language to talk about language. The word ‘gramma’ meaning ‘letter’ has come down to us in a path through several languages.⁴
- 3) The system of rules in our heads.
- 4) The formal description of the rules.
- 5) The social implications of usage, sometimes called “linguistic etiquette.”⁵
- 6) A very old field of study.⁶
- 7) A set of rules that define how words (or parts of words) are combined or changed

³Marianne Cerce - Murciimprove the style of earlier drafts and to correct grammatical errors. *A Techniques and Resources in Teaching Grammar*, (New York: Oxford University Press, 1988) ,6.

⁴Barbara dykes, *Grammar for everyone*,(Australia cataloguing: Acer Press, 2007) 1stEd,5.

⁵Martha kolln, Robert Funk, *Understanding English Grammar*,(USA: Pearson Education, 2006. 1stEd,4.

⁶Anne Seaton and Y. H. Mew ,*Basic English Grammar*, (America :Sadleback, 2007) 1stEd.Introduction.

to form acceptable units of meaning with in a language.⁷

From these explanation above we can infer that grammar is the whole system and structure of language. Studying grammar is very important for everyone. Here the reason why we must studying grammar.

1) study of grammar can improve the ability to write English correctly and effectively.

2) It would seem reasonable to suppose that written style can be improved through learning about the resources for grammatical structures, word order, and the devices for connecting sentences and paragraphs.

⁷Penny Ur, *A Course in Language Teaching and language*,(UK : Cambridge University Press, 2009) 17th Ed, 75.

- 3) Improve the style of earlier drafts and to correct grammatical errors.
- 4) A study of one's own grammar is helpful in studying the grammar of a foreign language.⁸

b. Part of Grammar

According to Penny Ur, there are three grammatical terms as the following :

1) Units of language

Units of language consist of some parts:

a) Sentence

The sentence is a set of words standing on their own as a sense unit, its conclusion marked by a full stop or equivalent (Question mark, exclamation

⁸Sidney Greenbaum In Memoriam, *English Grammar*, (New York: Oxford University Press, 1996) , 37-38.

mark). In many language sentences begin with a capital letter, and include a verb.

b) Clause

The clause is a kind of mini-sentence: a set of words which make a sense unit, but may not be concluded by a full stop.

c.) Phrase

The phrase is a shorter unit within the clause, of one or more words, but full filling the same sort of function as a single word.

d.) Word

The word is the minimum normality separable form: in writing it appears as a stretch of letters with a space either side.

e.) Morpheme

The morpheme is a bit of a word which can be perceived as a distinct component within the word *passed*.

2) Part of sentence

The most common parts of the sentence are *Subject, Verb, and Object*, which may combine into a basic pattern. The object may be direct or indirect. The complement looks like an object, except that it refers to the same thing as the subject, so that it would come after verbs.⁹

3) Part of speech

a) Nouns

Nouns are traditionally characterized as naming a person, place

⁹Penny Ur, *A Course in Language Teaching and language*, (London : Cambridge University Press, 2009) 17th.P.79.

or thing, but in fact they may refer to activities or events (conversation, battle), abstract (beauty, theory) and various other kinds of things. Example: John, to, cat, doctor, chair, house, happiness and ect.

b) Verbs

Verb are often called words of “doing” (swim, sit), but they may also indicate a state of “being”, “felling”, being in relationship to (remain, regret, precede). Verb can be used in different tenses, and in active and passive voices. It is useful to distinguish between transitive verb (those that take a direct object: hit, feed) and intransitive ones (those that do not: laugh, fall),

thoughtmany verbs can be either, depending on context(fight, relax).

c) Adjectives

Adjectives normally describe the things to by nouns or pronouns (black, serious) they may function as complement or be attached to a noun.

d) Adverbs

Adverbs describe the concepts defined by verbs (quickly, alone), adjectives or other adverbs (extremely, quite) or an entire sentence or situation(unfortunately, perhaps).

e) Pronouns

Pronouns usually function as substitutes for noun or noun phrase

(he, him, who, those) and like them
my function as project, object,
complement or follow a preposition.

f) Auxiliary

Auxiliary verbs may be
attached to main verbs in a verbs
phrase: is, for example in is going.

g) Verbs

Verbs is a word or phrase that
phrases an action, an event or state.

Example: come, play, happen, exist,
eat, and etc.

h) Modal Verbs

Modal verbs (such as can,
must, may) are a particular type of
auxiliary verb they express ideas such

as possibility, ability, compulsion, probability, willingness.

i) Determiners

Determiners are (usually short) items that introduce a noun phrase (the, a, all, some, many).

j) Prepositions

Preposition define time, space and more abstract relationships and precede nouns or pronouns (in, before, of, according to, despite).¹⁰

In this research, the writer limits the scope of parts of speech and units of language into some aspect as the following :

¹⁰*Ibid*, 78-80.

1. Direct speech

Direct speech is sentences that are used to convey a person's words or expressions as they are.

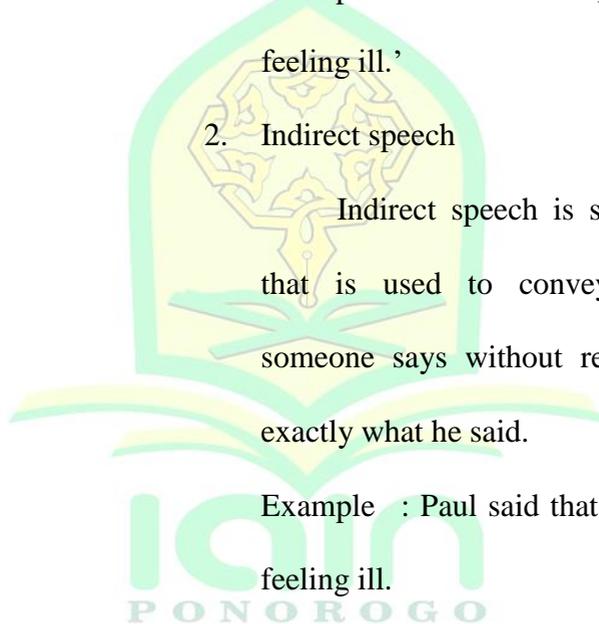
Example : Paul said, 'I'm feeling ill.'

2. Indirect speech

Indirect speech is sentence that is used to convey what someone says without repeating exactly what he said.

Example : Paul said that he was feeling ill.

Direct-Indirect speech divides become three part :



1. Commands

The kind of Command

Direct-Indirect sentence

divide into :

a. Positive

In indirect form use

S+V+to infinitive.

Example :

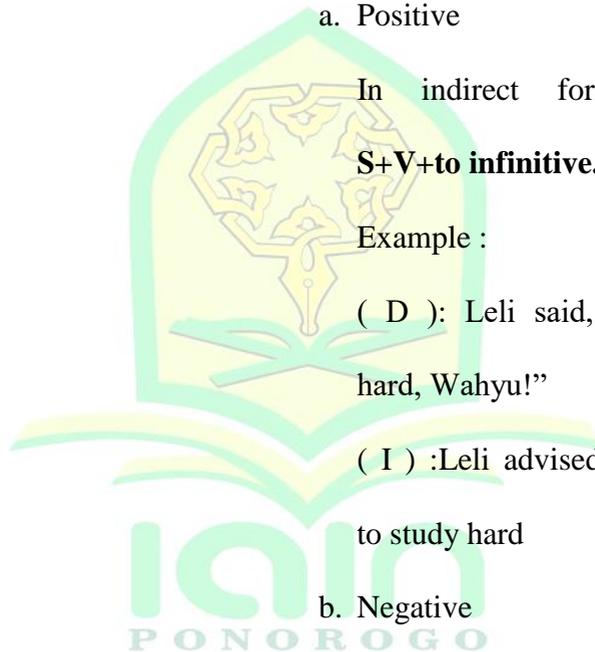
(D): Leli said, “Study hard, Wahyu!”

(I) :Leli advised wahyu to study hard

b. Negative

In indirect form use **S +**

V + O + not to infinitive.



Example :

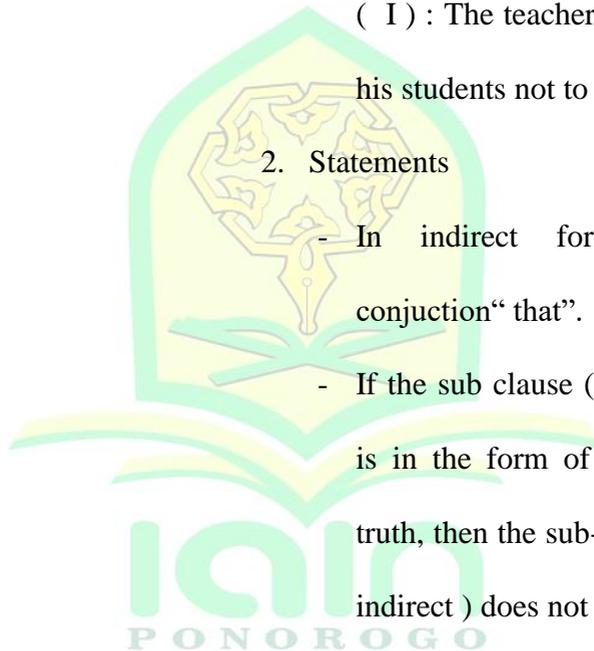
(D) : “Don’t cheat!”, the teacher said to his students.

(I) : The teacher warned his students not to cheat.

2. Statements

- In indirect form use conjunction “ that ”.

- If the sub clause (direct) is in the form of general truth, then the sub-clause (indirect) does not changes in other tenses form even though the main clause is past tense.



Example :

(Direct) : “ the sun rises
in the east” said teacher

(indirect) : the teacher
said that the sun rises in
the east

3. Question

The forms of question

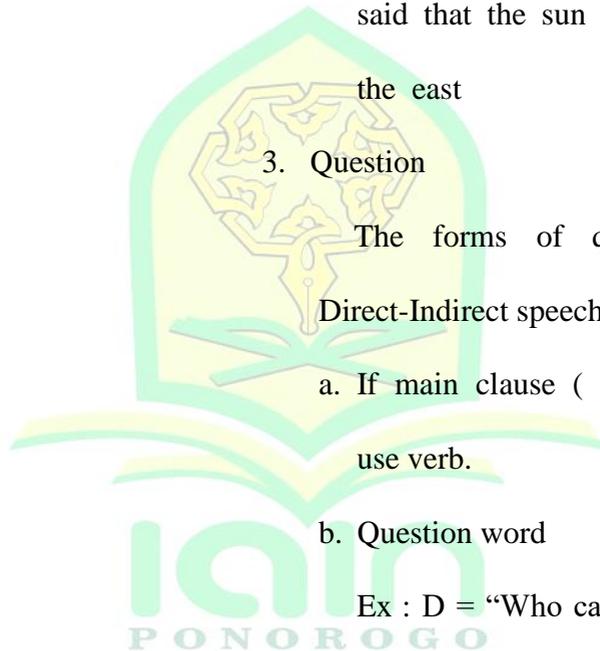
Direct-Indirect speech are :

a. If main clause (direct)
use verb.

b. Question word

Ex : D = “Who called me
yesterday” said Toni.

I = Toni wondered who
had called him the day
before.



c. Yes/No question

Example: D = He asked me “ will the lady move to Jakarta? ”

I = He asks me whether the lady will move to Jakarta

d. Pronominal Question

Example : D =He asks me, “where are they going?”

I =He asks me where they are going.

c. The important of grammar

Grammar is the system of rules governing the conventional arrangement and the relationship of words into in a sentences.

Therefore, grammar tells to the speaker how to construct a sentence (Word order, verb, and noun system, modifier, phrases, clauses, etc).¹¹Grammar also has become a preoccupation among applied linguists, informed teachers, and materials designers to find an approach to the teaching grammar.¹²

d. The Process of Grammar Acquisition

There are some ways in acquiring grammar, namely:¹³

1) Noticing

This way, learners pick out specific features of language and pay attention to them.

¹¹H. Douglas Brown, *Teaching by Principles :An interactive approach to language pedagogy* (New York : Pearson Education, 2001) 2ndEd, 362.

¹²Tricia Hedge, *Teaching an Learning in the Language Classroom* (New York: Oxford University Press, 2003) ,145.

¹³*Ibid*, 146- 149.

2) Reasoning and hypothesizing

There are some strategies for reasoning the language. Those are:

a) Reasoning Deductively

The language system lay out explicitly with rules from which the learners can work deductively.

b) Analyzing Contrastively

This strategy need to translate mentally in the early and consolidation stages of foreign language.

c) Transferring

The learners apply the knowledge of one language to the understanding or production of another.

d) Structuring and Restructuring

Learners work out new rules, these have to be integrated into the representation of English grammar they hold in their minds, and this information has to be restructured as the learners move on to another stage of development.

e) Automatizing

Once learners can achieve regular and consist responses in conversation to a certain type of input, then it can be involved has been automatized.

e. **The Perspective views of Teaching Grammar**

There are three main perspectives of view grammar. Those are:¹⁴

1) Grammar as Meaning

¹⁴*Ibid*, 153-158.

The consideration of grammar as meaning will influence the ways in which grammatical forms are presented as expressing concept such as obligation.

2) Grammar in Discourse

The considerations of use requires us to go beyond the sentence and to look at larger stretches of language. Normal linguistic behavior does not consist in the production of separate sentences for the creation of discourse.

3) Grammar and Style

There are lexical variations as well: style as much a matter of lexis as of grammar. One task for the teacher is to help students to become aware that English consists of many styles.

2. Blended Learning Method

a. Definition of Blended Learning Method

Blended learning is the combination of different training “media” (technologies, activities, and types of events) to create an optimum training program for a specific audience. The term “blended” means that traditional instructor-led training is being supplemented with other electronic formats. In the context of this book, blended learning programs use many different forms of e-learning, perhaps complemented with instructor-led training and other live formats.¹⁵

¹⁵Josh Bersin, *The Blended Learning Book Best Practices, Proven Methodologies, and Lessons Learned*, (San Francisco: John Wiley & Sons, Inc. Pfeiffer, 2004) P. introduction xv

Blended learning emerges from an understanding of the relative strengths of face-to-face and online learning. This opens a wide range of possibilities for redesign that goes beyond enhancing the traditional classroom lecture. Attaining the threshold of blended learning means replacing aspects of face to-face learning with appropriate online learning experiences, such as labs, simulations, tutorials, and assessment. Blended learning represents a new approach and mix of classroom and online activities consistent with the goals of specific courses or programs.¹⁶

¹⁶D. Randy Garrison and Norman D. Vaughan, *Blended Learning in Higher Education Framework, Principles, and Guidelines*,(San francisco: John Wiley & Sons, Inc. 2008),P. 6.

Blended learning is the most logical and natural evolution of our learning agenda. It suggests an elegant solution to the challenges of tailoring learning and development to the needs of individuals. It represents an opportunity to integrate the innovative and technological advances offered by online learning with the interaction and participation offered in the best of traditional learning. It can be supported and enhanced by using the wisdom and one-to-one contact of personal coaches.¹⁷

Though there is no single definition of “blended,” this guide focuses on blended courses as a combination of onsite (i.e. face-

¹⁷Kaye Thorne, *How to Integrate Online and Traditional Learning*, (Great Britain and the United States in: Kogan Page, 2003)¹Ed. P.2.

to-face) with online experiences to produce effective, efficient, and flexible learning.

If one imagines a spectrum of technology enhancement, with traditional onsite on the left and fully online on the right (Figure 2.1), a blended course could fall anywhere in between the two. Some institutions designate a certain percentage of the traditional onsite meetings be replaced with online activities, but these designations are generally arbitrary.

Orientation to Blended Teaching



Figure 1.1 A spectrum of technology-enhanced teaching or learning

Figure 2. 1

Another blended course design may have the class meet on site just a few times

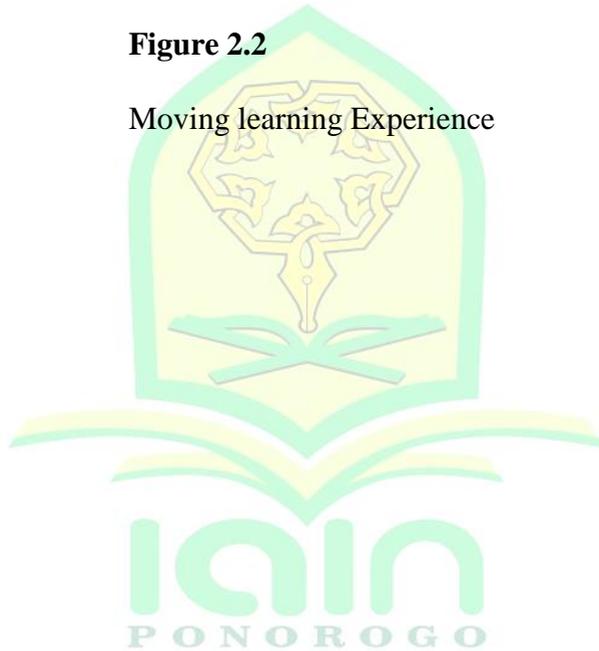
throughout the semester. For example, a blended course may meet once at the beginning, and once at or just before the end of the semester. This sets the onsite sessions as a frame for the online experiences, which constitute the majority of the course. This guide focuses on the former blended model, where onsite and online experiences are interwoven throughout the term or semester. Vai and Sosulskisay in the Jared Stein and Charles R. Graham, *Essentials for Blended Learning: A Standards-Based Guide*, (New York And London: by Routledge, 2014) The latter model is still a blended model, but its design process is more closely aligned with fully online courses.¹⁸

¹⁸Jared Stein and Charles R. Graham, *Essentials for Blended*



Figure 2.2

Moving learning Experience



b. Kinds of Blended Learning Method

1) Station Rotation

Station rotation is a course or subject in which students rotate on a fixed schedule or at the teacher's discretion between learning modalities, at least one of which is online learning. Other modalities might include activities such as small-group or full-class instruction, group projects, individual tutoring, and pencil-and-paper assignments. Students experience the rotation within a contained classroom or group of classrooms.

2) Lab Rotation

This model is the same as the Station Rotation, except that students rotate to a

computer lab for the online-learning station.

3) Flipped Classroom

A course or subject in which students participate in online learning off-site in place of traditional homework and then attend the brick-and-mortar school for face-to-face, teacher-guided practice or projects. The primary delivery of content and instruction is online, which differentiates a Flipped Classroom from students who are merely doing homework practice online at night.

4) Individual Rotation

A course or subject in which each student has an individualized playlist and does not necessarily rotate to each

available station or modality. An algorithm or teacher(s) sets individual student schedules.

5) Flex

A course or subject in which online learning is the backbone of student learning, even if it directs students to offline activities at times. Students move on an individually customized, fluid schedule among learning modalities. The teacher of record is on-site, and students learn mostly on the brick-and-mortar campus, except for any homework assignments. The teacher of record or other adults provide face-to-face support on a flexible and adaptive as-needed basis through activities such as small-group

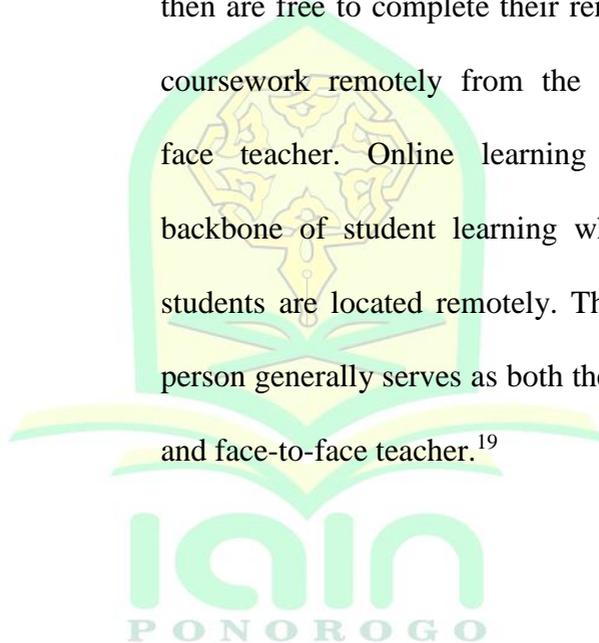
instruction, group projects, and individual tutoring.

6) A La Carte

A course that a student takes entirely online to accompany other experiences that the student is having at a brick-and-mortar school or learning center. The teacher of record for the A La Carte course is the online teacher. Students may take the A La Carte course either on the brick-and-mortar campus or off-site. This differs from full-time online learning because it is not a whole-school experience. Students take some courses a la carte and others face-to-face at a brick-and-mortar campus

7) Enriched Virtual

A course or subject in which students have required face-to-face learning sessions with their teacher of record and then are free to complete their remaining coursework remotely from the face-to-face teacher. Online learning is the backbone of student learning when the students are located remotely. The same person generally serves as both the online and face-to-face teacher.¹⁹



¹⁹Michael B. Horn and Heather Staker, *Blended: Using Disruptive Innovation to Improve Schools* 6 ©2014.P. 6-9.

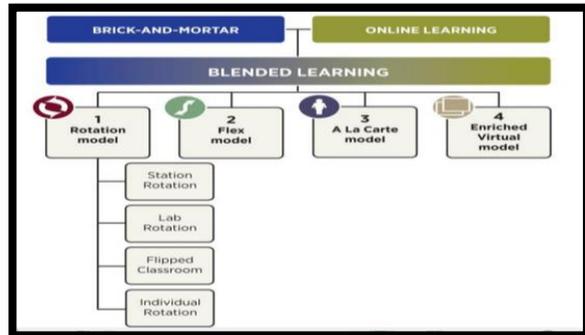


Figure 2. 3 Table of the Kinds of Blended Learning

c. **Station Rotation Blended Learning Model**

According to Horn and Staker, Station Rotation model is a blended learning model in which the teacher divides the students within a classroom into three to four groups. These groups rotate through a series of stations, one of which must be technology based

Station rotation model is a rotation model implementation within in a given

course or subject (e.g., math), students rotate on a fixed schedule or at the teacher's discretion among classroom-based learning modalities. The rotation includes at least one station for online learning. Other stations might include activities such as small-group or full-class instruction, group projects, individual tutoring, and pencil-and-paper assignments. Some implementations involve the entire class alternating among activities together, whereas others divide into small group or one by one rotations.

The Station Rotation model differs from the Individual Rotation model because students rotate through all of the stations, not only those on their customized schedules. (Charterschool) This teaching model is one

of the four models of blended learning. A formal education program in which a student learns – at least in part – through online delivery of instruction and content, with some element of student control over time, place, path and/or pace are:

1. Small group instruction by the teacher,
2. Collaborative or independent practice
3. Self-directed online activities.

Station Rotation Model is a course or subject in which students experience the Rotation model within a contained classroom or group of classrooms. The Station Rotation model differs from the Individual Rotation model because students rotate through all of the stations, not only those on their custom

schedules.(Christensen Institute). (Heather Stakerand, 2012).

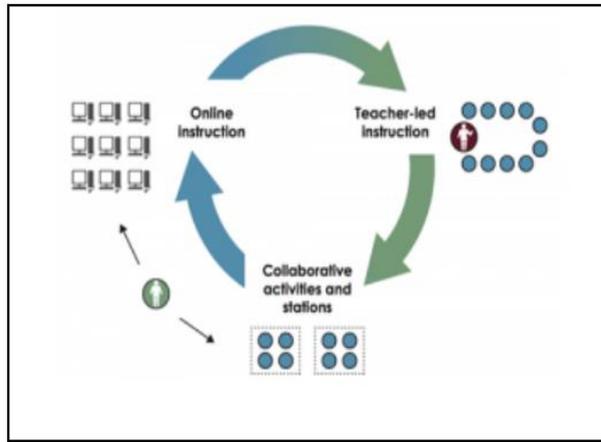


Figure 2. 4. Station Rotation Model

Procedures

Station one: Teacher Led Small Group Instruction- At the independent practice station, we use an assessment, worksheet, or game to build on a newly introduced skill or reinforce an existing skill

or activity. Lecturer will give instruction prepared.

Station two: Collaborative Activities and Stations - Smaller learning communities also provide students with more opportunities to work collaboratively and engage in a variety of activities that appeal to different learning modalities (auditory, visual, tactile and kinesthetic). Students engage with the world in different ways, so it's important to keep activities and tasks varied to ensure every student is able to receive and process information in a way that works for them. (Tucker, 2015)

Station Three: Online Instruction- The online component can take many forms ranging from students using dynamic creation

tools to researching topics to using adaptive software depending on the objectives of the lesson. However, the addition of an online component requires that teachers have access to technology in some form or another to execute the Station Rotation Model in their classrooms. The use of these stations could be started by any stations. So students should not start only from real station. Learning stations are not a new concept in education, so this is an easy model for teachers who are shifting from a traditional teaching model to a blended learning model. Tucker said Teachers can use this model within a traditional classroom setting by simply breaking students into small groups and having them rotate through

different stations set up around the classroom or rotating the whole class through a series of learning activities.²⁰

Benefits:

1. Requires very little adjustment to teacher contracts, facility design, or the classroom overall. It's just a new way for teacher to organize the flow of time within their classroom.
2. Allows teachers to work with smaller groups of students. Can help ameliorate the problem of high student-teacher ratios. Some school have implemented

²⁰Siska Sulistyorini, *Infusing Active Learning Strategies Into Station*, 10th International Conference on Language, Education, and Innovation
14th – 15th April, 2018.10 ICLEI 2018-036

a station rotation model to deal with large class sizes.

3. Facilitates the use of project-based learning as a station to complement the online learning station.

Challenges:

1. Teachers need to learn new skills. Such as how to plan the right small groups for face to face time in response to the data that the online learning station is generating.
2. Classrooms need a robust learning management system to help fit each student to the right online content and to generate actionable reports for teachers.

3. The online learning station needs to be easy for students to do on their own minimal adult intervention.²¹

d. The Advantage of Blended Learning Method

Using online learning within a blended solution helps to focus on the individual and their interaction with learning technologies using the Internet or Intranet. There are a number of advantages to be gained from using blended learning in its various forms:

- 1) learning can be more targeted, focused, delivered bite-size, just-in-time
- 2) learners can interact with the tutor
- 3) learners can interact with their peers
- 4) learning materials are readily accessible

²¹Marina BallantyneWalne, *Emerging Blended-Learning Models And School Profiles*(EduStart LLC,September 2012) 4-5.

- 5) a variety of techniques can be utilized by maximizing different technologies
- 6) it can build on other off-the-job provision.²²

C. Theoretical Framework

Theoretical framework is a concept in the proposal about how theorist can be related with the factors which are identified as the important problem.

This research is consisting of three variables :

X : Blended Learning Method

Y : Grammar

Based on theoretical framework, researcher looking for the significant effectiveness of teaching grammar using blended leaning method

²²Kaye Thorne, *Blended learning : how to integrate online and traditional learning*, (Great Britain and the United States in: Kogan Page, 2003)1stEd. P.132.

D. Hypothesis

The hypothesis of the result study is formulated as follows:

H_a : there is a significant different achievement in teaching grammar between students who are taught by using blended learning and the students who are taught without blended learning at the tenth grade of MAN 2 Ponorogo.

H_o : there is no a significant different achievement in teaching grammar between students who are taught by using blended learning and the students who are taught without blended learning at the tenth grade of MAN 2 Ponorogo.

CHAPTER III

RESEARCH METHODOLOGY

A. Research Design

This research applies a quantitative approach. Quantitative approach is explaining phenomena by collecting numerical data that are analyzed using mathematically based methods (in particular statistics). The first element is explaining phenomena. This is a key element of all research, be it quantitative or qualitative. The specificity of quantitative research lies in the next part of the definition. In quantitative research we collect numerical data. This is closely connected to the final part of the definition analysis using mathematically based methods. In order to be

able to use mathematically based methods our data have to be in numerical form.²³

This research applies Quasi- Experimental Design. Quasi-experimental designs are similar to randomized experimental designs in that they involve manipulation of an independent variable but differ in that subjects are not randomly assigned to treatment groups. Because the quasi-experimental design does not provide full control, it is extremely important that researchers be aware of the threats to both internal and external validity and consider these factors in their interpretation. Although true experiments are preferred, quasi-experimental designs are considered worthwhile because they permit researchers to reach reasonable

²³Daniel Muijs, *Doing Quantitative Research in Education With SPSS*, (London : Sage Publication, 2004), 1-2.

conclusions even though full control is not possible.²⁴

There are three types of quasi-experimental includes a quasi-experimental design: nonequivalent (pre-test and post-test) control group design, single-group interrupted time series design, and control group interrupted time series design.²⁵

The researcher used nonequivalent (pre-test and post-test) control group design for this research. There were two groups of samples namely control group and experimental group. Both of groups were given pre- test and post- test. Pre- test was administered to each group before giving treatment. The research includes two variables. The first variable is blended learning method, the second variable is teaching grammar. The

²⁴Donald Ary, Lucy Cheser Jacobs, *Introduction to Research in Education*, (Canada: Wandsworth, Cengage Learning, 2010) 8th Ed, 316.

²⁵John W. Creswell, *Research Design: Qualitative Quantitative and Mixed Methods Approaches*, (California : Sage Publication, 2009), 160.

experimental group was taught grammar via blended learning, while the control group was taught via the traditional method.

According to John, the design of the research is as bellow:

Experimental	01	x	02

Control	03	x	04

Notes :

Experiment : the class who is taught using Blended Learning Method

Control : the class who is taught without Blended Learning Method

01 : Pre test for the experimental class

03 : Pre test for the control class

X : Treatment

02 : Post test For experiment class

04 : Post test for the control class²⁶

The goal of the research design is to know whether the Blended learning method is effective or not in teaching grammar of Narrative text (direct and indirect speeches) for Tenth Grade at MAN 2 Ponorogo Academic 2018/2019 by comparing students' grammar who use blended learning method and who do not use blended learning method.

The researcher tried to express phenomenon through some steps, there are :

1. Pre research step

This step consists of preparing the data which needed before begin the research. For example : determine the experimental and

²⁶*Ibid*, 161.

control class, the lesson plan, instrument to get the data, etc.

2. Research step

In this step, the researcher applied blended learning method in experiment class and convention strategy in control class. Data will be conducted from pre-test and post-test.

3. Data analysis step

In this step, data will which are gotten will be analyzed by the researcher

- a. Collect the post test score from experiment and control class.
- b. Test the data with t-test

T- test is one of statistic test which used to test the correctness or error of null hypothesis which declare that between two mean of sample which be taken randomly

from the same population, there is no different significant.²⁷ Before do t-test the researcher must find the other result they are : means, standard deviation, and standard error from each variable.

$$T_o = \frac{M_1 - M_2}{SE_{M_1 - M_2}}$$

B. Population and Sample

1. Population

According to Richards and Schmidt population as any set of items, individuals, etc. that share some common and observable characteristics and from which a sample can be taken. Thus, one can speak of comparing test scores across a sample

²⁷RetnoWidyaningrum, *Statistika*, (Yogyakarta: Pustaka Felicha, 2011), 151.

of a population of students.²⁸ Population is defined as all member of any well defined class of people, event or subject.²⁹ From the statement it can be said that population is the object as an target to get and collect data in research.

In this research, the researcher took the tenth grade students of MAN 2 Ponorogo in academic year 2018/2019 as a population. The total numbers of population were 390 students. It consist of 12 classes.

2. Sample

A sample is a portion of a population.³⁰ According to Richards and Schmidt sample is any group of individuals that is selected

²⁸Jack C.Richards and Richard Schmidt, *Longman Dictionary of Language Teaching and Applied Linguistics*, (Harlow: Pearson, 2010), 443.

²⁹Donald Ary, *Introduction to Research in Education*, 148.

³⁰*Ibid*, 148.

to represent the much larger entire population from which it is drawn.³¹in this research, researcher applies cluster random sampling at the sampling technique. Thus, cluster random sampling or sample area (group)is determined based on the sampling areas or groups that exist in the population such as school, class, region, and not individual.³² The researcher choose this technique because cluster random sampling was easier in the implementation and manageable then the other technique.

C. Instrument for Collecting Data

Instrument is an implementation used for particular purpose especially for dedicate or scientific

³¹Jack C.Richards and Richard Schmidt, *Longman Dictionary of Language Teaching and Applied Linguistics*, (Harlow: Pearson, 2010), 506.

³²Margono, *Metodology Penelitian Pendidika*, (Jakarta :PT.RinekaCipta, 1997)127.

work. In this research instrument to collect data was test. Test is a series of question or exercises and other tools used to measure the skills, knowledge, intelligence, ability, or talent possessed by individuals or groups.³³

The use of instrument of the research should be made as appropriate as possible in order to get correct data. To gain an effective of English teaching grammar by using blended learning method, this research used experiment research that consists both experimental and control classes as the subject. For the instrument, this study used test those pre-test and post test to both classes to collect the data.³⁴

³³SuharsimiAriunto,

ProsedurPenelitian :suatupendekatanparaktik (Jakarta : RinekaCipta, 2013), 193.

³⁴Louis Cohen, *Research Method in Education*, (USA :Routledge, 2007), 276.

Instrument of data collection can show as the table

below.

Table 3.1

Instrument Data Collection

Title of Research	Variable	Indicator	Subject	Technique	No.It em
The effectiveness of Teaching Grammar Using Blended Learning	Teaching Grammar Blended Learning	The students are able to differentiated about direct and indirect speeches.	The tenth grade students of MAN 2 Ponorogo in academic year 2018/	-Text - Android application - internet access - group presentation.	- Narrative paragraph

Method at the tenth grade of MAN 2 Ponoro go academ ic year 2018/2 019.	Meth od	The steps of using blended learnin g method s.	2019		
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In this research, the instrument of data collection is test. The data in this research is the result of test and taken from writing test. The assessment of the writing test is adapted from rubric for simple sentences on grammar. An analytic rubric provides information broken down into different

categories. They are : 1). Structure , 2). Coherence, 3). Diction, 4). Readable, 5). Communicative Purpose. Before the instrument used in this research, the researcher test the instrument with two tests, the first of validity and the second is test of reliability.

1. Validity test

Validity is the most important consideration in developing and evaluating measuring instruments.³⁵ Validity is one of crucial requirements which had to be tested in a research instrument.³⁶ the test is said valid if it measures what it is designed to be measured.

To gain the validity of the instrument, the writer used content validity and face validity .the test was said to have content validity if the

³⁵Donald Ary, *Introduction to research in Education*,

³⁶J.B.Heaton, *Writing English Test*, (New York : Longman, 1995), 159.

test was typical example of the content of the test which was designed to be measured. The test should be so constructed as to contain a representative sample of the course, the relationship between the test item and the course objectives always being apparent.³⁷

Meanwhile, the test was said to have face validity if it looked like it measured what was supported to be measured.³⁸ Thus, to attain face validity, the direct testing was used in this research because it required the students to directly perform the grammar achievement that the researcher intended to be tested.

Furthermore, to achieve the face validity and content validity of the instrument (pre-test and post-test). More importantly, the researcher

³⁷*Ibid*, 160.

³⁸*Ibid*, 159.

made sure that the instrument was valid by making the relevance of the objective of the test, the instruction of the test and the indicator with the SKKD (*standarkompetensidankemampuandasar*) which is based on K-13.

$$r_{xy} = \frac{n\sum xy - \sum x - \sum y}{n}$$

r_{xy} = digit of indeks Product Moment

Correlation

$\sum x$ = the total score

$\sum y$ = the total score

$\sum xy$ = the total of result multiplication

between score X and Y

N = total of respondent

With df or db is $n-r$ ($28-2$) = 26 in 5% significance the price of r table is 0,388 When the price of r_{xy} or r count is under r table it could

be concluded that the grains were not valid instruments. Thus, the item said to be valid instruments if the coefficient of correlation (r count) of magnitude more than 0,388.

To validity and reliability instruments research, the researcher put the total sample 28 respondent, students of class X IPS B. In this validity test research, the researcher gave writing test question consist of 10 question of simple sentences with the scoring rubric on grammar, Diction, the purpose of communicative text, , coherence, and meaning. So, the researcher calculate the validity test from five scoring rubric. From of result the test validity instrument all questions or scoring rubric are valid. To knew score validity test the researcher uses program of SPSS 23 for

windows. Finally the result calculation item validity instrument above could be conclude in able as follow :

Table 3.2 The Result of Validity calculation

Item	“ r “ Calculated	“ r “ Table	Notes
Structure	0.894	0.388	Valid
Coherence	0.934	0.388	Valid
Readable	0.951	0.388	Valid
Diction	0.944	0.388	Valid
Communicative Purpose	0.800	0.388	Valid

Table 3.2 The Result of Validity Calculation

Correlations

		Tata_Bahasa_1	Koherensi_2	Keterbacaan_3	Diksi_4	Tujuan_Komunikasi_Teks_5	Total_Score
Tata_Bahasa_1	Pearson Correlation Sig. (2-tailed) N	1 28	.801** .000 28	.761** .000 28	.830** .000 28	.591** .001 28	.894** .000 28
Koherensi_2	Pearson Correlation Sig. (2-tailed) N	.801** .000 28	1 28	.961** .000 28	.818** .000 28	.626** .000 28	.934** .000 28
Keterbacaan_3	Pearson Correlation Sig. (2-tailed) N	.761** .000 28	.961** .000 28	1 28	.864** .000 28	.728** .000 28	.951** .000 28

Diksi_4	Pearson Correlation Sig. (2- tailed) N	.830** .000 28	.818** .000 28	.864** .000 28	1 28	.757** .000 28	.944** .000 28
Tujuan_Komunikasi_Tek s_5	Pearson Correlation Sig. (2- tailed) N	.591** .001 28	.626** .000 28	.728** .000 28	.757** .000 28	1 28	.800** .000 28
Total_Score	Pearson Correlation Sig. (2- tailed) N	.894** .000 28	.934** .000 28	.951** .000 28	.944** .000 28	.800** .000 28	1 28

** . Correlation is significant at the 0.01 level (2-tailed).

2. Reliability test

Richard and Schmidt defines reliability as a measure of the degree to which a test gives consistent results.³⁹ Reliability is the consistency of the score from the assessment when it is done with the some instrument at another time.⁴⁰ A test is reliable if it has some result in different occasions or if it used by different people. To achieve reliability of instrument, the researcher used scoring rubric (analytic scoring) to score the students' grammar pre-test and post-test.

To asses the tenth grade students' grammar on narrative text, the writer used the analytic narrative text content rubric from Jacob rubric which was modified by the researcher to

³⁹Jack C. Richard Schmidt, *Longman Dictionary of Language Teaching and applied Linguistics*, 495.

⁴⁰J.B. Heaton, *Writing English Language Test*, 162.

suit her own purpose. Furthermore, the writing rubric was suited to the level of the students' and purpose of the test.

In this research, the researcher conducts reliability test. To counting the reliability the researcher uses program of SPSS 23 for windows. Finally the result of the calculation reliability is as follow:

Tabel 3.3 The Result of Reliability

Case Processing Summary

	N	%
Cases Valid	28	
Excluded ^a	0	.0
Total	28	100.0

a. Listwise deletion based on all variables in the procedure.

Reliability Statistics

Cronbach's Alpha	N of Items
.943	5

Table 3.4 Test Item Reliability

“ r “ Arithmetic	“ r “ Table	Notes
0.943	0.388	Reliable

Based on the calculation result of reliability was the value of the students' reliability instrument is 0,943. Then the value of reliability is consulted with “r” table on the significance level of 5%. The value of “r” table is 0,388. Because of the value of “r” index of reliability (0,943) > “r” table (0,388), so the test is reliable.

D. Technique of Data Collection

In the data collection, there are two techniques to collect the data in this study. They are test and documentation. The test is used to gain primary data. The test was constructed by the researcher based on the standardized procedure of making test. The test was divided into two parts. They were the tests for students that used blended learning method in teaching grammar on narrative text. The test was to gain information about the students' grammar after teaching grammar on narrative text finish. Meanwhile, documentation is conducted to fulfill the supporting data.

1. Test

Test is a set of questions or practice or other tools which is used to measure skill, intelligence, ability or talent individual or group. According to Brown, test is a method of measuring a person's ability,

knowledge or performance in a given domain.⁴¹ According to Penny Ur, it is often conventionally assumed that test are mostly uses for assessment: the test give a score which is assumed to define the level of knowledge of the tested.⁴² The researcher used test to get the data about the students' grammar achievement on narrative text, so it can be known the significant difference on students who are taught using blended learning method and those are not.

2. Documentation

Documentation is the technique of collecting data which is taken from written such as books, newspaper, opinion, which related of the

⁴¹H. Douglas Brown, *Language Assessment*, (San Francisco : Longman Ltd), 3

⁴²Pen), 33.

research.⁴³ In this research documentation used to find the supporting data included history of school, geographies location, vision, mission, and purpose of school.

E. Technique of Data Analysis

After collecting data, the next step to be done by researcher is how to analyze those data. The purpose of this step is to arrange and interpret data, to know the effectiveness of blended learning method in teaching grammar. In this case, researcher counts the data to answer statement of the problem and try to test the hypothesis.

Before testing the hypothesis, the data must fulfill the assumption in which the data must be normally distributed and homogenous. Therefore, normally and homogeneity test be provided.

⁴³*Ibid*, 158.

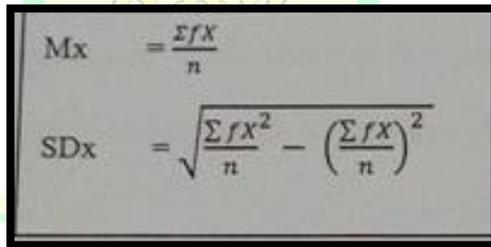
1. Normality test

a. Formulated Hypothesis

Ho : the data were not normality distributed

Ha : the data were normality distributed

b. Calculate the average (mean) and standard of deviation to create a table.


$$Mx = \frac{\sum fX}{n}$$
$$SDx = \sqrt{\frac{\sum fX^2}{n} - \left(\frac{\sum fX}{n}\right)^2}$$

c. Calculating the value of fkb

d. Calculated each frequency divide by the number of data (f/n)

e. Calculated each fkb divide by the number of data (fkb/n)

- f. Calculated the value of Z by the formula X is the original value of data μ is the population mean can be estimated using the average of the sample of the mean while σ was the standard deviation of sample values. Z values would be calculated each value after sorted smallest largest.

$$Z = \frac{X - \mu}{\sigma} \text{ or } Z = \frac{X - Mx}{SDx}$$

- g. Calculate P Z
- h. For a_2 values obtained from the difference between columns 5 and 7 (f_{kb/n} and P Z)
- i. For a_1 values obtained from the difference between columns 4 and 8 (f/n and a_2)
- j. Comparing the highest number a_1 with Kolmogorov-Smirnov table

k. Test the hypothesis

l. If a_1 maximum < Kolmogorov-Smirnov table receive H_a and data is normal distribution.⁴⁴

2. Homogeneity

The researcher used Harley of test homogeneity. Homogeneity test is the variance ratio test between two groups or more.⁴⁵ This can be tested by Harley test.

The steps of analyzing homogeneity test as follows:

- a. Make a frequency distribution table
- b. Calculate SD formula
- c. Using the formula Harley :

$$F = \frac{VarMax}{VarMin} = \frac{SD^2 Max}{SD^2 Min}$$

⁴⁴RetnoWidyaningum, *StatistikaEdisiRevisi*, (Ponorogo : STAIN Ponorogo Press)

⁴⁵*Ibid*, 214.

d. Comparing $F(\max)$ result calculated with $F(\max)$ table, with $db = (n-1:k)$

3. Analyzing data using T – test

The technique of data analysis in this research is t-test. T test is used to determine whether the means of two groups are statically different from one another. T test it can be used to determine if two test of data are significantly different from each other.

This is to identify the effectiveness of blended learning method in teaching grammar on narrative text. The formula of t-test to analyze the data is as follows :

$$t_0 = \frac{M_1 - M_2}{SE_{M_1 - M_2}}$$

Notes:

t_o = T-test

M_1 = Mean of Variable X

M_2 = Mean of Variable Y

$SE_{M_1-M_2}$ = Standard error between the mean of variable I and variable II.⁴⁶

The steps to conduct t-test are as follows.⁴⁷

a. Count mean of variable I and II

$$M_1 = M_1 + i \left(\frac{\sum fx'}{n_1} \right) \quad M_2 = M_2 + i \left(\frac{\sum fx'}{n_2} \right)$$

b. Count standard deviation I and II

$$SD_1 = i \sqrt{\frac{\sum fx'^2}{n_1} - \left(\frac{\sum fx'}{n_1} \right)^2} \quad SD_2 = i \sqrt{\frac{\sum fx'^2}{n_2} - \left(\frac{\sum fx'}{n_2} \right)^2}$$

c. Count mean error standard of variable I and II

$$SE_{M_1} = \frac{SD_1}{\sqrt{n_1 - 1}} \quad SE_{M_2} = \frac{SD_2}{\sqrt{n_2 - 1}}$$

⁴⁶*Ibid*, 152.

⁴⁷*Ibid*, 172.

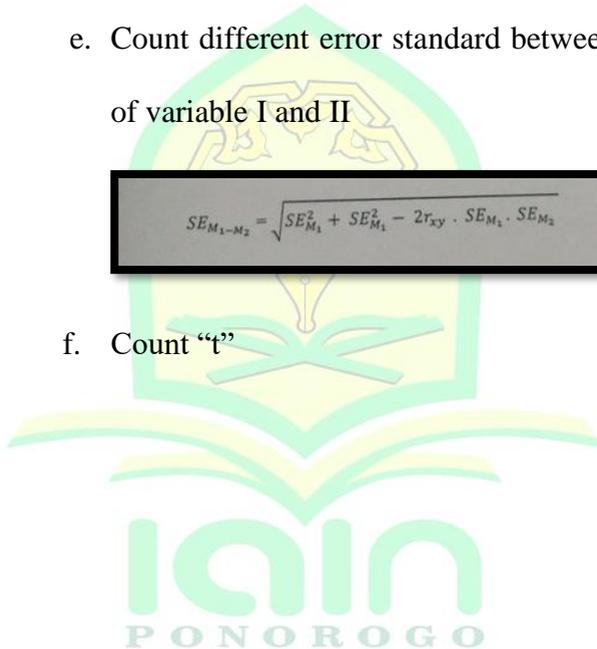
d. Count coefficient correlation “r” product moment

$$r_{xy} = \frac{\sum fx' y' - (cx') (cy')}{n SDx' SDy'}$$

e. Count different error standard between mean of variable I and II

$$SE_{M_1 - M_2} = \sqrt{SE_{M_1}^2 + SE_{M_2}^2 - 2r_{xy} \cdot SE_{M_1} \cdot SE_{M_2}}$$

f. Count “t”



CHAPTER IV

FINDING AND DISCUSSION

In this chapter the researcher reports the research location, data description, data analysis, and discussion.

A. Research Location and Time of the Research

1. History of School

Talking about the history of the establishment of MAN 2 Ponorogo is inseparable from the long history of the journey of the State Religion Teacher Education (PGAN) Ponorogo. Starting from the PGA Private Ronggowarsito Tegalsari Jetis Subdistrict Ponorogo Regency was established in 1966 at the initiative of the leaders of Tegalsari clerics namely cleric Muchsin Qomar, kyai Sarjuni, kyai Yasin and kyai Iskandar, who later moved to

KaranggebangJetis. After PGA became PGAN with the principal, ZubairiMasykur (Alm).

High School Islamic Boarding Ponorogo II, one of the Islamic educational institutions under the Ministry of Religion with the statistic number of state-owned of Islamic boarding school, is a function transfer from PGAN Ponorogo as stated in the Decree of the Minister of Religion No. 1990 and 42 years in 1992.

Along with the development of the learning process, PGAN was moved to the city because it did not yet have its own building, so it rented a building north of the Great Mosque of Ponorogo and the homes of surrounding residents.

After 1980, PGAN had its own building in Keniten, Ponorogo Sub-District, on Waqaf land. In accordance with the Decree of the Minister of

Religion of the Republic of Indonesia Number 1990, the PGAN was converted into the High School Islamic Boarding Ponorogo II, and through the Refinement Decree dated January 27, 1992 Number 42 of 1992 becoming the Ponorogo State II Madrasah Aliyah.

Since the founding of MAN 2 Ponorogo until now it has changed leadership several times, including:

- a. Z. A. Qoribun, B. BA
- b. Drs. H. Muslim
- c. H. Kasanun, SH
- d. Imam Faqih Idris, SH
- e. Abdullah, S.Pd
- f. Drs. H. Suhanto, MA
- g. Nasta'in, S.Pd.,M.Pd.

2. Geographies Location

Ponorogo Regency is one of the districts originating from East Java province, Indonesia. Ponorogo Regency is located in 111 chapters 17 - 111 52 'East Longitude and 7 49' - 8 20 'South Latitude with a height of 92 to 2,563 m above sea level and has an area of 1,371.78 km. Ponorogo is located in the west of the province of East Java and borders the province of Central Java. The city in the south is the city of Pacitan, the west is the city of Wonogiri (Central Java), the north is the city of Madiun, and the east is the city of Trenggalek.

MAN 2 is located in an urban area precisely on SoekarnoHattastreet 381 Ponorogo occupying an area of 9,788 m². The location of MAN 2 lies to the south of the Seloaji terminal, and around it stands several Islamic boarding schools such as the Thorikul Huda Islamic Boarding School,

NurulHikmah Islamic Boarding School, Islamic senior high schoolIslamic Boarding School, DurisawoIslamic Boarding School, and Tahfidhul Qur'an Islamic Boarding School.

3. Vision, Mission and Goal

a) Vision

Religious, Excellence, Cultured, and integrity

Vis ion	Indicator
Religious	<ul style="list-style-type: none">• Noble Character• Order in praying duhur and Dhuha• Order in pray, reading holy qur'an and asmaulhusna

PONOROGO

Excellent	<ul style="list-style-type: none"> • Excellent in discipline • Excellent in curriculum development • Excel in the learning process • Excellent in the acquisition of NUN • Excellent in the competition to continue to higher education • Excellent in the Olympics and OSN • Excellent in Youth Scientific Work • Excellent in creativity competitions • Excellent in art competitions • Excellent in competitions / sports competitions • Excellent in Islamic senior high school management
Cultured	<ul style="list-style-type: none"> • Love the wisdom of local culture • Environmentally friendly
Integrity	<ul style="list-style-type: none"> • Integrated between religion and general science • Integrated between academic and non-academic

b) Mission

Religious

1. Realizing behavior that has moral character for Islamic senior high school citizens.
2. Improve the quality of worship
3. Maintain religious in performing the *jama'ahdhuhur* prayer and the dhuha prayer
4. Realizing orderly prayer, reading the Al-Qur'an and the name of the Prophet

Superior

1. Improve superior character in discipline
2. Strengthen discipline
3. Improve the quality of curriculum development
4. Improve the quality of the learning process

5. Realizing the acquisition of high NUN values
6. Increasing the competitiveness of students in continuing to higher education
7. Gaining regional and national KSM and OSN levels
8. Obtain an International Olympic champion
9. Improve teen research
10. Increasing the championship of youth scientific work
11. Improve the creativity of students
12. Increase the creativity championship of students
13. Increasing the activities of the arts
14. Increase the acquisition of championship in the field of health
15. Enhancing sports activities

16. Increasing championship sports
17. Improve the quality of *madrasah* management
18. Empowerment of adequate facilities and infrastructure

Culture

1. Increasing love for the wisdom of local culture
2. Increasing the participation of the Islamic senior high school community in the culture of environmental preservation
3. Increasing the awareness of the madrasa community in the culture of preventing environmental damage
4. Increasing the role of the madrasa community in the culture of environmental pollution prevention.

Integrity

1. Improve integrity between religious sciences and general science
2. Increasing integrity between academic and non-academic

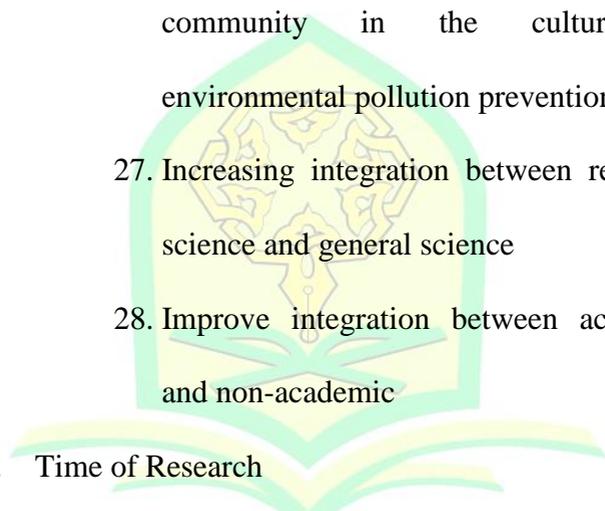
c) Goal

In carrying out the Mission, MAN 2 Ponorogo has formulated several objectives, namely:

1. Realizing behavior that has moral character for the citizens of the *madrasa*
2. Improve the quality of worship
3. Maintain religious in the performance of prayer for the congregation of *dhuhur* and prayer *Dhuha*
4. Realizing orderly prayer, reading the *Al quran* and *asmaulhusna*

5. Improve superior character in discipline
6. Strengthen discipline
7. Improve the quality of curriculum development
8. Improve the quality of the learning process
9. Realizing a high NUN acquisition
10. Increasing the competitiveness of students in continuing to higher education
11. Obtain regional and National KSM and OSN champions
12. Obtain an International Olympic champion
13. Improve teen research
14. Increase the quality of youth scientific work
15. Improve the creativity of students

16. Increase the creativity championship of students
17. Increasing the activities of the arts
18. Increase the acquisition of fresh champions in the arts
19. Improve sports activities
20. Increasing championship gains in sports
21. Improve the quality of *madrasah* management
22. Empowerment of adequate facilities and infrastructure
23. Increase understanding of local culture
24. Increasing the participation of the *madrasa* community in a culture of environmental preservation

- 
25. Increasing the awareness of the *madrasa* community in the culture of preventing environmental damage
 26. Increasing the role of the *madrasa* community in the culture of environmental pollution prevention
 27. Increasing integration between religious science and general science
 28. Improve integration between academic and non-academic

4. Time of Research

This research was conducted in April, 18th-30th 2019. The schedule for experiment and control class can be seen in the table below:

Table 4.1 Experiment Class Schedule

Date	Activities
April, 19 th 2019	Pre-test
April, 22 th 2019	First treatment
April, 29 th 2019	Second treatment
April, 30 th 2019	Post-test

Table 4.2 Control Class Schedule

Date	Activities
April, 19 th 2019	Pre-test
April, 20 th 2019	First treatment
April, 27 th 2019	Second treatment
April, 30 th 2019	Post-test

B. Data Description

This population that was used in this research was tenth grade student of MAN 2 Ponorogo in academic year 2018/2019. The total number populations were 390 students. The researcher took 56 students as a samples. Each class consist of 28 students. The first class as experimental class was taught using Blended Learning Method and the second class as control class was not being taught using Blended Learning Method.

1. Procedure of Experiment Class

This research used experimental research which made two classes as the samples; those were X MIPA 3 as experiment class and X IPS 1 as a control class. The number of the experiment class was 28 students. They had followed pre and post test that conducted by the researcher.

Firstly, the students were given pre test to make them in some condition homogeneity before beginning the research. It was hold on April, 19th 2019. The form test was simple sentences form with the topic Direct Indirect Sentences that was consist of 10 questions. This test spent 60 minutes.

Secondly, the first treatment of blended learning method held on April, 22th 2019. The material was direct indirect sentences. This blended learning method used the station rotation model which used three steps; online instruction, teacher led instruction, collaborative activities and station. Students are asked to read and understand clearly the material that was share on social media. Next step, they are asked to give question to teacher what part of material that they didn't understand. After that, students are asked to count from 1 until

5 to make a group. Then, they are asked to discuss together with their group about their material part that was divide by teacher.

Thirdly, the second treatment held on April, 29th 2019. The material was direct indirect sentences too. In this meeting students are asked for take action on presentation based on their group material and every group give the question for discuss after the presentation done. Before going to the presentation students asked to explore the material again.

Fourthly, students were given post test on April, 30th 2019. It used to measured whether the blended learning method is success or not in teaching grammar especially on direct indirect material. In post test spent 60 minutes too.

2. Procedure of Control Class

The second class X IPS 1 as a control class. It consist 28 students. They had followed pre and post test too that conducted by the researcher. It take four meeting.

Firstly, the students were given pre test to make them in some condition homogeneity before beginning the research. It was hold on April, 19th 2019. The form test was simple sentences form with the topic Direct Indirect Sentences that was consist of 10 questions. This test spent 60 minutes.

Secondly, the first treatment with the normal mode of instruction that is scientific approach held on April, 20th 2019. The material was direct indirect sentences. Students are asked for observe and understand the text about narrative text that was given by teacher every desk. Then, students are

allowed for give question to teacher about everything that was confused by them and get the feedback about the teacher explain. Next, teacher explain clearly about the material. After that, students are asked to analysis about the text and asked to change the direct sentences into indirect sentences and discuss together.

Thirdly, the second treatment held on April, 27th 2019. The material was direct indirect sentences too. This meeting continue of first meeting. Students are asked for discuss together about the students work on the first meeting. After that, teacher give feedback from the discussion, and explain clearly what students that was still confused.

Fourthly, the students were given post test on April, 30th 2019. It used to measured whether the

blended learning method is success or not in teaching grammar especially on direct indirect sentences. In post test spent 60 minutes too.

3. The Score of Experiment Class Pre-Test and Post-Test

The data were collected from the result of the students' score of pre test and post test in experimental class. The following are the description of the students' score in the experimental class:

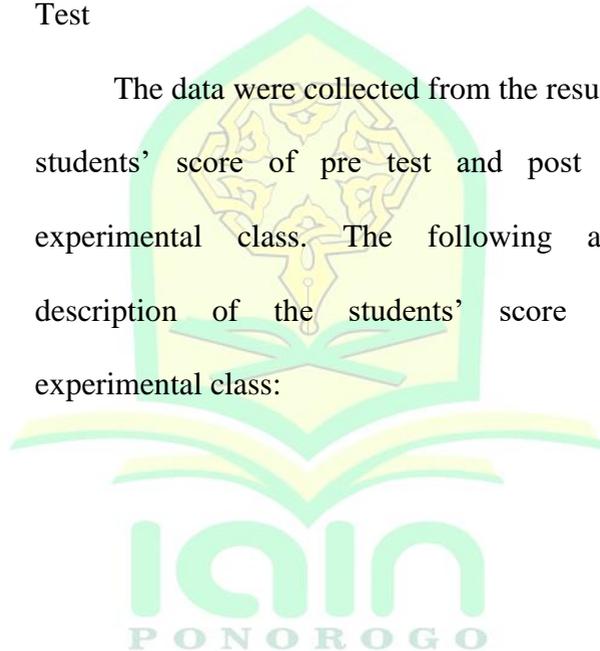


Table 4.3The Students' score of Experimental

Class (X)

No.	Name	Pre test	Post test	Gained Score
1	AdelyaZahroh F	58.5	92	33.5
2	Ahmad Azizy A	48	80	32
3	Alfia Salma Mei M	52	100	48
4	AlsaShema A	58	86.5	28.5
5	Anderson Muhammad	41.5	78	36.5
6	AudinaPuteriFasya T	49.5	80.5	31
7	BelvaFausta A	51	80.5	29.5
8	Devin Gelorawan R	42	72	30
9	Diaz Hilwa C.N	47	80.5	33.5
10	Farida NurAzizah F.	39	83.5	44.5
11	Kayyanalhsan Al F	42	70	28

12	MelianaMaulidan H	40.5	90	49.5
13	M. NajaahulFikri D	50.5	82.5	32
14	M. NurAditya A	55	81	26
15	Nabila Sastika E	52.5	72	19.5
16	Naf'anHaikal	55.5	81	25.5
17	NafisSyaifa Z. R	52	95	43
18	PuspitaKamila H	42	81.5	39.5
19	PutriNurZakiyatul R	38.5	60	21.5
20	RendyEgy	38	77.5	39.5
21	SaskiaIffatulMabruroh	37	60	23
22	Shalama Q. F	37	77.5	40.5
23	ShintaErisma A. R	37	92.5	55.5
24	SwediasariLevinat	42.5	77.5	35
25	Tiara Kartika Sari	50.5	92.5	42
26	Welif L. R	45.5	96	50.5
27	Yudith Leo B	40	85	45

28	Zulfatul M	37	77	40
	Σ	1279.5	2282	1002.5
	Mean	45.69	81.5	35.80

Based on the result of pre test in experimental class, the data showed that the mean score of pre test was 45,69 from the 28 students. Actually, the minimum mastery criterion in – *KriteriaKetuntasan Minimal*(KKM) in MAN 2 Ponorogo was 75. Meanwhile, the result of pre test was none students who passed the Minimum Mastery Criterion – *KriteriaKetuntasan Minimal* (KKM). All students were below the minimum mastery criterion. Moreover the highest score in the test was 58,5 obtained 1 student and lowest score in the pre test

was 37 and it was obtained by 4 students. From that analyzing, it could be seen that most of the X MIPA 3 class students' grammar ability in direct indirect material was still very low.

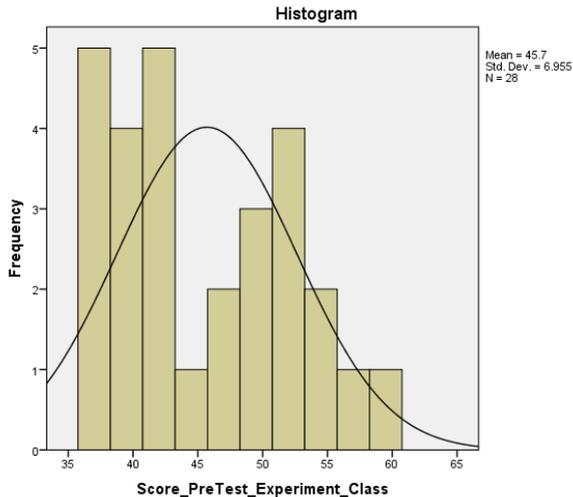


Figure 4.1

Histogram the pre test for students who are taught by using blended learning method

Further, the description from the table above also presented the score of post test. The score

which was gained after the treatment of blended learning method was done.

According to the result of post test above, it could be seen that the mean of post test was improved and it was 81,5. Moreover the mean of gained score was 35,8. There were 4 students who did not pass the Minimum Mastery Criterion – *Kriteria Ketuntasan Minimal* (KKM) and the other students passed the minimum mastery criterion.

From the description of score in experimental class above, the highest score of post test was 100 obtained only by 1 student and the lowest score in post test was 60 obtained by 2 students. From the data description above, it could be concluded that there was positive effect of using

blended learning method in teaching grammar especially in direct indirect sentences material.

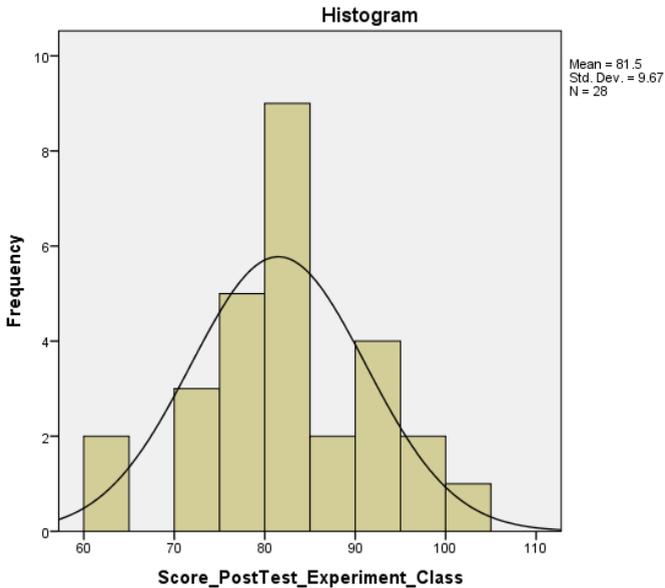


Figure 4.2

Histogram the post test for students who are taught by using blended learning method

4. The Score of Control Class Pre-Test and Post-Test

The data were collected from the result of the students' score of pre test and post test in control

class. The following are the description of the students' score in the control class:

Table 4.4

The Students' score of Control Class (Y)

No	Name	Pre test	Post test	Gained Score
1	Aditya Indra S	49	63.5	14.5
2	Aditya Kusumawati	40	72	32
3	Ahmed	51	70	19
4	Alvarel P.D	42.5	55	12.5
5	Ananda A.R	40	86.5	46.5
6	Aninda Kusuma Aulia	55	66.5	11.5
7	Anisa Fanestya N	61	61	0
8	Dara Pramesta P	40	60	20
9	Dherista Vera K	47.5	70	22.5
10	Faruq Abdul Ghani	55	62.5	7.5
11	Firda Annisa Humaira	70	92.5	22.5
12	Karina K	51.5	87	35.5
13	Khoirunnisa Nur Wakhida	47	74	27

	h			
14	M. BatuAhmaru	35	55.5	20.5
15	Fachriza	49.5	70.5	21
16	M. Badi' A	40.5	55	14.5
17	M. HanifFuad	60	81	21
18	Nadia Eka P	43.5	50	6.5
19	Pruedan Kenya S. C	40	70	30
20	Rama Ramadhan A	47.5	80	32.5
21	Rendy Ricardo	32.5	55	22.5
22	RenyUlfasari	47	61.5	14.5
23	Ryan Muhammad Mughai	37	58	21
24	SabilaTriaUmaroh	38	72.5	34.5
25	Salma Azura	45	51.5	6.5
26	WahyuPrasetyo	47.5	59.5	12
27	YasminKhoirunnisa	55.5	93.5	38
28	YumnaHelmi	44	77.5	33.5
	Σ	1312	1911.	599.5
	Mean	46.8 5	68.26	21.41

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Based on the result of pre test in experimental class, the data showed that the mean score of pre test was almost same as in experimental class. It was 46,85 from the 28 students. Actually, the minimum mastery criterion in – *KriteriaKetuntasan Minimal*(KKM) in MAN 2 Ponorogo was 75. Meanwhile, the result of pre test was none students who passed the Minimum Mastery Criterion – *KriteriaKetuntasan Minimal* (KKM). All students were below the minimum mastery criterion. Moreover the highest score in the test was 70 obtained by 1 student and lowest score in the pre test was 32,5 and it was obtained by 1 students. From that analyzing, it could be seen that most of the X IPS 1 class students' grammar ability

in direct indirect sentences material was still very low.

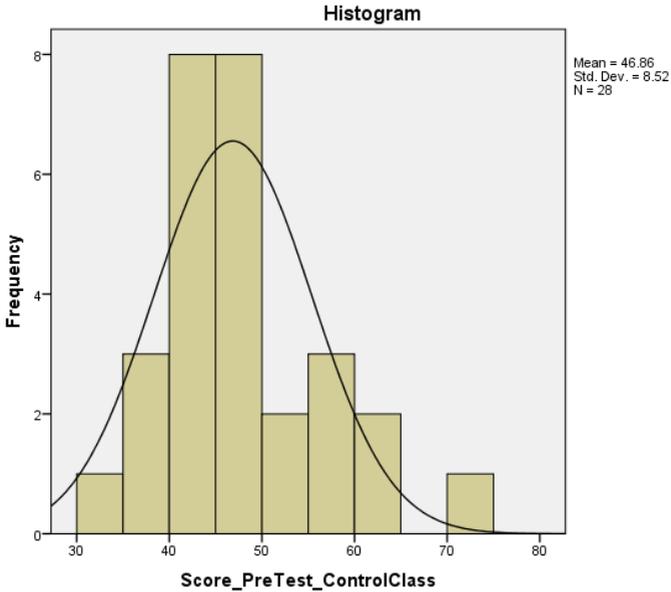


Figure 4.3

Histogram the pre test for students who are not taught by using blended learning method

Further, the description from the table above also presented the score of post test. The score which was gained after teaching and learning

process that did not use blended learning method but use scientific method was done.

According to the result from the table of post test above, it could be seen that the mean of post test also improved. It was 68,26 and the mean of gained score was 21, 41. There were 20 students who did not pass and almost the members of control class did not pass the Minimum Mastery Criterion – *Kriteria Ketuntasan Minimal* (KKM) and the other 7 students passed the minimum mastery criterion. From the description of score in experimental class above, the highest score of post test was 93,5 obtained only by 1 student and the lowest score in post test was 50 obtained by 1 students too. From the differences in students' score above, it could be seen that also there is positive improvement of the students' achievement

in learning English grammar. The Result of Assumption Test for Parametric Statistic .

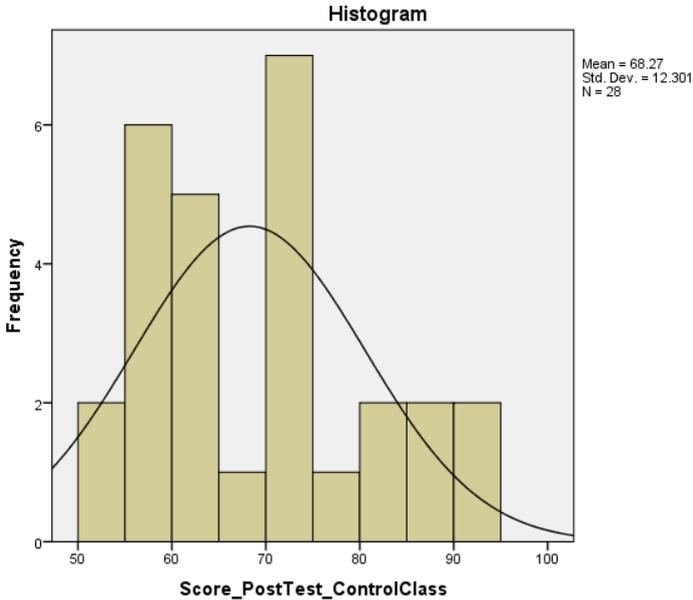


Figure 4.4

Histogram the pre test for students who are not taught by using blended learning method

Nevertheless, from the result of post test showed that the score were still below of the

minimum mastery criterion in MAN 2 Ponorogo. It believed that the class which was not taught using blended learning method still need struggle to pass the minimum mastery criterion.

5. The Result of Assumption Test for Parametric Statistic

Before testing the hypothesis, the data most fulfill the assumption in which the data must be normally distributed and homogenous. Therefore, normality and homogeneity test be provided.

a. Normality Test

Normality test is used to find out whether the data are normally distributed or not⁴⁸. If the highest value of statistic is lower than the value of kolmogorovsmirnov table 5%level of significance, it can be concluded that the data

⁴⁸RetnoWidyaningrum, *Statistica*, (Yogyakarta :PustakaFelicha, 2015)P. 204.

are in normal distribution. The value of kolmogorov Smirnov table for $N= 28$ at 5% level significance is between $N = 28$ and $N = 28$. In this research, the researcher decided to categorized into $N=28$. So the value of Kolmogorov Smirnov table is 0, 27.

In this research, the research used Kolmogorov-Smirnov formula and the calculation by using SPSS 16 as following .

1. Experimental Class Normality Testing

Table 4.5 Experimental Class Normality Testing

One-Sample Kolmogorov-Smirnov Test

	Unstandardized Residual
N	28

Mean	.0000000
Std. Deviation	8.82470675
Minimum Absolute	.100
Maximum Positive	.100
Maximum Negative	-.075
Test Statistic	.100
Asymp. Sig. (2-tailed)	.200 ^{c,d}

a. Test distribution is Normal.

The calculation of normality test above used one-sample Kolmogorov-Smirnov test. Table 4.5 showed that the H_0 was 0.200. it was smaller than the H_{table} with the closest Kolmogorov-Smirnov critical points of 28 is 0, 27. It mean the data of experimental class was normal.

1. Control Class Normality Testing

Table 4.6

Control Class Normality Testing

One-Sample Kolmogorov-Smirnov Test

	Unstandardized Residual
N	28
Normal Mean	.0000000
Parameter Std.	
rs ^{a,b} Deviation	10.73173861
Most Absolute	.115
Extreme Positive	.115
Difference Negative	
es	-.057
Test Statistic	.115
Asymp. Sig. (2-tailed)	.200 ^{c,d}

a. Test distribution is Normal.

The calculation of normality test above used one Kolmogorov-Smirnov test. Table 4.5 showed that the 0.200. it was smaller than the H_{table} with the Kolmogorov-Smirnov critical points of 28 is 0.27. the data of experimental class was normal.



b. Homogeneity Test

Homogeneity tests were used to decide whether a test was homogeneous or not⁴⁹. It was important because the similarity of both groups would influence the result of

⁴⁹*Ibid*, 212.

test. Moreover, homogeneity of a test was used as a requirement to calculate t_{test} . the calculation by using SPSS 16 as following:

Table 4.7

The Homogeneity of Variances

Test of Homogeneity of Variances

Score

Levene Statistic	df1	df2	Sig.
2.918	1	54	.093

From the result of homogeneity test in table above, it could be seen that the degree of significant based on mean is 0, 093. It was smaller than the F_{table} 0.2.95. It means that both, experimental and control class were homogeneous.

C. Testing Hypothesis (T-test)

The researcher calculated t-test by using SPSS program to found out if there was a significant different or not. Before calculating t-test, the data should have normal distribution and homogeneity. Post test of control group and experimental group were normally distributed and homogeneous. The researcher conducted t-test calculation by using SPSS program. The result of the calculation as follow:

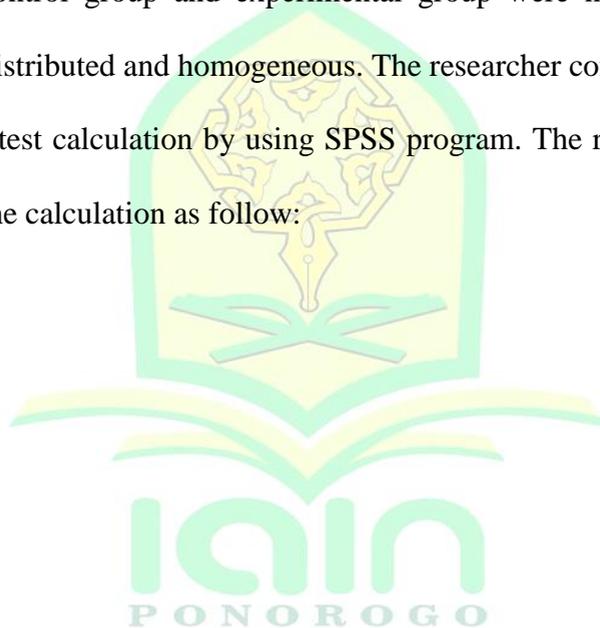


Table 4.8

The Calculation of T-test



Independent Samples Test

Levene's Test for Equality of Variances		t-test for Equality of Means					
F	Sig.	T	Df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference

)		rence	Lower	Upper
§ Equal c varian c ces r assum e es	2.918	.093	4.475	54	.000	-13.232	2.957	-19.161	-7.304



Equal								
varian								
ces not		4.475	51.150	.000	-13.232	2.957	-19.168	-7.296
assum								
es								



It means that $4.475 > 2.01$. Therefore, H_0 rejected and H_a accepted. It can be concluded that there was significance difference between the student who are taught by using blended learning method and the student who are taught by using scientific method.

D. Discussion

From the computation above, it was shown that the difference coefficient of students taught using blended learning method and students not being taught using blended learning method is 4, 475. That result was used to find out whether the difference coefficient was a significant coefficient or not, and furthermore, It could be used a basic generate the population. Hypothesis test (t_0) at 4, 475 from the computation above would be compared to the “ t ” index with the condition below: 1. If the $t_0 \geq t_0$ H_a was accepted. It means that there was a significant difference between

two variables. 2. If the $t_0 < t_0$ H_a refused. It means that there was no significant difference between two variables. It can be seen that the students" who are taught by using Blended Learning method got better score than those who are not. So, it can be concluded that there is significant difference to the student's grammar ability between students" who are taught by using Blended Learning method and those who are not.

This research is conducted to find out the effective teaching method, especially in grammar. It has been discussed that blended learning method is one effective strategy which can be applied in teaching and learning process. The discussion of this research discuss that the use of blended learning method is effective in teaching grammar.

Blended learning designed to make students more active and creative in using the technology for this

era. Blended learning designed to make students more interest because it integrated with technology in school. Also, it made students focus longer.



CHAPTER V

CLOSING

A. Conclusion

Based on the data analysis, the researcher could conclude that there was a significant in grammar score between the students who are taught by using blended learning method and who are not taught by using blended learning method at tenth grade of MAN 2 Ponorogoin academic year 2018/2019. The result from this research is the students who are taught by using blended learning get better score of the students" post-test from experimental group (81,5) is higher than control group (68,26). It has been found that the comparison between students' grammar ability who are taught by using blended learning method is (35,80) and who are not is (21,41). This score is higher than Ttablewhich is 2,02 at the level of significant 5% with

$db = 47$. It means it H_a is accepted. In the other word, the use of blended learning method has significant difference in improving students grammar ability”.

B. Recommendation

Based on conclusion above, it can be delivered some recommendations that might be useful for English teacher, students and other researchers as follows:

1. For Teacher

For the teacher they should be creative to choose the best strategy to apply in learning process in order to make students interest in attending the lesson. The teacher should present the material in enjoyable, comfortable, relaxed, and understandable situation. In learning process, the teacher should give motivation to their students in order to make them are eager to study. This

motivation is needed to increase students' confidence so they have bigger spirit to learn.

2. For Students

The researcher hopes that the students should have a great motivation to learn, especially English lesson. So they have a consideration that they have to improve their language skill.

3. For Readers

For the other readers, the researcher hopes that the result of this study can be useful as a reference for a future research concerning with English grammar.

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