AN UNDERGRADUATE THESIS

AN ANALYSIS OF THE CHALLENGES OF USING BLENDED LEARNING IN TEACHING WRITING VIEWED FROM STUDENTS' PERCEPTION OF JUNIOR HIGH SCHOOL 2 PUNGGUR CENTRAL LAMPUNG

By:

DESMALIA SYAHDENA
Student Number :1801070018

TARBIYAH AND TEACHER TRAINING FACULTY

ENGLISH EDUCATION DEPARTMENT

STATE INSTITUTE ISLAMIC STUDIES OF METRO

1444 H / 2023 M

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Presented as a Partial of the Requirements
For the Degree of Sarjana Pendidikan (S.Pd)
In English Education Department

By:
DESMALIA SYAHDENA
Student Number: 1801070018

Tarbiyah and Teacher's Training Faculty
English Education Department

Sponsor : Dr. Widhiya Ninsiana, M. Hum

STATE INSTITUTE FOR ISLAMIC STUDIES OF METRO
1444 H / 2023 M

APPROVAL PAGE

Title : AN ANALYSIS OF THE STUDENTS DIFFICULTIES IN ENGLISH WRITING BY USING BLENDED LEARNING OF JUNIOR HIGH SCHOOL 2 PUNGGUR CENTRAL LAMPUNG

Name : Desmalia Syahdena

Student Number : 1801070018

Department : English Education

Faculty : Tarbiyah and Teacher Training

APPROVED BY:

To be examined in Munaqosyah in Tarbiyah Faculty of State Islamic Institute of Metro.

Head of English Education
Departement

Andianto, M.Pd.
NIP. 19871102 201503 1 004

Metro, January 2023
Sponsor

Dr. Widhiya Ninsiana, M.Hum
NIP. 197209232000032002

NOTIFICATION LETTER

Number   :
Appendix   :
Matter   : **In order to hold the munaqosyah**
               of Desmalia Syahdena

To :
The Honorable of the Head of Faculty of
Tarbiyah and Teacher Training
State Islamic Institute of (IAIN) Metro

Assalamu'alaikum, Wr. Wb

We have given guidance and enough improvement to research thesis script which is written by:

Name   : Desmalia Syahdena
Student Number   : 1801070018
Department   : English Education
Faculty   : Tarbiyah and Teaching Training
Title   : AN ANALYSIS OF THE STUDENTS DIFFICULTIES IN
                   ENGLISH WRITING BY USING BLENDED LEARNING OF
                   JUNIOR HIGH SCHOOL 2 PUNGGUR CENTRAL LAMPUNG

It has been agreed so it can be continued to the Tarbiyah Faculty. in order to be discussed on the Munaqosyah. Thank you very much.

Wassalamu'alaikumWr.Wb

Head of English Education   Metro, January 2023
Departement   Sponsor

Andianta, M.Pd.   **Dr. Widhiya Ninsiana, M.Hum**
NIP. 19871102 201503 1 004   NIP. 197209232000032002

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NOTA DINAS

Nomor   :

Lampiran   : -

Perihal   : **Mohon Dimunaqosyahkan Skripsi
Desmalia Syahdena**

Kepada Yth.,
Dekan Fakultas Tarbiyah dan Ilmu Keguruan
Institut Agama Islam Negeri (IAIN)
di-Tempat

Assalamu'alaikumWr.Wb.

Setelah kami adakan pemeriksaan dan pertimbangan seperlunya maka skripsi yang disusun oleh:

Nama   : Desmalia Syahdena
NPM   : 1801070018
Jurusan   : Tadris Bahasa Inggris (TBI)
Fakultas   : Tarbiyah dan Ilmu Keguruan
Judul Skripsi : AN ANALYSIS OF THE STUDENTS DIFFICULTIES IN ENGLISH WRITING BY USING BLENDED LEARNING OF JUNIOR HIGH SCHOOL 2 PUNGGUR CENTRAL LAMPUNG

Sudah kami setujui dan dapat dimunaqosyahkan. Demikian harapan kami dan atas penerimaannya kami ucapkan terimakasih.

Wassalamu'alaikumWr.Wb.

<table>
<tr><td>Mengetahui,
Ketua Jurusan TBI</td><td>Metro, Januari 2023
Pembimbing</td></tr>
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Andianto, M.Pd.
NIP. 19871101 201503 1 004</td><td>

Dr. Widhiya Ninsiana, M.Hum
NIP. 197209232000032002</td></tr>
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RATIFICATION PAGE
No:B-1235/In.28.1/D/pp.00.9/03/2023

An Undergraduate thesis entitled: AN ANALYSIS OF THE CHALLENGES OF USING BLENDED LEARNING IN TEACHING WRITING VIEWED FROM STUDENTS' PERCEPTION OF JUNIOR HIGH SCHOOL 2 PUNGGUR CENTRAL LAMPUNG. Written by: DESMALIA SYAHDENA, Student Number 1801070018, English Education Department had been examined (Munaqosyah) in Tarbiyah and Teacher Training Faculty on Friday, February 24th 2023 at 08.00 – 10.00 p.m.

BOARD OF EXAMINERS

Chairperson   : Dr. Widhiya Ninsiana, M.Hum

Examiner I   : Drs. Kuryani, M.Pd

Examiner II   : Linda Septiyana, M.Pd

Secretary   : Aisyah Sunarwan, M.Pd

The Dean of Tarbiyah
and Teacher Training Faculty

Dr. Zuhairi, M.Pd
NIP. 19620612 198903 1 006

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AN ANALYSIS OF THE CHALLENGES OF USING BLENDED LEARNING IN TEACHING WRITING VIEWED FROM STUDENTS' PERCEPTION OF JUNIOR HIGH SCHOOL 2 PUNGGUR CENTRAL LAMPUNG

ABSTRACT

By:
Desmalia Syahdena

The purpose of this research is to analyze students difficulties and problem solving in writing English using blended learning at Junior High School 2 Punggur Central Lampung.

This research is a qualitative research. Data collection techniques are interview, documentation, and observation. Data analysis uses techniques from Miles and Huberman.

The findings of this study indicate that: 1. Students' difficulties in writing English using the blended learning method include difficulties in applying linguistic abilities and the limited media used, weak signals and limited quotas; 2. The solution to over come students' difficulties in writing English using the blended learning method includes the teachers' efforts to help students understand writing material in detail by providing explanations during offline learning for material that is not understood online learning.

Keyword: Blended Learning, Students Difficulties, Writing Skill

ANALISIS TANTANGAN PENGGUNAAN BLENDED LEARNING DALAM PEMBELAJARAN MENULIS BERDASARKAN PERSEPSI SISWA DI SMP NEGERI 2 PUNGGUR LAMPUNG TENGAH

ABSTRAK

Oleh:
Desmalia Syahdena

Tujuan dari penelitian ini adalah untuk menganalisis kesulitan dan pemecahan masalah siswa dalam menulis bahasa Inggris menggunakan *blended learning* di SMP Negeri 2 Punggur Lampung Tengah.

Penelitian ini merupakan penelitian kualitatif. Teknik pengumpulan data adalah wawancara, dokumentasi dan observasi. Analisis data menggunakan teknik dari Miles dan Huberman.

Temuan penelitian ini menunjukkan bahwa: 1. Kesulitan siswa dalam menulis bahasa inggris dengan menggunakan metode *blended learning* berupa kesulitan dalam menerapkan kemampuan linguistik dan adanya keterbatasan media yang digunakan, sinyal yang lemah serta kuota yang terbatas; 2. Solusi dalam mengatasi kesulitan siswa dalam menulis bahasa inggris menggunakan metode *blended learning* meliputi upaya guru dalam membantu siswa untuk memahami materi writing secara detail dengan cara memberikan penjelasan pada saat pembelajaran offline untuk materi yang tidak dipahami secara online.

Kata kunci: Blended Learning, Kesulitan Siswa, Keterampilan Menulis

STATEMENT OF RESEARCH ORIGINALITY

The Undersigned:

     Name   : Desmalia Syahdena

     Std. Number   : 1801070018

     Faculty   : Tarbiyah and Teacher Training Faculty

     Department   : English Education Department

States that this undergraduate thesis is originally the result of the researcher's research, in exception of certain parts which are expected from the bibliography mentioned.

Metro, Januari 2023
The Researcher

Desmalia Syahdena
Std. Number 1801070018

ORISINALITAS PENELITIAN

Yang bertandatangan dibawah ini :

      Nama   : Desmalia Syahdena

      NPM   : 1801070018

      Fakultas   : Tarbiyah and Teacher Training Faculty

      Jurusan   : English Education Department

Menyatakan bahwa skripsi ini secara keseluruhan adalah hasil penelitian saya kecuali bagian-bagian tertentu yang dirujuk dari sumbernya dan disebutkan dalam daftar pustaka.

Metro, Januari 2023
The Researcher

Desmalia Syahdena
Std. Number 1801070018

MOTTO

$$\text{وَإِلَىٰ رَبِّكَ فَارْغَبْ (٨)}$$

Dan hanya kepada Tuhanmulah hendaknya kamu berharap.

(Q. S. Al-Insyirah ayat 8)

(Dan hanya kepada Rabbmulah hendaknya kamu berharap) atau meminta dengan

merendahkan diri.

DEDICATION PAGE

The piece of work is heartedly dedicated to:

1. Almighty Allah SWT, thanks God for all of the precious gift inside to me. My beloved parents (Ngadimin and Martini) who have always given me their support, money, counsel, and power in my life and education. Thank you so much for your unconditional love and constant prayer. May Allah SWT always bless you.

2. My Beloved Sister (Dhea Zalfaqia Syahdini) and Brother (Fahlevi Syahreza) who have provide such invaluable assistance and support.

3. My Beloved friends who always helped, Recha Reva Sari, Laras Diana, Dian Safitri, Hayyu Latifah Nurhidayah, Rahma Putri Meilia and Yuliati. They are always wiling to provide a helping hand, encourage, and support me in any situation and condition.

4. For Nico Wibowo Prasetyo, who always helping me during my process and listening all of my sigh.

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6. My Almamater of State Institute for Islamic Studies (IAIN) Metro.

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I am very thankful to Allah SWT, who always gives the researcher blessing to complete a research under titled "AN ANALYSIS OF THE CHALLENGES OF USING BLENDED LEARNING IN TEACHING WRITING VIEWED FROM STUDENTS' PERCEPTION OF JUNIOR HIGH SCHOOL 2 PUNGGUR CENTRAL LAMPUNG." Shalawat and salam to our prophet Muhammad SAW, the lord of Muslims in the world, who has guided us from the darkness to the brightness. At this time, the researcher would like to certain her most deep gratitude, especially to:

1. Dr.Hj. Siti Nurjanah, M.Ag., as Rector of IAIN Metro Lampung.

2. Dr. Zuhairi, M.Pd, as the Dean of Tarbiyah and Teacher Training Faculty of IAIN Metro Lampung.

3. Andianto, M.Pd, as the Head of English Education Study Program of IAIN Metro Lampung.

4. Dr. Widhiya Ninsiana, M.Hum, as the My Sponsor who provided valuable knowledge and support in finishing this undergraduate thesis

The researcher apologizes for all the mistakes that she has made in writing and finishing this undergraduate thesis. All criticisms and suggestions are expected to improve the quality of this research. Hopefully this undergraduate thesis can be useful for the researcher especially, for our college and every reader.

Metro, February 2023
The researcher,

Desmalia Syahdena
ST. 1801070018

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CHAPTER I

INTRODUCTION

A. Background of the Study

Blended Learning model is a model that has an important role in learning.[1] This is needed to improve student competence in learning, and this is also used because of the pandemic, this learning can also continue to be applied so that it becomes an innovative learning method for the future.

In this era, blended learning is a model that supports students in the learning process. Blended learning is one of the important models to be applied to improve student skills, where face-to-face learning uses computer-based learning (online and offline).

Blended learning is needed by students to learn effectively, where students can learn outside of class meetings.[2] Blended learning is important to make it easier for students to learn to improve their skills. Therefore, the blended learning model must be applied to improve students' competence in learning.[3]

Recently, there has been an increasing interest in mixed learning models in the learning process. The blended learning model provides students with better learning through various sources. Different resources can meet the needs of students in their learning style. The type of learning style that each individual has is the easiest way to absorb, organize, and process information.

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[1] Firdaus W.Suhaeb, Anisah. "Application of Blended Learning Models in a Period of Adaptation to New Habits."*jurnal pemikiran dan penelitian ilmu-ilmu sosial* No 1. April 2022

[2] *Ibid..*,156

[3] *Ibid..*,157

This means that blended learning helps students learn more easily. In addition, the blended learning model is not a time limit for students in learning because it provides online learning that they not only learn in the classroom but also outside the classroom. Therefore, blended learning is an interesting model to be applied in the learning process.

Writing is one of the most important language skills for students to learn and master. Indirect communication skills that enable students to increase their knowledge by perpetuating stories, inspiring people, transforming creativity, and developing imagination.[4] Although writing skills are indirect communication, writing is important to help students improve their speaking, reading and listening skills because writing is a major factor in writing skills. Therefore, writing skills are important communication skills that must be learned to improve student competence and must have clear goals, because writing has a very clear purpose to be expressed in an article and the reader also understands what the purpose of writing is written.[5]

Several the researcher have discussed Shih, RC's Blended Learning model improving students' writing skills by integrating Facebook with peer assessment and blended learning for first semester English students at the University of Technology in Taiwan.

During this period, the instructor acts as a facilitator and monitors, evaluates, and comments on student work and responses. Furthermore, Bakir and Adas improved students' ability in writing paragraphs through the blended

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[4]Driscoll, M. *"Blended Learning: Let's Go Beyond the Hype". International journal of* IBM Global Services. 2002

[5]*Ibid..,*2

learning method using MOODLE (online treatment) for second semester English Language Learners (ELLs) at Palestinian universities. In this research, all the material provided in MOODLE is related to paragraph writing.[6]

Another research related to the blended learning model focused on Shih, R.C's speaking skills to improve students' speaking English as a second language using mixed learning and video-based blogs for the fourth semester of English major at the State University in Southern Taiwan. Students follow face-to-face instruction for 4 weeks. For week 5, students make videos in English and upload them to their blogs in 7 days. At week 6, students were asked to comment on the videos of their group members on the blog. Then, the instructor comments on all the student videos. By week 8, all students must upload revised video clips to peer-based weblogs and instructor comments.

This research chose descriptive text as the material taught to students. In addition, previous studies have investigated students' writing skills on various aspects such as content, cohesion, grammar, capitalization, punctuation, etc. While this research investigated students' writing skills only focused on content and organization.

Furthermore, this treatment was carried out at different times, where face-to-face learning was carried out for four meetings in class. While online learning activities are carried out after class meetings for four weeks outside the classroom.

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[6]Adas. D., Bakir. A.2013. *Writing Difficulties and New Solutions: Mixed Learning as an Approach to Improving Writing Skills.* International Journal of Humanities and Social Sciences Vol.3.No.9.

The result of the pre-survey has done on 12 January 2022, one of the english teacher named mrs.Os said that english subject on 7th grade use enforcement school curriculum.[7] The Enforcement school curriculum is not using lesson plan, but only use the syllabus or modul as the teaching media. The teacher always make the teaching videos and uploaded to youtube or google drive then the teacher share the link in google classroom and whatsapp group, because if it is taken from the youtube the matery is hard to be understood by the students and the matery is not explained detaily. When the teacher uses the blended learning, the student that absent so the task is given by the teacher on google classroom and the student present the task is given on whatsapp group , because the learning time is divided into two session, that is odd and even in every week.

The advantage of blended learning for student is to make the students understand more abaout how to use the new technology such as, zoom meeting, google classroom, whatsapp and etc. The teacher applies how to use the applications in teaching learning so the student can use the application in their learning, but there are some students that hard to join the applications that caused by the limitation of facilities such as the phone and network. Then, sometimes the students who hard to join they often left the matery.

The students are very unresponsive the learning,only around 50% students that respon during the learning process. As long as online class the teacher can not control the student and can not check the student condition one

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[7]Interviews with English teacher Mrs.Os on January 12,2022 at SMP Negeri 2 Punggur

by one. The great score usually done by the students' parents. When the zoom class the teacher only give the simple questions even the text that has prepared by the teacher, but so often the students never make their cameras on and they take time to do what the teacher ask. The students also asked to make the videoof self-introduction by reading the text that has prepared, but not all the students submit the task and their writing is not good yet.

Based on the pre-survey above can be assumed that the blended learning for students still has the trouble, so the researcher is interesred to explore the blended learning further in students' writing. In this case the researcher conducted qualitative research by title AN ANALYSIS OF THE CHALLENGES OF USING BLENDED LEARNING IN TEACHING ENGLISH VIEWED FROM STUDENTS' PERCEPTION OF JUNIOR HIGH SCHOOL 2 PUNGGUR CENTRAL LAMPUNG.

B. Research Questions

To determine the research aim, the researcher arranges the research questions as follows:

1. What are the students' difficulties in English writing by using blended learning of Junior High School 2 Punggur Central Lampung?

2. How to solve the students' difficulties in English writing by using blended learning method of Junior High School 2 Punggur Central Lampung?

C. **Objective and Benefit of Research**

1. **Objectives of the Research**

Based on the research questions the researcher determines the research aims, that are:

a. To analyze the students difficulties in english writing by using blended learning at Junior High School 2 Punggur Central Lampung.

b. To give of students' difficulties in english writing by using blended learning at Junior High School 2 Punggur Central Lampung.

2. **Benefit of the Research**

This research is hoped to be able to provide the benefit not only for the witer but also for the readers of the research, English teacher, and other researchers', as follows:

a. For the readers

This research is expected to be useful for readers in obtaining accurate information about blended learning, both in terms of theory and form the facts of the research results. From this information, readers are expected to be inspired and motivated to explore the blended learning in teaching and learning.

b. For English teacher

This research is expected to be useful for English teacher with beneficial theory and facts about blended learning. English teacher can take the right steps to motivate students to apply blended learning and

theaching learning, so that the students can be modern in using the application that applied in blended learning.

   c. For the other the researcher

This research is expected to be useful for other the researcher who conduct research on the same topic, namely blended learning. This research could be an alternative reference for other the researcher by not only presenting theory of blended learning but, especially those related to research process.

D. Prior Research

This research was done by considering some of prior research. The first is Juniati and Khoirul Huda with the title "The Effect of Blended Learning Model on Student's Writing Skill (An Experiment Research at Tenth Grade of Madrasah Aliyah Ibnu Husain Surabaya)".[8] This research was conducted on October 3, 2020. Based on the results of the research, the researcher can conclude that this research aims to determine the effect of the blended learning method on students' writing achievement in descriptive text. This research was conducted using a quasi-experimental.

The first previous research has similarities and differences with this research, the similarity between previous research and this research is about blended learning. The difference between the two studies has a different research sample. The first preliminary research involved the tenth grade

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[8]Juniati and khoirul huda. The Effect of Blended Learning Model on Student's Writing Skill (An Experiment Research at Tenth Grade of Madrasah Aliyah Ibnu Husain Surabaya).*The Journal of English Education and Technology.* Vol, 01 No. 03.(2020).154

sample of Madrasah Aliyah Ibn Husain Surabaya, while this research used the seventh grade sample of SMP Negeri 2 Punggur. Another difference lies in the research method, the first previous research used a quasi-experimental research method, while this research used a qualitative method.

The second is Liya Astarilla dan Dede Warman with the title "The Effect of Google Classroom in Blended Learning on University Student's English Ability".[9]

This research was conducted on February 1, 2021. Based on the results of the research, the researcher can conclude that this research aims to investigate the effect of Google Classroom in Blended Learning on students' English skills. This research is a quasi-experimental research using an experimental group design and a control group using a sample consisting of 68 students at STMIK-AMK Riau Pekanbaru-Riau.

The second previous research has similarities and differences with this research, the similarity between previous research and this research is about blended learning. The difference between the two studies has a different sample, the second previous research involved a sample of 68 students at STMIK-AMK Riau Pekanbaru-Riau, while this research used a sample of seventh grade junior high school 2 punggur. Another difference lies in the research method used, the second previous research used quantitative methods, while this research used qualitative methods.

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[9]Liya Astarilla dan Dede Warman. The Effect of Google Classroom in Blended Learning on University Student's English Ability.*The Journal Of English for Academic.* Vol, 08 No, 01.(2021).12

The third is Ataizi, M. & Aksak Komür, İ with the title "Teaching Writing skills in EFL Classes with blended learning".[10] This research was conducted in 2021. Based on the results of the research, the researcher can conclude that this research aims to determine the effect of blended learning to improve students' EFL. This research uses quantitative and qualitative research methods. The data were analyzed using SPSS test and content analysis.

The third previous research has similarities and differences with this research, the similarity between previous research and this research is about blended learning, another similarity is using qualitative methods.The difference between the two studies is that the third previous research involved a sample of 100 student volunteers, while the research in this research used a sample of seventh grade junior high school students.

The fourth one is Arta, G, Ratminingsih, N, and Santosa, MH entitled "The Effectiveness Of Blended Learning Strategy On Students' Writing Competency Of The Tenth Grade Students".[11] This research was conducted on April 1, 2019. Based on the results of the research, the researcher can conclude that this research aims to determine the significant difference in the writing competence of class X students at SMA Negeri 1 Singaraja. This research uses experimental research using cluster random sampling technique to determine the sample.

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[10]Ataizi, M. & Aksak Komür, İ. (2021). Teaching writing skills in EFL classes with blending learning. Journal of Educational Technology & Online Learning, 4(4), 822-834.
[11]Arta, G, Ratminingsih, N, and Santosa, MH.The Effectiveness Of Blended Learning Strategy On Students' Writing Competency Of The Tenth Grade Students.*The Journal Of Indonesian Education.*Vol, 08 No, 1.(2019).29

The fourth previous research has similarities and differences with this research, the similarity between previous research and this research is about blended learning, another similarity is looking for descriptive data. The difference between the two studies is that the fourth previous research involved a sample of two classes at SMA Negeri 1 Singaraja, while this research only used one class for the sample at SMP Negeri 2 Punggur.

Based on the description above, it can be concluded that blended learning research in writing is important to do. To minimize errors in writing this research needs to be done. In this case , the researcher followed up on previous research because of the similarity of research objectives . Therefore, the researcher conducted a qualitative research.

CHAPTER II

THEORITICAL REVIEW

A. The Concept of Blended Learning

1. Definition of Blended Learning

According to Semler, blended learning combines the best aspects of online learning, structured face-to-face activities, and real-world practice. Online learning systems, classroom training, and on-the-job have major drawbacks by themselves.[12] The blended learning method uses the strengths of each to counter the other weaknesses. The learning experience students are getting wider because of students using various sources or various media or both existing media in class or media accessed from online media. Therefore, learning becomes more meaningful for student.

Thorne states that blended learning is a mixed system that combines two components or methods at once by the mix is e-learning and multimedia technology.[13] By blended learning, students can adjust and develop learning as needed individuals. It is done by integrating the innovative and technological advances offered by online learning with the interaction and participation offered in learning traditional.

Driscoll explains the notion of blended learning that is a learning that combines or combines various web-based technologies to achieve

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[12]Semler,S. *Use Blended Learning to Increase Learner Engagement and Reduce Training Cost.* (Online).2005

[13]Kaye Thorne and David Mackey, *Everything You Ever Needed to Know About Training,* (London: Kogan Page Publisher,2007).113

educational goals.[14] Blended learning is a solution that is widely used during the Covid-19 pandemic throughout the world. Initially, learning was carried out only online, but after the pandemic subsided, blended learning was gradually carried out.

Graham explains the meaning of blended learning in simple terms is learning that combines online learning with direct learning, namely face to face or face to face.[15] The simple meaning of blended learning is learning that combines online learning with direct learning, namely face to face-to-face and online learning go hand in hand. Blended learning is learning that is supported by an effective combination of different ways of delivery, ways of teaching and learning styles and is found in open communication between all parts involved with the training.

Dwiyogo describes the meaning of blended learning, that is a learning model that combines face-to-face with technology-based learning that can be accessed online and offline. This learning model has similarities with e-learning.[16] The method will mix face-to-face learning with technology-based learning. This learning can be accessed online or offline.

Based on the explanation above, blended learning is an ease of learning that combines various modes of delivery, teaching models and

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[14]Driscoll, M. *"Blended Learning: Let's Go Beyond the Hype". International journal of IBM Global Services.* 2002.1

[15]Curtis J.Bonk, Charles R.Graham.*The Handbook of Blended Learning. USA:Pfeiffer.*2006

[16]Dwiyogo,Wasis D.*Pembelajaran Berbasis Blended Learning (model rancangan pembelajaran).* Malang: Media. 2016

learning styles, introducing various choices of media for dialogue between the facilitator and the person being taught. Blended learning is supported by an effective combination of open communication among all parties involved with the training.

2. Characteristics of Blended Learning

Rusman, etalisa supplementary source using a traditional approach that supports a virtual environment through an institution, an in-depth learning design and the view that technology can support learning activities.[17] The use of blended learning provides convenience in the learning process between students and teachers, ease of communication to ease of obtaining learning materials. Students are expected to be able to learn independently. They must also have responsibility in participating in learning and completing what is their assignment.

Husamah explains that the characteristics of blended learning are combining various delivery techniques, learning models, learning styles, and various technology-based media and there is a combination of direct teaching, independent learning and online learning.[18] This learning is very effective from the way of delivery to learning. Therefore, blended learning is very complex.

In addition, the characteristics of blended learning are:[19]

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[17]Rusman,dkk, *Information and Communication Technology-Based Learning*, Jakarta: PT. Raja Gafindo Persada, 2011, 242
[18]Husamah, *New Learning (Blended Learning),*Jakarta: Prestasi Pustaka, 2014
[19]*Ibid..*,19

a. Learning that uses a technological approach and collaborates with face-to-face learning resources and electronic media.

b. Learning that combines various methods of delivery either in person or online.

c. Effective learning that combines delivery techniques, teaching techniques, and learning styles.

d. Learning is carried out using technology that uses the internet, so that students can be active in obtaining information about learning materials.

e. Teachers and students can interact well through online media, with communication from various directions (video conferencing)

f. The teacher also provides instructions for students about learning materials through the web or structured applications.

Based on the theories above, it is concluded that blended learning optimizes learning when students are outside the classroom is to apply a mixed learning system. This system combines face-to-face learning and online learning. Online learning provides material and space for students to learn and practice anytime and anywhere as long as they are connected to an internet network.

3. **The Concept of Blended Learning for Learning**

The concept of blended learning is a learning method that combines face-to-face strategies with online and uses information technology applications (e-learning) as a learning medium. Blended learning comes

from the words blended and learning. Blend means to mix and learning means to learn. So blended learning is a blending of learning patterns.

Blended learning is a combination of learning, namely online learning with face-to-face learning. With online learning uses a stable network for web or application use. Blended learning is a combination of the development of multimedia-based technology, CD-Rom, video streaming, email, voice mail, etc. By combining face-to-face learning in class. Face-to-face learning provides an opportunity for students to ask questions or problems related to the material taught by the teacher. Online learning is also called distance learning where teachers and students can learn outside of school if the teacher and students are not in the same room or face to face.

Students interact directly with the content of learning. Blended learning combines or mixes direct learning or online learning with the help of information and communication technology ICT by having the following advantages:[20]

a. It can interact with friends.

b. Group discussion and exchange of opinions.

c. Access e-library, virtual class

d. Online assessment

e. E-tuitions

f. Access and maintain learning blogs.

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[20]Lalima, Kiran Lata Dangwal, "Blanded learning : an inovative Apprroach". *Universal Journal Of EducationalResearch, Vol, 5. No.1. 2017,129-136*

g. Online seminars

h. See expert lecturers on the youtube app.

i. Learn online through video and audio.

j. Virtual lab.

Blended learning is a combination of face-to-face learning with online learning guided by mentors, teachers or lecturers with structured learning. Blended learning is an aternative way in learning by combining online learning with face-to-face learning. Therefore, the teacher should be more creative in the process of blended learning.

4. The Advantages of Blended Learning

The advantages of this learning are quite a lot to be quite popular.[21] Some of the advantages that can be obtained are saving time and costs, because this learning is not limited by time and space so that it can be done anywhere according to the wishes of the students who takes part in learning and can easily access learning because it can be obtained online, because the teacher provides material online, the results obtained are more optimal. Effective and efficient learning makes it easier for students, teachers can also discuss outside class hours, can expand the reach and learning and training, learning outcomes are also optimal and can increase student attractiveness in learning.

The advantages of this learning can also reduce the chain of spread of the corona virus that is increasing day by day, and this learning is also

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[21]Dinasti Baiq Gita Purnama Putri.*"Article Strengths and Disadvantages of Blended Learning."* dalam https://tinta-merahputih.blogspot.com/2015/06/kelebihan-kekurangan-blended-learning.html diunduh pada 15 jauari 2022

used as a substitute for face-to-face learning. Because health is the most valuable asset. This learning really requires students to learn independently, creatively, and actively. Because learning independently can be quickly understood and quickly recorded by the brain.

In this digital era, many face-to-face meetings are carried out using electronic media such as computers and mobile phones, so this affects the learning system.[22] Finally, e-learning or online learning emerged that are accessed using the internet. It becomes effective way in learning process.

The advantages for teachers are that teachers can be more active in modern technology, knowledge for information and technology is increasing, more creative in teaching blended learning methods, teachers can also add knowledge and insight into blended learning methods in the teaching process.

Blended learning increases access to learning materials and activities, thereby encouraging students to learn. Students also tend to be more active in the use of this method. The benefits for students are more flexible to get material that is not limited by time and place, more effective to improve student learning outcomes, students can be more active in the use of blended learning methods, students are also able to improve blended learning methods so that students can achieve learning goals well, and students also participate in learning the blended learning method so that students are required to be active in learning.

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[22] Nada bin dahmash." 'I Couldn't Join the Session': Benefits and Challenges of Blended Learning amid COVID-19 from EFL Students." *International Journal of English Linguistics*, Vol. 10, No. 5; 2020

5. **Disadvantages of Blended Learning**

The advantages are indeed quite a lot, but there are several drawbacks to this learning, one of that is students who are not supported by adequate facilities and infrastructure, poor internet access in remote places even though blended learning really requires internet access with a stable network. [23] Teachers also do not understand how to design material for learning, because learning must be very interesting to increase student interest during the learning process. People also lack knowledge of the use of technology. Really need the right learning strategy to be able to maximize the potential of blende learning. Must have a time commitment to research anytime, anywhere because it is not face-to-face.

6. **Blended Learning Steps**

The steps for blended learning are as follows:[24]

a. The teacher uploads learning materials, assignments on the application or web that is used.

b. The teacher informs students to research the matrices or levers that have

c. The teacher checks student attendance.

d. The teacher explains or explains the material that has been sent and studied with the aim that students can understand what is sent by the teacher.

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[23]*Ibid.*

[24]Yuni Pratiwi, dkk, *Journal of the Application of Blended Learning Methods to Improve Student Learning Performance in Economics in High School*.hal 3

e. The teacher motivates students and guides students to get additional information and helps students if there are students who find it difficult to understand the material or assignments given.

f. Teachers have the right to appreciate student work.

g. The teacher always evaluates the students in a web or application in the form of a quiz or an essay that has been prepared.

7. **The Difficulty of Using Blended Learning in English Subject**

In this research. the blended learning model allows teachers and students to save more costs and time. Teachers can save paper use because it can be done paperless. Worksheets, handouts, and other learning supports that previously had to be printed or photocopied, now only need to be uploaded and students download on their laptops or cellphones. However, there are some people who have difficulty by doing blended learning such as:[25]

a. The online material is not sufficient and was difficult to understand.

The subject matter of online learning is not conveyed properly, and the difficulty of teaching practical material so that students find it difficult to understand the content of the material directly.

b. The steps to access online learning platform is confusing and complicated.

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[25] Chuanpit Sriwichai, "Students' Readiness and Problems in Learning English through Blended Learning Environment",The University of Phayao, *Asian Journal of Education and Training* Vol. 6, No. 1, 23-34, 2020

The lack of tutorials resulted in some students having difficulty in carrying out the stages in accessing the online learning platform and the school should first show the use of online learning applications

c. Limited access to online materials due to slow internet connection

As for the internet connection, it becomes an obstacle for some students who undergo online learning due to areas that are not covered by signals.

Moreover, the quality discussion of online forum at online learning is poor.[26] the student is not responsive to give feedback to teacher in other word lack of direct interaction between the teacher and the learner and It is not easy to have active learner's participation and involvement in group discussion. in addition lack of spontaneity and improvisation.

In addition, the teachers also find difficulties in the use of some technologies while creating a blended learning such as in recording videos, uploading videos and using online learning platforms[27] and students also face some technological complexity challenges, such as accessing online educational resources or uploading their materials to the online learning environment.

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[26] Farahiza Zaihan Azizan, "Blended Learning In Higher Education Institution In Malaysia". Kedah, Universiti Insaniah *Proceedings of regional conference on knowledge integration in ICT 10, 454-466*

[27] Muhammad Azeem Ashraf et all, "A Systematic Review of Systematic Reviews on Blended Learning: Trends, Gaps and Future Directions" Beijing, Hunan University, *Psychology Research and Behavior Management 2021:14 1525–1541*

B. The Concept of Writing

1. Definition of Writing

Writing is a skill that puts ideas or ideas into writing or paragraphs. According to Morsey's opinion in Henry Guntur Tarigan, suggests that writing is used by educated people to record or record, convince, report or inform, and influence the aims and objectives as such can only be achieved by clearly stating, this clarity depe nds on the mind, organization, use of words and sentence structure.[28] Writing is to reduce or describe graphic symbols that describe a language that is understood by someone so that other people can read the graphic symbols, if they understand the language and graphic symbols.

According to Saddler, suggests that the notion of writing skills is a person's ability to describe graphic symbols that are understood by the researcher of the language itself and other people who have the same understanding of the symbols of the language.[29] Writing skills cover all the knowledge and abilities related to expressing ideas through the written word. Writing skills are abilities that allow you to communicate clearly through text or writing.

According to Ahmad Rofi'uddin and Darmiyanti Zuhdi, writing skills are skills to express thoughts, ideas, opinions about something, respond to a statement of desire, or express feelings using written

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[28]Tarigan, Henry Guntur. *Writing as a Language Skill.* (Bandung: Angkasa), 1986
[29] Peter westwood. *What teachers need to know about reading and writing diffiiculties.* australia:ACER Press,2008

language.[30] Writing is a language skill that is used to communicate indirectly, not face to face with other people. Writing is a productive and expressive activity.

It can be concluded that writing is part of a person's ability to express ideas or thoughts into writing that can be understood by the researcher and other people who have something in common through the development process gained from experience, time, agreement, etc.

2. **Components in Writing**

The following analysis attempts to group the many and varied skiils necessary for writing good prose into five general components or main areas:[31]

a. **Language use: the ability to write correct and appropriate sentences.**

b. Mechanical skiils: the ability to use correctly and those convensions peculiar to the written language-e.g. punctuation, spelling.

c. Treatment of content: the ability to think creatively and develop thoughts, excluding all irrelevant information.

d. Stylistic skills: the ability to manipulate sentences and paragraphs, and use language effectively.

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[30]Rofiuddin Ahmad dan Damayanti Zuhd.Efforts to Improve Learning Motivation And Sskills Writing An Anecdote text using peer review technique CLASS X MIPA 1 SMAN 2 MAGELANG School. *A Journal Transformatika*, Volume 11, Nomor 1, 2015.69

[31] J.b. Heaton.Writing English Languge Test.Newyork:Longman.1988.135

e. Judgement skills: the ability to write in an appropriate manner for a particular purpose with a particular audience in mind, together with an ability to select organise and order relevant information.

Based on the components above, it is explained that the content includes the ability to develop ideas and the suitability of the essay with the series image, the organization includes the suitability of the title with the cheerful content and the relationship between paragraphs, vocabulary includes the ability to choose vocabulary and the ability to use conjunctions, the use of language includes the use of good and correct Indonesian and the ability to compose sentences, and the structure of writing includes the completeness of narrative structures.

3. **Writing Stages**

The researcher needs to assemble activities that involve several steps, the steps that must be taken in writing are:[32]

a. Pre-Writing

Pre-Writing is the stage that the researcher needs to prepare to get and get ideas or ideas and problems related to the topic of the essay. The activities carried out by the researcher are choosing a topic, considering the purpose, form, target of the reader and obtaining and compiling ideas through pre-writing activities, speaking, drawing, reading, and even writing to develop the necessary information.

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[32] Imelda abas."Model of the writing process and strategies of EFL Proficient studentss writers: A case sttudy of indonesian learners".pertanika journal of social science and humanities,26(3).2018

b. Drafting

   Drafting is arranging written ideas so that they become coherent. The researcher must arrange the ideas for writing in the framework of the essay. The outline of the essay is used by the researcher to prepare himself when writing.

c. Editing

   Editing is an activity to revise or improve writing. This edit includes improvements to the mechanics and content. Editing is more complex because it deals with textual and contextual improvements.

d. Revising

   Revising is an essay improvement made by the researcher or other people to correct the mistakes made. Revising is more focused on adding, subtracting, deleting, and rearranging the content of the essay according to the needs of the reader.

e. Publication

   Publication is to inform writing to give messages or information to others. Publication media can be in the form of print media, electronic media, depending on the target audience. The revised essay can be published by uploading it on a blog or readers' application or it can be in print media or newspapers.

4. Criteria for Good Writing

In writing, criteria must be used so that writing becomes good, some of the criteria are as follows:[33]

a. Reveal new things.

It can be said that good writing can reveal new and interesting things that are easy to find in journals.

b. Correct and complete

News or stories can be good writing because the researcher tells the truth and according to the facts that have happened, and always upholds the values of honesty in writing.

c. Is an original opinion or idea

Good writing is the original opinion of the researcher.

d. Contents upload

The contents of the writing can upload readers to do positive things, improve the character and oral status of the community or provide enlightening inspiration.

e. The theme is special.

Themes can change an article to be of high value and good when people write about unusual things and can attract readers because the theme is different from the general view.

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[33] J.b. Heaton.Writing English Languge Test.Newyork:Longman.1988.146-147

f. Contains surprises.

Writing that is very difficult to predict the plot and can cause tension and surprise to be the best writing.

g. Regarding major events

The analysis written must be related to major events or what is being discussed or is currently trendy in order to attract people to read it.

h. Regarding famous people

Writing with famous people can attract someone's reading interest.

i. The language is good.

Good and special writing is written using beautiful words so that it becomes a work that can be remembered, can touch the reader because of good writing, interesting and very easy to understand.

j. Top writing

Writing is good because the researcher are experts in the field of writing and are very proficient in putting together words to create a work.

k. Published through appropriate media.

Good writing also needs to be published through the right media and in a good way. So that everyone can also enjoy the work that has been done so far. Good writing is not interest to many people if the researcher does not publish the article, because readers cannot judge and enjoy his work.

5. The Difficulties of Indonesian Student in Writing Subject

Teaching is directed and supported by learning, that also creates the conditions for learning and makes learning possible.[34] One of the activities in the teaching process is the teacher's responsibility to prepare or set up everything required for learning. Four skills are required when learning a language in order to fully communicate. Speaking, reading, listening, and writing are the four skills. Usually, when learning, listening comes first, followed by speaking, reading, and writing.

In this case, the students' difficulties in English writing can be influent by lack of many vocabularies, and grammar, lack of written exercises and ideas. The difficulties in writing can be devastating to a student's education. the problems that they mostly face are about how to write, what to be written, and lack of vocabulary words as well as incompetence in structure.

The basic point that makes writing difficult is the use of language aspect or ability in written likes punctuation, spelling, grammatical, vocabulary and so on. Writing is often confusing with the process of putting words down on paper in the same structure as an outline prepared with appropriate style and vocabulary the major ideas arranged in some often on the correction of mechanical and grammatical errors.[35]

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[34] H. Douglas Brown,. *"Language Assessment : Principles and Classroom Practices".* New York: Longman, 2003.

[35] R. R. Jordan., *"English for Academic Purpose".* Cambridge University Press: 1977.

The problems of writing difficulty divide into three sub aspect[36]. The first one is Linguistic difficulty. Linguistics aspect like grammar, vocabulary, language use and choice of sentence in writing must have fully monitoring. The second one is Physiology difficulty, that more focuses on the researcher's difficulty because there aren't direct interaction and feedback from the reader when they are writing. This difficulty more focuses on difficulty in develop written material or content of composition. The third is cognitive difficulty. Writing has to be thought through formal instruction like spelling, punctuation, capitalization and paragraphing.

Furthermore, writing on the other hand is learned through a process of instruction: we have to master the written form of the language and to learn certain structures that are less used in speech, or perhaps not used at all, but that are important for effective communication writing.[37] We also have to learn how to organize our ideas in such a way that they can be understood by a reader who is not present and perhaps by a reader who is not known to us.

However, Indonesian students that are researching English as a second language have some challenges in mastering the language. Learners in senior high school are required to master all aspects of language proficiency, including writing. However, when students attempt to put together a sentence, a paragraph, or a text, they frequently run into

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[36] Donn Bryne*., "Teaching Writing Skill". London: Longman Group Limited, 1988.*
[37] *Ibid.,*5

difficulties. The pupils who write in English less frequently suffer some difficulty whenever their teacher asks them to write down their ideas, thoughts, or experience.

C. The Concept of Descriptive Text

1. Definition of Descriptive Text

Descriptive text is a text which says what a person or a thing is like. Its purpose is to describe and reveal a particular person, place, or thing. [38] Descriptive Text is a kind of text with a purpose to give information. The context of this kind of text is the description of particular thing, animal, person, or others, for instance: our pets or a person we know well Gerot and Wignell. According to Oshima and Hogue, descriptive writing appeals to the senses, so it tells how something looks, feels, smells, tastes, and/ or sounds.[39] In additon, the reader can imagine the object, place, or person in his or her mind. Regarding explanation above, in order to achieve its purpose, descriptive text has its own schematic structure and linguistic features, which will be discussed below.

In a broad sense, description, as explained by Kane, is defined like in the following sentence:

Description is about sensory experience how something looks, sounds, tastes. Mostly it is about visual experience, but description also

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[38] Gerot, L., & Wignell, P. (1995). *Making Sense of Functional Grammar*. NSW: Antipodean Educational Enterprise

[39] Gerot, L., & Wignell, P. (1995). *Making Sense of Functional Grammar*. NSW: Antipodean Educational Enterprise

deals with other kinds of perception. The descriptive text is meaningful text that describes the experience related to the senses, such as what shape, sound, taste is. Most descriptive text is about visual experience, but in fact the experience other than the sense of sight, we can also use it to make descriptive text.

But in particular, the descriptive text is a text which says what a person or a thing is like. Its purpose is to describe and reveal a particular person, place, or thing. Therefore, it can be said that the descriptive text is a text that explains about whether a person or an object is like, whether its form, its properties, its amount and others. The purpose of the descriptive text is clear, that is to describe, represent or reveal a person or an object, either abstract or concrete40. The issues to be discussed in this research are summarized in the following research questions; (1) how are the students' ability in writing the descriptive text? (2) are students writing descriptive already well organized?

The research used qualitative descriptive research. The source of data got from students' writing descriptive texts. Then researchers analyzed it based on their ability. In this research used the test to collect the data. After the data had been collected, the researchers want to know students ability in writing a descriptive text based on its generic structure41. When writing descriptive text, there are some generic

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40 Kane. (2000). Definition of descriptive text: New York: The Guilford Paess.
41 Paltridge, B. (1996). language learning classroom Brian Paltridge. 50(July), 237–243.

structures (actually not mandatory) for our writing to be true. The arrangement is:

a. Identification: (contains about the introduction of a person, place, animal or object will be described.)

b. Description: contains a description of something such as animal, things, place or person by describing its features, forms, colors, or anything related to what the writer describes.

2. Structure of Descriptive Text

According to Paltridge, Generic Structure is a general form of a genre; each genre has its own generic structure. [42] It describes the structure of text based on its internal patterning of the rhetorical organization. There are two generic structures of descriptive writing: identification and description. Identification is to introduce the person, place and the object while the description gives the detail of the person, place, and the object described. It means the students can give the characteristic of the topic that will be described. There are three considerations in writing a description. They are social function, generic structure, and lexicogrammatical features. The social function of descriptive text is to describe particular people, animals, and other things. The generic structure of a descriptive text is identification and descriptions. Some lexicogrammatical features of description are a) Focus on specific Participants b) Use of Attributive and Identifying Processes

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[42] Gerot, L., & Wignell, P. (1995). Making Sense of Functional Grammar. NSW: Antipodean Educational Enterprise.

c) Frequent use of Epithet and Classifiers in nominal groups d) Use of the simple present tense.

Identification as the first generic is the focus of this research. Identification is to identify the phenomenon that needs to describe.43 Identification is the first clause in descriptive text.In formulating ideal identification in descriptive text, the token (subject or participant) should be specific. The process (verb or predicate) should be relational-identification. This is the core knowledge that the writer of descriptive text must know. If the writer does not care about these characteristics, he/she will produce incorrect identification in the descriptive text even the social function can be achieved.

The description is the second generic structure in descriptive text. To write a description, a writer needs to describe parts, characteristics, and qualities of a particular thing. 44 The participant or subject on the description is called carrier and token. The verb or process on the description is called relational-attributive. The last part is an object called an attribute. The whole of them (carrier and token, relational-attributive and attribute) should be written textually. It means that the writer needs to avoid general participant, avoid using the material, mental and other processes except for relational process. The

43 Tessuto, G. (2015). Generic structure and rhetorical moves in English-language empirical law research articles: Sites of interdisciplinary and interdiscursive cross-over. English for Specific Purposes, 37, 13-26. https://doi.org/10.1016/j.esp.2014.06.002

44 Van den Heuvel, M., Jansen, D. E., Reijneveld, S. A., Flapper, B. C., & Smits-Engelsman, B. C. (2016). Identification of emotional and behavioral problems by teachers in children with developmental coordination disorder in the school community. Research in Developmental Disabilities, 51, 40-48. https://doi.org/10.1016/j.ridd.2016.01.008

writer needs to apply the epithet to represent the quality and use a simple present .

CHAPTER III

RESEARCH METHOD

A. Type and Characteristics of Research

This research method is qualitative research. This method is used to test questions by describing verbally in research interpreting various aspects of the environment. [45] Qualitative research refers to the process of methods used to understand, describe, and develop theories about phenomena. It is an approach used to describe life experiences and give meaning. In this research, the researcher looked for student responses to the blended learning learning process to identify students by conducting observations and interviews to collect data.

The characteristic in this research focusses on the descriptive qualitative research. Descriptive qualitative research is usefull because it can provide important information regarding the average member of a group.[46] The researcher took a survey that it can be used to describe phenomena and summarize. The aim of using survey for descriptive research is getting a good step of certain things. Descriptive qualitative analysis involves describing the common underlying characteristics of data. In line with the explanation above, the purpose of this research to analyze of the Students Difficulties in English Subject by Using Blended Learning of Junior High School 2 Punggur Central Lampung.

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[45]John W. Creswell, *Research Design.*, 180.
[46] Geoffrey Marczy, David DeMatteo and David Festinger*, Essentials of Research Design and Methodology* (USA: John Wiley&Sons, Inc.2005),18

B. Data Resources

In this research the researcher divide into two sources. The sources are primary and secondary.

1. Primary Sources

   Primary sources are the original materials on that the research is based. This resource is direct evidence of the topic under consideration. The main sources present the information in its original form, not summarized or taken from other the researcher' sources. The primary source of this research are the documentation and interview of the student and the teacher of Junior High School Negeri 2 Punggur Central Lampung

2. Secondary Sources

   Secondary sources are analysis based on primary sources. They describe the main source and are often used to support a particular argument or thesis that the reader wants to accept from a particular point of view. Secondary sources in this research are documentation, journals, e-books, articles that have a relationship with research.

C. Data Collection Technique

   The data collection taken from process analyzing data become theory or interpretations. Creswell said that "in many qualitative studies, inquiries collect multiple forms of data and send a considerable time in the natural setting gathering information".[47] In this research, the researcher uses three

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[47]John W.Creswell,*Research Design*(california:Sage Publications,2000)84

technique to collect the data. The are observation, interview, and documentation.

1. Observation

    Observation is the mechanism of gathering open-ended, primary information by observing people and places at reserach location.[48] The observation is a correct way of collecting data. In addition the observation is an activity by doing the researcher to be getting the valid information. The researcher explored more about an analysis of the students difficulties in English subject by using blended learning.

2. Documentation

    The researcher used written documents or other artifacts to gain an understanding of the phenomenon under research.[49] In this research, the researcher uses documents technique to collect the data. Therefore, in collecting the data the researcher got the data indirectly by doing the research at school. The researcher carried out a documentation technique as a data collection technique to find out complete data for Junior High School 2 Punggur Central Lampung regarding the history of its established, organizational structure, quantity of teachers and students' and school location plans.

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[48] Donal Ary et al., *Introduction to Research in Education,* the seventh Ed (Belmont: Wadsword Cengange Learning, 2010), 442
[49] *Ibid.*432

3. Interview

The interview is one of the common used and basic technique for gathering qualitative data. Interview is used to collect data from people about thoughts, beliefs, and feelings about conditions in their own words.[50]

The interview techniques in this research used a semi-structured interview. Semi-structure interview is very suitable for a number of important task especially when any of quires require further clarification.[51] It can be concluded semi-structured interview includes a series of question based on the topic that thse the researcher wants to reveal and allows for more discussion between the reseacher and informant. The researcher did the interview indirectly. The researcher collected the data by doing interview to the teacher and the students.

D. Data Analysis Technique

The data analysis technique used in this research is the analysis interaction model. According to Miles and Huberman in this model there are three components of data analysis, namely data reduction, data display and drawing conclusions.[52]

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[50] Ibid.438

[51] William C. Adams, "Conducting Semi-Structured Interviews," In Handbook of Practical Program Evaluation, 3rd Ed, Joseph S. Wholey, Harry P. Hatry and Kathryn E. Newcomer (eds.) (San Fransisco: John Wiley & Sons Inc., 2010), 367.

[52] Miles, B. Mathew and Michel Huberman. *Qualitative of Data Analysis*. Jakarta: UIP. (1992)

The interaction of the fourth components can be described as follows:

DATA COLLECTION

DATA DISPLAY

DATA REDUCTION

CONCLUSION: DRAWING
VERIFICATION
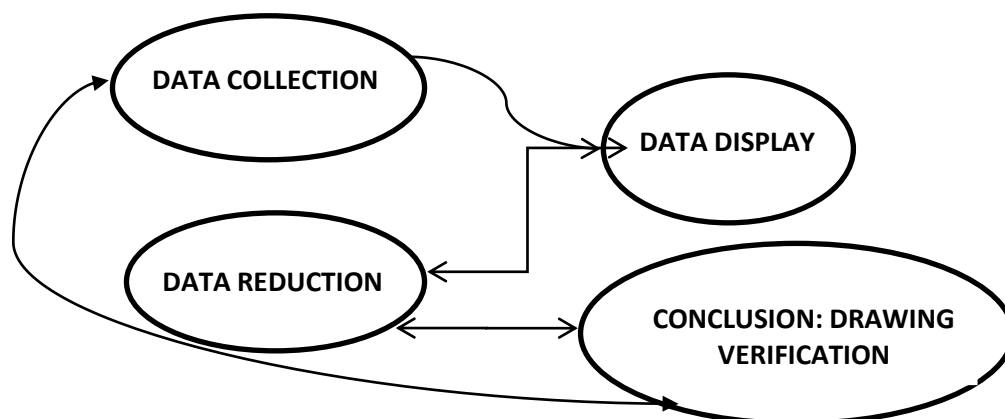
Figure 3.1 *Analysis Components of Miles and Huberman Model*

The fourth components can be explained as follows:

1. **Data Collection**

   After identifying the problem, the researcher collected data by conducting interviews with students for information and observing the teaching and learning process to obtain more supporting data. All recorded data and a list of observations were collected and then the researcher wrote a transcript of the recording from the interview so that the researcher got enough data. At this stage the researcher identified the blended learning learning process.

2. **Data Reduction**

   Data reduction is the process of minimizing the amount of data that needs to be stored in research. In this research, the researcher selected data obtained during research on the effectiveness of using the blended learning learning process with an English teacher, then the data were classified and simplified.

3. Data Display

In this data display stage, the researcher develops a structured description of the information to draw conclusions and take action. The presentation of data that is commonly used in this research is in the form of narrative text. The purpose of the narrative text is that the researcher explains before classifying the information about the effectiveness of blended learning that is applied to the learning process, then the conclusions are presented in the form of narrative text. The researcher analyzed and described the data qualitatively.

4. Drawing Conclusion

The researcher draws conclusions and is verified by looking for the meaning obtained from the object of this research. From this research, the researcher draw conclusions from existing data before concluding, then match the results of notes and observations that have been made by the researcher during the analysis.

CHAPTER IV

RESULT OF THE RESEARCH

A. Research Result

1. Description of the Research Location

a. The Historical Background of SMP Negeri 2 Punggur

SMP Negeri 2 Punggur was established in 1999 with the Head of School, Mr. Suwanto (late). Punggur 2 Public Middle School is located on Jalan Raya Gunung Sugih, the road that connects the Punggur sub-district with the capital of Central Lampung Regency. Conditions and situations in the school environment are rural areas that are very conducive to supporting the teaching and learning process. The existing means of transportation are rural transport cars, but generally students at SMP Negeri 2 Punggur use bicycle transportation. Meanwhile, there are approximately 14 elementary schools that support SMP Negeri 2 Punggur that spread across several villages in the Punggur District.

As for the social conditions of the Punggur sub-district community, it consists of various tribes. The majority of whom are Javanese, who have very high togetherness and mutual cooperation, so they really support the existence of Punggur 2 Public Middle School. In addition, Punggur sub-district is not a conflict area, poor or remote, while the parents/guardians of students at SMP Negeri 2 Punggur

consist of civil servants, traders and entrepreneurs, farmers and laborers.

SMP Negeri 2 Punggur is developed based on the principle that students have a neutral position to develop their competencies in order to become human beings who believe in and fear God Almighty, have noble character, are healthy, knowledgeable, capable, creative, independent and become democratic and responsible citizens. To support the achievement of these goals, the development of student competence is adjusted to the potential, development, needs and interests of students and environmental demands.

b. **Organization Structured of SMP Negeri 2 Punggur**
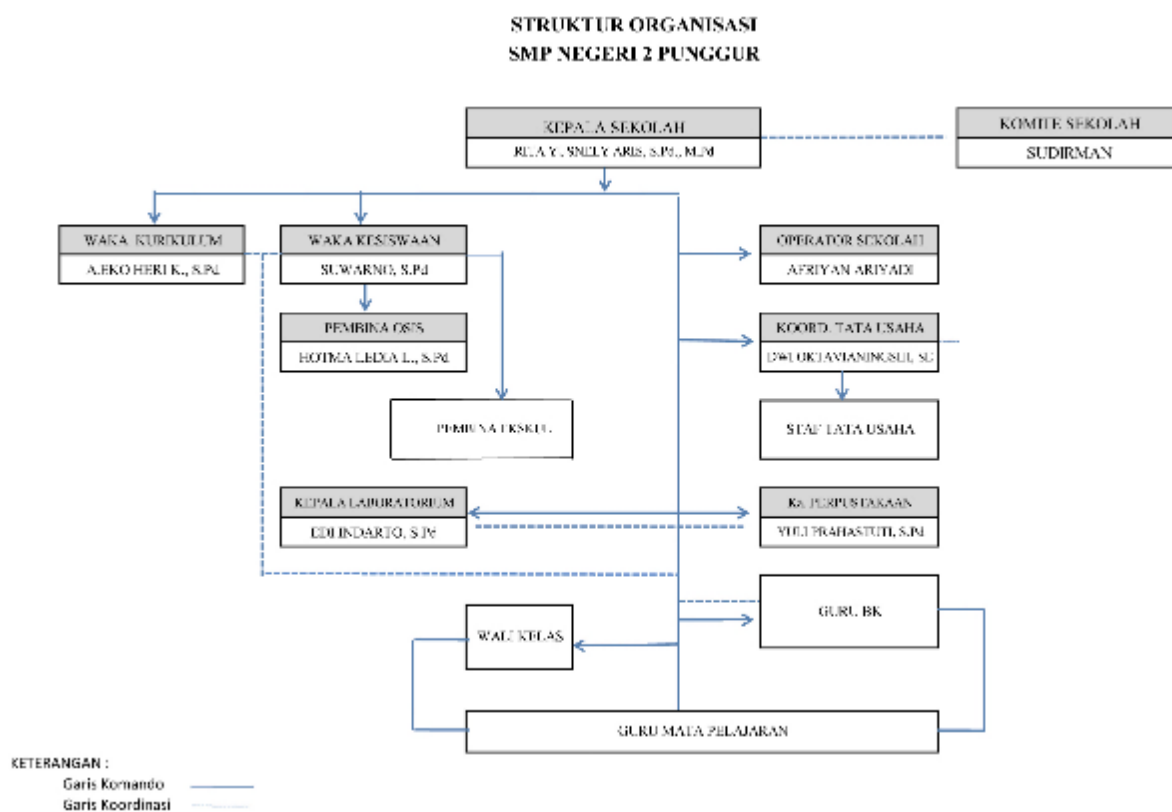
Figure 4.1 Structure Organization of SMP Negeri 2 Punggur

Table 4.1 Structure Organization of SMP Negeri 2 Punggur

NO	NAME	POSITION IN ORGANIZATION
1	Rita Yusnely Aris, S.Pd., M.Pd	Head Master
2	Sudirman	Commitee
3	A. Eko Heri Krisjayanto, S.Pd	Vice of curriculum
4	suwarno, S.Pd	Vice of Students Related
5	Dwi Oktavianingsih, SE	Finances Staff
6	Afrian Ariyadi, A.Ma	Administration Staff
7	Edi Indarto, S.Pd	Head of Laboratory
8	Yuli Prahastuti, S.Pd	Head of Library
9	Hotma Ledia L., S.Pd	Develover of Student Activities
10	Kholid Ma'ruf, S.Pd	Counseling Teacher
11	Muhamad Taufik, S.Ag	Homeroom Teacher
12	Heri Mulyanto, S.Pd	Develper of student Subject
13	Semanto	Equipment and staff
14	M. Eko Budi Prasetyo	Class of Guardian
15	Agus Budiyanto	Gardener

c. The Facilities of SMP Negeri 2 Punggur

Table 4.2 Facilities of SMP Negeri 2 Punggur

Type of Room	Total	Size (p x l)	Condition
Class Room	15	11 x 7m	Good
Art Room	1	12 x 9m	Good
Library	1	12 x 9m	Good
Science Laboratory	1	12 x 9m	Good
Computer Laboratory	1	12 x 9m	Good
Language Laboratory	1	12 x 9m	Broken
Headmasters' Room	1	5,5 x 3,5m	Good

Vice Principals' Room	2	5,5 x 3,5m	Good
Teachers' Room	1	8 x 6m	Good
Administration Room	1	5,5 x 3,5m	Good
Living Room	1	3,5 x 3m	Good
Counseling Room	1		Good
School Healt Unit Room	1		Good
Students Council Room	1		Good
Scout Room	1		Good
Warehouse Room	1		Good
Mosque	1		Good
Sports Field	1		Good
Internet Network	1		Good
Water Closed (WC) Student	12		Good

d. The Location Sketch of SMP Negeri 2 Punggur
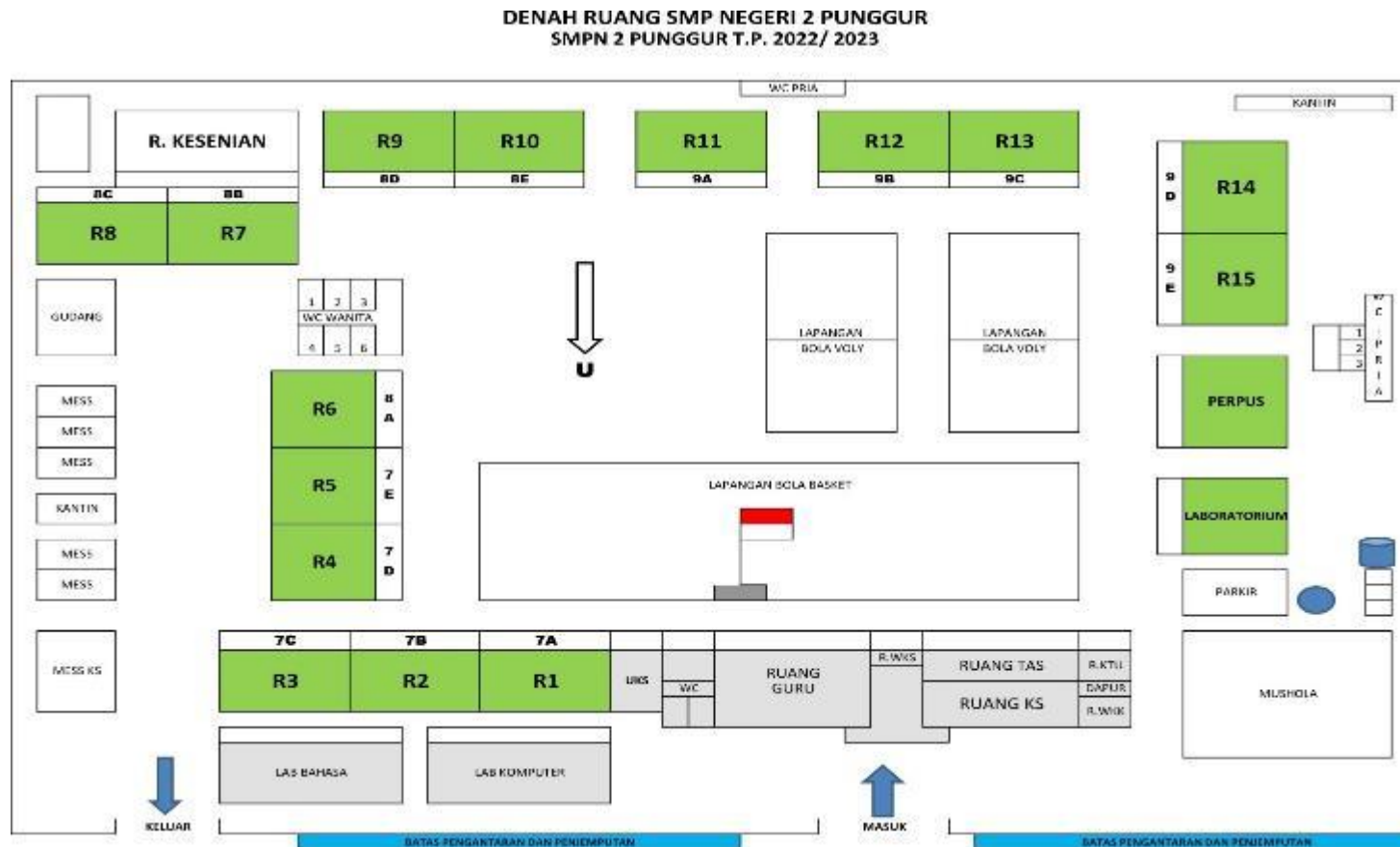
Figure 4.2 Location Sketch of SMP Negeri 2 Punggur

e. **The Students of SMP Negeri 2 Punggur**

Table 4.3 Total Student data for the last five years

Academic Year	Class VII		Class VIII		Class IX		VII+VIII+IX	
	Total	Total of Class	Total	Total of Class	Total	Total of Class	Number of Students	Total of Class
2018/2019	201	7	115	4	135	6	451	17
2019/2020	124	4	193	6	115	4	432	14
2020/2021	159	5	122	4	189	6	470	15
2021/2022	148	5	159	4	122	4	421	14
2022/2023	164	5	142	5	152	5	458	15

B. **Description of Research Result**

The description of this research contains a description of the results of research related to students difficulty in writing descriptive texts using blended learning and solutions for dealing with students difficulties in descriptive text using the blended learning method in class VII D of Junior High School 2 Punggur Central Lampung. In collecting data about students difficulties in writing descriptive text using blended learning, the researcher initially collected data in the form of student writing in the form of descriptive

writing results that the researcher obtained from the English teacher. The English teacher taught writing descriptive text using blended learning.

In the early year of the pandemic, the school implemented 100% online learning which was required for Junior High School 2 Punggur Central Lampung, due to circumstances that did not allow face-to-face meetings. So the school does it fully online. In the second year of the pandemic, schools began implementing online and face-to-face learning (blended learning) but it was still dominant online, not even face-to-face meetings were held every day but only 30% while teachers also conducted face-to-face meetings through online learning applications such as zoom or google meet . After that, when entering the new normal era, schools began implementing face-to-face learning, but only 30% still used online learning.

From the results of observing students written documents, it was found that students got difficulties in writing descriptive text using blended learning as shown in the following description. The description of the research results is explained in the following description.

1. **The students difficulties in English writing by using blended learning at class VII D Junior High School 2 Punggur Central Lampung**

   a. Online material is not sufficient and is difficult to understand

      Based on the results of interviews with English teachers, it is known that writing learning materials used in online learning are not easy for students to fully understand due to the limitations of the online learning system.

From the results of interviews with English teacher, the researcher explores information on teachers experiences in applying blended learning. The presentation is as follows:

> *"The first year is full online learning and the second year is using online and face-to-face / blended learning. Online using the whatsapp group application, classroom. Assignments are assigned through whatsapp groups or google classroom. Send a learning video that is made by yourself more specifically according to the material to be studied in google classroom, then send a link to google class and students start listening then the teacher gives a question and then the student does the question and sends it to google classroom. Use quizziz for quizzes and google forms."*

From the results of the interview, it is known that the use of blended learning implementation in English language learning has been going on for 2 years during the pandemic. Until now, blended learning is still used in the use of certain application, The applications used in blended learning during the pandemic include google classroom, whatsapp, quizziz, and google form. Until now, the application used in blended learning is whatsapp group.

b. The steps to access online learning platform is confusing and complicated

Based on the results of interviews with teachers the steps for carrying out online learning using online applications are very complex, so that online learning tends to make it difficult for students to understand the learning process perfectly. In addition, in the learning process through blended learning students also find it difficult to apply paragraph preparation in their writing.

The researcher also collected related data on how teachers conducted blended lessons during the pandemic that illustrated the results of the following interviews, especially in learning to write descriptive text in English.

> *"Writing using the blended learning method, with introduction material. The teacher gives the video and then gives questions related to the material and makes a simple paragraph about the introduction, because elementary school has no English lessons, students will find it difficult if given very complex material. When online the teacher communicates that there is a learning activity about the introduction, then there is a question that refers to and the student must answer, during the face-to-face activity discussing the material that has been notified."*

Based on the results of the interview, it is known that in blended learning in teaching descriptive writing, the teacher gives a video online through a Whatsapp group related to the material for making a description, for example with the theme of the introduction, then students watch it and start writing the description text, after the students get the opportunity to meet directly by the teacher, students is given feedback by the teacher.

c. Limited access to online materials due to slow internet connection

Based on the results of interviews with English teachers, it is known that another difficulty faced by students is limited access to online learning materials because they are not supported by strong internet connections or media.

To obtain specific data about the difficulties faced by students in blended learning in learning to write descriptive text, the researcher

question teachers about the difficulties got in the blended learning process that are described below.

> *"It must be difficult. Because elementary school students have no English lessons in their vocabulary and grammar just modeling.if given a question then they will change their name or related to themselves. In technical difficulties, not all children have android phones, even though they have cellphones they have problems with the signal. So if they don't have a cellphone they are allowed to join their friends or use their parents cellphones. If they experience problems in the signal then they can go to school to use the school wifi. For now all students have cellphones because the school uses a technology-based driving curriculum, the test also uses an Android cellphone, according to the provisions of the teacher who teaches and the material taught according to the project."*

Based on the results of the interview, it is known that the difficulties got by students during the pandemic are caused by the weak background of students because they do not get the provision of English knowledge at the elementary school level. In addition, the problem is that due to limited facilities, cellphones are also one of the difficulties in blended learning, because they have to use their parents handphones. Other difficulties are due to limited signals, making it difficult for them to carry out the blended learning process. However, currently students already have handphones as a whole because the curriculum has changed to a technology-based driving curriculum so they have to use handphones to do blended learning.

To collect data on students difficulties in blended learning in descriptive writing, the researcher also conducted interviews with

students as for the results of data collection, as for the results related to this are illustrated below.

The researcher provides questions to students related to their difficulties in learning English through blended learning, while the presentation of interview answers is illustrated below.

1) Data of FDM

The difficulties in learning writing through blended learning was stated by FDM as follow:

> "*Difficulty to memorize vocabulary, difficulty writing sentences. Difficulty in using the zoom application because there is no package. So students miss the material studied. Disagree with online learning due to difficulty understanding in the delivery of the material. Difficulty writing because it is not very audible when using the zoom application, too late to join when researching online. Rework the assignments assigned by the teacher.*

Based on the results of the interview, it is known that students difficulty in writing description text through learning belended learning in the form of difficulties that actually arise in students, namely their ability to limit their vocabulary in writing sentences. However, these difficulties are also related to the limited use of online learning media such as the inability to access blended learning by accessing using the zoom application, because there are no packages so that they cannot follow the learning properly. In addition, the limitations of blended learning supported by the zoom application are also caused by limited knowledge acquisition due to the limited hearing of the information they capture through zoom.

2) Data of FSMH

The difficulties in learning English through blended learning was stated by FSMH as follow:

> *"Not memorizing vocabulary, differences in mentions when read aloud, There are no difficulties in the use of technology,Disagree because learning online is not as optimal as learning offline. If learning offline is easy to understand and easy to listen to, Difficulty to read quite different vocabulary with writing, Learn to spell english writing."*

Based on the results of the interview, it was found that students difficulty in writing descriptive texts through blended learning was their inability to memorize vocabulary and difficulty in writing the vocabulary with correct speeling. In addition, the difficulty of writing in blended learning is shown or caused by difficulties in using technology, because they are not easy to understand compared to in-person learning.

3) Data of ARS

The difficulties in learning English through blended learning was stated by ARS as follow:

> *"The writing is not clear, the signal is bad, the lack of understanding of the material Difficulty using technology, such as exhausted packages, poor signals, difficulty logging in, Agree because when online can open google while working on assignments, The difficulty is not understanding the material presented by the teacher, Search for answers on google and see have friends (cheating)"*

Based on the results of the interview, it is known that students difficulty in writing through blended learning is in the

form of signal difficulties and incomprehension of the material, due to limited access and their inability to adapt to the use of technology

2. **The Solution to Solve the Students Difficulties in English Writing Descriptive Text by Using Blended Learning Method of Junior High Sschool 2 Punggur Central Lampung**

In collecting data related to solutions to deal with students difficulties in writing descriptive texts through the use of blended learning in VIID classrooms SMP Negeri 2 Punggur Central Lampung the researcher conduct interviews with English teacher and students in grade VIID Directly. The results of research related to solutions to deal with these difficulties are illustrated in the following explanation.

> *"If they don't have a handphone they are allowed to join their friends or use their parents handphones. If they experience problems in the signal then they can go to school to use the school wifi."*

> *"When online the teacher communicates that there is a learning activity about the introduction, then there is a question that refers to and the student must answer, during the face-to-face activity discussing the material that has been notified."*

Based on the results of the interview, it is known that the alternative solution carried out by the teacher is that when students do not have cellphones, students can be helped by using friends handphones or family handphones. In other words, if students do not have their own handphones, it is not the main problem in blended learning because they can use other handphone alternatives. In addition, when students are stuck

in the signal then they can use the school wifi so that there is a solution in blended learning. Another solution in blended learning is when students got difficulties in the writing process, students can replay the video given and if it is not completed, the difficulty can be asked when the learning process directly occurs.

In addition, the researcher also conducted interviews with students to find out solutions in dealing with difficulties in writing descriptive texts using blended learning. The results of research related to this matter are illustrated in the following explanation

> *"Rework the assignments assigned by the teacher, learn to spell english writing, search for answers on google and consult to their friends."*

Based on the results of the interview, it is known that the alternative solution that students do when they got problems in the blended learning process is by reworking the tasks given by the teacher intensively so that they can complete the descriptive text perfectly. In addition, they can use online media help alternatives such as google for solutions in the search for difficult materials in writing descriptive text.

C. Discussion

1. Online material is not sufficient and is difficult to understand

Based on the results of the study, it was observed that the material sources accessed by students online were incomplete due to their limitations in accessing them. In addition, students also find it difficult to understand the online material provided by the teacher.

2. The steps to access online learning platform is confusing and complicated

Based on the results of the study, it was observed that students experienced difficulties in using online learning media due to the complexity of the applications used so that they experienced confusion in understanding writing material through the online application.

3. Limited access to online materials due to slow internet connection

Other difficulties experienced by students in learning writing using blended learning are due to limited internet connections complemented by limited online learning media so that they experience problems in accessing online materials.

Based on the results of the research, it is known that students difficulties in writing descriptive text in blended learning are in the form of difficulty for students to apply linguistic abilities such as limited English vocabulary and limited English grammar, while linguistic factors are one of the main requirements in writing ability. In addition, other difficulties in writing descriptive text in using blended learning are due to media limitations such as the absence of handphones, and also the constraints of all the complements of blended learning such as weak signals and limited quotas or packages. In addition, the application used really requires a large internal handphone space capacity, such as zoom that takes up handphone capacity. So that with the limited use of applications used in blended learning, there are students who are confuse in descriptive text material so that they have to be reviewed again when offline lessons take place.

Another obstacle is the vagueness of the writing read by the teacher in the blended learning process, so it must be reviewed again during offline meetings.

In addition, the results of other studies are related to solutions in overcoming students difficulties in writing descriptive text through blended learning. It is known that the results of the research show a solution for students who do not have handphones, students can borrow their parents property or their friends unused property. In addition, the solution in signals and quotas is the utilization of wifi in schools. Other solution related to difficulties in the development of linguistic abilities in writing descriptive text students can clarify or ask directly the difficulties in the process of writing descriptive text encountered in online learning by asking the teacher when they come face to face in offline learning.

The results of this research are relevant to the research that has been carried out by Maria Grotty Sitohang related to the difficulties faced by students in learning writing with blended learning. From the results of the research, it is known that teachers

> *"Teachers struggle to determine the right learning model that fits the needs of the learning objectives that shape the curriculum for the long term. Teachers do not have time to deliver the material. Students who are less eager to learn so that the teacher's time is only used up to advise students before learning. Students who don't do assignments. Many students complained that their handphones were full because videos from teachers sent and using zoom showed more quota than before. Lack of interest of students in learning. The lack of mastery of it makes teachers unable to create optimally."*

The results of this research are relevant to research that has been conducted by Nurul Badriyatul Muthoharoh that shows that students difficulties in writing descriptive through blended learning are students lack of understanding of the characteristics of a good text, lack of memorized vocabulary and lack of understanding of the correct sentence structure. This means that the difficulties got by students in writing through blended learning are also in linguistic difficulties that are very influential in students success in writing descriptive texts in blended learning learning.

"Students lack of understanding of the characteristics of a good text, lack of memorized vocabulary and lack of understanding of the correct phrasing."

CHAPTER V

CONCLUSION AND SUGGESTION

A. Conclusion

Based on the results of research on chapter IV that students have difficulties in english writing by using blended learning is that online material is not sufficient and was difficult to understand it, besides that the steps to access online learning platforms are confusing and complicated. Furthermore, limited access to online materials due to slow internet connection.

Another research result is related to the solution to students' difficulties in writing using the blended learning, namely the teacher's efforts to help students understand writing material in detail by providing explanations during offline learning for material that is not understood online. Another solution is to use an online learning application that is easily accessible to students, as well as providing internet or wifi access that has been provided by the school.

B. Suggestion

The researcher provide some advice not only for students but also for teachers and other the researcher

1. For the students

It is recommended for students to be more active in the process of learning English, especially in practicing writing text in English. The learning process should be carried out by students not only directly but

also indirectly through cyberspace or online learning. It is also recommended for students to participate more actively in the blended learning process carried out by English teacher.

2. **For the English teacher**

It is recommended for English teacher to further motivate students in the learning process in English learning in the process of writing a text in English. This can be done by actively involving students in the learning process directly and indirectly or in other words, blended learning can be one of the solutions to deal with the incompleteness of the learning process that is only done through in-person or online.

3. **For the headmaster**

It is recommended to the head of the vocational school to provide more support in the learning process, especially in the English language learning process, the support can be in the form of media complementation and the provision of learning trainings, besides that it is recommended to schools to further motivate teachers and students in online and offline learning.

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APPENDICES

APPENDIX 1

KEMENTERIAN AGAMA REPUBLIK INDONESIA
INSTITUT AGAMA ISLAM NEGERI METRO
FAKULTAS TARBIYAH DAN ILMU KEGURUAN
Jalan Ki. Hajar Dewantara Kampus 15 A Iringmulyo Metro Timur Kota Metro Lampung 34111
Telepon (0725) 41507; Faksimili (0725) 47296; Website: www.tarbiyah.metrouniv.ac.id; e-mail: tarbiyah.iain@metrouniv.ac.id

Nomor : B-3126/In. 28/J/TL. 01/07/2021
Lampiran : –
Perihal : IZIN PRASURVEY

Kepada Yth. ,
KEPALA SMP NEGERI 2 PUNGGUR
di-
Tempat

Assalamu'alaikum Wr. Wb.

Dalam rangka penyelesaian Tugas Akhir/Skripsi, mohon kiranya Saudara berkenan memberikan izin kepada mahasiswa kami, atas nama :

Nama	:	DESMALIA SYAHDENA
NPM	:	1801070018
Semester	:	7 (Tujuh)
Jurusan	:	Tadris Bahasa Inggris
Judul	:	THE EFFECTIVENESS OF BLENDED LEARNING MODEL ON THE WRITING SKILL OF JUNIOR HIGH SCHOOL NEGERI 02 PUNGGUR

untuk melakukan prasurvey di SMP NEGERI 2 PUNGGUR, dalam rangka meyelesaikan Tugas Akhir/Skripsi.

Kami mengharapkan fasilitas dan bantuan Saudara untuk terselenggaranya prasurvey tersebut, atas fasilitas dan bantuannya kami ucapkan terima kasih.

Wassalamu'alaikum Wr. Wb.

Metro, 29 Juli 2021.
Ketua Jurusan,

Andianto M. Pd
NIP 19871102 201503 1 004

APPENDIX 2

PEMERINTAH KABUPATEN LAMPUNG TENGAH
DINAS PENDIDIKAN DAN KEBUDAYAAN
UPTD SATUAN PENDIDIKAN SMP NEGERI 2 PUNGGUR
" AKREDITASI A" NPSN 1080183
Jl. Pendidikan Kampung Mojopahit Kecamatan Punggur Kabupaten Lampung Tengah
Kode Pos : 34152 E-mail : smpn2punggur.sch@gmail.com

Nomor   : 422/ 004 /SMP.02/C.6/D.a.VI.01/2022
Lampiran   : -
Perihal   : Izin Pra-Survey

Kepada Yth,
Ketua Jurusan Tadris Bahasa Inggris
Fakultas Tarbiyah dan Ilmu Keguruan
Institut Agama Islam Negeri Metro
Di
    Metro

Berdasarkan surat dari Saudara Nomor B-3126/In.28/J/TL.01/10/2021 Tertanggal 29 Juli 2021 perihal Izin Prasurvey, maka kami memberikan izin tersebut kepada :

        Nama   : DESMALIA SYAHDENA
        NPM   : 1801070018
        Fakultas   : Tarbiyah dan Ilmu keguruan
        Jurusan   : Tadris Bahasa Inggris

Untuk melakukan pra survey di UPTD Satuan Pendidikan SMP Negeri 2 Punggur Kabupaten Lampung Tengah dalam rangka penyusunan skripsi dengan judul :
" The effectiveness of blended learning model on the writing skill of junior high school 2 Punggur"

Demikian hal ini kami sampaikan, agar dapat dipergunakan untuk seperlunya.

Punggur, 10 Januari 2022
Kepala UPT Satuan Pendidikan
SMP Negeri 2 Punggur

RITA YUSNELY ARIS, M.Pd
NIP 19770923200812013

APPENDIX 3

KEMENTERIAN AGAMA REPUBLIK INDONESIA
INSTITUT AGAMA ISLAM NEGERI METRO
FAKULTAS TARBIYAH DAN ILMU KEGURUAN
Jalan Ki. Hajar Dewantara Kampus 15 A Iringmulyo Metro Timur Kota Metro Lampung 34111
Telepon (0725) 41507; Faksimili (0725) 47296; Website: www.tarbiyah.metrouniv.ac.id; e-mail: tarbiyah.iain@metrouniv.ac.id

Nomor   : B-4862/In.28.1/J/TL.00/11/2022
Lampiran : -
Perihal   : **SURAT *BIMBINGAN SKRIPSI***

Kepada Yth.,
Widhiya Ninsiana (Pembimbing 1)
(Pembimbing 2)
di-
    Tempat
Assalamu'alaikum Wr. Wb.

Dalam rangka penyelesaian Studi, mohon kiranya Bapak/Ibu bersedia untuk membimbing mahasiswa :

Nama	:	**DESMALIA SYAHDENA**
NPM	:	1801070018
Semester	:	9 (Sembilan)
Fakultas	:	Tarbiyah dan Ilmu Keguruan
Jurusan	:	Tadris Bahasa Inggris
Judul	:	AN ANALYSIS OF THE STUDENTS DIFFICULTIES IN ENGLISH WRITING BY USING BLENDED LEARNING OF JUNIOR HIGH SCHOOL 02 PUNGGUR CENTRAL LAMPUNG

Dengan ketentuan sebagai berikut :
1. Dosen Pembimbing membimbing mahasiswa sejak penyusunan proposal s/d penulisan skripsi dengan ketentuan sebagai berikut :
    a. Dosen Pembimbing 1 bertugas mengarahkan judul, outline, alat pengumpul data (APD) dan memeriksa BAB I s/d IV setelah diperiksa oleh pembimbing 2;
    b. Dosen Pembimbing 2 bertugas mengarahkan judul, outline, alat pengumpul data (APD) dan memeriksa BAB I s/d IV sebelum diperiksa oleh pembimbing 1;
2. Waktu menyelesaikan skripsi maksimal 2 (semester) semester sejak ditetapkan pembimbing skripsi dengan Keputusan Dekan Fakultas;
3. Mahasiswa wajib menggunakan pedoman penulisan karya ilmiah edisi revisi yang telah ditetapkan dengan Keputusan Dekan Fakultas;

Demikian surat ini disampaikan, atas kesediaan Bapak/Ibu diucapkan terima kasih.

Wassalamu'alaikum Wr. Wb.

Metro, 15 November 2022
Ketua Jurusan,

Andianto M.Pd
NIP 19871102 201503 1 004

Dokumen ini telah ditandatangani secara elektronik. Untuk memastikan keasliannya, silahkan scan QRCode.

https://sismik.metrouniv.ac.id/v2/page/mahasiswa/bimbingan/mhs-daftar-bimbinganskripsi1-qrcode.php

APPENDIX 4

KEMENTERIAN AGAMA REPUBLIK INDONESIA
INSTITUT AGAMA ISLAM NEGERI METRO
FAKULTAS TARBIYAH DAN ILMU KEGURUAN
Jalan Ki. Hajar Dewantara Kampus 15 A Iringmulyo Metro Timur Kota Metro Lampung 34111
Telepon (0725) 41507; Faksimili (0725) 47296; Website: www.tarbiyah.metrouniv.ac.id; e-mail: tarbiyah.iain@metrouniv.ac.id

Nomor   : B-5029/In.28/D.1/TL.00/11/2022
Lampiran : -
Perihal   : IZIN RESEARCH

Kepada Yth.,
KEPALA SMP NEGERI 2 PUNGGUR
di-
    Tempat

Assalamu'alaikum Wr. Wb.

Sehubungan dengan Surat Tugas Nomor: B-5028/In.28/D.1/TL.01/11/2022, tanggal 23 November 2022 atas nama saudara:

Nama	:	DESMALIA SYAHDENA
NPM	:	1801070018
Semester	:	9 (Sembilan)
Jurusan	:	Tadris Bahasa Inggris

Maka dengan ini kami sampaikan kepada saudara bahwa Mahasiswa tersebut di atas akan mengadakan research/survey di SMP NEGERI 2 PUNGGUR, dalam rangka meyelesaikan Tugas Akhir/Skripsi mahasiswa yang bersangkutan dengan judul "AN ANALYSIS OF THE STUDENTS DIFFICULTIES IN ENGLISH WRITING BY USING BLENDED LEARNING OF JUNIOR HIGH SCHOOL 02 PUNGGUR CENTRAL LAMPUNG".

Kami mengharapkan fasilitas dan bantuan Saudara untuk terselenggaranya tugas tersebut, atas fasilitas dan bantuannya kami ucapkan terima kasih.

Wassalamu'alaikum Wr. Wb.

Metro, 23 November 2022
Wakil Dekan Akademik dan Kelembagaan,

Dra. Isti Fatonah MA
NIP 19670531 199303 2 003

APPENDIX 5

KEMENTERIAN AGAMA REPUBLIK INDONESIA
INSTITUT AGAMA ISLAM NEGERI METRO
FAKULTAS TARBIYAH DAN ILMU KEGURUAN
Jalan Ki. Hajar Dewantara Kampus 15 A Iringmulyo Metro Timur Kota Metro Lampung 34111
Telepon (0725) 41507; Faksimili (0725) 47296; Website: www.tarbiyah.metrouniv.ac.id; e-mail: tarbiyah.iain@metrouniv.ac.id

SURAT TUGAS
Nomor: B-5028/In.28/D.1/TL.01/11/2022

Wakil Dekan Akademik dan Kelembagaan Tarbiyah dan Ilmu Keguruan Institut Agama Islam Negeri Metro, menugaskan kepada saudara:

Nama	:	DESMALIA SYAHDENA
NPM	:	1801070018
Semester	:	9 (Sembilan)
Jurusan	:	Tadris Bahasa Inggris

Untuk :

1. Mengadakan observasi/survey di SMP NEGERI 2 PUNGGUR, guna mengumpulkan data (bahan-bahan) dalam rangka meyelesaikan penulisan Tugas Akhir/Skripsi mahasiswa yang bersangkutan dengan judul "AN ANALYSIS OF THE STUDENTS DIFFICULTIES IN ENGLISH WRITING BY USING BLENDED LEARNING OF JUNIOR HIGH SCHOOL 02 PUNGGUR CENTRAL LAMPUNG".

2. Waktu yang diberikan mulai tanggal dikeluarkan Surat Tugas ini sampai dengan selesai.

Kepada Pejabat yang berwenang di daerah/instansi tersebut di atas dan masyarakat setempat mohon bantuannya untuk kelancaran mahasiswa yang bersangkutan, terima kasih.

Dikeluarkan di : Metro
Pada Tanggal : 23 November 2022

Wakil Dekan Akademik dan Kelembagaan,

Mengetahui,
Pejabat Setempat
Kepala SMPN 2 Punggur

HERI KRISJAYANTO, S.Pol
NIP. 19810323 200801 1008

Dra. Isti Fatonah MA
NIP 19670531 199303 2 003

APPENDIX 6

PEMERINTAH KABUPATEN LAMPUNG TENGAH
DINAS PENDIDIKAN DAN KEBUDAYAAN
UPTD SATUAN PENDIDIKAN SMP NEGERI 2 PUNGGUR
" AKREDITASI A" NPSN 1080183
Jl. Pendidikan Kampung Mojopahit Kecamatan Punggur Kabupeten Lampung Tengah
Kode Pos : 34152 E-mail : smpn2punggur.sch@gmail.com

Nomor   : 422/ 004 /SMP.02/C.6/D.a.VI.01/2022
Lampiran   : -
Perihal   : Izin Pra-Survey

Kepada Yth,
Ketua Jurusan Tadris Bahasa Inggris
Fakultas Tarbiyah dan Ilmu Keguruan
Institut Agama Islam Negeri Metro
Di
    Metro

Berdasarkan surat dari Saudara Nomor B-3126/In.28/J/TL.01/10/2021 Tertanggal 29 Juli 2021 perihal Izin Prasurvey, maka kami memberikan izin tersebut kepada :

    Nama   : DESMALIA SYAHDENA
    NPM   : 1801070018
    Fakultas   : Tarbiyah dan Ilmu keguruan
    Jurusan   : Tadris Bahasa Inggris

Untuk melakukan pra survey di UPTD Satuan Pendidikan SMP Negeri 2 Punggur Kabupaten Lampung Tengah dalam rangka penyusunan skripsi dengan judul :
" The effectiveness of blended learning model on the writing skill of junior high school 2 Punggur"

Demikian hal ini kami sampaikan, agar dapat dipergunakan untuk seperlunya.

Punggur, 10 Januari 2022
Kepala UPT Satuan Pendidikan
SMP Negeri 2 Punggur

RITA YUSNELY ARIS, M.Pd
NIP. 19770923200812013

APPENDIX 7

KEMENTERIAN AGAMA
INSTITUT AGAMA ISLAM NEGERI METRO
FAKULTAS TARBIYAH DAN ILMU KEGURUAN
Jalan Ki. Hajar Dewantara Kampus 15A Iringmulyo Metro Timur Kota Metro Lampung 34111
Telp. (0726) 41507; Faksimili (0725) 47296; Website: www.metrouniv.ac.idE-mail: iainmetro@metrouniv.ac.id

KARTU KONSULTASI BIMBINGAN PROPOSAL MAHASISWA
FAKULTAS TARBIYAH DAN ILMU KEGURUAN
IAIN METRO

Nama : Desmalia Syahdena   Jurusan : TBI
NPM : 1801070018   Semester : VIII

No	Hari/Tanggal	Dosen Pembimbing	Materi yang dikonsultasikan	Tanda Tangan Mahasiswa
1.	Selasa, 29 Maret 2022	Dr. Widhiya Ninsiana, M.Hum	Revisi dari bab I sampai III, Ganti Semua bab III	
2.	Jumi'at, 10 Juni 2022	Dr. Widhiya Ninsiana, M.Hum	Revisi Prior research, Pra survey	
3.	Jumi'at, 17 Juni 2022	Dr. Widhiya Ninsiana, M.Hum	Prasurvey, problem identification, bab 2 ditambahkan kesulitan belajar blended. bab 3 data collection diganti	
4.	Jumi'at, 1 Juli 2022	Dr. Widhiya Ninsiana, M.Hum	Prasurvey, problem identification, bab 3 data resources ditambah & data collection technique diganti.	
5.	Selasa, 30 Agustus 2022	Dr. Widhiya Ninsiana, M.Hum	Perbaiki bab I (introduction, problem identification, problem limitation, problem formulation) bab 2 menambahkan judul Meori	
6.	Jumi'at, 9 September 2022	Dr. Widhiya Ninsiana, M.Hum	Perbaiki table of contents, problem formulation, bab 3 (Perbaiki primary resources.	
7.	Rabu, 14 September 2022.	Dr. Widhiya Ninsiana, M.Hum	ACC Proposal.	

Mengetahui,
Ketua Jurusan TBI

Andianto, M.Pd
NIP 19871102 201503 1 004

Dosen Pembimbing.

Dr. Widhiya Ninsiana, M.Hum
NIP. 19720923 200003 2 002

KEMENTERIAN AGAMA
INSTITUT AGAMA ISLAM NEGERI METRO
FAKULTAS TARBIYAH DAN ILMU KEGURUAN
Jalan Ki. Hajar Dewantara Kampus 15A Iringmulyo Metro Timur Kota Metro Lampung 34111
Telp. (0726) 41507; Faksimili (0725) 47296; Website: www.metrouniv.ac.idE-mail: iainmetro@metrouniv.ac.id

KARTU KONSULTASI BIMBINGAN SKRIPSI MAHASISWA
FAKULTAS TARBIYAH DAN ILMU KEGURUAN
IAIN METRO

Nama : Desmalia Syahdena   Prodi : TBI
NPM : 1801070018   Semester :

No	Hari/Tanggal	Dosen Pembimbing	Materi yang dikonsultasikan	Tanda Tangan Mahasiswa
1.	Jum'at, 4-11-2022	Dr. Widhiya Ninsiana, M.Hum	- Revisi APD (Research instrument/interview) - ditambahkan. lembar observasi.	
2.	Rabu, 9-11-2022	Dr. Widhiya Ninsiana, M.Hum.	- Revisi interview sheet dan observation sheet.	
3.	Rabu, 16-11-2022	Dr. Widhiya Ninsiana, M.Hum	- Revisi interview sheet	
4.	Jum'at, 18-11-2022	Dr. Widhiya Ninsiana, M.Hum	Acc APD	

Mengetahui,
Ketua Prodi TBI

Andianto, M.Pd
NIP. 19871102 201503 1 004

Dosen Pembimbing,

Dr. Widhiya Ninsiana, M.Hum
NIP. 19720923 200003 2 002

KEMENTERIAN AGAMA
INSTITUT AGAMA ISLAM NEGERI METRO
FAKULTAS TARBIYAH DAN ILMU KEGURUAN
Jalan Ki. Hajar Dewantara Kampus 15A Iringmulyo Metro Timur Kota Metro Lampung 34111
Telp. (0726) 41507; Faksimili (0725) 47296; Website: www.metrouniv.ac.idE-mail: iainmetro@metrouniv.ac.id

KARTU KONSULTASI BIMBINGAN SKRIPSI MAHASISWA
FAKULTAS TARBIYAH DAN ILMU KEGURUAN
IAIN METRO

Nama : Desmalia Syahdena   Prodi : TBI
NPM : 1801070018   Semester :

No	Hari/Tanggal	Dosen Pembimbing	Materi yang dikonsultasikan	Tanda Tangan Mahasiswa
1.	Jum'at, 23/12/2022	Dr.Widhiya Ninsiana, M.Hum	1. Revisi Bab IV (description of Research result ditambahkan penjelasan. Abstrak ditambahkan penjelasan)	
2.	Rabu, 28/12/2022		• Abstrak dikurangin penjelasannya, Conclusion menyesuaikan teori. Discussion ditambahkan teori dan dipaparkan.	
3.	Jum'at, 6/01/2023		1. Abstrak ditambahkan kelebihan & kekurangan blended learning, disambungkan dengan tiga teori blended, ditambahkan tujuan penelitian. 2. Conclusion dihubungkan dengan teori blended, kelebihan & kekurangan blended.	
4	Rabu, 11/01/2023		1. Abstrak disesuaikan dengan jawaban pertanyaan penelitian. 2. Conclusion disesuaikan dengan hasil penelitian / kesulitan blended learning.	
5.	Jum'at, 13/01/2023		Acc to munaqosah	

Mengetahui,
Ketua Prodi TBI

Andianto, M.Pd
NIP. 19871102 201503 1 004

Dosen Pembimbing,

Dr. Widhiya Ninsiana, M.Hum
NIP. 19720923 200003 2 002

APPENDIX 8

INTERVIEW SHEET

The Question For The Teacher

1. Two years ago in pandemic what kind of method do you use in teaching learning is that online, offline or blended learning?

2. Did you use blended learning method in teaching and learning English writing?

3. For blended learning method in English writing, did you have difficulties to teach them?

4. How to solve students difficulties in their English writing by using blended learning?

The Question For The Students

1. What the you difficulties to English writing learning online?

2. If you study English by online, did you difficulty to use some technology like zoom, google classroom, and whatsapp group?

3. If you agree by blended learning method in English study, give you reason!

4. Do you have difficulties to study English writing by using blended method?

5. How to solve your difficulties in Englih writing by using blended method?

OBSERVATION SHEET

No	Observed Aspect	Yes	No	Note
1	Each students have worksheet to participate in learning activities			
2	Students have difficulty learning English writing using the blended learning method			
3	Students are more interesting for online			
4	Students have difficulty using learning applications such as zoom, google classroom and whatsapp group			
5	Students express their opinios during learning through learning applications			
6	Students are active in online learning using whatsapp group			
7	Students do the task of writing descriptive teks in group well			
8	Teacher motivates students			
9	The teacher explains the material through the learning application			
10	The teacher guides the students for group discussion			

Result of interviews with English teacher

1. Two years ago in pandemic what kind of method do you use in teaching

learning is that online, offline or blended learning?

> A: The first year of doing full online learning and the second year using online and face-to-face / blended learning. Online using the wa group application, classroom. Assignments are assigned through wa groups or google classrooms. Send a learning video that is made by yourself more specifically according to the material to be studied in google classroom, then send a link to google class and students start listening then the teacher gives a question and then the student does the question and sends it to google classroom. Use quizziz for quizzes and google forms.

2. Did you use blended learning method in teaching and learning English writing?

> A: Writing using blended learning method, with introduction material. The teacher gives the video and then gives questions related to the material and makes a simple paragraph about the introduction, because elementary school has no English lessons, students find it difficult if given very complex material.

3. For blended learning method in English writing, did you have difficulties to

teach them?

> A: Definitely difficulty. Because elementary school students have no english lessons in vocabulary and grammar they just follow the example.if given a question then they will change their name or related to themselves. In technical difficulties, not all children have android phones, even though they have cellphones they have problems with the signal. So if they don't have a cellphone they are allowed to join their friends or use their parents' cellphones. If they experience problems with the signal then they can go to school to use school wifi. For now, all students have cellphones because the school uses a technology-based driving curriculum, the pu n merka test uses an android cellphone, according to the provisions of the teacher who teaches and the material taught according to the project.

4. How to solve students difficulties in their English writing by using blended

learning?

> A: When online the teacher communicates that there is a learning activity about the introduction, then there is a question that refers to and the student must answer, during the face-to-face activity discussing the material that has been notified.

Result interviews with students class VIID SMP Negeri 2 Punggur

1. Farhan Dwi Maulana

   Q: What the you you to English writing learning online?

   A: Difficulty to memorize vocabulary, difficulty writing sentences.
   Q: If you study English by online, did you difficulty to use some

   technology like zoom, google classroom, and whatsapp group?

   A: Difficulty in using the zoom application because there is no package, so students miss the material studied.
   Q: If you agree by blended learning method in English study, give you

   reason!

   A: Disagree with online learning because of difficulty understanding in the delivery of the material.
   Q: Do you have difficulties to study English writing by using blended

   method?

   A: Difficulty writing because it is not too audible when using the zoom application, too late to join when studying online.
   Q: How to solve your difficulties in Englih writing by using blended

   method?

   A: Rework the assignments assigned by the teacher.

2. Farah Shafa Muthia Hafizhah
   Q: What the you difficulties to English writing learning online?
   A: Not memorizing vocabulary, differences in mentions when read aloud.
   Q: If you study English by online, did you difficulty to use some technology like zoom, google classroom, and whatsapp group?
   A: No difficulties in the use of technology.
   Q: If you agree by blended learning method in English study, give you

   reason!

   A: Disagree because online learning is not as optimal as learning offline, if learning offline is easy to understand and easy to listen to.

Q: Do you have difficulties to study English writing by using blended method?

A: The difficulty of reading vocabulary that is quite different from writing.

Q: How to solve your difficulties in Englih writing by using blended method?

A: Learn to spell English writing.

3. Ahmad Raisan Sudiatama

Q: What the you difficulties to English writing learning online?

A: Unclear writing, bad signals, lack of understanding of the material.

Q: If you study English by online, did you difficulty to use some technology like zoom, google classroom, and whatsapp group?

A: Difficulty using technology, such as exhausted packages, bad signals, difficulty logging in.

Q: If you agree by blended learning method in English study, give you reason!

A: Agree because when online can open google while working on assignments.

Q: Do you have difficulties to study English writing by using blended method?

A: The difficulty is not understanding the material presented by the teacher.

Q: How to solve your difficulties in Englih writing by using blended method?

A: Search for answers on google and see have friends (cheating).

4. Cinta Aprilia

Q: What the you difficulties to English writing learning online?

A: Don't know the meaning, don't know the English language.

Q: If you study English by online, did you difficulty to use some technology like zoom, google classroom, and whatsapp group?

A: Difficult to log in because the email used forgot the password.

Q: If you agree by blended learning method in English study, give you reason!

A: Not as fast as online can see google but when offline can think for yourself and focus more on lessons.

Q: : Do you have difficulties to study English writing by using blended method?

A: The difficulty is not understanding the meaning of sentences or words in English and lack of memorizing vocabulary.

Q: How to solve your difficulties in Englih writing by using blended method?

A: Ask with a teacher or friend.

5. Ilham Pratama

Q: What the you difficulties to English writing learning online?

A: It is difficult to understand formulas in the inggrs language if they are not explained directly.

Q: If you study English by online, did you difficulty to use some technology like zoom, google classroom, and whatsapp group?

A: No difficulty when using technology.

Q: If you agree by blended learning method in English study, give you reason!

A: Disagree. Because they prefer offline learning, it is difficult to understand the material online.

Q: : Do you have difficulties to study English writing by using blended method?

A: The teacher only talks without displaying the described writing.

Q: How to solve your difficulties in Englih writing by using blended method?

A: Ask a friend, look at a printed book.

6. Imel Veronika Saputri

Q: What the you difficulties to English writing learning online?

A: Hard to signal, use out the data so that the lesson is up.

Q: If you study English by online, did you difficulty to use some technology like zoom, google classroom, and whatsapp group?

A: There are no difficulties in the technology used during learning.

Q: If you agree by blended learning method in English study, give you reason!

A: Agree to learn English.

Q: Do you have difficulties to study English writing by using blended method?

A: Difficulty in writing sentences so that there are less letters in writing.

Q: How to solve your difficulties in Englih writing by using blended method?

A: Ask to be taught by brother, open google.

7. Brendy Bayu Setiawan

   Q: What the you difficulties to English writing learning online?

   A: Difficulty understanding sentences and vocabulary.

   Q: : If you study English by online, did you difficulty to use some technology like zoom, google classroom, and whatsapp group?

   A: The difficulty is not having a package, can be with mdah using technology.

   Q: If you agree by blended learning method in English study, give you reason!

   A: Agree because let it be smart.

   Q: Do you have difficulties to study English writing by using blended method?

   A: It's hard to write it.

   Q: : How to solve your difficulties in Englih writing by using blended method?

   A: Ask friends and ask teachers.

8. Khesya Azzahra

   Q: What the you difficulties to English writing learning online?

   A: Difficulty in interpreting, difficulty in its pronunciation.

   Q: If you study English by online, did you difficulty to use some technology like zoom, google classroom, and whatsapp group?

   A: The package is abis, cellphone memory is often full.

   Q: If you agree by blended learning method in English study, give you reason!

   A: Agree because you can get a lot of knowledge.

   Q: Do you have difficulties to study English writing by using blended method?

   A: No difficulties.

   Q: How to solve your difficulties in Englih writing by using blended method?

   A: Ask a friend who knows better, ask the teacher, open google.

9. Muhammad Bagus Riyadi

   Q: What the you difficulties to English writing learning online?

   A: Not explained by the teacher, no quota.

   Q: If you study English by online, did you difficulty to use some technology like zoom, google classroom, and whatsapp group?

   A: difficulty due to no packages, slow application (slow).

Q: If you agree by blended learning method in English study, give you reason!

A: Disagree because it is difficult to understand the material.

Q: Do you have difficulties to study English writing by using blended method?

A: Difficulty writing because you don't understand the English.

Q: How to solve your difficulties in Englih writing by using blended method?

A: Ask your siblings and parents for help.

10. Tara Khoirunisa

Q: What the you difficulties to English writing learning online?

A: Lack of Understanding of the Material.

Q: If you study English by online, did you difficulty to use some technology like zoom, google classroom, and whatsapp group?

A: No Difficulty Using Technology.

Q: : If you agree by blended learning method in English study, give you reason!

A: Agree because it makes learning easier.

Q: Do you have difficulties to study English writing by using blended method?

A: No difficulties.

Q: How to solve your difficulties in Englih writing by using blended method?

A: Ask a friend or parent for help and search on google.

Result observation with English teacher in Junior High School 2 Punggur Central Lampung

OBSERVATION SHEET

No	Observed Aspect	Yes	No	Note
1	Each students have worksheet to participate in learning activities	√		
2	Students have difficulty learning English writing using the blended learning method	√		
3	Students are more interesting for online		√	
4	Students have difficulty using learning applications such as zoom, google classroom and whatsapp group	√		
5	Students express their opinios during learning through learning applications	√		
6	Students are active in online learning using whatsapp group	√		
7	Students do the task of writing descriptive teks in group well		√	
8	Teacher motivates students	√		
9	The teacher explains the material through the learning application	√		
10	The teacher guides the students for group discussion	√		

APPENDIX 8

KEMENTERIAN AGAMA REPUBLIK INDONESIA
INSTITUT AGAMA ISLAM NEGERI METRO
FAKULTAS TARBIYAH DAN ILMU KEGURUAN
Jalan Ki. Hajar Dewantara Kampus 15 A Iringmulyo Metro Timur Kota Metro Lampung 34111
Telepon (0725) 41507; Faksimii (0725) 47296; Website: www.tarbiyah.metrouniv.ac.id; e-mail: tarbiyah.iain@metrouniv.ac.id

SURAT KETERANGAN BEBAS PUSTAKA

Yang bertanda tangan dibawah ini, Ketua Jurusan Tadris Bahasa Inggris

Fakultas Tarbiyah dan Ilmu Keguruan (FTIK) Institut Agama Islam Negeri

(IAIN) Metro menerangkan bahwa:

Nama   : DESMALIA SYAHDENA

NPM   : 1801070018

Jurusan   : TBI

Telah menyelesaikan administrasi peminjaman buku pada jurusan/prodi

Tadris Bahasa Inggris.

Demikian surat keterangan ini di buat untuk digunakan sebagaimana

mestinya.

Metro,   January 2023

Ketua Jurusan TBI

ANDIANTO, M.Pd

NIP. 1987 1102 201503 1 004

APPENDIX 9

KEMENTERIAN AGAMA REPUBLIK INDONESIA
INSTITUT AGAMA ISLAM NEGERI METRO
UNIT PERPUSTAKAAN

Jalan Ki Hajar Dewantara Kampus 15 A Iringmulyo Metro Timur Kota Metro Lampung 34111
M E T R O Telp (0725) 41507; Faks (0725) 47296; Website: digilib.metrouniv.ac.id; pustaka.iain@metrouniv.ac.id

SURAT KETERANGAN BEBAS PUSTAKA
Nomor : P-15/In.28/S/U.1/OT.01/01/2023

Yang bertandatangan di bawah ini, Kepala Perpustakaan Institut Agama Islam Negeri (IAIN) Metro Lampung menerangkan bahwa :

Nama	: Desmalia Syahdena
NPM	: 1801070018
Fakultas / Jurusan	: Tarbiyah dan Ilmu Keguruan/ Tadris Bahasa Inggris

Adalah anggota Perpustakaan Institut Agama Islam Negeri (IAIN) Metro Lampung Tahun Akademik 2022 / 2023 dengan nomor anggota 1801070018

Menurut data yang ada pada kami, nama tersebut di atas dinyatakan bebas administrasi Perpustakaan Institut Agama Islam Negeri (IAIN) Metro Lampung.

Demikian Surat Keterangan ini dibuat, agar dapat dipergunakan seperlunya.

Metro, 16 Januari 2023
Kepala Perpustakaan

Dr. As'ad, S. Ag., S. Hum., M.H., C.Me.
NIP.19750505 200112 1 002

APPENDIX 10

AN ANALYSIS OF THE STUDENTS DIFFICULTIES IN ENGLISH WRITING BY USING BLENDED LEARNING OF JUNIOR HIGH SCHOOL 2 PUNGGUR CENTRAL LAMPUNG

by Desmalia Syahdena 1801070018

Submission date: 28-Jan-2023 02:31PM (UTC+0700)
Submission ID: 2001052109
File name: DESMALIA_SYAHDENA-1801070018.docx (63.79K)
Word count: 11068
Character count: 60248

AN UNDERGRADUATE THESIS

AN ANALYSIS OF THE STUDENTS DIFFICULTIES IN ENGLISH WRITING BY USING BLENDED LEARNING OF JUNIOR HIGH SCHOOL 2 PUNGGUR CENTRAL LAMPUNG

By:

DESMALIA SYAHDENA
Student Number : 1801070018

TARBIYAH AND TEACHER TRAINING FACULTY

ENGLISH EDUCATION DEPARTMENT

STATE INSTITUTE ISLAMIC STUDIES OF METRO

1444 H / 2023 M

APPENDIX 8

AN ANALYSIS OF THE STUDENTS DIFFICULTIES IN ENGLISH WRITING BY USING BLENDED LEARNING OF JUNIOR HIGH SCHOOL 2 PUNGGUR CENTRAL LAMPUNG

ORIGINALITY REPORT

9%	3%	0%	8%
SIMILARITY INDEX	INTERNET SOURCES	PUBLICATIONS	STUDENT PAPERS

PRIMARY SOURCES

1	**Submitted to IAIN Metro Lampung** Student Paper	7%
2	**repository.metrouniv.ac.id** Internet Source	1%
3	**Submitted to Minnetonka High School** Student Paper	<1%
4	**Submitted to Universitas Riau** Student Paper	<1%
5	Enny Susiyawati, Erman, Tutut Nurita, Dyah P. Sari, Roihana W. Mursyidah, Ahmad Qosyim. "Analysing a Gap between Students' Expectations and Perceptions: The Case of Blended Learning", SHS Web of Conferences, 2022 Publication	<1%
6	**Nila Dwi Susanti. JTIEE (Journal of Teaching in Elementary Education), 2022** Publication	<1%

APPENDIX 11

DOCUMENTATION

CURICULUM VITAE

Desmalia Syahdena was born in Ngesti Rahayu on Desember 5th 2000, spent her childhood in Ngesti Rahayu, Punggur Central Lampung. Ecthnically speaking, she comes from Javanes family descent. She is first child of Ngadimin and Martini.

She took her elementary school at SDN 3 Ngesti Rahayu, and then took her Junior High School at SMP NEGERI 2 Punggur for three years. Having graduated from Junior High School she continued her study on Senior High School 1 Punggur, and then finished in 2018. Nevertheless, IAIN Metro becomes her next direction to go on her study in academic year of 2018/2019. And she has been in English Education Department since academic year of 2018/2019 up to now.