.

The Effect of Using Blended Learning Strategy Toward The Students' Vocabulary Mastery at Tenth Grade of SMKN 2 Sungai Penuh

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Abstract

Based on preliminary observations conducted at SMKN 2 Sungai Penuh, researchers found some students could not understand English well because of lack of vocabularies. As a result, they did not involve actively in learning process, they just kept silent when their teacher asked them questions. This research was aimed to find whether there was any significant effect of using Blended Learning strategy in teaching vocabulary at the eighth grade Students of SMKN 2 Sungai Penuh Academic year 2021/2022. The researchers used quantitative method with quasy experimental model. The population in this research was all students at tenth grade of SMK Negeri 2 Sungai Penuh (198 students). Samples in this research was class X TKR control class that taught by using lecturing strategy and class X TSM as experiment class was taught by using Blended Learning Strategy. The sample is determined by using random sampling technique. The instrument in this research was test, the test used in this research was vocabulary test. The simple regression model in this research was analyzed by using SPSS program (Statistical Product and Service Solution) 2600 for window and Ms. Excel 2010. The data was analyzed by using regression linier, the formula was T-test. Based on the result, it can be concluded that hypothesis H0 was rejected and H1 was accepted. It meant that there was significant effect of Using Blended Learning Strategy in Teaching Vocabulary at the Tenth grade Students' of SMKN 2 Sungai Penuh Academic Year 2021/2022. It can be concluded that Blended Learning strategy was better than lecturing model in teaching English vocabulary at Tenth grade students' of SMKN 2 Sungai Penuh Academic Year 2021/2022. In other words Blended Learning strategy gave a good effect on students' understanding in English vocabulary.

Keywords: *Blended Learning Strategy, Vocabulary*

INTRODUCTION

Vocabulary is one of the important factors in all language skills. To master language skills namely: speaking, writing, reading, and listening, the first thing should be learnt was vocabulary because when students made grammatical mistakes some people could still understand what they were trying to said, But if the students did not know the words to express it could be frustrating for them. Vocabulary is supposed as the important element in learning English to support the four English skills itself. By having enough vocabulary, the ability to communicate and convey our social need could be established. If we have enough vocabulary, we would be able to understand the utterance which we listened, we

would also be able to speak fluently, and we could understand the content of the text easily.

The basic of language component to be introduced to senior high school students was vocabulary, since vocabulary was the important element in learning English. Using a foreign language, one is better served by vocabulary than grammar, because vocabulary made the perfect all of English skills. The teacher taught vocabulary first instead of grammar to the students in learning English. Thus, teaching vocabulary was very necessary, especially for the senior high school students.

Moreover, based on the researchers' observation at SMKN 2 Sungai Penuh, the researchers found that the students had problem in mastering the vocabulary. This could be seen in the learning process, the students were not interested to learning the vocabulary. They were also not engaged in the learning process. Then, based on the researchers' interview, the teachers said that the students' vocabulary is still limited. The students were having difficulty to remember the words. Further, the students were not eager to know the new words. Besides that, the students thought that new word was not important because they did not use English in daily activities.

Moreover, the teacher told that many of the students still got score below the KKM, while KKM at the SMKN 2 Sungai Penuh was 70, the students' score were only 50 to 69, this was because they were not interested in learning and also the teacher did not give them motivation in learning vocabulary, so they did not pay attention during the teaching and learning process and it may be happened because the teacher used an uninteresting method.

On the other hand, the researchers also interviewed some students of SMKN 2 Sungai Penuh, The students explained that they had difficulties to memorize the words and the meaning. Sometimes some students were able to memorize the words but forget the meaning.

Furthermore, teaching students at senior high school was not easy. Teachers have to consider and know how to teach English vocabulary to the students. Good English teachers must be able to control the students and made them enjoy the lesson. In fact, most of teachers at senior high school taught vocabulary by using conventional method which made the students bored during the teaching and learning process. In that case, teachers just explained the meaning of the word. So, to solve the problem above the researcher tried to use Blended Learning strategy in teaching vocabulary. Blended Learning is an effective integration of different modes of delivery, models of teaching and styles of learning as a result of adopting a strategic and systematic approach to the use of technology combined with the best features of face to face interaction (Bathe and Bourke:2010).

Vocabulary is one of the important elements in teaching English. This statement is supported by Hatch and Brown (1995:1) "vocabulary is the foundation to build languages, which plays a fundamental role in communication". It described that by mastering vocabulary; people could express their ideas and understood the other basic competence well. Students of senior high school learn basic English. According to Penny Ur (1998:60) vocabulary is

the words we teach in the foreign language. It meant that vocabulary is written or spoken unit of language as symbol of idea in foreign language for the learners.

Some experts devide vocabulary into two types : active and passive vocabulary. Harmer (1991:77) distinguishes between these two types of vocabulary. The first type of it refers to the one that the students have been taugh and that they are expected to be able to use. Meanwhile, the second on refers the word which the students would recognize when they met them, but which they will probably not be able to pronounce. Haycraft (quoted by Hatch and Brown, 1995:74) indicated that there are two kinds of vocabulary, namely receptive vocabulary and productively vocabulary.

Alqahtani (2015:25) states that receptive vocabulary is words that learners recognize and understand when they are used in context, but which they cannot produce. It was vocabulary that learners recognized when they read in a text but did not use it in speaking and writing.

Productive vocabulary is the words that the learners understood and could pronounce correctly and used constructively in speaking and writing (Alqahtani, 2015). It involved what is needed for receptive vocabulary plus the ability to speak or write at the appropriate time. Therefore, productive vocabulary could be addressed as an active process, because the learners could produce the words to express their thoughts to others.

Teaching vocabulary played an important role in language acquisition because the mastery of vocabulary would help students to master all the language skills; speaking; listening; writing; and reading. The vocabulary w seen to be an integral part of comprehension and as one of two aspect of comprehension instruction, the other being comprehension strategy instruction (Hiebert and Kamil, 2005). Teaching was hard to be discover and maintain in a settled practice, a set of routines and patterns of action which resolve the problems posed by particular subjects and groups of children (William and Burden, 1997).

Griffith has adopted the term 'blended learning' as the principal means of addressing the use of Information and Communication Technologies (ICTs) to enhance its learning and teaching activities. In the Griffith context, the following definition is used to inform policy and practice in relation to Blended Learning: Blended learning is realised in teaching and learning environments where there is an effective integration of different modes of delivery, models of teaching and styles of learning as a result of adopting a strategic and systematic approach to the use of technology combined with the best features of face to face interaction (Bath and Bourke, 2010).

However, the most commonly held position is that blended learning environments combine face-to-face instruction with technology-mediated instruction. This definition high lights the ongoing convergence of two archetypal learning environments: the traditional face-to-face environment with the distributed (or technology-mediated) environment (Graham, 2006). From definition above, it can be concluded that Blended Learning is the proces of learning that use two strategy between combines traditional Method (face-to-face) and Modern method (Electronic media).

Teaching vocabulary using Blended Learning Strategy made the student study easily. Blended Learning strategy meant that the students learnt with two

strategies, combines between traditional method and modren method, that could make the students sprit to follow the learning process. Three key elements in successful learning and teaching by using Blended Learning are:

1. Broaden the spaces and opportunities available for learning.
2. Support course management activities (e.g., communication, assessment submission, marking and feedback).
3. Support the provision of information and resources to students.
4. Engage and motivate students through interactivity and collaboration.

Blended Learning is not just about using technology because available. Blended learning is about finding better ways of supporting students in achieving the learning objectives and providing them with the best possible learning and teaching experiences, as well as supporting teachers in their role (including the management and administration of courses). Of course, the integration of blended learning in courses would naturally vary according to such factors as: discipline, year level, student characteristics and needs, course or program learning objectives, as well as the academic's approach to teaching, and confidence and experience in using technology (Pappas, 2015).

In this research, the researcher would teach students with Blended learning Strategy in experiment class that was use conventional method combine technology method which the researchers using computer to help the teacher in teaching vocabulary. In the experiment class the teacher taught the students by using picture and power point.

METHODS

In this research, the researchers used Quantitative- Experimental Research to see the effect of Blended Learning Strategy in students' vocabulary mastery at SMKN 2 Sungai Penuh Academic year 2021/2022. Creswell (2014:626) states that quantitative is an inquiry approach useful for describing trends and explaining the relationship among variables found in the literature. Based on the criteria this research was quasi-experimental. It was more appropriate to use in the research. The experimental class used Blended Learning as the strategy in teaching vocabulary at Tenth Grade of SMKN 2 Sungai Penuh academic year 2021/2022. Meanwhile in control class, conventional teaching was used in teaching vocabulary to the students. The researchers gave pre-test and post-test in both of the classes in order to know the effect of teaching vocabulary by using Blended Learning Strategy.

The Population in this research were all of the students at Tenth Grade of SMKN 2 Sungai Penuh Academic Year 2021/2022 that consist of 198 students from five classes. The sample in this research was chose by using *random sampling technique*. The researchers made a lottery paper with the classes' names in it. Then, the lottery paper was put in the box. After that the researcher took a lottery paper. As the result class X Teknik Sepeda Motor (TSM) was chosen as the experimental class and class X Teknik Kendaraan Ringan (TKR) was chosen as the control class.

In collecting data, the data were collected by using test and document. The test was used to collect the primary data and the documentation was used to collect the secondary data. Before the teacher taught vocabulary by using Blended

Learning, the teacher gave a test to the students. The test was called pre-test. it would be given to both the experimental class and the control class. The test consists of 20 items in form of multiple choice questions. Next, post- test is given to the experiment class and the control class after receiving the treatment. The experiment class was taught by using Blended Learning, and the control class was taught by using conventional method. After distributing the test at the pre-test and post-test, the researchers would analyze the data by using the following steps:

1. Determinine students'score

In determining student grades, researchers used a *benchmark reference assessment*, with the following formula adopted from (Sudjana, 2005:74):

$$Item\ score = \frac{SM}{IQ}$$

Note:
SM = Maximum Score
IQ = Item Question
Determinations of item score:

$$Item\ Score = \frac{100}{20} = 5$$

Based on the result of ideal score above it is known that the score for every item of test is 5. If students could answer the entire question correctly they got score 100. The score of each student was then consulted with the score criteria in table 1.

Table. 1
Criteria of Students' Score

No	Score	Criteria	Rating Quality
1	80- 100	A	Excellent
2	0 - 79	B	Good
3	0 - 69	C	Moderate
4	0 - 59	D	Not good
5	0 - 49	E	Very bad

Source: Sudjana 2005.

2. Find the mean score of students

It can be calculated by the formula (Sudjana, 2005):

$$\bar{x} = \frac{\Sigma\ x}{N}$$

Where :
N = The Number of Students
$\Sigma\ x$ = Sumo fraw score
$\bar{x}$ = Average Score

3. t-test

T-Test was used to measure the effect of using blended learning strategy toward the students' vocabulary mastery at Tenth grade of SMKN 2 Sungai Penuh. To carry out the t-test, the researchers used the SPSS 26 program with the formula equation proposed by follow Sugiyono (2009:85) as follows:

$$t = \frac{\bar{x}_1 - \bar{x}_2}{\sqrt{\dfrac{S_1^2}{n_1} + \dfrac{S_2^2}{n_2}}}$$

where:

x_1 = Average score of experiment class

x2   = Average score of control class

n1   = Sum of the students experiment class

n2   = Sum of the students control class

S12   = Variance score of experiment class

S22   = Variance score of control class

S   = Standard deviation

The results of the t-test are then consulted with the criteria:

a. If Score Sig. < 0.05 and t *count* > t *tabel* , it means there is significance effect of variabel X to variable Y.
b. If Score Sig. > 0.05 and t *count* < t *tabel,* it means there is no significance effect of variabel X to variable Y.

RESULTS & DISCUSSION
Results

Based on pre-test score of experiment class students (X Teknik Sepeda Motor), the highest score was 90 which was achieved by three students K.9, K.16, and K.24. The lowest score was 30 achieved by one student with students' code K.28. While the average score of pre-test for experiment class was 63.79, if the average score of pre-test from experiment class was consulted to the index of criteria score in table 1, the value 63.79 was included in moderate category, it meant that students' vocabulary of experiment class before being taught by using Blended Learning Strategy have moderate criteria. Furthermore, students' post-test score of experiment class (X Teknik Sepeda Motor) was the highest score of students form experiment class in post-test was 100 which was achieved by eight students with students' codes is K.4, K.6, K.12, K.14, K.19, K.22, K.23 and K.28. The lowest score was 75 achieved by two students with students' code was K.7 and K.11. While the average score of post-test for experiment class was 88,79, if the average score of post-test from experiment class was consulted to the index of

criteria score in table 1, the value 88.79 was included in excellent category. It meant that student's mastery in vocabulary after being taught by using Blended Learning Strategy was increased to excellent criteria.

In other hand, the Pre-test and post-test results of control class (X Teknik Kendaraan Ringan) was the highest score was 85 which was achieved by one student with students code is K.7. The lowest score was 20 achieved by one student with students' code K.16. While the average score of pre-test for control class was 55.69, if the average score of pre-test from experiment class was consulted to the index of criteria score in table 1, the value 55,69 was included in poor or not good category. It meant that students' vocabulary of control class on pre-test was poor or not good in mastering vocabulary. Students' post-test score of control class (X Teknik Kendaraan Ringan) were the highest score of students form control class in post-test is 75 which was achieved by one student with students' codes is K.11. The lowest score was 25 achieved by two students with students' code is K.16 and K.27. While the average score of post-test for control class is 53,62, if the average score of post-test from control class wa consulted to the index of criteria score in table 1, the value 53,62 is included in poor or not good category. It meant that student's mastery in vocabulary without being taught by using Blended Learning Strategy is decreased when compared with post-test score with the criteria remained the same that is poor or not good in mastering vocabulary.

Table 2.Number of Students in Each Rating Quality

Score	Criteria	Rating Quality	Experiment		Control	
			Pre	Post	Pre	Post
80 - 100	A	Excellent	8	27	3	0
70 - 79	B	Good	1	2	5	1
60 - 69	C	Moderate	10	0	6	12
50 - 59	D	Not Good	7	0	6	4
0 - 49	E	Very Bad	3	0	9	12

Source: Analyzed by Using Ms. Excel 2019

When the data above are compared the rating quality of student score of experiment class and control class is known that on pre-test there were 8 (eight) students from experiment class who got "excellent" rating quality. However, on control class there were only 3 (three) students who got "excellent" rating quality. Moreover, on pre-test there was 1 (one) student from experiment class who got "good" rating quality, and on control class there were 5 (five) students who got "good" rating quality. Next, on pre-test there were 10 (ten) students from experiment class who got "moderate" rating quality. However, on control class there were only 6 (six) students who got "moderate" rating quality. Furthermore, on pre-test there were 7 (seven) students from experiment class who got "not good" rating quality. However, on control class there were 6 (six) students who got "not good" rating quality. Last, on pre-test there were 3 (three) students from

experiment class who got "very bad" rating quality. However, on control class there were 9 (nine) students who got "very bad" rating quality.

On post-test there were 27 (twenty seven) students from experiment class who got "excellent" rating quality. However, on control class there was no student who got "excellent" rating quality. Next, on pre-test there were 2 (two) students from experiment class who got "good" rating quality. However, on control class there was only 1 (one) student who got "good" rating quality. Furthermore, on pre-test there was no student from experiment class who got "moderate" rating quality. However, on control class there were 12 (twelve) students who got "moderate" rating quality. Next, on post-test there was no student from experiment class who got "not good" rating quality. However, on control class there were 4 (four) students who got "not good" rating quality. Last, on pre-test there was no student from experiment class who got "very bad" rating quality. However, on control class there were 12 (twelve) students who got "very bad" rating quality.

The result of T-test can be seen on the following table.

Table 3 Result of T-test
Coefficients[a]

Model	Unstandardized Coefficients		Standardized Coefficients	t	Sig.
	B	Std. Error	Beta		
(Constant)	78.061	28.982		2.693	.012
Blended Learning Strategy	-.275	325	-.161	-9.847	.004

a. Dependent Variable: Lecturing
Source: Output SPSS 23.00.

Based on table 4.8 above it is known that the value of Sig. 0,004 < 0,05 and *t count* 9,847 > 1,699 *t-table* which means the hypothesis, says there is significant effect of Using Blended Learning Strategy in Teaching Vocabulary at the tenth grade Students' of SMKN 2 Sungai Penuh Academic Year 2021/2022 is rejected and H1 which say that there is significant Effect of Using Blended Learning Strategy in Teaching Vocabulary at the tenth Grade Students' of SMKN 2 Sungai Penuh Academic Year 2021/2022 is accepted.

Based on the result of the research it can be conclude that Blended Learning Strategy is better than lecturing model in teaching English vocabulary at tenth Students' of SMKN 2 Sungai Penuh Academic Year 2021/2022, In other words Blended Learning Strategy give a good effect on students' understanding in English vocabulary.

Discussion

The result of this research showed there was significant effect of teaching vocabulary by using Blended Learning. It was supported by Pappas (2005) who state that in teaching English by using Blended Learning gives the opportunity to

the teacher to use technology in their teaching and learning process. It could help both the teacher and students in learning process. Moreover, according to Bath and Bourke (2010) Blended Learning is is effective to be used in teaching because it allowed the use of technology combined with the best features of face to face interaction.

When the average score of experiment class and control class was compared. It showed that average score on pre-test for experimental class was 63.79 with moderate criteria > 55.69 with poor or not good criteria. And the average score of post-test from experimental class was 88.79 with excellent criteria. Meanwhile, average score of post-test for control class was > 53.62 with criteria poor or not good.

The vocabulary mastery of experimental class was increased significantly after being taught with Blended Learning Strategy. It was in line with the result of research conducted by Puteri, Suharjito, and Sukmaantara with the title "The Effect of Using Blended Learning Strategy on the Eleventh Grade Students' Vocabulary Achievement at SMAN Pakusari jawa barat in the 2016/2107 Academic Year". They found that the use of Blended Learning Strategy had the significant effect in the experimental class.

Based on the result of t-test it is known that the value of Sig. 0,004 < 0,05 and *t count* 9,847 > 1,699 *t-table*, so it can be concluded that H0 is rejected and H1 which that state that there is significant effect of using Blended Learning Strategy in teaching vocabulary at the tenth grade students' of SMKN 2 Sungai Penuh Academic Year 2021/2022 is accepted. The result of this research was similar to the result of research conducted by Nurdin and Multazim with the title "Blended Learning As An Effective Strategy for Vocabulary Mastery in English language Teaching and Learning". They also found that there was a significant difference in students' vocabulary mastery taught by using Blended Learning Strategy at Forestry Vocational School.

Moreover, the result showed that Blended Learning Strategy was better than lecturing model in teaching English vocabulary at Tenth Grade Students' of SMKN 2 Sungai Penuh Academic Year 2021/2022, In other words Blended Learning Strategy had a good effect on students' understanding in English vocabulary. This was similar to what was conveyed by Sasao who stated that Blended Learning Strategy contains context clues and word part clues which could help the students to learn easily (Sasao, 2013:32). Furthermore, Arson also explained that there was a good benefit from learning how to use context clues and guessing the meaning from the context. This was a strategy that can be used by the students when they encounter unfamiliar words. Besides Blended Learning Strategy was very good in teaching vocabulary because students could defend all the words of the target topic and could confidently and independently identify the words that they unsure of (Pearson, 2014:240).

CONCLUSION

Based on the result of t-test it is known that the value of Sig. 0,004 < 0,05 and *t count* 9,847 > 1,699 *t-table,* based on the result can conclude that hypothesis H1 is rejected and H0 is accepted. It means there is significant Effect of Using Blended Learning Strategy in Teaching Vocabulary at the Tenth

Students' of SMKN 2 Sungai Penuh Academic Year 2021/2022. Based on the result of the research can conclude that blended learning strategy is better than lecturing model in teaching English vocabulary, In other words Blended Learning strategy give a good to increase student vocabulary.

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