THE EFFECT OF HYBRID LEARNING ACTIVITY ON STUDENTS' WRITING ABILITY DURING PANDEMIC

A THESIS

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ABSTRACT

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Thesis Title : **The Effect of Hybrid Learning Activity on Students' Writing Ability during Pandemic**

Hybrid Learning activities are used as the single most effective interactive teaching strategy to boost student proficiency in speaking English. The purpose of this study is to understand whether there are any significant benefits from using hybrid learning activities with regard to students' ability to write class VIII SMP thesis. This research is a quantitative evaluation of all experimental designs. Delivered to students in grade VIII of YPI ANNUR PRIMA MEDAN FOR THE 2022–2023 School Year. The total sampling, which was previously 60 students, was then divided into 30 students for the experimental class and 30 students for the control class that was now in session. The researcher employed tests in the form of writing tests as the tool for gathering the data. Pre-tests and post-treatment tests were given out before the therapy (post-test). The data was then examined using a t-test in Microsoft Excel 2007 with a significance threshold of 5% (0.05). Additionally, the researcher discovered that the t-test result shows that the tobserved (to) value is 21,33 and the ttable (tt) value is 2,009 at a significance level of 5% (0.05) with 58 degrees of freedom. As a result, H0 (the null hypothesis) was rejected and Ha (the alternative hypothesis) was accepted by the to result > t-t. Thus, hybrid learning activities have a considerable impact on eighth-grade junior high school students' descriptive text writing skills.

(Keywords: Descriptive Text, Hybrid Learning Activity, Junior High School, Writing Ability)

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The effect of hybrid learning activities on students' writing skills during the pandemic is the subject of this study. This thesis was created in order to satisfy one of the prerequisites for the bachelor degree (S-1) program at the State Islamic University of North Sumatra Medan English Education Department of Tarbiyah and Teachers Training Faculty.

For the writer, creating a thesis is remarkable. The writer encountered numerous challenges when conducting the research. The writer must deal with challenges in organizing the thesis, such as obtaining relevant references, conducting research in a challenging environment during the Covid-19 outbreak, gathering data, and analyzing data. Therefore, in addition to thanking Allah for his bounty, the writer would like to express gratitude to everyone who provided advice, support, and encouragement so that this bachelor thesis could be successfully completed. The author wants to thank the following people:

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Medan, 15 July 2022

Tasya Tribuanaswary

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TABLE OF CONTENTS

LIST OF TABLES

Page

LIST OF FIGURE

Page

LIST OF APPENDIXES

CHAPTER I
INTRODUCTION

1.1 The Background of Problem

Mid-Covid-19 The outbreak in Indonesia in March has an impact on education, especially higher education. The global education system and even academic institutions have suffered as a result of preventive measures against Covid-19. In Indonesia, face-to-face instruction has been permanently replaced with online instruction because of the pandemic. To ensure the continuation of teaching and learning, schools, colleges, and universities have adopted online learning norms.

In the 21st century, technology advances have changed teaching, learning, and thinking. Technology evolves with age and human requirements, requiring more creativity in inventing more advanced technology.

Experts call the rapid development of ICT a revolution. Changes will be caused by the potential and capabilities of information and communication technology, which allows people to connect and meet their needs. Distance, time, number, capacity, speed, etc. are now overcome by cutting-edge information and communication technology.

Learning is a student-teacher activity. Students and teachers are inseparable learning components. Teachers educate, lead, teach, direct, train, and safeguard students. Methods, media, sources, and resources affect learning success. Media learning is key to student achievement.

Students are at the center of learning and take an active role, according to Regulation of the Minister of Education and Culture Number 81 A regarding the 2013 curriculum. lessons that are concentrated on the students. The teacher needs to be aware of what she wants and what the children do not need.

The simplest learning activity for a teacher is applying traditional learning models. When integrating conventional instruction with online or student-centered approaches, teachers must be creative. The logical development of education is hybrid learning (Thorne, 2003:16).

Hybrid Learning, also called Blended Learning, combines e-learning with face-to-face learning. This educational method is new. Hybrid Learning combines face-to-face and online learning (Friesen, 2012:19). Online and in-person instruction are combined in mixed learning. E-learning may be supplemented with instructor instruction or hands-on learning in mixed learning programs.

Hybrid learning blends the effectiveness and sociability of in-person instruction with the benefits of the internet. In hybrid classes, internet resources and homework are combined with in-person instruction (Permana, 2017:78-87).

One of the four essential English skills at any level is writing. You can verbally communicate your thoughts and feelings through writing (Brown, 2000:337). One English skill that can be used for communication is writing. Students can use writing to express their thoughts, emotions, feelings, and observations (Dalman, 2014:3). It's an indirect method of communication that broadens their knowledge by sharing tales and inspiring imagination and creativity.

Students must be proficient writers. When compared to other languages, writing is challenging. Writing talents require in-depth knowledge, ample time, and careful consideration. Children who write better their speaking, reading, and listening abilities. Students' communication abilities will improve if they can write well.

A object is accurately described in descriptive writing so the reader can visualize it. Writing about experiences is encouraged in this genre. Students should become fluent in the descriptive genre. explains individuals, pets, locations, or objects. It's aimed to educate or entertain. Writing descriptive essays can be challenging for many students, especially when describing items. Every student processes information differently, so it takes time and knowledge to teach students descriptive texts using hybrid learning activities.

This study introduced students to descriptive text. The writing abilities of kids have previously been investigated in terms of their content, organization, grammar, vocabulary, and mechanics. This investigation focuses on vocabulary, language use, structure, and mechanics. This procedure is carried out at many

times and locations, including class meetings. Online learning concludes at the end of class.

Both teachers and students can use technology to supplement traditional and online learning. This makes students' writing better and effectively leverages technology. Therefore, the purpose of the research is to determine whether the hybrid learning activity had a substantial impact on students' writing abilities during the pandemic. For students in the eighth grade at YPI ANNUR PRIMA Medan during the academic year 2022–2023, the capacity to write descriptive text.

1.2 The Identification of Problem

Based on the background of the research, several problems can be identified which include:

1. Students dislike English.
2. Writing skills were low.
3. Students were perplexed about producing descriptive text.
4. Students have limited class time to compose descriptive text.
5. Students required inventive learning media.
6. Non-independent students.
7. Some pupils did not use technology to research descriptive writing.

1.3 The Limitation of Problem

Based on the research's identification, this researcher concentrated on how hybrid learning activities affected students' writing skills during the pandemic. In this instance, the focus of the research was the eighth graders at YPI ANNUR PRIMA Medan in the 2022–2023 academic year's ability to write descriptive language.

1.4 The Formulation of Problem

The research question is: Is there any substantial impact of hybrid learning activity on students' writing ability during pandemic?

1.5 The Objective of Research

The goals of the study should be made very clear. This study aims to gather empirical data that will help determine whether or not the hybrid learning activity significantly affects students' capacity to write descriptive texts.

1.6 The Significances of Research

Theoretically, the results of research are useful for:

1. Increase face-to-face and online learning.
2. Knowing effective learning media.
3. Add to English learning theory research.

Research is useful for:

1. For English Teachers

   The research findings should provide English teachers with knowledge about how hybrid learning activities affect students' writing skills during pandemics and an awareness of how learning works to produce effective writing abilities.

2. For Students

   Research should assist students employ good technology, such as combining traditional and online instruction to boost writing skills.

3. For Other Researchers

   Other researchers who desire to do research on hybrid learning activities and writing ability can benefit from this studys additional information

CHAPTER II
LITERATURE REVIEW

2.1 Theoretical Framework

Theories are needed to explain research concepts and words. Classifying terms prevents confusion. Classifying concepts will prevent writer-reader misunderstandings. They must be clarified so readers may understand.

2.1.1 The Hybrid Learning

2.1.1.1 The Definition of Hybrid Learning

Hybrid Learning combines e-learning with face-to-face or conventional learning methods. This educational method is new (Jeffrey, Lynn M, et.al, 2014:112).

For a distinctive learning experience, hybrid learning mixes in-person and online learning. combining in-person and online learning (Tucker, 2012:11). Unlike face-to-face courses, online learning is accessible whenever and whenever. Another hybrid learning method is virtual meetings. where students can interact with lecturers and peers while dispersed in different locations and still provide comments and ask questions (Thorne, 2003:19).

Hybrid Learning combines diverse teaching media (technology, activities, and events) to develop an optimal training program. Traditional structured-led training is combined with electronic formats. In the book, blended learning programs use e-learning and instructor-led instruction (Bersin, 2004:15).

Blended learning is easy to implement since it combines traditional (synchronous) instruction with online learning (asynchronous). E-Learning is an important learning and teaching medium (Masood, et al, 2011:4).

Hybrid Learning helps students collaborate online through websites, apps, and social media. Each student can use resources, ask questions, analyze ideas, etc. Thus, online blended learning can enrich their learning experiences (So & Brush, 2008:282-245). Hybrid instruction provides students with a flexible

learning environment and more time with professors in small groups or individually (Oh & Park, 2009:12).

Hybrid Learning combines diverse learning mediums (technology, activities, events) to produce an optimal learning program for students. Mixed learning blends face-to-face and online learning. E-learning may be supplemented with instructor instruction or hands-on learning in mixed learning programs. Hybrid learning combines various models or methods of learning.

2.1.1.2 **The Characteristics of Hybrid Learning**

Hybrid teaching or hybrid courses are synonyms for "Hybrid Learnin" in the U.S. Hybrid learning mixes e-learning platforms with face-to-face methods. Hybrid Learning combines traditional characteristics and learning environment (Ellis, et al, 2006).

Huang, et al, (2006) explained that hybrid or blended learning has three characteristics:

1. Resource flexibility. The blended learning concept uses both the teacher and the computer to promote student learning (online or offline).
2. Encourage diverse learning. Each student has an aural, visual, or kinesthetic learning style. Each persons' learning style makes absorbing, organizing, and digesting knowledge easier. Blended learning provides students with a variety of learning options.
3. E-learning enrichment. Students can receive additional information through e-learning, where they undertake tasks, discussions, etc. Online learning improves students' experiences.

2.1.1.3 **The Strengths of Hybrid Learning**

Blended learning models using traditional and online resources are not new (Egbert, et al, 2007:404). Blended learning is common in informal education like courses. Many courses use this learning approach since it helps teachers, students, and learning. These opportunities can increase students' motivation, responsibility, use of a student-centered, individualized approach, and acceptance of novel, dynamic roles as both students and teachers (Mullama, 2013).

Blended learning can achieve the following pedagogical aims, according to Krasnova and Sidorenko (2013):

1. Get students ready for independent, skill-enhancing activities. Thinking that is analytical and algorithmic, creative thinking as a result of decreased reproductive activity, conversational skills based on team projects, the capacity to recognize solutions in computer-simulated scenarios, research skills, and information processing and culture.
2. Establish the social order by training professionals to use IT for autonomous study and work.
3. By utilizing information technology, exposing and utilizing cognitive activity stimuli, and creating interdisciplinary linkages, intensify all levels of the educational process.

2.1.1.4 **The Weaknesses of Hybrid Learning**

Blending online technologies and multimedia tools with traditional classroom settings might affect student learning. Blended learning has some drawbacks. Variable and overpowering pitfalls exist. Small problems can affect overall course plan.

Egbert, et al (2007:418) stated that there are the most common pitfalls:

1. Online chats and videos depend on the available technology. Slow internet can cause voice chat failure. Update and test software and hardware.
2. Students working on online tasks outside of class may have trouble using the tools. Provide learner support and access to help pages.
3. In spite of professors' reminders, students still forget their user names and/or passwords. Remind students to record and retain important information.Technical support employees may be unhelpful. Teachers should request aid repeatedly. Look for those who share your dedication to teaching and learning and may offer online support.
4. Some educators say the internet and technology disadvantage less-privileged kids. In EFL or ESL, access to technology will always be a concern.

2.1.1.5 **The Implementation of Hybrid Learning**

Face-to-face instruction is divided into several groups in hybrid learning in order to apply social distancing between students and is only utilized for practicing direct interaction, thus we emphasized original and inventive ways. Teachers explain and speculate using Zoom Clouds Meeting or Google Meet, and they discuss and collect student work using WhatsApp Group or Google Classroom.

According to Heny et al (2016:182), hybrid learning has three elements:

1. Face-to-face Learning

   Face-to-face learning improves understanding and abilities. In the learning process, communication or delivery of material is spoken, vocal, and visual.

   Visual attention on movements, voice on intonation. Face-to-face learning has these three characteristics, therefore material is delivered more effectively. Face-to-face learning enables pupils socialize directly with others. Face-to-face learning improves students' understanding and skills.

   Face-to-face learning emphasizes student conduct. Face-to-face learning with intense interactions helps pupils build positive personalities more than online learning.

2. Synchronous Learning

   Synchronous learning describes learning education at the same time but in different places. The phrase refers to televisual, digital, and online learning in which students study in real time from instructors, coworkers, or peers. The weekly class is non-negotiable. Like an on-campus class, you will have outside readings and tasks to complete to prepare for discussion. Students' preparation and the instructor's agenda ensure productive class sessions.

   Ex: Synchronous classrooms use video conferencing, interactive webinars, chat-based online discussions, and live lectures.

3. Asynchronous Learning

Asynchronous classrooms allow self-paced learning. Students can develop a connection between resources, peers, and instructors on their own schedules, typically over a long period of time. Teachers may prescribe a material order, but students can determine how much time to spend in each topic.

For example Prerecorded lectures are common in asynchronous schools. Teachers provide online video or audio clips, lesson notes, and quizzes to ensure students watch or listen. The discussion board is another asynchronous component. Teachers can offer discussion suggestions, and students can ask questions and interact. This allows for participatory learning and socialization.

2.1.1.6 **Online Learning Platform for Hybrid Learning**

Students using internet-connected cellphones can use online apps to facilitate Hybrid Learning. Educators use various internet-based learning media to teach pupils. Online learning systems support hybrid learning, including:

1. Zoom Clouds Meeting

Zoom Cloud Meeting lets professors and students study interactively. Cloud-based Zoom offers video conferencing. This program offers virtual meetings by video, voice, or both. Zoom recordings can be seen afterwards. Teachers can use Zoom Cloud Meeting by visiting zoom.us and entering their email. After entering the email, wait a few moments for a verification message, then follow the instructions.

The Zoom Cloud Meeting program as an e-learning media can assist students grasp a pandemic through many characteristics that support e-learning, after all parties acclimatize to the system (Putri & Wulandari, 2020).

2. Google Meet

Google meet is a video conferencing tool for smartphones and browsers. Previously called Hangouts. This app's free features are better and

more beautiful than others'. This software permits 30 video chats every conference. This can be a chance to socialize with coworkers, students, teachers, and school pals, even at work.

Google Meet can help teachers convey information to pupils. If you need more explanation, talk to the teacher. Google Meet requires a stable internet connection, which teachers and students must consider (Pernantah, et al, 2021).

3. Whatsapp Group

Whatsapp Application Group is a Whatsapp feature that makes it easy to create a learning group. This Whatsapp app exchanges text messages, photos, videos, and phone calls. Whatsapp simply needs a phone number to enter the program, security and speed to help students access teaching materials without worrying about personal data or other trroubles. Students can still learn outside the classroom and during non-class hours.

Whatsapp improved the learning process since students utilize smartphones for learning, which reduces smartphone usage (Baskoro, 2018).

4. Google Classroom

Google's software provides remote internet-based learning. Google Classroom lets teachers create specialized classrooms and share class codes with students. This free tool lets teachers share assignments and resources without meeting face-to-face. Google Classroom integrates with other Google services, accelerating learning. Google Classroom integrates Drive, Gmail, Calendar, Docs, etc. This Google service is also available as a smartphone app.

Google classroom is flexible and easy to use anywhere and anytime, but it's limited by the lack of broadband networks or cellphones to facilitate e-learning for all students (Atikah, et al, 2021)

2.1.2 **The Writing**

2.1.2.1**The Definition of Writing**

Effective communication requires situation-appropriate language, a good vocabulary, and acceptable grammar. Writing is one of the most crucial basic English abilities for mastering various language components. Writing's definitions vary.

Meyers (2005:1) said writing is an ability to discover, organizing, writing, and refining ideas. Speaking is more natural and direct than writing. When we write, we can examine our language before sending it. Writing has always been part of the English curriculum, according to Harmer (2004:31). It can be a grammar backup or a major syllabus.

Writing is a crucial ability in English, according to Dewi (2013:2). Writing uses letters, symbols, or words to communicate language. The writing tools are really needed through writing process. Jack & Willy (2002:303) defined writing as a process of producing available ideas that requires a complicated blend of high-level and low-level skills include spelling, punctuation, and word choice.

Writing includes thinking about the aim of the text and its effect on the intended readership, thus it's not instinctive like speaking and must be learned through training. Words are written down. Writing is one of the most crucial language talents, according to the perspectives above. Writing expresses language in characters, symbols, or words. Writing is for communicating.

Students can convey their mind and heart by applying writing. In Surah Al-Luqman, verse 27, Allah SWT commands us to pen the following:

وَلَوْ اَنَّ مَا فِى الْاَرْضِ مِنْ شَجَرَةٍ اَقْلَامٌ
وَّالْبَحْرُ يَمُدُّهٗ مِنْۢ بَعْدِهٖ سَبْعَةُ اَبْحُرٍ
مَّا نَفِدَتْ كَلِمٰتُ اللّٰهِ اِنَّ اللّٰهَ عَزِيْزٌ
حَكِيْمٌ - ٢٧

Translation:

27. And if the earth's trees were pens, Allah's sentences would not have been finished even if seven additional seas had been added as ink. Undoubtedly, Allah is Strong and Wise.

From the passage above, we can see that Allah Swt communicates his knowledge by writing with pens and the seven seas as ink, and not more, because Allah's knowledge is unlimited. As animals, we require knowledge, even if it is a little seed. By writing, everyone can communicate what Allah provided for Muslims and understand it. Allah also taught us to write.

In surah Al-Zalzalah verse 7, the holy Al-Qur'an explains the importance of writing and its existence:

فَمَنْ يَّعْمَلْ مِثْقَالَ ذَرَّةٍ خَيْرًا يَّرَهٗۚ
٧ –

Translation:

7. Accordingly, whomever acts good will undoubtedly see (hear) it.

This verse informs us that Allah Swt will account for every good and bad deed on the last day. Writing about a helpful knowledge can provide good acts for us until we die. Allah says writing is a way to achieve knowledge and social standing. Writing helps humans learn.

The Prophet sallallaahu'alaihi wa sallam related what 'Abdullah bin 'Amr and Anas bin Malik radhiyallahu 'anhuma said:

قَيِّدُوا العِلمَ بالكِتابِ

The meaning:

"Hold the science by writing." (Narrated by Syaikh Al-Albani no. 4434)

The Prophet's treatise in the hadith is meant to connect knowledge so it isn't easily forgotten. Without writing, we can't trace ancient civilizations. Friends, tabi'in, and tabi'ut tabi'in tell us to document what we learn.

When Abdullah bin Amr's companions grumbled about him writing the Prophet's words, he consulted with him.

The Prophet sallallaahu'alaihi wa sallam then commanded Abdullah bin Amr bin Ash radhiyallahu'anhu, "Write! Nothing but the truth emanates from my words, according to the One in Whose Hand my soul is.

مَا مِنْ أَصْحَابِ النَّبِيِّ صَلَّى اللهُ عَلَيْهِ وَسَلَّمَ أَحَدُ أَكْثَرَ حَدِيثًا عَنْهُ مِنِّي، إِلَّا مَا كَانَ مِنْ عَبْدِ اللَّهِ بْنِ عَمْرٍو، فَإِنَّهُ كَانَ يَكْتُبُ وَلاَ أَكْتُبُ

The Meaning:

"None of the companions of the Prophet Muhammad witnessed more (narrated) hadiths from him (Sallallahu 'Alaihi Wasallam) than me, with the exception of Abdullah bin Amr, who used to write while I did not." (As per Bukhari No. 113, narrated)

Writing helps us recall and understand what we write. We are led to imprint deeper in our minds. By writing, we embed knowledge in our thoughts.

2.1.2.2 **The Writing Process**

Harmer (2004:86) said the writing process contains several steps. Four main elements:

1. Planning. Preparing involves planning. In the planning stage, concepts are written. Taking notes may help.
2. Drafting. Drafting is putting your ideas and thoughts on paper, approximately. This level involves text editing. Drafts are first versions of articles.
3. Editing. First drafts are revised by students. After reading unclear or complex writing, authors develop their works. When preparing a manuscript for publication, editing is essential. According to Richards and Willy, authors review all parts of editing so that they are simple to understand. Additionally, it improves the sentence form and accuracy of textual evidence like quotes and examples.

4. Final Draft. Posts produce final drafts. After editing, the author creates a final draft. As much as feasible, editing may change the initial plan and

first draft. as needed for final draft. As much as feasible, editing may change the plan and first draft.

2.1.2.3 **The Characteristics of Good Writing**

Daulay (2014:13) said using studied terminology and concepts in a meaningful situation motivates students. Subject-matter skills help students learn English. Strong writing requires good structure and appropriate terminology.

2.1.3 **The.Descriptive.Text**

2.1.3.1 **The Definition of Descriptive Text**

"Describe" is the root of "description." Drawing, illuminating, or visualizing a thing, location, or person is part of the description process. Using descriptive prose to visualize a concept or point of view (Dirgeyasa, 2014:17).

A item (a person, an animal, or an idea) is described in descriptive writing so that readers may picture it (Wardiman, 2008:16). People or objects are described in descriptions. Its goal is to completely and clearly explain a person, place, or thing (Schachter, 2005:5).

Readers can better picture, hear, feel, and touch events with the aid of descriptive text. Describes. According to Mazida (2022:26), descriptive writing draws the reader in, develops characters, generates mood, and makes text come to life.

2.1.3.2 **The Parts of Descriptive Text**

According to Siahaan & Shinoda (2008:89), the following are necessary for writing a descriptive text:

1. A social role. A person, place, thing, or animal is described in descriptive writing.
2. General Organization. Descriptive texts generally follow the following structure:
   - Identifying the phenomena to be described.
   - Skillfully describing components, features, or traits.

3. Grammar-related Elements. Several grammatical elements of descriptive writing include the following:
   - Most descriptions are written in the present tense. The past perfect describes the past.
   - Use action verbs to describe actions.
   - Mental verbs express emotions.

1.1.3.3 **The Example of Descriptive Text**

Example of Descriptive text with the theme of "Get to Know Each Other" by describing a person.

My Best Friend, Naura

I have a good friend named Naura Fitria. Naura is my classmate in junior high school. I met Naura in 7th grade, at that time she helped me with my math homework. We have become close and chose to sit together so that we can discuss about lessons at school.

Identification

Naura is 15 years old. She has tan skin and moist. She is quite tall around 155 cm and a bit chubby but still commensurate with her height. She has oval face with acute dimple on her cheek. Naura is such a friendly, smart, and a little chatty girl. Naura likes to help friends who are in trouble and never underestimate others. Naura and I have the same hobby, namely watching movies, we are both fans of Japanese Anime movies and lovers of spicy noodles. Sometimes we often fight about small things like food because Naura is a stingy girl. But the fight did not last long because Naura is my best friend.

Description

I hope Naura will always be my friend and does not forget the moments we spent together. Hopefully Naura be better person in the future.

Conclusion

2.2 **The Previous Research**

There are some previous study that have the same fields with this research which was implemented Hybrid Learning Activity as follows:

1. Derin Periyana (2016), "The Effect of Using Blended Learning Model on Students' Reading Comprehension of Exposition Text," research study (A Quasi-experimental Study at the Eleventh Grade of SMA Negeri 4 Kota Tangerang Selatan in the 2015-2016 Academic Year). A hybrid experiment was used in this study. While the control class did not, the experimental class did apply integrated learning approach. The purpose of this study was to find out if blended learning enhanced students' ability to comprehend expositional literature.
2. The Effectiveness of Blended Learning Model on Students' Writing Competence: A Pre-Experimental Study at Eleventh Grade Students of SMA 19 GOWA Academic Year 2018/2019 by Andi Sriwahyuni, 2019. This pre-experimental quantitative study was conducted. This study looked at whether the integrated learning approach at SMA Negeri 19 Gowa improved the writing abilities of students in the 11th grade.
3. Yuni Rolita Utami (2020), "The Effect of Using Whatsapp in Blended Learning on Student's Ability in Writing Descriptive Text" Quasi-Experimental Research for SMAN 5 Kembang Mumpo 10th Grade. It was a sort of experiment in this investigation. The purpose of this study was to gather empirical data regarding students' writing skills when using WhatsApp for blended learning.
4. Sri Hariyati, "An Analysis of Online English Learning in the Covid-19 Pandemic at Senior High School," research paper, 2020. It made use of descriptive qualitative research. The data analysis shows that teachers have a favourable opinion of online English learning and that learning English

online is simpler. Online English instruction cannot improve the effectiveness of the English process in achieving learning goals.

5. The Perception in Implementation Blended Learning Model a journal by Moch Ardiansyah (2021). The research was conducted a Qualitative Descriptive. This study's design Qualitative Descriptive is easiest because it clearly describes participant answers. Interview guidelines were utilized to collect research data. This study found that blended learning can assist teachers analyze their learning progress and increase student education.
6. Divine, Cristina E. Tiangco, Lorico DS. Lapitan Jr., and An effective blended online teaching and learning strategy during the Covid-19 Pandemic is presented in the journal article by Angela G. Simalinog, Noel S. Sabarillo, and Joey Mark Diaz from 2021. For other undergraduate Chemistry lecture courses, this method can be changed to fully online interaction. The conclusions and insights from this study will support hybrid development in higher education after COVID 19.
7. The Effect of Blended Learning Model Toward Students' Writing Ability, Sri Wahyuni (2018), journal. This study was conducted to find out how SMAN 6 Pekanbaru's 11th grade students' writing skills were affected by blended learning. For data, a writing test is given. While the control group received lectures, the experimental group was instructed through Telegram Messenger. Student writing is enhanced via blended learning.
8. Arta, G, Ratminingsih, N, Santosa, M (2019), journal on title “The Effectiveness of Blended Learning Strategy On Students’ Writing Competency of The Tenth Grade Students”. Descriptive and inferential analyses were performed. Inferential analysis showed a significant difference in writing competency between students taught by Blended Learning Strategy and those taught by conventional technique. This research aimed to determine if there was a significant difference in writing competency of tenth grade students at SMA Negeri 1 Singaraja.
9. The Use of Blended Learning in EFL (Writing Skills): A Case for Rosetta Stone Software, Gina V. Ryabkova (2020), journal. Rosetta Stone treatment developed by MAI to examine the impact on writing abilities of

EFL students. The experimental group outperformed the control group with the same level of schooling. At MAI, blended learning helped students' EFL writing abilities.

10. "Hybrid Learning as an Effective Learning Solution on Intensive English Program in the New Normal Era" journal, Muhammad Nashir and Roudlotun Nurul Laili, 2021. The Intensive English Program's use of hybrid learning and how student conduct related to this paradigm were explored in this qualitative descriptive journal. The study discovered that conversation practice is beneficial for students of intensive English. This study described hybrid as a type of educational approach at. This study explained hybrid as a sort of learning solution at STIKES Banyuwangi as an adaptation to the new normal era.

2.3 **The Conceptual Framework**

This study examines how hybrid learning affects students' overall writing skills. The middle schooler is described in the descriptive text for "Get to Know Each Other". The government decided to extend the school closings because the Covid-19 epidemic became more prevalent.

Hybrid learning combines in-person learning with online study at various times. Online education makes use of networks and computer-based media. Teachers and students are using the government's online learning media during the Covid-19 pandemic so they can study whenever they want, whenever they are, without being restricted by time, space, or location.

This researchs' conceptual framework is shown below:

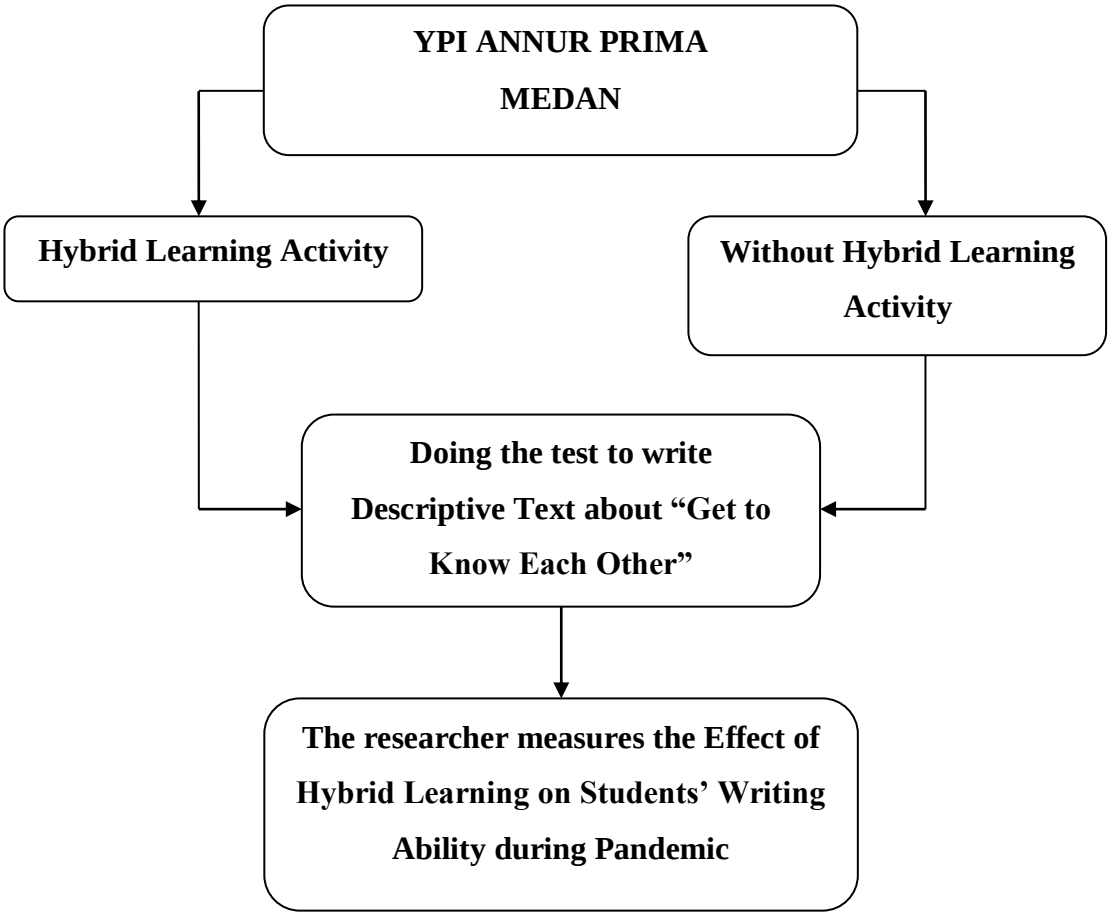

Figure 2.1 Conceptual Framework

2.4 The Research Hypothesis

Based on the research problem above, the hypothesis can be stated as follows:

H_a = There is a significant effect of Hybrid Learning Activity on Students' Writing Ability during Pandemic.

H_0 = There is no a significant effect of Hybrid Learning Activity on Students' Writing Ability during Pandemic.

CHAPTER III
RESEARCH METHODOLOGY

3.1 The Location of Research

This research was conducted at class VIII of YPI ANNUR PRIMA Medan in 2022/2023 Academic Year. This school is located in street Rawe No. 23 A LK. VI, Tangkahan, Medan Labuhan, Kota Medan, North Sumatera, with postal code 20251. The reasons for choosing this school were because:

1. According to prevoius observation, this school has the needed research information.
2. Students should be sampled representatively.
3. The similar research has never been done and students still struggle with descriptive writing.

3.2 The Population and Sample

The population has attributes and characteristics the researcher wants to understand and infer. The researcher assumes a population's uniformity and qualities instead of analyzing it (Sugiyono, 2013:80). Population is a group of items or cases that meet specified characteristics and are used to generalize research results (Mcmillan, 1996:85).

This research includes both classes of class VIII at YPI ANNUR PRIMA Medan in 2022/2023. Each classes consist of 30 students. The researcher chose the eighth grade of YPI ANNUR PRIMA Medan because some pupils have trouble writing descriptive language. The study included 60 students.

Tabel 3.1
Population of Research

No	Class	Students
1	IX-A	30
2	IX-B	30
Total		60

Source: Office Administration of YPI ANNUR PRIMA

The sample reflects population characteristics (Salim, 2016:113). In this analysis, the sample represents the researcher's whole target population. According to Arikunto (1993:107), if the population is smaller than 100, the full sample can be taken and the research becomes a population study. Because there were two 8th grade classrooms, the researcher divided them into two groups: 30 pupils from VIII-A and 30 from VIII-B.

Tabel 3.2
Sample of Research

No	Class	Students
1	IX-A	30
2	IX-B	30
Total		60

3.3 The Design of Research

Research is the scientific study of a problem. It provided reliable, relevant information. According to Ary et al (2010:23), hypothesis testing and objective data gathering lead to systematic, generalizable, and repeatable discoveries.

This research uses quasi-experimental approach to determine cause-and-effect between two variables. In quasi-experimental research, the researcher compares experimental and control groups (Mertens, 2010:138). This type of experiment uses the scientific method to control factors and observe the outcomes of an action (Sitorus, 2016:111). Table 1 describes quasi-experimental:

Tabel 3.3
Pre-Test and Post-Test Design

Group		Treatment		Class
Select Experimental Group	Pre-test	Experimental Treatment (Using Hybrid Learning Activity)	Post-test	VIII-B

Select Control Group	Pre-test	Treatment (Without Using Hybrid Learning Activity)	Post-test	VIII-A

The researcher took experimental and control seminars on the above design. The experimental class teaches descriptive text using hybrid learning, while the control class does not. In the experimental class, a pre-test is administered before teaching descriptive text. The experimental class teaches descriptive text utilizing hybrid learning, while the control class does not. After three meetings, a post-test is provided to measure the impact of hybrid learning on students' academic writing.

3.4 The Operational Variable

The research subject or viewpoint is a variable. Variables were referred to as study essentials by Arikunto (2010:37). There are independent and dependent variables in this study.

1. In this study on the teaching of descriptive text, the hybrid learning activity is the independent variable (variable X). This approach is utilized to comprehend the impact of the hybrid learning activity on the capacity of 30 students in the eighth grade at YPI ANNUR PRIMA Medan to compose descriptive prose.
2. The students' writing skills in the descriptive paragraph are the dependent variable (variable Y). It is hoped that the students would effectively communicate their ideas by writing a descriptive text.

3.5 The Instrument of Research

An instrument in research is a device or method used to gather information in order to address a question (Mlingo, 2016:78). The method of data analysis serves as the instrument. Various research instruments are employed. The exam is in writing. A written test is put together by the researcher by:

The researcher invited experimental and control group students to write a 500-word description of "Get to Know Each Other". The exercise required writing anecdotal material. At the first meeting, both the experimental and control classes took the same pre-test. The researcher assigns a grade for their final project. The post-test evaluated the students' potential following therapy. Following therapy, the researcher asked students to compose a 500-word profile of their best friend. The equipment for both tests is listed in Appendix 8.

3.6 The Technique of Data Collection

1. Pre-Test

Pre-testing evaluates results prior to therapy (Salkind, 2012). To ascertain whether the two groups were homogeneous, pre-tests were administered to the students in the experimental and control groups. This is carried out prior to therapy. Afterward, the researcher graded the response sheets. As a result, the researcher is able to concentrate on the students' initial score before administering the remedy (Gravetter and Forzano, 2016:251). Prior to treatment, the pretest established the pupils' foundational competencies.

2. Treatment

After the pre-test, students received treatment. Different things were learned by the experimental and control groups. Hybrid learning activities are used to teach descriptive writing to the experimental group, but not to the control group. The same instructions are given to the experimental and control groups.

After pre-test, therapy must be done three times. The researcher discussed descriptive language and provided an example by describing a person in the initial course of treatment. In the second therapy, the students learned how to define a person. The study's example was My Best Friend, Naura. In the final intervention, the researcher gave the students a pattern to follow as they wrote their descriptive writing.

Table 3.4
The Activities of Experimental and Control Class

No	The Activities	Experimental Class	Control Class
1.	Pre-Test (17May 2022)	Learning activity: - Researcher get acquainted in front of students. - Gave the pre-test and collecting the result of the pre-test.	Learning activity: - Researcher get acquainted in front of students. - Gave the pre-test and collecting the result of the pre-test.
2.	First Meeting (19May 2022)	Learning activity: - Taught with Face to face learning. - Explained descriptive text material in front of the class. - Discussed the material based on lesson plan. - Wrote the example of descriptive text about describing a person with the appropriate arrangements of introduction, description, and conclusion. - Gave some new	Learning activity: - Taught with Face to face learning. - Explained descriptive text material in front of the class. - Discussed the material based on lesson plan. - Wrote the example of descriptive text about describing a person with the appropriate arrangements of introduction, description, and conclusion. - Gave some new

		vocabulary. - Did some questions and asnwers.	vocabulary. - Did some questions and asnwers.
3.	Second Meeting (22 May 2022)	<u>Learning activity:</u> - Taught with Synchronous Learning. - Delivered descriptive text material during class hours at home using online media Zoom Cloud Meetings. - Discussed the material based on lesson plan through Ms. Power Point. - Showed the example of descriptive text about describing a person with the appropriate arrangements of introduction, description, and conclusion. - Reviewed the grammatical rules and new vocabulary. - Did a short test during the lesson. - Wrote text descriptive that was given and discussed it together.	<u>Learning activity:</u> - Taught with Face to face learning. - Delivered descriptive text material in the class. - Used book and pen to write importantvocabulary. - Reviewed the grammatical rules. - Showed the example of descriptive text about describing a person with the appropriate arrangements of introduction, description, and conclusion. - Discussed the text together by writing it on the whiteboard.

4.	Third Meeting (24May 2022)	<u>Learning activity:</u> - Taught with Asynchronous Learning. - Delivered descriptive text material during at predetermined time outside of class hours using online media Whatsapp Group. - Discussed the material that have been sent via file. - Showed the example of descriptive text about describing a person with the appropriate arrangements of introduction, description, and conclusion. - Reviewed the grammatical rules and new vocabulary. - Did a short test and collected on the same day.	<u>Learning activity:</u> - Taught with Face to face learning. - Discussed descriptive text material in the class. - Began to real writing process - Asked the students to make a simple example of descriptive text.

5.	Post-Test(27 May 2022)	Learning activity: - Reviewed the previous subjects. - Regained the memory of the last lesson. - Discussed some questions from students. - Gave the post-tes and collecting the result of the post-test.	Learning activity: - Reviewed the previous subjects. - Regained the memory of the last lesson. - Discussed some questions from students. - Gave the post-tes and collecting the result of the post-test.

There are four basic procedures for closing class: praising students' efforts, summarizing what they have learned, encouraging them to be better, and praying. Both classes ended each meeting with these steps.

3. Post-Test

A post-test is administered after a lesson plan (Susilawati, 2017:106). Both the experimental and control groups took a post-test following treatment. The post-test assesses how hybrid learning has affected both classes' writing skills throughout the outbreak. The 1-item post-test essay is distributed by the researcher. The test and pre-test included the same items.

3.7 **The Technique for Data Analyzing**

In the experimental class, the researcher would employ hybrid learning, and in the control class, course review, to gauge the students' writing proficiency. The researcher will assess normality, homogeneity, reliability, validity, and hypothesis after compiling all student findings. The researcher will use the T-test to compare pre- and post-test scores in experimental and control classes after normality and homogeneity checks.

Gain Score analysis is a technique for data analysis from experimental design that compares post-test and pre-test results. It is used when there is

interaction, difference, or pre-score between groups.Gain score = post-test – pre-test

1. Experimental group = post-test – pre-test
2. Control group = post-test – pre-test

To compare the experimental and control group by using T-test, as follows:

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

Description:

t = Amount Score

Ma = Mean of the Experimental Group

Mb =Mean of the Control Group

da^2 = Standard Deviation of the Experimental Group

db^2 = Standard Deviation of the Control Group

Na = Total numbers of the Experimental Group

Nb = Total numbers of the Control Group

3.7.1 **Normality Test**

The purpose of the normality test is to examine whether a collection of data is adequately described by a normal distribution and to compare the likelihood that the underlying random variables will follow a normal distribution. The Lilifors test is used to determine whether variable X is normal:

1. Perception X1, X2, Xn, made permanent number Z1, Z2,….Zn by formula:

$$Z_i = \frac{x_i - \bar{x}}{SD}$$

Description:

x = Average Sample

$\bar{x}$ = Mean Score

S = Standard Deviation

2. For each of these raw numbers using standard normal distribution is calculated odds F (Zi) = P ($Z \leq Zi$)
3. Furthermore, in calculating the proportion that expressed by S (Zi) then:

$$S\ (Z_i) = \frac{Totalof\ Z_i, Z_2 \ldots Z_n which \leq Z_n}{n}$$

4. Calculate F (Zi) – S (Zi) and define the absolute price
   Determine the largest pricse of the difference F (Zi) – S (Zi) as Lo.

3.7.2 **Homogeneity Test**

Homogeneity Test determines if the sample variance is the same or homogeneous :

$$F = \frac{The\ highest\ variants}{The\ lowest\ variants}$$

Criteria for testing Ho is rejected if $F \geq F_{0,05}$ (v1, v2) where $F_{0,05}$ (v1, v2) obtained from the F distribution list with a chance of $\alpha = 0{,}05$ and $\alpha = 0{,}01$, whereas the v1 and v2 degrees of freedom each corresponding to df numerator and denominator of the formula above.

3.7.3 **Reliability Test**

The reliability method emphasized consistency. Reliability also helps researchers determine if an instrument is suitable for pre- and post-test

This research used written test as the instrument of the test that was taken from the English Student Worksheets for grade VIII semester II curriculum K-13 for Junior High School students that published by Buku Sekolah Elektronik

(BSE).

3.7.4 **Validity Test**

Validity of the test means its accuracy in measuring the thing. This research examined content validity. Content validity means experts' rational interpretation of the test's feasibility or relevance.

Pearson Product Moment with deviation formula measured validity:

$$r_{xy} = \frac{\Sigma_{xy}}{\sqrt{(\Sigma x^2)(\Sigma y^2)}}$$

In which:

r_{xy} = Correlation Coefficient r Pearson

n = Number of Samples

X = Independent Variable

Y = Dependent Variable

3.8 **The Statistical Hypothesis**

Based on the problem of the research , the hypothesis is formulated as the following:

Ho : μA = μB

Ha : μA > μB

In which:

A : Hybrid Learning Activity

B : Without Hybrid Learning Activity

1) If test > Ttable = Ha is accepted and Ho is rejected , but
2) If test ≤ Ttable = Ha is rejected and Ho is accepted

Alternative Hypothesis (Ha) states that students who get instruction through hybrid learning during a panel discussion perform much better than students who receive instruction without hybrid learning.

Null hypothesis (Ho) states that there is no discernible difference between pupils who receive hybrid learning during a pandemic and those who do not receive hybrid learning in terms of their ability to write descriptive texts.

CHAPTER IV
RESEARCH FINDINGS AND DISCUSSION

4.1 The Data Description

This study used a quasi-experimental design to collect quantitative data. Research revealed two types of data. VIII-A was the control class while VIII-B was experimental. Students' pre- and post-tests provided the data. Before therapy, the pre-test was given in the first class meeting. 17 May 2022. Post-test was given at the last class meeting after therapy. Post-test was April 27, 2022. The researcher collected student scores after collecting class data to analyze it.

4.1.1 The Description of Writing Descriptive Text of The Experimental Class

The 30-student class used Hybrid Learning Activity. Table shows descriptive analysis results. Table 4.1 shows pre-test and post-test scores in experimental class at YPI ANNUR PRIMA Medan in 2022/2023. Table 4.1 and appendix 3 show the score below:

Table 4.1
The Score of Pre-Test and Post-Test in Experimental Class

Data	Score of Pre-Test	Score of Post-Test
Total Score	2175	2736
Mean	72,5	91,2
Variants	53	64,7
Standard Deviation	7,2	8

Based on the data above, there were 30 pupils in class VIII-Bas, the experimental class, and the lowest pre-test scores were 60 and 65. 8 pupils were counted at 70. 7 students scored 75, and 8 scored 80. 1 student had an 85 pre-test score. The experimental class had 2175 pre-tests, averaging 7.2.

The lowest post-test score was 80, which 6 pupils got, then 82, 85, and 89. At 90, 4 pupils got 95, and 3 got 98. Nine pupils scored 100. Post-test scores were 2736 and the mean was 8.

4.1.2 The Description of Writing Descriptive Text of The Control Class

The 30-student control class was taught without Hybrid Learning or Conventional Teaching. Table shows descriptive analysis results. The table 4.2 below shows pre-test and post-test scores in control class at YPI ANNUR PRIMA Medan in 2022/2023. Table 4.2 and appendix 3 show the score:

Table 4.2
The Score of Pre-Test and Post-Test in Control Class

Data	Score of Pre-Test	Score of Post-Test
Total Score	2096	2455
Mean	69,8	81,8
Variants	49	52,5
Standard Deviation	7	7,2

Based on the data above, class VIII-Aas had 30 pupils, and the lowest pre-test scores were 50 and 60. 65 = 4 pupils. 9 students got 70, 7 got 75, and 3 got 77. Two students scored 80 on the pre-test. The experimental class had 2096 pre-tests, averaging 69.8.

The lowest post-test score was 70, which 5 students got, followed by 75, 80, 85, and 90. Two pupils scored 95. Post-test scores were 2455 and 81.8.

4.1.3 The Gained Score of Experimental and Control Class

Post-test minus pre-test score equals gained score. The acquired score is the difference between pre-test and post-test to determine a treatment's success. Thus, figures 4.3 and 4.4 below show the target of pre-test to post-test gains in experimental and control classes at YPI ANNUR PRIMA Medan in 2022/2023. Tables 4.3, 4.4, and appendix 3 show the obtained score:

Table 4.3
The Gained Score of Pre-Test and Post-Test in Experimental Class

N-Gain Score	N-Gain Score (%)
21,1378571	2113,78571

From the test results, data was calculated to see if the Hybrid Learning Activity improved students' writing. Using t-test formula, the data was evaluated. Pre-test was 2175 and post-test was 2736. The differences of pre-test and post-test were ∑N-Gain Score (100%) = 2113,78. Pre-test lowest score was 60, post-test 80. High percentage of students with low and very low competence levels in this initial test were unable to choose the most appropriate terms from the list. Students' various skills, learning processes, and learning consciousness affected exam scores.

Table 4.4
The Gained Score of Pre-Test and Post-Test in Control Class

N-Gain Score	N-Gain Score (%)
12,255176	1225,5176

From the test results, data was calculated to see if the Hybrid Learning Activity improved students' writing. Using t-test formula, the data was evaluated. Pre-test was 2096 and post-test was 2455 in control class. The differences of pre-test and post-test were ∑N-Gain Score (100%) = 1225,51. Pre-test lowest score was 60, post-test 95. High percentage of students with low and very low competence levels in this initial test were unable to choose the most appropriate terms from the list. Students' various skills, learning processes, and learning consciousness affected exam scores.

4.1.4 **The Data Analysis**

Three methods of analysis were used by the researcher. To see if the preliminary data satisfied the criteria for the t-test and hypothesis test, the researcher first checked for normality and homogeneity. Second, the F-Test was conducted by the researcher as a prerequisite for the T-Test. This phase examines

the validity of the hypothesis. In order to determine whether the hybrid learning activity has a substantial impact on students' writing descriptive abilities, the researcher lastly calculated the statistical hypothesis.

4.1.4.1 **Preliminary Analysis**

4.1.4.1.1 **Descriptive Analysis**

4.1.4.1.1.1 **The Data of Pre-Test in Experimental Class**

Based on calculator, manual accounting, and Microsoft Excel 2007 calculations, the mean score was 72.5%, the variance was 53%, and the standard deviation was 7.2%. The score ranged from 60 to 85. Table 4.5 and appendix 3 contain statistical data:

Table 4.5
Frequency Distribution of Pre-Test in Experimental Class

No	Xi	Fi	Fi Xi	Xi^2	Fi Xi^2
1.	60	5	300	3600	18000
2.	65	1	65	4225	4225
3.	70	8	560	4900	39200
4.	75	7	525	5625	39375
5.	80	8	640	6400	51200
6.	85	1	85	7225	7225
Total		**30**	**2175**	**31975**	**159225**

Based on the data above, it can be seen that the result of Fi Xi^2 is 159225 and FiXi is 2175. Then the following is the calculation of mean, variant and standard deviation.

For accounting Mean ($\bar{x}$):

$$\bar{x} = \frac{\sum Fi\ Xi}{\sum Fi}$$

In which:

$\bar{x}$ = The mean score

$\sum$ Fi Xi = The sum of students' score

$\sum$ Fi = Number of Sample

So,

$$\bar{x} = \frac{\sum Fi\ Xi}{\sum Fi}$$

$$\bar{x} = \frac{2175}{30}$$

$$\bar{x} = 72{,}5$$

For accounting Variant:

$$S^2 = \frac{n\sum FiXi^2 - (\sum Fi\ Xi)^2}{n\ (n-1)}$$

In which:

S^2 = Variant

n = Number of Sample

So,

$$S^2 = \frac{n\sum FiXi^2 - (\sum Fi\ Xi)^2}{n\ (n-1)}$$

$$S^2 = \frac{30 \text{ x } 159225 - (2175)^2}{30\ (30-1)}$$

$$S^2 = \frac{4776750 - 4730625}{30\ (29)}$$

$$S^2 = \frac{46125}{870}$$

$$S^2 = 53$$

For accounting Standard Deviation (SD):

$$S = \sqrt{S^2}$$

$$S = \sqrt{53}$$

$$= 7{,}2$$

4.1.4.1.1.2 **The Data of Post-Test in Experimental Class**

The mean score was 91.2, the variant was 64.7, and the standard deviation was 8. Maximum score was 100, minimum 80. Table 4.6 provides statistical data:

Table 4.6
Frequency Distribution of Post-Test in Experimental Class

No	Xi	Fi	Fi Xi	Xi^2	Fi Xi^2
1.	80	6	480	6400	38400
2.	82	2	164	6724	13448
3.	85	2	170	7225	14450
4.	89	2	178	7921	15842
5.	90	4	360	8100	32400
6.	95	2	190	9025	18050
7.	98	3	294	9604	28812
8.	100	9	900	10000	90000
Total		**30**	**2736**	**64999**	**251402**

Based on the data above, it can be seen that the result of Fi Xi^2 is 251402 and Fi Xi is 2736. Then the following is the calculation of mean, variant and standard deviation.

For accounting Mean ($\bar{x}$):

$$\bar{x} = \frac{\sum Fi\ Xi}{\sum Fi}$$

In which:

$\bar{x}$ = The mean score

$\sum$ Fi Xi = The sum of students' score

$\sum$ Fi = Number of Sample

So,

$$\bar{x} = \frac{\sum Fi\ Xi}{\sum Fi}$$

$$\bar{x} = \frac{2736}{30}$$

$$\bar{x} = 91{,}2$$

For accounting Variant:

$$S^2 = \frac{n\sum FiXi^2 - (\sum Fi\ Xi)^2}{n\ (n-1)}$$

In which:

S^2 = Variant

n = Number of Sample

So,

$$S^2 = \frac{n\sum FiXi^2 - (\sum Fi\ Xi)^2}{n\ (n-1)}$$

$$S^2 = \frac{30 \text{ x } 251402 - (2736)^2}{30\ (30-1)}$$

$$S^2 = \frac{7542060 - 7485696}{30\ (29)}$$

$$S^2 = \frac{56364}{870}$$

$$S^2 = 64{,}7$$

For accounting Standard Deviation (SD):

$S = \sqrt{S^2}$

$S = \sqrt{64{,}7}$

$= 8$

4.1.4.1.1.3 **The Data of Pre-Test in Control Class**

The mean score was 69.8, the variant was 49, and the standard deviation was 7. Minimum score was 50, maximum was 80. Table 4.7 provides statistical data:

Table 4.7
Frequency Distribution of Pre-Test in Control Class

No	Xi	Fi	Fi Xi	Xi^2	Fi Xi^2
1.	50	1	50	2500	2500
2.	60	4	240	3600	14400
3.	65	4	260	4225	16900
4.	70	9	630	4900	44100

5.	75	7	525	5625	39375
6.	77	3	231	5929	17787
7.	80	2	160	6400	12800
Total		**30**	**2096**	**33179**	**147862**

Based on the data above, it can be seen that the result of Fi Xi^2 is 147862 and FiXi is 2096. Then the following is the calculation of mean, variant and standard deviation.

For accounting Mean ($\bar{x}$):

$$\bar{x} = \frac{\sum Fi\ Xi}{\sum Fi}$$

In which:

$\bar{x}$ = The mean score

$\sum$ Fi Xi = The sum of students' score

$\sum$ Fi = Number of Sample

So,

$$\bar{x} = \frac{\sum Fi\ Xi}{\sum Fi}$$

$$\bar{x} = \frac{2096}{30}$$

$$\bar{x} = 69{,}8$$

For accounting Variant:

$$S^2 = \frac{n\sum FiXi^2 - (\sum Fi\ Xi)^2}{n\ (n-1)}$$

In which:

S^2 = Variant

n = Number of Sample

So,

$$S^2 = \frac{n\sum FiXi^2 - (\sum Fi\ Xi)^2}{n\ (n-1)}$$

$$S^2 = \frac{30 \text{ x } 147862 - (2096)^2}{30\ (30-1)}$$

$$S^2 = \frac{4435860 - 4393216}{30\ (29)}$$

$$S^2 = \frac{42644}{870}$$

$$S^2 = 49$$

For accounting Standard Deviation (SD):

$S = \sqrt{S^2}$

$S = \sqrt{49}$

$= 7$

4.1.4.1.1.4 **The Data of Post-Test in Control Class**

The mean score was 81.8%, the variance was 52.5%, and the standard deviation was 7.2%. Minimum score was 70, maximum was 95. Table 4.8 provides statistical data:

Table 4.8
Frequency Distribution of Post-Test in Control Class

No	Xi	Fi	Fi Xi	Xi^2	Fi Xi^2
1.	70	5	350	4900	24500
2.	75	1	75	5625	5625
3.	80	11	880	6400	70400
4.	85	6	510	7225	43350
5.	90	5	450	8100	40500
6.	95	2	190	9025	18050
Total		**30**	**2455**	**41275**	**202425**

Based on the data above, it can be seen that the result of Fi Xi^2 is 202425 and Fi Xi is 2455. Then the following is the calculation of mean, variant and standard deviation.

For accounting Mean ($\bar{x}$):

$$\bar{x} = \frac{\sum Fi\ Xi}{\sum Fi}$$

In which:

$\bar{x}$ = The mean score

$\sum$ Fi Xi = The sum of students' score

$\sum$ Fi = Number of Sample

So,

$$\bar{x} = \frac{\sum Fi\ Xi}{\sum Fi}$$

$$\bar{x} = \frac{2455}{30}$$

$$\bar{x} = 81{,}8$$

For accounting Variant:

$$S^2 = \frac{n\sum FiXi^2 - (\sum Fi\ Xi)^2}{n\ (n-1)}$$

In which:

S^2 = Variant

n = Number of Sample

So,

$$S^2 = \frac{n\sum FiXi^2 - (\sum Fi\ Xi)^2}{n\ (n-1)}$$

$$S^2 = \frac{30 \text{ x } 202425 - (2455)^2}{30\ (30-1)}$$

$$S^2 = \frac{6072750 - 6027025}{30\ (29)}$$

$$S^2 = \frac{45725}{870}$$

$$S^2 = 52{,}5$$

For accounting Standard Deviation (SD):

$$S = \sqrt{S^2}$$

$$S = \sqrt{52{,}5}$$

= 7,2

4.1.4.1.2 **Normality Test**

In Microsoft Excel 2007, the Lilliefors method was used to analyze the normality test and manually count the results. This test must be performed before a ttest. It determines if the data for two classes are distributed consistently. Two normality tests were performed: one before and one after therapy.

4.1.4.1.2.1 **Normality Test Pre-Test in Experimental and Control Class**

The result of normality test of Pre-Test in Experimental and Control Class can be seen in the Appendix 2 :

For Experimental Class

Finding Z Score:

$$z_i = \frac{x_i - \bar{x}}{s}$$

In which:

x =Average Sample

s = Standard Deviation

So,

$$z_i\ 1 = \frac{60-72,5}{7,2} = -1,73$$

$$z_i\ 2 = \frac{65-72,5}{7,2} = -1,04$$

$$z_i\ 3 = \frac{70-72,5}{7,2} = -0.34$$

$$z_i\ 4 = \frac{75-72,5}{7,2} = -0,35$$

$$z_i\ 5 = \frac{80-72,5}{7,2} = 1.04$$

$$z_i\ 6 = \frac{85-72,5}{7,2} = 1,73$$

Finding S(Zi):

$$S(Zi) = \frac{Fkum}{n}$$

So,

$\frac{5}{30} = 0{,}1666$

$\frac{6}{30} = 0{,}2$

$\frac{14}{30} = 0{,}4666$

$\frac{21}{30} = 0{,}7$

$\frac{25}{30} = 0{,}8333$

$\frac{30}{30} = 1$

From the results, it can be seen that Liliefors observation or L_o = 0,0175with n = 30 and at real level α = 0,05 from the list of critical value of Lilifors table or L_t= 0,1617. It is known that the coefficient L_o (0,0175) <L_t(0,1617). So it can concluded that the data distribution of the students' writing ability is **normal.**

For Control Class

Finding Z Score:

$$z_i = \frac{x_i - \bar{x}}{s}$$

In which:

x =Average Sample

s = Standard Deviation

So,

$z_i\ 1 = \frac{50-69{,}8}{7} = -2{,}90$

$z_i\ 2 = \frac{60-69{,}8}{7} = -1{,}4$

$z_i\ 3 = \frac{65-69{,}8}{7} = -0{,}69$

z_i 4$= \frac{70-69,8}{7} = 0,03$

z_i 5$= \frac{75-69,8}{7} = 0,74$

z_i 6$= \frac{77-69,8}{7} = 1,02$

z_i 7$= \frac{80-69,8}{7} = 1,45$

Finding S(Zi):

$S(Zi) = \frac{Fkum}{n}$

So,

$\frac{1}{30} = 0,0333$

$\frac{5}{30} = 0,1666$

$\frac{9}{30} = 0,3$

$\frac{18}{30} = 0,6$

$\frac{25}{30} = 0,8333$

$\frac{28}{30} = 0,9333$

$\frac{30}{30} = 1$

From the results, it can be seen that Liliefors observation or L_o = -0,0174with n = 30 and at real level α = 0,05 from the list of critical value of Lilifors table or L_t= 0,1617. It is known that the coefficient L_o (-0,0174) <L_t(0,1617). So it can concluded that the data distribution of the students' writing ability is **normal.**

4.1.4.1.2.2 **Normality Test of Post-Test in Experimental and Control Class**

The result of normality test of Post-Test in Experimental and Control Class can be seen in the Appendix 2 :

For Experimental Class

Finding Z Score:

$$z_i = \frac{x_i - \bar{x}}{s}$$

In which:

x =Average Sample

s = Standard Deviation

So,

$$z_i\ 1 = \frac{80-91,2}{8} = -1,4$$

$$z_i\ 2 = \frac{82-91,2}{8} = -1,15$$

$$z_i\ 3 = \frac{85-91,2}{8} = -0,78$$

$$z_i\ 4 = \frac{89-91,2}{8} = -0,28$$

$$z_i\ 5 = \frac{90-91,2}{8} = -0,15$$

$$z_i\ 6 = \frac{95-91,2}{8} = 0,48$$

$$z_i\ 7 = \frac{98-91,2}{8} = 0,85$$

$$z_i\ 8 = \frac{100-91,2}{8} = 1,1$$

Finding S(Zi):

$$S(Zi) = \frac{Fkum}{n}$$

So,

$$\frac{6}{30} = 0,2$$

$$\frac{8}{30} = 0,2666$$

$$\frac{10}{30} = 0,3333$$

$$\frac{12}{30} = 0,4$$

$$\frac{16}{30} = 0,5333$$

$\frac{18}{30}$ = 0,6

$\frac{21}{30}$ = 0,7

$\frac{30}{30}$ = 1

From the results, it can be seen that Liliefors observation or L_o = 0,1023with n = 30 and at real level α = 0,05 from the list of critical value of Lilifors table or L_t= 0,1617. It is known that the coefficient L_o (0,1023) <L_t(0,1617). So it can concluded that the data distribution of the students' writing ability is **normal.**

For Control Class

Finding Z Score:

$z_i = \frac{x_i - \bar{x}}{s}$

In which:

x =Average Sample

s = Standard Deviation

So,

z_i 1= $\frac{70-81,8}{7,2}$ = -1,63

z_i 2= $\frac{75-81,8}{7,2}$ = -0,94

z_i 3= $\frac{80-81,8}{7,2}$ = -0,16

z_i 4= $\frac{85-81,8}{7,2}$ = 0,44

z_i 5= $\frac{90-81,8}{7,2}$ = 1,13

z_i 6= $\frac{95-81,8}{7,2}$ = 1,83

Finding S(Zi):

$$S(Zi) = \frac{Fkum}{n}$$

So,

$\frac{5}{30} = 0{,}1666$

$\frac{6}{30} = 0{,}2$

$\frac{17}{30} = 0{,}5666$

$\frac{23}{30} = 0{,}7666$

$\frac{28}{30} = 0{,}9333$

$\frac{30}{30} = 1$

From the results, it can be seen that Liliefors observation or L_o = -0,115with n = 30 and at real level α = 0,05 from the list of critical value of Lilifors table or L_t= 0,1617. It is known that the coefficient L_o (-0,115) <L_t(0,1617). So it can concluded that the data distribution of the students' writing ability is **normal.**

4.1.4.1.3 **Homogeneity Test**

4.1.4.1.3.1 **Homogeneity Test of Pre-Test**

Table 4.9

Homogeneity Test of Pre-Test in Experimental and Control Class

First Step	**F-test Formula**	**The Result**
df1 = 30 – 1= 29 df2 = 30 – 1= 29 Alfa 0,05 = 1,84	$F = \frac{S_1^2}{S_2^2}$ Description: F : Value F Arithmetic S_1^2 : The Biggest Variant	$F = \frac{TheBiggestVariant}{TheSmallestVariant}$ $F = \frac{53}{49}$ F = 1,08

	Value S_2^2 : The Smallest Variant Value	

Then the coefficient of F_{obs} = 1,08 is compared with F_{table}, where F_{table} was determined at real levelα = 0,05 and the numerator df = N = 30 and the denominator dk = 29. So, by using the list of critical value at F distribution was found $F_{0.05(40,40)}$ = 1,08

Then, $F_{obs} < F_{table}$ or (1,08 < 1,84) so it can be concluded that the variant from the data was homogenous.

4.1.4.1.3.2 **Homogeneity Test of Post-Test**

Table 4.10
Homogeneity Test of Post-Test in Experimental and Control Class

First Step	F-test Formula	The Result
df1 = 30 – 1= 29 df2 = 30 – 1= 29 Alfa 0,05 = 1,84	$F = \frac{S_1^2}{S_2^2}$ Description: F : Value F Arithmetic S_1^2 : The Biggest Variant Value S_2^2 : The Smallest Variant Value	$F = \frac{TheBiggestVariant}{TheSmallestVariant}$ $F = \frac{64,7}{52,5}$ F = 1,23

The coefficient of F_{obs} = 1,23 is compared with F_{table}, where F_{table} was determined at real levelα = 0,05 and the numerator df = N = 30 and the denominator dk = 30. So, by using the list of critical value at F distribution was found $F_{0.05(40,40)}$ = 1,23

Then, $F_{obs} < F_{table}$ or (1,23 < 1.84) so it can be concluded that the variant from the data was homogenous.

4.1.4.2 **Inferential Analysis**

4.1.4.2.1 **Dependent Test**

The researcher calculated the data using a t-test with the polled variance method that was manually tallied in a calculator and Microsoft Excel 2007 after normality and homogeneity checks were conducted. The objective was to determine the significance of the differences between the experimental and control groups. The t-significance test's level in this study is set at 5%. (0.05). In order to determine the empirical evidence regarding the impact of the hybrid learning activity on the students' writing abilities, the researcher additionally used the t-test. Tables 4.11 and 4.12 as well as Appendix 3 contain the following information on mean and decrease:

Table 4.11
The Gained Score of Pre-Test and Post-Test in Experimental Class

Mean	Decrease
561	18,7

Table 4.12
The Gained Score of Pre-Test and Post-Test in Control Class

Mean	Decrease
369	12,3

Tests of hypotheses Two average similarity tests employing statistics are utilized in this study, as follows:

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

$$t = \frac{18,7 - 12,3}{\sqrt{\left(\frac{64+51,84}{30 + 30 - 2}\right)\left(\frac{1}{30} + \frac{1}{30}\right)}}$$

$$t = \frac{6,4}{\sqrt{\left(\frac{115,84}{58}\right)(0,0009)}}$$

$$t = \frac{6,4}{\sqrt{(1,99)(0,0009)}}$$

$$t = \frac{6,4}{\sqrt{0,001}}$$

$$t = \frac{6,4}{0,03}$$

$$t = 21,33$$

It is clear from the computation above that tobserved = 21,33. To ascertain if the testing hypothesis is correct or incorrect, testing was done. The premise of the test is that the hypothesis is accepted if tobserved>ttable. In this study, the scores are calculated using a T-test with 58 degrees of freedom (df = N + N - 2) and a significance level of 0.05, where the critical value is 2,009. Therefore, it is evident that ttable = 2,009.

4.1.4.2.2 **Independent Test**

Using statistical hypothesis criteria, the hypothesis test determined study significance. The researcher conducted a statistical hypothesis test to determine the research's outcome:

1) If t-test (t_o) < t-table (t_t) in significant degree of 0.05 = H_a is rejected and H_0 is accepted
2) If t-test (t_o) > t-table (t_t) in significant degree of 0.05 = H_a is accepted and H_0 is rejected

After the scores were calculated, it was found that in this study the $t_{observed}$ is higher than the t_{table}. It can be seen as follow:

$t_{observed} > t_{table}(\alpha = 0.05)$ with df 58
21,33 > 2,009

According to the calculation of t-test, it is found that t-test is higher than t-table ($t_{observed}$ = 21,33 >t_{table} = 2,009). Thus, it can be concluded that the alternative hypothesis (H_a) is accepted and the null hypothesis (H_0) is rejected. It means that there is significant effect ofteaching descriptive text by using Hybrid Learning Activity on students'writing ability of the eighth grade of junior high school.

4.2 **Discussion**

Based on the preceding data, Hybrid Learning Activity has a significant effect on eighth-grade students' descriptive writing abilities at YPI ANNUR PRIMA Medan in 2022/2023. The experimental class' post-test score improved more than the control class' score. Both experimental and control class pre-test scores were almost the same before the therapy. It shows the significant difference between pupils taught with Hybrid Learning Activity and those who weren't.

This study indicated that Hybrid Learning Activity increased students' writing and English-learning skills. To perform Hybrid Learning Activity, lecturers must prepare learning by picking the suitable online learning platform and supporting infrastructure so both face-to-face and virtual students can follow the learning process well. Hybrid Learning Activity is one of the most popular approaches of language learning, according to this survey. It helps users learn or practice English with interactive modules and features. This learning engages students' actions and fixes linguistic abilities including grammar, words/meaning, and words function, which are vital for improving writing ability.

According to Arimbawa, grammatical and discourse form are still given priority in writing instruction (2012:112). (looking into how the texts function.) It tests students' ability to arrange the previously listed target language's linguistic components. In putting their thoughts on paper or a computer screen, and in distributing them. This assertion requires authors to do a gradual exercise in which they reread their writing, make changes, and make corrections (automatically refers to grammatical instruction).

The study's main finding shows that using hybrid learning activities to improve eighth-grade junior high school students' descriptive text writing abilities is a creative and unique way to teach and learn.

4.3 **Recommendation**

Using appropriate learning media, Hybrid Learning Activity can increase students' descriptive writing, according to studies. Hybrid Learning Activity demands qualified teachers to choose teaching-appropriate media. Hybrid Learning Activity uses online learning and class meetings for students with a lot of interest in learning.

Furthermore, teachers or researcher should choose the right online platform suitable for students needs, the platform also gave some features that minimize students possibility in cheating when doing online learning. The success in using Hybrid Learning Activity can have impact on students' writing ability.

CHAPTER V
CLOSING

5.1 Conclusion

Based on the findings and analysis from this study, the researcher draws the conclusion that hybrid learning activities have a positive impact on students' capacity to write descriptive texts. The study of the data, which revealed that the t-test is more accurate than the t-table (tobserved = 21,33 > ttable = 2,009), serves as evidence. Additionally, it may be deduced from a comparison of the means of the obtained scores on the pre- and post-tests for the experimental class and control class, which were 2113,78 and 1225,51 respectively. This result essentially shows that using a hybrid learning activity had a significant impact and that the alternative hypothesis, Ha, is accepted.

Several studies, hybrid learning activities enhance writing abilities. In conclusion, a hybrid learning activity improves students' writing abilities, particularly their ability to write descriptive texts. A hybrid learning activity combines several types of instruction to improve students' writing knowledge and proficiency.

According to the previous literature study, grammar and discourse form are stressed during writing instruction (exploring how the texts work). Students must be familiar with grammar, subject, vocabulary, spelling, and punctuation before they can write. By mastering the language component of the hybrid learning activity, students will be able to express themselves verbally and in writing.

5.2 Suggestion

The researcher makes the following recommendations in light of the study's findings and implications:

1. English Teachers

   In teaching writing, an English teacher must use the correct approaches to motivate and engage students. The chosen technique must overcome

writing challenges and enhance writing skills. Aside from that, it should improve students' writing.

2. Students of English Language Education Department

It is planned that English Education Department students would learn how to use media such as movie posters to teach and learn about writing. It also encourages them to acquire additional writing-teaching strategies.

3. Other Researchers

This study examines the impact of cinema posters on writing instruction. Further activity study is needed to improve student writing.

5.3 **Implication**

Findings from research have consequences who participated in hybrid learning activities and those who did not. The study recommends hybrid learning as a method for instructing descriptive writing.

The adoption of hybrid learning activities can improve students' writing abilities, as seen by their test results following the use of hybrid learning activities, according to the aforementioned result. Students are encouraged and calmed by hybrid learning activities when writing.

Hybrid Learning Activity can affect students' writing skills. Therefore, Hybrid Learning Activity should be used to teach writing. Because Hybrid Learning Activity can help students practice writing and generate an engaged learning experience, learning standards can be met.

Students' writing abilities may be impacted by hybrid learning activities. In order to teach writing, hybrid learning activities should be implemented. Learning requirements can be satisfied by using hybrid learning activities to give students writing practice and create an engaging learning environment.

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APPENDIXES

APPENDIX 1

Validity of Instrument

Pearson Correlation Coefficient to determine the level of significance of the relationship between the two variables that are connected.

The validity was measured by Pearson Product Moment with deviation formula, as follow:

$$r_{xy} = \frac{\Sigma_{xy}}{\sqrt{(\Sigma x^2)(\Sigma y^2)}}$$

In which:

r_{xy} = Correlation Coefficient r Pearson
n = Number of Samples
X = Independent Variable
Y = Dependent Variable

$$\overline{X} = \frac{\Sigma X}{n} = \frac{2736}{30} = 91{,}2$$

$$\overline{Y} = \frac{\Sigma Y}{n} = \frac{2455}{30} = 81{,}8$$

$$r_{xy} = \frac{\Sigma_{xy}}{\sqrt{(\Sigma x^2)(\Sigma y^2)}}$$

$$r_{xy} = \frac{1529}{\sqrt{(1878{,}8)(1524{,}2)}}$$

$$r_{xy} = \frac{1529}{\sqrt{2863{,}66}}$$

$$r_{xy} = \frac{1529}{1692{,}23}$$

$$r_{xy} = 0{,}090$$

The percentage of using this method was 92 %.

It was proved:

Significant = r^2 x 100%

= $(0{,}90)^2$ x 100%

= 0,81 x 100

= 100 – 8,1

= 91,9

APPENDIX 2

DATA ANALYSIS

Data Description of Writing Descriptive Text of The Experimental Class

No	Students' Initial	Pre-Test	Post-Test
1.	AN	85	98
2.	NF	75	98
3.	KP	60	80
4.	NZA	80	100
5.	NA	70	89
6.	ATA	80	100
7.	DTA	70	85
8.	HS	75	80
9.	ICL	80	100
10.	NM	60	80
11.	LV	75	100
12.	SF	70	82
13.	NA	80	95
14.	RMZ	70	82
15.	KAD	60	90
16.	NRL	65	98
17.	AMP	80	90
18.	IKH	70	80
19.	AH	80	95
20.	IAB	75	100
21.	DKA	60	89
22.	SPR	75	90
23.	KA	80	100
24.	OAS	80	100
25.	DK	70	85

26.	ANP	75	80
27.	AU	75	100
28.	IS	70	100
29.	LA	70	90
30.	NR	60	80
Total		**2175**	**2736**
Mean		**72,5**	**91,2**
Variants		**53**	**64,7**
Standard Deviation		**7,2**	**8**

Data Description of Writing Descriptive Text of The Control Class

No	Students' Initial	Pre-Test	Post-Test
1.	FR	70	80
2.	NA	60	70
3.	QDA	75	90
4.	MDH	65	70
5.	AA	75	80
6.	MIA	75	85
7.	DF	60	70
8.	RNS	50	75
9.	IAS	70	80
10.	MRI	75	90
11.	TNP	70	80
12.	FAN	60	80
13.	NS	77	90
14.	IRS	75	90
15.	MYP	77	95
16.	MR	60	70
17.	DD	65	70
18.	ARR	65	80

19.	MN	70	90
20.	MDA	80	95
21.	HA	70	80
22.	RS	80	85
23.	RPH	70	85
24.	RP	65	80
25.	HBN	70	80
26.	RF	75	85
27.	MFN	70	85
28.	FR	70	80
29.	ASA	75	80
30.	RS	77	85
Total		**2096**	**2455**
Mean		**69,8**	**81,8**
Variants		**49**	**52,5**
Standard Deviation		**7**	**7,2**

Gain Score of Experimental Class

No	Initial	Score		Post-Pre	Ideal Score (100)-Pre	N-Gain Score	N-Gain Score (%)
		Pre-Test	Post-Test				
1.	AN	85	98	13	15	0,86666667	86,6666667
2.	NF	75	98	23	25	0,92	92
3.	KP	60	80	20	40	0,5	50
4.	NZA	80	100	20	20	1	100
5.	NA	70	89	19	30	0,63333333	63,3333333
6.	ATA	80	100	20	20	1	100
7.	DTA	70	85	15	30	0,5	50
8.	HS	75	80	5	25	0,2	20
9.	ICL	80	100	20	20	1	100
10.	NM	60	80	20	40	0,5	50
11.	LV	75	100	25	25	1	100
12.	SF	70	82	12	30	0,4	40
13.	NA	80	95	15	20	0,75	75
14.	RMZ	70	82	12	30	0,4	40
15.	KAD	60	90	30	40	0,75	75

16.	NRL	65	98	33	35	0,94285714	94,2857143
17.	AMP	80	90	10	20	0,5	50
18.	IKH	70	80	10	30	0,33333333	33,3333333
19.	AH	80	95	15	20	0,75	75
20.	IAB	75	100	25	25	1	100
21.	DKA	60	89	29	40	0,725	72,5
22.	SPR	75	90	15	25	0,6	60
23.	KA	80	100	20	20	1	100
24.	OAS	80	100	20	20	1	100
25.	DK	70	85	15	30	0,5	50
26.	ANP	75	80	5	25	0,2	20
27.	AU	75	100	25	25	1	100
28.	IS	70	100	30	30	1	100
29.	LA	70	90	20	30	0,66666667	66,6666667
30.	NR	60	80	20	40	0,5	50
Total						21,1378571	2113,78571

Gain Score of Control Class

No	Initial	Score		Post-Pre	Ideal Score (100)-Pre	N-Gain Score	N-Gain Score (%)
		Pre-Test	Post-Test				
1.	FR	70	80	10	30	0,33333333	33,3333333
2.	NA	60	70	10	40	0,25	25
3.	QDA	75	90	15	25	0,6	60
4.	MDH	65	70	5	35	0,14285714	14,2857143
5.	AA	75	80	5	25	0,2	20
6.	MIA	75	85	10	25	0,4	40
7.	DF	60	70	10	40	0,25	25
8.	RNS	50	75	25	50	0,5	50
9.	IAS	70	80	10	30	0,33333333	33,3333333
10.	MRI	75	90	15	25	0,6	60
11.	TNP	70	80	10	30	0,33333333	33,3333333
12.	FAN	60	80	20	40	0,5	50
13.	NS	77	90	13	23	0,56521739	56,5217391
14.	IRS	75	90	15	25	0,6	60
15.	MYP	77	95	18	23	0,7826087	78,2608696
16.	MR	60	70	10	40	0,25	25
17.	DD	65	70	5	35	0,14285714	14,2857143
18.	ARR	65	80	15	35	0,42857143	42,8571429
19.	MN	70	90	20	30	0,66666667	66,6666667
20.	MDA	80	95	15	20	0,75	75
21.	HA	70	80	10	30	0,33333333	33,3333333
22.	RS	80	85	5	20	0,25	25

23.	RPH	70	85	15	30	0,5	50
24.	RP	65	80	15	35	0,42857143	42,8571429
25.	HBN	70	80	10	30	0,33333333	33,3333333
26.	RF	75	85	10	25	0,4	40
27.	MFN	70	85	15	30	0,5	50
28.	FR	70	80	10	30	0,33333333	33,3333333
29.	ASA	75	80	5	25	0,2	20
30.	RS	77	85	8	23	0,34782609	34,7826087
Total						12,255176	1225,5176

The Mean of Experimental Class

No	Pre-Test	Post-Test	Decrease
1.	85	98	13
2.	75	98	23
3.	60	80	20
4.	80	100	20
5.	70	89	19
6.	80	100	20
7.	70	85	15
8.	75	80	5
9.	80	100	20
10.	60	80	20
11.	75	100	25
12.	70	82	12
13.	80	95	15
14.	70	82	12
15.	60	90	30
16.	65	98	33
17.	80	90	10
18.	70	80	10
19.	80	95	15
20.	75	100	25
21.	60	89	29

22.	75	90	15
23.	80	100	20
24.	80	100	20
25.	70	85	15
26.	75	80	5
27.	75	100	25
28.	70	100	30
29.	70	90	20
30.	60	80	20
Total			**561**
Mean			**18,7**

The Mean of Control Class

No	Pre-Test	Post-Test	Decrease
1.	70	80	10
2.	60	70	10
3.	75	90	15
4.	65	70	5
5.	75	80	5
6.	75	85	10
7.	60	70	10
8.	50	75	25
9.	70	80	10
10.	75	90	15
11.	70	80	10
12.	60	80	20
13.	77	90	13
14.	75	90	15
15.	77	95	18
16.	60	70	10

17.	65	70	5
18.	65	80	15
19.	70	90	20
20.	80	95	15
21.	70	80	10
22.	80	85	5
23.	70	85	15
24.	65	80	15
25.	70	80	10
26.	75	85	10
27.	70	85	15
28.	70	80	10
29.	75	80	15
30.	77	85	8
Total			**369**
Mean			**12,3**

Nomality Test of Pre-Test in Experimental Class

No	Xi	Zi	F(Zi)	S(Zi)	F(Zi) – S(Zi)
1.	60	-1,73	0,0418	0,1666	-0,1248
2.	60	-1,73	0,0418	0,1666	-0,1248
3.	60	-1,73	0,0418	0,1666	-0,1248
4.	60	-1,73	0,0418	0,1666	-0,1248
5.	60	-1,73	0,0418	0,1666	-0,1248
6.	65	-1,04	0,1492	0,2	-0.0508
7.	70	-0,34	0,3669	0,4666	-0,0997
8.	70	-0,34	0,3669	0,4666	-0,0997
9.	70	-0,34	0,3669	0,4666	-0,0997
10.	70	-0,34	0,3669	0,4666	-0,0997
11.	70	-0,34	0,3669	0,4666	-0,0997

12.	70	-0,34	0,3669	0,4666	-0,0997
13.	70	-0,34	0,3669	0,4666	-0,0997
14.	70	-0,34	0,3669	0,4666	-0,0997
15.	75	-0,35	0,3632	0,7	-0,3368
16.	75	-0,35	0,3632	0,7	-0,3368
17.	75	-0,35	0,3632	0,7	-0,3368
18.	75	-0,35	0,3632	0,7	-0,3368
19	75	-0,35	0,3632	0,7	-0,3368
20.	75	-0,35	0,3632	0,7	-0,3368
21.	75	-0,35	0,3632	0,7	-0,3368
22.	80	1,04	0,8508	0,8333	0,0175
23.	80	1,04	0,8508	0,8333	0,0175
24.	80	1,04	0,8508	0,8333	0,0175
25.	80	1,04	0,8508	0,8333	0,0175
26.	80	1,04	0,8508	0,8333	0,0175
27.	80	1,04	0,8508	0,8333	0,0175
28.	80	1,04	0,8508	0,8333	0,0175
29.	80	1,04	0,8508	0,8333	0,0175
30.	85	1,73	0,9582	1	-0,0418
Total	**2175**	**Lo = 0,0175**			
Mean	**72,5**	**Lt = 0,1617**			

Nomality Test of Pre-Test in Control Class

No	Xi	Zi	F(Zi)	S(Zi)	F(Zi) – S(Zi)
1.	50	-2,90	0,0019	0,0333	-0,0314
2.	60	-1,4	0,1492	0,1666	-0,0174
3.	60	-1,4	0,1492	0,1666	-0,0174
4.	60	-1,4	0,1492	0,1666	-0,0174
5.	60	-1,4	0,1492	0,1666	-0,0174

6.	65	-0,69	0,2451	0,3	-0.0543
7.	65	-0,69	0,2451	0,3	-0.0543
8.	65	-0,69	0,2451	0,3	-0.0543
9.	65	-0,69	0,2451	0,3	-0.0543
10.	70	-0,03	0,4880	0,6	-0,112
11.	70	-0,03	0,4880	0,6	-0,112
12.	70	-0,03	0,4880	0,6	-0,112
13.	70	-0,03	0,4880	0,6	-0,112
14.	70	-0,03	0,4880	0,6	-0,112
15.	70	-0,03	0,4880	0,6	-0,112
16.	70	-0,03	0,4880	0,6	-0,112
17.	70	-0,03	0,4880	0,6	-0,112
18.	70	-0,03	0,4880	0,6	-0,112
19	75	0,74	0,2704	0,8333	-0,5629
20.	75	0,74	0,2704	0,8333	-0,5629
21.	75	0,74	0,2704	0,8333	-0,5629
22.	75	0,74	0,2704	0,8333	-0,5629
23.	75	0,74	0,2704	0,8333	-0,5629
24.	75	0,74	0,2704	0,8333	-0,5629
25.	75	0,74	0,2704	0,8333	-0,5629
26.	77	1,02	0,3461	0,9333	-0,5872
27.	77	1,02	0,3461	0,9333	-0,5872
28.	77	1,02	0,3461	0,9333	-0,5872
29.	80	1,47	0,4292	1	-0,5708
30.	80	1,47	0,9582	1	-0,5708
Total	**2096**	**Lo = -0,0174**			
Mean	**69,8**	**Lt = 0,1617**			

Nomality Test of Post-Test in Experimental Class

No	Xi	Zi	F(Zi)	S(Zi)	F(Zi) – S(Zi)
1.	80	-1,4	0,1492	0,2	-0,0508
2.	80	-1,4	0,1492	0,2	-0,0508
3.	80	-1,4	0,1492	0,2	-0,0508
4.	80	-1,4	0,1492	0,2	-0,0508
5.	80	-1,4	0,1492	0,2	-0,0508
6.	80	-1,4	0,1492	0,2	-0.0508
7.	82	-1,15	0,1251	0,2666	-0,1415
8.	82	-1,15	0,1251	0,2666	-0,1415
9.	85	0,78	0,7823	0,3333	0,0449
10.	85	0,78	0,7823	0,3333	0,0449
11.	89	-0,28	0,3897	0,4	-0,0103
12.	89	-0,28	0,3897	0,4	-0,0103
13.	90	-0,15	0,4404	0,5333	-0,0929
14.	90	-0,15	0,4404	0,5333	-0,0929
15.	90	-0,15	0,4404	0,5333	-0,0929
16.	90	-0,15	0,4404	0,5333	-0,0929
17.	95	0,48	0,6844	0,6	0,0844
18.	95	0,48	0,6844	0,6	0,0844
19	98	0,85	0,8023	0,7	0,1023
20.	98	0,85	0,8023	0,7	0,1023
21.	98	0,85	0,8023	0,7	0,1023
22.	100	1,1	0,8438	1	-0,1562
23.	100	1,1	0,8438	1	-0,1562
24.	100	1,1	0,8438	1	-0,1562
25.	100	1,1	0,8438	1	-0,1562
26.	100	1,1	0,8438	1	-0,1562
27.	100	1,1	0,8438	1	-0,1562

28.	100	1,1	0,8438	1	-0,1562
29.	100	1,1	0,8438	1	-0,1562
30.	100	1,1	0,8438	1	-0,1562
Total	**2736**	**Lo = 0,1023**			
Mean	**91,2**	**Lt = 0,1617**			

Nomality Test of Post-Test in Control Class

No	Xi	Zi	F(Zi)	S(Zi)	F(Zi) – S(Zi)
1.	70	-1,63	0,0516	0,1666	-0,115
2.	70	-1,63	0,0516	0,1666	-0,115
3.	70	-1,63	0,0516	0,1666	-0,115
4.	70	-1,63	0,0516	0,1666	-0,115
5.	70	-1,63	0,0516	0,1666	-0,115
6.	75	-0,94	0,1736	0,2	-0.0264
7.	80	-0,16	0,4364	0,5666	-0,1302
8.	80	-0,16	0,4364	0,5666	-0,1302
9.	80	-0,16	0,4364	0,5666	-0,1302
10.	80	-0,16	0,4364	0,5666	-0,1302
11.	80	-0,16	0,4364	0,5666	-0,1302
12.	80	-0,16	0,4364	0,5666	-0,1302
13.	80	-0,16	0,4364	0,5666	-0,1302
14.	80	-0,16	0,4364	0,5666	-0,1302
15.	80	-0,16	0,4364	0,5666	-0,1302
16.	80	-0,16	0,4364	0,5666	-0,1302
17.	80	-0,16	0,4364	0,5666	-0,1302
18.	85	0,44	0,1700	0,7666	-0,5966
19	85	0,44	0,1700	0,7666	-0,5966
20.	85	0,44	0,1700	0,7666	-0,5966
21.	85	0,44	0,1700	0,7666	-0,5966

22.	85	0,44	0,1700	0,7666	-0,5966
23.	85	0,44	0,1700	0,7666	-0,5966
24.	90	1,13	0,3708	0,9333	-0,5625
25.	90	1,13	0,3708	0,9333	-0,5625
26.	90	1,13	0,3708	0,9333	-0,5625
27.	90	1,13	0,3708	0,9333	-0,5625
28.	90	1,13	0,3708	0,9333	-0,5625
29.	95	1,83	0,4664	1	-0,5336
30.	95	1,83	0,4664	1	-0,5336
Total	**2736**	**Lo = -0,115**			
Mean	**91,2**	**Lt = 0,1617**			

APPENDIX 3

Table Dsitribution Normal Baku 0-Z Positive and Negative

Tabel Z Distribusi Normal

z	0	0,01	0,02	0,03	0,04	0,05	0,06	0,07	0,08
-3,5	0,0002	0,0002	0,0002	0,0002	0,0002	0,0002	0,0002	0,0002	0,0002
-3,4	0,0003	0,0003	0,0003	0,0003	0,0003	0,0003	0,0003	0,0003	0,0003
-3,3	0,0005	0,0005	0,0005	0,0004	0,0004	0,0004	0,0004	0,0004	0,0004
-3,2	0,0007	0,0007	0,0006	0,0006	0,0006	0,0006	0,0006	0,0005	0,0005
-3,1	0,0010	0,0009	0,0009	0,0009	0,0008	0,0008	0,0008	0,0008	0,0007
-3,0	0,0013	0,0013	0,0013	0,0012	0,0012	0,0011	0,0011	0,0011	0,0010
-2,9	0,0019	0,0018	0,0018	0,0017	0,0016	0,0016	0,0015	0,0015	0,0014
-2,8	0,0026	0,0025	0,0024	0,0023	0,0023	0,0022	0,0021	0,0021	0,0020
-2,7	0,0035	0,0034	0,0033	0,0032	0,0031	0,0030	0,0029	0,0028	0,0027
-2,6	0,0047	0,0045	0,0044	0,0043	0,0041	0,0040	0,0039	0,0038	0,0037
-2,5	0,0062	0,0060	0,0059	0,0057	0,0055	0,0054	0,0052	0,0051	0,0049
-2,4	0,0082	0,0080	0,0078	0,0075	0,0073	0,0071	0,0069	0,0068	0,0066
-2,3	0,0107	0,0104	0,0102	0,0099	0,0096	0,0094	0,0091	0,0089	0,0087
-2,2	0,0139	0,0136	0,0132	0,0129	0,0125	0,0122	0,0119	0,0116	0,0113
-2,1	0,0179	0,0174	0,0170	0,0166	0,0162	0,0158	0,0154	0,0150	0,0146
-2,0	0,0228	0,0222	0,0217	0,0212	0,0207	0,0202	0,0197	0,0192	0,0188
-1,9	0,0287	0,0281	0,0274	0,0268	0,0262	0,0256	0,0250	0,0244	0,0239
-1,8	0,0359	0,0351	0,0344	0,0336	0,0329	0,0322	0,0314	0,0307	0,0301
-1,7	0,0446	0,0436	0,0427	0,0418	0,0409	0,0401	0,0392	0,0384	0,0375
-1,6	0,0548	0,0537	0,0526	0,0516	0,0505	0,0495	0,0485	0,0475	0,0465
-1,5	0,0668	0,0655	0,0643	0,0630	0,0618	0,0606	0,0594	0,0582	0,0571
-1,4	0,0808	0,0793	0,0778	0,0764	0,0749	0,0735	0,0721	0,0708	0,0694
-1,3	0,0968	0,0951	0,0934	0,0918	0,0901	0,0885	0,0869	0,0853	0,0838
-1,2	0,1151	0,1131	0,1112	0,1093	0,1075	0,1056	0,1038	0,1020	0,1003
-1,1	0,1357	0,1335	0,1314	0,1292	0,1271	0,1251	0,1230	0,1210	0,1190
-1,0	0,1587	0,1562	0,1539	0,1515	0,1492	0,1469	0,1446	0,1423	0,1401
-0,9	0,1841	0,1814	0,1788	0,1762	0,1736	0,1711	0,1685	0,1660	0,1635
-0,8	0,2119	0,2090	0,2061	0,2033	0,2005	0,1977	0,1949	0,1922	0,1894
-0,7	0,2420	0,2389	0,2358	0,2327	0,2296	0,2266	0,2236	0,2206	0,2177
-0,6	0,2743	0,2709	0,2676	0,2643	0,2611	0,2578	0,2546	0,2514	0,2483
-0,5	0,3085	0,3050	0,3015	0,2981	0,2946	0,2912	0,2877	0,2843	0,2810
-0,4	0,3446	0,3409	0,3372	0,3336	0,3300	0,3264	0,3228	0,3192	0,3156
-0,3	0,3821	0,3783	0,3745	0,3707	0,3669	0,3632	0,3594	0,3557	0,3520
-0,2	0,4207	0,4168	0,4129	0,4090	0,4052	0,4013	0,3974	0,3936	0,3897
-0,1	0,4602	0,4562	0,4522	0,4483	0,4443	0,4404	0,4364	0,4325	0,4286
-0.0	0,5000	0,4960	0,4920	0,4880	0,4840	0,4801	0,4761	0,4721	0,4681

0,0	0,5000	0,5040	0,5080	0,5120	0,5160	0,5199	0,5239	0,5279	0,5319
0,1	0,5398	0,5438	0,5478	0,5517	0,5557	0,5596	0,5636	0,5675	0,5714
0,2	0,5793	0,5832	0,5871	0,5910	0,5948	0,5987	0,6026	0,6064	0,6103
0,3	0,6179	0,6217	0,6255	0,6293	0,6331	0,6368	0,6406	0,6443	0,6480
0,4	0,6554	0,6591	0,6628	0,6664	0,6700	0,6736	0,6772	0,6808	0,6844
0,5	0,6915	0,6950	0,6985	0,7019	0,7054	0,7088	0,7123	0,7157	0,7190
0,6	0,7257	0,7291	0,7324	0,7357	0,7389	0,7422	0,7454	0,7486	0,7517
0,7	0,7580	0,7611	0,7642	0,7673	0,7704	0,7734	0,7764	0,7794	0,7823
0,8	0,7881	0,7910	0,7939	0,7967	0,7995	0,8023	0,8051	0,8078	0,8106
0,9	0,8159	0,8186	0,8212	0,8238	0,8264	0,8289	0,8315	0,8340	0,8365
1,0	0,8413	0,8438	0,8461	0,8485	0,8508	0,8531	0,8554	0,8577	0,8599
1,1	0,8643	0,8665	0,8686	0,8708	0,8729	0,8749	0,8770	0,8790	0,8810
1,2	0,8849	0,8869	0,8888	0,8907	0,8925	0,8944	0,8962	0,8980	0,8997
1,3	0,9032	0,9049	0,9066	0,9082	0,9099	0,9115	0,9131	0,9147	0,9162
1,4	0,9192	0,9207	0,9222	0,9236	0,9251	0,9265	0,9279	0,9292	0,9306
1,5	0,9332	0,9345	0,9357	0,9370	0,9382	0,9394	0,9406	0,9418	0,9429
1,6	0,9452	0,9463	0,9474	0,9484	0,9495	0,9505	0,9515	0,9525	0,9535
1,7	0,9554	0,9564	0,9573	0,9582	0,9591	0,9599	0,9608	0,9616	0,9625
1,8	0,9641	0,9649	0,9656	0,9664	0,9671	0,9678	0,9686	0,9693	0,9699
1,9	0,9713	0,9719	0,9726	0,9732	0,9738	0,9744	0,9750	0,9756	0,9761
2,0	0,9772	0,9778	0,9783	0,9788	0,9793	0,9798	0,9803	0,9808	0,9812
2,1	0,9821	0,9826	0,9830	0,9834	0,9838	0,9842	0,9846	0,9850	0,9854
2,2	0,9861	0,9864	0,9868	0,9871	0,9875	0,9878	0,9881	0,9884	0,9887
2,3	0,9893	0,9896	0,9898	0,9901	0,9904	0,9906	0,9909	0,9911	0,9913
2,4	0,9918	0,9920	0,9922	0,9925	0,9927	0,9929	0,9931	0,9932	0,9934
2,5	0,9938	0,9940	0,9941	0,9943	0,9945	0,9946	0,9948	0,9949	0,9951
2,6	0,9953	0,9955	0,9956	0,9957	0,9959	0,9960	0,9961	0,9962	0,9963
2,7	0,9965	0,9966	0,9967	0,9968	0,9969	0,9970	0,9971	0,9972	0,9973
2,8	0,9974	0,9975	0,9976	0,9977	0,9977	0,9978	0,9979	0,9979	0,9980
2,9	0,9981	0,9982	0,9982	0,9983	0,9984	0,9984	0,9985	0,9985	0,9986
3,0	0,9987	0,9987	0,9987	0,9988	0,9988	0,9989	0,9989	0,9989	0,9990
3,1	0,9990	0,9991	0,9991	0,9991	0,9992	0,9992	0,9992	0,9992	0,9993
3,2	0,9993	0,9993	0,9994	0,9994	0,9994	0,9994	0,9994	0,9995	0,9995
3,3	0,9995	0,9995	0,9995	0,9996	0,9996	0,9996	0,9996	0,9996	0,9996
3,4	0,9997	0,9997	0,9997	0,9997	0,9997	0,9997	0,9997	0,9997	0,9997
3,5	0,9998	0,9998	0,9998	0,9998	0,9998	0,9998	0,9998	0,9998	0,9998

Tabel Z

APPENDIX 4

The Critical Value Lilifors Test

Ukuran Sampel	Taraf Nyata (α)				
	0,01	0,05	0,10	0,15	0,20
n = 4	0,417	0,381	0,352	0,319	0,300
5	0,405	0,337	0,315	0,299	0,285
6	0,364	0,319	0,294	0,277	0,265
7	0,348	0,300	0,276	0,258	0,247
8	0,331	0,285	0,261	0,244	0,233
9	0,311	0,271	0,249	0,233	0,223
10	0,294	0,258	0,239	0,022	0,215
11	0,284	0,249	0,230	0,217	0,206
12	0,275	0,242	0,223	0,212	0,199
13	0,268	0,234	0,214	0,202	0,190
14	0,261	0,227	0,207	0,194	0,183
15	0,257	0,220	0,201	0,187	0,177
16	0,250	0,213	0,195	0,182	0,173
17	0,245	0,206	0,189	0,177	0,169
18	0,239	0,200	0,184	0,173	0,166
19	0,235	0,195	0,179	0,169	0,163
20	0,231	0,190	0,174	0,166	0,160
25	0,200	0,173	0,158	0,147	0,142
30	0,187	0,161	0,144	0,136	0,131
n > 30	$\frac{1,031}{\sqrt{n}}$	$\frac{0,886}{\sqrt{n}}$	$\frac{0,805}{\sqrt{n}}$	$\frac{0,768}{\sqrt{n}}$	$\frac{0,736}{\sqrt{n}}$

APPENDIX 5

F Table Distribution

df	v1																						
v2	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	30	40	50
1	161	200	216	225	230	234	237	239	241	242	243	244	245	245	246	246	247	247	248	248	250	251	252
2	18,5	19,0	19,2	19,2	19,3	19,3	19,4	19,4	19,4	19,4	19,4	19,4	19,4	19,4	19,4	19,4	19,4	19,4	19,4	19,4	19,5	19,5	19,5
3	10,1	9,55	9,28	9,12	9,01	8,94	8,89	8,85	8,81	8,79	8,76	8,74	8,73	8,71	8,70	8,69	8,68	8,67	8,67	8,66	8,62	8,59	8,58
4	7,71	6,94	6,59	6,39	6,26	6,16	6,09	6,04	6,00	5,96	5,94	5,91	5,89	5,87	5,86	5,84	5,83	5,82	5,81	5,80	5,75	5,72	5,70
5	6,61	5,79	5,41	5,19	5,05	4,95	4,88	4,82	4,77	4,74	4,70	4,68	4,66	4,64	4,62	4,60	4,59	4,58	4,57	4,56	4,50	4,46	4,44
6	5,99	5,14	4,76	4,53	4,39	4,28	4,21	4,15	4,10	4,06	4,03	4,00	3,98	3,96	3,94	3,92	3,91	3,90	3,88	3,87	3,81	3,77	3,75
7	5,59	4,74	4,35	4,12	3,97	3,87	3,79	3,73	3,68	3,64	3,60	3,57	3,55	3,53	3,51	3,49	3,48	3,47	3,46	3,44	3,38	3,34	3,32
8	5,32	4,46	4,07	3,84	3,69	3,58	3,50	3,44	3,39	3,35	3,31	3,28	3,26	3,24	3,22	3,20	3,19	3,17	3,16	3,15	3,08	3,04	3,02
9	5,12	4,26	3,86	3,63	3,48	3,37	3,29	3,23	3,18	3,14	3,10	3,07	3,05	3,03	3,01	2,99	2,97	2,96	2,95	2,94	2,86	2,83	2,80
10	4,96	4,10	3,71	3,48	3,33	3,22	3,14	3,07	3,02	2,98	2,94	2,91	2,89	2,86	2,85	2,83	2,81	2,80	2,79	2,77	2,70	2,66	2,64
11	4,84	3,98	3,59	3,36	3,20	3,09	3,01	2,95	2,90	2,85	2,82	2,79	2,76	2,74	2,72	2,70	2,69	2,67	2,66	2,65	2,57	2,53	2,51
12	4,75	3,89	3,49	3,26	3,11	3,00	2,91	2,85	2,80	2,75	2,72	2,69	2,66	2,64	2,62	2,60	2,58	2,57	2,56	2,54	2,47	2,43	2,40
13	4,67	3,81	3,41	3,18	3,03	2,92	2,83	2,77	2,71	2,67	2,63	2,60	2,58	2,55	2,53	2,51	2,50	2,48	2,47	2,46	2,38	2,34	2,31
14	4,60	3,74	3,34	3,11	2,96	2,85	2,76	2,70	2,65	2,60	2,57	2,53	2,51	2,48	2,46	2,44	2,43	2,41	2,40	2,39	2,31	2,27	2,24
15	4,54	3,68	3,29	3,06	2,90	2,79	2,71	2,64	2,59	2,54	2,51	2,48	2,45	2,42	2,40	2,38	2,37	2,35	2,34	2,33	2,25	2,20	2,18
16	4,49	3,63	3,24	3,01	2,85	2,74	2,66	2,59	2,54	2,49	2,46	2,42	2,40	2,37	2,35	2,33	2,32	2,30	2,29	2,28	2,19	2,15	2,12
17	4,45	3,59	3,20	2,96	2,81	2,70	2,61	2,55	2,49	2,45	2,41	2,38	2,35	2,33	2,31	2,29	2,27	2,26	2,24	2,23	2,15	2,10	2,08
18	4,41	3,55	3,16	2,93	2,77	2,66	2,58	2,51	2,46	2,41	2,37	2,34	2,31	2,29	2,27	2,25	2,23	2,22	2,20	2,19	2,11	2,06	2,04
19	4,38	3,52	3,13	2,90	2,74	2,63	2,54	2,48	2,42	2,38	2,34	2,31	2,28	2,26	2,23	2,21	2,20	2,18	2,17	2,16	2,07	2,03	2,00
20	4,35	3,49	3,10	2,87	2,71	2,60	2,51	2,45	2,39	2,35	2,31	2,28	2,25	2,22	2,20	2,18	2,17	2,15	2,14	2,12	2,04	1,99	1,97
21	4,32	3,47	3,07	2,84	2,68	2,57	2,49	2,42	2,37	2,32	2,28	2,25	2,22	2,20	2,18	2,16	2,14	2,12	2,11	2,10	2,01	1,96	1,94
22	4,30	3,44	3,05	2,82	2,66	2,55	2,46	2,40	2,34	2,30	2,26	2,23	2,20	2,17	2,15	2,13	2,11	2,10	2,08	2,07	1,98	1,94	1,91
23	4,28	3,42	3,03	2,80	2,64	2,53	2,44	2,37	2,32	2,27	2,24	2,20	2,18	2,15	2,13	2,11	2,09	2,08	2,06	2,05	1,96	1,91	1,88
24	4,26	3,40	3,01	2,78	2,62	2,51	2,42	2,36	2,30	2,25	2,22	2,18	2,15	2,13	2,11	2,09	2,07	2,05	2,04	2,03	1,94	1,89	1,86
25	4,24	3,39	2,99	2,76	2,60	2,49	2,40	2,34	2,28	2,24	2,20	2,16	2,14	2,11	2,09	2,07	2,05	2,04	2,02	2,01	1,92	1,87	1,84

APPENDIX 6

The Pre-Test and The Post-Test

PRE TEST

(Experimental and Control Class)

WRITTEN TEST

Name :

Class :

Instruction

1. Describe a friend by your own words based on the aspects and the pattern of Introduction, Identification, and Conclusion appropriately.
2. Write at least 3 paraghraphs with a maximum of 500 words.
3. The test is allocated 45 minutes.

POST TEST

(Experimental and Control Class)

WRITTEN TEST

Name :

Class :

Instruction

1. Describe a friend by your own words based on the aspects and the pattern of Introduction, Identification, and Conclusion appropriately.
2. Write at least 3 paraghraphs with a maximum of 500 words.
3. The test is allocated 45 minutes.

APPENDIX 7

The Name and Initials' Students

Students' Initial of Experimental Class

No	Name	Initial
1.	Annisa	AN
2.	Nabila Fathya	NF
3.	Khairunnisa Pane	KP
4.	Dinda Nazwa Aulia	NZA
5.	Nabila Adanta	NA
6.	Aulia Tri Anggraini	ATA
7.	Dwi Tasya Anisa	DTA
8.	Herra Syafilla	HS
9.	Indri Citra Lestari	ICL
10.	Nazwa Maulani	NM
11.	Latisa Vania	LV
12.	Senny Febiana	SF
13.	Nayya Agustin	NA
14.	Rinda Mei Zahara	RMZ
15.	Kezia Anela Dyanata	KAD
16.	Nabila Ramadhani Limbong	NRL
17.	Amanda Meyianisyah Putri	AMP
18.	Intan Khairunnisa Hasibuan	IKH
19.	Aulia Husna	AH
20.	Inayah Azahra Balqis	IAB
21.	Dinda Kirana Assifa	DKA
22.	Sri Puspita Ramadhani	SPR
23.	Kirana Aulia	KA
24.	Oliv Ardana Shiva	OAS
25.	Dzakiyah Khairunisa	DK

26.	Annur Nazrah Pane	ANP
27.	Adzra Ufairah	AU
28.	Intan Syahfitri	IS
29.	Laila Anggraini	LA
30.	Nuraini	NR

Students' Initial of Control Class

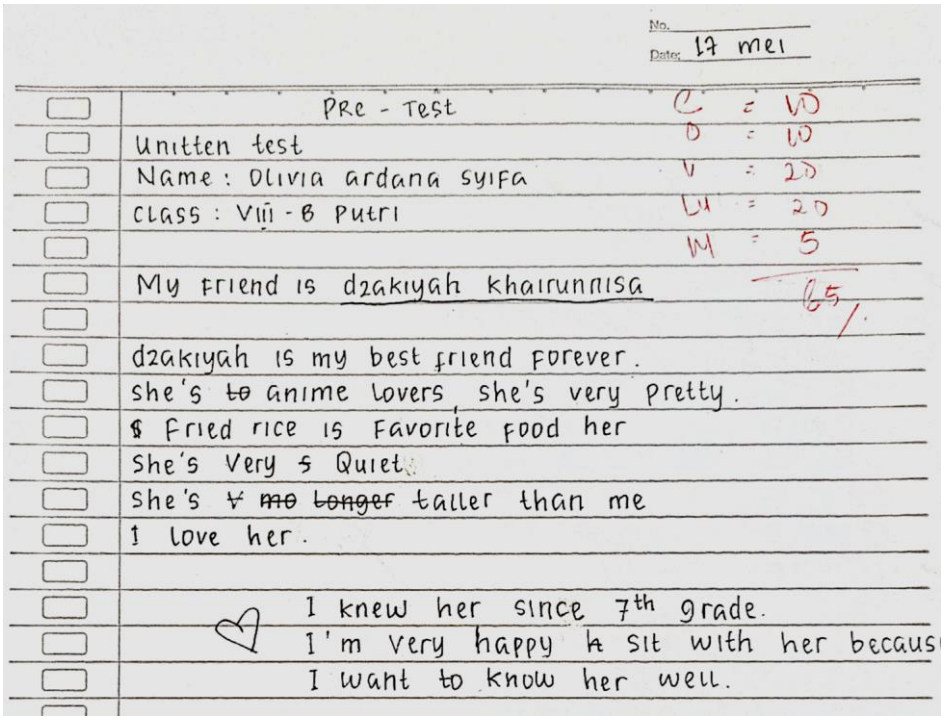
No	Name	Initial
1.	Fauzan Ramadhan	FR
2.	Naufal Adli	NA
3.	Qaysar Dirasiy Azhar	QDA
4.	Muhammad Daffa Habib	MDH
5.	Ahmad Aditia	AA
6.	Muhammad Izaz Alfathan	MIA
7.	Dimas Fadillah	DF
8.	Raihan Nabil Saragih	RNS
9.	Ihsan Alvin Syahputran	IAS
10.	Muhammad Raihan Ilham	MRI
11.	Tri Nuril Pangestu	TNP
12.	Fadrunnabil Akbar	FAN
13.	Nabil Shafwan	NS
14.	Ibnu Ridwan Sidiq	IRS
15.	Muhammad Yusuf Par'i	MYP
16.	Muhammad Ridho	MR
17.	Daffa Dhirgayansyah	DD
18.	Abdul Raihan Rakhan	ARR
19.	Muhammad Nauval	MN
20.	Muhammad Dimas Akbar	MDA
21.	Habib Ahmadireza	HA
22.	Ridho Sanjaya	RS

23.	Rasyid Pranata. H	RPH
24.	Risky Pratama	RP
25.	Handaru Bagus Nugroho	HBN
26.	Rayhan Fahrezi	RF
27.	M. Fairuz Nadhir	MFN
28.	Farhan Ramadhan	FR
29.	Daffa Ramadhan	ASA
30.	Rizky Satrio	RS

APPENDIX 8

The Students Answer Sheets

(Experimental Class)



No.
Date: 17 mei

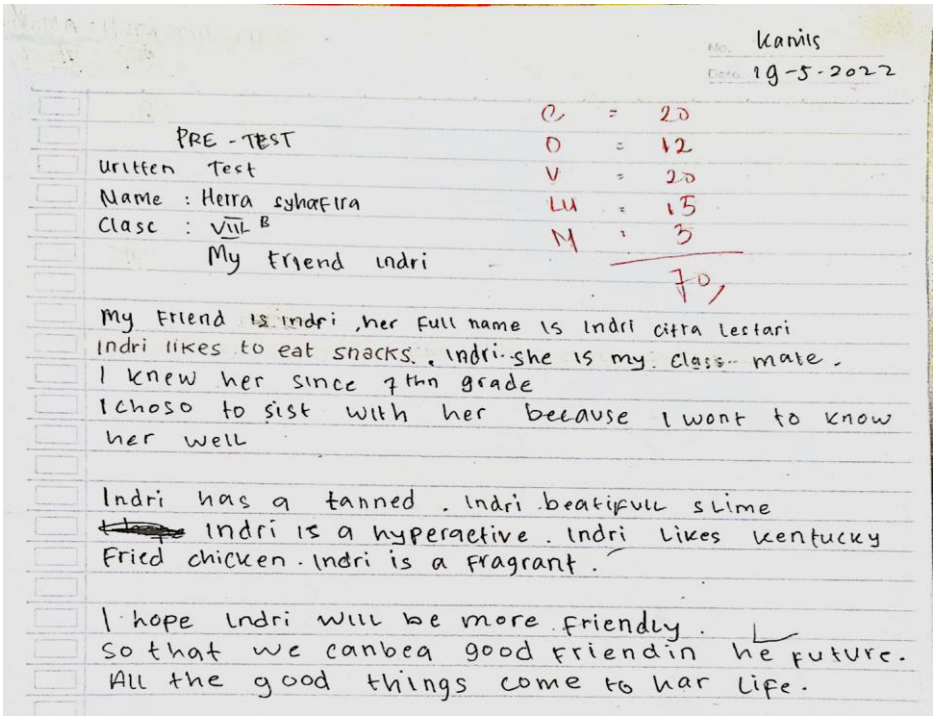
PRe - Test
Unitten test
Name : Olivia ardana syifa
Class : VIII - B Putri

C = 10
O = 10
V = 20
LU = 20
M = 5
65

My friend is dzakiyah khairunnisa

dzakiyah is my best friend forever.
she's ~~to~~ anime lovers, she's very pretty.
$ Fried rice is Favorite food her
She's very $ Quiet.
She's ~~V~~ ~~no~~ ~~longer~~ taller than me
I love her.

I knew her since 7th grade.
I'm very happy ~~h~~ sit with her becaus
I want to know her well.



No. Kamis
Date 19-5-2022

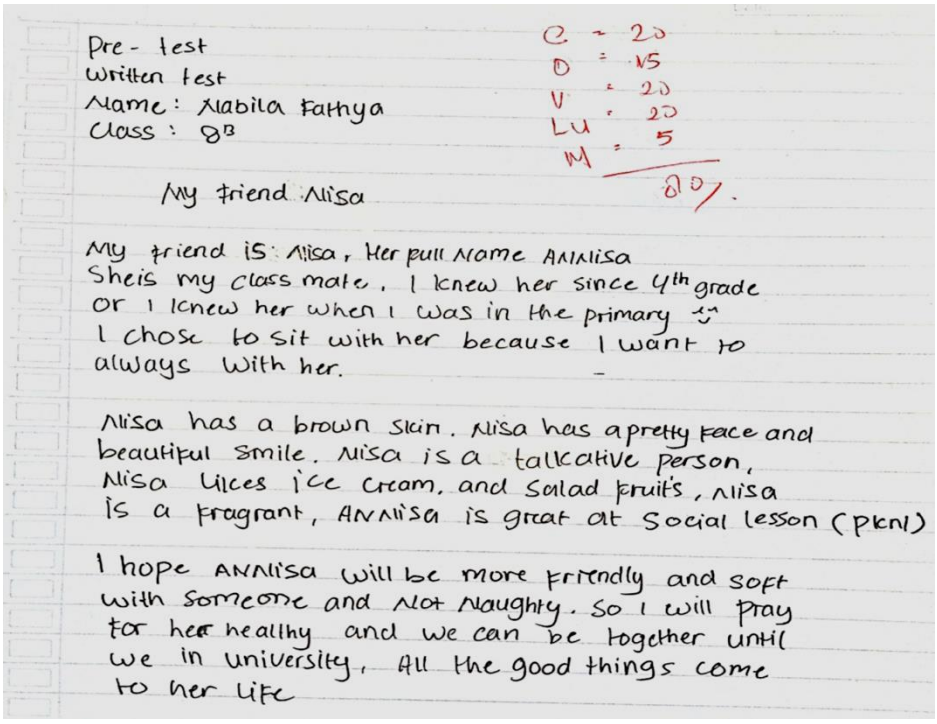
PRE - TEST
Uritten Test
Name : Herra syhafira
Clasc : VIII B
My Friend Indri

C = 20
O = 12
V = 20
LU = 15
M = 3
70

My Friend is Indri, her Full name is Indri citra lestari
Indri likes to eat snacks. Indri she is my Class mate.
I knew her since 7thn grade
I choso to sist with her because I wont to know her well

Indri has a tanned. Indri beatifull slime
~~thats~~ Indri is a hyperactive. Indri likes kentucky Fried chicken. Indri is a Fragrant.

I hope Indri will be more friendly.
so that we canbea good friendin he future.
All the good things come to har life.



Pre - test
Written test
Name : Nabila Fathya
Class : 8B

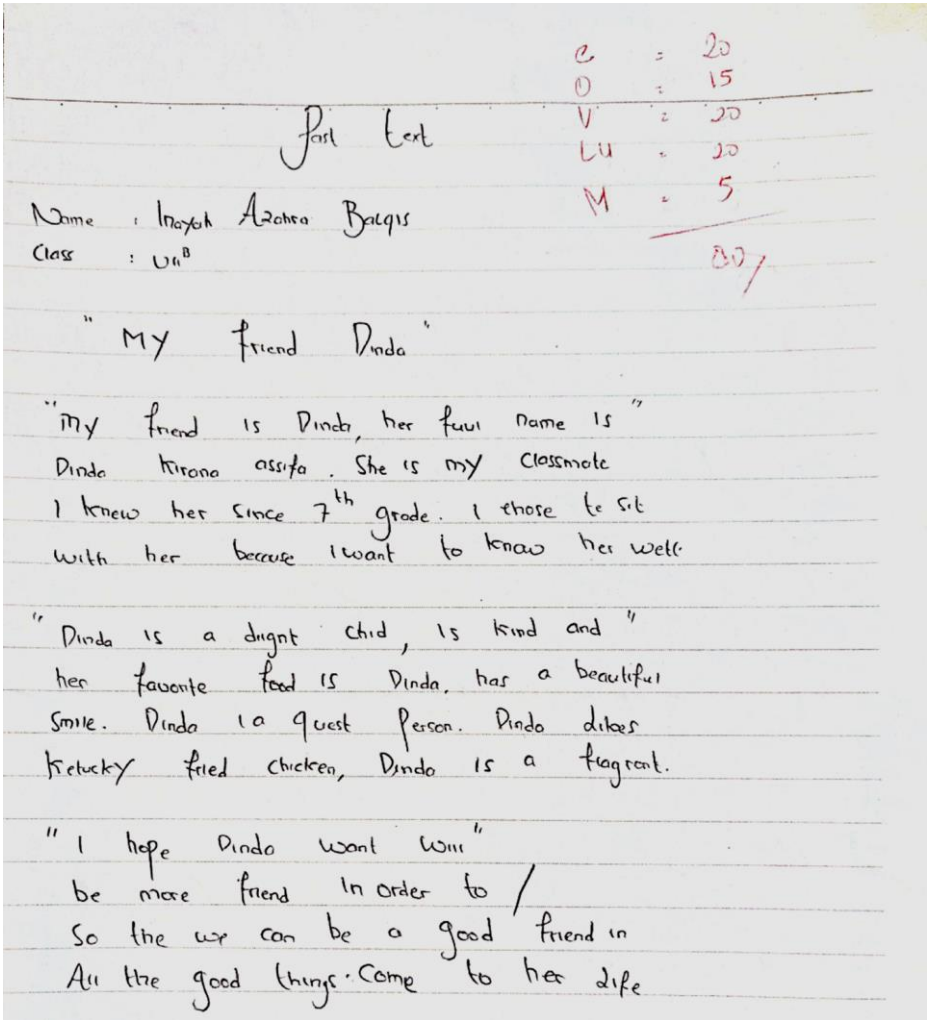
C = 20
O = 15
V = 20
LU = 20
M = 5
80/.

My friend Nisa

My friend is Nisa, Her full Name ANNisa
Sheis my class mate, I knew her since 4th grade
or I knew her when I was in the primary :)
I chose to sit with her because I want to
always with her.

Nisa has a brown skin. Nisa has a pretty face and
beautiful smile. Nisa is a talkative person,
Nisa likes ice cream, and salad fruits, Nisa
is a fragrant, ANNisa is great at Social lesson (PKN)

I hope ANNisa will be more friendly and soft
with someone and Not Naughty. So I will pray
for her healthy and we can be together until
we in University, All the good things come
to her life



Post test

C : 20
O : 15
V : 20
LU : 20
M : 5
80/

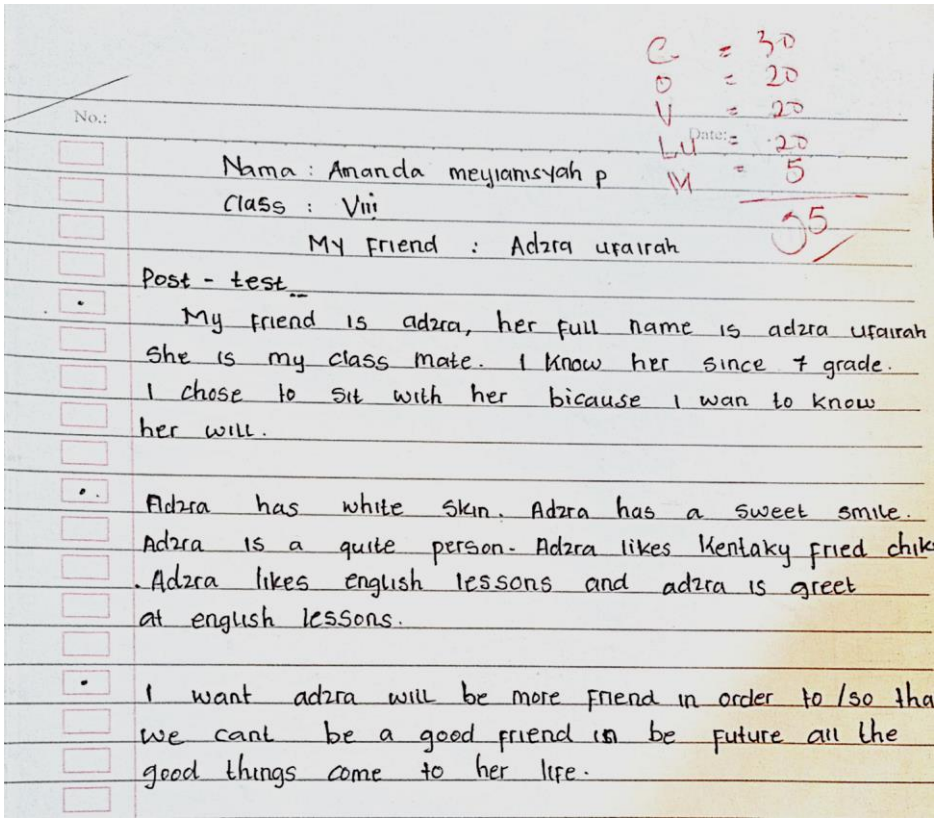
Name : Inayah Azahra Balqis
Class : VII B

" My friend Dinda "

"My friend is Dinda, her full name is"
Dinda Kirana assifa. She is my classmate
I knew her since 7th grade. I those to sit
with her because I want to know her well.

" Dinda is a dignt chid, is kind and "
her favorite food is Dinda, has a beautiful
Smile. Dinda is a guest person. Dindo dikes
Ketucky fried chicken, Dindo is a fragrant.

" I hope Dindo wont will "
be more friend In order to /
So the we can be a good friend in
All the good things come to her life



C = 30
O = 20
V = 20
LU = 20
M = 5
95

No.: Date:

Nama : Amanda meylamsyah p
Class : Viii

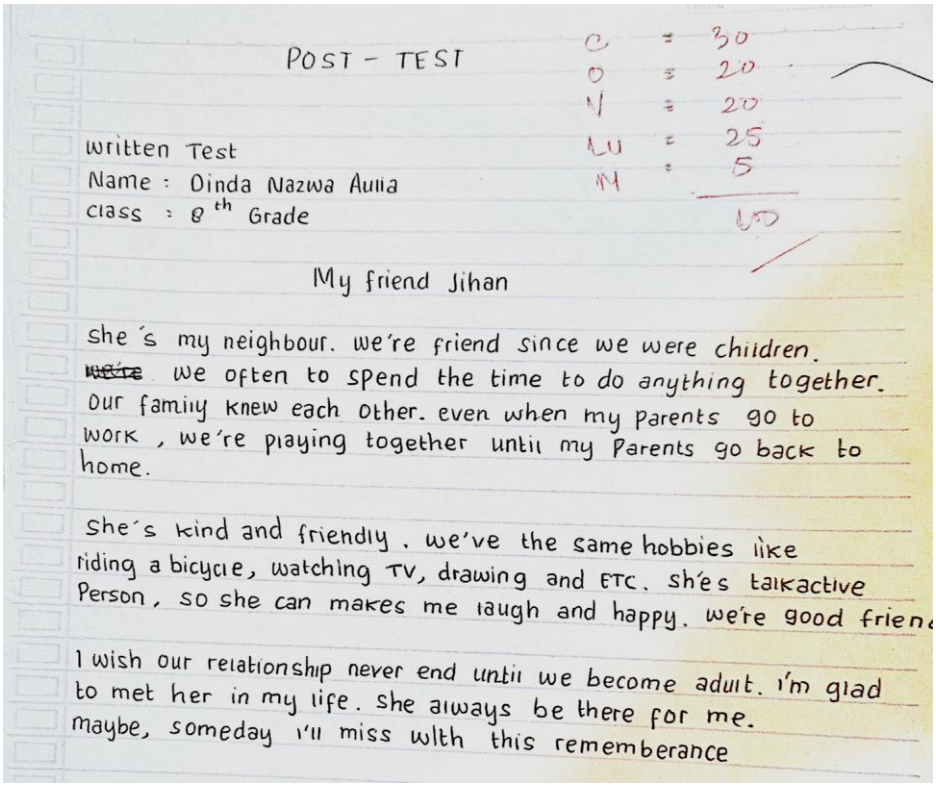
My Friend : Adzra ufairah

Post - test

My friend is adzra, her full name is adzra ufairah she is my class mate. I know her since 7 grade. I chose to sit with her bicause I wan to know her will.

Adzra has white skin. Adzra has a sweet smile. Adzra is a quite person. Adzra likes Kentaky fried chik. Adzra likes english lessons and adzra is greet at english lessons.

I want adzra will be more friend in order to /so tha we cant be a good friend in be future all the good things come to her life.



C = 30
O = 20
V = 20
LU = 25
M = 5
100

POST - TEST

written Test
Name : Dinda Nazwa Aulia
class : 8th Grade

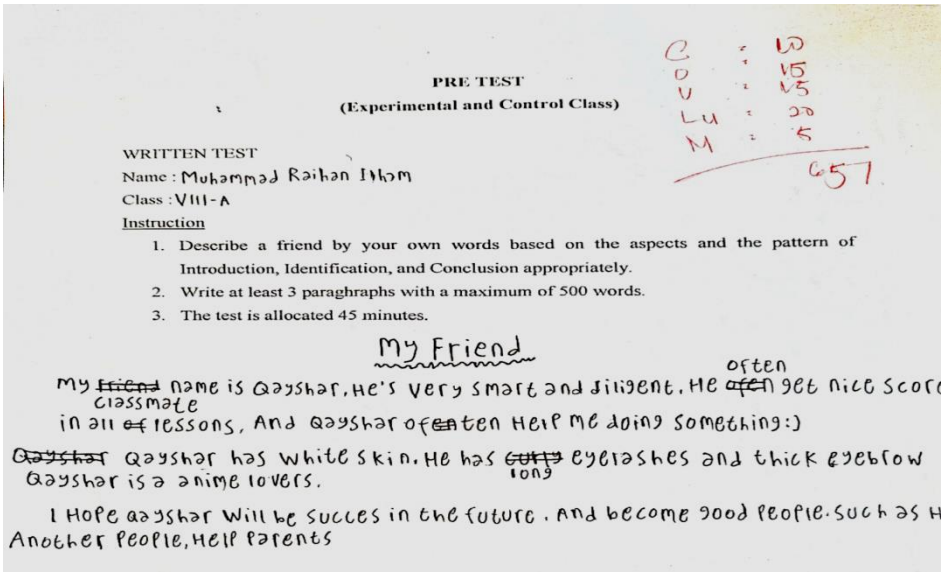
My friend Jihan

she's my neighbour. we're friend since we were children. ~~We're~~ we often to spend the time to do anything together. Our family knew each other. even when my parents go to work, we're playing together until my Parents go back to home.

She's kind and friendly. we've the same hobbies like riding a bicycle, watching TV, drawing and ETC. she's talkactive Person, so she can makes me laugh and happy. we're good frien

I wish our relationship never end until we become adult. I'm glad to met her in my life. she always be there for me. maybe, someday I'll miss with this rememberance

(Control Class)



PRE TEST
(Experimental and Control Class)

C : 20
D : 15
U : 15
LU : 20
M : 5
65

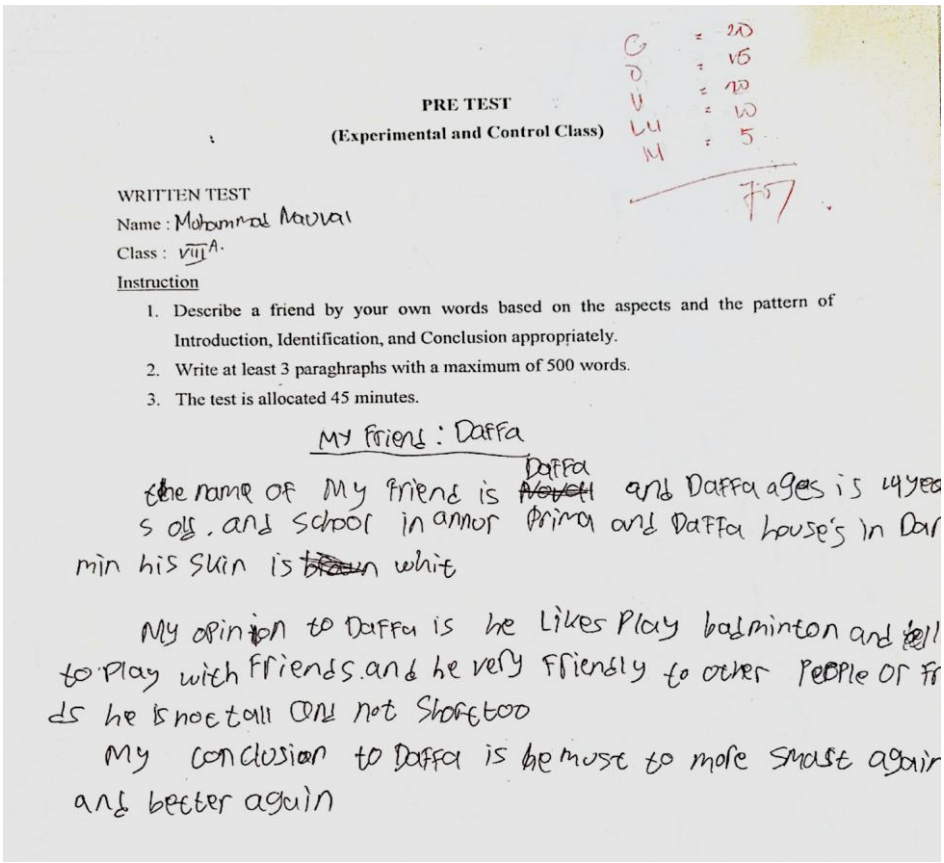
WRITTEN TEST
Name : Muhammad Raihan Ikhsm
Class : VIII-A
Instruction
1. Describe a friend by your own words based on the aspects and the pattern of Introduction, Identification, and Conclusion appropriately.
2. Write at least 3 paraghraphs with a maximum of 500 words.
3. The test is allocated 45 minutes.

My Friend

My ~~friend~~ classmate name is Qayshar, He's very smart and diligent. He ~~often~~ often get nice score in all ~~of~~ lessons, And Qayshar ~~often~~ often Help me doing something :)

~~Qayshar~~ Qayshar has white skin. He has ~~curly~~ long eyelashes and thick eyebrow Qayshar is a anime lovers.

I Hope qayshar Will be succes in the future. And become good people. such as H Another people, Help parents



PRE TEST
(Experimental and Control Class)

C : 20
D : 15
U : 20
LU : 10
M : 5
75

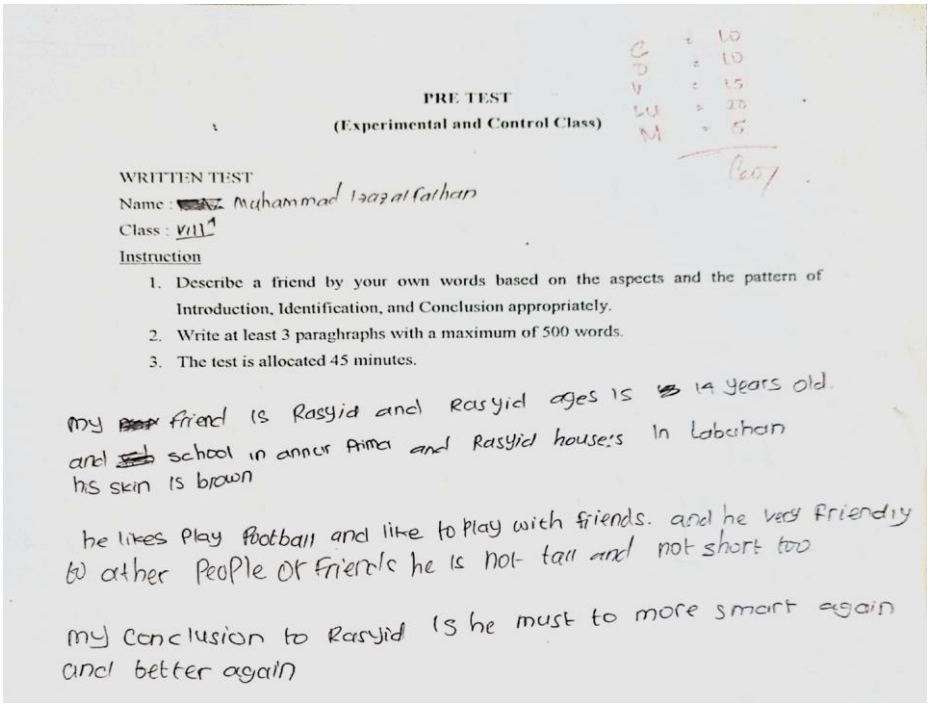
WRITTEN TEST
Name : Mohammad Nauval
Class : VIII A
Instruction
1. Describe a friend by your own words based on the aspects and the pattern of Introduction, Identification, and Conclusion appropriately.
2. Write at least 3 paraghraphs with a maximum of 500 words.
3. The test is allocated 45 minutes.

My friend : Daffa

the name of My friend is ~~Nouch~~ Daffa and Daffa ages is 14yea s old. and school in smor Prima and Daffa house's in Dar min his skin is ~~brown~~ whit

My opinion to Daffa is he Likes Play badminton and ~~to~~ to play with friends. and he very friendly to other people or fr ds he is not tall ons not short too

My conclusion to Daffa is he must to more smart again and better again



C : 10
D : 10
V : 15
LU : 20
M : 5
60/

PRE TEST

(Experimental and Control Class)

WRITTEN TEST

Name : [redacted] Muhammad Izzat Farhan

Class : VIII1

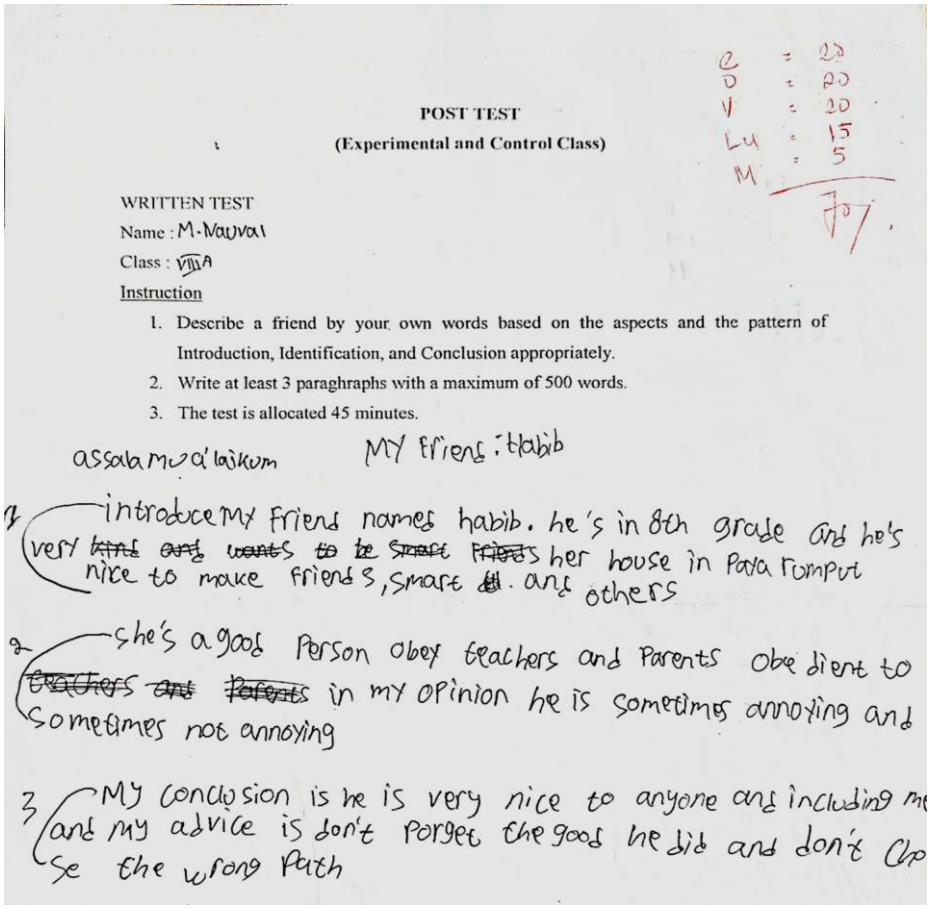
Instruction

1. Describe a friend by your own words based on the aspects and the pattern of Introduction, Identification, and Conclusion appropriately.
2. Write at least 3 paraghraphs with a maximum of 500 words.
3. The test is allocated 45 minutes.

My ~~Best~~ friend is Rasyid and Rasyid ages is ~~3~~ 14 years old. and ~~and~~ school in annur Prima and Rasyid houses in Labuhan his skin is brown

he likes Play Football and like to play with friends. and he very friendly to other People or friends he is not tall and not short too

my Conclusion to Rasyid is he must to more smart again and better again



C : 20
D : 20
V : 20
LU : 15
M : 5
70/

POST TEST

(Experimental and Control Class)

WRITTEN TEST

Name : M. Nauval

Class : VIII A

Instruction

1. Describe a friend by your own words based on the aspects and the pattern of Introduction, Identification, and Conclusion appropriately.
2. Write at least 3 paraghraphs with a maximum of 500 words.
3. The test is allocated 45 minutes.

assalamu'alaikum My friend : Habib

1 introduce My friend names habib. he's in 8th grade and he's very ~~kind~~ and ~~wants~~ to be ~~smart~~ ~~friends~~ her house in Para rumput nice to make friends, smart ~~&~~ and others

2 she's a good Person obey teachers and Parents obedient to ~~teachers~~ and ~~Parents~~ in my opinion he is sometimes annoying and sometimes not annoying

3 My conclusion is he is very nice to anyone and including me and my advice is don't forget the good he did and don't Cho se the wrong Path

APPENDIX 9

DOCUMENTATION

Picture 1. School Buildings

Picture 2. Introducing self to every students

Picture 3. Teaching an experimental class using Hybrid Learning Activity

Picture 4. Students of experimental class learning English and doing test

Picture 5. Took a picture together with all class VIII-B (Experimental Class)

Picture 6. Teaching a control class using Conventional Activity

Picture 7. Students of control class learning English and doing test

Picture 8. Took a picture together with all class VIII-A (Control Class)

Picture 9. Took a picture with the English Teacher for eight grade at YPI ANNUR PRIMA Medan

APPENDIX 10

Letter of Research Permission

KEMENTERIAN AGAMA REPUBLIK INDONESIA
UNIVERSITAS ISLAM NEGERI SUMATERA UTARA MEDAN
FAKULTAS ILMU TARBIYAH DAN KEGURUAN
Jl.Williem Iskandar Pasar V Medan Estate 20371
Telp. (061) 6615683-6622925 Fax. 6615683

Nomor : B-6058/ITK/ITK.V.3/PP.00.9/05/2022 13 Mei 2022
Lampiran : -
Hal : **Izin Riset**

Yth. Bapak/Ibu Kepala Yayasan Pendidikan Islam ANNUR PRIMA

Assalamulaikum Wr. Wb.

Dengan Hormat, diberitahukan bahwa untuk mencapai gelar Sarjana Strata Satu (S1) bagi Mahasiswa Fakultas Ilmu Tarbiyah dan Keguruan adalah menyusun Skripsi (Karya Ilmiah), kami tugaskan mahasiswa:

Nama	: Tasya Tribuanaswary
NIM	: 0304183170
Tempat/Tanggal Lahir	: Medan, 27 Juli 2000
Program Studi	: Tadris Bahasa Inggris
Semester	: VIII (Delapan)
Alamat	: LORONG DERMAWAN NO. 7 B BELAWAN Kelurahan BELAWAN 1 Kecamatan MEDAN BELAWAN

untuk hal dimaksud kami mohon memberikan Izin dan bantuannya terhadap pelaksanaan Riset di Jalan Rawe IV No. 23 A Lk. VI, Kelurahan Tangkahan, Kecamatan Medan Labuhan, Kota Medan, Sumatera Utara, guna memperoleh informasi/keterangan dan data-data yang berhubungan dengan Skripsi (Karya Ilmiah) yang berjudul:

The Effect of Hybrid Learning Activity on Students' Writing Ability during Pandemic

Demikian kami sampaikan, atas bantuan dan kerjasamannya diucapkan terima kasih.

Medan, 13 Mei 2022
a.n. DEKAN
Ketua Program Studi Pendidikan
Bahasa Inggris

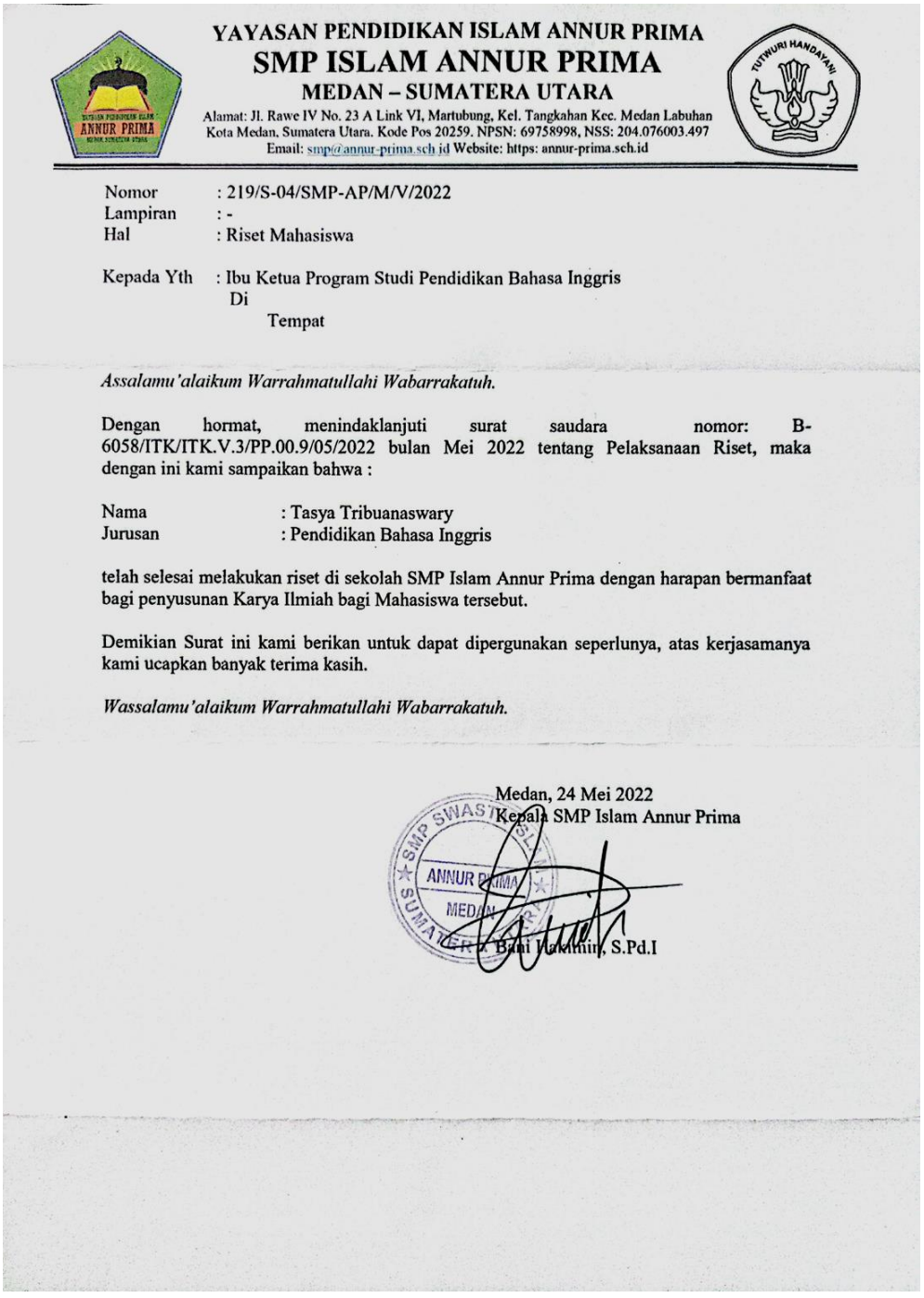
Digitally Signed
Yani Lubis, M.Hum
NIP. 197006062000031006

Tembusan:
- Dekan Fakultas Ilmu Tarbiyah dan Keguruan UIN Sumatera Utara Medan

info : Silahkan scan QRCode diatas dan klik link yang muncul, untuk mengetahui keaslian surat

APPENDIX 11

Letter of Replying Research Permission



YAYASAN PENDIDIKAN ISLAM ANNUR PRIMA
SMP ISLAM ANNUR PRIMA
MEDAN – SUMATERA UTARA
Alamat: Jl. Rawe IV No. 23 A Link VI, Martubung, Kel. Tangkahan Kec. Medan Labuhan Kota Medan, Sumatera Utara. Kode Pos 20259. NPSN: 69758998, NSS: 204.076003.497
Email: smp@annur-prima.sch.id Website: https: annur-prima.sch.id

Nomor : 219/S-04/SMP-AP/M/V/2022
Lampiran : -
Hal : Riset Mahasiswa

Kepada Yth : Ibu Ketua Program Studi Pendidikan Bahasa Inggris
Di
Tempat

Assalamu'alaikum Warrahmatullahi Wabarrakatuh.

Dengan hormat, menindaklanjuti surat saudara nomor: B-6058/ITK/ITK.V.3/PP.00.9/05/2022 bulan Mei 2022 tentang Pelaksanaan Riset, maka dengan ini kami sampaikan bahwa :

Nama : Tasya Tribuanaswary
Jurusan : Pendidikan Bahasa Inggris

telah selesai melakukan riset di sekolah SMP Islam Annur Prima dengan harapan bermanfaat bagi penyusunan Karya Ilmiah bagi Mahasiswa tersebut.

Demikian Surat ini kami berikan untuk dapat dipergunakan seperlunya, atas kerjasamanya kami ucapkan banyak terima kasih.

Wassalamu'alaikum Warrahmatullahi Wabarrakatuh.

Medan, 24 Mei 2022
Kepala SMP Islam Annur Prima

Bani Yamin, S.Pd.I

APPENDIX 12

BIODATA PRIBADI

Data Pribadi

Nama	: Tasya Tribuanaswary
NIM	: 0304183170
Tempat/ Tanggal Lahir	: Medan, 27 Juli 2000
Fakultas	: Fakultas Ilmu Tarbiyah dan Keguruan
Jurusan	: Tadris Bahasa Inggris
Jenis Kelamin	: Perempuan
Kewarganegaraan	: Indonesia
Alamat	: Lorong Dermawan No. 7B Belawan, Kelurahan Belawan I, Kecamatan Medan Belawan, Kota Medan, Provinsi Sumatera Utara
Email	: tasyatribuana@gmail.com
Nomor HP	: 085830068133

Latar Belakang Pendidikan

SD Negeri 060868 Belawan	(2005 – 2011)
SMP Swasta Muhammadiyah 06 Belawan	(2011 – 2014)
SMK Swasta YASPI Labuhan Deli	(2014 – 2017)
Universitas Islam Negeri Sumatera Utara	(2018 – 2022)