

**THE APPLICATION OF BLENDED LEARNING  
IN IMPROVING STUDENTS' GRAMMAR MASTERY  
AT THE NINTH GRADE OF MTS HJ. HANIAH ISLAMIC BOARDING SCHOOL**

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## **ABSTRACT**

The Application of Blended Learning in Improving Students' Grammar Mastery at the Ninth Grade of Mts. Hj. Haniah Islamic Boarding School. The main purpose of conducting this study is to answer the research question: How effective is the implementation of blended learning related to students' grammar mastery at the Ninth Grade of Mts. Hj. Haniah Islamic Boarding School? This study was categorized as quantitative research. The data were gained by using a grammar test, an observation sheet, a semi-structured interview guide, and field notes. The findings of this study explained that there was an improvement in students' grammar skills at Mts. Hj. Haniah Islamic Boarding School. The categories of improvement for the students were as follows: The students were more motivated to follow instructions during the teaching and learning process. Teaching grammar using the Blended Learning Method can improve students' grammar learning outcomes (conditional sentences). By mastering the Blended Learning Method, students become more enthusiastic, motivated, and engaged in their grammar studies.

Keyword : Blended Learning Method, Grammar Mastery, Boarding School

## **INTRODUCTION**

People and communication are two things that are closely linked. Almost everyone agrees that language is a very important way for people to communicate. Language is also important in the fields of education, technology, the economy, and culture. English is taught as the first foreign language from the elementary school level all the way up to the university level, where it is a required subject. The reason why English is taught in Indonesian schools is because

many useful scientific books are written in English, especially at the high school level. However, learning English or any other language other than English is not simple. Even after a few years of learning English in elementary school and high school, many students still don't understand or speak English very well (Handoko & Waskito:2018). Because of this, English teachers, especially those who teach at higher levels, work hard to help their students learn English better so that they can study more easily when they get to college ( Sari:2019). On the contrary, students continue to have difficulty learning English because the structure and rules of the Indonesian and English languages are different.

Students must master four skills when learning English: writing, listening, reading, and speaking. As the building blocks of sentence structure, these skills are closely linked to grammar. Since 1960 until now, teaching grammar has become a key part of teaching and learning English and often sparks debate. Whether it's being thought about or not, it's controversial for students to be able to use communication skills correctly. Marsh (2017) says that teaching grammar is important because, if it is not thought about, it will make people less literate. So, this is why it is important not to forget the role of teaching grammar. In Indonesia, grammar is an important part of learning English

Based on what the researcher at Mts Hj. Haniah Islamic Boarding School saw, she found that the students at that school had trouble with grammar, especially conditional sentences. This was due to a number of things. The main reason is that students at Mts. Hj. Haniah Islamic Boarding School, especially in the ninth grade, were confused and often made mistakes with conditional sentences because of the relationship between past and future tenses. Another reason is that the teaching method used by the English teacher was boring, which made students less interested in learning English.

On the one hand, the improvement of communication and information technology has changed the world of education, especially how many formal and informal schools in Indonesia teach their students. One sign of this is a change in the way teachers and students communicate, which is no longer limited to face-to-face meetings but can also happen through social media networks like Facebook, BBM, Line, WhatsApp, and so on, which every student has easy access to on their smartphones.

Blended learning is a method of education that integrates classroom learning with online learning, and it is becoming more and more popular these days (Isti'anah: 2017). Because of this, it is important to use the blended learning model in the learning and teaching processes. Brew

(2018) study showed that learning with blended learning gives people a better sense of being in it together than learning with only traditional models or just e-learning models. Sjukur (2014) also did a study on how learning with the blended learning method affects students. This study showed that blended learning makes students more interested in learning and improves how well they learn. Based on the situation of the problem, the researcher wants to do an action study using blended learning with the title " The Application of Blended Learning in Improving Students' Grammar Mastery at the Ninth Grade of Mts. Hj. Haniah Islamic Boarding School.

## **METHODS**

In this study, the researcher attempts to use action research as a methodology in teaching English grammar to students in an Islamic boarding school, particularly in the ninth grade. According to Wallace (2016), action research is a form of research conducted by a teacher to identify context-specific problems and their solutions..

### ***Time and Location of the Research***

This study was conducted at the Ninth Grade of Mts. Hj. Haniah Islamic Boarding School, located on Jalan JL. Bambu Runcing, Maccini Baji, Kec. Lau, Kabupaten Maros, Sulawesi Selatan. The research period lasted from July 2022 until December 2022.

### ***Data Source***

The data sources for this investigation were an English teacher who taught the subject English in the ninth grade and the students in the same grade. The researcher utilized a recorder to capture the results of the interview with the teacher and students, and also brought a camera for documentation purposes.

### ***The Technique of Data Collection***

There were two types of data collected for this study: primary data and supporting data. The devices utilized for data collection included a test, an observation sheet, a semi-interview guide, and field notes. Grammar tests were used to acquire primary information regarding students' grammatical proficiency.

**Table I**  
**Grammatical Criteria**

<b>No</b>	<b>Criteria</b>	<b>Score</b>
<b>1</b>	There are no major grammatical errors, and the sentence's meaning is easily understood.	4
<b>2</b>	A few grammatical errors exist, but they do not impact the sentence's meaning.	3

3	Sentences frequently contain grammatical errors, but their meaning can still be comprehended.	2
4	There are so many grammatical errors that it is difficult to comprehend the meaning of the sentence.	1

Maximum score = 4

$$\text{Students' score} = \frac{\text{students' correct answer score}}{\text{maximum score}} \times 100$$

(Modify from Teachers' book, Mendikbud, 2017)

The score category is derived from the instructors' book Mendikbud (2017) with modifications to make it appropriate and usable for this study.

### *The Technique of Data Analysis*

In this study, both quantitative and qualitative data were collected. Quantitative data are commonly used to describe what can be conducted or measured and are therefore regarded as "objective." The information was gathered through a test administered by the teacher. Students were asked to respond to the question. The term qualitative was used to describe data that could not be counted or measured objectively and was therefore referred to as "subjective." Observational, archival, interview, and test-based qualitative data were analyzed. In addition, the researcher used the KKM created by the school, such as 75 or 7.5%, as a measure of students' grammar ability.

## **RESULTS**

### **Identification of the Problem**

Before carrying out the action, the researcher observed and identified the students' issues at the Ninth Grade of Mts. Hj. Haniah Islamic Boarding School from July 2022 to December 2022. Therefore, the researcher continued the observation by conducting interviews with the students and their English teacher. Based on observations made at the Ninth Grade of Mts. Hj. Haniah Islamic Boarding School from July 2022 to December 2022, the researcher identified numerous issues relating to the grammar skills of the students. These issues are displayed in the table below.

**Table 2**  
**The Problem Concerning The Teaching, Learning Process Of English**  
**at the Ninth Grade of Mts Hj. Haniah Islamic Boarding School**

No	Problems	Note
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1	The students were unaware that conditional sentences could be used.	S
2	The students lacked motivation to study.	S
3	During English class activities, the students became easily bored.	S
4	The students had a low level of vocabulary mastery.	S
5	English proved to be a difficult subject for the students.	S
6	The students were uninterested in the teacher's explanation.	S
7	The students frequently translated the sentences	S
8	The students struggled to understand the conditional sentence pattern.	S
9	The procedure was boring.	M
10	There is no group work,	M
11	The teacher provided no feedback on the students' work.	T
12	The teacher used no media to motivate students to study.	T

**NB: S: Students            T: Teacher            M: Method**

During the teaching and learning process, problems were shown by both an internal and an external factor. The internal variable came from the students, while the external variable came from the teacher's method. Since the researcher is only interested in the students' grammatical proficiency, she picked issues that might come up during the teaching and learning of grammar.

## DISCUSSIONS

The application of the Blended Learning Method at the Ninth Grade of Mts. Hj. Haniah Islamic Boarding School from July 2022 to December 2022 revealed a significant increase in students' grammar skills. Even though the majority of students did not achieve the maximum standard score in the first cycle's test, their grammar skills improved significantly by the second cycle. The following is the result of the students' exam:

**Table 3**  
**The Presentage Score of Students' Test Result in Cycle I**

Score	Criteria	Frequency	Percentage
95 to 100	Excellent	-	-
85 to 94	Very Good	-	-
75 to 84	Good	6	16,67%
65 to 74	Fairly Good	14	38,89%
55 to 64	Fair	13	36,11%
35 to 54	Poor	3	8,3%
00 to 34	Very Poor	-	-

According to the data presented, 0% of students were assigned to the excellent category, 0% were assigned to the very good category, 16,67% were assigned to the good category,

38,89% were assigned to the fairly good category, 36,11% were assigned to the fair category, 8,3% were assigned to the poor category, and 0% were assigned to the very poor category.

**Table 4.**  
**The Presentage Score of Students' Test Result in Cycle II**

Score	Criteria	Frequency	Percentage
<b>95 to 100</b>	Excellent	-	-
<b>85 to 94</b>	Very Good	11	30.56%
<b>75 to 84</b>	Good	20	55.56%
<b>65 to 74</b>	Fairly Good	5	13.89%
<b>55 to 64</b>	Fair	-	-
<b>35 to 54</b>	Poor	-	-
<b>00 to 34</b>	Very Poor	-	-

From the data above, it can be seen that 0% of students received the excellent category, 30.56% of students received the very good category, 55.56% of students received the good category, 13.89% of students received the fairly good category, 0% of students received the fair category, 0% of students received the poor category, and 0% of students received the very poor category.

**Table 5**  
**The Result of the Students' Improvement**

	Mean	N
Cycle 1	63,94	36
Cycle 2	82,5	36

On the basis of the preceding explanation, it was determined that students' grammar skills improved significantly, as the mean score on the test of cycle 1 was 63.94 and the mean score on the test of cycle 2 was 82.5. The following table 4.5 displays the results of students who achieved a score ( 75) in grammar ability using the Blended Learning Method.

**Table 6**  
**The Result of Students' Score in Cycle I and Cycle II**

Meeting		Students Who Got Score ( $\geq 75$ )	Percentage
<b>Cycle I</b>	IV	6	16,67%
<b>Cycle II</b>	VIII	31	86,12 %

The outcome demonstrated an increase in student performance. In the first cycle, 16,67% (6 students) received a grade above 75. In cycle 2, 86,12 % (31 students) received a grade above 75. As a result, the Blended Learning Method assisted the grammar ability at the Ninth Grade of

Mts. Hj. Haniah Islamic Boarding School effectively and efficiently, and this learning was successfully applied and improved the students' grammar ability.

Consequently, the researcher concluded that the Ninth Grade students of Mts. Hj. Haniah Islamic Boarding School could improve their grammar skills by employing the Blended Learning Method. Therefore, the category of students with improvements can be seen in Table 6:

**Table 7**  
**The Students' Improvement in the Classroom**

No	Before the Actions	Cycle I	Cycle II
1.	The students were not interested in studying English grammar.	There were only few students that interested to begin the teaching and learning process	Most of the students were enthusiastic to begin the teaching process
2.	The students' vocabulary mastery was low	There were few students who asked the researcher the meaning of unfamiliar word in the sentences.	Most of the students paid attention to the words that have been taught by the researcher. So that they could read the text without asking the researcher when they found unfamiliar words.
3.	The students difficult to memorized the rules of conditional sentences	There were only few students difficult to memorized the rules of conditional sentences after watched the video on Youtube	Most of the students were good in memorizing the rules of conditional sentences correctly.
4.	The students got confused when they forgot about the pattern in using conditional sentences	There were only few students often got confused when they forgot about the pattern in using conditional sentences.	Most of the students did not got confused out the pattern in using conditional sentences and could answer exercises well.
5.	The students did not show a willingness to learn English grammar because they had already exhausted after did other subject (mathematics), students could not concentrate well because of sleepy, exhausted and boring.	There were only few students show a willingness to learn English grammar.	Most of the students show a willingness to learn English grammar

This study focused on enhancing students' grammar skills through the use of the blended learning method. This action was carried out during both Cycle 1 and Cycle 2. The results of the study demonstrated that the blended learning method improved students' grammar skills. Based on the findings, the following discussion was composed. The blended learning method was implemented by the researcher and consisted of two learning models: face-to-face learning and online learning. The application of the blended learning method can motivate students to study. With Blended Learning, teachers can use online and face-to-face learning resources to attract students' attention and help them become more active and effective learners, according to the theory proposed by Brew (2018). In addition, as stated by Akkoyunlu and Soylu (2018), learners can interact with educators and their peers in order to receive immediate feedback on their learning outcomes.

The Blended Learning Method was an alternative way of teaching English grammar to students. Students were advised to be more inventive and active in order to comprehend the pattern and rules of conditional sentences. Additionally, the use of blended learning enhances student motivation and teacher-student interaction. When effective interactions were established, the students would develop closer bonds. They also had the opportunity to share their understanding of English grammar. Students were able to comprehend the pattern of conditional sentences and were more engaged in the learning process as a result of their enjoyment of watching videos. While the use of blended learning could also improve students' vocabulary due to the presence of numerous unfamiliar words in video sentences that encourage students to learn their meanings in order to comprehend the video's sentences,

## **CONCLUSION**

During the course of this study, the researcher discovered numerous instances in which the students' grammar skills at the Ninth Grade of Mts. Hj. Haniah Islamic Boarding School were deficient. These problems were caused by a number of factors, including the students' lack of motivation to study English grammar. Second, the vocabulary and tenses of the students were still inadequate. Thirdly, the teacher's monotonous teaching style affected the students' motivation to study; as a result, they feared making errors when constructing sentences. Based on these cases, the researcher intended to improve the grammar skills of students in the Ninth Grade of Mts. Hj. Haniah Islamic Boarding School by employing the Blended Learning Method. After implementing the Blended Learning Method, the researcher observed an improvement in the students' grammar skills. The categories of improvement for the students were as follows: 1. The



students were more motivated to follow instructions during the teaching and learning process. Teaching grammar using the Blended Learning Method can improve students' grammar learning outcomes (conditional sentences). By mastering the Blended Learning Method, students become more enthusiastic, motivated, and engaged in their grammar studies.

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