THE EFFECT OF BLENDED LEARNING STRATEGY ON THE EIGHTH GRADE STUDENTS' WRITING SKILL OF SMP NEGERI 41 MEDAN IN THE ACADEMIC YEAR OF 2020/2021

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ABSTRACT

The purpose of this study was intended to find out the empirical evidence of the students' achievement in writing descriptive text by using the Blended Learning strategy on the eighth-grade students' writing skill. This study used a quasi-experimental method. The sample in this research was 60 students consisting of 30 students in the experimental group (VIII-1) and 30 students in the control group (VIII-4) taken by purposive sampling. The experimental group has given the treatment using the Blended Learning strategy, while the control group did not use the Blended Learning strategy. Pre-tests were given in two groups before giving treatment. The results showed as follows: First, the pre-test score showed the average score of the experimental group was 56,70 and the control group was 54,37. After being given the treatment, the students of the experimental group was given post-test, as well as the control group, but without treatment. The post-test results show the average value of the experimental group is 83,03 and the control group is 70.53, in this case, the increase in the score of the experimental group is 26,33 and the control class is 16,16. Second, there is a significant difference between post-test and the score of experimental group and control group because the $t_{observed}$ is $5,10 > 1,697$ t_{table} at the level of significance 0,05. In other words, Ho was rejected and Ha was accepted. In short, it can be concluded that students who write descriptive texts using the Blended Learning strategy are more effective than not using. Thus, it can be concluded that the Blended Learning strategy has a positive influence on eighth-grade students at SMP Negeri 41 Medan in the academic year of 2020/2021.

Keywords: Writing skill, Blended Learning strategy, and Descriptive text

I.   INTRODUCTION

In learning English, students are expected to master four language skills. The four language skills are listening, speaking, reading, and writing. One of the skills that must be mastered by students in writing. It is an indirect skill that helps students to share their knowledge, experience, and so on. In written form, students must organize their thoughts, explain their arguments, present their supporting evidence, and lead their readers to a shared conclusion. Gangal (2011:3) states that writing is the most difficult skill for a learner to acquire. It is because most students have less experience with written expression and language style. In addition, dealing with the writing process, the students are often confused about the process of putting words down on paper in the same structure as it is on the outline prepared with appropriate style and vocabulary. Then, the major ideas arranged in some cases are often corrected due to mechanical techniques and grammatical errors. Although writing

skill is difficult to learn but if they practice it well, by the time they will be able to achieve the learning goal of writing which is mastering the writing skill. Writing skill is essential communication that must be achieved to increase students' competence.

Based on the interview with Mam Hasibuan on 23 July 2021, the English teacher of the eighth-grade students of SMP Negeri 41 Medan, she said that writing skill is one of the skills that students are not interested in, especially writing descriptive text. When she asked them to write a descriptive text, only a few students can write it well. Most of them have low motivation, made grammatical errors, punctuation marks, and lack vocabulary so that they are faced with difficulties in choosing words and making good sentences.

Nowadays, in the pandemic Covid-19 situation now sounds better and easy to grasp the term Blended Learning strategy and Online Learning. Everyone had a different understanding and knowledge of what it means. Both of them are different. Online Learning can be defined as the type of learning where the students learn through the Internet. Blended Learning or also called Hybrid Learning or Mixed-mode Learning is an approach to learning that combines online and face-to-face learning or instructions. This strategy had a significant role in learning and it can help students have more fun in learning because they not only focus in the classroom but can also learn outside without limited space or time. If students used this strategy effectively, it would improve their skills or competence in learning. Because of this, the Blended Learning strategy should be applied in learning, especially in learning English subjects. One of the best learning strategies that we should implement in this era is the Blended Learning strategy.

Several researchers had been conducted the Blended Learning strategy in their researches. Sriwahyuni (2019:45), researched entitled "The Effectiveness of Blended Learning Model on Students' Writing Competence (a Pre Experimental Study at Eleventh Grade Students of SMA Negeri 19 Gowa)". The researcher investigated students' writing skill and only focus on the content and organization of the narrative text. A result of the research concluded that there was a significant difference of the students' writing competence before and after using the Blended Learning strategy. Blended Learning strategy was effective in improving students' writing competence in terms of content and organization.

Keshta (2013:2) also conducted research entitled "The Effectiveness of a Blended Learning Program on Developing Palestinian Tenth Graders' English Writing Skill". The researcher was intended to investigate the effectiveness of using the Blended Learning program on developing Palestinian tenth graders' English writing skill. A result of this research showed that was a significant difference of the students' writing competence before and after using the Blended Learning strategy. He concluded that education stakeholders should adopt Blended Learning in their teaching English, a workshop for teachers on how to implement Blended Learning in their teaching process, and using the Blended Learning program is more effective than the traditional method in developing students' writing skills.

The researchers above had been concentrated on the online discussion using different webs such as online applications and social networking. This research chose descriptive text as the material taught to students. Besides, the previous research investigated students' writing skill in various aspects such as content, organization, cohesion, grammar, capitalization, punctuation, etc. While this

research was investigated the influence of the Blended Learning strategy on the students' writing skill especially in descriptive text.

The treatment in this research was given with different styles. Conventional or face-to-face learning under the requirements of health protocol and combined with online learning. The students were only allowed with fifty percent of the classroom capacity or made discussion one by one with the writer. By given this treatment, Blended Learning strategy, it was known whether or not it given an effect on the students' writing skill. That was the reason why the writer feels interested in carrying out research entitled: The Effect of Blended Learning strategy on the Eighth Grade Students' Writing Skill of SMP Negeri 41 Medan in Academic Year 2020/2021

Blended Learning

In learning English students have to understand the term of learning strategies. According to Laoli (2010:5) learning strategies are activities from the learners which make them aware of necessity in learning and they apply the learning strategies systematically to make them be easier in acquiring their learning result. Learning strategies make students enjoy learning. One of the strategies in teaching especially teaching English is using the Blended Learning strategy.

Blended Learning is still a comparatively new concept. Kim (2007:143) states that Blended Learning is learning that uses information technology to deliver learning materials outside the traditional classroom. Various technologies or strategies can be applied in the learning and teaching process through Blended Learning, such as Email, Streaming media, Whatsapp applications, Social media, Youtube, etc. It can be combined with conventional learning methods.

According to Thorne (2003:2) Blended learning is the most logical and natural development in our learning agenda. It proposes an elegant solution that can solve the challenge of learning and develop according to individual needs. It represents an opportunity to combine the innovation and technological advancements provided by online learning with the best interaction and participation in traditional learning. It can be supported and enhanced by the wisdom of a personal trainer and one-on-one contact.
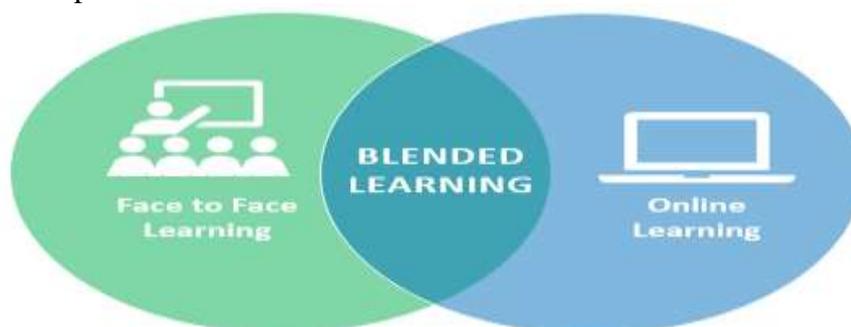
Figure: 1. The Concept of Blended Learning Strategy

Blended Learning is the most logical evolution in learning. It is a learning method that presents opportunities to integrate innovative advancements and technologies offered by online learning with the best interaction and participation from traditional learning. Graham (2006:86) also believes Blended Learning methods are a combination of instructions from separate learning models

historically, that is traditional learning done Face-to-face and learning with distributed systems (online).

Based on the explanation above, it can be summed up that Blended Learning is the learning evolution that combines face-to-face and Online learning and using technology in learning-teaching process such as through Email, Streaming media, WhatsApp, Social media, Youtube, and so on. Special for this research the writer will share the link learning video through Whatsapp Group combine with conventional learning. Face-to-face learning on Saturday and follow the health protocol.

Many researchers agree that Blended Learning has special things. According to Huang and Wang (2006) Blended Learning has three characteristics.

(1) Flexibility of providing learning resources. It is explained that the Blended Learning model has varieties of resources to support students' learning, where students are not only getting information from the teacher, but also the computer (online or offline).

(2) Support of learning diversity. It is explained that each student has a different learning style such as audio, visual and kinesthetic. The type of learning style that each individual has is the easiest way to absorb, organize, and process information. Therefore, Blended Learning is facilitating a variety of resources to help students more easily learn.

(3) The enrichment of the e-learning experience. It is explained that students can get more information through the e-learning, when students do many activities on online learning such as do the task, discussion, etc. Thus, students' experience can be improved through their activities in online learning.

Fiky (2011:23-24) states that Blended Learning redesigns the educational model with these characteristics:

(1) Moving from lectures to students centered learning.

(2) Maximizing teacher-student, student-student, student-content, student-outside resources interaction.

(3) Integrating evaluation techniques for teachers and students.

(4) Broadening the spaces and opportunities available for learning. Bath and Bourke (2010:1);

(5) Supporting course management activities (e.g., communication, assessment submission, marking, and feedback).

(6) Supporting the provision of information and resources to students.

Based on the explanation above, it can be summarized that the characteristic of Blended Learning involves multiple resources learning. Students can learn from the teachers' explanations and use the computer online to wider and support information given by the teacher. They can check and recheck what the teacher has given from other resources to assure its accuracy. Then, various learning resources are also very helpful to students' learning diversity if they know the type of learning style. In addition, one of the various learning resources is online learning. Through online learning, they will perform many activities, such as completing tasks, conducting peer assessments, etc. It increases the learning experience of students since they are faced with a new technology in which the teacher and students stay apart but are still able to communicate.

Using online learning within a Blended solution helps the individual focus on their interaction with learning technologies using the Internet or Intranet.

According to Thorne (2003:131) there are some advantages to be gained from using Blended Learning in its various forms:

(1) Learning can be more targeted, focused, delivered bite-size, just-in-time
(2) Learners can interact with the tutor;
(3) Learners can interact with their peers;
(4) Learning materials are readily accessible;
(5) A variety of techniques can be utilized by maximizing different technologies;
(6) It can build on other off-the-job provisions.

In addition, Ines and Wilton (2018: 5) states that there are five advantages of Blended Learning for students, namely: increased learning skills, greater access to information, improved satisfaction and learning outcomes, and opportunities both to learn with others and to teach others. Recent research identifies the following key benefits of Blended Learning:

(1) Opportunity for collaboration at a distance: Individual students work together virtually in an intellectual endeavor as a learning practice.
(2) Increased flexibility: Technology-based learning allows for learning anytime and anywhere, letting students learn without the barriers of time and location but with the possible support of in-person engagement.
(3) Increased interaction: Blended Learning offers a platform to facilitate greater interactivity among students, as well as between students and teachers.
(4) Enhanced learning: Additional types of learning activities improve engagement and can help students achieve higher and more meaningful levels of learning.
(5) Learning to be virtual citizens: Learners practice the ability to project themselves socially and academically in an online community of inquiry. Digital learning skills are becoming essential to be a lifelong learner, and blended courses help learners master the skills for using a variety of technologies.

Based on the explanation above, it can be said Blended Learning is one of the learning-teaching strategies which promotes advantages in learning-teaching process. Blended Learning Strategy provides some advantages:

(1) It makes the learning-teaching process more fun,
(2) It is more interactive
(3) It makes collaborative activities even though it is done through a virtual process. One advantage if the teacher uses the Blended Learning strategy it can make the learning-teaching process more fun, interactive, and collaborative in learning even though it is done through the virtual process.

There are five design phases for a systematic approach by using Blended Learning in the learning-teaching process Fiky (2011:15), Bath, and Bourke (2010:56). They are as follows:

(1) Plans to integrate Blended Learning into the classroom.
(2) Designing and developing elements of mixed learning.
(3) Applying blended learning design.
(4) Reviewing (evaluating) the effectiveness of your Blended Learning design.
(5) Planning your delivery of the next course involves increasing the mixed learning experience for staff and students.

According to Billigmeier (2011:34) the selection, organization, and primary presentation of course content, as well as the design and development of learning activities and assessment, is a pivotal responsibility for the instructor. This means

that the teacher or instructor should design his teaching systematically to make it easier for students to understand. Learning activities and assessments through virtual learning should be prepared to draw the students' attention.

TeachThought (2019:3) said there are 12 types of Blended Learning:

(1) Station Rotation Blended Learning

Station Rotation Blended Learning is a model that allows students to browse various sites in turn according to a fixed schedule, at least one of which is an online learning site. This model is most common in elementary schools because teachers are already familiar with the rotation of centers and sites.

(2) Lab Rotation Blended Learning

The Lab Rotation model of Blended Learning is similar to Station Rotation, by allowing students to work in a dedicated computer lab by rotating between sites on a fixed schedule, allowing flexible schedule arrangements with teachers, enabling schools to utilize existing computer labs.

(3) Remote Blended Learning

In Enriched Virtual Blended Learning, the students' focus is on completing online coursework while only meeting with the teacher intermittently/as-needed. This approach differs from the Flipped Classroom model which emphasizes the balance of online to face-to-face instructional time. In an Enriched Virtual Blended Learning model, students would not see/work with/learning from a teacher daily face-to-face but would be in a flipped setting.

(4) Flex Blended Learning

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

(5) The Flipped Classroom Blended Learning

Perhaps the most widely known version of Blended Learning is a Flipped Classroom is one where students are introduced to content at home, and practice working through it at school supported by a teacher and/or peers. In this way, traditional roles for each space are flipped.

(6) Individual Rotation Blended Learning

The Individual Rotation model allows students to rotate through stations, but on individual schedules set by a teacher or software algorithm. Unlike other rotation models, students do not necessarily rotate to every station; they rotate only to the activities scheduled on their playlists.

(7) Project-Based Blended Learning

Blended Project-Based Learning is a model in which students can use either the course form or the self-learning form for online learning. They can also use face-to-face guidance and collaboration to design, illiterate and release project-based learning tasks, products and related Artifact.

(8) Self-Directed Blended Learning

In Self-Directed Blended Learning, students use a combination of Online Learning and face-to-face learning to guide their individualized inquiry, achieve

formal learning goals and connect with tutors through physical and digital methods. In Self-Directed Blended Learning, one of the challenges facing teachers is how to judge the success of the learning experience (in a certain way) without canceling the certification.

(9) Inside-Out Blended Learning

In Inside-Out Blended Learning, experiences are plan to finish or end up beyond the physical classroom, but still, require and benefit from the unique advantages of both physical and digital spaces. In both the Outside-In and Inside-Out models, the nature of Online Learning is less critical than the focus on platforms, spaces, people, and opportunities beyond the school walls. (The online components could be self-directed inquiry and/or formal eLearning courses and curriculum.) Because the learning pattern is outward, Project-Based Blended Learning is an excellent example of the Inside-Out Learning Model.

As with Outside-In Blended Learning, there is a need for expert guidance, learning feedback, content teaching, and psychological and moral support from face-to-face interactions daily. Well-designed, each of the three areas plays to its strengths and complements the other two.

(10) Outside-In Blended Learning

In Outside-In Blended Learning, experiences are planned to start in the non-academic physical and digital environments students use daily, but finish inside a classroom. This could mean traditional letter grades and assessment forms, or less traditional teaching and learning that simply uses the classroom as a closed-circuit publishing platform a safe space to share, be creative, collaborate, and give and receive feedback that grows student work.

Well-designed, each of the three areas plays to its strengths and complements the other two. While the pattern is Outside-In, unlike Remote Blended Learning there is still a need for guidance, teaching, and support from face-to-face interactions daily.

(11) Supplemental Blended Learning

In this model, students either completely supplement daily face-to-face learning through online work, or completely supplement the learning gained from online courses and activities through face-to-face learning experiences. The big idea here is that the key learning goals are fully met in one space, while the opposite space provides students with another specific supplementary experience that they don't or cannot provide.

(12) Mastery-Based Blended Learning

Based on the completion of Mastery-Based Blended Learning goals, students can take turns learning between Online Learning and face-to-face learning (activities, assessments, projects, etc.). The valuation design is essential for any learning experience based on mastery, according to the mentality of the learning designer, whether the ability to use face-to-face and digital evaluation tools is powerful or complex.

Based on the superiority of the Blended Learning Strategy above, educators need an effective learning tool or platform to display subject matter online in web-based learning. Lots of platforms for sale have proven its effectiveness, such as Remote Blended Learning/Virtual Blended Learning/Moodle. This Moodle is more famous in Indonesia which can be designed for local internet or online. Moodle (Modular Object-Oriented Dynamic Learning Environment) is a Course

Management System (CSM), also known as a Learning Management System (LMS) or Virtual Learning Environmental (VLE). This LMS uses internet technology to regulate interactions between users and learning resources, namely the web. Then a web-based online platform application that is familiar to students is Whatsapp application, Zoom, or Google classroom.

Writing

According to Richards and Renandya (2005:331) Writing a sentence or paragraph is not only assign word afterword. It should produce and arrange ideas. Therefore, writing needs a long process to be a good written product where the ideas become coherent, accurate, informative, and legible text.

Besides Nunan (2014:19) states that writing is a combination of process and product. The process means that how we can gather our ideas. Then, our ideas will present to the readers in a form of any type of writing that is called the product.

Nunan (2014:29) states that writing is an idea that is expressed by the writer through clear statements and paragraphs. Then, these ideas are organized into a good composition. Besides, writing presents the writers' concept in understanding an issue that is shown to the public. It requires the integration of ideas is systematically written.

Based on the explanation above the writer sums up that writing is an intellectual activity, it takes a lot of time to get good writing. This means writers must collect and organize their thoughts so that it becomes coherent, accurate, informative, and clear text, that is it ideas can be presented to readers through writing.

There are many types of writing, every type has a different character, concept, theory, and concept. According to Jordan (2007:5) there are five types of writing are expository, narrative, persuasive, descriptive, and process writing.

(1) Expository writing informs, clarifies, explains, defines, or instructs by giving information, explaining why or how, clarifying a process, or defining a concept. The well-written exposition has a clear central focus developed through a carefully crafted presentation of facts, examples, or definitions that enhance the readers' understanding.

(2) Narrative writing accounts for personal or fictional experiences, telling a story based upon a real or imagined event. In a well-written narration, a writer uses insight, creativity, drama, suspense, humor, or fantasy to create a central theme or impression. The details work together to develop an identifiable storyline. Narratives are usually arranged in chronological order, but they may also contain flashbacks, interruptions that take the story back to an earlier time.

(3) Persuasive/ argumentative writing convinces, prevails upon, wins over, or hooks the reader to believe or do something. In a well-written persuasion, a writer take a position for or against an issue, using statistics, analogies, irony, antithesis, specific examples, and expert evidence to create a convincing line of argument that will move a reader to action.

(4) Descriptive writing sketches a portrait of a person, place, or thing by using concrete and specific details that appeal to one or more of the senses.

(5) Process writing develops patterns in time order, usually chronologically. These patterns either describe processes or explain how to perform processes with fluid, directional, or step-by-step instructions.

Besides Murphy (2009:13) states that writing for academic assignments generally falls into the following five broad types and purposes:

Table 1 The Types of Writing

TYPE	PURPOSE
(1) Exposition/Informative	To give complete and accurate information on a specific topic/issue, which may : - explain a process; - explain cause/effect; - compare/contrast; - analyze; - interpret; - show problem/solution.
(2) Persuasive	To convince the reader of the worth of your particular argument or point of view.
(3) Narrative	To outline the linear development of a subject.
(4) Descriptive	To describe about someone, place, things and so on.
(5) Process	To describe processes or explain how to perform processes.

From table 1., there are five types of writing in academic writing text, and most academic assignments are likely to involve a combination of informative, persuasive, and narrative writing. For this research, the writer will apply exposition or informative text which the purpose is to give complete and accurate information on a specific topic/issue or to describe something such as things, animals, or so on.

When students want to write a text they must know the component or element of writing. According to Walker (2010) there are five elements of good writing:

(1) Purpose

When we talk about the purpose of a paragraph, we are talking about the reasons that a writer is writing a particular paragraph. For writers to stay focused on their topic, they must understand the purpose that they are trying to accomplish. The purpose is the goal the writer is trying to achieve. The three most common goals of academic writing are:

(1) To inform the readers
(2) To persuade the readers
(3) To entertain the readers

Writers often create a purpose statement before they begin writing. A purpose statement is a short sentence that clearly defines the point of the paragraph. Reviewing the purpose statement while you write will help you to stay on topic and maintain the focus of your writing. Some writers attach index cards or "sticky notes" on their computer screens to keep the goal of the writing within easy view.

(2) Audience

The second element of good writing is to keep your audience in mind as you write. The term audience refers to the readers. Good writers know who their

audience is before they start writing. Good writers keep their audience in mind as they write every sentence in their paragraphs.

Relating to Your Audience Consider these two main elements in relating to your audience:

(1) Viewpoint or person (first, second, or third)
(2) Formal or informal writing

Person Writers can choose one of three different persons, or points of view when writing.

(3) Clarity

Clarity refers to how easy it is for the reader to understand your writing. Good writers explain their points clearly. Clear sentences are not vague or indirect; they get the point across to the reader by using specific, concise language. Here are two ways that you can improve clarity:

(1) Use descriptive (or precise) words
(2) Use clear pronoun references

Using clear, Descriptive Language Using clear, descriptive language improves clarity in a paragraph. It helps the reader see accurately the person or thing the writer is describing. Avoid vague and unclear words, such as good and nice. Instead, choose clear and precise words.

Clear Pronoun Reference Writers often use pronouns to avoid repeating a noun in a sentence or paragraph. Pronouns can make your writing clear and precise as long as every pronoun refers to a specific noun. When a pronoun reference is unclear, you can correct this by using the precise noun.

(4) Unity

Unity in a paragraph means that all the sentences are related to the topic sentence and its controlling idea. Good writers stay on topic by making sure that each supporting sentence relates to the topic sentence.

(5) Coherence

A piece of writing has coherence when all of the ideas are organized and flow smoothly and logically from one to the next. When a paragraph or essay has coherence, the reader can follow the main ideas more easily. Three important features of coherence are:

(1) Logical order
(2) Repetition of keywords
(3) Use of transitional words and phrases.

It is important to follow a logical order in your writing. Based on the explanation above, that is important to know and understand purpose, audience, clarity, unity, and coherence before beginning to write.

In this case, it is expected that high school students will improve their writing skills. They are expected to produce written texts very well in their own words. Therefore, students must be able to use their own words to create text. The text usage is narrate, describe, restate, report, etc.

In addition, the purpose of high school English learning schools should develop oral English communication skills and written language. This means that the teacher must succeed especially in writing in teaching. One thing to support the teacher is using the correct method in teaching. Therefore, students can learn to write.

According to KEMENDIKBUD Curriculum 2013 of the senior high school, writing materials contain grammar, introducing text, or generic structure of the text. Grammar includes pronouns, simple present tense, simple past tense, adverb of time, singular-plural, present perfect tense, noun phrase, etc. Meanwhile, introducing text includes descriptive text, announcement, congratulation and implementing, recount text, narrative text, etc.

Based on the explanation above, teaching advanced writing to High school students must be related to the curriculum. It means teachers must be able to teach fun students. An interesting way to teach successfully is to use methods or rather the media, where will it support students to learn effectively.

Descriptive Text

Many types of text should be learned by students in Senior High School. One of the texts that should be known by students is descriptive text. Hartanto (2005:101) states that descriptive text is writing about how something (or someone) looks and uses space order. It means also that descriptive text is used to identify and describe a particular person, place, or thing. They added a writer of a good description is like an artist who paints a picture that is "seen" clearly in the mind of the reader. Other experts said that descriptive writing can be varied by seen several sources and surely all of the sources have different explanations about it. Although it has several different explanations, they have the same meaning. Dirgeyasa (2016) states that descriptive etymology is derived from the word describe means to draw, to illustrate, or to picture object, place, person, to have an idea or point of view to have the appearance of the object described.

According to Clouse (2004:26) state that when you write the subjective description, your goal is to create vivid mental images that using concrete sensory detail which consists of a specific word that appeals to the sense (sight, sound, taste, smell, touch). Priyana (2008:23) also said that descriptive text is about characteristics that focused on the characteristic features a particular subject, such as a book, animal, etc. When we try to describe a book, we can describe it how does it be physical, its form, and other information about it.

From several definitions above, the writer sums up that descriptive text is a type of text, explain to develop students' critical thinking based on their knowledge of various details about the object so that the reader can understand what they are writing. Descriptive text is closely related to students' knowledge the ability to express ideas. Teachers should pay attention to students develop ideas into good writing through a teaching system that suits the needs of students need.

Descriptive text is a type of text designed to provide information. The context of this kind of text is about specific things (animals, people, or other people, such as our pets or people we know.) This is different from reports describing things, animals, people, or other people in general. The social function of descriptive text is to describe a specific person, detailed location, or object. It is a lot of paragraphs describing specific people, places, or events. In the descriptive text, students can describe certain things (people, things, places), and you can also express your emotions, such as anger, fear, sadness, happiness, etc.

Descriptive text is one of the texts that have a generic structure. In addition Brown (2005:35) states that descriptive texts contain generic structure, namely:
(a) Orientation refers to topics who, what, when, and where the text is about.

(b) Description is of the scene physical things (objects, landscape, action, and behaviors, sounds, atmosphere).

It is supported by Wardiman (2016:17) said that in the descriptive text there are two parts of rhetorical structure. First is an introduction that was a statement that consists of one topic to describe. Second is description that consists of the detail description about objects that identify in identification. Based on the definition above the writer sum up in writing descriptive text must contain orientation (introduction/identification) and description.

Descriptive text for teaching writing is one of the important components of language learning. According to the curriculum, it is planned to teach descriptive words in school. This is because one of its purposes is to give students the ability to create descriptive words. Writing descriptive text may be useful for students to identify and describe specific people, places, or things made in writing. The ability to communicate clearly and effectively in a second language helps learners succeed in school. Therefore, language teacher must pay special attention to writing instruction, especially in descriptive texts.

Teaching is the process to make students learn. Monaghan (2007:56) notes that teaching writing would include writing strategies, defined as methods of imparting necessary knowledge of the conventions of written discourse and the basis of grammar, syntax through various pedagogical methods. Ultimately, teaching writing means guiding students toward achieving the highest ability in communicating in words. Teaching is showing or helping someone to learn how to do something by providing knowledge, causing to know or to understand. As we all know, one of the purposes of teaching is to let students learn. Similarly, for example, in order for students to learn and write descriptive text, many supporting elements are needed to stimulate and arouse students' interest, one of which is a method. Instead of using boring methods to teach students, it is better to provide various resources by using blended learning methods as an alternative to writing teaching. Therefore, I hope students will be more interested in this lesson and be more active in the learning process.

One of the skills in English is writing. Writing is an intellectual activity, it takes a lot of time to get good writing. This means writers must collect and organize their thoughts so that it becomes coherent, accurate, informative, and clear text, that is the ideas can be presented to readers through writing. Students' learning outcomes cannot be separated from their teachers' strategies used in teaching. So, it can also affect the students' learning achievements. The interesting and fun learning process will help students to improve their learning achievement. Learning achievement is one of the success indicators in the learning process. Teachers can evaluate all learning components by looking at students' achievements.

Interesting learning can increase students' interest in learning is an activity where there is a joint activity between teacher and students. In learning-teaching process, teachers and students have interacted with lesson materials. That interaction has an impact on learning goal accomplishments which result in high academic achievements. Observations done by the researchers showed that many teachers still use the lecture method in learning-teaching process.

The use of innovative learning media and strategy expected to increase students' achievement. Therefore, a teacher should know and be able to apply various teaching techniques following the needs of the learning-teaching activities

inside and outside the classrooms. One of the teaching techniques that can be used is Blended Learning.

Blended Learning is a teaching technique that combines the face-to-face learning-teaching process with the internet-based learning or e-learning. The teacher conducts teaching learning process face to face inside the classroom and utilizes social networks or social media as learning outside the classroom. Students can submit their tasks through that media on time and can utilize the class forum as a group discussion in addition to the classroom. Application of Blended Learning is expected to find out whether or not the use of Blended Learning strategy has a significant effect to students' writing skill in writing descriptive texts, and to know the students' response to the implementation of Blended Learning strategy.

According to Arikunto (2014:174) hypothesis is a temporary answer to the research problem until it is proved by data that will be collected.

Based on the problem research, the writer formulates the following hypothesis:

(1) Alternative hypothesis :

In this research, the alternative hypothesis said that there is an effect of the Blended Learning strategy to the students' writing skill achievement.

(2) Null hypothesis :

In this research, the null hypothesis said that there is no effect of the Blended Learning strategy on the students' writing skill achievement.

RESEARCH METHOD

The research design used pre-experimental design or quasi-experimental design. According to Cresswell (2004:56) quasi-experimental is a method whose influence is seen in two groups, using treatment in one group where this group is usually called experimental group. Whereas the other group that does not apply the treatment is called control group. This used a nonequivalent control group design model. Before the writer was given the treatment, both the experimental group and the control group were given a pre-test to know the state of the group before treatment. Then after being given treatment, the experimental group and the control group were given a post-test, to determine the state of the group after treatment. In this research, the experimental group was treated by Blended Learning strategy, and the learning control group was treated by conventional methods.

Here was a Quasi-experimental design model nonequivalent control group design:

Table 2. The Quasi-experimental Design

Group	Pre-test	Treatment	Post-test
Experimental Group	Q_1	Blended Learning strategy (X)	Q_3
Control Group	Q_2	Conventional Methods (X_0)	Q_4

Note : Q_1 : Pre-test Experimental Group
        Q_2 : Pre-test Control Group
        Q_3 : Post-test Control Group
        Q_4 : Post-test Experimental
        X   : Treatment Blended Learning Strategy
        X_0 : No Treatment.

The Subject of the Research

(1) Population

According to Mcmillan (2012:85), a population is a group of elements or cases, whether individuals, objects, or events, that conforms to specific criteria and which we intend to generalize the result of the research. It means that the population is all of the individuals of the member who want to be observed. The population in this study is all the students in the eighth grade of SMPN 41 Medan that consist of eight classes there are VIII-1, VIII-2, VIII-3, VIII-4, VIII-5, VIII-6, VIII-7 and VIII-8. The total member of the population are 251 students as the table below:

Table 3. Population of the Research

No	Class	Female	Male	Total
1	VIII-1	18	12	30
2	VIII-2	13	18	31
3	VIII-3	21	12	33
4	VIII-4	16	14	30
5	VIII-5	15	16	31
6	VIII-6	20	12	32
7	VIII-7	17	15	32
8	VIII-8	19	13	32
	Amount	139	112	251

(2) Sample

The sample is a representation of a population that is considered able to represent the population so that any information produced by this sample can be considered to represent the entire population. Arikunto (2014:175) states that purpose sampling is the technique of taking a sample or not based on random, regional, or strata, but based on the existence of considerations that focus on specific goals. This is a technique for determining samples with special consideration. The writer chose the sample based on consideration of some similar characteristics including; the two classes have a low scores in writing, the same teacher, and they have some common problems in writing descriptive texts. Student members in the eighth grade consist of eight classes. For this research the writer was chosen two classes, one class or VIII-1 to be the experimental group and the other class or VIII-4 is the control group.

Table 4 Sample of the Research

No	Group	Female	Male	Total
1	Experimental Group	18	12	30
2	Control Group	16	14	30
	Amount	23	27	60

The Place and Time of the Research

The research was conducted at SMP Negeri 41 Medan in class VIII-1 and class VIII-4. It was located on Jl. Bunga Ncole Raya No. 129, Namu Gajah, Kec Medan Tuntungan, Medan. The writer chose this school because there had never

been other researchers who conducted the same case or variable as the writer would conduct. The research was conducted in July 2021.

The research instrument is a set of descriptive text writing tests. This test is very useful for this research as an instrument. Certainly, this is used to measure students' writing abilities. This is related to Brown's (2004:4) opinion that the test can be used to measure a person's ability. The writer uses the writing of descriptive text tests as an instrument of this study. Tests are given twice, there are pre-test and post-test. A pre-test is intended to determine the initial writing skills of the sample and the post-test is intended to examine whether the technique of using Blended Learning has an effect or not on students' descriptive text writing skills. According to Hughes (2003:35), he stated that the test was said to be valid if it accurately measures what it intended to measure. The writer used descriptive text based on the syllabus.

In assessing the students' writing pre-test and post-test, reliability is needed. According to Fraenkel and Norman (2008:319) that reliability then refers to the extent to which test scores are obtained. To achieve instrument reliability, several aspects need to be considered as follows: content, organization, vocabulary, language use, and mechanics.

Technique for Collecting Data
The technique for collecting data as follows :
(1) First, the writer gave a pre-test to the students
(2) The second, the writer gave treatment during four meetings using the Blended Learning strategy.
(3) After treatment, a post-test was given to the students
(4) After that, the writer scored students' descriptive text which was consists of two paragraphs within at least ten sentences. The theme was to describe person, animal, or things with the following criteria:

Table 5. Criteria of Content and Organization

Level	Score	Classification	Criteria
Content	100-90	Excellent to very good	Knowledgeable-substantive-etc.
	89-73	Good to overage	Some knowledge of subject-adequate range-etc.
	72-57	Fair to poor	Limited knowledge of subject-little substance-etc.
	56-43	Very poor	Does not show knowledge of subject-non- substantive-etc.
Organization	100-90	Excellent to very good	Fluent expression-ideas clearly stated-etc.
	89-70	Good to overage	Somewhat choppy-loosely organized but main ideas stand out-etc.
	69-50	Fair to poor	Non-fluent-ideas confused or disconnected-etc
	49-35	Very poor	Does not communicate-no organization-etc.

Adapted from Janet Heaton (2004)

(5) Then, the writer compared the result of those tests; pre-test and post-test by using the T-test between the groups and within the groups. The calculation of the results with the helped of the SPSS 22 computer program.

The Procedure of Research

The procedure of research consists of given pre-test, treatment, and post-test to experimental group and control group, it summarized in the explanation below.

(1) Pre-test

Students are given a pre-test to find out the students' starting point in writing descriptive text before treatment. It will be given at the beginning of the lesson. After students complete the initial test, the writer collected and analyzed student worksheets to determine student abilities. At this stage, the writer conducts initial tests in the form of tests of the ability to write descriptive texts on the experimental and control groups. Preliminary tests will carry out to determine students' initial ability to write descriptive texts before being treated. Thus, the experimental group and the control group depart from the same starting point. In addition, the writer gave the pre-test to the experimental and control group using Whatsapp Group or Google classroom and the students collect the pre-test through Whatsapp application or Google classroom.

(2) Treatment

(a) Experimental Group

The experimental group in this research were students of class VIII-1 in SMP Negeri 41 Medan. Experiments in this group provide a Blended Learning strategy for learning descriptive text so that the application of descriptive writing applies the steps of learning with Blended Learning. The procedure in teaching writing descriptive text used Blended Learning based on the Enriched Virtual Model. In this learning, students are directed to learn entirely based online and only do face-to-face for specific purposes. There are four steps in the learning model of blended learning in English consisting of

(1) presenting information;

(2) guiding students;

(3) training; and

(4) assesses learning.

In this learning is done face to face or learning is carried out by the rules that apply in schools online.

(1) The first stage (presenting information)

This learning begins with the give of information from the teacher about what Blended Learning and what media would be used in learning Blended Learning. And provide all the rules that would be applied in this research.

(2) Second stage (guiding students).

All students in class VIII-1 were invited to the Whatsapp Group via a link, and for Google classroom, the teacher would add the writer as a new teacher. In groups, students can hold discussions, learn and share information and video with supervision by the writer and English teachers as controllers. Then in the Whatsapp Group, Online Learning takes place without time and limited distance. The writer provides some additional material in the form of a file about the descriptive text. And writer and students or fellow students can discuss the

structure, types, and examples of descriptive texts. In addition, in the Whatsapp Group, students can share their difficulties in making descriptive texts.

(3) The third stage (exercise)

In this stage, the writer provided training in writing a descriptive text about a person by providing an understanding of the structure of descriptive text from identification to a description of descriptive text in the group

(4) The fourth stage (assessing learning)

Assessment or evaluation was carried out to determine whether the purpose of this study had been obtained by evaluating by giving a post-test. This treatment involves four elements, namely the Blended Learning strategy, students, teachers, and the writer. Treatment four times in one week or one meeting and treatment would carry out at 1 meeting with a duration of 2 x 45 minutes if based on the syllabus of English subjects.

(b) Control Group

The control group in this study are students of class VIII-7 students of SMP Negeri 41 Medan. The implementation of descriptive writing learning in this group is doing without using the Blended Learning strategy and fully submit to the writer. In this group, the writer used direct learning. Direct learning is a learning model that is more teacher-centered and prioritizes effective learning strategies for expanding information material only.

(3) Post-test

After treatment was given the next step was to provide a final test. The provision and final test aimed to determine whether there are significant differences in descriptive writing skills after treatment. For result post-test, the experimental and control group submit through Whatsapp Group or Google Classroom. For control group in Whatsapp this just for collected pre-test and post-test without the treatment; Student Experimental and Control Group Collected the post-test. In addition, it is also to compare scores with those achieved during the initial test whether the results increase, equal, or decrease. Then, the writer compared the result of those tests; pre-test and post-test by using a t-test. The calculation of the results is done with the help of the SPSS 20 computer program.

The Technique of Data Analysis

To analyze the data, the writer employed the formula to compute the students' scores to measure the success of learning-teaching process used the scoring rubric below.

Table 6. Writing Scoring Rubric

No	Components of Writing	Scores	Indicators
1	Content	4	Relevant to the topic and easy to understand
		3	Rather relevant to the topic but easy to understand
		2	Relevant to the topic but not easy to understand
		1	Quite relevant to the topic and easy to understand

No	Components of Writing	Scores	Indicators
2	Organization	4	Most of sentences are related to the main idea
		3	Some sentences are related to the main idea
		2	Few sentences are related to the main idea
		1	The sentences are unrelated to the main idea
3	Vocabulary and Mechanic	4	A few errors in the choice of words, spelling, and punctuation
		3	Some errors in the choice of words, spelling, and punctuation
		2	Occasional errors in the choice of words, spelling, and punctuation
		1	Frequent errors in the choice of words, spelling, and punctuation
4	Grammar	4	A few grammatical inaccuracies
		3	Some grammatical inaccuracies
		2	Numerous grammatical inaccuracies
		1	Frequent grammatical inaccuracies

(a) Data Description. The data description was used to analyze the students' writing scores. The writer determined the mean score of the students' answers by using IBM Statistic SPPS 22 Software.

  (b) T-Test. The significance difference (t-test) between the students' pretest and posttest, the writer applied IBM Statistic SPPS 22 Software.

The Data Analysis

Data analysis was obtained based on the pre-test and post-test. Data is a score of students' writing ability test taken from the pre-test and post-test given to the experimental and control groups. A pre-test was given to students before the treatment was carried out, and a post-test was given at the end of the treatment. After that, the data was analyzed using a t-test.

(1) Description of Students Writing Competence

The students' skill in writing are described through the mean score and post-test score. The pre-test means score showed the students' score before giving treatment and the post-test mean score described the students content competence after the treatment. The description of students' competence is shown in table 4.1. below.

Note: PREEKS : Pre-test Experimental Group
              POSEKS : Post-test Experimental Group
              PRECON : Pre-test Control Group
              POSCON : Post-test Control Group

Table 4.1 showed that students' writing skill were still low in pre-test and in post-test improved after teaching writing using the Blended Learning strategy. It was proved by looking at the mean of the students in a pre-test in the control group was 54.37 and post-test which to be 70.53 while pretest in the experimental group was 56.70 and post-test which to be 83.03.

(2) The Result of Writing Descriptive Text

Description of the pre-test and post-test scores in the experimental group and the control group

(1) The frequency of students' pre-test and post-test in the control group can be seen in Figure 4.1:
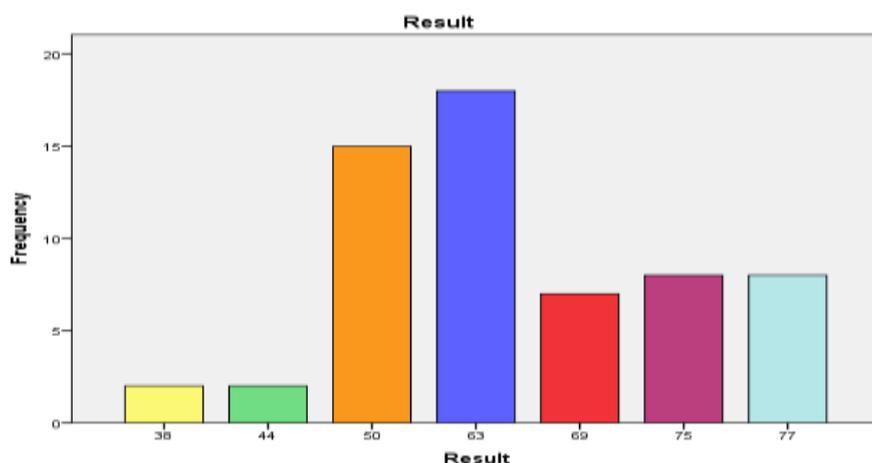
Figure 1.*Graphic for the Frequency of Pre-test and Post-test Scores in the Control Group*

Based on the graph above, it can be seen that the highest frequency of pre-test and post-test scores of students in the control class is in score 63 or 16 students , while the lowest is in scores 38 or 2 students, and 44 also 2 students both of scores have the same frequency. Then, the highest frequency of the student categories in

	N	Range	Minimum	Maximum	Mean		Std. Deviation	Variance
	Statistic	Statistic	Statistic	Statistic	Statistic	Std. Error	Statistic	Statistic
PREEKS	30	37	38	75	**56.70**	2.021	11.068	122.493
POSEKS	30	17	77	94	**83.03**	1.101	6.031	36.378
PRECON	30	37	38	75	**54.37**	1.715	9.394	88.240
POSCON	30	25	69	94	**70.53**	1.238	6.781	45.978
Valid N (listwise)	30							

the average and the lowest are in very bad categories.

(2). The frequency of students' pre-test and post-test in the experimental group can be seen in Figure 2:
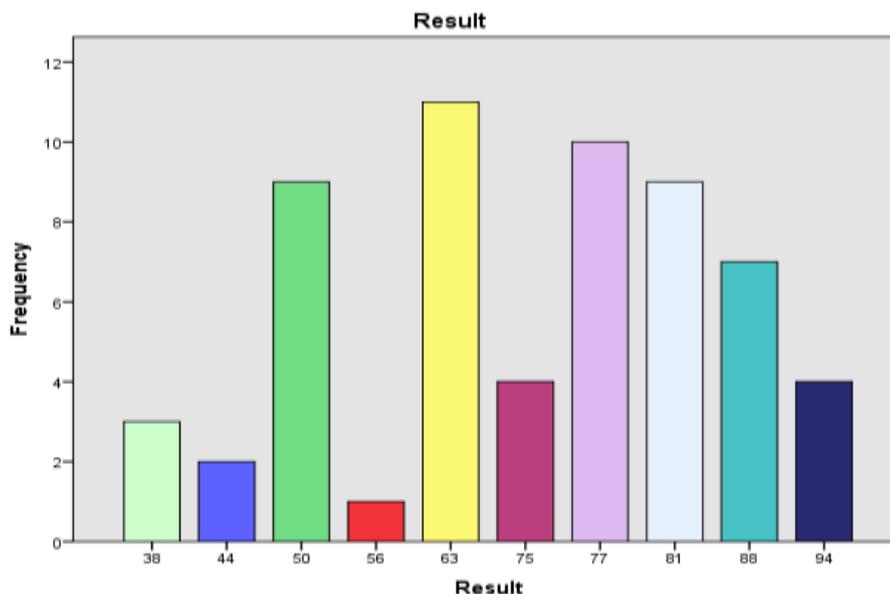
Figure 2. *Graphic for the Frequency of Pre-test and Posttest Scores in the Experimental Group*

Based on the graph above, it can be seen that the highest frequency of pre-test and post-test scores of students in the experimental class is in score 63 or 11 students, while the lowest is in score 56 or only 1 student. Then, the highest frequency of the student categories and the lowest are in the average and very bad categories. From the previous explanation, the posttest score is higher than the pre-test score, it means that teaching writing descriptive text using the Blended Learning strategy can improve students' writing descriptive text scores.

Data analysis aims to prove the research hypotheses, namely to find out the difference in writing descriptive texts between groups that are taught using the Blended Learning strategy and group that are taught not using the Blended Learning strategy. T-test in this study was used to determine differences between groups that were taught using Blended Learning strategy (experimental class) and groups that were taught without Blended Learning strategy (control class). T-test calculations in this study were carried out with the help of a computer program SPSS 22.

(1) Scores Difference of Pre-test

A pre-test score difference test was performed to find out whether writing descriptive texts from the experimental class and the control class students was the same or different before treatment. The writer assumed that the normality of the pretest score test is normal and from the homogeneity test results, it is and homogeneous, the average difference test uses the Independent Sample T-test, assuming the same variance. From the T-test, the following output is obtained.

Table 7. Independent Samples Test for Pretest

	Levene's Test for Equality	t-test for Equality of Means

		of Variances							95% Confidence Interval of the Difference	
						Sig. (2-tailed)	Mean Difference	Std. Error Difference		
		F	Sig.	T	Df				Lower	Upper
Result	Equal variances assumed	1.412	.240	0.88	58	.382	-2.333	2.650	-7.639	2.972
	Equal variances not assumed			0.88	56.507	.382	-2.333	2.650	-7.642	2.975

Based on the table above, P value sig. (2-tailed) = 0.382 > 0.05 and $t_{observed}$ = 0,240 lower than t_{table} (0,240 < 1,697 :α = 0.05), This means that H0 is accepted, so it can be concluded that the average pre-test score of the experimental group and control group students was same. This means that there were no significant differences in pre-test scores between experimental group students and control group students. Thus, there is no difference in pre-test scores between the two groups before treatment.

(2) Score Difference of Post-test

Post-test score difference test was conducted to determine whether writing descriptive texts of experimental group students and control group students were the same or different after being treated (in the form of Blended Learning strategy for writing descriptive texts). Because the normality of the post-test scores is assumed normal, the average difference test uses the Independent-Sample T-Test with the same assumption of variance. From the t-test, the following output was obtained.

Table 8. Independent Samples Test Post-test

		Levene's Test for Equality of Variances		t-test for Equality of Means					95% Confidence Interval of the Difference	
						Sig. (2-tailed)	Mean Difference	Std. Error Difference		
		F	Sig.	T	Df				Lower	Upper
Result	Equal variances assumed	.182	.671	3.380	58	.001	5.600	1.657	2.283	8.917

Equal variances not assumed			3.380	57.222	.001	5.600	1.657	2.282	8.918

Because the value of P (sig.) -tailed= 0,001 <0.05. This means that Ho is rejected and $t_{observed}$ was 3.380 It means $t_{observed}$ was higher than t_{table} (3.380 >1,697 :α = 0.05), so it can be concluded that the average post-test scores of the experimental group students and the control group students were not the same (different). The result of independent sample t-test above same with the table of paired t test of two groups below.

Table 9 Paired Samples Correlations

	N	Correlation	Sig.
Pair 1 PREEKS & POSEKS	30	.649	.000
Pair 2 PRECON & POSCON	30	.246	.189

Table 10. Paired Samples Test

		Paired Differences							Sig. (2-tailed)
		Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference		T	Df	
					Lower	Upper			
Pair 1	PREEKS - POSEKS	-26.333	8.499	1.552	-29.507	-23.160	-16.971	29	.000
Pair 2	PRECON - POSCON	-23.067	10.140	1.851	-26.853	-19.280	-12.459	29	.000

Note : PREEKS : Pre-test Experimental Group
        POSEKS : Post-test Experimental Group
        PRECON: Pre-test Control Group
        POSCON : Post-test Control Group

Table Paired t-test above showed that value of P (sig.) -tailed= 0,00 <0.05. This means that Ho is rejected and $t_{observed}$ was 5,10 It means $t_{observed}$ was higher than t_{table} (5.10 >1,671 :α = 0.05) (formulate can be seen in appendices $t_{observed}$). This means that there are significant differences in posttest scores between experimental group students and control group students. Because there are significant differences in post-test scores between experimental group students and control group students, it can be concluded that there is a significant influence on the use of the Blended Learning strategy to write students' descriptive texts.

Questionnaire were given to know the students' responses in teaching learning process using the Blended Learning strategy whether appropriated with improvement of writing skill or not. Questionnaire was taken at the end of the research and only given to experimental group because they was taught using the Blended Learning strategy while the control group was not. The questionnaire consisted of 4 items. It was filled by the students. It can be seen as follows:

Table 11 *Questionnaires*

No	Statements	Answers			
		SD	D	A	SA
1	Saya tertarik dengan *Blended Learning strategy* yang digunakan dalam proses pembelajaran.	-	-	21	9
2	Semakin menyukai kegiatan menulis dalam bahasa Inggris selama menerapkan strategi pembelajaran *Blended Learning*.	1	-	16	13
3	Saya semakin termotivasi untuk belajar menulis dalam bahasa Inggris dengan menggunakan strategi pembelajaran *Blended Learning*.	1	-	9	20
4	Saya memahami struktur dan fungsi kebahasaan Descriptive Text selama melakukan proses pembelajaran menggunakan strategi pembelajaran *Blended Learning*.	1	1	10	18
5	Semakin mampu menulis Descriptive Text dalam bahasa Inggris setelah melakukan pembelajaran menggunakan *Blended Learning straregy*.	-	-	26	4
6	Metode pembelajaran *Blended Learning strategy* cocok diterapkan untuk siswa SMP.	1	-	10	19

From the table 4.6. there were 6 statements questionnaires. The first items can be seen there was no students chose strongly disagree and disagree. Meanwhile, there were 21 students (70%) there were 9 students (30%). From the second items can be seen there was a student (3.33%) chose strongly disagree. There were 16 students (53.33%) chose agree. There were 13 students (43.33%) chose strongly disagree and there was no students chose disagree. From the third items can be seen there was a student (3.33%) chose strongly disagree. There were 9 students (30%) chose agree. There were 20 students (66.67%) chose strongly agree and there was no students chose disagree. From the fourth items can be seen there was a student chose strongly disagree and disagree (3,33%). There were 10 students (33,33%) chose agree. There were 18 students (60%) chose strongly disagree. From the fifth items there were 26 students (86.67%) chose agree. There were 4 students (13.33%) chose strongly agree and there was no students chose strongly disagree and disagree. From the sixth items thee was a student (3,33%) chose strongly disagree. There were 10 students (33.33%) chose agree. There were students (63,33%) and there was no students chose disagree.

The score of the students' response in the questionnaire was calculated as follows:

$$M = \frac{\Sigma x}{N} \text{ X } 100\%$$

Where :

M = the score in percentage of each scale value
Σx = the total score of Strongly Agree, Agree, Disagree, and Strongly Disagree
N = the total score of Strongly Agree, Agree, Disagree, and Strongly Disagree
(1). Total percentage of strongly disagree

$$\mathbf{M} = \frac{\textbf{Total of strongly disagree}}{\textbf{\textit{Total score of students' response}}} \text{ X } 100\% \ = \frac{4}{180} \text{ X } 100\% = 2.22\%$$

(2). Total percentage of disagree

$$\mathbf{M} = \frac{\textbf{Total of disagree}}{\textbf{\textit{Total score of students' response}}} \text{ X } 100\% \ = \frac{1}{180} \text{ X } 100\% = 0.56\%$$

(3). Total percentage of agree

$$\mathbf{M} = \frac{\textbf{Total of agree}}{\textbf{\textit{Total score of students' response}}} \text{ X } 100\% \ = \frac{92}{180} \text{ X } 100\% = 51.11\%$$

(4). Total percentage of strongly agree

$$\mathbf{M} = \frac{\textbf{Total of strongly agree}}{\textbf{\textit{Total score of students' response}}} \text{ X } 100\% = \frac{83}{180} \text{ X } 100\% = 46.11\%$$

The results of research conducted at SMP Negeri 41 Medan stated that the number of students in class VIII was 251 students. The total sample in this study was 60 samples. The sample was divided into two groups 30 students were experimental group samples and 30 students were control group samples. The purpose of this research was to investigate the influence of the Blended Learning strategy on the students' writing skill especially in the descriptive text between students who were taught using the Blended Learning strategy and students who were not taught using Blended Learning strategy. The initial test results of the descriptive writing skills of the experimental group and the control group showed that there were no differences in descriptive writing skills between the two classes. This shows that the experimental and the control groups depart from the starting point with the low ability. Furthermore, each group was given treatment.

Students in the experimental group participated in descriptive writing learning using the Blended Learning Method through the WhatsApp application, Google Classroom, and Google Meet with an enriched virtual model. In this technique, learning is done almost entirely online and do face-to-face (LURING) only for certain interests. In this study, the writer guides students by giving treatment through the WhatsApp group, Google classroom, and Google meet and helping students develop ideas and compose written text by recognizing in advance what is meant by descriptive text, such as descriptions of animals, person, and things. In this group, the writer gives a wealth of resources to students to understand what descriptive text is like in the form of Word text, links of video, and text directly.

The results showed that there was an increase in descriptive writing skills in the experimental group after being treated with the Blended Learning strategy. In the experimental group, the average score on the pre-test test was 56,70 and the

average score of the post-test test was 83,03. This means that the average value of the initial test and the final test in the experimental group increased by 26,33 Thus, it can be seen that there is a significant increase in the average scores of descriptive writing skills tests between before and after being treated in the experimental group. The impact of the Blended Learning strategy is to improve students' writing skills in the descriptive text that can be seen from differences in the average results of students. Students in the control group are students who follow descriptive writing without Blended Learning strategy through the WhatsApp application, Google classroom and Google meet without doing face-to-face learning (Luring). The average score of the control group at the beginning of the descriptive writing test was 54,37 and obtained an average score at the end of the test of 70,53. This means an increase in the average value of the initial and final test in the control group 16,16. This shows that there was no significant increase in the mean scores of descriptive writing skills tests in the control group.

The final test scores are descriptive writing of the control and experimental group are then calculated using the t-test formula for free samples. Because the value of P (sig.) = 0.000 <0.05. This means that Ho is rejected, so it can be concluded that the average value of the post-test of the experimental group students and the control group students are not the same (different). This means that there are significant differences in post-test scores between experimental group students and control group students. This is because there are significant differences in post-test scores between experimental group students and control group students, it can be concluded that there is a significant influence on the use of Blended Learning strategy on students who write descriptive texts.

The results of this study in the experimental group showed that the Blended Learning strategy has proven to be beneficial for students in learning to write descriptive, increasing in descriptive writing skills. The benefits gained by the experimental group students are shown by several things, including better quality and accuracy of content, descriptive writing of more organized students, ideas developed do not come out of the theme or topic is given and are more meaningful, the accuracy of sentences and choice of words that care more, and better spelling and writing.

From the statement above, it is clear that there are significant differences in writing learning between groups who learn to use the Blended Learning strategy and groups who take learning without using the Blended Learning strategy. The difference can be seen from the increase in the approval of the average value between the control group and the experimental group. This is the purpose of the research.

CONCLUSIONS

Based on the research that was carried out at SMP Negeri 41 Medan in the academic year of 2020/2021, the writer might conclude as follow:

In the previous chapter, the writer has analyzed the data statistically. Based on statistical analysis, there is a significant influence of the Blended Learning strategy on the ability of students to write descriptive texts of quasi-experimental research in eighth grade students of SMP Negeri 41 Medan in the academic year of 2020/2021.

Based on the statistical analysis, there is a significant effect of using Blended Learning strategy towards students' descriptive text at the eighth-grade students of SMP Negeri 41 Medan in the academic year of 2020/2021. The significant effect can be seen at the results of the study. It showed that there was an increase in descriptive writing skills in the experimental group after being treated with the Blended Learning strategy.

In the experimental group, the mean score at the initial test was 56,70 and the mean score at the end of the test was 83,03. This means that the average value of the initial test and final test in the experimental group increased by 26,33. Thus, Students in the control group are students who follow the learning of descriptive text without using a genre approach. The average value of the control group at the beginning of the descriptive writing test was 54,37 and obtained an average score at the end of the test of 70,53. This means an increase in the average value of the initial test and final test in the control group 16,16. This shows that there was no significant increase in the mean scores of descriptive writing skills tests in the control group. The final test scores write the control group's descriptive and the experimental group is then calculated using the t-test formula for free samples. Because the $t_{observed}$ is $5,10 > 1,697$ t_{table} at the level of significance 0.05. It means that Ho is rejected, so it can be concluded that the average post-test scores of experimental group students and control group students are not the same (different). This means that there are significant differences in post-test scores between experimental group students and control group students. It is because there are significant differences in post-test scores between experimental group students and control group students, it can be concluded that there is a significant influence on the use of the Blended Learning strategy to writing descriptive texts.

The response of students after they taught by Blended Learning strategy was enthusiastic and positive. The total percentage of questionnaires strongly agree about 46.11% and followed by the highest percentage of agree about 51.11%. The Blended Learning strategy was very beneficial and effective for teaching writing.

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