INVESTIGATING BLENDED LEARNING IMPACT ON STUDENTS VOCABULARY ACHIEVEMENT

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Abstract

This study attempts to investigate the effect of blended learning approach on student's vocabulary achievement. The methodology of this study used Quasi experiment method and randomized post-test only control group design. A sample were 60 grade ten students of SMK Bina Insan Kamil, Bekasi where divided two experiment and control group which the experiment tough by blended learning approach and control group learned the same vocabularies trough conventional way. Analyse of the instrument in this study in items of validity, reliability, difficulty index and discrimination power used SPSS and analyse the data used T-test to know whether the alternative hypothesis (Ha) was accepted or rejected. The result of this study showed that there was significant effect of blended learning approach on student's vocabulary achievement. The significant (Sig) score 0.003 is smaller than (<) 0.05. So that this study has a significant effect of blended learning on student's vocabulary achievement. Moreover, the approach of blended learning enhances their motivation to learn vocabularies in learning process.

Keywords: Blended learning, vocabularies, vocabulary learning

Introduction

In English component, vocabulary is one of the important aspects for mastering learning English language. Moreover, it is become the backbone of all language that all the EFL learners should be mastered. In Indonesia, English language has become second language and as obligation subject be tough in Junior and senior high level

although in elementary level as local content. Regarding of minister of Education and culture republic of Indonesia about English language teaching No. 096/1967 that development of the nation means should be develop the human resources which is enhance their abilities such as master the foreign language is English language and able to operate some new technologies. So, the purpose of English language be though it is enhancing the human resources to deal with this globalization era.

Now days, English language has become one of obligation subject that examined in national Examination, it has standard competent in English curriculum of senior high school (2004) that the students are able to communicate English language both of spoken and written includes listening, speaking, reading and writing. Those skill related to each other and it is needed mastering many vocabularies to understand those four skills. However, still many obstacles in mastering vocabularies on EFL especially in students of senior high school both of internal and external condition. As previous research conducted by Tryanti & Noni (2019) explained that the students have not realize yet the important of English subject out of the class those become lacking of motivation to study English, this appear from lacking of their vocabularies. Especially on students of senor high school, they think that mastering some vocabularies were easy, but when the teacher provides daily exercise from reading text the result score was lower.

Considering the problem above, it is need effort to provide best approach to enhance their motivation in learning English especially vocabularies. Moreover, in this digital era, studying will be wherever and whenever without boundaries from space. Furthermore, the students are able to be creative, innovative, explore what they want in studying activities. One of approach appropriate with those case called with blended learning is effective approach for learning process. According to Djiwandono (2013) blended learning as mixing approach between face to face and online learning. The combination between conventional means face to face learning in the classroom and online learning become interesting because it is provided to students does not monotone way to study English subject especially vocabularies.

Exploring the impact of blended learning approach on learning vocabularies can be different way. So, based on the background of the problem above, this study attempts

to answer the following research question: Is there any significant effect of blended learning on student's vocabulary achievement.

Vocabulary

Vocabulary is collection of words which is possessed by language and meaning it is has important role in communication in mastering language especially in English language. furthermore, it is the rote of language become a word into meaningful sentence. Many researcher or scholars given the definition of vocabularies is words used in the field of science and list of words written translated practically Soedjito cited in (karyani ,2009). Furthermore, as Hornby (1995) mention that vocabulary is the total number of words in language and list of words with their meaning. This means that vocabulary is list and total number of words in language with their meaning translated practically.

The Importance of Vocabulary

Today, vocabulary is an important role in general language learning, as Laufer (1995) mentioned. That is why many academics have researched this field to help improve the learning of vocabulary through distinct strategies. Vocabulary development is a measure of how well foreign language learners can master English language skills, such as reading, speaking, listening and writing, Bear et al. (2008). Furthermore, vocabulary is component of language teaching because without adequate vocabulary students cannot understand others or communicate their own context.

Therefore, in foreign language learning, vocabulary learning is an important element, since the meanings of new words are most much stressed, whether in kind of books or in the schools. It is also central to language teaching and a language learner is of utmost importance. Recent evident suggests that it can be difficult to teach vocabulary since many teachers do not trust best practice in vocabulary teaching and often do not know where to begin to concentrate on word learning (Berne& Blachowicz, 2008).

Blended learning

The use of technology in education is very important especially in conventional pattern learning method or traditional pattern has been modified to a new pattern. that are use information and communication technology of media. One of use is computer media with internet which is eventually emerged e-learning. It is relevant method which

can be implemented in learning process is blended learning. Moreover, blended learning is effective approach for learning process, the student can explore their knowledge to each other and enjoyable. Dwiyogo (2011) explained blended learning is mix between face to face learning and computer- based or media technology both of online and offline. In other hand, Akko Yunlu and soylu (2006) mention that blended learning is learning uses a variety method that combine face to face directly with online teaching. it is blend from media technology such as video streaming, voice-mail, e-mail. It can be concluded that blended learning is convey two main points: conventional face-to-face classroom learning with online learning. It means that independent learning or collaboration by using information and communication technology facilities and infrastructure.

Methodology

The participants of this study were 60 grade ten students of SMK BINA INSAN KAMIL Bekasi by cluster random sampling which divided two experiment and control group, each group consist of 30 participants which in every sample get same chance in determining of the sample. The experiment tough by blended learning and control group learned the same vocabularies trough conventional way.

This study conducted were three phases:

a. *Planning*

This phase, this research contracted all design will be conducted begin from structured the research question, methodology, some theories of the research. There were two variable of this research dependent variable and independent variable applied blended learning approach and vocabulary achievement as linguistic variable.

b. *Collecting the data*

In collecting the data of this research develop from indicator of instrument variables to find out the validity, reliability, discrimination power from the instrument.

c. *Analysis the data*

To analyse the data, this research applied to One Way ANOVA by statistic formulation of SPSS distribute to hypothesis

d. *Reporting*

This phase, the result of this research must be reported clearly structured based on mechanism written by institution.

This research is quantitative which applied Quasi experimental method by designing post-test only control group design as the table below:

Figure. 1 Post-Test only control group design

Group	Treatment	Test
Experiment	X	T
Control	-	T

X = Group of experiment applied by blended learning approach

- = Group of control without applied by blended learning approach

T = Conducted by the same test

Findings and Discussion

After the data analysed and calculated trough SPSS programme it shown the result of this research which consist of descriptive statistic both of experiment and control class, Test of normality, Homogeneity and ANOVA. Those can be seen below:

Figure. 2 Descriptive statistic

		Experimental	Control
N	Valid	30	30
	Missing	0	0
Mean		85.50	77.20
Std. Error of Mean		1.161	1.381
Median		85.00	77.00
Mode		85	75
Std. Deviation		6.361	7.563
Variance		40.466	57.200
Kurtosis		-.588	1.197
Std. Error of Kurtosis		.833	.833
Range		23	35
Minimum		75	60
Maximum		98	95
Sum		2565	2316

From the table above show that, the result of experiment class applied by blended learning approach was higher that control class. The higher score of experimental class was 98 and the lowest score 75. While in control group the higher score was 95 and the lowest score was 60. In can be sump up that the mean of experimental group score 85 and control 77 of this descriptive result.

In normality test of the data come from experiment and control group applied by Kolmogorov-Smirnov followed formulation of hypothesis of this research which ($H_{o)}$) means significancy accepted value higher than (>) 0,05 and ($H_{a)}$) means, significancy accepted value lower that (<) 0,05. As table below:

Figure. 3 Tests of Normality

	Kolmogorov-Smirnov[a]		
	Statistic	df	Sig.
Experimental	.140	30	.140
Control	.158	30	.053

a. Lilliefors Significance Correction

The table 3 shown that the value of experimental group significant was 0,140 (>) 0,05 and control group of value significant shown 0,053 (<). Therefore, from the normality result both of experiment and control group, in experiment group H_o was accepted and H_a was rejected which it is can be mention that sample in control group come from normally distribution of population. Meanwhile, the homogeneity population result it can be seen table below:

Figure. 4 Test of Homogeneity of Variances

	Levene Statistic	df1	df2	Sig.
Experimental	3.220	1	28	.084
Control	.014	1	28	.906

The table 4 above shown that the value of experimental group significant was 0,284 (>) 0,05 and control group of value significant shown 0,906 (<) 0,05 Therefore, from the normality result both of experiment and control group, in experiment group

(H_o) was accepted and (H_a) was rejected which it is can be mention that sample in control group come from homogeneity distribution of population.

The last one of data analyse calculated by SPSS programme to find out whether or not give significant effect of blended learning on vocabulary students used One Way ANOVA as can see below:

Figure. 5 ANOVA

Experimental	Sum of Squares	df	Mean Square	F	Sig.
Between Groups	336.833	15	22.456	.376	.003
Within Groups	836.667	14	59.762		
Total	1173.500	29			

From the table 5 shown that the significant value was 0,003 (<) 0,05. It was refused and Ha was accepted (sig. value < 0.05). The observed F can also be used to determine whether or not variable X has an effect on Y by comparing it with the F table. It can be inferred that variable X (blended learning) has a major impact on variable Y (attainment of vocabulary).

Related with the result of this research, implementation of blended learning approach to enhancing vocabulary knowledge of the student senior high school give the significant effect in their learning English process especially supported to increasing vocabularies. Furthermore, since the implementation of blended learning approach which is learning activities could be conducted in everywhere without eliminated the distances which is combining face to face and online learning, it is one line with Sharma (2010) blended learning raise the coherencies between online access and face to face interaction which provide experiences in effective language learning.

Furthermore, in this digital era, most of teaching learning process need blended learning approach trough use application tools of learning such as Edmodo, YouTube, Instagram, WhatsApp and many other digital tools of learning. Those application can be implemented to students learn English language especially vocabularies that more fun learning in learning activities. According to Thorne (2003) said that blended learning approach become famous particularly in language teaching. Furthermore, it's possible to teacher and students conducted their learning teaching process out of

classroom by using video streaming, conferences call, email, tools of multimedia by combining traditional classroom. In other case, based on the result of practicing blended learning approach to the students, they were helped by learning their vocabularies trough making videos with their friend by group. Shahbaz & Khan (2017) examined the use application digital tools give them effective in learning process.

The significancy of blended learning on student vocabulary knowledge they not only learn by having fun but also, they learn vocabulary in many aspects such as noticing, repetition use of vocabularies (Nation, 2001). Moreover, the students learn unconsciously learn some vocabularies by meaning of context of the lesson argued by Pazio (2010) that learning vocabularies by blended learning approach more know the meaning of context vocabularies while they learn English subject which they presume this subject is one of the difficult one because of their weakness vocabularies.

The important of mastering vocabularies in every student could be essential because it is one of component language as the backbone of language. According to Tosun (2015) said that without mastering vocabularies although shown the capability in grammar it could be failure of communication. So, as English is second language for the student and compulsory subject in senior high school, its needed method and approach to enhance learning process in language subject especially increasing vocabulary knowledge trough blended reading approach.

Conclusion

blended learning approach become famous particularly in language teaching. Furthermore, it's possible to teacher and students conducted their learning teaching process out of classroom by using video streaming, conferences call, email, tools of multimedia by combining traditional classroom. Furthermore, since the implementation of blended learning approach which is learning activities could be conducted in everywhere without eliminated the distances which is combining face to face and online learning and implementation of blended learning approach to enhancing vocabulary knowledge of the student senior high school give the significant effect in their learning English process especially supported to increasing vocabularies

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