

The Effectiveness of Blended Learning Model for Teaching Vocabulary at Secondary School

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Abstract

The present study applies Blended learning model to secondary school level and conduct experimental study of 36 students of eleventh grade. Eighteen students in experimental group received blended learning model by application of supporting tools of visuwords, while in control group students were taught with face-to-face learning model. The purpose of this study was (1) to analyze the effectiveness of blended learning model in improving students' vocabulary achievement, and (2) to elaborate how students perceive blended learning. The research revealed that both experimental class and Control class were improved in vocabulary achievement based on the given context. The effectiveness of Blended learning model was medium. However, the experimental class vocabulary improvement was greater than Control class. Moreover; the students dominantly had positive perception on the blended learning model. That perception is proven on their feelings which are happy on blended learning model and their thinking that their score influence their score. Therefore, was concluded that the use of a Blended learning model affect the learners' achievement. Moreover, Students' perceptions were positive and confirm the perception was in line with the students' grade in vocabulary achievement.

Keywords: Vocabulary, Blended Learning, Effectiveness, Perception

INTRODUCTION

The advancement in technology brings extended teaching and various learning models in education. Technology is able to provide innovation in teaching which appeals to different learning style. The innovative learning models emerged as alternative solutions to overcome various obstacles in traditional learning methods and provide meaningful learning experiences (Vasbieva, et al, 2016; Atmowardoyo, 2020 & Sakkir, 2016). One of the applications of information technology in education is the development of e-learning. The most important problem in e-learning, according to (Husamah, 2014), is that it has indirect interactivity between students and teachers, while learning should be a two-way process. The issue about indirect

interaction in e-learning can be addressed by altering the learning model into Blended Learning Model since it provides flexibility to students and enhance feedback time (Sakkir, 2018). Moreover, learning vocabulary is a fundamental in language learning as the function of language is to communicate then people hardly speak without use any words. Therefore vocabulary is the foundation in any language. Without proper knowledge in vocabulary, good communication will be hardly achieved. (Cameron, 2001) also stated that somebody who has lack vocabulary will find difficulties in expressing ideas. Combining face-to face and online teaching modes allows language learners to interact with the language inside and outside classroom settings. Therefore, the researcher applied blended learning model with the application of Visuword as vocabulary builder tools and Google classroom platform. The main purposes of the this study is to investigate how effective is Blended Learning Model in improving the vocabulary achievement of students at secondary school level in Makassar and To find out how the students perceive the Blended Learning Model.

LITERATURE REVIEW

1. Vocabulary

In language learning, vocabulary as essential aspect of language takes fundamental role in human communication whether it is written or spoken Rahman (2020). Indeed, some of the recent studies are concerning about the appropriate pedagogy for developing vocabulary. The extensive study concerning this issues is the studied by National reading panel NICHHD 2000 which is stated by Yopp et, al (2009). The National Reading Panel then comes up with eight concrete results that can be used to create a vocabulary teaching plan. Penny Ur (1999) stated that what needs to be taught in vocabulary items, those are: form: pronunciation and spelling, grammar, collocation, aspects of meaning (1); denotation, connotation, appropriateness, aspects of meaning (2); meaning relationship, and word formation.

2. Blended learning

The term of blended learning has been now commonly used especially in English course and higher education. It involves the blend or combination of traditional classroom learning and computer-assisted learning. Blended learning is a learning model that integrates innovation and technological advancement through online learning systems with the interaction and participation of traditional learning models (Thorne, 2003). Moreover, Klimova & Kacetl (2015) define blended learning as combination of instructional modalities, delivery media, and instructional methods and web-based technologies.

Husamah mentioned benefits of blended learning as 1) Helping students to develop better in the learning process based on their learning styles and preferences in learning, 2) Providing practical-relational opportunities for teachers and students to learn independently, be useful and continue to grow and 3) Increasing the flexibility of scheduling for students. There are several types on blended learning models, some researcher classify it as Face-To-Face Driver Model, Rotation Model, Flex Model, Online Lab Model, Self-Blend Model, and Online Driver Model, among others (Tucker, 2012; Nelson, 2013; and Thompson, 2016). Based on the aim of the research, this study of blended learning applies face-to-face driver model which teachers deliver most of the curriculum and the online learning was conducted alongside the classroom activity.

3. Visuwords

Visuwords is an interactive lexicon, visual dictionary, and thesaurus. It's a contemporary dictionary for a contemporary culture. Visuwords is a visual representation of language that can be used to construct a vocabulary. This makes use of a graph to connect words and build on a definition. It means that we look up words to see what they mean and how they relate to other words and concepts; this often results in diagrams. To use the applet, simply type a word into the top-of-the-page search question and click 'Enter.' From the word you entered, a network of nodes or 'synsets' would emerge. A synset is a collection of words or synonyms that describe a single definition. Synonyms are words with similar meanings but different spellings.

When you look up "seem," for example, you'll find that the word is linked to four synsets, each of which is represented by a green circle. Since green is the color of verbs, all of these synsets are verbs. Two of these synsets include only the word "seem," while the third includes three terms: "look," "appear," and "seem." Each of the four synsets is described in its own way. When you tap a node, you'll see all of the synonyms for that synset, as well as the meaning. This tool as online media learning provides students opportunity to supplement their vocabulary.

4. Perception

People were surrounded by various environment object and materials. The way people observe the situation also vary. Awareness of things being observed or interpreted then became a meaningful interpretation. It is how someone's feeling about the object being identified through stimuli which is interacted to human senses. Defining attributes are used by Walker and Avant (2005) to identify the factors that must be present in order for a definition to be defined. Perception meanings, synonyms, and related words were investigated. In addition, Sakkir (2018) defines perception as something you experience and understand in his book sensation and perception in psychological terms. Therefore, it can be concluded that it is something within inner of someone which is being experienced by someone. In *Psikologi Pendidikan*, Wasti Soemanto states that a positive perception will lead to happiness, on the other hand, a negative perception will lead to unhappiness. Those happiness and unhappiness will influence someone's desire and action, including learners' desire and action in learning.

METHOD

This research was conducted by using mixed method. This method answered first and second research questions where first question about acquiring quantitative data and the second question is qualitative data. The students were divided into two classes, namely experimental class and control class. Both classes were given pretest and posttest to measure the students' vocabulary achievement. Experimental class was given treatment by Blended Learning Model which is Face-to-Face Driver by using Google Classroom and asked to use Visuword as vocabulary builder tool, whereas control class was taught vocabulary in classroom with face-to-face learning model setting where the students and teachers interact fully in the classroom alongside the teaching and learning activity without online learning.

1. Population and Sample

The population of this research was the students in the eleventh grade of SMA Buq'atun Mubarakah, Makassar, Indonesia. There are 5 classes in the eleventh grade which is divided into 3 science classes and 1 social class with the total number of students is approximately 90 students. The experimental group (18 students) and the control group were (18 students). To collect the qualitative data, in order to acquire the students' perception of the blended-learning implementation, the researcher chose the respondent based on their gained score. Six learners were taken as the sample of each categories of highest, intermediate and the lowest gained score.

2. Instrument

Both quantitative and qualitative methods were used in this study. To collect the quantitative data in order to answer the effectiveness of blended learning in improving student's vocabulary achievement, the vocabulary test was used, so that we could see the students' vocabulary mastery. Vocabulary test consisted of multiple choice test, each test measures students' vocabulary mastery. This test was given before the treatment given to determine the student's vocabulary achievement. In order to understand the students' ability in vocabulary performance after the treatments, a post-test of vocabulary were prepared and administrated. This test included the same content but different items. The total number of item was 30 which consisted of 30 multiple choices. The pre and posttest items was based on the vocabulary items that must be taught which are; Pronunciation/spelling, Grammar, Collocation, Aspect of meaning 1 (denotation, connotation, appropriateness), aspect of meaning 2 (meaning relationship), and word formation which cover the students' material given. These pre-test and post-test were analyzed to find out the validity and the reliability before administered, the result showed the test were standardized. The reliability values of both tests were over 0.90.

The next instrument was interview. In gathering the qualitative data, the researcher used interview to explore how the learner's perception of the implementation of blended learning model in improving the students' vocabulary achievement. The interview in this research was seven questions; the type of interview was open-ended questions. The questions consist of students' perception on the importance of learning media in blended learning and student' perception on the use of blended learning in vocabulary learning to improve their vocabulary achievement.

3. Procedure of collecting data

In order to measure the learners' performance in vocabulary skill before the treatments, pre-test was given to the students of both experimental and control class. The students did the test for around 30 minutes. After that, the researcher was conducting the treatment for four sessions to both experimental and control group before giving the post test. The experimental group was taught by using Face-to-Face Driver model. Students were also asked to use vocabulary tool which is Visuword. They were given vocabulary passages each session. They were also required to use Google Classroom (whether website or application in mobile phone). This platform functions as a virtual class to support the Face-to-Face Driver. On this platform, the researcher made a virtual class and gave the students the password, so they could join that class. In this virtual class, after meeting in the class, the researcher put a passage and the participants have to practice that passage through different tasks such as: discussion, filling in the blanks, direct question and comprehension questions. The researcher corrected the participants' mistakes and they can use researcher's comments and feedback online. Also, students can discuss it in face-to-face meeting. This process continued to the end of the term and all participants of the

experimental group used this platform and visuword as vocabulary tools. For the control group, the students were taught using traditional classroom teaching methods or face-to-face learning (Ririantika, 2020). Unlike experimental group, the vocabulary materials, instructions, and feedback were presented in classroom only. In this class, the researcher gave students passage to read and they answered the questions related to the passage. Next was administering the post-test. Post-test was designed to find out whether blended learning is effective at improving vocabulary of the students or not. Post-test was given to the students in the last meeting after all materials had been learned. The last was interviewing the students. To collect qualitative data, the researcher applied interview to find out students' perception of blended learning in vocabulary learning. This was conducted after the entire treatment completed.

FINDINGS

1. Quantitative Data Results

The researcher analyzed the quantitative data whether or not the use of blended learning affects the students' vocabulary achievement. At the beginning, the researcher ensured whether the requirement of parametric statistic was fulfilled or not. Then it was found that the data of this research was parametric statistic by the data result description. Then, in comparing the data of pre-test and post-test score, the researcher used t-test formula to compare means between two data group between pre-test and post-test score for testing the hypothesis of the research.

After the research revealed the result of t-test, it can be inferred that there was significant improvement on the Blended-learning model use on student's vocabulary mastery. Then in order to find out how high the effect of given treatment in vocabulary learning where the researcher also asked the students to use tool and online learning media, the researcher employed N-Gain formula. To gain data of how effective Blended learning model was in this research, not only N-Gain score was used but also student's achievement. SPSS (Statistical Product and Service Solution) is used in analyzing the quantitative data.

Initially, a paired sample t-test was used to determine the improvement in students' vocabulary achievement attained by the experimental class following the implementation of a blended learning model in which the model used is a face-to-face driver model in SMA Buq'atun Mubarakah. Following that, an independent sample t-test was used to assess the difference in students' scores between the experimental and control groups. Finally, following the findings of the t-test, it was discovered that using the Blended Learning Model improved student vocabulary achievement. Eventually, after the result of t-test found, the result revealed that there was improvement of using Blended Learning Model on student's Vocabulary achievement. In determining how large the effect of treatment given to the students in experimental class, N-Gain formula was employed.

As can be seen from table 1, the p-output was 0.000, with $df= 17$ and $t\text{-value}= -13.622$. Since the p-output was less than 0.05 ($0.000 < 0.05$) and t-test ($t_0 > t\text{-table} (tt)$) ($13.622 > 1.740$), therefore the null hypothesis (H_0) was dismissed and the alternative hypothesis (H_a) was accepted. It's safe to say that after being taught using the Blended Learning Model, students' vocabulary achievement in the experimental class improved significantly.

Table 1
Paired T-test Pre and Post-test Experimental Class result

	Paired Differences					df	Sig. (2-tailed)
	Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference			
				Lower	Upper		
Pair 1 Pretest Experimental Posttest Experimental	-30.444	9.48201	2.234	-35.15	-25.729	17	.000
Pair 2 Pretest Control Post Test Control	-16.833	7.679	1.810	-20.65	-13.014	17	.000

The independent sample t-test was used in this study to determine whether there was a significant difference in students' vocabulary achievement between the experimental class that used the Blended Learning Model and the control class that used the face-to-face teaching model. The Group Statistics table describes the results of students' post-tests in the experimental and control classes.

Based on the table, the p-output was 0.003, which was less than the 0.05 significance stage, with $df = 34$ and t-test value = 3.218. Since the t-test was higher than the t-table ($3.218 > 1.740$), the null hypothesis (H_0) was rejected and the alternative hypothesis (H_a) was accepted. In SMA Buq'atun Mubarakah, there was a substantial difference in students' vocabulary achievement between those who were taught using the Blended Learning Model and those who were taught using the face-to-face model without online learning. It measured the effectiveness of Blended Learning Model.

Table 2
Independent Samples Test

	Levene's Test for Equality of Variances		t-test for Equality of Means						
	F	Sig.	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference	
								Lower	Upper
Equal variances assumed	7.614	.009	-3.218	34	.003	-8.944	2.780	-14.59	-3.29
Posttest Score Equal variances not assumed			-3.218	22.57	.004	-8.944	2.780	-14.701	-3.188

N-gain in Table 3 was used to measure the effectiveness of the Blended Learning Model to enhance student vocabulary. The model's effectiveness can be classified as high, medium or low by SPSS 20 on the basis of the N-gain test result. N-Gain is a rough measurement of the effectiveness of a course to enhance conceptual understanding (normalized average gain) (Hake, 1999). The descriptive analyzes using the Hake (1999) N-gain criterions are shown in the table below:

Table 3
N-Gain Category (Hake, 1999)

Limitation	Category
$g > 0.7$	High
$0.3 \leq g \leq 0.7$	Medium
$g < 0.3$	Low

Result was shown in the following table after calculating N-gain in SPSS Version 20:

Table 4
N-Gain Result

N-Gain Score		Statistics	Std. Error
Experimental Class	Mean	.5057	.02143
	Std. Deviation	.09093	
Control Class	Mean	0.3111	.02707
	Std. Deviation	.11484	

Based on the results of the N-gain score test, the mean N-gain score for experimental students who were taught using the Blended Learning Model was 0.5057, putting them in the medium effectiveness category. In terms of the comparison, the N-gain score measured for a control class taught using a face-to-face model without online learning was 0.3111, putting it in the low category of effectiveness.

2. Qualitative Data Results

From six students from experimental group who were given the questions, six stated that the utilizing of media online or offline in vocabulary learning is needed and most of them considered Blended learning a positive perception. Their statements like:

[...In my opinion, online media is also needed, for example, if we are looking for vocabulary, for example, dizzy looking for in books, we can search the internet...] (Interview of KG)

[I think in English language learning, a method like this is really needed] (Interview of FM).

[...It should be so so that students can more easily understand the lesson] (Interview of FM).

Additionally, they assumed that blended learning model had brought easiness in learning vocabulary

[It is clear, because the techniques and mechanisms are very complete and easy for students] (Interview of AF)

Combining conventional learning and online learning acquired the existence of both teacher and student in a classroom and also technology in learning process. This model was applied by which technology is used alongside traditional teaching to increase success in educational outcomes.

[Of course the system makes it easier in the learning process, because there are already instructions] (Interview of FM)

It can be deduced from the statements that the majority of the interviewees indicate that media learning online or offline were needed for students to learn vocabulary. which is it can be concluded that there is no students selected from the score category low, intermediate and high who interpreted that online and offline media learning is not necessary.

The next specification is about the perception of student on the use of blended learning model in vocabulary learning. This specification covers four questions which were regulated to answer. Six students being interviewed had positive perception.

They perceived that the use of blended learning model in learning vocabulary was fun, and interesting. They argued that the model that the researcher applied were enjoyable seen by their expression shown by the expression they stated:

[...learning like this is more exciting and more challenging, more interesting...] (Interview of FM)

Other students said;

[Feel like a little happy, because it is a new atmosphere] (Interview of M)

Combining traditional learning and online learning acquired the existence of both teacher and student in a classroom and also technology in learning process. This model was applied by which technology is used alongside traditional teaching to increase success in educational outcomes. For students this activity simplified them in learning vocabulary, they expressed their feeling as below;

[Of course the system makes it easier in the learning process, because there are already instructions] (Interview of FM)

Blended learning also assists them to memorize the vocabulary that they had learned, the existence of teacher and technology assisted learning made them memorize more rather than they did before the model implemented.

[...with a learning model like this it can be easy to remember...] (Interview of MFA)

Supporting these statements, other had same opinion said as reported on their interview;

[There is a lot vocabulary to learn from these one vocabulary we search]

Blended learning model also made the students feel different by the combination of both face-to-face learning and learn with internet connection in computer.

["I remember the learning more, because it is different, especially when online it also looks different"]

Therefore, from the description above, it was concluded that most of the student's statements on their interview were saying that this learning model can affect their vocabulary achievement

Otherwise, there is only a student gave negative perception who said that in blended learning, we don't need to use vocabulary tools. This caused by the view or illustration on the tools or media online learning since it is quite difficult to know the content without good understanding but he said if the students did, the tools brought many related words and its variation relating to the selecting word

[... Don't need to use these tools like this to learn vocabulary...]

DISCUSSIONS

The author should present the conclusion which consists of concise description regarding conducted analysis. It should be one paragraph which covers the result of findings and discussion. The result of this study is discussed related to two research questions; (1) how effective is blended learning model in improving students' vocabulary achievement in SMA Buq'atun Mubarakah? and (2) How do students perceive blended learning?

Positive outcome emerged as the result of implementing blended learning model in the English classroom at SMA Buq'atun Mubarakah especially for eleventh grade students. The result of the recent study also supports Vasbieva's research, which conducted 2-month study in EFL classroom and found the students achieved great learning outcomes in vocabulary. Paired t-test had been employed in order to find out whether Blended Learning Model improved students' vocabulary achievement or not. Based on the result of analysis, it was found that there was significant improvement on students' vocabulary achievement in experimental class after being taught by using Blended Learning Model. It was indicated by the p-output which was lower than significance value.

Between the study and control groups, there was a significant difference in improvement. The study conducted by Bataineh & Mayyas (2017) has also provided result which is in accordance with the finding of this research. Their study has discovered that there was a statistically significant difference in the student's grammar score in the experimental group where students is treated by using online service for learning which is Moodle while in my study I applied Vocabulary builder tools which is Visuwords.

Moreover, The findings of this research are in line with the findings of several previous studies, which found that students' skills improved significantly after they were taught using a Blended Learning Model (Kheirzadeh and Birgani, 2018; Ekayati, 2018; Zainuddin and Keumala, 2018; Bataineh and Mayyas, 2017; Vasbieva et al, 2016). This indicated how students with given blended learning treatment increase in vocabulary more rather than students with only face-to-face classroom activity or other refer it as brick and mortar learning (Harris & Nikitenko, 2014). The result of this study is in line with some studies which have examined whether blended learning model would enhance the students' performance as compared to face-to-face learning model (Du, 2011; Vernadakis, et al., 2012; Wei, et al., 2017). Moreover, study by (Alasraj & Alharbi, 2014) has also in line result on this research finding. Their study' finding shows that learning outcomes vary and that using a blended learning approach to impart learning is more successful.

Based on the result of N-gain score test, the mean score of N-gain for experimental class who taught by using Blended Learning Model was 0.5057 and it was included in medium category of effectiveness. This improvement was quite satisfactory compare to the result the students gain in pretest. Even the result of their test was not enough to obtain the highest category of the score. Since the highest score was only reach the category of good, where the interval is 76-85. This is assumed that student might not maximize their learning; moreover there were some students who were slow in using the technology, it made them slow and not focused on the learning of the lesson rather than the operational system of the computer. Moreover, the teacher has to understand the learners well in order to provide better and engaging material for the students need and interest. The result of the study of Zhang, Song and Burston (2011) has found the similarity with the finding of this research, where their study is about the effectiveness in learning vocabulary through mobile phones and papers. The result show the use of mobile

phones is more effective rather than paper material. These studies mostly conducted in university level.

Students who gain the highest score and the lowest score had been treated the same in the classroom, Otherwise, there are some students who are still more attention since they are keep calling for help while the other are focusing to the task. This might be another reason to be considered well in ensuring the students whether they have known all the given instruction or not. Moreover, some students found difficult in saving their work since they do not use to operating computer. Meanwhile in learning vocabulary, it is necessary to use computer or ICT based learning. Regarding to the study by applying technology, previous study had shown that technology and multimedia are also included in ways of learning words. In this part, students are able to do oral and pictorial interaction with language (Hiebert & Kamil, 2005). Students in classroom learning were assisted by the teacher alongside the online learning activity. The researcher as the teacher gave explanation through the learning activity as stated by Harmer (1994) someway in presenting vocabulary was the teacher introduces the words by explaining or describing object. The National Reading panel (NICHD 2000) outlined recommendation in teaching vocabulary one of them is that direct instruction of vocabulary for particular test is required.

Additionally, in this research, the learners had positive and negative perceptions of the use of pictures in learning comparative adjectives. As elaborated in qualitative data analysis, most learners had positive perceptions of the use Blended Learning Model specifically face-to-face driver model. The learners perceived that the use of media online or offline in Blended Learning Model made the learning material easier and more understandable. Even though one of them did not think that the tool used in the research is not necessary. This research result supported a statement by Vasbieva et al (2016) that if digital resources are chosen in accordance with students' needs, blended online vocabulary learning could be successful in helping EFL learners develop their vocabulary knowledge.

The interesting media used in the class could create interesting activities which could affect learners' affective filter- self-confidence, motivation, and anxiety Khrogh (2011). Moreover, the use of media online or offline also could assist the learners to memorize the learning material and vocabulary easily. Husamah (2014) also stated that blended learning can help the students to develop better in learning process. Students then expressed their interest on this blended learning model by transmitting their feeling into expression of happiness. Other statement which in line with this research is that The use of a blended learning model to deliver vocabulary learning thought to be an interesting way by the students. The engaging media used in class can lead to engaging behaviors that influence learners' affective filters, such as self-confidence, motivation, and anxiety (Atmowardoyo, 2021).

In addition, student perceived blended learning model is interesting in delivering the vocabulary learning. They describe blended learning can improve students' understanding and memory in learning vocabulary. This was in line with the research found by Vasbieva et al (2016).

On the other side, one of the six learners who responded to the qualitative data negatively viewed the use of online media learning which is Visuwords as online media learning tools in learning vocabulary is unnecessary tool when studying vocabulary by applying Visuwords.

CONCLUSION AND RECOMMENDATION

This study attempted to compare the increase in students' vocabulary achievement between blended learning instruction and a face-to-face classroom format. The study's findings revealed that students in both the experimental and control groups increased their ability to learn and achieve vocabulary. Students who were trained using a mixed learning approach, which included a face-to-face driver model aided by Visuwords tools, improved substantially on the overall pre- to post-test than those who attended only face-to-face instruction.

Blended learning also appears that blended learning helped students in the eleventh grade at SMA Buq'atun Mubarakah Makassar overcome issues like insufficient vocabulary learning time and low motivation. However, since the effectiveness of blended learning was found to be in the medium category in this study, teachers should consider a wide range of contexts in which blended learning is implemented, as well as a multitude of factors affecting language learning, such as students' vocabulary, world knowledge, reading and other aspects as well as the teacher's ability to design in blended learning.

Since meaning lives in context and the context determines meaning, the context question in students' vocabulary achievement should also be considered. As a result, teachers will use meaning in the classroom to help students develop their word power and vocabulary. Furthermore, if sufficient attention is paid to the suitability of materials and technology, and, preferably, if materials and digital technologies are chosen in accordance with students' needs and desires, Blended Learning Model instruction could be successful in assisting EFL learners' vocabulary achievement. The research results are focused on a single school's practice, which is a major limitation of this report. Adopting the research methods built in this project to perform research in multiple schools to gain a broader image of the use of blended learning is a suggested potential research field. Another recommendation is to do further research on the use of blended learning in specific subject areas. Moreover, future research can create blended learning environment which fit the students need and interest for higher education that can make them more engaging in classroom.

This study also has limitation in investigating which is more outstanding or better in online learning whether it is synchronous or asynchronous. The future researches are suggested to find these on their study. Since in online learning these communication are the component of online communication.

Teachers may use the Blended Learning Model to teach students English, especially in vocabulary classes. They should train themselves to operate technology because Blended Learning necessitates the use of gadgets, computers, and the internet. The school should provide them with sufficient facilities and functionalizing the facilities for the students in effective ways so that students will be usual in operating computer or other educational technology. Furthermore, while implementing blended learning teacher need to take account on estimated time, suitable model to the environment of the school and operational technique which fit the students.

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