

ABSTRACT

Munawaroh, Madinatul. 2017. *The Effect of Blended Strategy in Writing Skill for the Tenth Grade Students at MA. Ma'arif NU Sidomukti*. Thesis, English Education Department, Faculty of Teacher Training and Education, University of Muhammadiyah Gresik. Advisor: (I) Dr. Khoirul Anwar, M. Pd. (II) Rohmy Husniah, S. S., M. Pd.

Key words: blended strategy, writing skill

Writing is one of important skills in learning English because writing skill is used to communicate. Someone who wants to deliver the idea should clearly without creating any confusion and misunderstanding so, the reader could easy to understand about the message. In fact, writing is one of English skill that is difficult to be mastered. Moreover for students in Indonesia, English as foreign language has some aspects in learning it. So, it can be mastered by appropriate strategy. One of the strategies is blended strategy. Blended strategy can be one of strategy in learning writing ability. Based on same previous studies, blended strategy was only for teaching in other skill. So, the researcher wants to research The Effect of Blended Strategy in Writing Skill.

The purpose of this study is to investigate the significant effect of blended strategy in writing skill for 10th grade students at MA. Ma'arif NU Sidomukti in the academic year of 2016/2017. This research applies quasi experimental research. This study started during December, 2016. In this study, the population is 10th grade students of MA. Ma'arif NU Sidomukti. Two classes of 10th grade students were taken as the sample of this study. Those are X-A as the control group and X-B as the experimental group. The data collected from the score of pre-test and post-test after the treatment. The data tested using t-test formula by comparing the mean score of pre-test and post-test from both classes.

The result of post-test score mean showed that experimental group was higher than control group. The post-test score mean of the experimental group was 75.50 while the control group was 65.68. The result of this study showed that probability value both of the groups was 0.000 ($0.000 < 0.005$). This result showed that the experimental group and the control group were different in their ability after giving treatment. So, the null hypothesis could be rejected. Then, the null hypothesis stated that there was significant difference using blended strategy on students' writing procedure ability between experiment and control group.

Based on what have been stated above, the researcher found that there was significant difference in writing ability between the students who were taught using blended strategy and who were taught without using blended strategy.

Having known from the finding of the study, it was indicated that blended strategy significantly influence writing ability of students at MA. Ma'arif NU Sidomukti. For the next researcher, the researcher expected to do further research about blended strategy. The next researcher can use blended strategy in the different skill.