**IMPROVING STUDENTS' VOCABULARY MASTERY
BY USING BLENDED LEARNING MODEL AT THE FIRST
SEMESTER OF THE ELEVENTH GRADE OF SMAN 4
BANDAR LAMPUNG IN THE ACADEMIC YEAR OF
2022/2023**

A Thesis

**Submitted as a Partial Fulfillments of the Requirements for
S1-Degree**

By:

**DELLA AMALIA
NPM. 1811040398**

Study Program   : English Education

**TARBIYAH AND TEACHER TRAINING FACULTY
RADEN INTAN STATE ISLAMIC UNIVERSITY
LAMPUNG
1443 H/2022 M**

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**Advisor   : Rohmatillah, M.Pd
Co-Advisor   : Dian Reftyawati, M.Pd**

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ABSTRACT

Traditional learning in deliver the materials with lecturing method that usually used in teaching and learning process. By using that learning model, the students had lack of vocabulary. Blended learning is a combination of traditional learning and electronics-based learning characteristics. Blended learning can also be used to describe other mixtures, such as combining different learning methods, and technology learning style approaches to create an optimum result. The aim of this study was to improve the students' vocabulary by using blended learning model in SMA N 4 Bandar Lampung.

This research was classroom action research. The population of this research was the eleventh-grade students of SMA Negeri 4 Bandar Lampung. The subject of this research was the students of eleventh grade of IPS 3 at SMA N 4 Bandar Lampung. In this research was consisted of four essential 'moments': planning, action, observation, and reflection. The data completed from pretest and posttest. The data analyzed by qualitative and quantitative data analysis.

After implementing blended learning, the students were more enthusiastic and active in joining the lesson. Besides, their achievement also improved, as shown by the mean score in cycle 1 of post-test (77.09) an increase of the students' achievement from pre-test (67.28). while in cycle 2 mean score in posttest was (81.56). It also can be seen from pretest that was (77.66). Based on the research finding above, the researcher concludes that teaching vocabulary using blended learning can improve the students' vocabulary mastery.

Keywords: Blended learning, CAR , Improving Vocabulary,

APPROVAL

Title	: **Improving Student's Vocavulary Mastery By Using Blended Learning Model In SMA N 4 Bandar Lampung**
Student's Name	: **Della Amalia**
Student's Number	: **1811040398**
Department	: **English Education**
Faculty	: **Tarbiyah and Teacher Training Faculty**

APPROVED

To be tested and defended in the examination session
at Tarbiyah and Teacher Training Faculty
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ADMISSION

A thesis entitled: **"Improving Student's Vocavulary Mastery By Using Blended Learning Model In SMA N 4 Bandar Lampung", by: Della Amalia, NPM: 1811040398, Department: English Education, has been successfully defended at the Thesis Defense of** the Faculty of Tarbiyah and Teacher Training, Raden Intan State Islamis University, Lampung. The thesis defense was held on Tuesday, 27 Juni 2023

BOARD OF EXAMINERS

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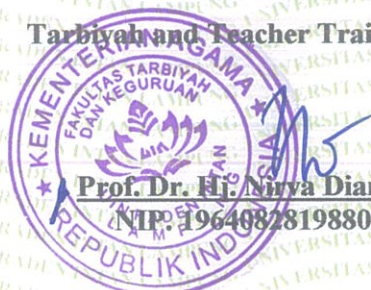
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DECLARATION

Hereby, I stated this thesis entitled "Improving Students' Vocabulary Mastery by Using Blended Learning Model At SMAN 4 Bandar Lampung" is completely my own work, Iam fully aware that I have quoted some statemnets and theories from various sources and they are properly acknowledged in the next.

Bandar Lampung, July 12nd 2023
Declared by,

Della Amalia
NPM. 1811040398

MOTTO

<p dir="rtl">فَاِنَّ مَعَ الْعُسْرِ يُسْرًا اِنَّ مَعَ الْعُسْرِ يُسْرًا</p>

So, surely with hardship comes ease. Surely with that hardship
comes more ease.
(Q.S Al- Insyirah:5-6)[1]

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[1] Departemen Agama RI, *Al-Quran Terjemahan* (Bandung: CV Darus Sunnah, 2015).

DEDICATION

Bismillahirrahmanirrahim...

Praise and gratitute to Allah Subhanahu Wataalla for abudant blessing to me and from my deep of heart and great love, this thesis is dedicated to:

1. My God, Allah SWT, whose blessing and mercy are very important for the completion of my thesis
2. My beloved parents Ms. Jamilah my mother, Mr. Suhaimi my father, and my grandmother Mrs. Hasna, who have given me unconditional love and endless support, not only for the completion of my studies but also for my success in life. I grateful because I have parents who always support me, and this thesis is absolutely also yours.
3. My brother, Deden Amaliansyah who have been very supportive, caring, and generous during the many difficult stages of my studies at the university.
4. All beloved lecturers, classmates, and graduates of English education Study Program Tarbiyah and Teaching Training Faculty State Islamic University of Raden Intan Lampung who has academic skill and knowledge over the tears of study in the university.

CURRICULLUM VITAE

The writer's name is Della Amalia. She was born in Bandar Lampung on November 9th 2000. She is the last of two childreen of Mr. Suhaimi and Mrs. Jamilah. She has one older brother, his name is Deden Amaliansyah.

The writer began her study at Kindergarten School at Kurnia in 2006. Then the writer continue to Elementary School of SD Negeri 1 Gulak-Galik and graduated in 2012. Then, she continued her study at MTSN 1Bandar Lampung and graduated in 2015. After she finished her study in Junior High School in 2015, she continued her study at SMA Negeri 4 Bandar Lampung and graduated in 2018. Furthermore, in 2018, she continued her study to UIN Raden Intan Lampung as a student of English Study Program of Tarbiyah and Teacher Training Faculty.
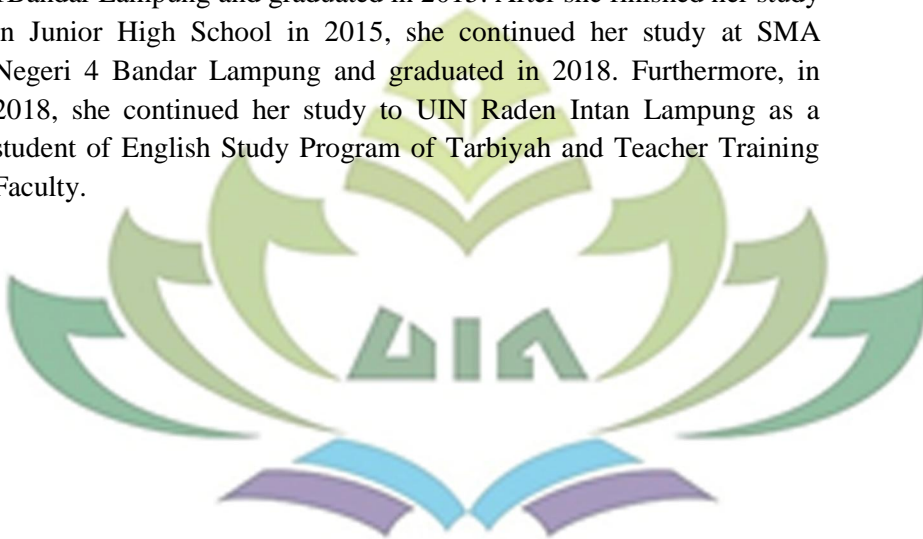
ACKNOWLEDGEMENT

Praise be to Allah Subhanallahu Wataala the Almighty God, the most merciful and the most beneficent, for blessing me with His Mercy and guidance to finish this thesis. Peace and salutation is upon to our prophet Muhammad Shallallahu'alaihi wassalam, with His familiy and followers. This thesis entitled "Improving Students' Vocabulary Mastery by Using Blended Learning Model In SMAN 4 Bandar Lampung" is subitted as a compulsory fulfillment of the requirements for S1 degree of English Study Program at Tarbiyah and Teacher Training Faculty, State Islamic University (UIN) Raden Intan Lampung. When finishing this thesis, the researcher has obtained so much help, assistance, support, and many valuable things from various sides. Therefore, the researcher would sincerely thanks :

1. Prof.Dr. Hj. Nirva Diana., M.Pd. The Dean of Tarbiyah and Teacher Training Faculty UIN Raden Intan Lampung with her staff, who has given an opportunity and forbearance to the writer when on going the study until the accomplishment of this thesis.
2. Dr. Mohammad Muhassin, M. Hum., the chairperson of English Education Study Program Faculty, UIN Raden Intan lampung.
3. Rohmatillah, M.Pd., as the first advisor who has patiently guided and directed the writer until the completion of this thesis as well.
4. Dian Reftyawati, M.Pd., as the Co-advisor who has always patiently guided, helped supervision especially in correcting and given countless time for the writer to finish this thesis as well.
5. All the people who helped the writer who cannot mention one by one.

May Allah Subhanahu wata'allah bless and give in turns for every help they did to the writer. Finally, the researcher expected that this thesis can be a benefit the readers. Aamiin Allahuma Amiin.

Bandar Lampung, July 12nd 2023

Della Amalia
NPM. 1811040398

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CHAPTER I
INTRODUCTION

A. Title Confirmation

For this proposal to be more focused, it is necessary to explain the terms related to the title of this proposal. Thus, it is hoped that there would be no misunderstanding of the meaning of the title and some of the terms used. In addition, this step was a process of emphasizing the issues to be discussed. The title of this proposal is Improving Students' Vocabulary Mastery By Using Blended Learning Model at SMA N 4 Bandar Lampung. The following is a description of the meanings of several terms contained in the title of this proposal are as follows:

Improving or improve can be defined as enhance in value or quality **:** make better. Improving or improve is advanced or make progress in what is desirable.[1] In this case, the thing that will be improve is students' vocabulary mastery by using blended learning model.

Vocabulary is a component of language proficiency and provides much of the basis for how people speak, listen, read and write.[2] It means that vocabulary is basic element of language start from primary level which makes a language meaningful, so when the students' vocabulary mastery is limited, they will find some difficulties in using English.

Blended learning has some face-to-face class meetings, and some class sessions are replaced with online learning. Blended learning can defined as a combination of traditional learning and electronics-based learning characteristics.[3] The merger aspect in the blended learning such as a web-based learning, video streaming, asynchronous and synchronous audio communication combine with face-to-face learning.

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[1] Merriam- Webster Dictionary, *access on Tuesday, June 7th 2022, (*19.21 WIB)

[2] Jack C. Richards and Willy A. Renandya, *Methodology in language teaching on Anthology of Current Practice,* (New York: Cambridge University Press, 2002), p. 255.

[3] Widyawan Kuncoro Aji, *Blended learning during pandemic corona virus: Teachers' and students' perceptions.*(IDEAS: Journal on English Language Teaching and Learning, Linguistics and Literature, 2020), p.634

SMA N 4 Bandar Lampung is a senior high school located on Jl. Dr. Cipto Mangunkusumo, No. 88 Kupang Teba, Teluk Betung in Bandar Lampung City. This school has been accredited B with a major are science and social studies.[4]

Based on that explanation, the title of this research is improving students' vocabulary mastery by using blended learning model in SMA N 4 Bandar Lampung as one of senior high school in Bandar Lampung. In this study, the writer will improve the students' vocabulary mastery by using blended learning model

B. Background of the Problem

One of the subjects that the students must study is English subject. In learning English, students are asked to memorize more vocabulary in their efforts to use English. Without vocabulary, nothing can be said. Students cannot knew English well. This means that Vocabulary isessential for every student who wants to master English. Students will find it difficult to master English if students do not have many words. Learning vocabulary is needed to speak foreign languages. Acquisitions depend on input from creatures that can be understood. Thus, purchases will not occur without vocabulary understanding.

Vocabulary is a core component of language proficiency and provides much of the basis for how well learners speak, listen, read, and write. Vocabularies cannot appear by themselves without any practice. This practice is very varied, like listening to music, communicating with the native speakers directly, reading a book, or writing something. All these activities cannot be done if we do not know about vocabulary. [5] Vocabulary is the collection of words that an individual knows. A six-year-old with advanced vocabulary for someone her age in her native language might understand the terms abstract and dynamic.

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[4] Access on Dapo.kemendikbud.go.id/sekolah/6F06A00861040C8D65B7 on Sunday, July 10th 2022, (14.49 WIB)
[5] Jack C. Richards and Willy A Renandya, *Methodology in Language Teaching an Anthology of Current Practice,* (New York: Cambridge University Press, 2002), p.255.

Vocabulary is not an optimal or unimportant part of a foreign language. Still, less is an aspect of knowledge that can be disposed of without affecting the language learned. Words are the building blocks of speech, and without a theme, there is no language.[6] Furthermore, Vocabulary is a collection of words to communicate with individuals. Vocabulary is essential in everyday life because without understanding the meaning of a word, communication will not improve fluency.

Based on the preliminary research in SMAN 4 Bandar Lampung of the eleventh grade, by interviewed the students and the teacher, the writer found out at some students and teacher problems in learning English, especially in vocabulary mastery. The problems of the students were (1) the students have difficulty knowing the meaning of vocabulary. While the problems of the teacher are (2) the teacher felt difficult to teach students who have lack vocabulary (3) the teacher felt difficult to apply the effective technique in the learning process of vocabulary. In addition, the writer also asked the teacher about the students score. The distribution can be seen in table:

Table 1
Students' Score at the First Semester of the Eleventh Grade of SMAN 4
Bandar Lampung in the academic year of 2022/2023

KKM	Students' Score										Total	(%)
	XI IPA					XI IPS						
	1	2	3	4	5	1	2	3	4	5		
> 76	15	12	14	14	10	9	12	9	10	8	114	37%
< 76	18	20	18	16	22	21	20	23	18	21	197	63%
Total	33	32	32	30	32	30	32	32	28	29	310	100%

From the table above, the total number of the eleventh-grade students in SMA N 4 Bandar Lampung are 310 students. The criteria of minimum mastery (Kriteria Ketuntasan Minimum/ KKM) of vocabulary at the school is 76. It was found out that

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[6] James Milton, *Measuring second language Vocabulary Acquisition,* (London: Short Run Press Ltd, 2009), p.3

37% or 113 students passed the criteria of minimum mastery score and 63% or 197 students still under criteria of minimum mastery of vocabulary. It indicated that most student still face difficulties in mastering vocabulary. Based on preliminary research, students who got below scores still experience difficulties in learning English, especially vocabulary. Students who got below scores admit that they were still confused about the meaning of the question that was given by the teacher.

Based on teacher and students data, the writer concludes that many class XI students who were still confused and have difficulty in mastering vocabulary. As a result, students cannot understand optimally and make them even more confused. Teachers can use different teaching model from the previous to reduce student boredom in learning and maximize students in learning to mastering vocabulary. Usually, the teacher used traditional or face to face meetings in deliver the materials with lecturing method. By using that learning model, the students had lack of vocabulary. Furthermore, the teacher felt difficult to teach students who had lack vocabulary because its not easy to apply the effective learning model in English learning process. Yet, the writer believe that by using the role of technology, it will the students in the process of knowing and memorizing the vocabulary.

Technology has been growing at a terrific rate for quite sometimes now, and has become an integral part of everyone's daily life. People of all fields and ages have slowly but surely come under its sphere of influence. For general people, the technology is usually employed for communicating with friends or colleagues in everyday life, until sending credential information.[7] Besides that, technology can used for everyone to learn something or looking for information by using internet.

In this era, internet has potential to make students to learn easily. For instance, internet provides almost any information to help them learn more about the materials they have learned in

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[7] Mar'atun Shalihah, *The Application Of Blended Learning Using Google Classroom For Teaching Writing At Sman 3 Mataram* (Thesisi, Universitas Mataram: 2019), p. 1.

school. And there are so many websites on the internet that offer online course which is free. In Indonesia, the government is concerned with the use of technology in education. It is proven by Ministry of National Education and Culture and its website *bse.kemdikbud.go.id/* that provides free e-books for students. In addition internet access helps teachers in teaching because they can share new information or the material that they will learn.[8] So, students can learn by themselves before meeting the teacher in the classroom.

Moreover, students' familiarity in relation with technology is growing rapidly, especially in Indonesia. According to an observation conducted by the writer in SMA N 4 Bandar Lampung, it is found that most of students are familiar with internet and gadgets, which in this case are laptop and smart phone. Almost all of them have smart phones and laptop, and they frequently use them to access internet services, usch as sharing new information regarding homework.

In this case, blended learning model can be variation used by the teacher in giving materials by using technology. Blended learning is the thoughtful fusion of face-to-face and online learning experiences.[9] The basic principle is that face-to-face oral communication and online written communication are optimally integrated such that the strengths of each are blended into a unique learning experience congruent with the context and intended educational purpose.

The concept of blended learning may be intuitively apparent and simple, the practical application is more complex. Blended learning is not an addition that simply builds another expensive educational layer. It represents are structure of class contact hours with the goal to enhance engagement and to extend access to Internet-based learning opportunities. Most important, blended

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[8] Derin Periyana, *The Effect Of Using Blended Learning Model On Students' Reading Comprehension Of Exposition Text (A Quasi-Experimental Study At The Eleventh Grade Of SMA Negeri 4 Kota Tangerang Selatan In The 2015-2016 Academic Year)* (Thesis, UIN Syarif Hidayatullah Jakarta: 2016), p.1.

[9] Lidiya Tri Lukita Sari, *The effectiveness of teaching grammar using blended learning method at the tenth grade of man 2 ponorogo* (Thesis, IAIN Ponorogo: 2019), p. 3.

learning is a fundamental redesign that transforms the structure of, and approach to, teaching and learning.[10] Therefore, it is clear that blended learning is a complex learning model and has many advantages in helping the teaching and learning process.

From the statement above, the writer concludes this research conducted to improving students' vocabulary mastery by using blended learning model in teaching English, especially for teaching vocabulary using theories by Suhamah, Horn and Staker. Finally, the writer conducted this study entitled this research "Improving Students' Vocabulary Mastery by Using Blended Learning Model at the First Semester of the Eleventh Grade of SMAN 4 Bandar Lampung in the Academic Year of 2022/2023."

C. Identification and Limitation of the Problem

According to the background above of the problem, the identification of the problem are:
1. The students had lack of vocabulary in translating of words.
2. The teacher felt difficult to teach students who had lack vocabulary.
3. The teacher felt difficult to apply the effective learning model in English learning process.

In this research, the writer limited the research by only focusing on noun.

D. Formulation of the Problem

Based on identification and limitation above, the formulation of the problem was: "How can blended learning model improve the vocabulary mastery at the First Semester of the Eleventh Grade of SMAN 4 Bandar Lampung in the Academic Year of 2022/2023?"

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[10] D. Randy Garrison and Norman D. Vaughan, *Blended Learning in Higher Education Framework, Principles, and Guidelines*,(San fransisco: John Wiley & Sons: 2008), p. 5.

E. Objective of the Research

Based on formulation of the problem above, the objective of the research was : "To improve the students' vocabulary by using blended learning model at the First Semester of the Eleventh Grade of SMAN 4 Bandar Lampung in the Academic Year of 2022/2023.

F. Significance of the Research

The benefits of the research are as follows:

1. Theoretical Contribution

   To gave information to the readers about the improving students vocabulary mastery by using blended learning model at SMA N 4 Bandar Lampung.

2. Practical Contribution
   a. For the students

      By using blended learning model, it hoped that the students would be more interested and motivated in learning English, and would encourage them to improve their vocabulary mastery.
   b. For the teacher

      The writer also hoped that the result of this research to give benefit for the English teacher. The teacher could used blended learning model in teaching and learning to improve the student's vocabulary mastery.
   c. For the Other writer

      The writer expectantly that this research could be inspiration for the other writer to expand this teaching model.

G. Relevance Studies

The writer assumptions are also supported by some previous researches. There were several relevance studies to this research as follows:

1. Lidiya Tri Lukita Sari described the using blended learning model in teaching the second grade students reading

comprehension of exposition text at SMA YAPIP Makassar in 2019. The objective of this research was to find out the difference on grammar achievement of the students who are taught using blended learning method and those who are not at tenth grade of MAN 2 Ponorogo. The result from this research was the students who were taught by using blended learning method got better score than the students who were not. The similarity between this research uses the same model learning, that is blended learning. While the difference with this research, in this research used students' vocabulary mastery for the English component to be improved, while the research by Sari used reading skills, especially in grammar achievment.

2. Derin Periyana described the effect of using blended learning model on students' reading comprehension of exposition text in 2016. The aim of this study was to find emperical evidance whether teaching using blended learning model was effective or not on students' reading comprehension of exposition text. The result was no significant difference of students' reading comprehension achievement of exposition text between students who were taught through blended learning model and students who were taught without blended learning model. The similarity between this research also used the same model learning (blended learning). While the difference with this research, in this research used students' vocabulary mastery for the language skills to be improved, while the research by Periyana improved students' reading comprehension of exposition text.

3. Mar'atun Shalihah described the application of blended learning using google classroom for teaching writing at SMAN 3 Mataram in 2019. This research was aimed to investigate students' opinion on how Google Classroom as learning, in a blended learning setting, was implemented in teaching writing. The result showed that in teaching writing, there was improvement in students' ability. The students showed various responses toward the use of blended learning using Google classroom. Some issues on the use of Google

classroom identified in this research were ease of access, usefulness of online learning, students'' satisfaction in online learning, confused in using Google Classroom and internet balance. The suggestion for teachers, students and next researchers are presented. The similarity between this research also used the same model learning (blended learning). While, the difference with this research, in this research used students' vocabulary mastery for the language skills to be improved, while the research by Shalihah improved students' writing skills.

Nevertheless, to make this research to be different from the previous research, this research conducted to improve vocabulary mastery of the students in SMA N 4 Bandar Lampung. By using this strategy also expected to improve students' vocabulary mastery in learning English. The writer implemented teaching vocabulary by using blended learning model improve the vocabulary mastery of the students.

H. Systematic Discussion

The systematic discussion that is steps in the research process as follows:

CHAPTER I	INTRODUCTION
	This chapter contains a description of the title confirmation, background of the problem, identification of problem and limitation of the research, formulation of the problem, objective of the research, significance of the research, relevance studies and systematic discussion.

CHAPTER II	REVIEW OF LITERATURE
	This chapter contains a literature review of several theories and references that form the basis for supporting studies in this research. The theory used in this study is the theory of vocabulary, blended learning model,

teaching vocabulary by using blended learning, and hypothesis.

CHAPTER III   **RESEARCH METHODS**

This chapter contains the time and the place of the research, research design, population, sample, and data collection technique, the operational definition of variable, the instrument of the research, Scoring Scale for Evaluating Students Vocabulary Mastery, the validity, readability and reliability of the instrument, and data analysis.

CHAPTER II
REVIEW OF LITERATURE

A. Frame of Theory

1. Concept of Vocabulary

The smallest part of sentence is a word. A word is part of many vocabularies. Vocabulary is one of elements in English. It is considered as a very important communication tool who improves a person's knowledge. Knowing a lot of word in foreign language is very important. The more words people know, the easier they will understand the foreign language.

a. Definition of Vocabulary

According to Richards and Renandya, vocabulary is a component of language proficiency and provides much of the basis for how people speak, listen, read and write.[1] It can be assumed that the first thing students should know in order to master English is vocabulary. Without vocabulary, people cannot speak, listen, read and write well. It is one of language components that should be mastered to get the language goals.

Furthermore, Hiebert and Kamil state that vocabulary is knowledge of the meanings of words.[2] It means that when we have master vocabulary we can know the meaning of the words or the sentences. In addition, Cameron states that vocabulary is to know a word and meaning.[3] It can be said that vocabulary is the basic component of the language used to know the meaning of the word. Without vocabulary, a sentence cannot be arranged correctly.

Vocabulary is a much more powerful carrier of meaning compared to grammar because we can get our

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[1] Jack C. Richards and Willy A. Renandya, *Methodology in language teaching on Anthology of Current Practice,* (New York: Cambridge University Press, 2002), p. 255

[2] Elfreida H. Heibert and Michael L Kamil, *Teaching and Learning Vocabulary Bringing Research to Practice,* (London: Mahwah Jersey, 2005), p. 3.

[3] Lynne Cameron, *Teaching Language to Young Learners,* (Britania Raya: Cambridge University, 2001), p. 75.

message over with vocabulary and without grammar, but we cannot communicate unless we use the necessary words in our patterns and structures.[4]From this statement, it can be said that vocabulary is more important needed for communication rather than grammar. Vocabulary is a powerful carrier to communicate with others.

Moreover, Charthy states that no matter how well the students learn grammar, no matter how successfully of L2 are mastered, without words to express a wide range of meaning, communication in an L2 just cannot happen in any meaningful way.[5] It means that, without vocabulary communication in a foreign language or second language is impossible to happen, so vocabulary is important to do a communication. Based on the definition above, the researcher concludes that vocabulary is one and the most important components of language that focus on the meaning of the word and become the basis of English that must be learned first in mastering English. It is going to help the students in learning English and also will help the students improve their language proficiency. Without vocabulary, people cannot speak, listen, read and write well.

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[4] Nurgun AKAR, *Teaching Vocabulary Bridging the Gap between Theory and Practice,* (Ankara: Eylül, 2010), p. 1.

[5] Michael McCharthy, *Vocabulary. Oxford:* (London: Oxford University Press, 1990), p. 128.

b. Kinds of Vocabulary

There are two kinds of vocabulary. They are passive/receptive vocabulary and active/productive vocabulary. [6] It means that the kinds of vocabulary are receptive and productive. Receptive is the passive vocabulary while productive is the active vocabulary. There are some words in making sentences and the collections of words to make sentence include to the vocabulary because vocabulary is a collection of words.

In other word, Hiebert and Kamil say that knowledge of words comes in two forms, receptive that we can understand or recognize and productive that is vocabulary we use when we write or speak.[7] From this statement, it can be known that receptive vocabulary refers to students' ability to recognize a word and knowing the meaning while listening or reading, while productive vocabulary refers to students' ability to use a word in speaking or writing.

Based on the explanation above, the writer concludes that there are two kinds of vocabulary that can be categorized based on the division of the language skills. That is productive vocabulary and receptive vocabulary. In this case, the researcher focused on receptive vocabulary. This is in accordance with the type of test that will be used in this research, namely the written test in the form of multiple choice.

c. Types of Vocabulary

Vocabulary simply means words, and English vocabulary means lots of words. Every word divided into some of type and can be categorized as a part of speech based on the function in the sentence. According to Frank part of speech is the sentence that divided according to the functional each word has in the subject–predicate

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[6] Nurgun AKAR, *Loc. Cit.*
[7] Elfreida H. Heibert, Michael L Kamil, *Loc. Cit.*

relationship.[8] It means that part of speech is word that divided based on the functional each word.

According to Thornbury, in learning vocabulary there are classification of word. They are noun, verb, adjective, adverb, conjuctions, determiner, pronoun, and preposition.[9] These will explain clearly as follows :

1) Nouns

   Noun is one important part of speech. Its arrangement with the verb helps to inform the sentence core which is essential to every complete sentence.[10] Noun can be divided into some classes. There are: common and proper nouns, countable nouns, uncountable nouns, collective nouns, material nounss, and abstract nouns.

2) Verbs

   Verb usually denote processes, actions or states.[11] In activities (run, walk, look, for), accomplishment (build, kill), achievement (recognize, find) and states (know, love, have). The kinds of verbs are : intransitive verbs, transitive verbs, and distransive verbs. verbs has the grammatical properties of person and number, properties which require agreement with the subject.

3) Adjectives

   Adjective is the word that typically refers to the properties which belongs to people or things and its function is to modify a noun. [12] The types of adjective

[8] Marcella Frank, *Modern English a Practical Reference Guide,* (New York: New York University Press, 1972), p. 1.

[9] Nadia Anggita, *The Correlation Between Students'vocabulary Mastery and Their Hortatory Exposition Writing Ability At First Semester Of Eleventh Grade of Sma Gajah Mada Bandar Lampung In The Academic Year of 2018/2019* (Doctoral dissertation, UIN Raden Intan Lampung: 2019), p. 19

[10] Marcella Frank*, Modern English: A Practical Reference Guide*, (New Jersey Prentice

Hall, Inc, 11972), p.6

[11] Marjolijn Verspoor and Kim Sauter, *English Sentence Analysis: An Introductory :*

Course (Amsterdam : John Benjamins Publishing Company, 2000), p.91

[12] Andrew Radford, et.al, *Linguistics : An introduction* (2nd Ed), (New York : CambridgeUniversity Press, 2009), p.130

are: determiners and descriptive adjectives. For example beautiful, good,small, and others.

4) Adverbs

Adverb typically modifies a verb, adjective or another adverb, indicating how, when or why something happened or the degree to which a property characterizes an individual or event. [13] There are three basic types of adverb, they are: adverb of manner, adverb of time, and adverb of place.

5) Conjuctions

Conjuctions are the word "joins". A conjuctions join two parts of a sentence and help to show the connection between two parts of sentence. There are two basic functions of conjuctions : they are coordinating conjuction and subordinating conjuction. Coordinating conjuctions are used to join two parts of sentence that are grammatically equal.

6) Prepositions

Preposition belong to small group or class of word which expressrelations of place, direction, time, or possesion. Words belonging to this include : in, on, of, at, to, from, till, with, for, beside, against, by, towards, and so on.

7) Determiners

Determiners are words placed in front of a noun to make it clear what the noun refers to. there are several classes of determiners: definite and indefinite articles, demonstratives, quantifiers, possesive, and numbers.

8) Pronouns

A pronoun is a word that takes the place of a noun. [14]There are some kinds of pronoun as follow: subjective pronoun, objective pronouns, reflexive pronouns, possesive pronouns, demonstrative

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[13] *Ibid,* p. 207-208
[14] *Ibid,* p.67

pronouns, interrogative pronouns, and indefinite pronouns

In conclusion, there are seven types of vocabulary, consists of noun, verb, adjective, conjuction, preposition, adverbs,and determiner. All type of vocabulary needs to be known and learnt for the successful of mastering vocabulary. Vocabulary should be mastered in language learning especially in teaching learning English. In this research, the writer will focus on improving noun as a one of kind in vocabulary. Its because that types commonly appear in the materials in the tenth grade at the first semester.

d. Nouns

A noun can be defined as a word used to name a person, place, or thing. By a thing here, it means that it comprises something which can be perceived by human senses, or that which cannot be perceived but can be thought of.[15] There are some kinds of noun:

1. Common and Proper Nouns

The are some classes of noun, proper noun ad common noun. A proper noun names a particular person, name of country, or name of thing, and its always capitalized. A common noun names only one group of person, place or things and its not capitalized.

Table 2.1
Common Nouns and Proper Nouns

Common Nouns	Proper Nouns
I've never seen *a queen*	I've never seen *the queen*
They live in *a white house*	They live in *the white houe*
The separate states became *united stated*	The separate states became

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[15] Marcella Frank, *Modern English a Practical Reference Guide,* (New York: New York University Press, 1972), p. 24.

2. **Collective Nouns**

Collective nouns are name of a group people ot things. The words comitte, orchestra, team, and union all the name are group of people. These nouns are collective nouns. The name of people or things brought together, or collected into a group. The examples of collective nouns are: army, crowd, flock, team, organization, comittee, trop, jury, band, group, class, herd, etc.

3. **Material Nouns**

Materials nouns are nouns which refer to material or subtance for those, which are made of salt, air, water, etc.

4. **Abstract Nouns**

Abstract nouns name qualities, atributes, or concept, which have no physical from in themselve.[16] Abstract nouns are nouns referring to a certain circumstances. The example of abstract nouns are: pleasure, beauty, courage, fear, faith, cleverness, wealth, advice, frienship, etc.

5. **Countable and Uncountable Nouns**

Countable nouns are things we can count. Countable nouns are nouns that can be singular by a, an, or plural by –s, -es, in the final. Countable nouns always take the form of singular and plural. While uncountable nouns are things we can not count. The example of countable and uncountable nouns can be seen in the table bellow:

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[16] *Ibid.,* p. 25

Table 2.2
Countable Nouns and Uncountable Nouns

Countable Nouns	Uncountable Nouns
There are two hairs in my coffee.	I don't have much hair.
There are two lights in our bedroom.	Close the curtain there's too m.
I thought I heard a noice.	It's difficult to work when mch Noice
Have you got the paper to read?	I want to draw a picture, have you to some paper?

e. **Important of Vocabulary**

Vocabulary is an essential part in foreign language learning as the meaning of new words whether in books or in classrooms.[17] It means that vocabulary is important for students. Students use vocabulary to understand the material, to make a sentence or to express opinions, thinking or ideas in their social communication whether in books or in classroom.

According to Gruber, vocabulary is very important to reach the high score.[18] It means that to be success in learning goals and to get the high score in English students should master vocabulary. In other words, Schmitt states that learning vocabulary is an essential part of mastering a second language.[19] From this statement, it can be said that students should to be mastered an adequate vocabulary to get the success in second language learning.

From the explanation by the expert above, the researcher concludes that vocabulary is very important in learning English because vocabulary is one of the main aspect that should be master first before study other

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[17] Mofareh Alqahtani, "The importance of vocabulary in language learning and how to be taught".*International journal of Teaching and Education,* Vol. III, No.3 (2015), p.21

[18] Gary R. Gruber, *Word Master-The Most Effective Way to Learn the Most Important SAT Vocabulary Words,*(New York: Sourcebooks, Inc.,*2009), p. 3.

[19] Norbert Schmitt, *Researching Vocabulary: a vocabulary research manual,* (New York: Palgrave Macmillan Publishers, 2010), p. 4.

language skills. Vocabulary is important for students to master English. Vocabulary also can encourage the students to get high score in English.

f. Concept of Students Vocabulary Mastery

According to Cameron, vocabulary is central to the learning of a foreign language at primary level.[20] It means that vocabulary is basic element of language start from primary level which makes a language meaningful, so when the students' vocabulary mastery is limited, they will find some difficulties in using English.

Chartey says that good mastery of vocabulary is important for everyone who learns the language, which is used in listening, speaking, writing, and reading besides grammar as stead.[21] From the statements, it is clear that vocabulary is important to be mastered for students. According to Shejbalova, generally knowing a word involves knowing four aspects as follows: [22]

1) Meaning: relate the word to an appropriate object or context.
2) Usage: knowledge of the way a word, phrase, or concept is used in a language or language variety.
3) Word formation: ability to spell and pronounce the word correctly, to know any derivations (acceptable prefixes and suffixes)
4) Grammar : to use it in the appropriate grammatical form.

From the definition above, it can be said that there are four aspects as the basic of knowing a word that should be mastered by students. In other word, Harmer stated that there are four aspects of vocabulary that should be taught

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[20] Lynne Cameron, *Teaching Language to Young Learners,* (Britania Raya: Cambridge University, 2001), p. 72.

[21] Michael McCartey, *Vocabulary; Description, Acquisition and Pedagogy,* (London: Cambridge University Press, 1997), p.140.

[22] Dana Shejbalova, *Methods and Approaches in Vocabulary Teaching and Thier Influence onStudents' Acquisition,* (Masaryk: Masaryk University, 2006),p.10.

or mastered by students in learning new vocabulary items, they are as follow:

1. Word Meaning

    The first thing to realize about vocabulary items is that they frequently have more than one meaning. The word "head", for example, sometimes means a top of human body, but it can also mean the leader of office e.g. headmaster. The other facts sometimes word has meaning in relation such as antonym and synonym.

2. Word Use

    It is frequently stretched through the set of metaphor and idiom. We know that the word *hiss* for example, describe the noise that snakes make. But we stretch its meaning to describe the way people talk to each other (*"don't move or you're dead"*, she hissed). That's metaphorical use, at the same time, we can talk about treacherous people as snake (*He's a real snake in the grass*). *Snake in the grass* is a fixed phrase that has become an idiom.

3. Word Formation

    Students have to know things about word formation and how to change words to be compatible with different grammatical context. Word formation us also connected with suffixes and prefixes (im-, or in) such as in *imperfect* and *perfect*, *inappropriate* and *appropriate*, etc. word formation then means knowing how words are written and spoken form.

4. Word Grammar

    The last is about word grammar which is employed by distinguishing the use of words based on the use of certain grammatical patterns such as nouns, verb, adjective, adverbs, etc. We make a distinction between countable and uncountable nouns. The

former can be both singular and plural. We can say one chair or two chairs, etc.[23]

From the definition above, the writer concludes that vocabulary mastery is the ability within a person to explore and understand a word contained in English and it is the basis for communication that is known to everyone both orally and in writing so that it can give the right meaning. Meanwhile, in vocabulary mastery there are four aspects of the basics of knowing a word that should be mastered by students such as word meaning, word use, word formation, and word grammar.

2. Concept of E-Learning

a. Definition of E-learning

E-learning is also used to maximize the learning process even though it is carried out without face-to-face meetings. This type of learning is an alternative to accommodating traditional forms of learning. E-learning is considered to be quite effective because it helps the teachers to build virtual classrooms in accordance with the conditions of learning in the classroom. Typically, teachers in developed countries optimise their use of the current digital platforms in order to keep up with the platforms used by the students and to create comfortable learning spaces. Learning media focuses on how shared spaces can be used to communicate ideas and produce specific learning content so as to improve the skills of both the students and teachers.

A study conducted by Donelly in Priyono stated that e-learning is a medium where face-to-face learning interactions are used to create a virtual discussion area. Through e-learning, teachers and students can remove the place and time barriers that can be a learning constraint.[24]

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[23] Jeremy Harmer, *The Practice of English Language Teaching,* (3rd Ed), (Cambridge: Longman, 2001), p. 18.

[24] Priyono Tri Febrianto, Siti Mas'udah, and Lutfi Apreliana Megasari, "Implementation of Online Learning during the Covid-19 Pandemic on Madura

Learning can also be carried out by utilizing social media such as Facebook, Youtube, Twitter, Instagram, Blogger and Quora by and for the students. E-learning also offers networking ease and knowledge sharing opportunities but it has negative effect in terms of potentially wasting time.

In e-learning, teachers are not only engaging in a discussion about the study materials resulting in the students doing assignments as in the various levels of education including elementary through to high school. Learning also requires comprehensive content. Some of the content in online learning in the form of text, images, video and audio requires the students to use communication and information technology independently in a structured and valid learning syllabus[25]. Some subjects need content to support the learning that takes place. Images, videos and audio are needed to support their learning. This can be carried out through online learning.

b. Type of E-Learning

E-learning also divided into three types, text driven, interactive, and simulation. There three types E-Learning based on Pauline and Anthony:

1. Text Driven

In this level, the content is simple and includes text, graphics, audio and test questions. Compliance courses are good example of text driven e learning

2. Interactive

An interactive e learning course is very similar to a text driven one, with the exception that there has been more consideration placed on interactive components

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Island, Indonesia," *International Journal of Learning, Teaching and Educational Research* 19, no. 8 (2020): 233–54, https://doi.org/10.26803/ijlter.19.8.13.

[25] A Pauline Chitra and M Antoney Raj, "E- Learning," *Journal of Applied and Advanced Research* 3, no. 3 (2018): 11–13, https://www.phoenixpub.org/journals/index.php/jaar.

to enhance the learning. There is also a greater use of visuals in general (graphics, charts, diagrams), all of which are likely to have an interactive aspect.

3. Simulation

Simulation e learning is highly interactive and relies heavily upon graphics, video, audio and gasification. Importantly, there are often custom simulations to aid in learning acquisition, which could very well include 3D components. New software training is an example of a course that often includes a high degree of interactivity and simulations.[26]

c. Impact of E-Learning in Teaching

There several impact of e-learning based on Pauline and Anthony:

1) It has brought about the feeling of self-responsibility amongst students where they have to account to themselves when they decide to study or not.

2) It enables students not only to rely on textbook information but to expand their knowledge by researching using the World Wide Web.

3) Teachers benefit from this by allowing them to acquire various computer skills as well as students and this has enabled them to encourage students to apply their knowledge and skills. It helps in the communication with their students at all times.

4) It increases the students' ability to study on their own and their critical thinking skills.[27]

d. Benefits of E-Learning

There are some benefits of using E-Learning based on Pauline and Anthony: [28]

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[26] *Ibid*, p. 11
[27] *Ibid*, p. 12
[28] *Ibid*, p. 12

1) Online learning accommodates everyone's needs the online method of learning is best suited for everyone. This digital revolution has led to remarkable changes in how the content is accessed, consumed, discussed, and shared. Online educational courses can be taken up by office goers and housewives too, at the time that suits them. Depending on their availability and comfort, many people choose to learn at weekends or evenings.

2) Lectures can be taken any number of times
Unlike classroom teaching, with online learning students can access the content an unlimited number of times. This is especially required at the time of revision when preparing for an exam.

3) Offers access to updated content
A prime benefit of learning online is that it makes sure that you are in synchronization with modern learners. This enables the learner to access updated content whenever they want it.

4) Quick delivery of lessons
E-Learning is a way to provide quick delivery of lessons. As compared to traditional classroom teaching method, this mode has relatively quick delivery cycles. There are some of the reasons why the learning time is reduced by eLearning:

   a) Lessons starts quickly and also wrapped up in a single learning session. This enables training programs to easily roll out within a few weeks, or sometime even days.

   b) Learners can define their own speed of learning instead of following the speed of the whole group.

   c) Saves time as a student does not need to travel to the training venue. You can learn at the comfort of you own place.

   d) Students can choose to study specific and relevant

    e) areas of the learning material without focusing on each

    f) and every area. For example, they can skip certain

    g) areas they do not want to learn.

5) Scalability

E-Learning helps in creating and communicating new training, policies, concepts, and ideas. Whether it is for formal education or entertainment, eLearning is very quick way of learning!

6) Consistency

E-Learning enables educators to get a higher degree of coverage to communicate the message in a consistent way for their target audience. This ensures that all learners receive the same type of training with this learning mode.

7) Reduced Costs

E Learning is cost effective as compared to traditional forms of learning. The reason for this price reduction is because learning through this mode happens quickly and easily. A lot of training time is reduced with respect to trainers, travel, course materials, and accommodation.

8) Effectiveness

E Learning has a positive influence on an organization's profitability. It makes it easy to grasp the content and digest it:

    a) It results in improved scores on certifications, tests, or

    b) other types of evaluation.

    c) Higher number of students who achieve 'pass' or

    d) mastery' level.

    e) Enhanced ability to learn and implement the new

        f) processes or knowledge at the workplace.

        g) Help in retaining information for a longer time.

e. Disadvantage of E-Learning

There are disadvantage of E- Learning based on Pauline and Anthoney such as:[29]

1) Lack of self-discipline

If an individual lacks this, they will not be motivated to study bringing about procrastination. This is where traditional classroom learning is handy whereby; you are tracked if you are falling behind in your studies.

2) Health problems

This normally occurs when an individual is always on their computer or tablet; it brings about straining problems, poor vision and the like. It is, however, advisable to relax for at least 10 minutes an hour, walk around and even do some wrist exercises to prevent pains

3) Inability to access technology

This is a problem that is faced by individuals who want to take part an online course but cannot since they cannot access a device with internet connection or rather an environment that has hard access to an internet connection.

Based on the explanation above it can be know that the used of e-learning not only easier the teaching and learning process, but also have some disadvantage in the learning process such as lack of self-discipline, health problems, and inability to access technology.

3. Concept of Blended Learning Model

a. Definition of Blended Learning

A lot of scholars share similar definitions of blended learning. Blended learning consists of two word: *Blended* and *Learning*. The word *Blend* means "mixed, together to

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[29] *Ibid*, p. 13

improve the quality". The word *Learning* means the acquiring of knowledge or skills.[30] It is also vastly known by public and that word is quite famliar in educational setting. From them, it can be interpreted that Blended learning combines two or more models of learning that can be combined and applied properly.

Blended learning is a combination of traditional learning and electronics-based learning characteristics. The merger aspect in the blended learning such as a web-based learning, video streaming, asynchronous and synchronous audio communication combine with face-to-face learning.[31] Hranstinski said that blended learning can also be used to describe other mixtures, such as combining different learning methods, and technology learning style approaches to create an optimum result. [32] Alya also defines blended learning as the purposeful integration of traditional model (face-to-face) and online learning. Then the last, Li Zhingan, *et al*.define blended learning as the combination of traditional classroom-based approach and e-learning for delivering instruction. [33] In using blended learning, the students become more active in their learning, feeling more technologically empowered, and able to learn anywhere and anytime in the manner that best suits their lifestyle.

Traditional approach is generally considered as a teacher-centered and contentoriented pedagogical model, which is promoted with less interactions between the

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[30] Fauziyah Sulistiani, *The Implementation of Blended Leraning Model Based On Edmodo to Improve Student's Learning Motivation and Anchievement in X AK 2 SMK N 7 Yogyakarta Academic Year 2015/2016* (Thesis, Universitas Negeri Yogyakarta: 2016), p. 33.

[31] *Ibid,* p. 34.

[32] Alma Sri Andriyani, Students' perception in learning English through blended learning, (Journal of Education and Teaching: 2022), p.13

[33] Zhingang Li *et al*, Switching to Blended Learning: The Impact on Students" Academic Performance, (*Journal of Nursing Education and Practice*: 2014) , p. 246

teacher and students. so here are the intrections in traditional learning. Here are the steps:[34]

Table 2.2
The Interactions in Traditional Learning

Before Class	In Class	After Class
Teacher • Preparation	Teacher • Lecturing	Teacher • Assigning task
Students • Previewing	Students • Listening	Students • Finishing task

From the table above we can see that in traditional learning the teacher served as the disseminator of knowledge, delivering the information for most of the time in class. Before the class, students previewed the contents of the textbook which teacher is going to lecture. During the class, the teacher spend a majority of time presenting new knowledge, lack of interaction with students. And then, students completed the task assigned by teacher after class. It seems to bored to applied and the students also can not enjoy the learning. It because of in traditional learning the teacher not applied kinds of online media, that makes the students did not curious and enjoy the learning.

Difference with tradtitional learning, blended learning and e-learning are different if seen by percentage of the use of online media in learning. Allen, et al in Humasah formulate two learning models in the following table:[35]

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[34] Yitong Wei et al., "Blended Learning versus Traditional Learning : A Study on Students ' Learning Achievements and Academic Press Achievements and Academic Press" (Wuhan, China, 2017), https://doi.org/10.1109/ISET.2017.57.

[35] Husamah. *Pembelajaran Bauran (Blended Learning)*. (Jakarta, Hasil Pustaka: 2013), p.18-19.

Table 2.3

The Percentage of the Use of Online Media in Learning

Percentage Online	Kinds of Learning	Description
0%	Traditional	Learning with content posted online was not conveyed in writing or orally.
1 to 29%	Facilited web	Learning using web facilities to facilitate something very important in face-to-face learning. Using a system of management courses (Course Management System (CMS)) or a web page, for example to post the syllabus and questions/exam materials.
30 to 79%	Blended/Hybrid	Learning with face-to-face system. The proportion of online content and substance use occasional online discussion and sometimes using faceto- face meetings.
+80%	Online	A study that mostly or even entirely using the online system. This type does not use face-to-face at all.

From paragraphs above can be seen that blended learning is a learning model which is combination of face-to-face learning and online learning. The term of blended learning itself is a part of distance learning which consist of online learning, but also consist of face-toface (traditional) learning in the scope of distributed education the largest term. Blended learning is a learning model that utilizes online information technology and face-to-face learning.

b. Models of Blended Learning

There are some kinds of models in blended learning. The majority of blended-learning programs resemble one of four models: rotation, flex, a la carte, and enriched virtual. The rotation model includes four sub-models: station rotation, lab rotation, flipped classroom, and individual rotation. The explanation are as follow:[36]

1. Station rotation

Station rotation is a course or subject in which students rotate on a fixed schedule or at the teacher's discretion between learning modalities, at least one of which is online learning. Other modalities might include activities such as small-group or full-class instruction, group projects, individual tutoring, and pencil-and-paper assignments. Students experience the rotation within a contained classroom or group of classrooms.

2. Lab Rotation

This model is the same as the Station Rotation, except that students rotate to a computer lab for the online-learning station.
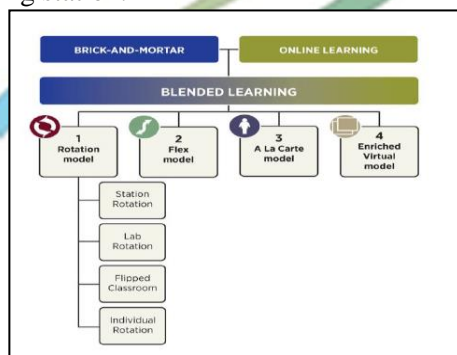

Figure 2.1
Models of Blended Learning

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[36] Michael B. Horn and Heather , Blended learning is about more than technology. (*Education Week 2014*), p. 6-9.

3. **Flipped Classroom**

A course or subject in which students participate in online learning off-site in place of traditional homework and then attend the brick-and-mortar school for face-to-face, teacher-guided practice or projects. The primary delivery of content and instruction is online, which differentiates a Flipped Classroom from students who are merely doing homework practice online at night.

4. **Individual Rotation**

A course or subject in which each student has an individualized playlist and does not necessarily rotate to each available station or modality. An algorithm or teacher(s) sets individual student schedules.

5. **Flex**

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 of record is on-site, and students learn mostly on the brick-and-mortar campus, except for any homework assignments. The teacher of 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.

6. **A La Carte**

A course that a student takes entirely online to accompany other experiences that the student is having at a brick-and-mortar school or learning center. The teacher of record for the A La Carte course is the online teacher. Students may take the A La Carte course either on the brick-and-mortar campus or off-site. This differs from full-time online learning because it is not a whole-school experience.

Students take some courses a la carte and others face-to-face at a brick-and-mortar campus.

7. Enriched Virtual

A course or subject in which students have required face-to-face learning sessions with their teacher of record and then are free to complete their remaining coursework remotely from the face-to-face teacher. Online learning is the backbone of student learning when the students are located remotely. The same person generally serves as both the online and face-to-face teacher.

Based on the explanation above, blended learning has some models. There are; rotation, flex, a la carte, and enriched virtual. The rotation model includes four sub-models: station rotation, lab rotation, flipped classroom, and individual rotation. In this research, the writer will used flex models in blended learning. The writer will combine face to face learning in the classrom and virtual learning as technology by using flex model of blended learning.

c. Station Rotation Blended Learning Models

According to Horn and Staker, station rotation model is a blended learning model in which the teacher divides the students within a classroom into three to four groups.[37] These groups rotate through a series of stations, one of which must be technology based.

Station rotation model is a rotation model implementationwithin in a given course or subject (e.g., English), students rotate on a fixed schedule or at the teacher's discretion among classroom-based learning modalities. The rotation includes at least one station for online learning. Other stations might include activities such as small-group or full-class instruction, group

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[37] Michael Horn and Heather Staker. *Blended: Using Disruptive Innovation to Improve Schools,* (2017), p.69.

projects, individual tutoring, and pencil-and-paper assignments.[38] Some implementations involve the entire class alternating among activities together, whereas others divide into small group or one by one rotations.

The station rotation model differs from the individual rotation model because students rotate through all of the stations, not only those on their customized schedules. This teaching model is one of the four models of blended learning. A formal education program in which a student learns – at least in part – through online delivery of instruction and content, with some element of student control over time, place, path and/or pace are:

1. Small group instruction by the teacher,
2. Collaborative or independent practice
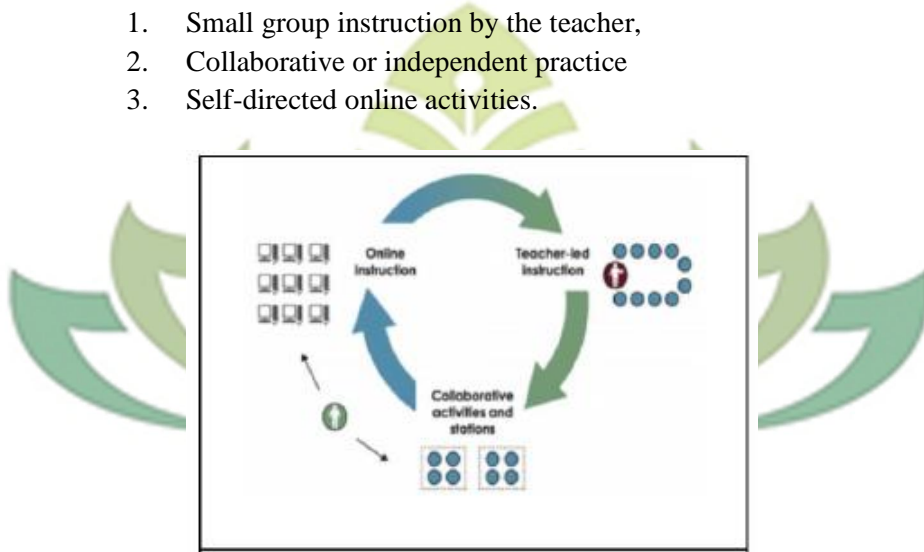3. Self-directed online activities.

Figure 2.2
Station Roration in Blended Learning Models

In conclusion, station rotation model is a course or subject in which students experience the rotation model within a contained classroom or group of classrooms. The station rotation model differs from the individual rotation

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[38] Lidiya Tri Lukita Sari, *The Effectiveness of Teaching Grammar Using Blended Learning Method at the Tenth Grade of MAN 2 Ponorogo* (Thesis, IAIN Ponorogo: 2019), p. 55.

model because students rotate through all of the stations, not only those on their custom schedules.

d. Characteristics of Blended Learning

The following are the characteristics of the Blended learning model of learning according to Khalil, they are:[39]

1. The blended learning method combines one-of-a-kind sorts of internet-based technological know-how to acquire academic goals.
2. The blended learning strategy is a hybrid of normal techniques of training with technological know-how and the internet.
3. Blended learning integrates unique instructing strategies primarily based on a couple of theories such as Constructivism and Behavioral theory.
4. Blended learning is a training software that consists of in-person classroom time as well as a character learning about online thru e-learning utilized and the internet.

In addition, Susan and Chris stated factor out that the most salient benefits of blended learning are: it is extra positive in its use of lecture room time, college students are greater active, college students will be greater creative, students are higher prepared, it is greater fascinating for students, and it presents the opportunity of presenting many instructional sources for students.[40] Blended learning processes are 'characterized by customization, integration, purpose, flexibility, and redundancy.

From that explanation, we can conclude there are some characteristics in blended learning model, such as combine with technological or internet. From that, the teacher have to understand about how to implemented this learning model with knowing this characterictics well.

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[39] Elaf Riyadh Khalil, The Effect of Types of Blended Learning Strategies on EFL Students` Achievements, (TESOL Journal, Baghdad University: 2021), p. 52.

[40] P. Susan & Chris, *Maximizing Competency Education and Blended Learning*. (New York: Oncol Competency Works: 2015), p. 80

e. The Reason Why Using Blended Learning

According to Stein and Graham in Sulistiawati, blended learning not only fits into the modern, connected lifestyle, but can also provide specific benefits to students, teachers, and administration:[41]

1. Increased access and convenience;
2. Improved learning;
3. Decreased (or more flexible) costs.

Blended learning refers to learning events that combine aspects of online and face to face instruction. Blended learning is a powerful strategy that expands and enhances the learning experience-and offers the opportunity to re-define how associations approach meetings and education.

Based on the description above it can be concluded that the reason for choosing learning strategies is blended learning blended learning combines online learning with face-to-face learning. Online learning will make learning more effective.

f. Advantages of Blended Learning Model

According to Fiky in Shalilhah was summarizes the benefits or advantages of blended leaning as explanation follows: [42]

1. Increasing students' interaction and participation.
2. Developing students' learning and performance.
3. Affecting teachers' approaches of other subjects.
4. Developing independent learners, a source of instant feedback, time saving and motivation to learners.

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[41]Fauziyah Sulistiani, *The Implementation of Blended Leraning Model Based On Edmodo to Improve Student's Learning Motivation and Anchievement in X AK 2 SMK N 7 Yogyakarta Academic Year 2015/2016* (Thesis, Universitas Negeri Yogyakarta: 2016), p. 35.

[42] Mar'atun Shalihah, *The Application Of Blended Learning Using Google Classroom For Teaching Writing At Sman 3 Mataram* (Thesisi, Universitas Mataram: 2019), p. 13.

5. Increasing student learning outcomes and reduce instructional delivery costs.

6. Maximizing classroom space and/or reduce the number of overcrowded classrooms.

7. Allowing institutions to offer more classes at peak demand times of the day, thus maximizing the scant resources by increasing flexibility in scheduling.

8. Reducing paper and photocopying costs. In hybrid courses, all course documents, including syllabi, lecture notes, assignment sheets and other hard copy handouts, are easily accessible to the students on the course web site.

g. **Disadvantages of Blended Learning Model**

The following are the deficiencies of Blended learning teaching model according to Husamah:[43]

1. Media required is very diverse. Thus, there are some difficulties in applying it when the infrastructure does not support.

2. Not every student has the same access in Blended Learning facilities, such as computer and internet access. Whereas, Blended learning needs adequate internet access and when the network is less adequate, it will make students have difficulties to follow the independent learning via online.

3. Learning resources (teachers, learners, an elderly person) is lacking the knowledge of technology use in teaching learning process.

3. Procedure in Teaching by Using Blended Learning

Vocabulary is one of the important elements in learning English. Without knowledge of vocabulary, students are not able to speak well in English. The students cannot deliver or

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[43]Husamah. *Pembelajaran Bauran (Blended Learning)*. (Jakarta, Hasil Pustaka: 2013), p.36-37.

receive messages effectively. [44] Vocabulary is an important element in language learning; since it supports the four language skills. By learning vocabulary, the students will be able to know the meaning and the form of the word.

According to Sahraini, before conducting a process of teaching and learning in the classroom, a teacher should prepare a model of teaching designed based on the curriculum framework and the principles of learning and teaching to guide learning, teaching and assessment for students to achieve the outcomes.[45] The teaching and learning model is a guide to teach students the techniques of creative and productive thinking. Furthermore, the teacher must be prepared a teaching model before coming to the class and create successful learning.

Technology has supported and brought positive impact in teaching and learning process. One method that can be used in this era is a blended learning method. This method combined online digital media with traditional classroom methods.[46] Blended learning is the use of two or more distinct methods of training. This may include combinations such as face to face classroom combine with online instruction, blending online lesson with e-learning activities.[47] From that, blended learning is a complex teaching model that can be used by the teacher in deliver the material.

There are some kinds of blended learning models. One of them is the rotation model. This kind is a course or subject in which students rotate on a fixed schedule or at the teacher's discretion between learning modalities. The rotation model has four types; station rotation, lab rotation, flipped classroom, and individual classroom. In this research, the writer will choose station rotation as a type of blended

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[44] Maya Masita, Teaching Vocabulary by Using Blended Learning Method, (Ethical Lingua, Universitas Muhammadiyah Bulukumba: 2020), p. 129

[45] Sahraini, A Model of Communicative Teaching and Learning of English Vocabulary Through Interactive Activities, (Ethical Lingua: 2015), p. 3

[46] *Ibid.,* p. 130

[47] Alma Sri Andriyani, Students' perception in learning English through blended learning, (Journal of Education and Teaching: 2022), p.15

learning that will be used in this action research. The procedures of this type are as follows:[48]

a. Station one: Teacher Led Small Group Instruction- At the independent practice station, we use an assessment, worksheet, or game to build on a newly introduced skill or reinforce an existing skill or activity. Lecturer will give instruction prepared.

b. Station two: Collaborative Activities and Stations - Smaller learning communities also provide students with more opportunities to work collaboratively and engage in a variety of activities that appeal to different learning modalities (auditory, visual, tactile and kinesthetic). Students engage with the world in different ways, so it's important to keep activities and tasks varied to ensure every student is able to receive and process information in a way that works for them.

c. Station Three: Online Instruction- The online component can take many forms ranging from students using dynamic creation tools to researching topics to using adaptive software depending on the objectives of the lesson. However, the addition of an online component requires that teachers have access to technology in some form or another to execute the station rotation model in their classrooms. The use of these stations could be started by any stations. So students should not start only from real station. Learning stations are not a new concept in education, so this is an easy model for teachers who are shifting from a traditional teaching model to a blended learning model. Tucker in Sari said the teachers can uses this model within a traditional classroom setting by simply breaking students into small groups and having them rotate through different stations set up

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[48] Lidiya Tri Lukita Sari, *The Effectiveness of Teaching Grammar Using Blended Learning Method at the Tenth Grade of MAN 2 Ponorogo* (Thesis, IAIN Ponorogo: 2019), p. 61.

around the classroom or rotating the whole class through aseries of learning activities.[49]

Based on the explanation above, by using the blended learning model the teacher must instruct the students to make three stations or groups. The first station is the teacher-led small group, the second is collaborative activities and stations, and the last is online instruction. The teacher can change the rotation of the student's group based on the time that has been given.

4. Procedure in Teaching Vocabulary by Using Blended Learning About Nouns

A noun is one important part of speech. Its arrangement with the verb helps to inform the sentence core which is essential to every complete sentence. There are seven types of nouns; common nouns, proper nouns, collective nouns, materials nouns, abstract nouns, countable and uncountable nouns.[50] In this research, the material is about nouns. All types of nouns will be discussed in three meetings. The first meetings are common nouns and proper nouns, the second meetings are collective nouns, materials nouns, and abstract nouns, and the third meetings are countable and uncountable nouns. This research would guide students in vocabulary about all types of nouns through the following procedures:

Table 2.3

Procedure in Teaching Vocabulary by Using Blended Learning Model About Noun

Pre Activity
1. Greetings.
2. The teacher examines the attendance of students.
3. The teacher together with students discuss briefly about the material that students have learned before.

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[49] Siska Sulistyorini, *Infusing Active Learning Strategies Into Station,* 10th International Conference on Language, Education, and Innovation (2018), p.53.

[50] Marcella Frank, *Modern English a Practical Reference Guide,* (New York: New York University Press, 1972), p. 24.

4. The teacher introduces students about blended learning models that uses in few meetings.
5. The teacher explains the learning objectives and agenda of activities to be held at the meeting.
While Activity
1. The teacher gives an introduction related to the noun material to be studied.
2. The teacher gives a discussion about the definition and types of nouns by showing Power Point slides in front of the class.
3. The teacher instructs students to ask questions related to material that has not been understood about nouns.
4. The teacher divides the students into 3 big groups.
5. The teacher asks students to sit according to their groups.
6. The teacher explains the learning model that will be carried out. At this stage, the teacher instructs 3 groups to do different activities.
7. The teacher instructs group 1 to watch the videos related to the material that has been delivered, namely common and proper nouns.
8. The teacher instructs group 2 to make sentences using common and proper nouns.
9. The teacher instructs group 3 to summarize the material about common and proper nouns and upload it to Google Classroom.
10. After 15 minutes, the teacher changes the rotation of the activities carried out by the groups until all groups do all the activities that have determined by the teacher.
Post Activity
1. Teacher provides feedback related to student work.
2. The teacher together with the students conclude the learning outcomes at the meeting.
3. The teacher invites students to ask things that are not yet understood related the materials
4. The teacher gives a closing greeting.

B. Action Hyphothesis

Based on theoritical assumption, the writer formulated the action hyphothesis as follow:

H_a = By using blended learning model, it can improve students' vocabulary mastery at SMA N 4 Bandar Lampung.

H_0 = By using blended learning model, it can not improve students' vocabulary mastery at SMA N 4 Bandar Lampung.

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