#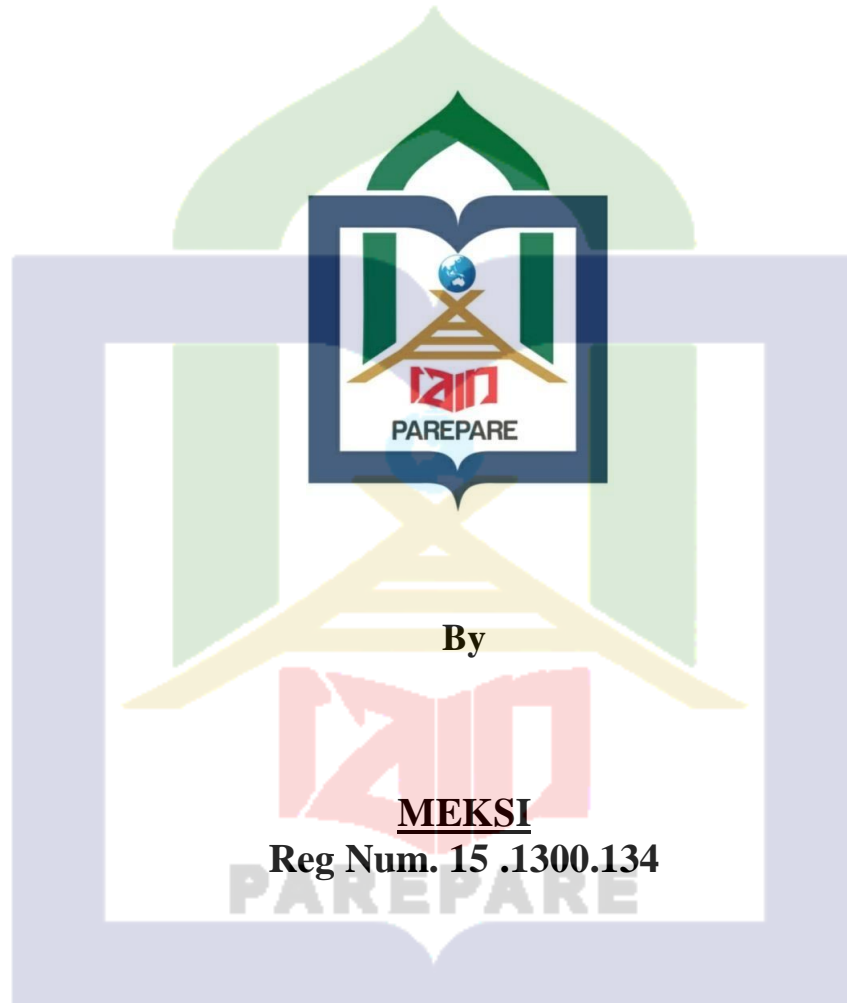 IMPROVING GRAMMAR ABILITY OF THE SECOND GRADE STUDENTS OF SMKN 3 WAJOTO DIFFERENTIATE BETWEEN MUST AND HAVE TO THROUGH BLENDED LEARNING STRATEGY

By

MEKSI
Reg Num. 15 .1300.134

ENGLISH EDUCATION PROGRAM
TARBIYAH FACULTY
STATE ISLAMIC INSTITUTE (IAIN)
PAREPARE

2020

IMPROVING GRAMMAR ABILITY OF THE SECOND GRADE STUDENTS OF SMKN 3 WAJOTO DIFFERENTIATE BETWEEN MUST AND HAVE TO THROUGH BLENDED LEARNING STRATEGY

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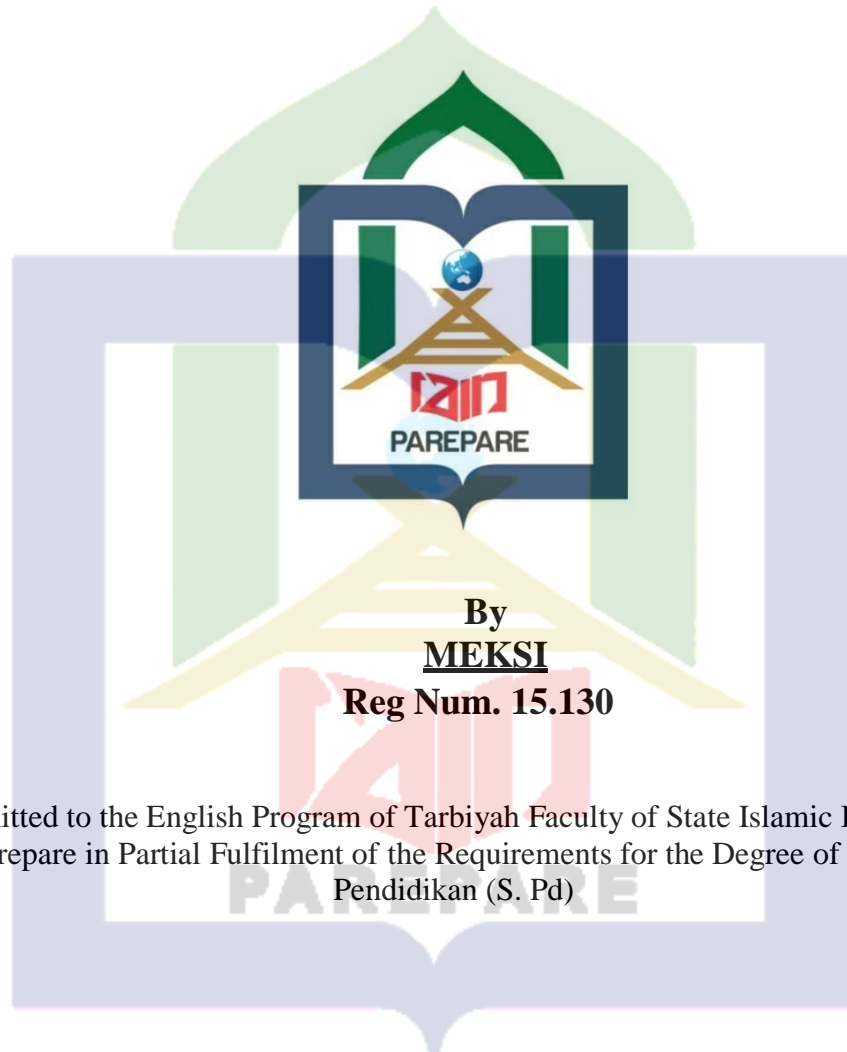
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Submitted to the English Program of Tarbiyah Faculty of State Islamic Institute of Parepare in Partial Fulfilment of the Requirements for the Degree of Sarjana Pendidikan (S. Pd)

ENGLISH EDUCATION PROGRAM
TARBIYAH FACULTY STATE ISLAMIC
INSTITUTE (IAIN)
PAREPARE

2020

IMPROVING GRAMMAR ABILITY OF THE SECOND GRADE STUDENTS OF SMKN 3 WAJOTO DIFFERENTIATE BETWEEN MUST AND HAVE TO THROUGH BLENDED LEARNING STRATEGY

Skripsi

As a Part of Fulfilment of the Requirement for the Degree of SarjanaPendidikan (S.Pd.)

English Program

Submitted by

<u>Meksi</u>

**Reg Num.
15.1300.134**

to

**ENGLISH EDUCATION PROGRAM
TARBIYAH FACULTY
STATE ISLAMIC INSTITUTE (IAIN)
PAREPARE**

2020

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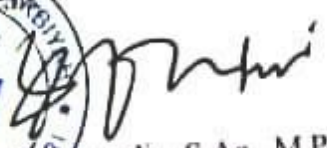
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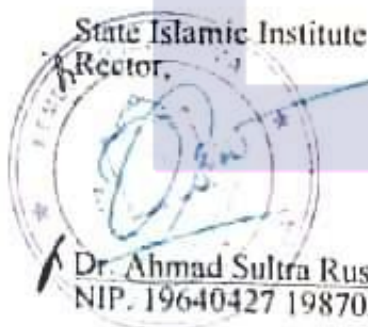
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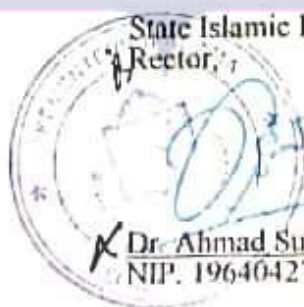
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First of all, let us thank our God, praise be on Him the beneficent the merciful Lord of the world, the owner of thse Day of Judgment, for He has given us the mercy and blessing. Shalawat and Salaam is due to our Prophet Muhammad SAW (peace be upon Him), the last messenger of Allah SWT. He has already spread the Islamic teaching to all human being in this world.

The writer realizes that this skripsi has never been possible to be finished without the assistance of the other people. Therefore the writer wishes to express a lot of thanks to:

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Finally, the writer realized that this skripsi still has any weakness and still far from being perfect. Therefore, she hopes criticism, a suggestion for its perfection and she hopes this final project will be useful for the reader.

May Almighty Allah swt. Always be with us.

Parepare, 11th Maret 2020

The Researcher

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DECLARATION ON THE AUTHENTICITY OF THE SKRIPSI

The writer who signed the declaration below:

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Stated this skripsi is her own writing and if it can be proved that it was copied, duplicated or compiled by any other people, this skripsi and the degree that has been gotten would be postponed.

Parepare, 11th Maret 2020
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ABSTRACT

MEKSI. *Improving Grammar Ability of the Second Grade Students of SMKN 3 Wajo to Differentiate between Must and Have to trough Blended Learning Strategy.*(supervised by Hj. Nanning and Amzah).

English as primary and foreign language has become the key to the world. However, it must be found the way how to be mastered it. One of the skills which are very important is grammar because it will help people to formulate the sentence that want to use in comunication. This research was carried out at SMKN 3 Wajo. In this case, the researcher found that some students of SMKN 3 Wajo are still a law in differentiating the used of must and have to. To solve the problem, the researcher used blended learning strategy. This strategy is one of student center learning which learners help each other and learn. The objective of the research is to know whether blended learning strategy is able or not to improve grammar ability of students of SMKN 3 Wajo.

The population was the students of SMKN 3 Wajo and the sample of this research was 19 members. The researcher used pre-experimental design in one group was given pre-test, treatment and post-test design, as for the effect of treatment was judged by the difference between the pre-test and post-test. The success of the treatment is determined by comparing pre-test and post-test score. To collect the data, the researcher used tests that are pre-test and post-test. The data were analyzed as a percentage, mean score analyzes and the value of the test.

The first result of the data analyzed that the students' achievement on the pre-test was (45, 773) and post-test was (69,191) This showed that by using blended learning strategy was a good strategy in English learning process at SMKN 3 Wajo. After analyzing the data by using the t- test formula, the result of the t-test value (4,191) is bigger than the t-table value (1,7108).It means that there is a different improvement before and after using blended learning strategy.

Keywords: Grammar Ability, Blended Learning Strategy.

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CHAPTER I

INTRODUCTION

1.1 Background

English Language is an international language that is mostly exploited by the world society to get interactional and communication. One of the important things that for preparing in communication is mastering the international language. As international language, most of the people all over in this world use English. English, whether is many countries use it in communication and inform message or idea to others.

Grammar is one of the language aspects which are taught to every language learner. It is as basic knowledge and as important role in understanding the English language. "Grammar is party the study of what forms (or structures) are possible in language. Traditionally, grammar is a description of the rules that govern how language's sentences are formed".[1]

Grammar is one of the most important aspect in English Learning. An English learner will not able to speak well without systematic grammar. By means of grammar, the students will be able to increase capability in English well. However, the student who has some more knowledge grammar about will not find difficulties in English especially in writing.

Actually, there are many students interest to learn English in school. But the problem is descended from the process in learning. The students don't understand what they learn about. There are many factors that cause the students difficulties in learning. One of them is method given by the teacher. The teacher is not competent in teaching. Finally, it is made students bored to learn English.

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[1] Scott Thornburry, *How to Teach Grammar* (English: Pearson Education Limited, 1999) p.1.

The answer this, the researcher use "Blended Learning" as a strategy to improve grammar skill of students. problem This method, blended learning as a pressure so students start learning to use technology also useful purpose, while understanding that besides as a conform technology can also enrich knowledge as well as learning materials especially in English grammar. Furthermore, students don't need to go to looking for where the lessons are delivered. It can be done from anywhere and wherever. So, the students can enjoy in learning English itself.

Related to description above the researcher tried to take this method in research by the title **"Improving Grammar Ability of the Second Grade Students of SMKN 3 Wajo Strategy"**

1.2 Problem Statement

Based on the statement in the background above, the writer formulates the problem of the research question is " is blended learning strategy able to improve the students grammar ability to differentiate between "Must and have To" at second grade of SMKN 3 Wajo ?"

1.3 Objective of the Research

Based on the question research above, the objective of this research is to find whether the students of the year at SMKN 3 Wajo able to differentiate between "Must and Have to" through blended learning strategy.

1.4 The Significance of the Research

The result of the study will be benefit to the students and other researcher who are interested in this subject and also to the teacher. For the students, this research may assist them to use "Grammar" correctly. For other researcher, the result may serve as guidelines for the future study related to the subject. For the teacher, this

research is able to give some information to the English teacher to increase their teaching of grammar ability.

CHAPTER II

REVIEW OF RELATED LITERATURE

2.2 Some Pertinent Ideas

2.1.1 General Concept of Grammar

Grammar expression test is large topic, so the researcher has divided into some topic as follow:

2.1.1.1 Definition of Grammar

According to some references, grammar is explained difference explanation. There are some definitions of grammar as follow:

Grammar is description of the structure of a language and the ways of language and the ways of arranging linguistic units, words and phrases to form sentences in the language. It usually concerns also the meaning and function of the sentence.[2]

Grammar is the systematic analysis of the classes and structure of words (morphology) and of their arrangement and interrelationship on large constructions (syntax).[3] Grammar is the rules of as a language for changing the form of words and joining them into sentences.[4]

Based on the definition of grammar above, the researcher is conclude that grammar is study of patterns of sentence, word classes and the meaning or function of

---

[2]David Nunan, *Practical English Language Teaching Grammar* (Singapore: Mc. Graw Hill, 2005), p.2.

[3]Deluxe encyclopedic Edition, *the New International Webster's Comprehensive Dictionary of the English Language* (Columbia: Trident Press International, 2003), p.549.

[4] A S Hornby, *Oxford Advanced Learner's Dictionary of Current English* (New York: Oxford University Press, 2000), p. 596.

language. It is impossible speak without followed by well grammar. Therefore it is emphasized that learn grammar well especially for the students in the school because they can not practicing English without supported by enough grammar comprehension well.

2.1.2 The Concept of Modal Auxiliary

Modal auxiliary are called modal verbs may sound difficult but in fact they are easy. They are invariable (no conjunction). And the main verb is always the 'bare infinitive' (without 'to'). Modal auxiliaries generally express a speaker's attitudes, or 'mood'. For example, modal can express that a speaker feels something necessary, advisable, permissible, possible, and in addition, they can convey the strength of these attitudes.[5] These are the modal verb can, could, may, might, must, will, would, shall, should, ought and need. They are different from the other three auxiliary verbs (*do, be,* and *have*) in two ways. Firstly, they have special grammatical features (for instance, they have no infinitive and the third person singular has no s). and secondly, most modal verbs have not only a grammatical function, but also a "dictionary meaning for instance, must can mean 'be obliged to' (do, be and have do not really have "meaning") of this kind when they are used as auxiliary verbs.[6]

Based on the explanation above, the researcher concludes that that modal auxiliaries are the functional of words that help verbs to express feels something

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[5]Michale Swam, *Practical Usage English* (Oxford: Oxford University Press, 1980), p. 90.

[6]Betty Schramfer Azhar, *Understanding and Using English Grammar* 2nd Edition, (New Jersey: Prentice Hall Regents, 1989), p. 68.

important, advisable, permissible, possible, or probable and etc. such as modal auxiliaries verb can, could, may, might, must, will, would, shall, should, ought, need and etc.

2.1.2.1 Kinds of Model Auxiliary

The types of modal auxiliary can be divided into two types:

2.1.2.1 Modal auxiliary can, could, had better, may, might, must, ought, shall, should, will and would.

2.1.2.2.2   Similar expressions, be able to, be going to, be supposed to, have to, got to, used to.[7]

Modals and semi modals can be grouped into three major categories according to their meaning (excluding used to, which relates to pas time).

2.1.2.2.2.1 Permission/possibility/ability: can, could, may, might.

2.1.2.2.2.2 Obligation/necessity: must, should, had better, have better, have to, need, ought to, be supposed to.

2.1.2.2.2.3 Volition/prediction: will, would, shall, be going to.[8]

Here are the explanations from several statements about the usages or those modal auxiliaries:

1. Can

Can is an auxiliary verbs, a modal auxiliary verb. We use can to:

a. Talk about possibility and ability

E.g.: He can be a good doctor in the future.

. Make requests

---

[7] Betty Schramfer Azhar, *Understanding and Using English Grammar* 2nd Edition, p. 69.
[8] Stig Johnson and Geoffry Leechhand Douglas Bibes, *Longman Grammar of Spoken and Written English* (London: Edinburg Gate, 2000), p. 485.

E.g.: Can you help me?

c. Ask for or give permission

E.g.: You can smoke here.

d. Express offering

E.g.: Can I get you some tea?[9]

2. Could

Could is an auxiliary verb, a modal auxiliary verb. We used could to:

a. Talk about past possibility or ability

E.g.: I could go now, if I wanted to.

b. Make request

E.g.: could I borrow your pencil?[10]

3. May

May is an auxiliary verb, a modal auxiliary verb. We used May to:

a. Express possibility

E.g.: You may go, but you do not want to

b. Express permission

E.g.: May I sleep here?

4. Might

May is an auxiliary verb, a modal auxiliary verb, we used might to:

a. Express possibility

E.g.: They might accompany us.

b. Ask permission

---

[9] Silvester Goridus Sukur, *Complete English Grammar for the TOEFL* (Yogyakarta: Indonesia Cerdas, 2007), p. 116.

[10] George E. Wishon and Julia M. Burks, *Let's Write English Edition* (New York: Edition Educational Publishing, 1980, p. 230.

E.g.: Might I be excused early?

5. Shall

Shall is an auxiliary verb, a modal auxiliary verb. We used shall to:

a. To Express request

E.g.: Shall I go now?

b. Used with the first personal pronoun

E.g.: I shall leave Jakarta tomorrow.

c. Express a threat

E.g.: if you tell lie, you shall be finished.

d. Express a promise

E.g.: you shall receive your gift next month.

6. Should

Should is an auxiliary verb, a modal auxiliary verb. We used ahould to:

a. To Express suggestion

E.g.: you should do your homework.

b. To ask or give opinion

E.g.: I think you should take an English course.

c. To Show the obligation

E.g.: you should pay the tax regularly.

d. To criticize the condition or situation

E.g.: They should be at school.[11]

7. Will

Will is an auxiliary verb, a modal auxiliary verb. We used will to:

---

[11] Silvester Gordus Sukur,(*Complete English Grammar for the TOEFL*), p. 121.

a. To Express agreement, mild promise or willingness or in question to make a polite request.

E.g.: I will do whatever you think the best

b. Express a prediction

E.g.: according to the whatever report, it will be cloudy tomorrow.

c. Express willingness

E.g.: I will get it.[12]

8. Would

Would is an auxiliary verb, a modal auxiliary verb. We used would to:

a. To express the result of a condition in a country a fact situation

E.g.: If I have much time, I would go with you.

b. To express a habitual or customary action in the past

E.g.: I would read a novel for hours.

2.1.3 The concept of "Must" and "have to"

2.1.3.1 Must and have to

First, this is a rule in a British Rail leaflet about a young person's railcard. You must buy your ticket before you starting your journey, unless you join the train as a station where ticket purchase facilities are not available.

Now look at the conversation.

Abigail: there isn't much time to spare. You'd better buy your ticket on train.

Phil: I can't do that. I want to use this railcard. I have to buy the ticket before I get on.

When we talk about necessary in the present of the near future, we can use either **must** or **have (got) to**. But there is a difference in meaning. We normally use must

---

[12] Betty Schramfer Azhar, *Understanding and Using English Grammar 2nd Edition*, p. 45.

when the speaker feels the necessary and **have to** when the necessary is outside the speaker.

You must buy your ticket before I'm starting your journey.

I have to buy the ticket before I get on the train.

The leaflet uses **must** because the rule is made by British Rail, and they are the authority.

Phil uses **have to** because the rule is not this, and necessary result from the situation.

You must…..is a way of ordering someone to do something. You have to …..

Is a way of telling them what is necessary in the situation.

You must fill in a form. (I'm telling you)

You have to fill in a form. (That is the rule)

I must go on a diet. I'm getting overweigh.

I have to go on a diet. The doctor has told me.

Second, we sometimes use **must** for thing we think are necessary because they are so enjoyable.

You really must watch this new. Canadian soap opera. We must have lunch together.

Third, must have no past tense, no perfect or continuous form and no infinitive or ing-form. We use have to instead.

I had to pay £15 for this raileard last week.

We have had to make a few changes.

I have to spend a lot f time travelling.[13]

2.1.3.2 Structure of Must

Must is a modal auxiliary verb. It is followed by a main verb. The basic structure **must** is:

---

[13] John Eastwood, *Oxford Guide to English Grammar* (New York: Oxford University Press, 1994), p. 115-116.

Table 2.1. Structure of must.

ct	ary verb *must*	verb base

The main is always the same form: base

Table 2.2. Example of must

ct	ary *must*	verb base	

Like all auxiliary verbs, **must** can not be followed by to, so, we, say:

I must go now.

Not I must go now.

2.1.3.3 The Using of Must

Must is must is a necessity that arises from self-awareness or is regulated by law. In general, **must** expressed personal obligation. **Must** expresses what the speaker think necessary. **Must** is subjective. Look at these examples:

I must stop smoking.

You must visit us soon.

He must work harder.

In each of the above cases, the "obligation" is the opinion or idea of the person speaking. In fact, it is not a real obligation. It is imposed from outside. It is sometimes possible to use must for real obligation, for example a rule or a law. But generally we use **have to** for this.

We can use must to talk about the present or the future. We can not use must to talk

about the past. Look at these examples:

I must go now. (Present)

I must call my mother tomorrow. (Future)[14]

Table 2.3. Using of Must

Use	Examples
necessary	go to the supermarket today
ility	ust be tired
e, recommendation	ust see new film with Brad Pitt

2.1.3.4 The Function of Must

2.1.3.4.1 Function of Must in obligation

First to express the idea of necessary or unavoidable obligation, or a condition which

is can not be changed.

E.g.:   The time is up. We must go .

(Perhaps we do not want to, but we have to choice)

One must eat to live.

(There is no choice)

You say you want to pass. Then you must try harder.

(It is the only way)

Second, must in the negative express prohibition and is used to keep someone from

doing something. The prohibition may be because of a rule, a law the general

disapproval of society, or the danger involved.

E.g.: You must not walk on the grass. (There is a rule against it)

You must not pick the flower in the park.

---

[14] George Woolard, *Grammar with Laughter* (England: Commercial Colour Press, 1999), p. 30.

(It is prohibit by law)

You mustn't smoke in class.

Children mustn't cross busy street alone.

Must, can only be used to refer to present and future obligation. To talk about the past, **had to** is it used.[15]

E.g.: I have to work from 9.00 a.m. till 5.00 p.m.

Fourth, in interrogative, **Must is** used to ask about the wishes or intentions of the person one is speaking to.

E.g.:   Must I clean all the room?

Why must you always leave your dirty clothes in the bathroom?

2.1.3.4.2 Function of **Must** in Deduction

First, **must** can be used to say that we are sure about something (because it is logically necessary).

E.g.:   Mary must have been some problem: she keeps crying.

I'm in love. That must be nice.

There is the doorbell. It must be roger.

Second, must is only used in this way in affirmative sentences. In question and negatives we use can or can't instead.

Third, **must** is used with the perfect infinitives for deductions about the past.

(Can and can't for question and negatives)

E.g.: We went to Majora. That must have been nice.

The lights have gone out. A fuse must have been nice.

I don't think he can have heard you. Call again.

---

[15] Suherman, *Top Grammar* (Yoyakarta: Pustaka Ilmu, 2013), p. 234.

Where can John have put the matches?

He can't have thrown them away.

Fourth, in reported speech, **must** can be after a past reporting verb as if it were a past tense.

(Only in that case, **must** refers to the past)

E.g.:   I decided that I must stop smoking.

I felt there must be something wrong.[16]

2.1.3.5 Have to Have Got to

2.1.3.5.1 Both **have to** and **have got to** express the same meaning: necessary which is

outside the speaker.

I have to take an exam in June.

I have got to take/I've got to take an exam in June.

Have to common in both formal and informal English, but **have got to** is

informal.

2.1.3.5.2 We use got only in sample tenses, but have to has the all forms of an ordinary verb.

Father was so ill we were having to sit up with him night after night.

I don't want to punish you.

In the past simple had to more usual than **had got to.**

I couldn't go to the dance. I had to finish my project.

2.1.3.5.3 **Have to,** we use do in negatives and questions.

We don't have to pay. Does the winner have to make a speech?

With have got to, we use have as an auxiliary.

We haven't got to pay. Has the winner got to make a speech?

In past simple negative and questions we almost always use did…**have to**, not

---

[16] A.J. Thomson and A.V. Martinet, *a Practical English Grammar* (New York: Oxford University Press, 1986), p. 141.

had…**got to**.

2.1.3.6 Structure of Have to

Have to is often grouped with modal auxiliary verbs for convenience, but in fact it is not modal verb. It is not even an auxiliary verb. In the have to structures, **"have"** is a main verb.

Table 2.4 Structure of have to

ect		ary verb				ive (with to)

Table 2.5 Example of have to in the simple tense

	ct	ary verb	verb have	ive (with to)	
				rk	
		:		:	octor.

2.1.3.7 The Using of have to

Have to is a must because there are outside factors and if it is not done then there is a result. In the general, **have to** expresses obligation. The subject of **have to** is obliged or forced to act by a separate, external power (for example, the law or school rules). **Have to** as objective. Look at these examples:

In France, you have to drive on the right.

In England, most school children have to wear a uniform.

John has to wear a tie at work.

In each of the above cases, the obligation is not the subject's opinion or idea. The obligation is imposed from outside. Here some examples:

Table 2.6. **Example of have to**

	ubject	iliary verb	n verb have	nfinitive	
mple				rk	day
t simple				rk	
simple				rk	rrow
t continuous			g	it	
t perfect				ange	me
					n

We can use **have to** in all tenses, and also with modal auxiliary. We conjugate it just like any others main verb.[17]

Have to, like **must**, expresses unavoidable obligation or necessary. **Have to** is interchangeable with **must** in affirmative sentences and is often used instead of **must** in negative sentences.

E.g.: We must leave by 6:00.

We do not have to leave by 6:00.

We must not leave before 6:00. (We are prohibited from leaving)

*Unlike a modal auxiliaries, **have to** change it is from to indicate time and person*

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[17] George Woolard, *Grammar with Laughter*, (England: Commercial Colour Press, 2003), p.31.

```
I
You
They                          have to, had to, have had to, will have to
We
She/he                        has to, had to, has had to, will have to
```

In addition, '**have to'** has several usage, these are:

2.1.3.7.1 **Have to** is used, with a following infinitive, to express the idea of

obligation.

E.g.: How often do you **have to** travel on business?

Sorry, I have to go how.

2.1.3.7.2 **Have to** is used to make a distinction between habitual or repeated

obligation, and non habitual obligation. When there is the idea of repetition

we use ordinary verb-forms, with do in question and negatives.

E.g: I don't usually have to work on Sunday.

Do you often have to speak have to French in your job?

2.1.3.7.3 When people are talking about one thing that they are obligated to do, it is

more usual to use got-forms .

E.g.: I haven't got to work tomorrow.

Have you got to do any interpreting this week?

2.1.3.7.4 Got-forms are unusual in the past, and are replaced by ordinary verb-forms

of infinitive and participles.

E.g.: Did you have to church on Sunday when you where a child?

2.13.7.5 To talk about the future, both **have to** and **will have to** are common.

E,g.: I've got to get up early tomorrow. We are going to Devon.

We can not use **must** to talk about the past. We use have t, to talk about the past.

2.1.4 The history of the development of blended learning

E-learning or electronic learning for the first time was introduced by the University of colonists in Urbana-Champaign by using computer-assisted development systems (computer-assisted instruction) and computer-named PLATO.

2.1.4.1 Tahun1990: Era CBT (Computer Based Training) where an e-learning application that starts running on a standalone PC or in the form of CD-ROM packaging. The contents of the material are packaged in writing or multimedia in the form of MPEG-1, MOV or AVI

2.1.4.2 Tahun1994: The acceptance of CBT by the community since 1994 CBT emerged in the form of more attractive packages and mass-produced.

2.1.4.3 1997: LMS (Learning Management system). Along with advances in internet technology, the global community began to be connected to the internet. The need for information that can be obtained quickly began to be felt as an absolute necessity and distance and location were no longer obstacles.

2.1.4.3 The year 1999: As the year of web-based e-learning applications. The development of LMS towards web-based e-learning applications developed totally, both for learners and teaching and learning administration. Starting to combine with information sites, articles, and newspapers. The contents are also increasingly rich with a combination of multimedia, video streaming, and interactive appearance in a variety of data formats that are more standard and smaller.

2.1.5 General Concept of Blended Learning

A lot of share similar definitions of blended learning. Here the writer discusses three similar definition defined by three scholars. The first one is defined by

Sherma. According to Sherma, blended learning is process of integrated combination of traditional learning (face to face) with web based online approach (online teaching).[18] Alya also defines blended learning as the purposeful integration of traditional model (face to face) and online learning.[19] Then the last, Li Zhingan, define blended leaning as the combination of traditional classroom-based approach and e-learning for delivering instruction.[20] Based on the definition state as a , model previously, the writer sees that blended learning as a model of teaching and learning activity which combines face to face and online learning.

The term of blended learning is used to describe any course that incorporates the web into the curriculum, Ko and Rossen defined blended as falling into three subcategories:

2.1.5.1 Web enhanced, these are course with associated web sites that contain material relevant to the course (the syllabus, a list of web based resources, a course calendar a reading list, lecture notes or an electronic bulletin board where student can post question of general nature). Instructor often uses web enhanced resources to reduce the flow of paperwork and to often their students an optional method of obtaining course related information.

2.1.5.2 Media-enhanced, courses where relevant course material such as videotape lectures or associated graphics are posted to a website for use by students as a form a review. Often such sites recreate the activities in a classroom, such as the lecture and ensuing discussion. Media-enhanced courses are often to use to support web-

[17]Pete Sharma, Key Concept in ELT „Blended Learning", ELT Journal, 2011, Vol. 64/4, p. 456

[19] Jesica S. Alya, Blended Learning as New Approach to Social Work Education, Journal of Social Work Education, 2009, Vol. 45, No. 2, p. 277

[20] Zhingang Li et al, Switching to Blended Learning: The Impact on Students" Academic Performance, Journal of Nursing Education and Practice, 2014, Vol. 4, No. 3, p. 246

augmented class.

2.1.5.3 Web augment, any course in which a portion of class work is done exclusively on the web, augmenting, and often replacing, work that normally be done in traditional classroom. Generally, such work is both posted and completed using course augment system. It can consist of a number of disparate mix-and-mach elements. For example, students may be asked to view ea digital video, and then asked to post a short response about the video on electronic bulletin board. Or students to assemble a web page of their own on a certain topic, which they then must themselves post on course website.[21]

2.1.6 Procedure of Blended Learning in Teaching Models

2.1.6.1 First, determine the types and materials of teaching materials. Educators must understand well what teaching materials are relevant to apply distance education (PJJ) which is partly done face to face and online or web-based learning.

2.1.6.2 Second, determine the design of the blended learning used. The learning design must be well designed and serious, and it must also involve e-learning experts to help. It aims to make learning designs that are made relevant and facilitate the learning system face to face and distance, rather than make it difficult for students or other educational staff in organizing education.

Things that need to consider in making a blended learning design plan are (a) how the teaching material is presented:

2.1.6.3 Which teaching material is mandatory to learn and which are suggestions to enrich knowledge

2.1.6.4 How students can access the two components such learning

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[21]Susan Ko and Steve Rossen, *Teaching Online a Practical Guide*, Second Edition, (New York: Houghton Mifflin Company, 2004) p. 240

2.1.6.5 What supporting factors are needed, for example, what software is used, is it needed only group or individual work.

2.1.6.6 Third, determine the online learning format. Are teaching materials available in PDF, video format, also need to be notified of hosting what is used by the teacher, whether Yahoo, Google, Facebook, or others.

2.1.6.7 Fourth, to test the design made. This test is carried out to find out whether the learning system is running well or not. Starting from the effectiveness and efficiency is very important, whether it makes it difficult for students and teachers or even really facilitates learning.

2.1.6.8 Fifth, organize blended learning well. Previously there had been socialization from teachers or lecturers regarding this system. Starting from the introduction of the task of each component of education, how to access teaching materials, and others. Teachers or lecturers here serve as promotion officers because those who take part in the implementation of blended learning are biased from their own side and even from other parties.

2.1.6.9 Sixth, prepare criteria for evaluating. Examples of evaluations carried out are Ease to navigate, Content/substance, Layout, format, appearance, Interest, Applicability, Cost-effectiveness, value.[22]

2.1.7 The Strengths of Blended Learning

Teaching language in 50 EFL students in meaningful, creative, and collaborative way without turning the blended class into a circus is a huge challenge, particularly in learning environment where students are encouraged to take active role. Blended instructional model using traditional resource and online technology for

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[22] Hamzah Uno B, *Model Pembelajaran*, Jakarta: Bumi Aksara

learning purpose are not new. Informal education such as courses blended learning model. A lot of courses have employed this learning model because it gives opportunities for development of teachers, learners and learning itself. Those opportunities can increase students' motivation and responsibility, a student-centered approach based on individualization, and also accepting the new and dynamic learner's and teacher's roles.

Furthermore, Knarsova and Sidorenko state that blended learning can be used to achieve the following pedagogical goals.

2.1.7.1 to prepare students for independent and productive activity which can develop several skills, those skills are constructive and algorithmic thinking, creative thinking due to decreasing amount of reproductive activity, communicative skills on the basis of performing team projects, ability to find solution in computer-simulated situations, research skills, an d skills of information culture and information process.

2.1.7.2 to implement the social order which includes preparing specialists to working with information technologies, and preparing specialist to independent lifelong learning by means of information technologies.

2.1.7.3 to intensify all levels of the educational process which include increasing effectiveness and teaching quality due to the use of information technologies, exposing and suing stimuli of cognitive activity promotion, and deepening interdisciplinary connections.[23]

2.1.8 The Weaknesses of Blended Learning

Although, there are many benefits of blended learning online technology and multimedia tool with traditional classroom setting how the integration may effect on

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[23] Tatiana Krasnova and Tatiana Sidorenka, *Blended Learning in Teaching Foreign Language,* ICT for Language Learning 6th Edition, 2013.

students learning. However, there are some pitfalls vary and can be overwhelming. These problems, no matter how small can affect on overall courses plan. Here are the most common pitfalls:

2.1.8.1 the success of delivering online chats or video also depends on the type of technology which is available. A slow internet connection may course voice chat program failure. It would be wise to update and test the software and hardware.

2.1.8.2 because students may work on online assignment independently outside the class, some may encounter difficulty in using the tools. It will be better to provide learner support and links to help pages.

2.1.8.3 Students sometimes forget their user names and/or password despite constant reminders from the teachers to write them down. Remind students frequently to jot down important information and keep it in safe place.

2.1.8.4 Teachers may find themselves with uncooperative technical support staff. Teachers should be persistent in asking for help. Several things need to e done by ourselves, but look for others who share the same commitment to teaching and learning and can offer online support.

2.1.8.8 Some educators argue that the internet and technology in general tend to put less financially privileged students at a disadvantage. However, whether in an EFL or ESL, context, there will always be issues regarding equal access to technology.[24]

2.1.8 Rotation Model of Blended Learning

2.1.8.1 Face-to-Face Driver Model

This blended learning model targets students who demonstrate skills either below or above grade level, allowing them to receive additional instruction through a computer

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[24]Joy Egbert and Elisabeth Hanson-Smith, p. 418

program.

Each gifted or struggling student can work at their own speed as on a case by case basis teachers assign work on a digital platform and oversee progress. Depending on the scenario, this is done to fill knowledge gaps, reinforce lessons or provide new challenges.

2.1.8.1.1 To use this blended learning classroom model, you must:

Identify students who need supplemental instruction whether it's across classes or in a specific subject, working with teachers to identify which students need additional instruction will help you find a tool that suits their needs.

2.1.8.1.2 Choose an appropriate digital tool-based on their needs, look for an engaging program that offers proper scaffolding to struggling students and uses adaptive learning principles to deliver content that challenges advanced students.

Find Time to Use the Tool-Having teachers budget and designate time will ensure students use the tool. For example, many teachers use their digital programs of choice as entry tickets.

2.1.8.1.3 Supervise and help student instruct teachers to oversee student progress as they use the tool. They should answer questions and lend a hand if needed.

The rotation model focuses on using learning stations, exposing students to a range of instruction types and kinds of content.

This gives teachers a chance to provide students with different digital and non-digital activities. As a result, this blended learning environment can benefit students who have distinct learning styles and needs.

2.1.8.2 Rotation Model

Instruct teachers to follow the below steps to set up this blended learning model in

their classrooms:

2.1.8.2.1 Find a digital tool that any student can use as every student will go through each station, the digital learning tool or tools must have content for diverse ability levels. It is beneficial to use education technology that prioritizes differentiated.

2.1.8.2.2 Instruction, adjusting problem type and difficulty based on user performance.

2.1.8. 2.3 Create activities that appeal to different learning styles in addition to digital software or hardware, learning stations should contain solo, pair and group activities. It can also be beneficial to target visual, tactile and auditory senses. For example, one station can involve listening to an audiobook, whereas another can focus on a slideshow.

2.1.8.2.4 Fill knowledge gaps as students move between stations and work through activities, go around the classroom to address any gaps in understanding.

2.1.8.3 Flex Model

Generally used in schools with high numbers of struggling or at-risk students, the flex model of blended learning emphasizes online content delivery.

Lessons, for the most part, remain in the classroom but it becomes a blended learning environment. Students spend most of their time receiving individualized instruction through online resources and adaptive software instead of traditional lessons.

Integrating the flex model typically takes buy-in from all stakeholders, and you must:

2.1.8.3.1 Group struggling and at risk students depending on your approach, these students will work side by side throughout the academic year or for specific classes.

2.1.8.3.2 Follow a technology budget before looking for new software or hardware, ensure you won't surpass your technology budget. Keep in mind, some educational

technologies are free. But you may have to propose a budget if one isn't in place.

2.1.8.3.3 Determine how you'll cover curriculum material as you can use the flex model for specific classes or an entire grade's curriculum, identify which units or topics you'll cover. This will dictate the kinds of digital learning programs you need.

2.1.8.3.4 Secure a range of education technology keep curriculum-alignment in mind as you search for adaptive learning software, game-based learning programs and other online resources.

2.1.8.3.5 Instruct teachers to supervise and motivate students as students individually work through trouble spots teachers should fill in knowledge gaps and keep them focused on the learning process.

2.1.8.4 Online Lab Model

This blended learning model also accommodates students who need to work at an adjusted pace, but it cannot function in all schools.

That's because it applies to schools that are almost entirely made up of computer labs. Students purely learn online in this model. Professionals who aren't necessarily teachers supervise.

Many schools will likely have qualms and difficulties putting this model into action, as it applies to scenarios such as: schools and districts not having enough qualified teachers or space for traditional classrooms, which is somewhat common in rural and impoverished areas. Students needing a flexible school schedule, due to constraints such as travel time to the campus. Students facing difficulties in traditional learning environments

2.1.8.5 Self Blend Model

The self-blend model appeals to students who want classes outside of school,

involving them signing up for online courses to take during their spare time. Gifted and driven students are generally the ones who gravitate towards this model. They often do so for advanced placement or if they're interested in a subject that goes beyond the curriculum.

2.1.8.6 Online Driver Model

To make this option readily available, look to:

2.1.8.6.1 Identify online courses and programs search online, and ask other admins and teachers about relevant courses. Nearby districts may offer them, meaning they're curriculum aligned. If this is the case, reach out the district contact and follow the implementation steps she gives you. If alignment isn't a priority, consider purchasing a school-wide membership to a website with diverse education content.

2.1.8.6.2 Advertise these courses and programs list online classes in your course calendar or elsewhere. Be sure to indicate if they count for credit, or are just for fun. Teachers may also wish to directly inform students.

2.1.8.6.3 Similar to the online lab blended learning model, the online driver model focuses completely on instruction through the Internet and generally resonates with independent learners.

2.1.8.6.4 Face-to-face check-ins usually aren't required, as students work from remote locations such as their homes to complete coursework.

Because of these characteristics, you can follow the self blend model's implementation steps to offer these classes. Just be sure a designated teacher can answer in-person questions and act a resource.

Based on some blended learning modals before the researcher decided to choose rotation modals as the research.

Google Classroom or a Google classroom is a mixed learning platform for the scope of education that can make it easier for teachers to create, share and classify each paperless assignment. Software has been introduced as a 11 features of Google Apps for Education were released on August 12, 2014.

According to the official website of Google, the Google Classroom app is a free productivity tool that includes email, documents and storage. Classroom designs to facilitate teachers (teachers) in saving time, managing classes and improving communication with students. With google class room it can make it easy for students and educators to connect in and out of school.

Rosemarie DeLoro, a New York teacher, said for 60 years he taught never to use a computer. However, since it has Chrome Book and Google Classroom in it, it can easily provide digital homework to its students and provide responses directly, anytime and anywhere (Biantoro, 2014).

Google Classroom is designed for four users: teachers, students, guardians and administrators. Teachers can be used to create and manage classes, assignments, grades, and to provide real-time feedback. For students can monitor material and class assignments, share materials and interact in the class stream or via email, send assignments and get feedback and scores directly. For guardians can be used to get email summaries of the student's work. This summary includes information about unhandled tasks, subsequent tasks and class activities. However, the Guardian cannot login to the class directly. Guardians receive email summaries through other accounts. For administrators can create, view, or delete classes in their domain, add or remove students and teachers from a class and view tasks in all classes in their domain.

2.1.8.1 Based on the official website from Google, this Google Classroom provides several benefits such as:

2.1.8.2 classroom can be set up easily; Teachers can set up classes and invite students and teaching assistants. Then in the class stream, they can share information such as assignments, announcements and questions

2.1.8.3 save time and paper; teachers can create classes, assign tasks, communicate and perform management, all in one place

2.1.8.4 better management; Students can view tasks on the task page, in the class stream as well as in the class calendar. All materials are automatically stored in the Google Drive folder

2.1.8.5 enhancement of communication and input; Teachers can create assignments, send announcements and start class discussions directly. Students can share material with each other and interact in the class stream via email. Teachers can also quickly see who has and hasn't completed the task, and instantly provide real-time value and feedback

2.1.8.6 can be used with the application you use; Classes work with Google Document, Calender, Gmail, Driveand forms

2.1.8.7 safe and affordable; Classes are provided for free. Classroom contains no ads and never uses the student's content or data for advertising purposes.

Google Classroom can be accessed through 2 ways via website application. For websites can be accessed using any browser such as Chrome, FireFox, Internet Explorer or Safari. As for the application can be downloaded for free through Playstore for Android.[25]

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[25] "Pengertian Google Classroom". 2017. Gaptex.com. 2017. http://gaptex.com/pengertian-google-classroom/

2.2 Previous of Related Research Finding

Jenny Ngo "Impact of blended learning on students' performance in english grammar courses" In this study, positive impacts associated with students' engagement and students' performance within a blended learning using Edmodo were demonstrated. Moreover, positive perception towards blended learning were reported. It is found that students engaged much more in the learning process and scored higher at the posttest.[26]

Seyyed Mehrdad Aslani "Teaching Grammar to Iran an EFL learners through Blended Learning Using Multimedia" The results of this research supported the fact that there is a positive relationship between student grammar learning and technology use. These results have also indicated that using technology can lead to students' satisfaction. Moreover, applying technology in classes and learning through it can enhance activity engagement. The results of this study have also shown that student-centered classes and interactive education can be achieved through the application of technology in EFL classes.[27]

Nuhu Saleh Al-Esse "The Impact of Using Edmodo as a Blended Learning Medium on Promoting Saudi EFL Female Secondary School Students' English Grammar" the results of the study showed that students had positive attitudes towards using Edmodo grammar activities. Moreover, students preferred Edmodo grammar activities because of immediate feedback, saving time and effort, easy access, enhancing student-teacher interaction, and the freedom to access them even if the

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[26]Jenny Ngo, "Impact of Blended Learning on Students' Performance in English Grammar Courses", Skripsi: Surabaya, (Sekolah Tinggi Teknik Surabaya), p.44

[27]Seyyed Mehrdad Aslani "Teaching Grammar to Iran an EFL learners through Blended Learning Using Multimedia", Journal: Iran, (Islamic Azad University), pp.76-78

student was absent. Finally, Edmodo grammar activities were useful.[28]

Based on the several research finding above, the research concluded that the review of literature presented a great tendency among EFL teachers and learners towards integrating computer technologies in language teaching and learning. It positive outcomes particularly in using Edmodo in language teaching and learning grammar. Furthermore, teachers have to make the students interested in the learning and teaching process by creating a good variety of media and techniques in teaching English.

Based on researcher English the classroom can influence and improve students' grammar ability. The researcher also concluded that by using blended learning can improve the grammar ability especially must and have to toward the students able used in teaching English.

The conceptual framework underlying in this research was given in the following diagram.

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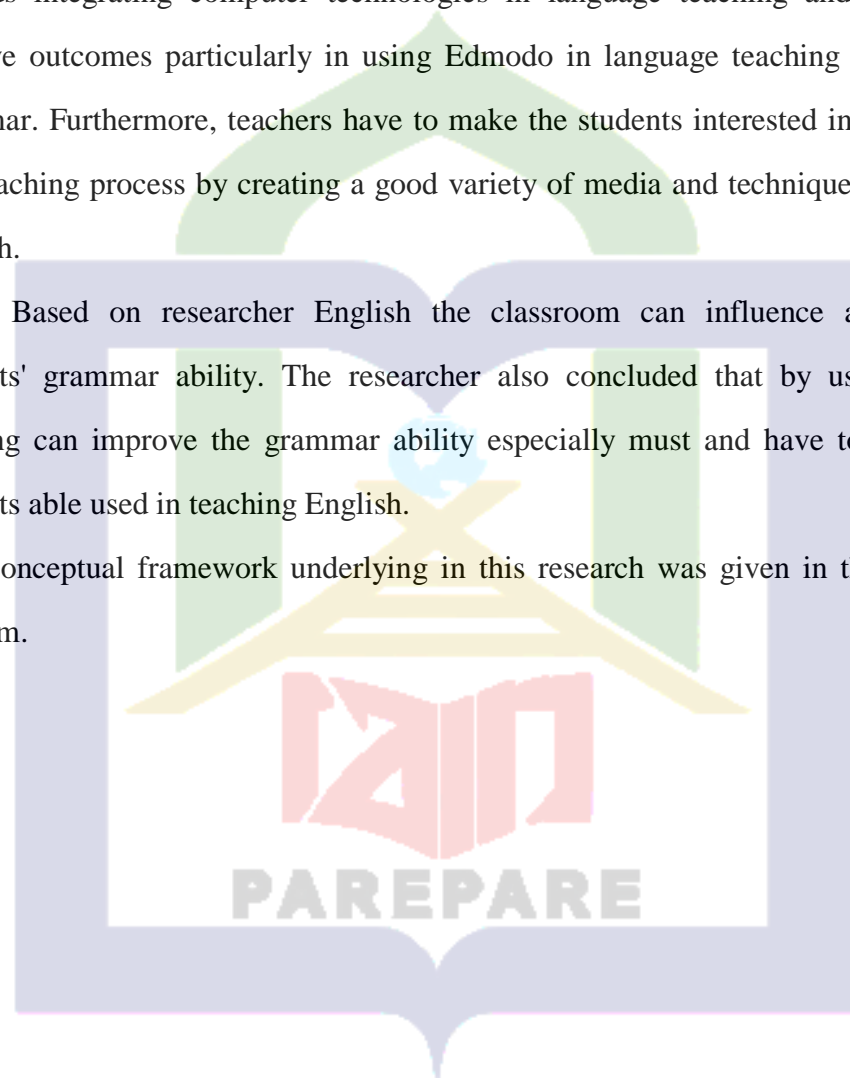
[28] Nuhu Saleh Al-Esse "The Impact of Using Edmodo as a Blended Learning Medium on Promoting Saudi EFL Female Secondary School Students' English Grammar", journal: Saudi Arbia, (Princes Nourah University)

2.3 Conceptual Framework

The conceptual framework underlying in this research was given in the following diagram.

```
┌─────────────────────────────────────┐
│           SMKN 1 Wajo                │
└─────────────────────────────────────┘
                 ↓
┌─────────────────────────────────────┐
│              Input:                  │
│  1. Learning Grammar                 │
│  2. Class room action                │
│  3. Online class room                │
│  4. Blended Learning                 │
│  - Planning                          │
│  - Action                            │
└─────────────────────────────────────┘
                 ↓
┌─────────────────────────────────────┐
│              Process                 │
│        Experimental Group            │
│    Teaching Grammar Ability by       │
│       Using Blended Learning         │
└─────────────────────────────────────┘
                 ↓
┌─────────────────────────────────────┐
│              Output                  │
│    Improving Students' Grammar       │
│              Ability                 │
└─────────────────────────────────────┘
```
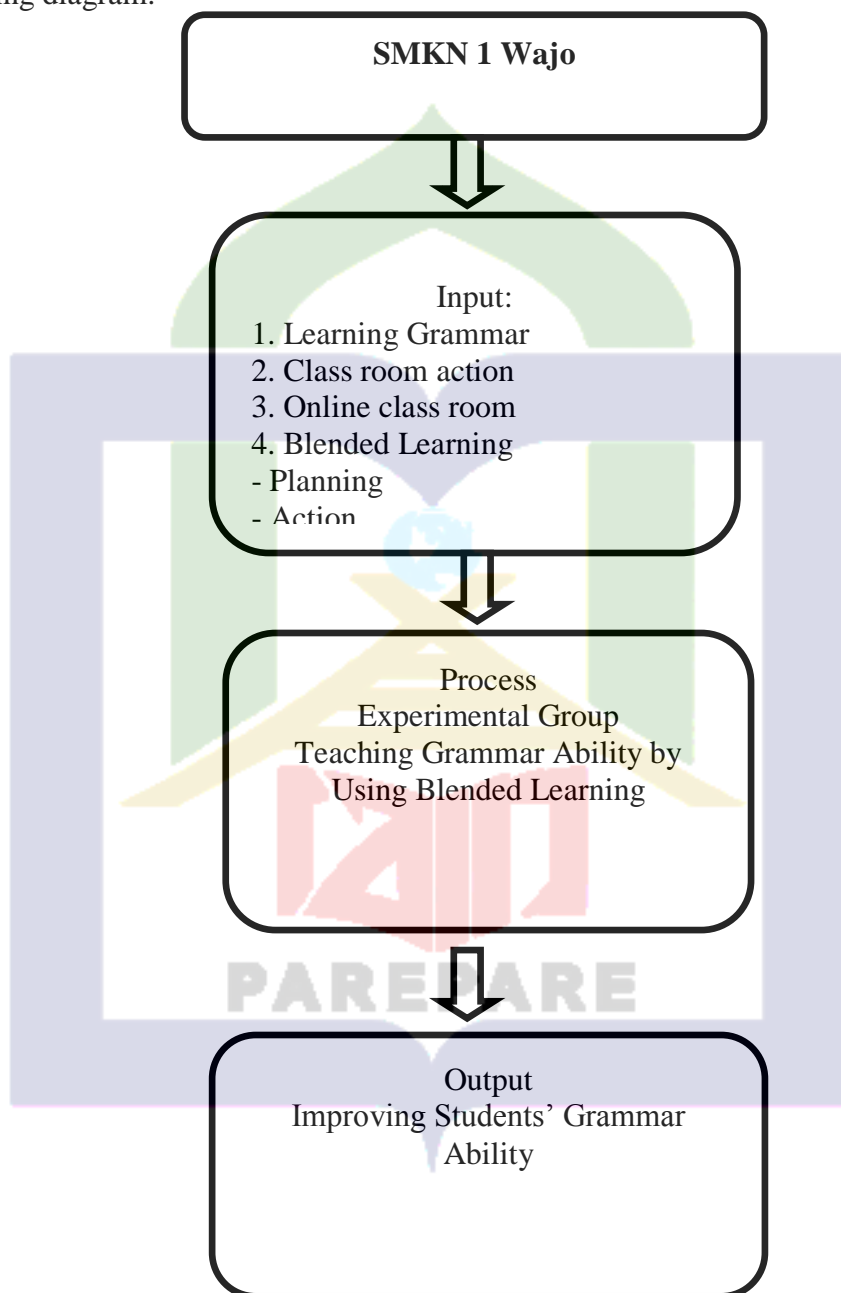
2.4 Hypotheses

Input   :   Learning grammar, Classroom action, Classroom online, Planning, Action.

Process   :   Experimental group, Teaching Grammar Ability by Using Blended Learning.

Output   :   Improving Students' Grammar Ability.

2.5 Operational Definition of Variable

2.5.1   Research Variable

Variables can be defined as any aspect of a theory that can vary or change as part of the interaction within the theory. In other words, variables are anything can affect or change the results of a study. Every study has variables as these are needed in order to understand differences. This study has two variables; they are independent variable and dependent variable. These variables involved in this research are going to discuss below:

2.5.1.1 Independent variable is three step interview

Independent variable (X) is a variable which influences or chaises and effect to the dependent variable. Independent variable of the research is teaching by using Blended Learning

2.5.1.2 Dependent variable is Student's grammar ability of the 11th Grade of SMKN 3 3 Wajo

Dependent variable is variable that is influenced by the independent variable. The dependent variable of this research is the improvement of grammar ability of second grade SMKN 3 Wajo.

2.5.2 Operational definition

2.5.2.1 Grammar ability is concluded that grammar is study of patterns of sentence, word classes and the meaning or function of language. It is impossible speak without followed by well grammar. Therefore it is emphasized that learn grammar well especially for the students in the school because they can not practicing English without supported by enough grammar comprehension well.

2.5.2.2 Blended learning as a model of teaching and learning activity which combines face to face and online learning that can be one of solution in teaching and learning activity. Since it integrate to online learning students can have more time in teaching grammar and teacher will have more time in teaching it.
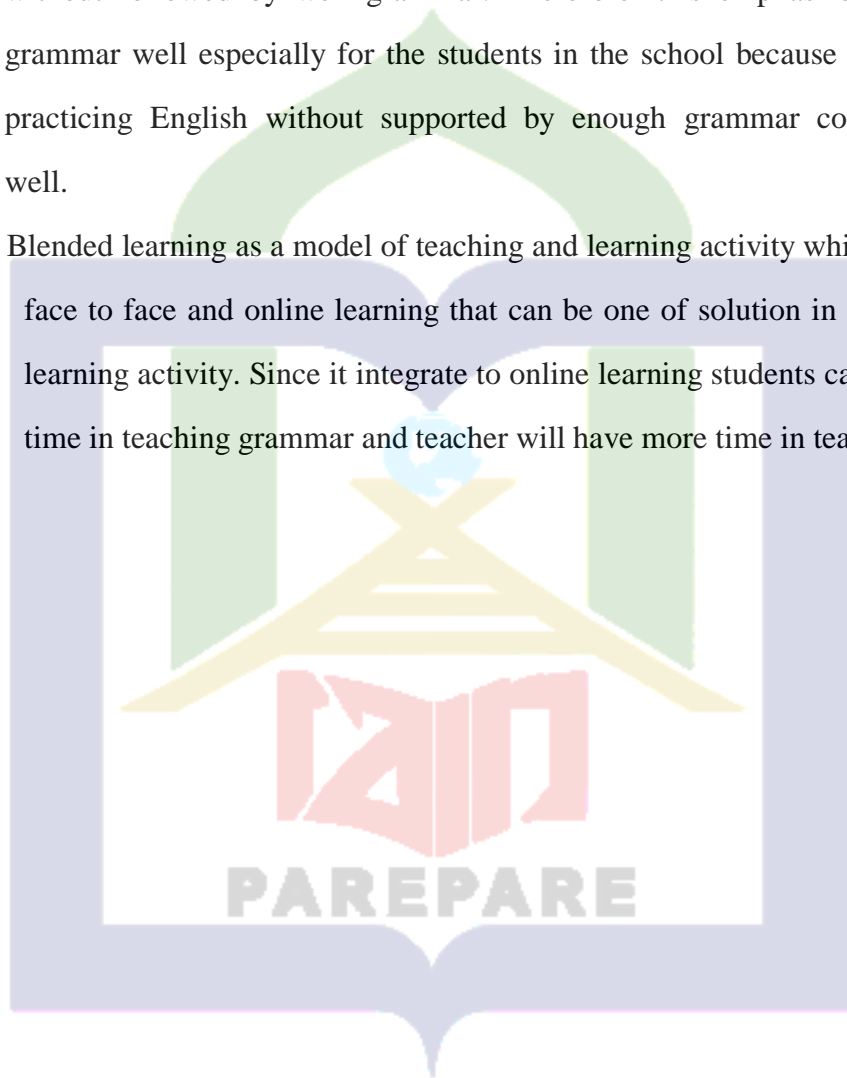
CHAPTER III

METHOD OF THE RESEARCH

3.1 Research Design

The researcher was employed pre-experimental design that applied grammar pre-test and post-test sign. The objective of the research is to collect information and to find the empirical on the effectiveness of grammar. The design may also be present as follow:

E= O1 X O2

Where: E = Experimental group

O1 = Pre-test

X = Treatment

O2 = Post-test[29]

3.2 Population and Sample

3.2.1 Population

Population of this research was the second grade students of SMKN 1 Wajo, academic year 2019/2020.

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[29] L.R. Gay, *Educational Research, Competencies for Analysis and Application Colombus,* Ohio: Charles E, Meril Publishing, 1981. P, 225.

It consisted:

Table 3.1

Class	Number of Students
XI RPL 1	**23**
XI RPL 2	**19**
XI RPL 3	**24**
XI TAV 1	**21**
XI TAV 2	**20**
XI OTOMOTIF 1	**17**
XI OTOMOTIF 2	**18**

3.2.2 Sample

Sample was representative part of a single item from a large whole or group especially when presented for inspection or shown as evidence of quality. The researcher takes one class that is XI RPL 2 SMKN 3 Wajo to be sample because the students of this class have a little basic and interest in English language not like other classes.

3.3 The Instrument of the Research

The instrument of this research is must and have to. The researcher was applied in pre-test and post-test. The test would focus on *must and have to* material. The researcher gave the post test. In this section in order to know students' must and have to and pre-test used to measure the students' must and have to before giving treatment, while post-test use to measure the students' must and have to after being giving treatment.

3.4 Procedure of Collecting Data

In collecting data, the researcher gave the students some steps as follows:

3.4.1 Pre test

Before treatment begin, a pre test was given to the students to find out the grammar ability of students. In this case the researcher was given some questions about must and have to with the students.

3.4.2 Treatment

The activities are star by giving information about the program and procedure of activities. The researcher gave treatment to the students by apply Blended Learning Strategy.

3.4.1.1 First meeting

3.4.1.1.1 Researcher greeted the students..

3.4.1.1.2 Researcher explained about definition of auxiliary.

3.4.1.1.3 Researcher explained about how to use "must"

3.4.1.1.4 Researcher gave directive to students to login in online class.

3.4.1.1.5 Researcher gave information when the time of online class began.

3.4.1.1.6 Researcher gave motivation to students.

3.4.1.1.7 Researcher closed the class.

3.4.1.2 Second meeting

3.4.1.2.1 Researcher greeted students

3.4.1.2.2 Researcher gave information in online class that class began.

3.4.1.2.3 Students followed researcher instruction in online class

3.4.1.2.4 In online class, the researcher was giving material about "must" to students

3.4.1.2.5 After giving material the researcher gave example how to use must in sentences

3.4.1.2.6 The Researcher asked students to make sentences using must by their selves.

3.4.1.2.7 The last researcher gave a paragraph that should be analyze (in the paragraph, researcher combine between the wrong must use and the truth must use)

3.4.1.2.8 The researcher ordered students to submit students' assignment before the next online class began.

3.4.1.2.9 Before closing the class the researcher would inform to students about the t ime of next online class

3.4.1.2.10 Researcher gave motivation to students.

3.4.1.2.11 Researcher closed class.

3.4.1.3 The third meeting

3.4.1.3.1 Researcher greeted the students.

3.4.1.3.2 Researcher gave directive to students to login.

3.4.1.3.3 T he researcher correct the assignment before.

3.4.1.3.4 After correct the assignment, the researcher gave new material about "must".

3.4.1.3.5 After giving material the researcher gave example how to use "must" in sentences.

3.4.1.3.6 The Researcher asked students to make sentences using "must" by their selves.

3.4.1.3.7 The researcher ordered students to submit students' assignment before the next online class began.

3.4.1.3.8 Researcher gave motivation to students.

3.4.1.3.9 Researcher gave close class.

3.4.1.4 The fourth meeting

3.4.1.4.1 Researcher greeted the students.

3.4.1.4.2 Researcher explained about definition of auxiliary.

3.4.1.4.3 Researcher explained about how to use "have to"

3.4.1.4.4 Researcher gave directive to students to login in online class.

3.4.1.4.5 Researcher gave information when the time of online class began.

3.4.1.4.6 Researcher gave motivation to students.

3.4.1.4.7 Researcher closed the class.

3.4.1.5 The fifth meeting

3.4.1.5.1 Researcher greeted students

3.4.1.5.2 Researcher gave information in online class that class began.

3.4.1.5.3 Students followed researcher instruction in online class

3.4.1.5.4 In online class, the researcher giving material about "have to" to students

3.4.1.5.5 After giving material the researcher gave example how to use must in sentences

3.4.1.5.6 The Researcher asked students to make sentences using "have to" by their selves.

3.4.1.5.7 The last researcher gave a paragraph that should be analyze (in the paragraph, researcher combine between the wrong "have to" use and the truth "have to" use)

3.4.1.5.8 The researcher ordered students to submit students' assignment before the next online class began.

3.4.1.5.9 Before closing the class the researcher would informed to students about the time of next online class

3.4.1.5.10 Researcher gave motivation to students.

3.4.1.5.11 Researcher closed class.

3.1.4.6 The six meeting

3.4.1.6.1 Researcher greeted the students.

3.4.1.6.2 Researcher gave directive to students to login.

3.4.1.6.3 The researcher correct the assignment before.

3.4.1.6.4 After correct the assignment, the researcher gave new material about "must".

3.4.1.6.5 After giving material the researcher gave example how to use "have to" in sentences.

3.4.1.6.6 The Researcher asked students to make sentences using "must" by their selves.

3.4.1.6.7 The researcher ordered students to submit students' assignment before the next online class began.

3.4.1.6.8 Researcher gave motivation to students.

3.4.1.6.9 Researcher closed class.

3.4.3 Post test

The post-test took after the treatment in this research. It is aimed to identify the influence of blended learning strategy in achievement grammar ability of students SMKN 1 Wajo.

3.5 Classification

The classification of the students in use of idioms essay can be seen the following criteria:

Table 3.5. The score classification

No	Classification	Score
1.	Excellent	86-100
2.	Good	71-85
3.	Fair	56-70
4.	Poor	41-55
5.	Very poor	≤ 40[3]

3.5.1. Finding out the mean score of pre-test and post-test by using the following formula:

$$X = \frac{\sum E}{N}$$

In which:

X = Mean score

∑E = Total f row score

N = Number of Students[30]

3.5.1.4 Calculating the mean score of difference between pre-test and post-test by using the following formula:

$$D = \frac{\sum D}{N}$$

In which:

D   = the mean score of difference

∑D   = the total scores of difference between pre-test and post-test

N   = Total sample

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[30]L.R. Gay, *Educational Research*(New York: Charles Merril Publishing Company, 1987), p.298.

3.5.1.5 Finding out the difference by calculating the T-test value by using the following formula;

Notation:

$$t = \frac{D}{\sqrt{\frac{\sum D^2 - \frac{(\sum D)^2}{N}}{N(N-1)}}}$$

T   : the test of significance

D   : the mean score of difference (X1-X2)

$\sum$D   : the sum of the total score

$\sum$D2   : the square of the sum score of difference

N   : the total sample.[31]

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[31] L.R. Gay, *Educational Research*, p. 331.

CHAPTER IV
FINDINGS AND DISCUSSION

This chapter deals with findings, data analysis and discussion. The result of the data was presented in findings (description of the research) and further explained in data analysis technique and discussion.

4.1 Findings

The finding of this research consists of the classification of students' pre-test and post test. It aimed to find out the answer to the research question. The researcher gave two tests which pre-test and post-test. A pre-test was given before the treatment to know students' grammar ability than the post-test was given to know students' grammar ability after doing the treatment. From the result of the post-test, it aimed to find out that implementing teaching grammar ability by using blended learning is able to enhance students' grammar ability at class XI in SMKN 1 Wajo.

4.1.1 Students' grammar ability in implementing blended learning.

This section described the result of data analysis implementing blended learning at class XI in SMKN 1 Wajo.

4.1.1.1 Score of Pre-Test

The researcher has given pre-test to know the students' grammar ability before treatment by applying blended learning. The students were difficult to differentiate between must and have to well in the pre test, that's why they have to get some treatments to improve the students' grammar ability. in this research the researcher gave 6 meetings to treat students.

There was the result of the students' pre-test.

Table 4.1 The Students' of Pre-test

R	Score of Pre-Test			SUM	SCORE	
	MC	CS	TF			
1	60	30	50	140	46.6	Poor
2	50	30	60	140	46.6	Poor
3	20	30	40	90	30	Very poor
4	10	60	90	160	53.3	Poor
5	50	40	70	160	53.3	Poor
6	60	50	60	170	56.6	Fair
7	40	60	40	140	46.6	Poor
8	30	30	80	140	46.6	Poor
9	30	30	30	90	30	Very Poor
10	50	40	60	150	50	Poor
11	50	30	50	130	43.3	Poor
12	60	70	80	210	70	Fair
13	10	40	70	120	40	Very Poor
14	20	30	80	130	43.3	Poor
15	50	30	20	100	33.3	Very Poor
16	40	20	50	110	36.6	Very Poor
17	50	50	60	160	53.3	Poor
18	30	30	40	100	33.3	Very Poor
19	80	30	70	180	60	Fair
Σ					869,7	

Source: The students of SMKN 3 Wajo

Based on the result of pre-test analysis in the table above, it shows that there are 3 students got fair, there are 10 students got poor and there are 6 students got very poor. However, the average score is 869,7 from the overall students achieved of their speaking. It is described that the quality of the students' speaking skill is still poor before getting a treatment.

Tabel 4.2 The Students' Score in Pre-test

No	Pre-test of Students (X1)		$X1^2$
	Max Score X	Score X1	
1	100	46.6	2.171,56
2	100	46.6	2.171,56
3	100	30	900
4	100	53.3	2.840,89
5	100	53.3	2.840,89
6	100	56.6	3.203,56
7	100	46.6	2.171,56
8	100	46.6	2.171,56
9	100	30	900
10	100	50	2.500
11	100	43.3	1.874,89
12	100	70	4.900
13	100	40	1.600
14	100	43.3	1.874,89
15	100	33.3	1.108,89

16	100	36.6	1.339,56
17	100	53.3	2.840,89
18	100	33.3	1.108,89
19	100	60	3.600
Σ		869.7	42.119,59

Data Source: Students' score of Pre-test

The following are the process of calculating to find out the mean score based on the calculating of student's score in the pre-test.

Calculating the mean score of pre-test as follow:

$$\overline{X} = \frac{\sum E}{N}$$

In which:

X = Mean score

∑E = Total of score

N = Number of Students

X= 869.7

     19

X=45.773

So, the mean score of pre-test is 45.773

After determining the mean score of pre-test was 45.773 it could be seen that student's grammar ability was in poor classification. Based on Suarsimi akunto "*Dassar- dasar pendidikan*".

Thus, the standard deviation of the pre-test is 11,328

4.1.2.2 Score of Post-test

The researcher have given post-test to know the students speaking skill after giving treatment by applying problem solving method for 6 six meetings. Most of them were better than before.

There was the result of the students' post-test :

Table 4.3 The Students' Score of Post-test

R	Score of Post-test			SUM	SCORE	
	MC	CS	TF			
1	70	80	90	240	80	
2	90	80	70	240	80	Good
3	40	60	100	200	66.6	Good
4	60	50	70	180	60	Fair
5	50	40	80	170	56.6	Fair
6	90	60	60	210	70	Fair
7	70	70	90	230	76	Fair
8	70	40	70	180	60	Good
9	70	70	60	200	66.6	Fair
10	50	60	70	180	60	Fair
11	70	90	100	260	86.6	Excellent
12	70	90	80	240	80	Good
13	50	60	70	180	60	Fair
14	90	60	90	240	80	Good
15	40	70	70	180	60	Fair

16	80	80	90	270	90	Excellent
17	50	40	70	160	53.3	Poor
18	70	80	80	230	76.6	Good
19	40	70	60	170	56.6	Fair
Σ					1.318,9	

Source; The Students of SMKN 3 Wajo

Based on the result of the post-test analysis in the table above, it shows that there are 2 students got excellent, there are 6 students got good, there are 9 students got fair, there are 2 students got poor and 1 student got very poor category. However, the average score is 11,328, from the overall students achieved of their grammar ability. It described that the quality of the students' grammar ability is still in fair category, but they got an improvement after getting treatment by blended learning.

Tabel 4.4 The Students' Score in Pre-test

No.	Post-test of Students (X2)		$X2^2$
	Max Score X2	Score X2	
1	100	80	6.400
2	100	80	6.400
3	100	66.6	4.435,56
4	100	60	3.600
5	100	56.6	3.203,56
6	100	70	4.900
7	100	76	5.776
8	100	60	3.600

9	100	66.6	4.435,56
10	100	60	3.600
11	100	86.6	7.499,56
12	100	80	6.400
13	100	60	3.600
14	100	80	6.400
15	100	60	3.600
16	100	90	8.100
17	100	53.3	2.840,89
18	100	76.6	5.867,56
19	100	56.6	3.203,56
		1.318,9	83.502,25

Calculating the mean score of post-test as follow:

$$\overline{X} = \frac{\sum E}{N}$$

In which:

X   = Mean score

∑E = Total f row score

N   = Number of Students[32]

X= $\underline{1.318,9}$

    19

      X= 69.42

---

[32]L.R. Gay, *Educational Research*(New York: Charles Merril Publishing Company, 1987), p.298.

So, the mean score of post-test is 69.42

After determining the mean score of post-test was 69.42it could be seen that student's grammar ability was in a fair category. Based on Suarsimi akunto "*Dassar-dasar pendidikan*".

4.1.3 The overall Result of pre-test and post-test

The result explained that the pre-test and post-test are used to measure the student's knowledge gained in the treatment by using blended learning strategy in this research. In other words to determine the student's knowledge level of their grammar ability, the pre-test is given to the students by written test before doing treatment, it means that the students had to answer the written test and the post-test is given to the students also by written test after doing treatment with the same test. In another word to measure the students' knowledge level of their grammar ability is doing an written pre-test, treatment by using blended learning strategy also written post-test ways.

The comparison of the gained score between pre-test and post-test can be illustrated as follow:

Table 4.5 The Comparison between Pre-test and Post-test Result

Respondent	The students' score	
	Pre-test	Post-test
1	46.6	80
2	46.6	80
3	30	66.6
4	53.3	60

5	53.3	56.6
6	56.6	70
7	46.6	76
8	46.6	60
9	30	66.6
10	50	60
11	43.3	86.6
12	70	80
13	40	60
14	43.3	80
15	33.3	60
16	36.6	90
17	53.3	53.3
18	33.3	76.6
19	60	56.6
	45,773	69.42

(Source: Primary data processing)

The table above showed that the students got improvement by gaining score before and after treatment. It proved that the students got improvement in their grammar ability by using blended learning strategy. The improvement can be measured by presenting the minimum and maximum score of pre-test and post-test. The minimum score of pre-test was 30 and the maximum was 70, beside that the minimum score of post-test is 53.3 and the maximum score of post-test is 90. The mean of pre-test is 45,773and the mean of post-test is 69.42. Before treatment the

students got poor category and after doing treatment by using blended learning the students still got fair category, but there are improvements with students' grammar ability.

4.2.3 T-test Value

T-test was used to ensure that students got an improvement after giving treatment. The following is the table to find out the difference of the mean score between pre-test and post- test.

Table 4.6 The Worksheet of the Calculating of the Score on Pre-test and Post-test

No	Pre-test	Post-test	(D)	D^2
1.	46.6	80	33.4	1.115,56
2.	46.6	80	34	1.156
3.	30	66.6	36.6	1.339,56
4.	53.3	60	6.3	39,6
5.	53.3	56.6	3.3	10,98
6.	56.6	70	13.4	179,56
7.	46.6	76	29.4	864,36
8.	46.6	60	13.4	179,56
9.	30	66.6	36.6	1.339,56
10.	50	60	10	100
11.	43.3	86.6	43.3	1.874,89
12.	70	80	10	100
13.	40	60	20	400
14.	43.3	80	36.7	1.346,89

15.	33.3	60	26.7	676
16.	36.6	90	53.4	2.851,56
17.	53.3	53.3	0	0
18.	33.3	76.6	43.3	1.874,89
19.	60	56.6	3.4	11,56
Σ			410.4	15.460,53

(Data Source: the worksheet of the calculating on pre-test and post-test)

In the other to see the student's score, the following is the table of mean score and standard deviation pre-test and post-test

Table 4.7 Mean Score and Standard Deviation

No.	Mean Score	Score	Standard Deviation	Score
1.	Pre-test	45,773	Pre-test	11,328
2.	Post-test	69.42	Post-test	21,147

The data in table 4.7 shows that the mean score of the pre-test was 45,773 (X_1) while the mean score of the post-test increased 69.42 (X_2). The standard deviation of pre-test was 11,328 (SD) while the standard deviation of post-test was 21,147 (SD).

In the other to see students' score, the following is the table of t-test and t-table.

Table 4.8 T-test and t-table

Variable	T-test	T-table
Pre-test – post-test	4,919	1,7108

4.2.5 Test of Significant

In order to know whether the means score of the pre-test and the means score of the post-test was significantly different, the researcher used T-test. The result of T-test is t = 4,919. To find out the degree of freedom (df) the researcher used following formula;

Df = N-1

Df = 19-1

Df = 18

For the level of significance (p = 0,05) and df = 18 then the value of the table= 8,462 the value of the T-test was greater than the t-table (4,919>1,7108) it means that there was an improvement with the students' grammar ability after giving treatment by blended learning strategy to the students of SMKN 3 Wajo.

4.2 Discussion

4.2.1 The way of the implementation blended learning strategy to upgrade students' grammar ability

There were six meetings for doing the treatment of this research. The first meeting was conducted on Saturday, January 25th 2020. The lesson was started by praying together and checking attending list. Then, the researcher informed the activities that would be conducted in the meeting. She introduced herself and gave information about her aim with the students made the students interest to do the next instruction from researcher. In this meeting, the researcher did not giving treatment. The researcher gave a work of pre-test. It purposed to know the students' improvement in grammar before getting treatment. This pre-test was given to all students so it was not taking a long time. Before closing the class, the researcher informed to students about the treatment that would give in the next meeting and

giving introducing about blended learning that would used.

The second meeting was conducted on Monday, January 27th 2020 at 07:30 o'clock. The researcher greeted the students to pray together and checking attending list. In this meeting, the researcher before applying problem blended learning method but the researcher gave a material about auxiliary must. The researcher explained about definition of auxiliary. The researcher explained how to use "must" and gave some examples. Then researcher has ordered the students to login in online class. Researcher would give information when the time of online class would begin. The third meeting was on Monday, January 27th 2019 at 14:45 o'clock. The researcher greeted the students. Researcher would give information that in online class would begin. The students followed researcher instruction in online class. Then, in online class the researcher was giving material about "must" to students. After that, researcher would give some examples that how to use "must" in sentences and asked students for making sentences using "must" by their selves. The last researcher would give a paragraph that should be analyze that students would submit their assignment before the next online class would begin. The researcher gave motivation to students to always study what they learnt about grammar before. Before closing the class, researcher would inform to students about the time of next online class.

The fourth meeting was on Tuesday, January 28th 2020 at 07:30 o'clock. Before starting the class, the researcher greeted the students. Researcher gave directive to students to login. Researcher was correct the assignment before and would give the new material about "must" how to use in sentence. Researcher asked students for making sentences using "must" by their selves that assignment should be submit before the next online class begin. Before closing the class, the researcher gave

motivation to students. The fifth meeting was on Tuesday, January 28th 2020 at 14:45 o'clock. The researcher greeted the students. The researcher greeted the students to pray together and checking attending list. In this meeting, the researcher before applying problem blended learning method but the researcher gave a material about auxiliary must. The researcher explained about definition of auxiliary. The researcher explained how to use "have to" and gave some examples. Then, the researcher ordered the students to login in online class. Researcher would give information when the time of online class would begin.

The six meeting was on Wednesday, January 29th 2020 at 07:30 o'clock. The researcher greeted the students. Researcher would give information that in online class would begin. The students followed researcher instruction in online class. Then, in online class the researcher was giving material about "have to" to students. After that, researcher would give some examples that how to use "have to" in sentences and asked students for making sentences using "must" by their selves. The last researcher would give a paragraph that should be analyze that students would submit their assignment before the next online class would begin. The researcher gave motivation to students to always study what they learnt about grammar before. Before closing the class, researcher would inform to students about the time of next online class. The seventh meeting was on Wednesday, January 29th 2020 at 14:45 o'clock. Before starting the class, the researcher greeted the students. Researcher gave directive to students to login. Researcher was correct the assignment before and would give the new material about "have to" how to use in sentence. Researcher asked students for making sentences using "have to" by their selves that assignment should be submit in online class. Before closing the class, the researcher gave motivation to students.

4.2.2 The Result of the Test

Based on the description of the data through the test, the researcher explained that in the previous section showed that the students' grammar ability had improved after being given treatment specially in differentiate the used of must and have to. The students' score after treatme

nt was higher than before the treatment. Before the treatment the students faced some problems in grammar class, they are:

The first is they fell difficult to understand the meaning of the sentence because they have limited vocabularies, in addition they were afraid to determine the true used of must and have to.

Secondly, the students never get any material about the used of must and have to before so, it was very difficult for them to differentiate it. The students probably don't know about that used.

The third, the students have a low knowledge in grammatical and it means that students did not know how to produce the sentences in a truth grammar. Specially in the used of must and have to they did not know what kind of word is it and what the function of that word.

Therefore, after being given treatment by using blended learning strategy, there was an improvement to the students SMKN 3 Wajo grammatical ability such as, the students can produce the sentence with the correct grammar and they are able to describe how to produce it.

On the other side, there were some improvements which were achieved by students of SMKN 3 Wajo after applied blended learning strategy.

Firstly, the students know how to produce the sentence specially in using must and

have to, students could formulate the formulation of must and have to.

Event the students have a limited vocabulary, they could understand the form how to make sentence by using must and have to.

The second, the students could differentiate the used and the function of must and have to. The students also could know other grammatical like verb and kinds of verb because the researcher gave a material about that before explaining about the use of must and have to. Then, the student could identify kinds of word.

Before giving them treatment the score of pre-test was 45,773 and post-test 69.42. The mean score between the result of pre-test and post-test had difference and the result of pre-test and post-test in which the result of computation of t-test value (4,191) with the degree of freedom (df) = N-1 = 19 – 1 = 18 for level of significance 0,05 = 1,7108. It showed that the students' had improvement from poor classification to fair classification in their grammar ability.

From the explanation above, it can be concluded blended learning strategy is able to improve Students' grammar ability of SMKN 3 Wajo. The description of the data by blended learning strategy in the previous section showed that the students' grammar ability before giving the treatment in teaching was poor in the mean score of pre-test = 45,773 it was caused by the students' grammar faced some problems based on the differentiate the used of must and have to

After giving the treatment and explaining how to do blended learning strategy, the students understood and can differentiate must and have to well. They could make a sentence by using must or have to.

Therefore, there was a difference between the students' grammar ability before and after giving treatment by blended learning strategy. It showed that the

teacher can try this learning strategy in the teaching activity in the grammar class to make the students more know how to use must and have to in English.

CHAPTER V

CONCLUSION AND SUGGESTION

This chapter consists of two parts namely conclusion and suggestion of the research. The conclusion deal with the conclusion gotten based on the finding and discussion of the research and the suggestion deal with some ideas given by the researcher.

5.1 Conclusion

Based on the findings of the study, the researcher gave conclusions:

The research of data analysis showed that Blended Learning is able to help students personalize their learning appreciate the ideas and thinking of others and it was also described that this material was an effective way.

The data analysis test showed that there was a difference between the students' grammar ability specially must and have to before and after applying "blended learning strategy", it was proved by the development of mean score from 45,773 on the pre-test to 69,42 on post-test, while the T-test value 4,191. Therefore, blended learning was able to improve the students' grammar ability of the students of SMKN 1 Wajo

5.2 Suggestion

In considering the conclusion of this research, the writer further proposed some suggestions to the teacher, students and the next researcher as follow:

5.2.1 For the English teacher

5.2.1.1 The teacher should give more task or exercise for the students to increase memories.

5.2.1.2 The English teacher correct students mistake in particular students' task work or work sheet related to modal auxiliaries Must and Have to.

5.2.1.3 The teacher should explain the material (all parts) relating to modal auxiliaries Must and Have to.

5.2.1.4 The Teacher should be able to use some of method that was suitable for the students' condition. In other words, the teacher should build a favorable atmosphere in teaching-learning process because a conductive condition in teaching would become one access to carry the success of material to be taught.

5.2.1.5 The English teacher should teach the students how to explain something in the good explanation or description.

5.2.2 For the students/members

5.2.2.1 Students should study modal auxiliaries Must and Have to deeply not only in school but also in a course.

5.2.2.2 Students should read more English book relating modal auxiliaries Must and Have to.
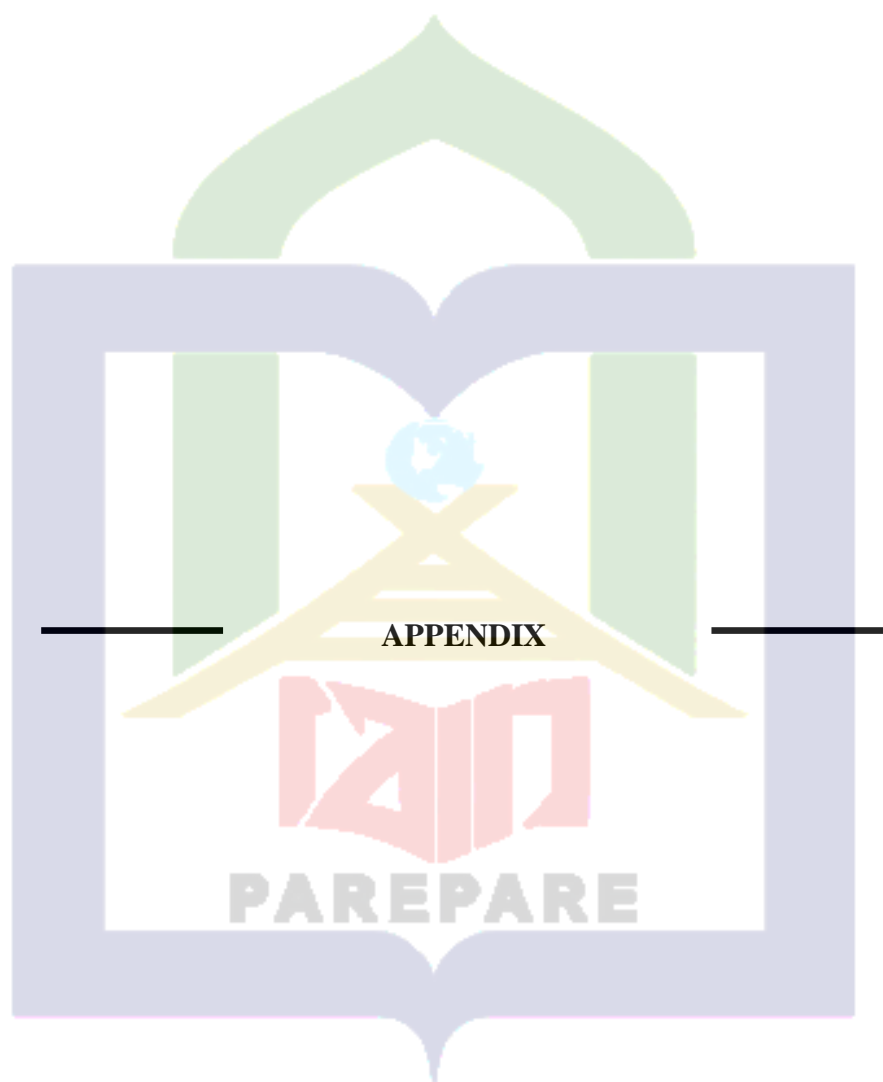
5.2.2.3 Students should do the task by self effort related to modal auxiliaries Must and have to.

5.2.2.4 Students should be active in learning process.

5.2.3 For the next researcher

5.2.3.1 There were still much more media, technique, method, strategy in teaching English and blended learning is one of the strategy of teaching. So the next researcher should be more creative to find another method of teaching.

5.2.3.2 It is necessary to another researcher conduct a further research, in order to validate the result of this study.

APPENDIX

Appendix. 1. Instrument

	KEMENTRIAN AGAMA REPUBLIK INDONESIA **INSTITUTE AGAMA ISLAM NEGERI (IAIN) PAREPARE** **JURUSAN TARBIYAH** **Jl. Amal Bakti NO. 8 Soreang 911331** **Telepon (0421)21307, Pak Ismail (0421)2404**
	VALIDASI INSTRUMEN PENELITIAN PENULISAN **SKRIPSI**

NAMA MAHASISWA : MEKSI

NIM/ PRODI : 15.1300.134/PBI

FAKULTAS : TARBIYAH

JUDUL : IMPROVING ABILITY OF THE SECOND GRADE

STUDENTS OF SMKN 3 WAJO TO

DIFFERENTIATE BETWEEN MUST AND HAVE

TO THROUGH BLENDED LEARNING

Instrumen penelitian

Dalam penelitian ini, peneliti akan menggunakan pre-experiment dengan memberikan pre-tes dan post-test yang sama pada kelas eksperimen serta dilengkapi dengan instruksi pada instrumen sebagai berikut:

INSTRUMENT OF THE PRE-TEST

Complete the sentences below by using Must and have to in each sentence!

1. All employees … be on time for work.

2. We … take the chicken out of the freezer.

3. If you are under 13 you … get your parents' permission.

4. Your daughter may … try on a few different sizes.

5. The doctor … get here as soon as he can.

6. Bicyclists … remember to sight when they turn.

7. Angela, you … bring your clothes to your bedroom.

8. It … be nice to live in Florida.

9. You … come and see us some time.

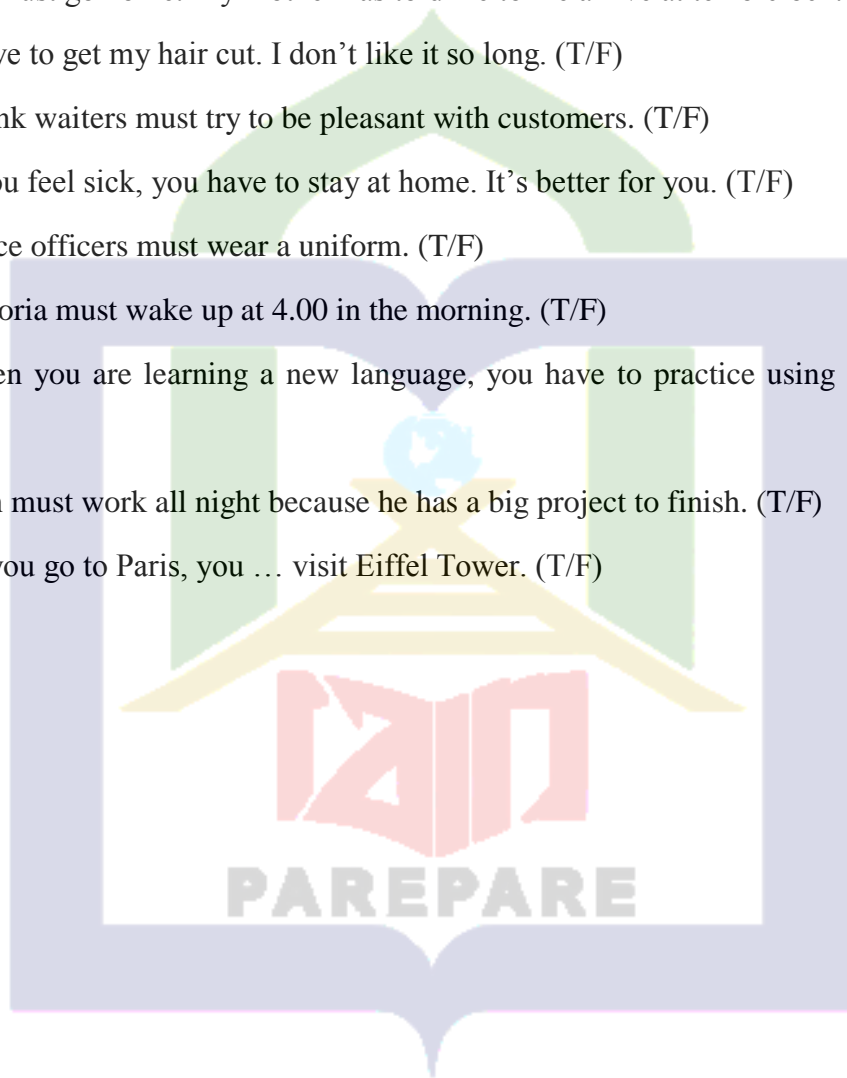10. My brother break a glass in the kitchen., so he … clean or he will be punished.

Read the text and choose the correct answer by crossing (x) a, b, or c! The following text is number 1-10

1. You … pass your exams or the university will not accept you.

    a. must

    b. have to

    c. had to

2. I … arrive at work at 9 sharp. My boss is very strict.

    a. must

    b. had to

    c. have to

3. Look at my car. It's really dirty. I … wash it as soon as possible.

    a. had to

    b. have to

    c. must

4. Since Alex was injured in the middle of the match, he … leave the pitch.

    a. must

    b. have to

    c. had to

5. You … remember what I said to you. It is very important.

    a. had to

    b. have to

    c. must

6. You … prepare an impressive CV before applying a job.

    a. must

    b. have to

    c. had ro

7. The old lady is sleeping. You … turn down the volume.

    a. must

    b. have to

    c. had to

8. I am sorry. I couldn't come yesterday. I … visit a very important client.

    a. must

    b. have to

    c. has to

9. If you drive a car, you … stop at marked crossings.

    a. must

    b. has to

    c. have to

10. All students … come to school at 7 a.m.

    a. must

    b. have to

    c. has to

True or False!

1. I have to do my homework. Teacher always check if we have done the exercise. (T/F)

2. We must go home. My mother has told me to me arrive at ten o'clock. (T/F)

3. I have to get my hair cut. I don't like it so long. (T/F)

4. I think waiters must try to be pleasant with customers. (T/F)

5. If you feel sick, you have to stay at home. It's better for you. (T/F)

6. Police officers must wear a uniform. (T/F)

7. Victoria must wake up at 4.00 in the morning. (T/F)

8. When you are learning a new language, you have to practice using it every day. (T/F)

9. John must work all night because he has a big project to finish. (T/F)

10. If you go to Paris, you … visit Eiffel Tower. (T/F)

INSTRUMENT OF THE POST-TEST

Complete the sentences below by using Must and have to in each sentence!

1. All employees … be on time for work.

2. We … take the chicken out of the freezer.

3. If you are under 13 you … get your parents' permission.

4. Your daughter may … try on a few different sizes.

5. The doctor … get here as soon as he can.

6. Bicyclists … remember to sight when they turn.

7. Angela, you … bring your clothes to your bedroom.

8. It … be nice to live in Florida.

9. You … come and see us some time.

10. My brother break a glass in the kitchen., so he … clean or he will be punished

Read the text and choose the correct answer by crossing (x) a, b, or c! The following text is number 1-10

1. You … pass your exams or the university will not accept you.

    a. must

    b. have to

    c. had to

2. I … arrive at work at 9 sharp. My boss is very strict.

    a. must

    b. had to

    c. have to

3. Look at my car. It's really dirty. I … wash it as soon as possible.

    a. had to

b. have to

c. must

4. Since Alex was injured in the middle of the match, he … leave the pitch.

a. must

b. have to

c. had to

5. You … remember what I said to you. It is very important.

a. had to

b. have to

c. must

6. You … prepare an impressive CV before applying a job.

a. must

b. have to

c. had ro

7. The old lady is sleeping. You … turn down the volume.

a. must

b. have to

c. had to

8. I am sorry. I couldn't come yesterday. I … visit a very important client.

a. must

b. have to

c. has to

9. If you drive a car, you … stop at marked crossings.

a. must

b. has to

c. have to

10. All students … come to school at 7 a.m.

    a. must

    b. have to

    c. has to

True or False

1. I have to do my homework. Teacher always check if we have done the exercise. (T/F)

2. We must go home. My mother has told me to me arrive at ten o'clock. (T/F)

3. I have to get my hair cut. I don't like it so long. (T/F)

4. I think waiters must try to be pleasant with customers. (T/F)

5. If you feel sick, you have to stay at home. It's better for you. (T/F)

6. Police officers must wear a uniform. (T/F)

7. Victoria must wake up at 4.00 in the morning. (T/F)

8. When you are learning a new language, you have to practice using it every day. (T/F)

9. John must work all night because he has a big project to finish. (T/F)

10. If you go to Paris, you must visit Eiffel Tower. (T/F)

KLASISFIKASI SKOR

No	Classification	Score
1.	Excellent	86-100
2.	Good	71-85
3.	Fair	56-70
4.	Poor	41-55
5.	Very poor	$\leq 40^3$

Appendis 2. Learning Scenario for First Meeting

RENCANA PELAKSANAAN PEMBELAJARAN (RPP)

Sekolah   : SMKN 3 Wajo

Mata Pelajaran   : Bahasa Inggris

Kelas/Semester   : XI RPL 1

Materi Pokok   : Pengertian auxiliary dan penggunaan auxiliary "must"

Alokasi Waktu   : 2 x 45 menit

Pertemuan   : 1[ft]

Kompetensi Inti:

K13: Menghayati dan mengamalkan ajarn agama yang dianutnya. Menghayati dan mengamalkan perilaku jujur, disiplin, santun, peduli (gotong royong, kerjasama, toleran, damai), bertanggungjawab, responsif, dan pro-aktif dalam berinteraksi secara efektif sesuai dengan perkembangan anak di lingkungan, kelarga, sekolah, masyarakat dan lingkungan alam sekitar, bangsa, Negara, kawasan regional, dan kawasan internsional.

Kompetensi dasar:

Menerapakan fungsi sosial, struktur teks, dan unsure kebahasaan teks interaksi transaksional lisan dan tulis yang melibatkan tindakan yang member dan meminta informasi terkait keharusan, larangan, dan himbauan, sesuai dengan konteks penggunaannya (perhatikan struktur penggunaan must)

Indikator:

1. Terlibat aktif dalam pembelajaran tentang introduce ourselves dan auxiliary must serta responnya sesuai dengan konteks penggunaan SMA/MA/SMK/MAK

2. Mempraktikkan dengan baik dan benar yang diajarkan oleh guru SMA/MA/SMK/MAK

Tujuan Pembelajaran:

Melalui proses menyimak, membaca, mencoba, dan mendemonstrasikan, peserta didik mampu mempraktikkan dengan benar, tepat, dan akurat.

Materi Pembelajaran:
1. Definisi auxiliary must:

Modal Auxiliaries are the functional of words that help verbs to express feels something important, advisable, permissible, possible, or probable and ect.

2. Auxiliary must

a. Structure of must

Must is a modal auxiliary verb. It is followed by a main verb. The basic structure **must** is:

Table 2.1. Structure of must.

Subject		Auxiliary verb *must*	+	Main verb base

The main is always the same form:

Table 2.2. Example of must

Subject	Auxiliary *must*	Main verb base	
I	Must	Go	Home
You	Must	Visit	Us
We	Must	Stop	Now

Like all auxiliary verbs, **must** can not be followed by to, so, we, say:

I must go now.

Not I must go now.

b. The Using of Must

In general, **must** expressed personal obligation. **Must** expresses what the speaker think
necessary. **Must** is subjective. Look at these examples:

I must stop smoking.

You must visit us soon.

He must work harder.

In each of the above cases, the "obligation" is the opinion or idea of the person
speaking. In fact, it is not a real obligation. It is imposed from outside. It is sometimes
possible to use must for real obligation, for example a rule or a law. But generally we
use **have to** for this.

We can use must to talk about the present or the future. We can not use must to talk
about the past. Look at these examples:

I must go now. (Present)

I must call my mother tomorrow. (Future)

Table 2.3. Using of Must

	ples
, necessary	go to the supermarket today
ility	ust be tired
e, recommendation	ust see new film with Brad Pitt

c. Function must in obligation

First to express the idea of necessary or unavoidable obligation, or a condition

which is can not be changed.

E.g.:   The time is up. We must go .

(Perhaps we do not want to, but we have to choice)

One must eat to live.

(There is no choice)

You say you want to pass. Then you must try harder.

(It is the only way)

 Second, must in the negative express prohibition and is used to keep someone from doing something. The prohibition may be because of a rule, a law the general disapproval of society, or the danger involved.

E.g.: You must not walk on the grass. (There is a rule against it)

      You must not pick the flower in the park.

      (It is prohibit by law)

      You mustn't smoke in class.

Children mustn't cross busy street alone.

      Must, can only be used to refer to present and future obligation. To talk about the past, **had to** is it used.

E.g.: I have to work from 9.00 a.m. till 5.00 p.m.

Fourth, in interrogative, **Must is** used to ask about the wishes or intentions of the person one is speaking to.

E.g.:   Must I clean all the room?

 Why must you always leave your dirty clothes in the bathroom?

d. Function of must in deduction

First, **must** can be used to say that we are sure about something (because it is

logically necessary).

E.g.:   Mary must have been some problem: she keeps crying.

I'm in love. That must be nice.

There is the doorbell. It must be roger.

Second, must is only used in this way in affirmative sentences. In question and

negatives we use can or can't instead.

Third, **must** is used with the perfect infinitives for deductions about the past.

(Can and can't for question and negatives)

E.g.:   We went to Majora. That must have been nice.

The lights have gone out. A fuse must have been nice.

I don't think he can have heard you. Call again.

Where can John have put the matches?

He can't have thrown them away.

Fourth, in reported speech, **must** can be after a past reporting verb as if it were a past tense.

(Only in that case, **must** refers to the past)

E.g.:   I decided that I must stop smoking.

I felt there must be something wrong.

| Unsur kebahasaan | : | 1. Tekanan kata, intonasi, |
| | | 2. Ejaan, tanda baca, tulisan tangan dan cetak yang jelas dan rapi |

Fungsi social   :   Menjaga hubungan interpersonal dengan guru

dan teman.

Metode pembelajaran   :   Blended Learning Strategy

Media, Alat, dan, Sumber Pembelajaran:

1. Media dan Alat: LCD, Laptop, papan tulis, dan media lain yang relevan.

2. Sumber Belajar: Suara Guru dan Internet.

Kegiatan Pembelajaran

Kegiatan	Deskripsi	Alokasi Waktu
Pendahuluan	1. Researcher will greet the students. (memberi salam, membaca doa, dan mengabsen siswa)	5 menit
Inti	1. Researcher will explain how to introduce ourselves. 2. Researcher will give examples. 3. Researcher will explain about definition of auxiliary. 4. Researcher will explain about how to use "must" 5. Researcher will give directive to students to	35 menit

	login in online class. 6. Researcher will give information when the time of online class will begin.	
Penutup	1. Researcher will give motivation to students. 2. Researcher will close the class.	5 menit

KLASISFIKASI SKOR

No	Classification	Score	
1.	Excellent	86-100	
2.	Good	71-85	
3.	Fair	56-70	
4.	Poor	41-55	
5.	Very poor	$\leq 40^3$	

Appendix 2. Learning Scenario for First Meeting

RENCANA PELAKSANAAN PEMBELAJARAN (RPP)

Sekolah   : SMKN 3 Wajo

Mata Pelajaran   : Bahasa Inggris

Kelas/Semester   : XI RPL 1

Materi Pokok   : Penggunaan auxiliary "must"

Alokasi Waktu   : 2 x 45 menit

Pertemuan   : 2nd

Kompetensi Inti:

K13: Menghayati dan mengamalkan ajarn agama yang dianutnya. Menghayati dan mengamalkan perilaku jujur, disiplin, santun, peduli (gotong royong, kerjasama, toleran, damai), bertanggungjawab, responsif, dan pro-aktif dalam berinteraksi secara efektif sesuai dengan perkembangan anak di lingkungan, kelarga, sekolah, masyarakat dan lingkungan alam sekitar, bangsa, Negara, kawasan regional, dan kawasan internsional.

Kompetensi dasar:

Menerapakan fungsi sosial, struktur teks, dan unsure kebahasaan teks interaksi transaksional lisan dan tulis yang melibatkan tindakan yang member dan meminta informasi terkait keharusan, larangan, dan himbauan, sesuai dengan konteks penggunaannya (perhatikan struktur penggunaan must)

Indikator:

1. Terlibat aktif dalam pembelajaran tentang introduce ourselves dan auxiliary must serta responnya sesuai dengan konteks penggunaan SMA/MA/SMK/MAK

2. Mempraktikkan dengan baik dan benar yang diajarkan oleh guru SMA/MA/SMK/MAK

Tujuan Pembelajaran:

Melalui proses menyimak, membaca, mencoba, dan mendemonstrasikan, peserta didik mampu mempraktikkan dengan benar, tepat, dan akurat.

Materi Pembelajaran:

1. Auxiliary must

a. Structure of must

Must is a modal auxiliary verb. It is followed by a main verb. The basic structure **must** is:

Table 2.1. Structure of must.

Subject		Auxiliary verb *must*	+	Main verb base

The main is always the same form: base

Table 2.2. Example of must

Subject	Auxiliary *must*	Main verb base	
I	Must	Go	Home
You	Must	Visit	Us
We	Must	Stop	Now

Like all auxiliary verbs, **must** can not be followed by to, so, we, say:

I must go now.

Not I must go now.

b. The Using of Must

In general, **must** expressed personal obligation. **Must** expresses what the speaker think

necessary. **Must** is subjective. Look at these examples:

I must stop smoking.

You must visit us soon.

He must work harder.

In each of the above cases, the "obligation" is the opinion or idea of the person

speaking. In fact, it is not a real obligation. It is imposed from outside. It is sometimes

possible to use must for real obligation, for example a rule or a law. But generally we

use **have to** for this.

We can use must to talk about the present or the future. We can not use must to talk

about the past. Look at these examples:

I must go now. (Present)

I must call my mother tomorrow. (Future)[33]

Table 2.3. Using of Must

Use	Examples
Force, necessary	**I must go to the supermarket today**
Possibility	**You must be tired**
Advice, recommendation	**You must see new film with Brad Pitt**

b. Function must in obligation

First to express the idea of necessary or unavoidable obligation, or a condition

which is can not be changed.

---

[33] George Woolard, *Grammar with Laughter* (England: Commercial Colour Press, 1999), p. 30.

E.g.:   The time is up. We must go .

(Perhaps we do not want to, but we have to choice)

One must eat to live.

(There is no choice)

You say you want to pass. Then you must try harder.

(It is the only way)

Second, must in the negative express prohibition and is used to keep someone from doing something. The prohibition may be because of a rule, a law the general disapproval of society, or the danger involved.

E.g.: You must not walk on the grass. (There is a rule against it)

You must not pick the flower in the park.

(It is prohibit by law)

You mustn't smoke in class.

Children mustn't cross busy street alone.

Must, can only be used to refer to present and future obligation. To talk about the past, **had to** is it used.

E.g.: I have to work from 9.00 a.m. till 5.00 p.m.

Fourth, in interrogative, **Must is** used to ask about the wishes or intentions of the person one is speaking to.

E.g.:   Must I clean all the room?

Why must you always leave your dirty clothes in the bathroom?

c. Function of must in deduction

First, **must** can be used to say that we are sure about something (because it is logically necessary).

E.g.:   Mary must have been some problem: she keeps crying.

I'm in love. That must be nice.

There is the doorbell. It must be roger.

Second, must is only used in this way in affirmative sentences. In question and

negatives we use can or can't instead.

Third, **must** is used with the perfect infinitives for deductions about the past.

(Can and can't for question and negatives)

E.g.: We went to Majora. That must have been nice.

The lights have gone out. A fuse must have been nice.

I don't think he can have heard you. Call again.

Where can John have put the matches?

He can't have thrown them away.

Fourth, in reported speech, **must** can be after a past reporting verb as if it were a past tense.

(Only in that case, **must** refers to the past)

E.g.:   I decided that I must stop smoking.

I felt there must be something wrong.

Unsur kebahasaan   :   1. Tekanan kata, intonasi,

                                            2. Ejaan, tanda baca, tulisan tangan dan cetak

                                            yang jelas dan rapi

Fungsi social   :   Menjaga hubungan interpersonal dengan guru

dan teman.

Metode pembelajaran   :   Blended Learning Strategy

Media, Alat, dan, Sumber Pembelajaran:

1. Media dan Alat: LCD, Laptop, papan tulis, dan media lain yang relevan.

2. Sumber Belajar: Suara Guru dan Internet.

Kegiatan Pembelajaran

Kegiatan	Deskripsi	Alokasi Waktu
Pendahuluan	1. Researcher will greet the students. (memberi salam, membaca doa, dan mengabsen siswa)	5 menit
Inti	1. Researcher will give information in online class that class will begin. 2. Students follow researcher instruction in online class 3. In online class, the researcher giving material about "must" to students 4. After giving material the researcher will give example how to use must in sentences 5. The Researcher will ask	35 menit

	students to make sentences using must by their selves.	
	6. The last researcher will give a paragraph that should be analyze (in the paragraph, researcher combine between the wrong must use and the truth must use)	
	7. The researcher will order students to submit students' assignment before the next online class will begin.	
	8. Before closing the class the researcher will inform to students about the time of next online class	
Penutup	1. Researcher will give motivation to students.	5 menit
	2. Researcher will close the class.	

KLASISFIKASI SKOR

No	Classification	Score
1.	Excellent	86-100
2.	Good	71-85
3.	Fair	56-70
4.	Poor	41-55
5.	Very poor	$\leq 40^3$

Appendix 2. Learning Scenario for First Meeting

RENCANA PELAKSANAAN PEMBELAJARAN (RPP)

Sekolah   : SMKN 3 Wajo

Mata Pelajaran   : Bahasa Inggris

Kelas/Semester   : XI RPL 1

Materi Pokok   : Penggunaan auxiliary "must"

Alokasi Waktu   : 2 x 45 menit

Pertemuan   : 3rd

Kompetensi Inti:

K13: Menghayati dan mengamalkan ajarn agama yang dianutnya. Menghayati dan mengamalkan perilaku jujur, disiplin, santun, peduli (gotong royong, kerjasama, toleran, damai), bertanggungjawab, responsif, dan pro-aktif dalam berinteraksi secara efektif sesuai dengan perkembangan anak di lingkungan, kelarga, sekolah, masyarakat dan lingkungan alam sekitar, bangsa, Negara, kawasan regional, dan kawasan internsional.

Kompetensi dasar:

Menerapakan fungsi sosial, struktur teks, dan unsure kebahasaan teks interaksi transaksional lisan dan tulis yang melibatkan tindakan yang member dan meminta informasi terkait keharusan, larangan, dan himbauan, sesuai dengan konteks penggunaannya (perhatikan struktur penggunaan must)

Indikator:

1. Terlibat aktif dalam pembelajaran tentang introduce ourselves dan auxiliary must serta responnya sesuai dengan konteks penggunaan SMA/MA/SMK/MAK

2. Mempraktikkan dengan baik dan benar yang diajarkan oleh guru SMA/MA/SMK/MAK

Tujuan Pembelajaran:

Melalui proses menyimak, membaca, mencoba, dan mendemonstrasikan, peserta didik mampu mempraktikkan dengan benar, tepat, dan akurat.

Materi Pembelajaran:

1. Auxiliary must

a. Structure of must

Must is a modal auxiliary verb. It is followed by a main verb. The basic structure **must** is:

Table 2.1. Structure of must.

Subject		Auxiliary verb *must*	+	Main verb base

The main is always the same form:

Table 2.2. Example of must

Subject	Auxiliary *must*	Main verb base	
I	Must	Go	Home
You	Must	Visit	Us
We	Must	Stop	Now

Like all auxiliary verbs, **must** can not be followed by to, so, we, say:

I must go now.

Not I must go now.

b. The Using of Must

In general, **must** expressed personal obligation. **Must** expresses what the speaker think necessary. **Must** is subjective. Look at these examples:

I must stop smoking.

You must visit us soon.

He must work harder.

In each of the above cases, the "obligation" is the opinion or idea of the person speaking. In fact, it is not a real obligation. It is imposed from outside. It is sometimes possible to use must for real obligation, for example a rule or a law. But generally we use **have to** for this.

We can use must to talk about the present or the future. We can not use must to talk about the past. Look at these examples:

I must go now. (Present)

I must call my mother tomorrow. (Future)[34]

Table 2.3. Using of Must

Use	Examples
Force, necessary	I must go to the supermarket today
Possibility	You must be tired
Advice, recommendation	You must see new film with Brad Pitt

b. Function must in obligation

First to express the idea of necessary or unavoidable obligation, or a condition which is can not be changed.

---

[34] George Woolard, *Grammar with Laughter* (England: Commercial Colour Press, 1999), p. 30.

E.g.:   The time is up. We must go .

(Perhaps we do not want to, but we have to choice)

One must eat to live.

(There is no choice)

You say you want to pass. Then you must try harder.

(It is the only way)

 Second, must in the negative express prohibition and is used to keep someone from doing something. The prohibition may be because of a rule, a law the general disapproval of society, or the danger involved.

 E.g.: You must not walk on the grass. (There is a rule against it)

         You must not pick the flower in the park.

         (It is prohibit by law)

         You mustn't smoke in class.

Children mustn't cross busy street alone.

         Must, can only be used to refer to present and future obligation. To talk about the past, **had to** is it used.

E.g.: I have to work from 9.00 a.m. till 5.00 p.m.

Fourth, in interrogative, **Must is** used to ask about the wishes or intentions of the person one is speaking to.

E.g.:   Must I clean all the room?

 Why must you always leave your dirty clothes in the bathroom?

c. Function of must in deduction

First, **must** can be used to say that we are sure about something (because it is logically necessary).

E.g.:   Mary must have been some problem: she keeps crying.

I'm in love. That must be nice.

There is the doorbell. It must be roger.

Second, must is only used in this way in affirmative sentences. In question and

negatives we use can or can't instead.

Third, **must** is used with the perfect infinitives for deductions about the past.

(Can and can't for question and negatives)

E.g.: We went to Majora. That must have been nice.

The lights have gone out. A fuse must have been nice.

I don't think he can have heard you. Call again.

Where can John have put the matches?

He can't have thrown them away.

Fourth, in reported speech, **must** can be after a past reporting verb as if it were a past tense.

(Only in that case, **must** refers to the past)

E.g.:   I decided that I must stop smoking.

I felt there must be something wrong.

Unsur kebahasaan	:	1. Tekanan kata, intonasi,
		2. Ejaan, tanda baca, tulisan tangan dan cetak yang jelas dan rapi
Fungsi social	:	Menjaga hubungan interpersonal dengan guru dan teman.
Metode pembelajaran	:	Blended Learning Strategy

Media, Alat, dan, Sumber Pembelajaran:

1. Media dan Alat: LCD, Laptop, papan tulis, dan media lain yang relevan.

2. Sumber Belajar: Suara Guru dan Internet.

Kegiatan Pembelajaran

Kegiatan	Deskripsi	Alokasi Waktu
Pendahuluan	1. Researcher will greet the students. (memberi salam, membaca doa, dan mengabsen siswa)	5 menit
Inti	1. Researcher will give directive to students to login. 2. The researcher correct the assignment before. 3. After correct the assignment, the researcher will give new material about "must". 4. After giving material the researcher will give example how to use "must" in sentences. 5. The Researcher will ask students to make sentences	35 menit

	using "must" by their selves. 6. The researcher will order students to submit students' assignment before the next online class will begin.	
Penutup	1. Researcher will give motivation to students. 2. Researcher will close class.	5 menit

KLASISFIKASI SKOR

No	Classification	Score
1.	Excellent	86-100
2.	Good	71-85
3.	Fair	56-70
4.	Poor	41-55
5.	Very poor	$\leq 40^3$

Appendix 2. Learning Scenario for First Meeting

RENCANA PELAKSANAAN PEMBELAJARAN (RPP)

Sekolah   : SMKN 3 WAJO

Mata Pelajaran   : Bahasa Inggris

Kelas/Semester   : XI RPL 1

Materi Pokok   : Definisi auxiliary dan penggunaan auxilaiary "have

 to"

Alokasi Waktu   : 2 x 45 menit

Pertemuan   : 4th

Kompetensi Inti:

K13: Menghayati dan mengamalkan ajarn agama yang dianutnya. Menghayati dan mengamalkan perilaku jujur, disiplin, santun, peduli (gotong royong, kerjasama, toleran, damai), bertanggungjawab, responsif, dan pro-aktif dalam berinteraksi secara efektif sesuai dengan perkembangan anak di lingkungan, kelarga, sekolah, masyarakat dan lingkungan alam sekitar, bangsa, Negara, kawasan regional, dan kawasan internsional.

Kompetensi dasar:

Menerapakan fungsi sosial, struktur teks, dan unsure kebahasaan teks interaksi transaksional lisan dan tulis yang melibatkan tindakan yang member dan meminta informasi terkait keharusan, larangan, dan himbauan, sesuai dengan konteks penggunaannya (perhatikan struktur penggunaan have to)

Indikator:

1. Terlibat aktif dalam pembelajaran tentang introduce ourselves dan auxiliary must

serta responnya sesuai dengan konteks penggunaan SMA/MA/SMK/MAK

2. Mempraktikkan dengan baik dan benar yang diajarkan oleh guru SMA/MA/SMK/MAK

Tujuan Pembelajaran:

Melalui proses menyimak, membaca, mencoba, dan mendemonstrasikan, peserta didik mampu mempraktikkan dengan benar, tepat, dan akurat.

Materi Pembelajaran:

a. Structure of Have to

Have to is often grouped with modal auxiliary verbs for convenience, but in fact it is not modal verb. It is not even an auxiliary verb. In the have to structures, **"have"** is a main verb.

Table 2.4 Structure of have to

Subject	+	Auxiliary verb	+	Have	+	Infinitive (with to)

Table 2.5 Example of have to in the simple tense

Subject	Auxiliary verb	in verb have	Infinitive (with to)	
She		Has	To work	
I	Do not	Have	To see	The doctor.
Did	You	Have	To go	

b. The Using of have to

In the general, **have to** expresses obligation. The subject of **have to** is obliged or

forced to act by a separate, external power (for example, the law or school rules).

Have to as objective. Look at these examples:

In France, you have to drive on the right.

In England, most schoolchildren have to wear a uniform.

John has to wear a tie at work.

In each of the above cases, the obligation is not the subject's opinion or idea. The

obligation is imposed from outside. Here some examples:

Table 2.6. **Example of have to**

	Subject	Auxiliary verb	in verb have	Infinitive	
Past simple	I		Had	To work	esterday
Present simple	I		Have	To work	Today
Future simple	I	Will	Have	To work	omorrow
Present continuous	he	Is	Having	To wait	
Present perfect	Ve	Have	Had	o change	The time
Modal (may)	hey	May	Have	To do	It again

We can use **have to** in all tenses, and also with modal auxiliary. We conjugate it

just like any others main verb.

Have to, like **must**, expresses unavoidable obligation or necessary. **Have to** is

interchangeable with **must** in affirmative sentences and is often used instead of **must**

in negative sentences.

E.g.: We must leave by 6:00.

We do not have to leave by 6:00.

We must not leave before 6:00. (We are prohibited from leaving)

*Unlike a modal auxiliaries, **have to** change it is from to indicate time and person*

I	
You	
They	have to, had to, have had to, will have to
We	

She/he ⟹ has to, had to, has had to, will have to

In addition, '**have to'** has several usage, these are:

Have to is used, with a following infinitive, to express the idea of obligation.

E.g.: How often do you **have to** travel on business?

Sorry, I have to go now.

Have to is used to make a distinction between habitual or repeated obligation, and non habitual obligation. When there is the idea of repetition we use ordinary verb-forms, with do in question and negatives.

E.g: I don't usually have to work on Sunday.

Do you often have to speak have to French in your job?

When people are talking about one thing that they are obligated to do, it is more usual to use got-forms .

E.g.: I haven't got to work tomorrow.

Have you got to do any interpreting this week?

Got-forms are unusual in the past, and are replaced by ordinary verb-forms of infinitive and participles.

E.g.: Did you have to church on Sunday when you where a child?

To talk about the future, both **have to** and **will have to** are common.

E,g.: I've got to get up early tomorrow. We are going to Devon.

We can not use **must** to talk about the past. We use have t, to talk about the past.

Unsur kebahasaan   :   1. Tekanan kata, intonasi,

                                        2. Ejaan, tanda baca, tulisan tangan dan cetak yang jelas dan rapi

Fungsi social   :   Menjaga hubungan interpersonal dengan guru dan teman.

Metode pembelajaran   :   Blended Learning Strategy

Media, Alat, dan, Sumber Pembelajaran:

1. Media dan Alat: LCD, Laptop, papan tulis, dan media lain yang relevan.

2. Sumber Belajar: Suara Guru dan Internet.

Kegiatan Pembelajaran

Kegiatan	Deskripsi	Alokasi Waktu
Pendahuluan	1. Researcher will greet the students. (memberi salam, membaca doa, dan mengabsen siswa)	5 menit

Inti	1. Researcher will explain how to introduce ourselves. 2. Researcher will give examples. 3. Researcher will explain about definition of auxiliary. 4. Researcher will explain about how to use "have to" 5. Researcher will give directive to students to login in online class. 6. Researcher will give information when the time of online class will begin.	35 menit
Penutup	1. Researcher will give motivation to students. 2. Researcher will close the class.	5 menit

KLASIFIKASI SKOR

No	Classification	Score
1.	Excellent	86-100
2.	Good	71-85
3.	Fair	56-70
4.	Poor	41-55
5.	Very poor	≤ 40[3]

Appendix 2. Learning Scenario for First Meeting

RENCANA PELAKSANAAN PEMBELAJARAN (RPP)

Sekolah : SMKN 3 Wajo

Mata Pelajaran : Bahasa Inggris

Kelas/Semester : XI RPL 1

Materi Pokok : Penggunaan auxiliary "have to"

Alokasi Waktu : 2 x 45 menit

Pertemuan : 5th

Kompetensi Inti:

K13: Menghayati dan mengamalkan ajarn agama yang dianutnya. Menghayati dan mengamalkan perilaku jujur, disiplin, santun, peduli (gotong royong, kerjasama, toleran, damai), bertanggungjawab, responsif, dan pro-aktif dalam berinteraksi secara efektif sesuai dengan perkembangan anak di lingkungan, kelarga, sekolah, masyarakat dan lingkungan alam sekitar, bangsa, Negara, kawasan regional, dan kawasan internsional.

Kompetensi dasar:

Menerapakan fungsi sosial, struktur teks, dan unsure kebahasaan teks interaksi transaksional lisan dan tulis yang melibatkan tindakan yang member dan meminta informasi terkait keharusan, larangan, dan himbauan, sesuai dengan konteks penggunaannya (perhatikan struktur penggunaan have to)

Indikator:

1. Terlibat aktif dalam pembelajaran tentang introduce ourselves dan auxiliary must

serta responnya sesuai dengan konteks penggunaan SMA/MA/SMK/MAK

2. Mempraktikkan dengan baik dan benar yang diajarkan oleh guru SMA/MA/SMK/MAK

Tujuan Pembelajaran:

Melalui proses menyimak, membaca, mencoba, dan mendemonstrasikan, peserta didik mampu mempraktikkan dengan benar, tepat, dan akurat.

Materi Pembelajaran:

a. Structure of Have to

Have to is often grouped with modal auxiliary verbs for convenience, but in fact it is not modal verb. It is not even an auxiliary verb. In the have to structures, **"have"** is a main verb.

Table 2.4 Structure of have to

Subject	+	**Auxiliary verb**	+	**Have**	+	**finitive (with to)**

Table 2.5 Example of have to in the simple tense

	Subject	**Auxiliary verb**	**Main verb have**	**tive (with to)**	
+	She		Has	To work	
-	I	Do not	Have	To see	The doctor.
?	Did	You	Have	To go	

b. The Using of have to

In the general, **have to** expresses obligation. The subject of **have to** is obliged or forced to act by a separate, external power (for example, the law or school rules). **Have to** as objective. Look at these examples:

In France, you have to drive on the right.

In England, most schoolchildren have to wear a uniform.

John has to wear a tie at work.

In each of the above cases, the obligation is not the subject's opinion or idea. The obligation is imposed from outside. Here some examples:

Table 2.6. **Example of have to**

	Subject	Auxiliary verb	Main verb have	Infinitive	
Past simple	I		Had	To work	Yesterday
Present simple	I		Have	To work	Today
Future simple	I	Will	Have	To work	Tomorrow
Present continuous	She	Is	Having	To wait	
Present perfect	We	Have	Had	To change	The time
Modal (may)	They	May	Have	To do	It again

We can use **have to** in all tenses, and also with modal auxiliary. We conjugate it just like any others main verb.

Have to, like **must**, expresses unavoidable obligation or necessary. **Have to** is interchangeable with **must** in affirmative sentences and is often used instead of **must** in negative sentences.

E.g.: We must leave by 6:00.

We do not have to leave by 6:00.

We must not leave before 6:00. (We are prohibited from leaving)

*Unlike a modal auxiliaries, **have to** change it is from to indicate time and person*

I
You
They   have to, had to, have had to, will have to
We

She/he   has to, had to, has had to, will have to

In addition, '**have to'** has several usage, these are:

Have to is used, with a following infinitive, to express the idea of obligation.

E.g.: How often do you **have to** travel on business?

Sorry, I have to go how.

Have to is used to make a distinction between habitual or repeated obligation, and non habitual obligation. When there is the idea of repetition we use ordinary verb-forms, with do in question and negatives.

E.g: I don't usually have to work on Sunday.

Do you often have to speak have to French in your job?

When people are talking about one thing that they are obligated to do, it is more usual to use got-forms .

E.g.: I haven't got to work tomorrow.

Have you got to do any interpreting this week?

Got-forms are unusual in the past, and are replaced by ordinary verb-forms of infinitive and participles.

E.g.: Did you have to church on Sunday when you where a child?

To talk about the future, both **have to** and **will have to** are common.

E,g.: I've got to get up early tomorrow. We are going to Devon.

We can not use **must** to talk about the past. We use have t, to talk about the past.

Unsur kebahasaan : 1. Tekanan kata, intonasi,

2. Ejaan, tanda baca, tulisan tangan dan cetak yang jelas dan rapi

Fungsi social : Menjaga hubungan interpersonal dengan guru dan teman.

Metode pembelajaran : Blended Learning Strategy

Media, Alat, dan, Sumber Pembelajaran:

1. Media dan Alat: LCD, Laptop, papan tulis, dan media lain yang relevan.

2. Sumber Belajar: Suara Guru dan Internet.

Kegiatan Pembelajaran

Kegiatan	Deskripsi	Alokasi Waktu
Pendahuluan	1. Researcher will greet the students. (memberi salam, membaca doa, dan mengabsen siswa)	5 menit
Inti	1. Researcher will give information in online class that class will begin. 2. Students follow researcher instruction in	35 menit

	online class	
	3. In online class, the researcher giving material about "have to" to students	
	4. After giving material the researcher will give example how to use must in sentences	
	5. The Researcher will ask students to make sentences using "have to" by their selves.	
	6. The last researcher will give a paragraph that should be analyze (in the paragraph, researcher combine between the wrong "have to" use and the truth "have to" use)	
	7. The researcher will order students to submit students' assignment before the next online class will begin.	

	8. Before closing the class the researcher will inform to students about the time of next online class	
Penutup	1. Researcher will give motivation to students. 2. Researcher will close the class.	5 menit

KLASISFIKASI SKOR

No	Classification		Score
1.	Excellent		86-100
2.	Good		71-85
3.	Fair		56-70
4.	Poor		41-55
5.	Very poor		≤ 40[3]

Appendix 2. Learning Scenario for First Meeting

RENCANA PELAKSANAAN PEMBELAJARAN (RPP)

Sekolah	: SMKN 3 Wajo
Mata Pelajaran	: Bahasa Inggris
Kelas/Semester	: XI RPL 1
Materi Pokok	: Penggunaan auxiliary "have to"
Alokasi Waktu	: 2 x 45 menit
Pertemuan	: 6th

Kompetensi Inti:

K13: Menghayati dan mengamalkan ajarn agama yang dianutnya. Menghayati dan mengamalkan perilaku jujur, disiplin, santun, peduli (gotong royong, kerjasama, toleran, damai), bertanggungjawab, responsif, dan pro-aktif dalam berinteraksi secara efektif sesuai dengan perkembangan anak di lingkungan, kelarga, sekolah, masyarakat dan lingkungan alam sekitar, bangsa, Negara, kawasan regional, dan kawasan internsional.

Kompetensi dasar:

Menerapakan fungsi sosial, struktur teks, dan unsure kebahasaan teks interaksi transaksional lisan dan tulis yang melibatkan tindakan yang member dan meminta informasi terkait keharusan, larangan, dan himbauan, sesuai dengan konteks penggunaannya (perhatikan struktur penggunaan have to)

Indikator:

1. Terlibat aktif dalam pembelajaran tentang introduce ourselves dan auxiliary must serta responnya sesuai dengan konteks penggunaan SMA/MA/SMK/MAK

2. Mempraktikkan dengan baik dan benar yang diajarkan oleh guru

SMA/MA/SMK/MAK

Tujuan Pembelajaran:

Melalui proses menyimak, membaca, mencoba, dan mendemonstrasikan, peserta didik mampu mempraktikkan dengan benar, tepat, dan akurat.

Materi Pembelajaran:

a. Structure of Have to

Have to is often grouped with modal auxiliary verbs for convenience, but in fact it is not modal verb. It is not even an auxiliary verb. In the have to structures, **"have"** is a main verb.

Table 2.4 Structure of have to

Subject	+	Auxiliary verb	+	Have	+	Infinitive (with to)

Table 2.5 Example of have to in the simple tense

	Subject	Auxiliary verb	Main verb have	tive (with to)	
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-	I	Do not	Have	To see	The doctor.
?	Did	You	Have	To go	

b. The Using of have to

In the general, **have to** expresses obligation. The subject of **have to** is obliged or forced to act by a separate, external power (for example, the law or school rules). **Have to** as objective. Look at these examples:

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They   have to, had to, have had to, will have to
We

⇒

She/he   has to, had to, has had to, will have to

In addition, '**have to'** has several usage, these are:

    Have to is used, with a following infinitive, to express the idea of obligation.

      E.g.: How often do you **have to** travel on business?

        Sorry, I have to go now.

    Have to is used to make a distinction between habitual or repeated obligation, and non habitual obligation. When there is the idea of repetition we use ordinary verb-forms, with do in question and negatives.

      E.g: I don't usually have to work on Sunday.

        Do you often have to speak have to French in your job?

   When people are talking about one thing that they are obligated to do, it is more usual to use got-forms .

E.g.: I haven't got to work tomorrow.

    Have you got to do any interpreting this week?

    Got-forms are unusual in the past, and are replaced by ordinary verb-forms of infinitive and participles.

E.g.: Did you have to church on Sunday when you where a child?

    To talk about the future, both **have to** and **will have to** are common.

E,g.: I've got to get up early tomorrow. We are going to Devon.

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Unsur kebahasaan   :   1. Tekanan kata, intonasi,

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Kegiatan Pembelajaran

Kegiatan	Deskripsi	Alokasi Waktu
Pendahuluan	1. Researcher will greet the students. (memberi salam, membaca doa, dan mengabsen siswa)	5 menit
Inti	1. Researcher will give directive to students to login. 2. The researcher correct the assignment before.	35 menit

	3. After correct the assignment, the researcher will give new material about "have to". 4. After giving material the researcher will give example how to use "have to" in sentences. 5. The Researcher will ask students to make sentences using "must" by their selves. 5. The researcher will order students to submit students' assignment before the next online class will begin.	
Penutup	1. Researcher will give motivation to students. 2. Researcher will close the class.	5 menit

KLASIFIKASI SKOR

No	Classification	Score
1.	Excellent	86-100
2.	Good	71-85
3.	Fair	56-70
4.	Poor	41-55
5.	Very poor	$\leq 40^3$

Appendix.3 Domentation

CURICULUM VITAE

ISI, the writer was born on December 3th 1995 in Dungkait. She is the third child from four children in her family. From the couple Muhammad Yunus and Ji'na. She has one sister and two brothers. Her sister name is Emilia and her brothers name are Hasmin and Wawan.

       She began her study in elementary school at SDN Dungkait and graduate on 2010. In the same year she continued her study at SMPN 1 Tapalang Barat and finished her study Junior High School on 2012. Then, she is was registered as a student MA Al-Arsyad Dungkait and graduated on 2015. After that, she continued her study on 2015 at State Islamic Institute (IAIN) Parepare.