A THESIS

THE EFFECTIVENESS OF BLENDEDLEARNING MODEL BASED ON WHATSAPP MASSENGGER APLICATION TO IMPROVE STUDENTS ENGLISH VOCABULARY AT THE SEVEN GRADE OF SMPN 3 PATAMPANUA
(Classroom Action Research)

By

HUSNUL KHATIMAH.B
Reg Num. 17.1300.019

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

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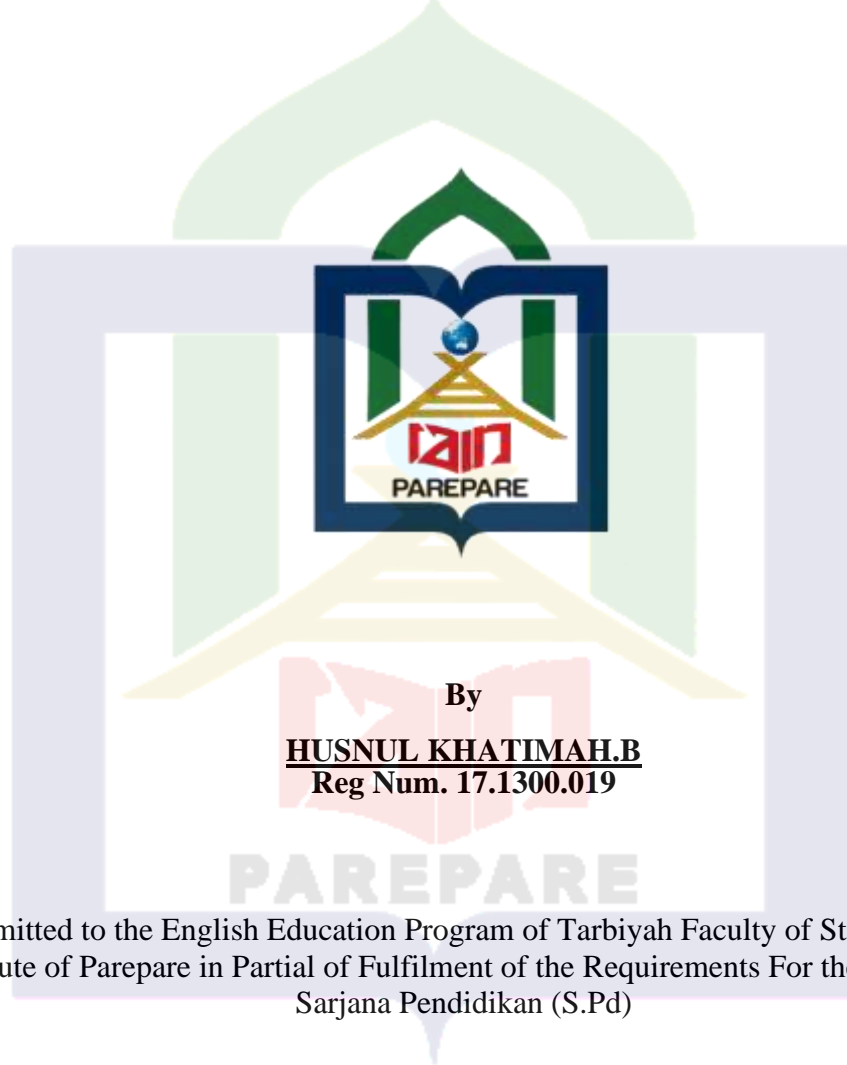**(Classroom Action Research)**

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

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English Education Program

Submitted by:

HUSNUL KHATIMAH.B
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to

ENGLISH EDUCATION PROGRAM
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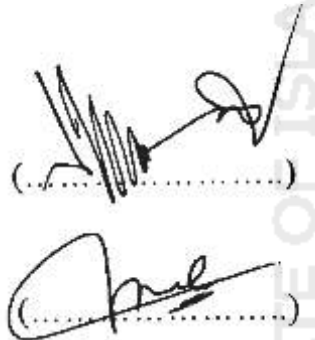
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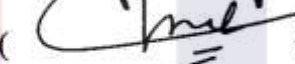
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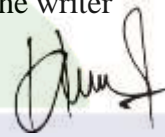
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State that she conducted her thesis, if it can be proved that is copied, duplicated or complied by other people, her skripsi and degree that has been gotten would be postponed.

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ABSTRACT

HUSNUL KHATIMAH.B. 2021. *The Effectiveness of Blended Learning Model Based on WhatsApp Messenger Application to Improve Students English Vocabulary at SMPN 3 Patampanua. (Supervised by Amzah Selle and Maghdalena Tjalla).*

The blended learning model based on the WhatsApp Messenger application is a good learning model for carrying out the learning process, besides being able to study at school, you can also learn independently or with teacher guidance through online classes, whether it's doing exercises, discussing learning that has been taught in class and so on. This study aims to determine the effectiveness of the WhatsApp application-based blended learning model to improve students English vocabulary.

This study uses classroom action research, in its application using four steps, including planning, action, observation, and reflection. The subject of this research is class 7.1 students, totaling 17 students. This research was carried out for approximately two months, using 2 cycles with 3 meetings in each cycle using a blended learning model. The data analysis techniques used are test and checklist observations.

Based on the research that has been done, the researchers found that there was a significant increase from cycle 1 to cycle 2, it can be seen from the average value of cycle 1, which is 57.05 with details of the value, namely 2 (12%) students are included in the good category, 8 (47%) are included in the fair category and 7 (41%) are included in the poor category, then the average value of the second cycle is 87.05 with details of the score, namely 5 (30%) students who are included in the excellent category, 6(35%) students are included in the very good category, and also 6 (35%) students are included in the Good category, while the fair and poor categories are empty. So, it can be concluded that the application of the blended learning model based on the WhatsApp Messenger application is effective in increasing students' English vocabulary.

Keywords: Blended Learning Models, WhatsApp, Vocabulary, Classroom Action Research.

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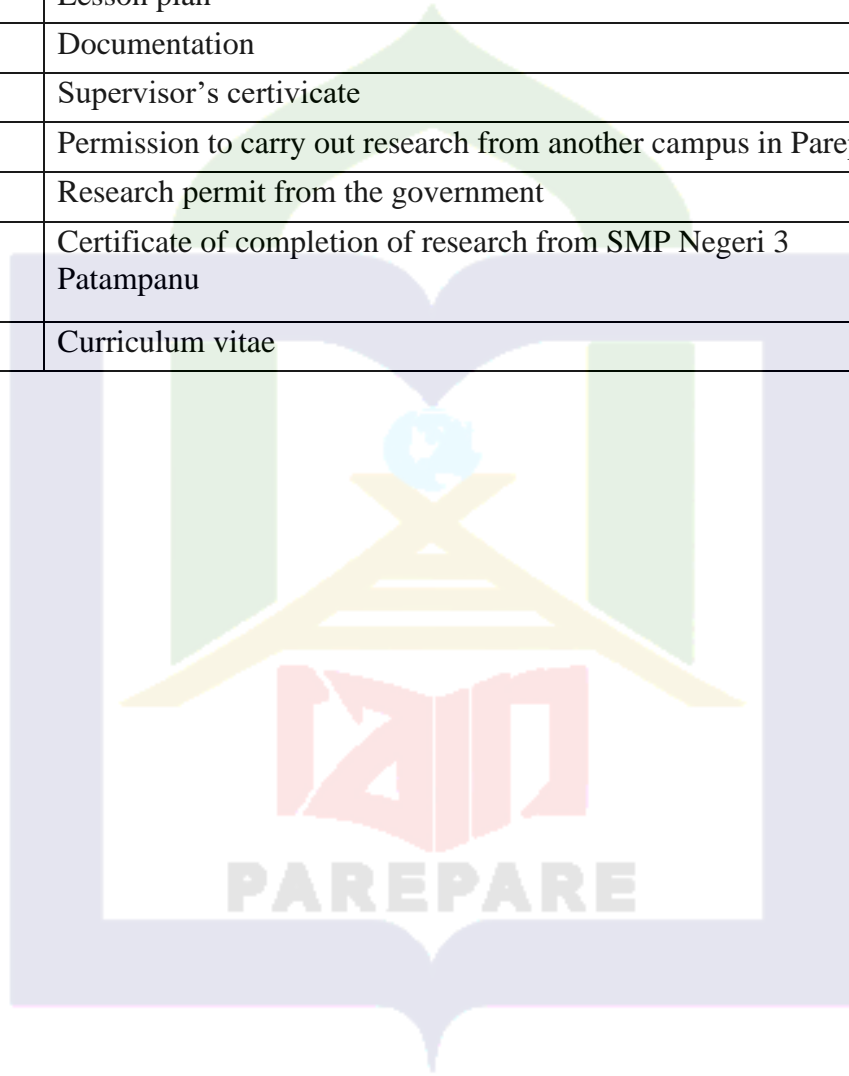
CHAPTER I

INTRODUCTION

A. Background

The development of technology is increasing rapidly from time to time until now, as we can see and experience today the development has given an impact change in several fields, especially in the field of science and technology (IPTEK). Not only that technology also has a big impact on various aspects of human life, especially in the world of education, where most of the learning process utilizes technological sophistication to carry out the smooth teaching and learning process, but it can also even be said that technology plays an important role in the learning process both among educators and students to date.

We can find out about technological developments in the internet world with the existence of one of the internet products, namely social media (social network), such as Facebook, WhatsApp, Twitter, Line, WeChat, and many others. With the increasing technology, teachers can use them as a tool in learning activities such as through blended learning technology. One form of blended learning technology is through the use of applications found on mobile phones, thereby helping students to learn independently or with teacher guidance anywhere and anytime.

The term blended learning has been used since 1999 and has been widely used in teaching English since 2007, so from this we know that blended learning has long been used in the world of education, even now blended learning has begun to be used and is increasingly becoming a trend in education among teachers and

students. This happens because many people are increasingly dependent on the internet or communication devices found on mobile phones. Based on the results of a survey from the Indonesian Internet Service Provider Association, it was explained that internet users in Indonesian in 2012 were 83 million & 43.7% of them were students and teachers.[1] So from this statement, we can know that not only among educators, students are also the largest internet users. The percentage of the survey results is quite high, so we often see educators and students enjoying the internet even though they are in the classroom studying. This suggests that social media has become a culture in the life of students and educators.

Based on the observations of researchers, there are several problems encountered in the learning process that only applies face-to-face learning models, such as the monotony of the lecture learning method, some teaching methods that only rely on textbooks or reading books, lack of creativity of educators in class, and lack of discussion. between educators and students, resulting in students becoming bored, unfocused, and also less interested in participating in learning.

In some student situations that are sometimes encountered by educators in the classroom, students are less focused on participating in learning, for example, the tendency to play with friends and do other activities that are not useful in the learning process. lack of student interest in learning materials and methods so that some students prefer not to follow the learning process. This can happen because of

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[1]Muhammad Arifin Rini Ekayanti, "*Efektivitas Model Pembelajaran Blended-Learning Berbasis Aplikasi Edmodo Di Program Studi Pendidikan Bahasa Inggris Fkip Umsu*", Muhammadiyah Sumatera Utara, (2017).

the lack of creativity of educators in carrying out the learning process so that feedback between educators and students is not by what is expected.

In the current curriculum (K.13), learning English is divided into several parts such as listening, reading, writing, and speaking while the time used in the learning process in the classroom is very limited, for that educator must create a discussion room with students outside school hours and can-do learning anywhere and anytime.

The blended learning model can be used by educators and students by combining face-to-face learning and online learning, this blended learning is very suitable to be applied today considering the current condition that not only parents or adolescents are proficient in using the internet but also among children who are good at using the internet. By using this blended learning model, students will not only focus on learning in the classroom which sometimes makes them bored, but this blended learning model will train students to learn independently as they want and can take advantage of other applications to find out more about the lessons they will learn.

There are lots of applications available on mobile phones today, but one of the most popular applications is the WhatsApp application. This WhatsApp application is a communication tool that can connect us with other people through personal chat, group, telephone, or video call calls. WhatsApp is often used by students or educators to exchange information, be it about schoolwork or other

important information. WhatsApp is one of the media that can be used in assisting the blended learning-based learning process because the WhatsApp media through the teacher group can provide material to be studied, so students can study these materials before learning begins.

In addition to the WhatsApp application, several other applications that can be used for blended learning-based learning, but from the observations of researchers at SMPN 3 Patampanua, the school uses the WhatsApp application as a medium to help the learning process, especially language learning because besides being easy to use the WhatsApp application in also owned by so many people and the application is already familiar to the local population.

In this study, the researcher chose the subject of class VII.1 SMPN 3 Patampanua. The selection of this class was carried out with the consideration that student learning outcomes still needed to be improved, based on the results of observations showing that student scores were still below the KKM 75 standard.

From the results of other studies, based on research by Ricardina Fatima Natalia Halle. She found that the application of the blended learning model based on WhatsApp can improve learning independence, critical thinking, and learning outcomes.[2]

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[2]Ricardina Fatima Natalia Halle, "*Penerapan Model Blended Learning Berbasis Whatsapp Untuk Meningkatkan Kemandirian Belajar, Berpikir Kritis, Dan Hasil Belajar Siswa Kelas X Mipa Smak Kesuma Mataram Tahun Pelajaran 2018/2019 Pada Materi Usaha dan Energ*i," 2019.

Then, based on the results of another study by Yuni Rolita Utami, it was stated that students who wrote descriptive texts using WhatsApp in blended learning were more effective than not using them.[3]

The results of research from Hendri Purbo Waseso and Salis Irvan Fuadi show that with Blended Learning-Based Learning Using WhatsApp Media their students can become more ready to accept learning, can control various learning experiences that occur and they have, develop insight, and relate the material to one another.[4] Therefore, the researcher made a study with the theme **The Effectiveness of Blended Learning Model Based on WhatsApp Application to Improve Students English Vocabulary.**

B. Identification of Problem

Based on what has been described in the background above, several problems can be identified as follows:

1. The monotony of the lecture learning method by only relying on textbooks makes the learning atmosphere boring. Teachers are less attractive or creative in providing learning so that students are lazy to pay attention to the learning that is being delivered.

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[3] Yuni Rolita Utami, *The Effect of Using Whatsapp in Blended Learning on Students Ability in Writing Descriptive Text*, 2020.

[4] Hendri Purbo Waseso and Salis Irvan Fuadi, "*Implementasi Pembelajaran Berbasis Blended Learning Menggunakan Media Whatsapp Untuk Meningkatkan Self Directed Learning Mahasiswa*," Prosiding Seminar Nasional Mipa 2019 Universitas Tidar, 2019, 223–33

2. The lack of student participation in learning English is due to a lack of knowledge of vocabulary. So that when given assignments, students do not care about it.

3. Less creative teachers in utilizing technology in learning English.

C. **Alternative Solution**

From some of the problems above, the appropriate solutions to overcome them are:

1. In the delivery of learning, teachers must use methods that are interesting, precise, and easy to understand so that learning becomes fun. Several methods can be used besides the lecture method.

2. Teachers must be able to motivate and give some kind of reward to students.

3. Teachers should be more creative in using technology

So if in the process of learning activities, especially the use of inappropriate methods, media, or learning models can affect students' knowledge or learning outcomes, in this classroom action research, researchers try to examine the effectiveness of blended learning model based on WhatsApp Application to improve students' English vocabulary.

D. **Research Question**

1. Is a blended learning model based on the WhatsApp application effective to improve students' English vocabulary?

2. How is the use of a blended learning model based on the WhatsApp application in improving students' English vocabulary?

E. The Objective of the Research

1. To describe how to use of blended learning model based on WhatsApp application to improve students' English vocabulary

2. To find out the effectiveness of blended learning model based on WhatsApp application to improve students' English vocabulary

F. Significant of the Research

This Research is expected to be useful in the world of education, namely as follows:

1. **Theoretical Benefit**

The result of this research theoretically is expected to be the basis for developing learning models and learning media, in addition, it can also provide understanding in learning English, especially in improving student vocabulary by applying the blended learning model based on WhatsApp Application. In particular, this research is expected to contribute to one of the English learning models.

2. **Practical Benefits**

a. **For Student**

Improving student's English vocabulary with the blended learning model on based WhatsApp application. Increasing student motivation with fun learning

situations on vocabulary learning by applying the blended learning model based on the WhatsApp application.

b. For Teacher

Add insight into knowledge about the blended learning model based on WhatsApp Application in doing out the learning process. Developed more creative learning by using the blended learning model.

c. For Researchers

Researchers have knowledge and insight as well as experience in improving students' English vocabulary. Improving skills in innovative, creative, and fun English learning through applying the blended learning model based on the WhatsApp application.
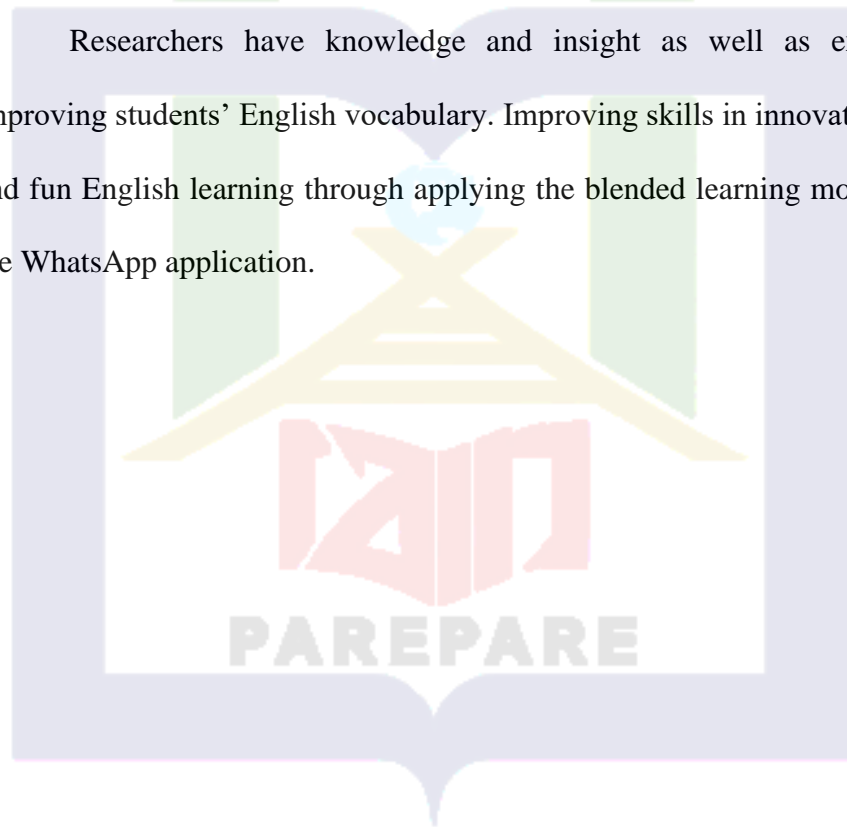
A. Relevant Research Review

Based on the analysis that has been done on several sources, then the following are some of the relevant researches regarding this research:

First, namely a thesis written by Hendri Purbo Waseso and Salis Irvan Fuadi with the title "*The Implementation of blended learning based using WhatsApp media to improve student self-directed learning"*.[5]Base on this research shows that their students can become more ready to accept learning, can control various learning experiences that occur and are owned, develop insights, and relate the material to one another, not only that they can also change themselves to the best performance students self-management as well as self-motivation and self-assessment. The similarity from previous research with this research is that both use the blended learning model based on the WhatsApp application. The difference is that previous research has improved students' self-directed learning, while the researcher wants to improve students' English vocabulary.

Second, namely the thesis written by Yuni Rolita Utami with the research title "Th*e Effect of Using Whatsapp Ability in Writing Descriptive Text"*.[6] This study used a Quasi-Experimental method. The sample in this research was 54 students consisting of 27 students in the experimental class (X MIPA I) and 27 students in the control

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[5]Hendri Purbo Waseso and Salis Irvan Fuadi, "*Implementasi Pembelajaran Berbasis Blended Learning Menggunakan Media Whatsapp Untuk Meningkatkan Self Directed Learning Mahasiswa*," Prosiding Seminar Nasional Mipa 2019 Universitas Tidar, 2019, 223–33.

[6] Yuni Rolita Utami, *The Effect of Using Whatsapp in Blended Learning on Students Ability in Writing Descriptive Text*, 2020.

class (X MIPA II) taken by purposive sampling. The results showed as follows: First, the pre-test score showed the average score of the experimental class was 54,889 and the control class was 56,370. After being given help, a post-test is given. The post-test results show the average value of the experimental class is 82.074 and the control class is 72.333, in this case, the increase in the score of the experimental class is 27.185 and the control class is 15.9626 Second, the sample score of the independent T-test shows the significant value (2 tailed) is 0,000 <0.05. In other words, Ho was rejected and Ha was accepted. In short, it can be announced that students who write descriptive texts using WhatsApp in Blended Learning are more effective than not using. So, it can be concluded that WhatsApp in Blended Learning has a positive influence on tenth-grade students at SMAN 5 Kembang Mumpo in academic year 2019/202.

Third, the thesis was written by Tusinem with the title *"The Effect of Blended Learning Based on WhatsApp Messenger Application on writing skills of Exposition text in Class X SMK Negeri 1 Palembang"*.[7] Based on the results of the study, it is stated that this blended learning based on WhatsApp messenger influences the writing skills of exposition text in class XI SMK Negeri 1 Palembang. This is evidenced from the results of the study which showed that through simple linear regression, the value turned out to be T count > T table or 8.533 ≥ 1.67, so it is significant in other words the hypothesis is accepted. The similarity from previous

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[7]Tusinem, "*Pengaruh Pembelajaran Blended Learning Berbasis Aplikasi Whatsapp Messenger Terhadap Keterampilan Menulis Teks Eksposisi Pada Kelas X Smk Negeri 1 Palembang*" Muhammadiyah Palembang, (2019).

research with this research is that both use the blended learning model based on the WhatsApp application. The difference is that previous research examines the effect of writing textual skills while the researcher wants to improve students' English vocabulary.

Fourth, namely the thesis written by Nur Fadhilah Asdar, Arisona, and Rosliana Eso with the title *"Application of Blended Learning with WhatsApp to Improve Concept Understanding of Electrical Materials at SMK Negeri 2 Kendari".*[8]Based on the results of previous research, it was explained that the application of the blended learning model based on WhatsApp has increased understanding of the concept in electrical material. This is evidenced from the results of student responses to the application of blended learning, most of the students gave a positive response, this can be seen from the acquisition of an average score of 64.48%. The equation of previous research with this research is both using the blended learning model based on WhatsApp. The difference is that previous research has increased the understanding of concepts in electrical material, while the researcher wants to improve students' English vocabulary.

Fifth, namely the thesis written by Ricardina Natalia Halle with the title *"Application of Blended Learning Model Based on WhatsApp to improve learning independence, critical thinking, and learning outcomes of class X Mipa Smak*

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[8]Nur Fadhilah Asdar, Arisona, and Rosliana Eso, "*Penerapan Blended Learning Dengan Whatsapp Untuk Meningkatkan Pemahaman Konsep Pada Materi Kelistrikan Di SMK Negeri 2 Kendari,"*Jurnal Penelitian Pendidikan Fisika 5, no. 3 (2020): 265,https://doi.org/10.36709/jipfi.v5i3.14085.

Kusuma Mataram In 2018/2019 Academic Year On Business And Energy Materials".[9]Based on the results of the past research, it states that student learning outcomes using the blended learning model based on WhatsApp increase according to the percentage results that have been achieved in both independent learning, critical thinking, and learning outcomes. This is evidenced by the results of research showing the percentage ranging from 53.57% to 81.46%. The similarity between previous researchers and this study is that they both use a learning model based on WhatsApp. The difference is that previous research improved learning outcomes, independent learning, and critical thinking, while this study improved students' English vocabulary.

The difference in the results of this study is that it can be seen that previous research only focused on improving concept understanding, student self-directed learning, the effect of writing text exposition skills, increasing learning independence, critical thinking, learning outcomes and The Effect of Using WhatsApp Ability in Writing Descriptive Text. While the author wanted to know the effectiveness of the blended learning model based on WhatsApp application to improving students English vocabulary.

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[9]Ricardina Fatima Natalia Halle, "*Penerapan Model Blended Learning Berbasis Whatsapp Untuk Meningkatkan Kemandirian Belajar, Berpikir Kritis, Dan Hasil Belajar Siswa Kelas X Mipa Smak Kesuma Mataram Tahun Pelajaran 2018/2019 Pada Materi Usaha Dan Energi*."

B. Theory Review

1. Blanded learning

a. Understanding of Blended Learning

The blended learning, etymologically consists of two words, the first is blended and the second is learning. The word blend means "mixture", or combination, while the word learn has a general meaning namely learning.[10] So, in brief it can be concluded that the meaning of the word blend and learning is a mixture or combination of one form and another. Elena Mosa said that two main elements mixed, namely classroom lessons (offline) with online learning.[11] The point is that blended learning is not only doing online or offline learning, but both online and offline are combined, therefore it is said to be the two main elements.

According to the term blended learning comes from English, which consists of two syllables, namely blended and learning. Blended which means a good mixture or combination, while learning is learning. So blended learning is a learning model that combines conventional learning processes with online material. Basically, blended learning is a combination of the advantages of learning that is done face to face and virtual. Semler explained that: "Blended learning combines the best aspects of online learning, structured face to face actives, and real-world practice. Blended learning has begun to be increasingly used and popular in the world of education and training in recent years. Blended

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[10]Rusman, et al., eds., *Pembelajaran Berbasis Teknologi Informasi Dan Komunikasi*. Hlm 242
[11] Ibid.

learning has other terms such as hybrid learning and mixed mode learning which have the same meaning. According to Moebs & Weibel Zahl Blended learning is a mixture of online and face to face meetings in one integrated learning activity. Blended learning is also defined as using a variety of methods that combine face to face meetings and online teaching to obtain learning objectivity.[12]

Blended Learning this is a term that has been used since 1999.Blended Learning itself has a concept that cannot be defined precisely, because each researcher has a different perspective on this term. However, all researchers agree that blended learning refers to an integrated learning experience under the supervision and guidance of teachers in the form of face to face and virtual attendance.

The use of existing applications on mobile-phone is a form of teaching using blended learning technology. Currently, it is not something new for the use of cell phones among students in Indonesia.In general, their cell phones are used for several purposes, such as contacting friends, watching movies (streaming), taking pictures/selfies, downloading and listening to songs, playing games, and many other purposes. For this reason, it is time for teenagers to use cellphones for

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[12]Husamah, *Pembelajaran Bauran (Blended Learning) Terampil Memadukan Keunggulan Pembelajaran Face to Face, E-Learning Offline-Online Dan Mobile Learning* (Malang: Prestasi Pustaka, 2014).

more than that, such as finding important information related to lessons, reading important news from abroad, and more importantly as a learning tool.[13]

One of the revolutions in the field of internet technology-based education is blended learning, apart from being used as distance education as well as supporting learning. Even though it is the same in using internet blended learning technology, it does not require learning only by using online methods, but the implementation of learning must also be combined with face-to-face methods.[14]

b. Advantages and Disadvantages of Blended Learning

Everything is never separated from the advantages or disadvantages, so with the existence of this blended learning model, of course, not all include the advantages in it, this learning model also has drawbacks that we need to know, as for the advantages and disadvantages, namely:

The benefits for educational or training institutions that are obtained from the benefits of blended learning based namely; has a wide range of learning/training; ease of implementation; cost efficiency; optimal results; can adjust the various needs of learners, and can increase the attractiveness of learning.[15]

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[13]Syaadiah Maula Arifin, Hamzah Puadi Ilyas, and Aida Fitri Ani, "T*eknologi Blended Learning Dalam Meningkatkan Kemampuan Bahasa Inggris Siswa Sekolah Menengah Pertama (SMP),*" Suluah Bendang: Jurnal Ilmiah Pengabdian Kepada Masyarakat 19, no. 3 (2019): 187, https://doi.org/10.24036/sb.0360.

[14]*Bakhrul Khair Amal, "Pembelajaran Blended Learning Melalui Whatsapp Group (Wag)*," Prosiding Seminar Nasional Fakultas Ilmu Sosial Universitas Negeri Medan 3 (2019): 700–702.

[15]Husni Idris, "*Pembelajaran Model Blended Learning,*" Jurnal Ilmiah Iqra' 5, no. 1 (2018): 61–73, https://doi.org/10.30984/jii.v5i1.562.

According to Rusman (2011: 271-275) the advantages of online learning include:

1. Everyone can learn anything anytime and anywhere because access is available at any time throughout the world;

2. More affordable operational costs for each student in participating in learning activities;

3. Student progress becomes easier to monitor;

4. The web-based learning design allows for personalized learning activities;

5. Learning materials can be updated more easily.

Besides the advantages there are also disadvantages, namely:

1. Success in learning is determined by the ability and motivation to learn;

2. access to learning is sometimes a problem for students;

3. Inadequate equipment and insufficient bandwidth make students unable to access information so they quickly fel bored and saturated;

4. A variety of information on the web so that a guide is needed for students to find relevant information;

5. Limitations in communication facilities can interfere with learning.

6. Lack of direct interaction between educators and students and among students

c. Blended Learning Models

According to Ansori, blended learning bervariasi varies so that it allows teachers and students to continue to be able to cssrry out the learning process in

every condition and not just stop learning in the classroom. Blended learning has several models, but in general, experts state that blended learning has four models, namely:

1. Face to face driver model, is a model that makes online learning or technology only as a support in traditional learning and classroom learning remains the main thing.

2. Rotation Model, is a structured combination model between face to face learning model and online learning. Both have their own schedules and separate types of learning without any integration with one another.

3. Flex model. It is a learning model that focuses on independent learning to students through online learning after being given directions from educators. Offline or face to face learning is used only when needed. This model makes the teacher as a facilitator.

4. Online lab school model. This model is learning that is only done in a digital laboratory room that supports online learning because this model fully uses online learning. The teacher is only as a facilitator and also as a guide for the learning process in the laboratory.[16]

In a blended learning study that has been applied by Adam and Morgan, he distinguishes blended learning in four forms, but has different categories, including:

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[16]Amal, "*Pembelajaran Blended Learning Melalui Whatsapp Group (Wag)*."

1. Model I: This model makes online learning only as a place to find references for learning material or additional reading sources. This model is basically more focused on face-to-face learning. Online material is only in addition, without online material the learning will continue. The limited use of online material can also be interpreted by the limited use of students who use it because not all students can access onlie material because the facilities and infrastructure are not supported.

2. Model II: Is a model that balances online learning and classroom instruction. Both are related to each other because online learning or face to face learning is used as a condition for implementing face to face learning or vice versa. This model has learning outcomes that are largely determined by several things. For example, pre-learning activities can make students readier in the teaching learning process while post learning activities can increase understanding and expand knowledge about the learning material that has been given.

3. Model III: between the face to face learning model and online learning has a close relationship with the learning objectives of each individual. Clear and real accountability will get high learning outcomes such as cognitive, affective and psychomotor for students in integrating theory and practice. The success of this model will work if online learning reseources are clearly defined as a condition for follow up face to face learning.

4. Model IV: This model has a learning strategy that is designed with an approach to implementing learning outcomes individually or in groups. The learning outcomes of this model are very dependent on the students, especially the individual or team performance in the seriousness of doing tasks, both online learning and face to face learning. In order for the given tasks to be carried out well and the learning objectives can be achieved maximally for each student, face to face learning such as teaching, evaluation, assessment must be used as a support.[17]

2. WhatsApp

a. Understanding WhatsApp

WhatsApp was founded by Jan Koum dan Brian Acton since 2009, which is currently in great demand by many people around the world, especially Indonesian. The WhatsApp application is a form of software that is used as social media to connect many people in an audio-visual communication and is also assisted by relatively fast chat capabilities when compared to other applications such as BBM, FB Messenger or yahoo messenger.

WhatsApp from the English phrase "what's up?", meaning "what's new?"[18]is a messenger application that works on various platforms such as iPhones, Android phones and computers. Because internet facilities are needed to

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[17]Miksan Ansori, "*Desain Dan Evaluasi Pembelajaran Blended Learning Berbasis Whatsapp Group (WAG)*" Jurnal Dirasah 1, no. 1 (2018): 120–37.

[18] Chokri Barhoumi, *The effevtiveness of WhatsApp Mobile Learning Activities Guide by Activity Theory on Students' Knowledge Management,* CONTEMPORARY EDUCATIONAL TECHNOLOGY, Vol 6, No 3, Taibah University, Saudy Arabia, 2015

use the WhatsApp application, a lot of information can be accessed in real time, through instant and convenient technology.

WhatsApp, according to information from its website, is a useful application for sending massages, making calls, video calls, photos, videos, various forms of documents or files, and voice massages. WhatsApp installation can be installed on cell phones with operating systems such as Android, iPhone, Mac, Windows PC and Windows Phone using a mobile internet connection on the network (4G/3G/2G/EDGE) or Wi-Fi.

So based on some of these understandings it can be concluded that WhatsApp is an application that is used to communicate, exchange information and can also be used as an online learning tool. The WhatsApp application has significant potential to support the learning process, allows access to many online resources, and more focus on student creativity in the learning process.

According to Bere, WhatsApp has the following collaborative features:

Multimedia: Allows users to exchange videos, text messages, pictures and voice notes.

Group chat: Supports interaction of up to 50 group members or more.

Unlimited messages: The number of messages shared on WhatsApp is unlimited. The application uses a 4G, 3G/EDGE or Wifi internet data plan to ensure continuous data speeds across platforms.

Cross-platform engagement: Interaction with different devices like personal digital assistant, smart phone, galaxy tablet. Can be used to send messages to each other through various media (text messages, pictures, videos, voice notes).

Offline messages: Messages are saved automatically when the device is off or out of coverage area.

No fees involved: There are no costs involved for using WhatsApp as it uses the same internet data plan used for email or web browsing.

James M. Marshal determined that people remember only 10% of what they read, 20% of what they hear, 30% of what they see and 50% of what they hear and see. So with the advent of technology and applications like WhatsApp that combine images, text and audio can make the percentage evenly higher than 50%.[19]

b. **The Advantages and Disadvantages of WhatsApp**

The following are the advantages of the WhatsApp application, namely:

1. has many users, both teenagers and parents. More than 1 billion WhatsApp users have been recorded worldwide.

2. One of the smartphone programs that is easy to install, it only takes a few steps to install.

3. Has a very light installation data of approximately 18 MB.

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[19] Sonia gon, alka rawekar, *Effectivity Of E-Learning Through WhatsApp As a Teaching Learning Tool*, MVP Journal of Medical Sciences, vol 4(1),19-25, January-June 2017.

4. Users can create specific groups for communities such as school alumni groups, groups of co-workers, groups of classmates and others.

5. Chat acceleration is relatively high or fast in sending massages.

6. besides being able to send files or documents, users can also send pictures, voice massages, videos, GPS, web posts/links, emojis and so on.

7. WhatsApp users can make bold, italic and underline features using certain signs/formulas which are very useful, for example, for word affirmation and the affirmation of certain terms. h. Users can share their daily activities through stories in the form of videos or photos that they want, besides that users can also use video calls and regular phone calls via WhatsApp.

8. Users can know the status of the massage recipient, which is marked with one white tick for a pending massage, two white tick which means the massage has been received and not read/opened, and two blue ticks indicating that the massage has been received and read by the recipient.[20]

The following are the advantages of WhatsApp as a learning media, including:

1. WhatsApp Groups, educators and students can have discussions more relaxed.

2. With the WhatsApp media, educators can be creative in delivering material or additional exercises or assignments to students.

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[20] Bakhrul Khair Amal, "*Pembelajaran Blended Learning Melalui Whatsapp Group (Wag)*." Prosiding Seminar Nasional Fakultas Ilmu Sosial Universitas Negeri Medan, (2019).

3. Students can easily send work results, whether in the form of direct comments (chat groups), pictures, video or other soft files.

4. With the WhatsApp media, learning becomes and gives us new knowledge about how to use WhatsApp to be more useful.

5. WhatsApp media, can be used as a solution for educators to deliver additional material as learning material outside the classroom.

The following are the shortcomings of WhatsApp as a learning media, namely:

1. To get time in real time, teachers and students must always be connected to internet services.

2. Data usage (cost) is very influential when communicating using high-size files, images and videos.

3. Without clear rules or agreements from the admin, in this case the group educators, communication can come out of the context of learning[21].

3. Vocabulary

Vocabulary is the basis of a language, learning a new language cannot be separated from vocabulary,[22] if there is no vocabulary then the language will not form or exist, in this case the vocabulary is very important in a language.

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[21]I Made Pustikayasa, "Grup WhatsApp Sebagai Media Pembelajaran (WhatsApp Group As LEarning Media)," *Widya Genitri : Jurnal Ilmiah Pendidikan, Agama Dan Kebudayaan Hindu* 10, no. 2 (2019): 53–62, https://doi.org/10.36417/widyagenitri.v10i2.281.

[22] Rohmatillah, *A Study on Students Difficulties in Learning Vocabulary*, Tesis, IAIN Raden Intan Lampung.

According to Kamil and Heibert,in general, vocabulary is defined as the meaning of words or knowledge. Then it is also stated as the basis of language and without vocabulary one cannot learn any language. Accordingly, Min and Hsustate that vocabulary learning is closely related to foreign languages.[23] The point is that vocabulary is the basis of a language to make it easier for us to group certain types of language which aim to clarify the meaning that is being conveyed or communicated. Vocabulary is also defined as several words that are used by everyone, which are then used to form a language, such as a list of words consisting of a word and their meanings then put together to form an understandable sentence.

Jackson says vocabulary is the stock of word in a language, or that is known or used by an individual, or that is associated with particular activity. Vocabulary can be defined as the words we teach in the foreign language.[24] It means vocabulary is the number of words that we have as by other people that will used in communication with other, if some has more vocabulary they will easily communicate with other, so if someone has more vocabularies they will easily communicate with other people.

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[23]Mohammad Reza Ahmadi, Hairul Nizam Ismail, and Muhammad Kamarul Kabilan Abdullah, "Improving Vocabulary Learning in Foreign Language Learning Through Reciprocal Teaching Strategy," *International Journal of Learning and Development* 2, no. 6 (2012): 186, https://doi.org/10.5296/ijld.v2i6.2882.

[24] Jackson, *"words, meaning and vocabulary"* New York: reference services Review, 2002): 202

Vocabulary is defined as "the entire stock of words belonging to a branch of knowledge or known by an individual.[25] In a broader understanding vocabulary is not only confined to the meaning of words but also includes how vocabulary in a language is structured: how people use and store words and how they learn words and the relationship between words, phrases, categories of words and phrases.[26]

Vocabulary is very important to learn, because it affects language development. Knowledge of vocabulary can help improve language learning, so that both vocabulary and language form a unity that supports each other. For this reason, if a person reads more, he will directly increase his vocabulary knowledge slowly. Apart from developing language and practicing one's spelling, learning vocabulary can also train writing skills.

In language learning, especially foreign languages, vocabulary is very important in building a communication between the speaker and the interlocutor, so someone who has a limited vocabulary will find it difficult to build a communication with the interlocutor or others. So for students who learn English vocabulary, it can help them in learning basic skills such as (speaking, listening, writing, and reading). The four skills or types have different purposes.[27]

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[25]La Xiqin, *"study of teaching strategies to improve junior high school English vocabulary"*, China: university guanzhou, (2008) Hal.2

[26] Hasan basri, m. rasyid ridla & abd. Wahed, "*strategi belajar kosakata bahasa inggris*", v 2 thn IX nop 2014

[27] K. Montgomery Judy, *The Bridge of Vocabulary*, 2007.

Vocabulary is an important component of language proficiency and has an impact on how we speak, listen, read and also write. Without vocabulary, it will be very difficult for us to understand the language or even very difficult to communicate. So to master the four basic skills in English, students must first improve their vocabulary so that they don't have difficulty understanding every meaning of a conversation, what they hear, writing and even reading.

According to experts, vocabulary has two types of word knowledge, the first is productive and the second is receptive. Productive is a group of words used by readers in spoken or written form. While receptive is a group of words that help understand the meaning when listening or reading.[28] So the point is productive vocabulary, in addition to understanding the meaning of speech in English other people can also give a response to what he has heard. Meanwhile, receptive vocabulary is a person's ability to understand word by a listening or seeing it, for example someone can understand other people when speaking English properly and correctly but is unable to respond to these words. So of the two types of words, between receptive vocabulary and productive vocabulary, it can be said that the two are related to each other but the broader one is receptive vocabulary, because basically vocabulary mastery will first be introduced by listening (receptive) then after understanding the meaning of the word after being accepted it will be used in the form of spoken or written language.

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[28]Gaguk Rudianto and yessie Aldriani, "*Pengajaran Kosa Kata Bagi Mahasiswa Efl Dengan Menggunakan Game,*" Basis 5, no. 2 (2018): 55.

In English vocabulary, there are three levels of focus:

1. Vocabulary words consist of basic

    This basic-level vocabulary is a vocabulary consisting of familiar words, which we or students often use in daily conversations at home, in the environment, or at school, which are included in the basic vocabulary, namely, nouns, verbs, and adjectives. The words in this basic vocabulary we often hear so they are easy to understand and usually these words do not have more than one meaning. However, students who have difficulty with basic vocabulary must be taught.

2. Vocabulary words are about high-frequency

    High-frequency vocabulary is words that require a higher level of understanding and level of thinking, this vocabulary is usually found in adult conversation or literature. When this vocabulary is included in the curriculum it means students are at an age where they are "reading to learn" as opposed to "learning to read". In other words, this vocabulary is important for reading comprehension, which contains many meanings and is an indication of students' progress in school.

3. Vocabulary words are low-frequency words

    This vocabulary consists of content-specific words from academic words or topics such as science and math. This vocabulary is not often found in conversation but is important in understanding academic topics. As stated

by Vacca and Vacca (2008) these words have "use and application only in certain areas of the subject area, "such as centimeters, kilograms, and deciliters in mathematics or science".[29]

The following are some basic vocabularies classified: number: cardinal number (one, two, three), ordinal number (first, second, third, etc.). Things around us: in the classroom: (table, chair, book, etc.); in the living room: (sofa, television, curtain, etc.) in the kitchen: (oven, plate, glass, etc.) body: (head, feet, hand, etc.) terms in the family: (mother, father, grandmother, grandfather, etc.).

C. Framework of Thinking

In the current era of technological development, the use of technology around the world is increasing day by day, in fact almost a everyone uses technology for any purpose. Especially in the field of education, technology is now increasingly being used by educators and students, because the advantages of very sophisticated technology make it easier for educators and students to find out more about learning materials or whatever. The technology on mobile phones that is owned by every person has sophisticated applications that are often used by its users, such as learning applications, as well as other applications that can connect us with friends, family and anyone, the intended applications are WhatsApp, Facebook, Telegram and many

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[29] Claire Sibold, *Building English language learners academic vocabulary strategies and tips*, journal, 2011.

more again. With the use of this media, users can use it as a medium of learning and as a medium of communication between people.

Blended learning model based on WhatsApp application is a technological sophistication that can be utilized in the field of education, with this learning model educators and students can learn online through the WhatsApp application and can also do face to face/offline learning both in class or in certain places that can support the learning process. By utilizing this learning model, educators and students can learn anywhere and anytime according to the schedule set by the educator.

Thus, the effectiveness of the learning model can be used for any kind of learning, one of which is to improve students English vocabulary. In improve English vocabulary, students certainly need learning or interesting exercises and make it a habit so that the results of improving vocabulary can get maximum results. For this reason, an effective learning model such as blended learning-based WhatsApp is need to help students learn more optimally with the guidance of an educator.

Based on the description of the blended learning model based on WhatsApp application to improve students English vocabulary class VII SMPN 3 Patampanua, the research framework can be structured as follows:

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┌──────────────┐        ┌──────────────────────────────┐
│   Initial    │───────▶│ • Lack of students'          │
│  Conditions  │        │   knowledge of vocabulary    │
│              │        │ • Lack of teacher creativity │
│              │        │   in using interesting       │
│              │        │   learning methods.          │
└──────┬───────┘        └──────────────────────────────┘
       │
       ▼                                                    ┌──────────┐
┌──────────────┐        ┌──────────────────────────────┐──▶│ Cycle I  │
│              │        │ Through classroom action     │   └──────────┘
│    Action    │───────▶│ research, the teacher applies a│
│              │        │ blended learning model based on│
│              │        │ WhatsApp application         │──▶┌──────────┐
└──────┬───────┘        └──────────────────────────────┘   │ Cycle II │
       │                                                    └──────────┘
       ▼
┌──────────────┐        ┌──────────────────────────────┐
│              │        │ The blended learning model   │
│   Final      │───────▶│ based on WhatsApp application │
│  Condition   │        │ is effective in improving student│
│              │        │ vocabulary                   │
└──────────────┘        └──────────────────────────────┘
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D. Hypothesis

The hypothesis is a temporary answer whose truth is proven through research. In this research, the authors hypothesis is the use of the blended learning model based on WhatsApp application to improve students English vocabulary. In this case, learning to improve students English vocabulary is effective when using the blended learning model based on WhatsApp application.
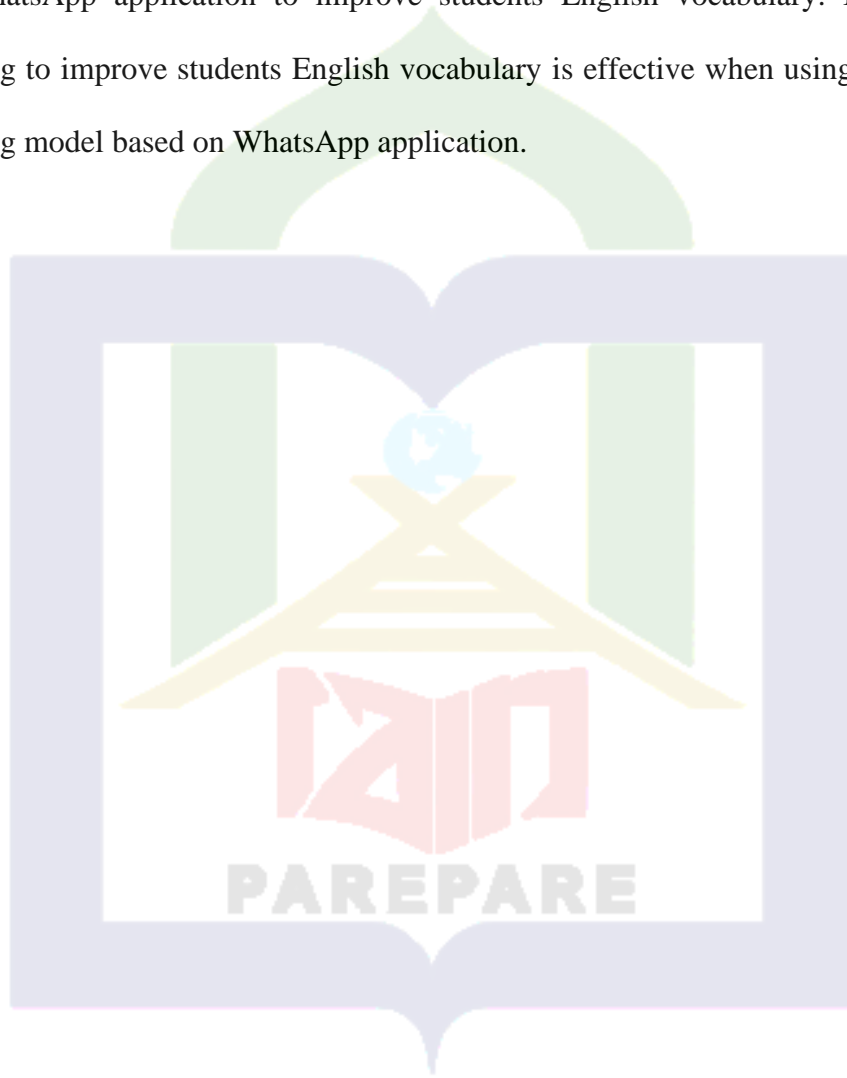
CHAPTER III

METHODOLOGY OF THE RESEARCH

B. Research Design

This research uses classroom action research, because the research is conducted to find better changes in the learning process, this research also includes descriptive research, because it describes how this learning model is applied and how effective it is.

Classroom action research is the existence of certain treatments for performance improvement in the real world. Elliot (1982) said, "the fundamental aim of action research is to improve practice rather than to produce knowledge". it means that classroom action research is a research design specifically designed to improve the quality of classroom learning practices.

Etymologically classroom action research consists of three terms, namely research, action and class.

First, research is a problem-solving process that is carried out systematically or in accordance with certain rules, empirical or based on certain and controlled data, which means that research work must be based on clear work procedures.

Second, action is certain treatment carried out by researchers which aims to improve performance carried out by researchers or teachers.

Third, the class is showing where the learning process takes place.[30]

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[30] H. Wina Sanjaya, *Penelitian Tindakan Kelas* (Jakarta:Kencana, 2009).

From this description, CAR can be interpreted as a process of assessing learning problems in the classroom through self-reflection in an effort to solve these problems by carrying out various planned actions in real situations.

This classroom action research procedure uses the Kemmis and McTaggart models, namely:

Plan

Action

Cycle I

Reflect

Observe

Revised Plan

Action

Cycle II

Observe

Reflect

[31]

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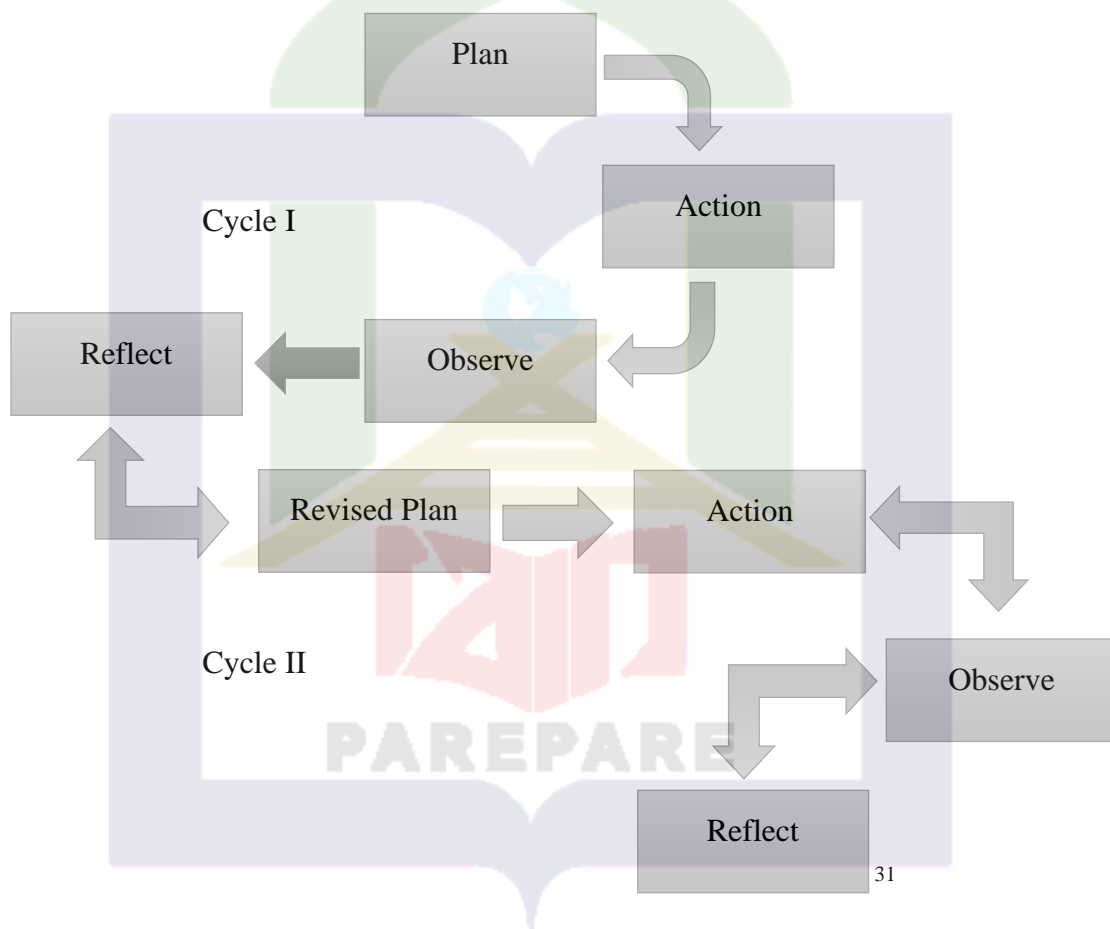
[31] Saur Tampubolon, *Penelitian Tindakan Kelas Sebagai Pengembangan Profesi Pendidik dan Keilmuan* (Jakarta:Erlangga, 2014),

1. Planning

    At this stage the researcher drew up an action plan in the form of a class action plan. This action plan included all the action steps in detail, at this stage all the implementation needs of classroom action researchers were prepared starting from teaching materials, learning plans, learning methods and strategies, the approach to be used, research subjects and observation techniques and instruments adapted to the plan.

2. Acting

    The implementation of actions is adjusted to the plans that have been made previously. The implementation of the action is a process of realizing learning in the classroom as a theory and teaching and learning strategy that has been applied and refers to the applicable curriculum. At this stage the teacher uses the face-to-face driver model in implementing the WhatsApp application-based blended learning model in learning English that is adapted to learning tools such as the daily lesson plan or RPPH, media and so on.

3. Observing

    At this stage, the researcher observe the results or impacts of the actions taken on students in the learning process, students' understanding of the material being taught and observe the effectiveness of the application of the WhatsApp-based blended learning model to find out whether there are changes that occur with the implementation of ongoing actions.

4. Reflecting

At this stage the researcher recorded the results of the observations, then examines, sees and considered the results of the actions taken based on the observation sheet filled in by the observer to plan further actions.

In this study, two cycles were carried out. In this observation activity, each cycle is subjected to the same treatment (the same flow of activities), at the end of each cycle it ends with a formative test with the aim of knowing student learning outcomes and the effectiveness of the application of the WhatsApp-based blended learning model.

C. Research Subject

The subjects of this classroom action research were students of class VII.$_1$ SMPN 3 Patampanua, Kec. Batulappa, Kab. Pinrang, totaling 18 students.

This class selection was done with the consideration that student learning outcomes still need to be improved.

D. Location and time of research

This research was conducted at SMPN 3 Patampanua, in Garungga, Kassa village, Batulappa sub-district, Pinrang district. The research period was held for approximately two months.

The reason the researcher conducted research at SMPN 3 Patampanua because the students English language skills were still very low in vocabulary knowledge. The school teaches English learning by applying the blended learning

model. So the purpose of research with the school chosen by the researcher is appropriate after making observations.

E. Research Procedure

The research procedure carried out in this study is the pre-action stage and the implementation stage. This research was also carried out through two cycles, namely, cycle I and cycle II which consisted of planning, action, observation, and reflection.

The details of the stages in this research are:

1. Pre-action stage

Pre-action is carried out as an initial step to find out and seek information about problems in the school and English education subjects. The activities carried out at this stage are:

a. Determining the research subject

b. The researcher asked permission from the principal of SMPN 3 Patampanua

c. Make initial observations

2. Action stage

This action plan is based on initial observations which become action plans by identifying existing problems and then taking problem-solving actions that are deemed appropriate. After finding various problems at the pre-action stage, a corrective action plan is drawn up for the problems encountered in the learning process. At this stage the actions taken are:

Cycle I

a. Planning

The action plan at this stage is prepared by covering several things including:

1. Preparing learning materials

2. Prepare lesson plans

3. Prepare learning media by the blended learning model based on WhatsApp application

4. Preparing test for cycle I

5. Prepare a checklist observation sheet to observe student activities in learning

b. Action

This stage is the implementation or follow-up planning of stage, as for who do as follow:

1. Greetings

2. The researcher explained to the students about the blended learning model based on the WhatsApp application

3. Researchers convey learning objectives at offline meetings

4. The researcher provided vocabulary material and how to pronounce it

5. Offline learning closed with prayer

6. Researcher continued to accompany and direct students in online learning

7. Researchers gave freedom to students to ask questions about online learning through the WhatsApp application

8. Giving assignments to students sent via WhatsApp group

c. Observation

1. The researcher guided students who experience difficulties in the learning process

2. During the learning process, the researcher observed the activities of the students through the checklist observation sheet

d. Reflecting

Reflecting is done at the end of each lesson. the objectives and activities carried out at the reflection stage are to analyze the actions of cycle I. evaluate the results of the actions of the cycle I and conclude the data obtained with the aim of better planning in the next cycle.

After the researcher reflected on the first cycle but had not shown an increase in the results of the checklist observations and the results of the student's vocabulary test, the researchers would continue the research to the next stage, namely cycle II as a form of improvement from the previous cycle or cycle I.

Cycle II

a. Planning

The action plan in cycle II was prepared based on the results of improvements in cycle I. This action plan was prepared by covering several things, namely:

1. Preparing learning materials
2. Prepare lesson plans
3. Prepare learning media by the blended learning model based on Whatsapp application
4. Preparing test for cycle II
5. Prepare a checklist observation sheet to observe student activities in learning

b. Action

The implementation of the actions in the second cycle is a corrective action taken based on the first cycle. The actions taken were explaining the material about vocabulary and how to pronounce it, then grouping students in pairs to practice their abilities. For students who want to ask questions about material that has not been understood, they transferred to online learning. An assignment is sent via WhatsApp group.

c. Observation

1. The researcher guided students who experience difficulties in the learning process

2. During the learning process, the researcher observed the activities of the students through the checklist observation sheet

d. Reflection

The researcher again analyzed and made conclusions on the implementation of learning in cycle II which was carried out based on references from several problem formulations.

This is done to see whether the learning carried out using certain actions can improve or improve the problems studied in the learning process. If in this cycle there has been an increase in the students' English vocabulary or other words, the success indicator has been achieved, the research will be completed or terminated.

F. Data Collection and Processing Techniques

The data collection technique in this study is that researchers collect data in the following ways:

1. Observation

Observation technique was used by researchers when collecting data through observation and recording of the phenomena being investigated. Observation was made to observe class activities during learning activities. This activity was intended to determine the suitability between planning and implementing actions as well as for capturing student activity data.

Other activities that observed were teacher activities in the learning process using the blended learning model based on WhatsApp and also student activities during learning using the blended learning model based on WhatsApp.

2. Documentation

Documentation, which is looking for data about things or variables in the form of transcript notes, books, newspapers, magazines, agendas and so on.[32] In this study, the documentation technique was used to obtained data on English learning outcomes.

a. Test

The test is used to measure the skills or knowledge posed by each student.

b. Observation sheet

Observations of student activities during the learning process, the objects observed are students, student activities, interest in learning and student learning outcomes.

G. Research Instrument

Researchers used several instruments in this study as follows:

1. Test

Test was used to find out the information about the result of the students English learning. The instrument that the researchers used was a multiple-choice test that would be given to students at the end of the cycle.

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[32]Suharsimi Arikunto, *Prosedur Penelitian Suatu Pendekatan Praktek*, Jakarta: Rineka Cipta, (2002), h. 78.

2. Observation checklist

      The researcher used observational checklist to collect data about the students activity in teaching learning process to find out the data about blended learning model based on WhatsApp application to improve students English vocabulary.[33]

H. Data Analysis Technique

      In this study, data were obtained through learning outcomes tests and checklist observation sheets which were then analyzed as follows:

      Data analysis of student learning outcomes regarding improving English vocabulary is seen from the average and minimum completeness criteria (KKM). The data obtained from the test results are processed by giving scores, assessing each student, and then calculating the average and the scores obtained by students. Student scores were obtained using the following formula:

1. To find out the mean score of the students test, the researcher use the following formula:

$$\bar{x} = \frac{\sum x}{n}$$

Where:

$\bar{x}$ = mean score

$\sum x$ = total score

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[33]Epon ningrum, *Penelitian Tindakan Kelas Panduan Praktis Dan Contoh*,,Yogyakarta: Ombak (Anggota IKAPI)2014, hlmn 189.

N = number of students

2. After collecting data of students, the researcher was classified the score of the students.

Table 1. classification the score

No.	Classification	Category	Percentages
1.	Excellent	A	91%-100%
2.	Very good	B	81%-90%
3.	Good	C	71%-80%
4.	Fairly	D	61%-70%
5.	Poor	E	≤51%-60%[34]

3. To conclude the percentage of the students score, the researcher uses formula as follow:

$$P = \frac{F}{N} \text{x } 100$$

Where:

P = Percentages

F = Number of correct

N = Number of Sample

Analysis of the data from the observation checklist, data obtained from the results of observing every activity carried out by students during the learning process. This aims to determine whether or not the WhatsApp application-based blended learning model is effective or not. Filling out the checklist observation sheet is done using a "Yes" and "No" scale.

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[34] Departemen Pendidikan Nasional, *Pedoman pengembangan silabus* (Jakarta: Pendidikan Republic Indonesia, 2002), p. 67.

1. To find out the mean score of the students observasi ceklist, the researcher uses the following formula:

$$\text{Total Score} = \frac{the\ total\ score\ on\ the\ "yes"\ checklist}{number\ of\ students} \; x \; 100$$

$$Q = \frac{\sum total\ score}{number\ of\ activities}$$

I. Indicator of learning Achievement

The indicators of success in this research are as follows:

1. An increase in the score of students' vocabulary learning test results increased by ≤50% from cycle I to cycle II.

2. Students are more effective in doing assignments or in receiving learning, this can be seen by researchers from the observation sheet.

3. The achievement of the criteria for success with the standard average value in the form of a percentage of 75%-100% with the following categories:

91%-100%   : Excellent
81%-90%   : Very good
71%-80%   : Good
61%-70%   : Fairly
≤51%-60%   : Poor

CHAPTER IV

FINDINGS AND DISCUSSION

A. RESEARCH FINDINGS

1. Description of activity (Initial condition before classroom action research)

Based on data obtained from the school, the total number of students in class VII.1 SMPN 3 Patampanua is 17 students, consisting of 10 male students and 7 female students. As for the number of students who were involved in classroom action research, there were 17 students.

At the initial stage, the researcher conducted preliminary observation at SMPN 3 Patampanua to see how far the students' mastery of English vocabulary was, conditions, and skills of students in receiving learning. Besides that, the researcher also met with the principal to discuss the research plan and asked permission from the principal and also with the English teacher. After being permitted to conduct research, the English teacher said that "their knowledge of English vocabulary is still very low, while the time spent in meetings is very limited".

After getting information about the condition of the students, the researcher used a blended learning model based on the WhatsApp Messenger application as an alternative that could help students improve their English vocabulary. The researcher asked the teacher to provide data and learning schedules for the students of SMPN 3 Patampanua. The teacher asks the researcher to choose one class to be studied and the researcher only focuses on class VII.1.

On Tuesday, October 19, 2021, the researcher entered class VII.1 with the English teacher. First of all, the class leader prepares all students to greet them after that the researcher introduces himself to the students and the teacher tells the students that the researcher will temporarily replace him to take over the class. After the class was taken over by the researcher, the researcher asked the students whether they had learned to greet in English, the students said yes but after that, they did not use English because they forgot, and also, they said it was difficult to pronounce it.

2. Data Description on each Cycle

   a. Cycle I

During classroom learning, researcher and teacher collaborate, so during the learning process, the teacher observes and makes checklist observations to students. The following are the things observed during the learning process:

Table 2. Observation checklist offline cycle1

No	Offline learning activities	Percentage		
		First meeting	Second meeting	Third meeting
1	Students take their respective seats	47.06	52.94	58.82
2	Students pray according to their respective religions and beliefs	100.00	88.24	94.12
3	Attendance	100.00	88.24	94.12
4	Students are ready to accept learning by preparing writing utensils	58.82	58.82	47.06
5	Students listen to the explanation of the learning objectives explained by the teacher	41.18	47.06	41.18

No	Activities	Percentage		
		First Meeting	Second Meeting	Third Meeting
6	Students dare to ask things they don't understand	0.00	11.76	23.53
7	Students engage in vocabulary pronunciation	29.41	58.82	58.82
8	Students are active in noting the various vocabulary given	58.82	58.82	41.18
9	Students are involved in practicing the given vocabulary skills	41.18	41.18	41.18
10	Students listen to the directions given for the next meeting	35.29	41.18	58.82
11	Students pray according to their respective religions and beliefs	58.82	88.24	94.12
12	Average	51.87	57.75	59.36

Where:

P1 cycle 1 = 51.87

P2 cycle 1 =57.75

P3 cycle 1=59.36

$$P = \frac{51.87 + 57.75 + 59.36}{3}$$

P = 56,32

Table 3. observation checklist online cycle 1

No	Online learning activities	Percentage		
		First meeting	Second meeting	Third meeting
1	Students are active on their respective WhatsApp	100	100	100
2	Students read group messages regarding the directions given by the teacher (researcher)	58.82	52.94	58.82
3	Students dare to ask questions or answer, through messages or voice messages	5.88	0.00	11.76

No	Online learning activities	Percentage		
		First meeting	Second	Third meeting
4	Students are involved in pronouncing vocabulary through voice messages	41.18	41.18	35.29
5	Students are active in taking notes on assignments given through WhatsApp groups and sending proof of writing via picture messages	41.18	41.18	41.18
6	Students are involved in practicing vocabulary skills given through group messages	23.53	35.29	41.18
7	Average	45,10	45,10	48,04

P1 cycle 1 = 45,10

P2 cycle 1 = 45,10

p3 cycle 1 = 48,04

$$P = \frac{45.10 + 45,10 + 48.04}{3}$$

$$P = 46,08$$

Based on the results of the offline and online learning checklist observations above conducted by the researcher for 3 meetings in the first cycle, the average value at the first meeting was 51.87, then at the second meeting, it showed a slight increase with a value of 57.75, until the third meeting in the first cycle. the value shows 59.36, then added up to get the final score with an average of 56.32, this means that the seriousness of students in accepting offline learning is still very low. Likewise, the average value obtained in the online checklist observation where the average value is 46.08. so whether it's offline or online learning, students are still not paying attention to learning.

The results of the research from cycle 1

Table 6. Assessment of student learning outcomes cycle I

No	Name	Score	KKM	Ketuntasan
1	A. Sitti Anisa	70	75	Belum Tuntas
2	Abd Rasyid Alatas A	65	75	Belum Tuntas
3	Afifah Darmayanti H	60	75	Belum Tuntas
4	Asrin	60	75	Belum Tuntas
5	Hasriani Yuvita Hamid	75	75	Tuntas
6	Irwan	50	75	Belum Tuntas
7	Jumardi	65	75	Belum Tuntas
8	Manohara Rhatu Odelia	75	75	Tuntas
9	Muh.Al-Fariq Rusli	65	75	Belum Tuntas
10	Muh. Fajar Sidiq	40	75	Belum Tuntas
11	Muh.Ishaq Al Farizy J	50	75	Belum Tuntas
12	M. Qausar Sahur	60	75	Belum Tuntas
13	Nur Hikmah Hidayah	70	75	Belum Tuntas
14	Qumairah	55	75	Belum Tuntas

15	Rezky Aditya	40	75	Belum Tuntas
16	Revan Ardiansa	40	75	Belum Tuntas
17	Zahiiratul Maisuun	50	75	Belum Tuntas
Total		970		

$$\text{Mean score} = \frac{total\ score}{N}$$

$$= \frac{970}{17}$$

$$= 57,05$$

So, the average value obtained from the results of the first cycle of learning is 57.05, which means students have not achieved the complete value at this stage and this cycle has not been successful, for that researcher will continue research in the next cycle or cycle 2.

Table 7. The frequency and percentage the result of test I

No	Score	Classification	F	Percentage
1	91-100	Excellent	-	-
2	81-90	Very Good	-	-
3	71-80	Good	2	12%
4	61-70	Fair	8	47%
5	≤50-60	Poor	7	41%
	Total		17	100%

Based on the results of these data, it shows that none of the students got very good or excellent scores in cycle 1. The data shows that 2 (12%) student scores are included in the good category, 8 (47%) students scores are included in the fair category, and 7 (41%) scores of students which are included in the poor category. For

this reason, the results of the first cycle test are very low, this indicates that in this cycle students' vocabulary is still very low, therefore researchers must continue research in the second cycle.

b. Cycle II

The results of observations in cycle 2 are improvements from cycle 1, which were carried out during the learning process, to determine the extent to which students were serious in accepting learning.

Table 4. observation checklist offline cycle 2

No	Offline learning activities	Percentage		
		First meeting	Second meeting	Third meeting
1	Students take their respective seats	70.59	94.12	94.12
2	Students pray according to their respective religions and beliefs	100.00	94.12	94.12
3	Attendance	100.00	94.12	94.12
4	Students are ready to accept learning by preparing writing utensils	70.59	70.59	82.35
5	Students listen to the explanation of the learning objectives explained by the teacher	58.82	76.47	94.12
6	Students dare to ask things they don't understand	41.18	58.82	58.82
7	Students engage in vocabulary pronunciation	58.82	76.47	88.24

No	Offline Learning Activities	Percentage		
		First meeting	Second meeting	Third meeting
8	Students are active in noting the various vocabulary given	64.71	82.35	94.12
9	Students are involved in practicing the given vocabulary skills	76.47	64.71	58.82
10	Students listen to the directions given for the next meeting	70.59	58.82	58.82
11	Students pray according to their respective religions and beliefs	100.00	94.12	94.12
12	Average	73.80	78.61	82.89

Where:

P1 cycle 2 = 73.80

P2 cycle 2 = 78.61

P3 cycle 2 = 82.89

$$P = \frac{73.80 + 78.61 + 82.89}{3}$$

$$P = 78,43$$

Table 5. observation checklist online cycle 2

No	Online learning activities	Percentage		
		First meeting	Second meeting	Third meeting
1	Students are active on their respective WhatsApp	100	100	100
2	Students read group messages regarding the directions given by the teacher (researcher)	64.71	88.24	100
3	Students dare to ask questions or answer, through messages or voice messages	58.82	70.59	76.47
4	Students are involved in pronouncing vocabulary through voice messages	58.82	76.47	82.35
5	Students are active in taking notes on assignments given through WhatsApp groups and sending proof of writing via picture messages	64.71	64.71	94.12
6	Students are involved in practicing vocabulary skills given through group messages	64.71	64.71	88.24
7	Average	68.63	77.45	90.20

P1 cycle II = 68.63 $P= \frac{68.63+77.45+90.20}{3}$

P2 cycle II = 77.45

P3 cycle II = 90.20   P= 78,76

Based on the results of the offline and online learning checklist observations in cycle 2, it showed an increase from the previous cycle, with details of the scores for 3 meetings in offline learning, namely, 73.80, 78.61, and 82.89, then added up to get the final score with an average of 78.43. while the observations made during online learning showed an average value of 78.76, this means that the seriousness of students participating in the learning process in the second cycle is increased.

The results of the research from cycle 2

Table 8. Assessment of student learning outcomes cycle II

No	Name	Score	KKM	Ketuntasan
1	A. Sitti Anisa	100	75	Tuntas
2	Abd Rasyid Alatas A	85	75	Tuntas
3	Afifah Darmayanti H	90	75	Tuntas
4	Asrin	80	75	Tuntas
5	Hasriani Yuvita Hamid	100	75	Tuntas
6	Irwan	75	75	Tuntas
7	Jumardi	85	75	Tuntas
8	Manohara Rhatu Odelia	100	75	Tuntas
9	Muh.Al-Fariq Rusli	85	75	Tuntas
10	Muh. Fajar Sidiq	95	75	Tuntas
11	Muh.Ishaq Al Farizy J	85	75	Tuntas
12	M. Qausar Sahur	80	75	Tuntas
13	Nur Hikmah Hidayah	90	75	Tuntas

14	Qumairah	95	75	Tuntas
15	Rezky Aditya	75	75	Tuntas
16	Revan Ardiansa	80	75	Tuntas
17	Zahiiratul Maisuun	80	75	Tuntas
	Total	1.480		

$$\text{Mean score} = \frac{total\ score}{N}$$

$$= \frac{1.480}{17}$$

$$= 87,05\%$$

Based on these data, it shows that the man score achieved in the second cycle is 87.05%, this means that the action in cycle 2 as an improvement from cycle 1 is successful, this proves that the student's score has increased from cycle 1 to cycle 2.

Table 9. The frequency and percentage the result of test II

No	Score	Classification	F	Percentage
1	91-100	Excellent	5	30%
2	81-90	Very Good	6	35%
3	71-80	Good	6	35%
4	61-70	Fair	-	
5	≤50-60	Poor	-	-
	Total		17	100%

Based on these data, it shows that from 17 students there are 5 (30%) students who fall into the Excellent category, 6 (35%) students who fall into the Very good category, and 6 (35%) students who fall into the good category. Meanwhile, for the fair and poor category, there is none, in other words, all students in grade 71 get a

complete score by achieving a score above the minimum completeness criteria value of the KKM. Therefore, the actions taken in the second cycle were successful, so the research was stopped in this cycle.

Table 10. The mean score of the student's test

Test	Mean score
Cycle 1	57.05
Cycle 2	87.05

B. Discussion

Based on the results of research from the first cycle to the second cycle, students' English vocabulary has increased while using the blended learning model based on the WhatsApp Messenger application, this can be seen from the results of student tests conducted by researchers in each cycle, with an increase during the learning process carried out by the researcher. observe through several aspects in the observation checklist, then this means that the blended learning model based on the WhatsApp application is effective for use in increasing students' English vocabulary.

Before applying the blended learning model based on the WhatsApp messenger application, the teacher applies a face-to-face learning model such as learning in general based on a predetermined time, using the lecture method during the learning process, and during the learning process, students pay less attention to what is explained by the teacher, some of them exist. who talked with their classmates and some did other activities to relieve their boredom.

Based on other observations, students are also still very lacking in vocabulary knowledge, this is known from direct observations, such as when the teacher asks the names of objects in English from the many objects, some of them only know English tables, pens, and the rest of the book no one knows. So based on the observations, the researcher chose a blended learning model based on the WhatsApp Messenger application to increase student's English vocabulary.

In the application of cycle 1, the researcher met for 3 meetings in one cycle, using the blended learning model, by separating the meeting times for offline learning and online learning. So, during online learning, researchers and students carry out face-to-face learning processes in the classroom, by explaining, giving examples, and providing exercises to students. So, during the learning process in the classroom, the teacher will make observations to students with several aspects that are assessed from pre-learning to closing. Then after the classroom learning is complete, the researcher will conduct the next online meeting with the time agreed upon by the researcher and the students, in the online meeting based on the WhatsApp application, the focus is more on giving assignments and other exercises as well as discussing material that has not been understood by students. This was done during the first cycle meeting, then at the end of the cycle students were given a test to determine the extent of the student's vocabulary knowledge.

The following is the application of the WhatsApp application-based blended learning model in cycle 1:

1. Planning

After the researchers decided to use the blended learning model based on the WhatsApp Messenger application in teaching students to increase vocabulary, the next activity was the researcher preparing what was needed for the learning process, besides that the researchers also set competency standards, made plans for implementing lesson plans, and made worksheets. observation.

2. Action

   a. First meeting

The first meeting of researcher provides material to students on Tuesday, October 19, 2021. Before starting the lesson, the researcher first asked the class leader to prepare all students, greet and read a prayer, after that the researcher checked the attendance of students, then the researcher gave motivation to students by explaining how important vocabulary learning is to mastering English. After giving motivation, the researcher began to explain the material according to the textbook about the vocabulary in the classroom, besides that the researcher also gave examples of pictures or how to pronounce them.

After the learning was completed, the researcher asked the students to be active in their respective WA at the time agreed upon by the researcher and the students. In WhatsApp Messenger, the researcher gave the task to the students to recite the vocabulary they had learned in class by sending voice messages. Besides that, the researcher also tested the students by typing vocabulary in English.

b. Second meeting

The second meeting was on Tuesday, October 26, 2021, as usual, to start learning, the students would greet the researcher and then pray together, after that the researcher checked the attendance of the students, and gave motivation to the students. In addition, the researcher did not forget to test the students' memory regarding the vocabulary that had been learned at the first meeting. After that, the researcher gave new vocabulary according to the textbook. The researcher gave an example of how to mention and then followed by the students.

Just like the previous meeting after class learning was over, the researcher asked students to be active in their respective WhatsApp applications and then checked the latest assignments that had been given, students were allowed to ask questions about material that had not been understood. Assignments are sent in the form of photos, and audio can be sent through groups and can also be sent privately.

c. Third meeting

The third meeting was on Tuesday, November 2, 2021, as in the previous meeting before starting the lesson, the researcher opened with an opening greeting, asked for news, prayed to start learning, and checked the attendance of participants. Not to forget, the researcher motivates students and also explains what will be learned, the basic competencies to be achieved, and the learning method or model to be taken. At this meeting, the researcher gave the first cycle test to students to test the students' vocabulary development skills after learning the first and second meetings

while using a blended learning model based on the WhatsApp messenger application. After students did the test for 1 hour, the remaining 30 minutes researchers used to re-discuss the material at the first and second meetings to do flashbacks and feedback so that students don't easily forget the lessons at the previous meeting.

Just like the previous meeting after class learning was over, the researcher asked students to be active in their respective WhatsApp applications and then checked the latest assignments that had been given, students were allowed to ask questions about material that had not been understood. Assignments are sent in the form of photos, or audio can be sent through groups and can also be sent privately.

3. Observation

During classroom learning, researchers and teachers collaborate, so during the learning process, the teacher observes and makes checklist observations to students.

4. Reflecting

Based on the results of learning in 1 cycle, researcher can emphasize the success and failure of learning as follows: some students are not serious in participating in learning When researchers provide material in offline learning some students tell stories with their classmates, besides that some students are not involved in vocabulary pronunciation and lack of participation in practicing vocabulary skills given by the researcher. While in online learning some students do not follow the lesson, lack participation in answering the exercises given through messages or voice messages, and some students do not do the assignments given.

The average value of student test results in cycle 1 is 57.05 with percent details, namely 2 (12%) students are included in the good category, 8 (47%) are included in the fair category and 7 (41%) are included in the poor category. This means that they are still included in the very low category in the knowledge of English vocabulary, this happens because some of them are still not paying attention during the learning process, as evidenced by the results of the checklist observation, the average score is 56.32. For this reason, the researcher chose to continue the research in the second cycle as a form of improvement from cycle one.

In the second cycle, it is the same as the first cycle, which has 3 meetings with giving a test at the end of the meeting to find out the increase in students' English vocabulary and the effectiveness of the WhatsApp messenger application-based blended learning model. The first meeting in this cycle, the researcher did not forget to motivate students to be more enthusiastic in participating in learning, the same as the meeting in the first cycle, namely the researcher used a blended learning model based on the WhatsApp application by distinguishing offline and online learning times, providing explanations that were included with examples. to be easily understood by students, provide exercises so that students are more trained and do not easily forget what they have learned.

The following is the application of the WhatsApp application-based blended learning model in cycle 2 as an improvement from the first cycle:

1. Planning

Based on the results of observations, evaluations, and actions in cycle 1 at the first meeting until the third meeting did not reach the indicator of success with a score of 75. For this reason, the researcher continued the research by using planning cycle 2, as a form of improvement of the deficiency actions carried out in cycle 1. much different from cycle 1, because researchers are still making lesson plans, checklist observations, and also preparing evaluations for cycle 2.

2. Action

   a. The first meeting

The first meeting in the second cycle was held on November 9, 2021, the class was opened by greeting and reading a prayer together led by the class leader, before the lesson started the researcher first asked students to prepare their study equipment, then checked student attendance. After that, the researcher gave motivation to the students. In this meeting, the researcher gave material about things around us, especially objects in the living room, the researcher gave examples of pictures according to the student's textbook and then said the names of objects in English after the researcher. In addition, during the learning process, researchers occasionally provide exercises in the form of games so that students do not get bored during the learning process, such as giving the colored paper to each object that has been colored according to the name of the object in English and Indonesian. The students enjoyed participating in the game and all participated in the practice.

After the learning was completed, the researcher asked the students to be active in their respective WhatsApp at the time agreed upon by the researcher and the students. In WhatsApp messenger, the researcher gave the task to the students to recite the vocabulary they had learned in class by sending voice messages. Besides that, the researcher also tested the students by typing vocabulary in English.

b. Second meeting

The second meeting was held on November 16, 2021, the same as the previous meetings the class was opened by greeting, reading a prayer, then continued by checking student attendance and after that giving motivation. At this meeting the researchers and students did not forget to review the previous material, after that it was continued with new vocabulary, namely objects in the kitchen room, after discussing some of the names of objects in the kitchen room through the package book along with how to pronounce them, students were divided into several groups to do some exercises by finding pictures of objects in the kitchen and writing them in English along with their meanings.

Just like the previous meeting after the learning was over, the researcher asked the students to be active in their respective WhatsApp at the time agreed upon by the researcher and the students. In WhatsApp Messenger, the researcher gave the task to the students to recite the vocabulary they had learned in class by sending voice messages. Besides that, the researcher also tested the students by typing vocabulary in English.

c. Third meeting

The third meeting was held on November 23, 2021, as usual, the class was opened by greeting and praying together led by the class leader, not forgetting to check student attendance and also motivate students to be more enthusiastic in participating in learning. this meeting is the end of the second cycle meeting, for that the researcher gives a cycle 2 test to students to find out how far their development is in mastering the vocabulary that has been taught using a blended learning model based on the WhatsApp messenger application. After students took the test for 1 hour, the remaining 30 minutes researchers used to re-discuss the material at the first and second meetings in cycles 1 and 2 to do flashbacks and feedback so that students don't easily forget the lessons at the previous meeting. After that, the class ended up praying together.

3. Observation

Similar to the first cycle at this stage. During classroom learning, researchers and teachers collaborate, so during the learning process, the teacher observes and makes checklist observations for students.

4. Reflecting

Based on the results of the first cycle of learning, researchers and teachers can emphasize the success of cycle II as follows: in the second cycle students are more active both in class and online, this can be seen from student responses in class and online, both in pronunciation, writing, and activeness in doing the given exercises.

This is evidenced by seeing an increase in the checklist of observations made in class and online, increasing from cycle 1 to cycle 2. In addition, we can also see an increase in student test results in cycle 1 and cycle 2 with an average score of cycles. 1 is 57.05, the increase in cycle 2 is 87.05.

In this second cycle, there was an increase in student test results, and also student attention during the learning process. this can be seen from the average score of 87.05 with percent details, namely 5 (30%) students who are included in the excellent category, 6 (35%) students are included in the very good category, and also 6 (35%) students who are included in the Good category, while for the fair and poor categories it is empty. In addition to the attention test scores, students also experienced an increase in the second cycle with an average value of 78.43. This means that the implementation of the second cycle carried out by researchers using a blended learning model based on the WhatsApp Messenger application was successful.

The blended learning model based on the WhatsApp Messenger application is effective for improving students' English vocabulary. This is proven based on the results of the tests that have been carried out in the first cycle, namely 57.05, increasing in the second cycle with an average value of 87.05, besides that there was also an increase in student attention observed in each meeting in each cycle with an average value. in the first cycle that is 56.32 increased in the second cycle with an average value of 78.43. With increasing attention, activeness and seriousness of

students in participating in the learning process, vocabulary knowledge is also increasing. The WhatsApp application-based blended learning model can make students practice more and discuss learning outside school hours with teacher guidance.

So, the researchers can conclude that the WhatsApp application-based blended learning model is effective in increasing students' English vocabulary and can solve students' difficulties in learning English, especially in mastering English vocabulary, based on student test scores and observations of researchers from cycle 1 and cycle 2.

This is in line with previous research, which states that the use of the blended learning model is effective and there is an increase in student learning outcomes in the form of test scores that include understanding or knowledge and student learning motivation which can be seen from the results of the observation sheet.

BAB V

CONCLUSION AND SUGGESTION

A. Conclusion

Based on the results of data analysis and discussion in chapter IV, researcher can conclude that:

1. The model WhatsApp messenger application-based blended learning is effective for increasing students' English vocabulary at SMP Negeri 3 Patampanua. This shows an increase that occurred from cycle 1 to cycle 2 and also the list of observations made during the meeting increased from cycle 1 to cycle 2. Students practiced more with writing and pronunciation so that it was easier for students to memorize vocabulary. Then with the achievement of the indicator of success from the standard value of 75, the final result achieved by students got an average score of 87.05%, this is indicated to be included in the criteria for success in a good category.

2. Blended learning is applied using 2 cycles, each cycle consisting of 4 components, namely planning, action, observation, and reflection. Planning, at this stage the researcher prepares all the needs that will be used by researchers in carrying out classroom action research such as lesson plans, syllabus, learning media, methods used, etc. Action is carried out based on the results of previous planning. Observation, carried out during the learning process, teachers and researchers collaborate, the teacher will observe every student

activity during the learning process based on the checklist observation sheet. Reflection, which is reviewing or reviewing the results of student test sheets and the results of checklist observations, whether there is an increase or not, if there is no increase, will be continued to the next cycle as an improvement of deficiencies that occurred in the previous cycle.

B. Suggestion

The writer's suggestion regarding this thesis is considering the conclusions above, namely, the teacher should provide more motivation and guidance to students, so that they are more aware to focus on the following learning, especially in learning English vocabulary. Then students and teachers must have a good relationship so that students do not hesitate to ask their teachers. And most importantly to teachers, especially from SMP Negeri 3 Patampanua, they should use the blended learning model in teaching English vocabulary because with this model we can have discussions with students outside school hours to make students more active and understand more about the lesson. , and can use several methods in training students of course with more fun methods, so in addition to being able to make teachers more creative in teaching students, they can also be more creative in doing learning which is of course with teacher guidance.

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A P P E N D I C E S

Appendix 1

Research Instrument

	KEMENTERIAN AGAMA REPUBLIK INDONESIA **INSTITUT AGAMA ISLAM NEGERI PAREPARE** **FAKULTAS TARBIYAH** Jln. AmalBakti No. 8 Soreang, Kota Parepare 91132 Telepon (0421) 21307, Fax. (0421) 24404 PO Box909 Parepare 91100, website: www.iainpare.ac.id, email: mail@iainpare.ac.id
	VALIDASI INSTRUMEN PENELITIAN SKRIPSI

NAMA MAHASISWA : HUSNUL KHATIMAH.B

NIM : 17.1300.019

FAKULTAS : TARBIYAH

PRODI : PENDIDIKAN BAHASA INGGRIS

JUDUL : ***"The Effectiveness of Blended Learning Model Based on WhatsApp Messengger Application to Improve Students English Vocabulary at the Seven Grade of SMPN 3 Patampanua*"**

Observation Checklist

Mata Pelajaran :

Hari/Tanggal :

Petunjuk:

1. **Lembar observasi bertujuan untuk mengamati kegiatan siswa dalam kelassecara offline dan online selama proses pemelajaran berlangsung**

2. **Berilah tanda checklist (√) pada kolom yang tersedia dengan ketentuan Ya atau Tidak.**

No	Aspek-aspek yang diamati	P_1		P_2		P_3		P_4		P_5		P_6	
		Ya	Tdk	Ya	Tdk	Ya	Tdk	Ya	Tdk	Ya	Tdk	Ya	Tdk
	Pra Pembelajaran Offline												
1	Siswa menempati tempat duduknya masing-masing												
2	Siswa berdoa menurut agama dan kepercayaan masing-masing												
3	Absensi												
4	Siswa siap menerima pembelajaran dengan menyiapkan alat tulis menulis												

No	Aspek-aspek yang diamati	P₁		P₂		P₃		P₄		P₅		P₆	
		Ya	Tdk	Ya	Tdk	Ya	Tdk	Ya	Tdk	Ya	Tdk	Ya	Tdk
	Kegiatann Inti Offline												
5	Siswa mendengarkan penjelasan tujuan pembelajaran yang dijelaskan oleh guru												
6	Siswa berani untuk menanyakan hal-hal yang kurang dimengerti												
7	Siswa terlibat dalam pengucapan kosakata												
8	Siswa aktif dalam mencatat berbagai kosakata yang diberikan												
9	Siswa terlibat dalam melatih kemampuan kosakata yang diberikan												
	Kegiatan Penutup												
10	Siswa mendengarkan arahan yang diberikan untuk pertemuan selanjutnya												
11	Siswa berdoa sesuai agama dan kepercayaan masing-masing												

No	Aspek-aspek yang diamati	P₁		P₂		P₃		P₄		P₅		P₆	
	Pra Pembelajaran Online	Ya	Tdk	Ya	Tdk	Ya	Tdk	Ya	Tdk	Ya	Tdk	Ya	Tdk
1	Siswa aktif di whatsapp masing-masing												
	Kegiatann Inti Online												
3	Siswa membaca pesan group mengenai arahan yang diberikan oleh guru (peneliti)												
4	Siswa berani untuk bertanya melalui pesan atau pesan suara mengenai hal-hal yang kurang dimengerti selama pembelajaran offline												
5	Siswa terlibat dalam mengucapkan kosakata melalui pesan suara												
6	Siswa aktif dalam mencatat tugas yang diberikan melalui group whatsapp dan mengirim bukti penulisan melalui pesan gambar												
7	Siswa terlibat dalam melatih kemampuan kosakata yang diberikan melalui pesan group												

TEST

TEST CYCLE I

NAME   :

CLASS   :

A. Look at these words. Write down the meaning of each word

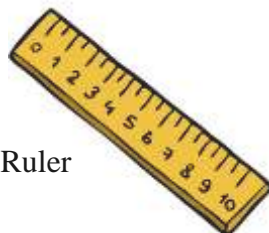| No	WORDS	MEANING
1	Cupboard	
2	Chair	
3	Clock	
4	Door	
5	Widow	

B. Multiple Choice

6. What is this?

a. Whiteboard

b. Table

c. Air Conditioner

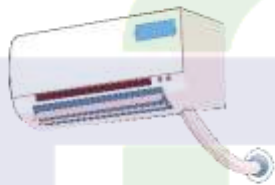d. Window

7. What is this?

a. Book

b. Pen

c. Ruler

d. Clock

8. What is this?

a. Chair

b. Door

c. Picture

d. Wall

9. What is this?

a. Floor

b. Cupboard

c. Wall

d. Air conditioner

10. What is this?

a. Table

b. Ruler

c. Picture

d. Book

11. What is This?

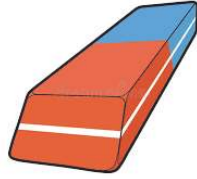a. Scissors

b. Bottle

c. Book

d. Wall

12. What is This?

a. Wall

b. Door

c. Floor

d. Desk

13. What is This?

   a. Cupboard

   b. Clock

   c. Globe

   d. Rubber

14. What is This?

   a. Sharpener

   b. Bottle

   c. Glue

   d. Pencil

15. What is This?

   a. Wall

   b. Chair

   c. Globe

   d. Box

C. Matching the Words

Match the vocabulary below!

16.	Bottle	Lem
17	Glue	Bola Dunia
18	Pencils	Botol
19	Globe	Lemari
20	Cupboard	Pensil

TEST CYCLE II

NAME :

CLASS :

A. Look at these words. Write down the meaning of each word

No	WORDS	MEANING
1	Lamp	
2	Glue	
3	Bag	
4	Sharpener	
5	Chair	

B. Multiple Choice

6. What is this?

a. Bookcase

b. Table

c. Book

d. Cupboard

7. What is this?

a. Stove

b. Pen

c. Pan

d. Oven

8. What is this?

a. Fraying pan

b. Oven

c. Stove

d. Refrigerator

9. What is this?

a. Floor

b. Cupboard

c. Television

d. Stove

10. What is this?

a. Refrigerator

b. Ruler

c. Sink

d. Stove

11. What is this?

a. Lunch box

b. Bottle

c. Glue

d. Oven

12. What is this?

a. Glass

b. Stove

c. Oven

d. Cabinet

13. What is this?

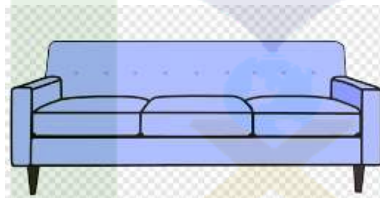   a. Refrigerator

    b. Book

    c. Pen

    d. Fraying pan

14. What is this?

    a. Lamp

    b. Television

    c. Bag

    d. Table

15. What is this?

    a. Sofa

    b. Table

    c. Chair

    d. Carpet

C. Matching the Words

Match the vocabulary below!

16	Telephone	Tirai
17	Carpet	Karet
18	Scissors	Gunting
19	Rubber	Telepon
20	Curtains	Karpet

After examining the instrument in the students' thesis research according to the title above, the instrument is deemed to have met the feasibility of being used in the research concerned.

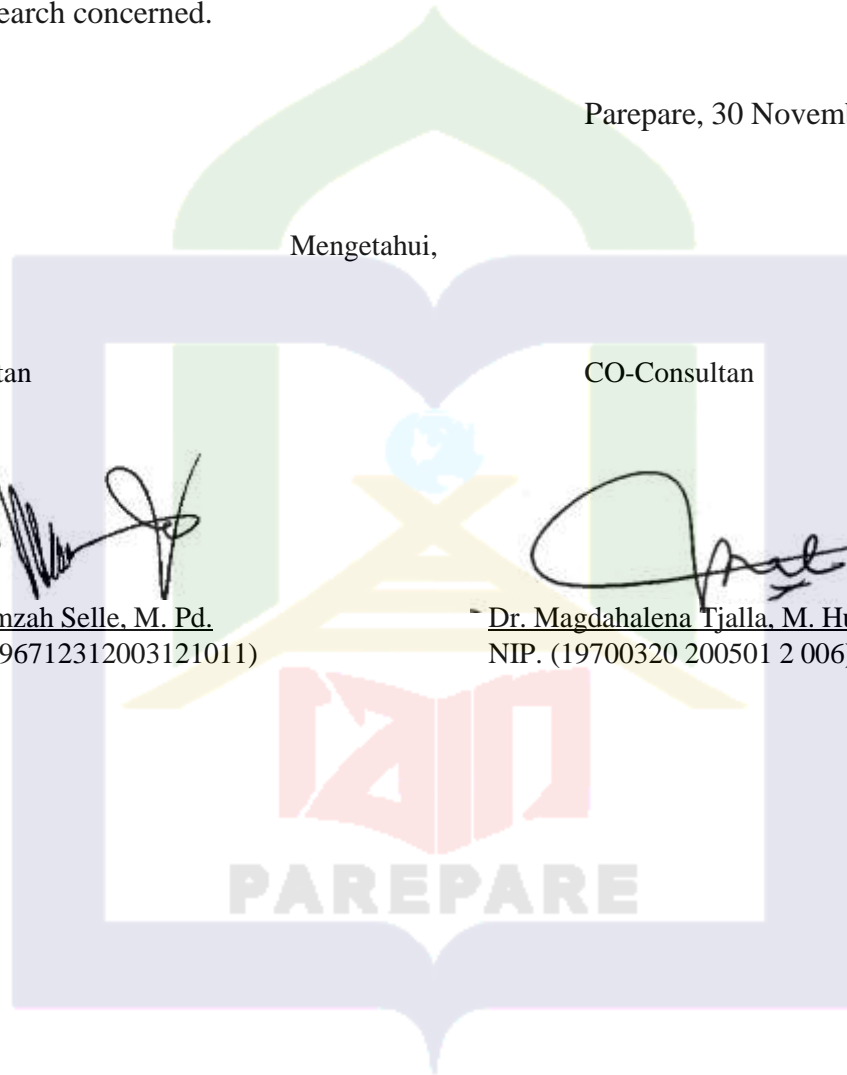Parepare, 30 November 2021

Mengetahui,

Consultan

CO-Consultan

Drs. Amzah Selle, M. Pd.
NIP. (196712312003121011)

Dr. Magdahalena Tjalla, M. Hum
NIP. (19700320 200501 2 006)

Appendix 2

RENCANA PELAKSANAAN PEMBELAJARAN (RPP)

Sekolah : SMPN 3 PATAMPANUA

Mata Pelajaran : Bahasa Inggris

Kelas/Semester : VII/1

Pertemuan : 1

Materi : *Things Around us*

AlokasiWaktu : 2 x 45 Menit

A. Tujuan pembelajaran

Setelah mengikuti proses pembelajaran, peserta didik diharapkan dapat:

1. Mengucapkan kosakata dalam bahasa inggris dengan benar
2. Menulis kosakata dalam bahasa inggris dengan benar
3. Mengidentifikasi benda-benda yang ada disekitar dengan benar

B. Media pembelajaran, alat/bahan dan sumber belajar

1. Media: WhatsApp massengger Aplication, worksheet atau lembar kerja (siswa), lembar penilaian
2. Alat/bahan: spidol, papan tulis, Handphone
3. Sumber belajar: buku penunjang kurikulum 2013 mata pelajaran bhs inggris kelas VII, internet

C. Langkah-langkah pembelajaran

1. Kegiatan pendahuluan (10 menit)

   a. Melakukan pembukaan dengan salam pembuka, menanyakan kabar, berdoa untuk memulai pembelajaran, memeriksa kehadiran peserta didik.

   b. Mengaitkan materi/tema kegiatan yang akan dilakukan dengan pengalaman peserta didik

   c. Menyampaikan motivasi tentang apa yang dapat diperoleh (tujuan dan manfaat) dengan mempelajari materi: Things around us

   d. Menjelaskan hal yang akan dipelajari, kompetensi yang akan dicapai, serta metode atau model belajar yang akan ditempuh

2. Kegiatan inti (75 menit)

   a. Peserta didik diberi panduan untuk melihat, mengamati, membaca, dan menulisnya Kembali.

   b. Guru memberikan rangsangan pada topik yang akan dibahas dengan menyebutkan beberapa nama benda di dalam kelas.

   c. Siswa merespon pertanyaan guru tentang nama-nama benda

   d. Guru memperlihatkan dan menyebutkan contoh benda yang ada di sekitar siswa

   e. Siswa mengikuti guru untuk menyebutkan nama-nama benda

   f. Guru memberikan kesempatan untuk mengidentifikasi sebanyak mungkin hal-hal yang belum dipahami, mengenai hal-hal yang berkaitan dengan materi thigs around us, mengenai cara mengucapkan dan menulis dengan benar

   g. Peserta didik dibentuk secara berpasang-pasangan untuk mendiskusikan, dan saling bertukar informasi mengenai cara mengucapkan nama-nama benda dalam bahasa inggris.

   h. Peserta didik mempresentasikan hasil kerjanya secara klasikal.

   i. Guru dan peserta didik membuat kesimpulan tentang hal-hal yang telah dipelajari terkait dengan nama-nama benda disekitar mereka (dalam kelas)

3. Kegiatan penutup (5 menit)

   a. Guru menyampaikan atau memberi arahan mengenai pemberian tugas yang akan dilakukan di WhatsApp massenger application

   b. Berdoa Bersama dan ditutup salam.

D. Penilaian Hasil Pembelajaran

1. Penilaian Pengetahuan berupa tertulis (mengidentifikasi nama-nama benda di dalam kelas)

2. Tes lisan/praktik (menyebutkan informasi terkait nama benda di dalam kelas)

3. Observasi terhadap diskusi tanya jawab serta penugasan

RENCANA PELAKSANAAN PEMBELAJARAN (RPP)

Sekolah : SMPN 3 PATAMPANUA

Mata Pelajaran : Bahasa Inggris

Kelas/Semester : VII/1

Pertemuan : 2

Tema : This is my world

Materi Pokok : *Things Around us*

AlokasiWaktu : 2 x 45 Menit

A. Tujuan pembelajaran

Setelah mengikuti proses pembelajaran, peserta didik diharapkan dapat:

1. Mengucapkan kosakata dalam bahasa inggris dengan benar
2. Menulis kosakata dalam bahasa inggris dengan benar
3. Mengidentifikasi benda-benda yang ada disekitar dengan benar

B. Media pembelajaran, alat/bahan dan sumber belajar

1. Media: WhatsApp massengger Aplication, worksheet atau lembar kerja (siswa), lembar penilaian
2. Alat/bahan: spidol, papan tulis, Handphone
3. Sumber belajar: buku penunjang kurikulum 2013 mata pelajaran bhs inggris kelas VII, internet

C. Langkah-langkah pembelajaran

1. Kegiatan pendahuluan (10 menit)

a. Melakukan pembukaan dengan salam pembuka, menanyakan kabar, berdoa untuk memulai pembelajaran, memeriksa kehadiran peserta didik.

b. Mengaitkan materi/tema kegiatan yang akan dilakukan dengan pengalaman peserta didik

c. Menyampaikan motivasi tentang apa yang dapat diperoleh (tujuan dan manfaat) dengan mempelajari materi: Things around us

d. Menjelaskan hal yang akan dipelajari, kompetensi yang akan dicapai, serta metode atau model belajar yang akan ditempuh

2. **Kegiatan inti (75 menit)**

   a. Guru Bersama siswa merivew materi sebelumnya

   b. Peserta didik diberi panduan untuk melihat, mengamati, membaca, dan menulis kembali.

   c. Guru memberikan gambar yang berkenan dengan materi nama benda yang ada di tas siswa

   d. Guru memberi pertanyaan berkenaan dengan gambar

   e. Siswa mengikuti guru untuk menyebutkan nama-nama benda

   f. Guru membagi siswa menjadi beberapa kelompok

   g. Masing-masing kelompok diberi Latihan untuk menemukan gambar yang ada di dalam tas dan menulis nama gambar dalam bahasa inggris

   h. Bersama kelompoknya siswa menuliskan nama benda

   i. Secara bersamaan siswa menyebutkan nama benda sesuai gambar

   j. Guru dan peserta didik membuat kesimpulan tentang hal-hal yang telah dipelajari terkait dengan nama-nama benda disekitar mereka (dalam kelas)

3. **Kegiatan penutup (5 menit)**

   a. Guru menyampaikan atau memberi arahan mengenai pemberian tugas yang akan dilakukan di WhatsApp massenger application

   b. Berdoa Bersama dan ditutup salam.

D. **Penilaian Hasil Pembelajaran**

1. Penilaian Pengetahuan berupa tertulis (mengidentifikasi nama-nama benda di dalam tas)

2. Tes lisan/praktik (menyebutkan informasi terkait nama benda di dalam kelas)

3. Observasi terhadap diskusi tanya jawab serta penugasan

RENCANA PELAKSANAAN PEMBELAJARAN (RPP)

Sekolah   : SMPN 3 PATAMPANUA
Mata Pelajaran   : Bahasa Inggris
Kelas/Semester   : VII/1
Pertemuan   : 3
Tema   : This is my world
Materi Pokok   : *Things Around us*
AlokasiWaktu   : 2 x 45 Menit

A. Tujuan pembelajaran

Setelah mengikuti proses pembelajaran, peserta didik diharapkan dapat:

a. Mengucapkan kosakata dalam bahasa inggris dengan benar

b. Menulis kosakata dalam bahasa inggris dengan benar

c. Mengidentifikasi benda-benda yang ada disekitar dengan benar

B. Media pembelajaran, alat/bahan dan sumber belajar

a. Media: WhatsApp massengger Aplication, worksheet atau lembar kerja (siswa), lembar penilaian

b. Alat/bahan: spidol, papan tulis, Handphone

c. Sumber belajar : buku penunjang kurikulum 2013 mata pelajaran bhs inggris kelas VII, internet

C. Langkah-langkah pembelajaran

1. Kegiatan pendahuluan (10 menit)

a. Melakukan pembukaan dengan salam pembuka, menanyakan kabar, berdoa untuk memulai pembelajaran, memeriksa kehadiran peserta didik.

b. Mengaitkan materi/tema kegiatan yang akan dilakukan dengan pengalaman peserta didik

c. Menyampaikan motivasi tentang apa yang dapat diperoleh (tujuan dan manfaat) dengan mempelajari materi: Things around us

d. Menjelaskan hal yang akan dipelajari, kompetensi yang akan dicapai, serta metode atau model belajar yang akan ditempuh

2. **Kegiatan inti (75 menit)**

   a. Peserta didik diberi panduan untuk melihat, mengamati, membaca, dan menulis Kembali

   b. Guru memberikan rangsangan pada topik yang akan dibahas dengan menyebutkan beberapa nama benda di ruang tamu.

   c. Siswa merespon pertanyaan guru tentang nama-nama benda

   d. Guru memperlihatkan dan menyebutkan contoh benda yang ada di sekitar siswa

   e. Guru membacakan kosakata terkait dengan gambar dan meminta peserta didik untuk menirukannya

   f. Guru memberikan kesempatan untuk mengidentifikasi sebanyak mungkin hal-hal yang belum dipahami, mengenai hal-hal yang berkaitan dengan materi thigs around us khususnya benda yang ada di ruang tamu, mengenai cara mengucapkan dan menulis dengan benar

   g. Peserta didik dibentuk secara berpasang-pasangan untuk mendiskusikan dan mengerjakan latihan yang telah diberikan guru

   h. Peserta didik mempresentasikan hasil kerjanya secara klasikal.

   i. Guru dan peserta didik membuat kesimpulan tentang hal-hal yang telah dipelajari terkait dengan nama-nama benda disekitar mereka khususnya benda di ruang tamu

3. **Kegiatan penutup (5 menit)**

   a. Guru menyampaikan atau memberi arahan mengenai pemberian tugas yang akan dilakukan di WhatsApp massenger application

   b. Berdoa Bersama dan ditutup salam.

D. Penilaian Hasil Pembelajaran

1. Penilaian Pengetahuan berupa tertulis (mengidentifikasi nama-nama benda di ruang tamu)

2. Tes lisan/praktik (menyebutkan informasi terkait nama benda di dalam kelas)

3. Observasi terhadap diskusi tanya jawab serta penugasan

RENCANA PELAKSANAAN PEMBELAJARAN (RPP)

Sekolah   : SMPN 3 PATAMPANUA

Mata Pelajaran : Bahasa Inggris

Kelas/Semester : VII/1

Pertemuan   : 4

Tema   : This is my world

Materi Pokok   : *Things Around us*

AlokasiWaktu   : 2 x 45 Menit

A. Tujuan pembelajaran

Setelah mengikuti proses pembelajaran, peserta didik diharapkan dapat:

a. Mengucapkan kosakata dalam bahasa inggris dengan benar

b. Menulis kosakata dalam bahasa inggris dengan benar

c. Mengidentifikasi benda-benda yang ada disekitar dengan benar

B. Media pembelajaran, alat/bahan dan sumber belajar

a. Media: WhatsApp massengger Aplication, worksheet atau lembar kerja (siswa), lembar penilaian

b. Alat/bahan: spidol, papan tulis, Handphone

c. Sumber belajar: buku penunjang kurikulum 2013 mata pelajaran bhs inggris kelas VII, internet

C. Langkah-langkah pembelajaran

1. Kegiatan pendahuluan (10 menit)

a. Melakukan pembukaan dengan salam pembuka, menanyakan kabar, berdoa untuk memulai pembelajaran, memeriksa kehadiran peserta didik.

b. Mengaitkan materi/tema kegiatan yang akan dilakukan dengan pengalaman peserta didik

c. Menyampaikan motivasi tentang apa yang dapat diperoleh (tujuan dan manfaat) dengan mempelajari materi: Things around us

    d. Menjelaskan hal yang akan dipelajari, kompetensi yang akan dicapai, serta metode atau model belajar yang akan ditempuh

2. **Kegiatan inti (75 menit)**

    a. Guru Bersama siswa mereview materi sebelumnya

    b. Peserta didik diberi panduan untuk melihat, mengamati, membaca, dan menulis kembali.

    c. Guru memberikan gambar yang berkenan dengan materi nama benda yang ada di ruang dapur

    d. Guru memberi pertanyaan berkenaan dengan gambar

    e. Siswa mengikuti guru untuk menyebutkan nama-nama benda

    f. Guru membagi siswa menjadi beberapa kelompok

    g. Masing-masing kelompok diberi latihan untuk menemukan gambar yang ada di dapur dan menulis nama gambar dalam bahasa inggris

    h. Bersama kelompoknya siswa menuliskan nama benda

    i. Secara bersamaan siswa menyebutkan nama benda sesuai gambar

    k. Guru dan peserta didik membuat kesimpulan tentang hal-hal yang telah dipelajari terkait dengan nama-nama benda disekitar mereka khususnya di ruang dapur
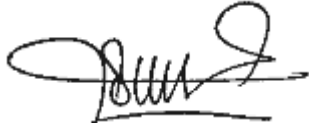
3. **Kegiatan penutup (5 menit)**

    a. Guru menyampaikan atau memberi arahan mengenai pemberian tugas yang akan dilakukan di WhatsApp massenger application

    b. Berdoa Bersama dan ditutup salam.

D. Penilaian Hasil Pembelajaran

1. Penilaian Pengetahuan berupa tertulis (mengidentifikasi nama-nama benda di ruang dapur)

2. Tes lisan/praktik (menyebutkan informasi terkait nama benda di dalam kelas)

3. Observasi terhadap diskusi tanya jawab serta penugasan

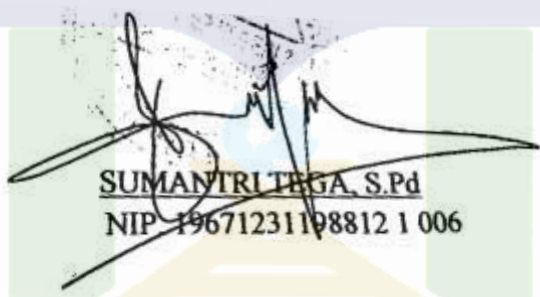Lokasi, 30 November 2021

Mengetahui
Guru Mata Pelajaran

Mahasiswa Peneliti

 HASTUTI, S. Pd., Gr
NIP 19920502 201903 2 036

HUSNUL KHATIMAH.B
NIM 17. 1300. 019

Kepala SMPN 3 Patampanua

SUMANTRI TEGA, S.Pd
NIP. 19671231198812 1 006

Appendix 3

Documentation

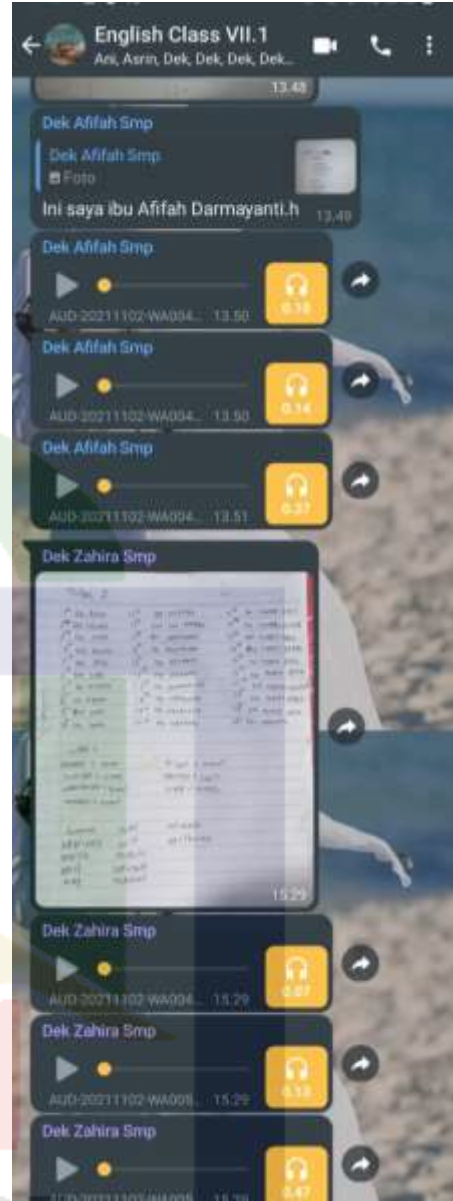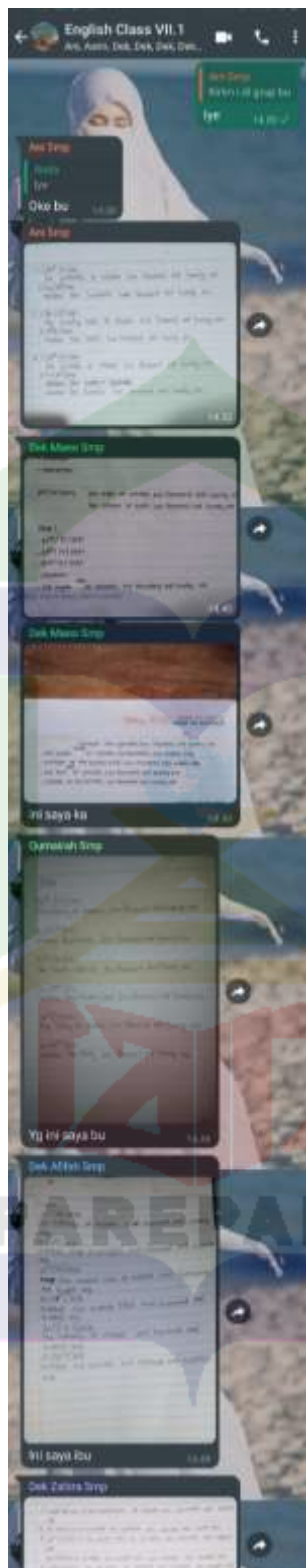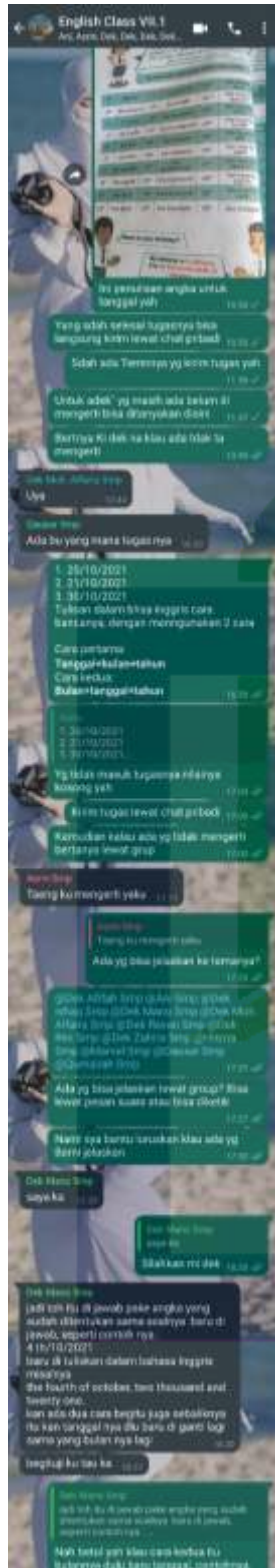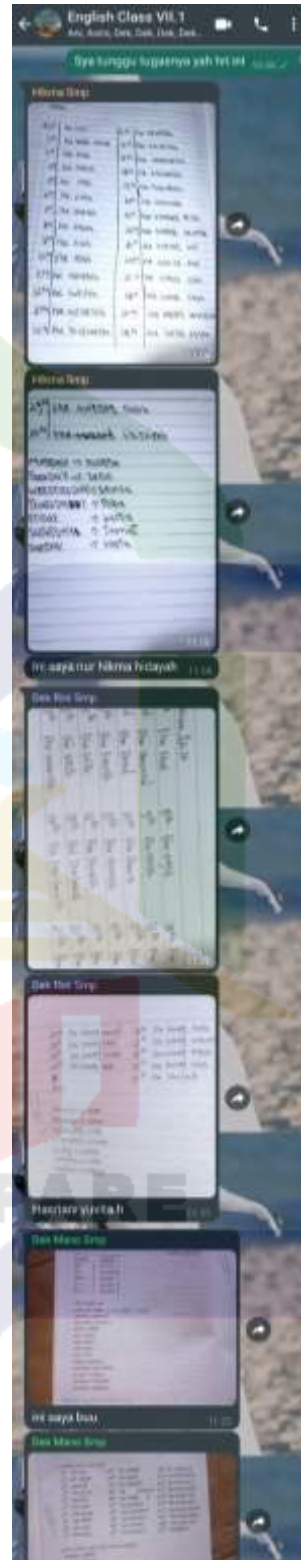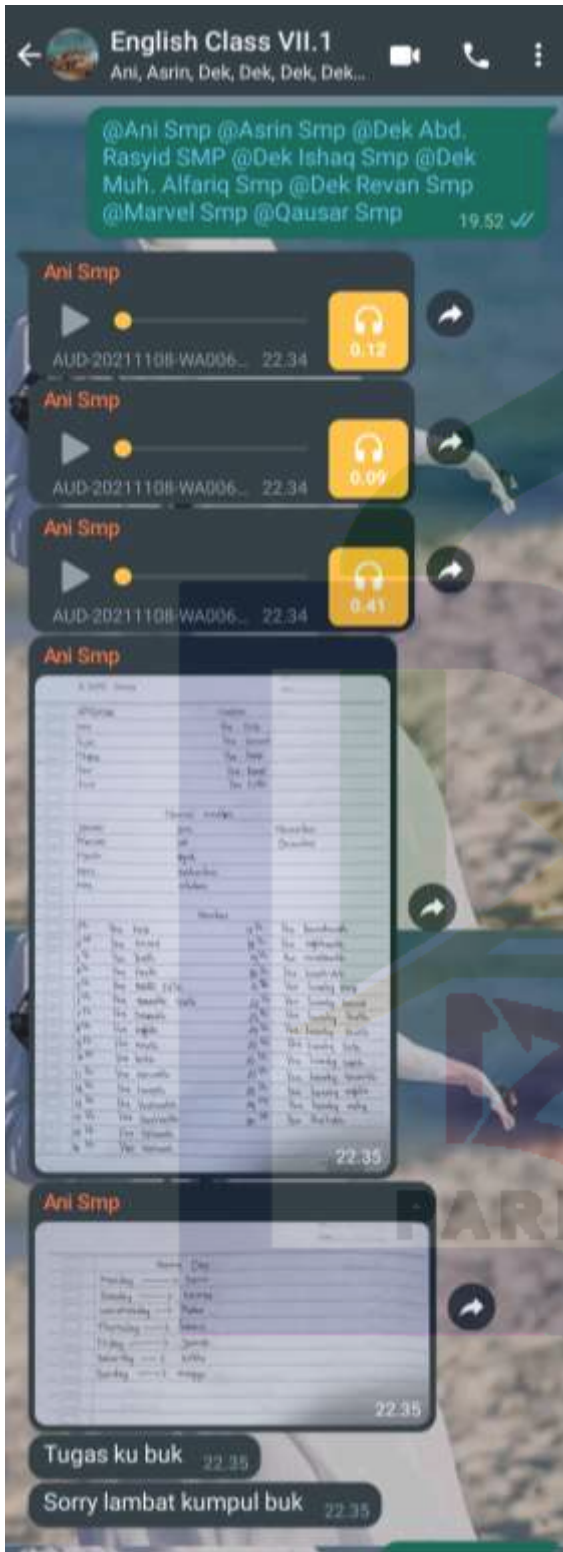TEST CYCLE I

NAME : neary adirya

TEST CYCLE II

NAME : HASriani yuvita.H

CLASS : VII.1

A. Look at these words. Write down the meaning of each word

No	WORDS	MEANING
1	Lamp	LAmPu
2	Glue	Lem
3	Bag	TAs
4	Sharpener	Paraut
5	Chair	kursi

B. Multiple Choice

1. What is this?

   ✗ Bookcase

   b. Table

   c. Book

   d. Cupboard

2. What is this?

   a. Stove

   b. Pen

   ✗ Pan

   d. Oven

Observation checklist of students activities was categorized as follows:

1. Students take their respective seats
2. Students pray according to their respective religions and beliefs
3. Attendance
4. Students are ready to accept learning by preparing writing utensils
5. Students listen to the explanation of the learning objectives explained by the teacher
6. Students dare to ask things they don't understand
7. Students engage in vocabulary pronunciation
8. Students are active in noting the various vocabulary given
9. Students are involved in practicing the given vocabulary skills
10. Students listen to the directions given for the next meeting
11. Students pray according to their respective religions and beliefs

Observation ceklist offline cycle I first meeting

No	Name	Student Activity										
		1	2	3	4	5	6	7	8	9	10	11
1	ANISA	√	√	√	√	√		√	√	√	√	√
2	RASYID	√	√	√	√				√			√
3	AFIFAH	√	√	√	√	√			√	√	√	√
4	ASRIN		√	√								
5	HASRIANTI	√	√	√	√	√		√	√	√	√	√
6	IRWAN		√	√								
7	JUMARDI		√	√	√			√	√			√
8	MANOHARA	√	√	√	√	√		√	√	√	√	√
9	ALFARIQ		√	√								
10	FAJAR		√	√								
11	ISHAQ		√	√								
12	QAUSAR		√	√								√
13	HIKMAH	√	√	√	√	√			√	√	√	√
14	QUMAIRAH	√	√	√	√	√		√	√	√	√	√
15	REZKY		√	√								
16	REVAN		√	√	√				√			
17	ZAHIRATUL	√	√	√	√	√			√	√		√

nate

1. Students are active on their respective WhatsApp
2. Students read group messages regarding the directions given by the teacher (researcher)
3. Students dare to ask questions or answer, through messages or voice messages
4. Students are involved in pronouncing vocabulary through voice messages
5. Students are active in taking notes on assignments given through WhatsApp groups and sending proof of writing via picture messages
6. Students are involved in practicing vocabulary skills given through group messages

Observation checklist online cycle I first meeting

No	Name	Student Activity					
		1	2	3	4	5	6
1	ANISA	√	√		√	√	√
2	RASYID	√	√				
3	AFIFAH	√	√		√	√	
4	ASRIN	√					
5	HASRIANTI	√	√		√	√	√
6	IRWAN	√					
7	JUMARDI	√					
8	MANOHARA	√	√	√	√	√	√
9	ALFARIQ	√	√				
10	FAJAR	√					
11	ISHAQ	√	√				
12	QAUSAR	√					
13	HIKMAH	√	√		√	√	√
14	QUMAIRAH	√	√		√	√	√
15	REZKY	√					
16	REVAN	√					
17	ZAHIRATUL	√	√		√	√	

Appendix 4

KEPUTUSAN
DEKAN FAKULTAS TARBIYAH
NOMOR : 869 TAHUN 2021
TENTANG
PENETAPAN PEMBIMBING SKRIPSI MAHASISWA FAKULTAS TARBIYAH
INSTITUT AGAMA ISLAM NEGERI PAREPARE

DEKAN FAKULTAS TARBIYAH

Menimbang	:	a.	Bahwa untuk menjamin kualitas skripsi mahasiswa Fakultas Tarbiyah IAIN Parepare, maka dipandang perlu penetapan pembimbing skripsi mahasiswa tahun 2021;
		b.	Bahwa yang tersebut namanya dalam surat keputusan ini dipandang cakap dan mampu untuk diserahi tugas sebagai pembimbing skripsi mahasiswa.
Mengingat	:	1.	Undang-undang Nomor 20 Tahun 2003 tentang Sistem Pendidikan Nasional;
		2.	Undang-undang Nomor 12 Tahun 2005 tentang Guru dan Dosen;
		3.	Undang-undang Nomor 12 Tahun 2012 tentang Pendidikan Tinggi;
		4.	Peraturan Pemerintah RI Nomor 17 Tahun 2010 tentang Pengelolaan dan Penyelenggaraan Pendidikan;
		5.	Peraturan Pemerintah RI Nomor 13 Tahun 2015 tentang Perubahan Kedua atas Peraturan Pemerintah RI Nomor 19 Tahun 2005 tentang Standar Nasional Pendidikan;
		6.	Peraturan Presiden RI Nomor 29 Tahun 2018 tentang Institut Agama Islam Negeri Parepare;
		7.	Keputusan Menteri Agama Nomor 394 Tahun 2003 tentang Pembukaan Program Studi;
		8.	Keputusan Menteri Agama Nomor 387 Tahun 2004 tentang Petunjuk Pelaksanaan Pembukaan Program Studi pada Perguruan Tinggi Agama Islam;
		9.	Peraturan Menteri Agama Nomor 35 Tahun 2018 tentang Organisasi dan Tata Kerja IAIN Parepare;
		10.	Peraturan Menteri Agama Nomor 16 Tahun 2019 tentang Statuta Institut Agama Islam Negeri Parepare.
Memperhatikan	:	a.	Surat Pengesahan Daftar Isian Pelaksanaan Anggaran Nomor: DIPA-025.04.2.307381/2021, tanggal 23 November 2020 tentang DIPA IAIN Parepare Tahun Anggaran 2021;
		b.	Surat Keputusan Rektor Institut Agama Islam Negeri Parepare Nomor. 140 Tahun 2021, tanggal 15 Februari 2021 tentang pembimbing skripsi mahasiswa Fakultas Tarbiyah IAIN Parepare Tahun 2021.

MEMUTUSKAN

Menetapkan	:	KEPUTUSAN DEKAN FAKULTAS TARBIYAH TENTANG PEMBIMBING SKRIPSI MAHASISWA FAKULTAS TARBIYAH INSTITUT AGAMA ISLAM NEGERI PAREPARE TAHUN 2021;
Kesatu	:	Menunjuk saudara; 1. Drs. Amzah Selle, M.Pd.
		2. Dr. Madgadalena Tjalla, M.Hum

Masing-masing sebagai pembimbing utama dan pendamping bagi mahasiswa :

Nama	:	Husnul Khatimah. B
NIM	:	17.1300.019
Program Studi	:	Pendidikan Bahasa Inggris
Judul Skripsi	:	The Effectiveness of Blended Learning Model Based on Whatsapp Application to Improve Students English Vocabulary

Kedua	:	Tugas pembimbing utama dan pendamping adalah membimbing dan mengarahkan mahasiswa mulai pada penyusunan proposal penelitian sampai menjadi sebuah karya ilmiah yang berkualitas dalam bentuk skripsi;
Ketiga	:	Segala biaya akibat diterbitkannya surat keputusan ini dibebankan kepada anggaran belanja IAIN Parepare;
Keempat	:	Surat keputusan ini diberikan kepada masing-masing yang bersangkutan untuk diketahui dan dilaksanakan sebagaimana mestinya.

Ditetapkan di : Parepare
Pada Tanggal : 18 Maret 2021
Dekan,

Appendix 5

KEMENTERIAN AGAMA REPUBLIK INDONESIA
INSTITUT AGAMA ISLAM NEGERI PAREPARE
FAKULTAS TARBIYAH

Nomor : B.3115/In.39.5.1/PP.00.9/10/2021
Lampiran : 1 Bundel Proposal Penelitian
H a l : Permohonan Rekomendasi Izin Penelitian

Yth. Bupati Pinrang
C.q. Kepala Dinas Penanaman Modal dan Pelayanan Terpadu Satu Pintu
di,-

Kab. Pinrang

Assalamu Alaikum Wr. Wb.

Dengan ini disampaikan bahwa mahasiswa Institut Agama Islam Negeri Parepare :

Nama	: Khusnul Khatimah
Tempat/Tgl. Lahir	: Bamba, 04 September 1999
NIM	: 17.1300.019
Fakultas / Program Studi	: Tarbiyah / Pendidikan Bahasa Inggris
Semester	: IX (Sembilan)
Alamat	: Bamba, Kel. Kassa Kec. Batulappa Kab. Pinrang

Bermaksud akan mengadakan penelitian di wilayah Kabupaten Pinrang dalam rangka penyusunan skripsi yang berjudul :

"The Effectiveness Of Blended Learning Model Based On Whatsaap Massengger Application To Improve Students English Vocabulary"

Pelaksanaan penelitian ini direncanakan pada bulan Oktober sampai bulan November Tahun 2021.

Demikian permohonan ini disampaikan atas perkenaan dan kerjasamanya diucapkan terima kasih.

Wassalamu Alaikum Wr. Wb.

Parepare, 06 Oktober 2021
Wakil Dekan I,

Muh. Dahlan Thalib

Tembusan :
1 Rektor IAIN Parepare
2 Dekan Fakultas Tarbiyah

Appendix 6

PEMERINTAH KABUPATEN PINRANG
DINAS PENANAMAN MODAL DAN PELAYANAN TERPADU SATU
PINTU UNIT PELAYANAN TERPADU SATU PINTU
Jl. Jend. Sukawati Nomor 40. Telp/Fax : (0421)921695 Pinrang 91212

KEPUTUSAN KEPALA DINAS PENANAMAN MODAL
DAN PELAYANAN TERPADU SATU PINTU KABUPATEN PINRANG
Nomor : 503/0509/PENELITIAN/DPMPTSP/10/2021

Tentang

REKOMENDASI PENELITIAN

Menimbang : bahwa berdasarkan penelitian terhadap permohonan yang diterima tanggal 07-10-2021 atas nama HUSNUL KHATIMAH B, dianggap telah memenuhi syarat-syarat yang diperlukan sehingga dapat diberikan Rekomendasi Penelitian.

Mengingat :
1. Undang – Undang Nomor 29 Tahun 1959,
2. Undang – Undang Nomor 18 Tahun 2002,
3. Undang – Undang Nomor 25 Tahun 2007,
4. Undang – Undang Nomor 23 Tahun 2009,
5. Undang – Undang Nomor 23 Tahun 2014,
6. Peraturan Presiden RI Nomor 97 Tahun 2014,
7. Peraturan Menteri Dalam Negeri Nomor 64 Tahun 2011 sebagaimana telah diubah dengan Peraturan Menteri Dalam Negeri Nomor 7 Tahun 2014,
8. Peraturan Bupati Pinrang Nomor 48 Tahun 2016, dan
9. Peraturan Bupati Pinrang Nomor 38 Tahun 2019

Memperhatikan :
1. Rekomendasi Tim Teknis PTSP 0900/R/T.Teknis/DPMPTSP/10/2021, Tanggal 07-10-2021
2. Berita Acara Pemeriksaan (BAP) Nomor 0303/BAP/PENELITIAN/DPMPTSP/10/2021, Tanggal 08-10-2021

MEMUTUSKAN

Menetapkan :

KESATU : Memberikan Rekomendasi Penelitian kepada
1. Nama Lembaga : INSTITUT AGAMA ISLAM NEGERI (IAIN) PAREPARE
2. Alamat Lembaga : JL. AMAL BAKTI NO. 08 PAREPARE
3. Nama Peneliti : HUSNUL KHATIMAH B
4. Judul Penelitian : THE EFFECTIVENESS OF BLENDED LEARNING MODEL BASED ON WHATSAPP MASSENGGER APLICATION TO IMPROVE STUDENTS ENGLISH VOCABULARY
5. Jangka waktu Penelitian : 2 Bulan
6. Sasaran/target Penelitian : PESERTA DIDIK SMPN 3 PATAMPANUA
7. Lokasi Penelitian : Kecamatan Batulappa

KEDUA : Rekomendasi Penelitian ini berlaku selama 6 (enam) bulan atau paling lambat tanggal 07-04-2022.

KETIGA : Peneliti wajib mentaati dan melakukan ketentuan dalam Rekomendasi Penelitian ini serta wajib memberikan laporan hasil penelitian kepada Pemerintah Kabupaten Pinrang melalui Unit PTSP selambat-lambatnya 6 (enam) bulan setelah penelitian dilaksanakan.

KEEMPAT : Keputusan ini mulai berlaku pada tanggal ditetapkan, apabila dikemudian hari terdapat kekeliruan dan akan diadakan perbaikan sebagaimana mestinya.

Diterbitkan di Pinrang Pada Tanggal 11 Oktober 2021

Ditandatangani Secara Elektronik Oleh :
ANDI MIRANI, AP.,M.Si
NIP. 197406031993112001
Kepala Dinas Penanaman Modal dan PTSP
Selaku Kepala Unit PTSP Kabupaten Pinrang

Biaya : Rp 0,-

Balai Sertifikasi Elektronik

ZONA HIJAU

OMBUDSMAN

Appendix 7

PEMERINTAH KABUPATEN PINRANG
DINAS PENDIDIKAN DAN KEBUDAYAAN
UPT SMP NEGERI 3 PATAMPANUA
Alamat: Jl. Pendidikan No. Garungga, Kelurahan Kassa Kec. Batulappa

SURAT KETERANGAN TELAH MELAKUKAN PENELITIAN
NO : 210 / 093 / SMP. 3 / IX / 2021

Yang bertanda tangan di bawah ini Kepala UPT SMP Negeri 3 Patampanua kec. Batulappa kab. Pinrang.

Menerangkan bahwa :

NAMA   : HUSNUL KHATIMAH.
NIM   : 17.1300.019
FAKULTAS : TARBIYAH
JURUSAN   : PENDIDIKAN BAHASA INGGRIS
KAMPUS   : INSTITUT AGAMA ISLAM NEGERI (IAIN) PAREPARE

Benar nama tersebut telah melakukan penelitian dari tanggal 14 Oktober 2021 s / d 26 November 2021 di UPT SMPN 3 Patampanua, Kec. Batulappa, Kab. Pinrang dengan Judul "The Effectiveness of Blended learning Model Based on Whatsapp Massengger Aplication to Improve Students English Vocabulary "

Demikian surat keterangan ini dibuat untuk dipergunakan sebagaimana mestinya

Garungga, 27 November 2021
Kepala UPT SMPN 3 Patampanua

SUMANTRI TEGA, S.Pd
NIP. 19671231 198812 1 006

CURICULUM VITAE

Husnul Khatimah. B, the writer was born on September 04th 1999 in Bamba, Kec. Batulappa, Kab. Pinrang, South Sulawesi. She is the eldest of five children in her family. Her father's name is Buhari and her mother's name is Rohani. She is a student of English Educational program in Tarbiyah Faculty at state Islamic Institute of Pare-pare. Her educational background, she began her study on 2006-2011 at SDN 124 Batulappa, graduated in 2011. While in the same year she continued her studies at SMPN 3 Patampanua and graduated in 2014. Then continued her studies at SMAN 5 Pinrang and finished in 2017. After graduating she continued her studies at STAIN Parepare and chose major of English. Now, she struggles and finishes her studies with the title "The Effectiveness of Blendedlearning Model Based on Whatsapp Massengger Aplication to Improve Students English Vocabulary at The Seven Grade of SMPN 3 Patampanua".