

## ABSTRACT

**Valeska, Carla Kusuma. 2024.** *Reducing English Students' Learning Loss Through Integrating Conventional Classroom and Video-Based Self-Paced Learning as a Blended Learning Method (A Quasi-Experimental Study on the 8th Grade Student at SMP Negeri 4 Purwokerto)*. Thesis Supervisor 1: Slamet Riyadi, S.S., M.Pd., Thesis Supervisor 2: Weksa Fradita Asriyama, S.Pd., M.Pd., Chief External Examiner: Muhamad Ahsanu, S.Pd., M.Sc., M.Hum., Ph.D., External Examiner: Mustasyfa Thabib Kariadi, S.Pd., M.Pd., Ministry of Education, Culture, Research, And Technology, Jenderal Soedirman University, Faculty of Humanities, Department of Language Education, English Education Study Program, Purwokerto.

This research addresses the concern of implementing blended learning to reduce students' learning loss, with a specific focus on integrating conventional classroom and video-based self-paced learning for English students at SMP Negeri 4 Purwokerto. The research aims to assess the impact of this integration on the learning achievement of students with learning loss, explore students' perceptions of the combined approach, and evaluate the implementation process. Employing a quantitative method with a quasi-experimental design, data were collected through tests, questionnaires, and observation. Analysis involved independent sample t-tests, descriptive statistics: frequency distribution, and narrative analysis. The research targeted 8th-grade students, with purposive sampling selecting two classes as control and experimental groups. Findings revealed that while the treatment did not significantly enhance learning achievement (sig. value = 0.402), there was notable improvement in students' motivation and comprehension, with 76% and 77% agreement, respectively. Observations indicated successful implementation, showing improvement in motivation and comprehension within both conventional and self-paced learning settings. The researcher recommends the incorporation of this learning method into English teachers' considerations, emphasizing the importance of adapting it to suit the needs of their students. Additionally, further research on blended learning and learning loss is encouraged to address existing gaps. In summary, this study underscores the potential benefits of blended learning in mitigating learning loss, highlighting the need for ongoing exploration and adaptation in English language education.

**Key words:** *Blended learning, learning loss, self-paced learning, conventional classroom*

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Penelitian ini berisi tentang penerapan blended learning untuk mengurangi kehilangan pembelajaran siswa, dengan fokus khusus pada integrasi kelas konvensional dan pembelajaran mandiri berbasis video bagi siswa Bahasa Inggris di SMP Negeri 4 Purwokerto. Penelitian ini bertujuan untuk menilai dampak integrasi ini pada pencapaian pembelajaran siswa dengan kehilangan pembelajaran, mengeksplorasi persepsi siswa terhadap pendekatan gabungan ini, dan mengevaluasi proses implementasinya. Dengan menggunakan metode kuantitatif dan desain quasi-eksperimental, data dikumpulkan melalui tes, kuesioner, dan observasi. Analisis melibatkan uji-t sampel independen, statistik deskriptif, distribusi frekuensi, dan analisis naratif. Penelitian ini ditujukan untuk siswa kelas 8, dengan pemilihan sampel purposive yang memilih dua kelas sebagai kelompok kontrol dan eksperimen. Hasil menunjukkan bahwa meskipun perlakuan tidak secara signifikan meningkatkan pencapaian pembelajaran (nilai sig. = 0,402), terdapat peningkatan yang mencolok pada motivasi dan pemahaman siswa, masing-masing dengan tingkat persetujuan sebesar 76% dan 77%. Observasi menunjukkan implementasi yang berhasil, menunjukkan peningkatan motivasi dan pemahaman baik dalam pengaturan kelas konvensional maupun pembelajaran mandiri. Peneliti menyarankan agar metode pembelajaran ini diintegrasikan dalam pertimbangan guru Bahasa Inggris, dengan menekankan pentingnya penyesuaian sesuai kebutuhan siswa. Selain itu, penelitian lebih lanjut tentang blended learning dan kehilangan pembelajaran disarankan untuk mengatasi kesenjangan pengetahuan yang ada. Secara keseluruhan, penelitian ini menyoroti potensi manfaat blended learning dalam mengatasi kehilangan pembelajaran, dengan menekankan perlunya eksplorasi dan penyesuaian berkelanjutan dalam pendidikan Bahasa Inggris.

**Kata kunci:** *Blended learning, kemerosotan pembelajaran, self-paced learning, kelas konvensional*