

DOCUMENT

SCORE

BLENDDED LEARNING FOSTERING STUDENTS' WRITING PERFORMANCE

100 of 100

ISSUES FOUND IN THIS TEXT

0

PLAGIARISM

5%

Contextual Spelling

Checking disabled

Grammar

Checking disabled

Punctuation

Checking disabled

Sentence Structure

Checking disabled

Style

Checking disabled

Vocabulary enhancement

Checking disabled

BLENDED LEARNING FOSTERING STUDENTS' WRITING PERFORMANCE

The 6th ELTLT CONFERENCE PROCEEDINGS

October 2017

BLENDED LEARNING: FOSTERING
STUDENTS' WRITING PERFORMANCE

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Abstract

This research aimed to know the application of blended learning which collaborated with the integration of face to face and online learning to foster students' writing performance through innovative information and communication technology. The subject of this research was the third semester of English Department of University of Muhammadiyah Semarang. It employed an action research using two cycles and four steps to analyze the application of blended learning model on students' writing performance. The data was analyzed using descriptive quantitative analysis. The result showed that there was an improvement on students' writing achievement. The application of blended learning model also can improve the effectiveness and efficiencies in fostering students' writing performance. Besides, it showed that blended learning was an effective model which could be applied not only in the classroom but also outside the classroom. It assisted the students to enrich their knowledge especially in writing genre-based text. They can enjoy the learning activities

using blended learning especially through online learning, so it can reduce the lecturing time.

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Keywords: blended learning , fostering, students' writing performance

Introduction

One of the significant skills in learning English for English Foreign Learning learners (EFL) called writing. It also needs a model from the lecturers. Based on Hyland (2003:8) Writing is a product constructed from the writer's command of grammatical and lexical knowledge which can be developed from the teacher's imitating and manipulating models. Moreover, some of students in the third semester of English Department confuse how to create the topic and develop their writing using appropriate structure. They have to have passed writing genre based writing subject. Based on the researchers' observation, the students still write using Indonesian then they translate their writing into English. They also felt confused when they choose and use the words and the grammar structures properly. In addition, they got difficulties in determining their writing product. In addition, they did not have enough

knowledge to browse and search some information from internet or digital online library.

In line with those obstacles above, the researchers focus on the implementing blended learning which collaborated the integration of face to face and online learning to foster the students writing performance

through innovative information and communications technology.

Writing Genre

In many EFL teaching classrooms plan the themes when the students do writing. Usually, the themes encounter in a relevant context like in ESP learning situation. The themes are based on the real life activities which many people do in their daily life which assist and motivate students to write using their personal experiences and prior knowledge (Feez, 1998).

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Besides, the lecturers need to comprehend the teaching learning cycles which can lead the students' writing performance. In EFL teaching learning cycles have five cycles as the five stages which consist of setting the context, modeling, joint construction, independent construction, and comparing (Feez, 1998:28). It means that for the first process, the students should find the themes or topics. Secondly, they create the draft of their writing by analyzing the samples of genre text. Next, lecturers give the students support and motivation to practice the writing in groups. Then, lecturers ask them to write individually.

Finally, they compare their writing which has been learnt to other genres.

Blended Learning

Leibling and Prior (2005: 24) stated that Blended Learning involves multiple media – e.g. a combination of classroom teaching with independent e- learning. It means that the teaching learning process uses the activities in the classroom and the activities through online learning.

Moreover, according to Colis dan Moonen (2001) blended learning is a hybrid of traditional face-to-face and online learning so that instruction occurs both in the classroom and online, and where the online component becomes a natural extension of traditional classroom learning.²

Based on Bailey, et.al. (2013:1) there are four implementation guides of blended learning; creating conditions for success, planning, implementing, and improving. Firstly, creating conditions for success consists of some kinds of activities to support the implementing face to face learning and online learning. Secondly, planning means that lecturers prepares the teaching learning process scenario and activities which will be used for blended learning. Thirdly,

implementing means that lecturer implements the blended learning which

consists of online learning and off line learning. The last, improving means that the lecturer creates and supports the materials in the teaching learning process which can stimulate the students' motivation in writing through blended learning.

In conclusion, blended learning is thus a flexible approach to course design that supports the blending of different times and places for learning, offering some of the conveniences of fully online courses without the complete

² Unoriginal text: 36 words
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loss of face-to-face contact ³. It shows that blended learning is a flexible approach that can be done not only in the classroom but also out of class. It gives wider opportunity for the students to explore the information related to the subject that they learn. Furthermore, the importance of embodiment and the need for face-to-face interaction still occurs.

Methodology

A classroom action research has been used as the methodology of this research. The subject of the research is the third semester of English Department Unimus which consists of 14 students. The data collections are gathered from tests, questionnaires, and observations. The data collections also are analysed using quantitative descriptive analysis. The research procedures use two cycles and four stages which are planning, acting, observing, and reflecting.

³ Unoriginal text: 39 words
files.eric.ed.gov/fulltext/EJ1065767.pdf

Finding and Discussion

Finding

Students' Score

The result of the research shown that the mean score of the students increased from 50.5 in the pre-test into 63 in the post test I. In other words, the students 'mean score was increased 12.5 in this post test I. In addition, it can be seen that the mean score of the students increased from the pre test II 68 into 82.7 in the post test II. In other words, the students 'mean score was increased 14.7 in this post test II. In conclusion, the

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students' writing performances improve and have the result which more than the indicator given 70.

Observation Result

The observation' result of cycle I and cycle II showed the student activity level reached 72,48%.It did not reach the indicator 75% while the cycle II reached 81% and have fulfilled the performance indicator which was 75%.

Questionnaires Result

The questionnaires' result in cycle I and cycle II gave good impact and support to the mean's score of writing achievement. The results of questionnaires in the first cycle reached 70.97% while after the action in the second cycle increased to 82% and reached the performance indicator that is 75%.

Discussion

Based on the findings above, the writing performance got improvement especially in writing genre-based text. This improvement can be seen from the research activities which are divided into three main points:

A. Pre-Activity (Face to face learning)

This activity called the creating conditions for success and planning activity which consists of greeting the students, checking the attendance list, giving building knowledge of the field, telling the students about what they are going to learn, and explaining the objectives of the study.

B. Offline & Online Learning (implement) This offline and online learning called the implement activity

This step can be divided into three major activities, namely:

1.Exploration (offline learning) during the exploration step, the lecturer started showing the example of the text especially exposition text and asking the students to answer the questions orally based on the text given.

Elaboration (offline and online learning) The lecturer still did offline activity by giving explanation. Then, the lecturer started doing the instruction through the online materials. She asked the students to: open the website, log in to the site, and find material; create the main topics of the text; create the supporting sentences become the text; and discuss the result of the students' work. Then, they upload the assignment on the youtube channel. It is called improving step on blended learning. The examples activities can be seen on the figure 1 below;

Figure 1. The Students' Activities by Online Learning

3. Confirmation (offline learning)

When the students had discussed the result of their writing through peer review, the lecturer gave feedbacks about the writing that they had reviewed, gave a chance for the students to ask question(s) about the writing that they had learnt and gave them writing assignment/ final drafting at home.

C. Post-Activity (Face to face learning) (improve)

These activities called improve activity. After the students had done those activities, the lecturer reviewed the important point from the text; asked the students to log out the website.

Therefore, the students have big motivation to participate the learning process using blended learning and create their topic easily without feeling confused and boring.

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Conclusions

In conclusion, the application of blended learning model can improve the effectiveness and efficiencies in fostering students' writing performance. Besides, it showed that blended learning was an effective model which could be applied not only in the classroom but also out of the classroom. ⁴ It assisted the students to enrich their knowledge especially in writing genre text. They can enjoy the learning activities using blended learning especially through online learning, so it can reduce the lecturing time.

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⁴ Unoriginal text: 11 words
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