

# CHAPTER I

## INTRODUCTION

### *A. Background*

The language contains four skills: listening, speaking, reading, and writing. Those skills are divided into two categories such as receptive skill and productive skill. Receptive skill covers listening and reading whereas speaking and writing are included as productive skills.<sup>1</sup> Writing is used as one medium to communicate with others, in the academic field, as well as in daily life.<sup>2</sup> This skill should be mastered by the learners to impart information, opinion, explanation, theories, and feelings.

As a productive skill, writing is considered as the most difficult skill. That is evidenced by some reasons. The first reason is the writer should be able to convey messages to readers without face to face interaction. As second, writing requires some aspects namely organization, content, language use, mechanic, and vocabulary. The last is some writers perhaps are not confident enough for creating the readable text because they cannot apply and translate their ideas into an appropriate vocabulary, sentence, and paragraph organization.<sup>3</sup> The reasons above are been facing by some students. Therefore, the teachers must be able to have some innovations for resolving those problems.

Nowadays, the teachers are still applying the traditional methods that just deliver the material using blackboard in the class but they can utilize the technology as media in tehing learning process. Technology has crucial role

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<sup>1</sup>Muhammad Javed, *et. al.*, "A Study of the Students' Assessment in Writing Skills of the English Language", *International Journal of Instruction*, Vol. 6, No. 2, July 2013, p. 130.

<sup>2</sup>Gustiana Mettaningrum, *et. al.*, "The Effect of Journal Writing Technique and Students' Achievement Motivation toward Writing Achievement of the Fourth Semester Students of English Education Department of Undiksha", *E-Journal Program Pascasarjana Universitas Pendidikan Ganesha*, Vol. 1, 2013, p. 1.

<sup>3</sup>Tommy Hastomo, "The Effectiveness of Edmodo to Teach Writing Viewed from Students' Motivation", *Prosiding ICTTE FKIP UNS 2015*, Vol. 1, No. 1, January 2016, p. 580.

and brings significant changes in the field of education. One of the technologies that support the teaching and learning process in schools is e-learning (electric learning). It is the use of information and communication technology to increase the quality of teaching and learning process and enable to access the content through the internet.<sup>4</sup>

Several studies have clarified the advantages and disadvantages of e-learning. Some advantages of e-learning are: it enables the students to study anytime and anywhere, allows the students to access huge information, provides discussion forums, and many more. However, e-learning also has disadvantages such as the students' activities may be difficult to be controlled, the practical subject cannot be taught, lack of motivation and interaction or human touch.<sup>5</sup>

Based on the clarifications above, e-learning has not been effective yet because there is no explanation and interaction both teachers and students in face to face meeting. Therefore, the researcher desired to apply method which integrates e-learning and traditional teaching. That method is called Blended Learning (BL).

Blended learning is a flexible approach that can support the students for learning anytime and anyplace. Rovai and Jordan describe blended learning is a mixture of high-quality teaching learning that is done in face to face teaching and virtually (e-learning).<sup>6</sup> According to Ghahari, Blended Learning is a strategy that unites the advantages between face to face and e-learning environment.<sup>7</sup> Similarly Stalker and Horn state that BL is divided into

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<sup>4</sup>Valentina Arkorful and Nelly Abaidoo, "The Role of E-Learning, the Advantages and Disadvantages of its Adoption in Higher Education", *International Journal of Education and Research*, Vol. 2, No. 12, December 2014, p. 398.

<sup>5</sup>Valentina Arkorful and Nelly Abaidoo, "The Role of E-Learning, the Advantages and Disadvantages of its Adoption in Higher Education", p. 401 & 403.

<sup>6</sup>Izuddin Syarif and Herminarto Sofyan, "The Effect of Blended Learning on the Motivation and Learning Achievement of the Students of SMKN 1 Paringin", p. 124.

<sup>7</sup>Fauziyah Harahap, *et. al.*, "The Effect of Blended Learning on Student's Learning Achievement and Science Process Skills in Plant Tissue Culture Course", *International Journal of Instruction*, Vol. 12, No.1, January 2019, p. 522.

two parts, online and traditional classroom. What students learn in online will support what they learn in face to face and vice versa.<sup>8</sup> Then Chansamrong states that BL aims at providing effective and efficient experience by combining learning environment which suits the students' need.<sup>9</sup>

Some experts have proved the effectiveness of BL than the other methods which only applying one of the online or offline class. Based on the studies, BL possesses some reasons for utilizing it. Those reasons are: improving pedagogy, teacher-centred is replaced with students-centred, ease access to knowledge and applying autonomous learning.<sup>10</sup>

To reach out the success of blended learning, there should be a media as a tool to cover e-learning. Hence, the researcher would like to use Edmodo which provides the private and safe learning platform. Edmodo looks similar to Facebook but is designed merely for a learning environment. The account is created by the teacher and can be accessed only for the students who receive a group code and register in it.<sup>11</sup>

Based on the elaboration above, the researcher was interested to examine blended learning in teaching writing to the students of New English Course (NEC). So, blended learning would be expected to enhance the students' writing achievement.

### ***B. Problem Statement***

Based on the limitation of the background, the researcher explicated the problem statement: Does blended learning enhance the students' writing achievement in New English Course (NEC)?

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<sup>8</sup>Cao Thi Xuan Lien, "Enhancing Writing Skills for Second-year English Majors through a Moodle-based Blended Writing Course", *Hue University*, p. 2.

<sup>9</sup>Arinah Isti'anah, "The Effect of Blended Learning to the Students' Achievement in Grammar Class", *Indonesian Journal of English Education*, Vol. 4, No. 1, June 2017, p. 18.

<sup>10</sup>Sudarman, "Pengaruh Strategi Pembelajaran Blended Learning Terhadap Perolehan Belajar Konsep dan Prosedur Pada Mahasiswa Yang Memiliki Self-Regulated Learning Berbeda", *Research Gate*, Vol. 21, No. 1, April 2014, p. 108.

<sup>11</sup>Tommy Hastomo, "The Effectiveness of Edmodo to Teach Writing Viewed from Students' Motivation", p. 580.

### ***C. Operational Definition***

Based on the title of “Enhancing the Students’ Writing Achievement through Blended Learning”, the researcher spelled out the definition of terms below:

#### 1. Enhancing

Enhancing means the improvement of quality, amount, or strength of something.<sup>12</sup>

#### 2. Writing

Writing can be defined as making marks that represent letters, words, or numbers on the surface using pen, pencil, or keyboard on a computer to produce thoughts, facts, or messages for the readers.<sup>13</sup>

#### 3. Blended Learning

Blended Learning can be defined as a mixture of learning and teaching by online class or web-based training with face to face communication and more traditional methods.<sup>14</sup>

### ***D. Objective and Significance of the Research***

#### 1. The Objective of the Research

Considering the problem statement above, the objective of the paper was arranged to see whether or not blended learning would be able to enhance the students’ writing achievement.

#### 2. The Significance of the research

The significances of this research were expected:

- a. Theoretically, the result of the study was expected to be useful and give larger knowledge about teaching language by blended learning.

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<sup>12</sup>Cambridge Advanced Learners’ Dictionary Software, *Enhancing* (4<sup>th</sup> Ed.; Cambridge: Cambridge University Press).

<sup>13</sup>Cambridge Advanced Learners’ Dictionary Software, *Writing*.

<sup>14</sup>Cao Thi Xuan Lien, “Enhancing Writing Skills for Second-year English Majors through a Moodle-based Blended Writing Course”, p. 2.

b. Practically, the research was expected to be one of the sources of knowledge and information to all people related. They were:

1) Significant for the learners

This research helped the language learners who study writing, particularly about expository paragraph; comparison and contrast paragraph.

2) Significant for the teachers

This research could help the English teachers to increase the knowledge and teaching strategy in enhancing students' achievement and raise awareness of the importance of technology in teaching learning process.

3) Significant for the next researchers

This research was a source of information or reference for the other researchers who wanted to have further study on teaching writing.

### ***E. Previous Related Research Findings***

Some researchers had examined blended learning, as follows:

1. The integration of Critical Thinking (CT) by blended learning showed significant improvement to the learners' listening and speaking skills.<sup>15</sup> It was examined by Ya-Ting Carolyn Yang. The similarity of my research was applying blended learning for teaching English and the difference lied on the learners' listening and speaking abilities, while my research examined the students' writing achievement.
2. Sezen Tosun, in her research, is "The Effect of Bended Learning on EFL Students' Vocabulary Enhancement". She found that Blended Learning strategy did not improve the students' vocabulary achievement. It might be

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<sup>15</sup>Ya-Ting Carolyn Yang, *et. al.* "A Blended Learning Environment for Individualized English Listening and Speaking Integrating Critical Thinking", *Elsevier – Computers and Education*, 2012, <http://dx.doi.org/10.1016/j.compedu.2012.12.012>, p. 385.

attributed to the short duration of the study that only 6 weeks.<sup>16</sup> Sezen's research and my research centralized on using Blended Learning but the contrast was Sezen focused on improving students' vocabulary whereas my research concentrated on students' writing ability.

3. Shawn L. Nissen states that in many aspects, the Blended Learning format of phonetic instruction was successful in maintaining student learning and engagement when compared to a more traditional model of instruction.<sup>17</sup> The sameness both Shawn's research and my research lied in Blended Learning. The disparity between them was in the different goal. Shawn's research applied BL to teach a phonetic while my research used BL for teaching writing.
4. Other research about blended learning by applying the experimental research methodology showed the different result between experimental group and control group, where the students in experimental class had higher scores in self-directed learning and communication skills than control group.<sup>18</sup> The parity of my research and Jaemjan's research lied in using blended learning. Jaemjan was examining the effect of students' self-directed learning and communication skills, while my research concentrated on writing by blended learning.
5. The research of the Effect of Online Cooperative Learning on Students' Writing Skills and Attitudes through Telegram Application was examining by Mojtaba Aghajani and Mahsa Adloo. Their research was comparing telegram with the conventional method in cooperative writing groups. The finding showed that Telegram groups displayed slightly higher scores

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<sup>16</sup>Sezen Tosun, "The Effect of Bended Learning on EFL Students' Vocabulary Enhancement", *Science Direct*, 2015, p. 646.

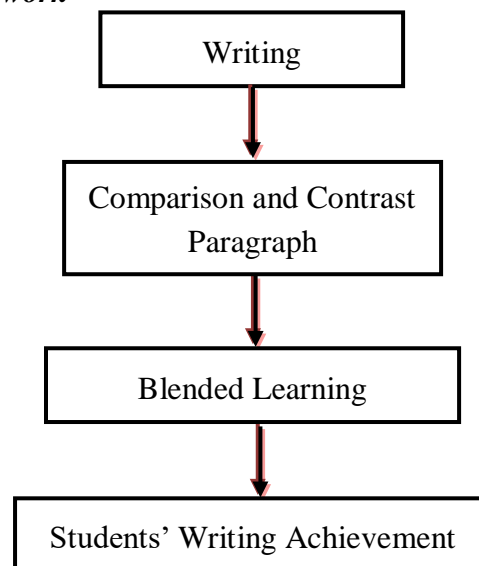
<sup>17</sup>Shawn L. Nissen, *Teaching A Phonetics Course with A High Student Enrolment Using A Blended-Learning Format*, in *Phonetics Teaching and Learning Conference* (London: Phonetics Teaching and Learning Conference Chandler House, 2015), p. 63.

<sup>18</sup>Jaemjan Sriarunrasmee, "Blended Learning Supporting Self-Directed Learning and Communication Skills of Srinakharinwirot University's First Year Students", *Elsivier, Procedia – Social and Behavioral Sciences*, 2015, doi: 10.1016/j.sbspro.2015.07.111, p. 1564.

compared with face to face Cooperative writing groups and had positive attitudes towards using telegram Cooperative learning.<sup>19</sup> The similarity of my research was concentrating on students' writing skills whereas the dissimilarity was on the treatment. The treatment was comparing Telegram application and conventional method while my research used Blended Learning by combining online and offline treatment.

6. Dorin Herlo in her research revealed that blended learning had awesome impact. This can be proven from the results of the assessment that 32% students had obtained excellent grades, 52% optimum and 16% good. In addition, students were also more responsible and participate in constructing the information and problem reframing through exploration and research into new different contexts.<sup>20</sup> The parity between Dorin's research and my research was in applying blended learning. Nevertheless, Dorin was focusing to improve the students' efficiency learning but my research concentrated on students' writing.

#### ***F. Conceptual Framework***



<sup>19</sup>Mojtaba Aghajani and Mahsa Aldoo, "The Effect of Online Cooperative Learning on Students' Writing Skills and Attitudes through Telegram Application", *International Journal of Instruction*, Vol. 11, No. 3, July 2018, p. 433.

<sup>20</sup>Dorin Herlo, "Improving Efficiency of Learning in Education Master Programs, by Blended Learning", *Elsevier, Procedia – Social and Behavioral Sciences*, 2015, doi: 10.1016/j.sbspro.2015.04.326, p. 1304.

This research focused on teaching writing. In teaching process, the researcher explained the process of writing, particularly in comparison and contrast paragraph. Then blended learning was applied for giving the treatment to the students. The materials and students' task was given in face to face and online class. Edmodo app was used in the online class. Therefore, it was expected to simplify and enhance students' writing achievement.

### ***G. Hypothesis***

The hypothesis is statement predicting how variables relate to each other which could be examined through research. It consists of two primary kinds namely, null and alternative hypothesis. Null Hypothesis ( $H_0$ ) means there is no significant difference between two variables which being examined,<sup>21</sup> while Alternative Hypothesis ( $H_1$ ) proposes that there is a relationship between two or more variables in the research.<sup>22</sup>

1. Null Hypothesis ( $H_0$ ): this hypothesis means there is no enhancement of students' writing achievement through Blended Learning. So using BL is not applicable.
2. Alternative Hypothesis ( $H_1$ ): This means there is an enhancement of students' writing achievement through Blended Learning. So using BL is applicable.

### ***H. Methodology***

#### **1. Research Design**

The design of this research was pre-experimental. Pre-experimental design highlights on a single group that is provided interference. Then, it is examined to know if the interference causes any changes.<sup>23</sup>

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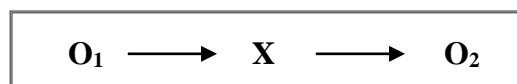
<sup>21</sup>Patricia Leavy, *Research Design: Quantitative, Qualitative, Mixed Methods, Arts-Based, and Community-Based Participatory Research Approaches* (New York: The Guilford Press, 2017), p. 69-70.

<sup>22</sup>Syed Muhammad Sajjad Kabir, "Formulating and Testing Hypothesis", *Research Gate*, p. 62.

<sup>23</sup>Patricia Leavy, *Research Design: Quantitative, Qualitative, Mixed Methods, Arts-Based, and Community-Based Participatory Research Approaches*, p. 96.



The researcher took 5 students to be taught by blended learning for enhancing the students' writing achievement. It utilized the pre-experimental design that covered pre-test, treatment, and post-test. The design of this research was as follows:



Where:

$O_1$  : First Observation (Pre Test)

X : Experiment (Treatment)

$O_2$  : Second Observation (Post Test)<sup>24</sup>

## 2. Approach of the Research

This research was applying quantitative research. Quantitative research is the collection and analysis of numerical data to describe, explain, predict, or control an interesting phenomenon.<sup>25</sup> Quantitative research determines the relationship between two or more variables. It is primarily related to numerical data, measurement and statistical data.<sup>26</sup> Another definition of quantitative research is a kind of research that requires the use of numbers: ranging from data collection, data interpretation and data appearance of the results.<sup>27</sup>

## 3. Location, Population, and Sample

### a. Location

New English Course (NEC) was chosen as the location of this research.

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<sup>24</sup>Louis Cohen, *et. al.*, *Research Methods in Education* (6<sup>th</sup> Ed.; Oxon: Routledge, 2007), p. 282.

<sup>25</sup>L. R. Gay, *et. al.*, *Educational Research (Competences for Analysis and Applications)* (United States: Person Education, 2012), p. 7.

<sup>26</sup>Aek Phakiti, *Experimental Research in Language Learning* (Bloombury Publish, 2014), p. 8.

<sup>27</sup>Qismullah Yusuf, *et. al.*, "Engaging with Edmodo to Teach English Writing of Narrative Texts to EFL Students", *Problems of Education in the 21<sup>st</sup> Century*, Vol. 76, No. 3, 2018, p. 337.

b. Population

The population was all the students of New English Course (NEC) that consists of 9 classes. The total numbers of students were 40.

c. Sample

The researcher applied the purposive sampling technique to choose a sample from all of the population. Purposive sampling is the process of selecting a sample that is believed to be representative of all populations.<sup>28</sup>

By purposive sampling, the researcher took 1 class that consisted of 5 students. The samples were in microteaching class. The researcher had reasons for choosing a sample. First, the students were believed that could make sentences well. Second, it was considered that the students who could make sentences were not determining that they could write paragraphs well. So, this research possessed 5 students as the sample to be examined.

4. Research Variable

This research owned 2 kinds of variables, namely independent and dependent variables. Independent variable can be defined as the treatment in the research, while dependent variable is the result of the treatment.<sup>29</sup>

- a. Independent variable : blended learning
- b. Dependent variable : students' writing achievement

5. Instrument

The written test was taken to measure the students' ability. The students was given pre-test and post-test. In the pre-test, the researcher saw the students' prior competence in writing a paragraph, then in post-test

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<sup>28</sup>L. R. Gay, *et. al.*, *Educational Research (Competences for Analysis and Applications)*, p.141.

<sup>29</sup>John W. Creswell, *Research Design: Qualitative, Quantitative, and Mixed Methods Approaches* (4<sup>th</sup> Ed.; California: Sage Publisher, 2014), p. 217.

measured the students' enhancement of writing paragraphs after getting treatment.

Both in pre-test and post-test, the researcher asked the students to write an expository paragraph about comparison and contrast. In pre-test, the researcher provided one topic to be expanded into paragraphs that was shopping at market and online shop, then in post-test, the researcher determined one topic and the students made paragraphs. The topic was daily life before and during new normal.

#### 6. Procedure for Collecting Data

To collect data, the researcher took 6 meetings. It was applied in three steps, as follows:

- a. Pre-test was given before doing treatments. It aimed to measure the students' basic skill in writing. After giving pre-test, the researcher introduced blended learning and made a class in Edmodo.
- b. Treatment was implemented after giving pre-test. It hold in 6 meetings (6 X 90 minutes). There were 3 meetings each offline and online class. The materials for each meeting were:
  - 1) The researcher taught the components and process of writing.
  - 2) The students were taught about parts of paragraph.
  - 3) The researcher gave the patterns for organizing comparison and contrast paragraph.
  - 4) The students were given a test about comparison and contrast paragraph.
  - 5) The researcher asked students to write a comparison and contrast paragraph.
  - 6) The researcher asked students to write a comparison and contrast paragraph.

The point 1, 3, and 5, had been done in offline class then 2, 4 and 6 was implemented in an online class by Edmodo.

- c. Post-test was given after doing treatments. It possessed to measure the students' achievement and progress. The result of pre-test and post-test was calculated and compared to find out the significant difference between the students' achievement in writing before and after the treatment.

## 7. Technique of Data Analysis

### a. Scoring

The students' writing tests were measured by noticing the scoring system, such as content, organization, vocabulary, language use, and mechanic. Here is the following score:<sup>30</sup>

No.	Criteria	Score	
		Higher	Lower
1	Content	30	13
2	Organization	20	7
3	Vocabulary	20	7
4	Language Use	20	7
5	Mechanic	10	2
Total		100	36

Table 1 Scoring System

### Scoring Rubric of Five Aspects of Writing

#### 1) Content

Score	Classification	Criteria
30 - 27	Excellent to Very Good	Mastering the written topic, substantive, thoroughly development of a thesis, and

<sup>30</sup>Kemntrian Pendidikan dan Kebudayaan, *Buku Guru Bahasa Indonesia Wahana Pengetahuan* (Ed. II; Jakarta: Kemntrian Pendidikan dan Kebudayaan, 2014), p. 83.

		relevant to the assigned topics
26 -22	Good to Average	Adequate to master the topic, adequate range, limited development of a thesis, mostly relevant to the topic, but lack detail
21 - 17	Fair to Poor	Limited topic mastery, little substance, inadequate development of the topic
16 - 13	Very Poor	Not master the topic, non-substantive, non-pertinent or not enough to evaluate

Table 2 Scoring Rubric of Content

## 2) Organization

<b>Score</b>	<b>Classification</b>	<b>Criteria</b>
<b>20 – 18</b>	Excellent to Very Good	Fluent expression, ideas supported, succinct, well-organized, logical sequencing, cohesive
17 – 14	Good to Average	Less fluent, loosely organized but main ideas stand out limited support, logical but incomplete sequencing
13 – 10	Fair to Poor	Non-fluent, ideas confused or disconnected, lack logical sequencing and development
9 – 7	Very Poor	Does not communicate, no organization or not enough to evaluate

Table 3 Scoring Rubric of Organization

## 3) Vocabulary

<b>Score</b>	<b>Classification</b>	<b>Criteria</b>
20 – 18	Excellent to Very Good	Sophisticated word range, effective word or idioms choice, the word from mastery, appropriate register
17 – 14	Good to Average	Adequate word range, occasional errors of word/idioms, choice, and usage but meaning not obscured
13 – 10	Fair to Poor	Limited word range, occasional errors of word/idioms, choice, and usage but meaning not obscured
9 – 7	Very Poor	Knowledge of vocabulary, phrases, low word formation, unworthy to evaluate

Table 4 Scoring Rubric of Vocabulary

## 4) Language Use

<b>Score</b>	<b>Classification</b>	<b>Criteria</b>
20 – 18	Excellent to Very Good	Effective complex construction, few language errors (word order/function, articles, pronoun, preposition)
17 – 14	Good to Average	Simple construction but effective, a minor problem in complex construction, few language errors (word order/function, articles, pronoun, preposition), but obscured meaning

13 – 10	Fair to Poor	Major problem of simple/ complex construction (frequent errors of negation, word order/function, articles, pronoun), confusing meaning
9 – 7	Very Poor	Not mastery of sentence construction rules, dominated by errors, not communicative, unworthy to evaluate

Table 5 Scoring Rubric of Language Use

## 5) Mechanic

Score	Classification	Criteria
10	Excellent to Very Good	Master the written rules, few errors of spelling, punctuation, capitalization, and paragraph arrangement
6	Good to Average	Occasional errors of spelling, punctuation, capitalization, and paragraph arrangement, not obscured the meaning
4	Fair to Poor	Frequent errors or spelling, punctuation, capitalization, and paragraph arrangement, poor handwriting, meaning confused or obscured
2	Very Poor	Not master the written rules, dominated by errors of spelling, punctuation, capitalization, and

		paragraph arrangement, illegible handwriting, unworthy to evaluate
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Table 6 Scoring Rubric of Mechanic

## b. Classifying

To measure the quality of the students' writing score on the scoring systems above, the data was classified into five classifications by adapting the scoring standard of New English Course (NEC) Bone as follows:<sup>31</sup>

No.	Score	Classification
1	85-100	Very good
2	75-84	Good
3	60-74	Fair
4	45-59	Poor
5	30-44	Very Poor

Table 7 Scoring Classification

## c. Calculating

The researcher used Statistical Package for Social Sciences (SPSS) 22 to find out the mean score, standard deviation of the students' score, and calculating the significant difference of the students' achievement before and after giving treatment.

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<sup>31</sup>New English Course (NEC) Bone, *Standar Kompetensi Lulusan NEC 2019*, p. 3.