

**PERCEIVED IMPACTS OF THE USE OF BLENDED LEARNING IN
ENGLISH MATRICULATION CLASSES ON LEARNERS' WRITING
PERFORMANCE**

SKRIPSI



by

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**ENGLISH LANGUAGE EDUCATION DEPARTMENT
FACULTY OF EDUCATION AND HUMANATIES
UNIVERSITAS KRISTEN DUTA WACANA
YOGYAKARTA**

2022

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Presented as partial fulfillment of the requirements
For the degree of *Sarjana Pendidikan (S.Pd.)*
In English Language Education Department

by

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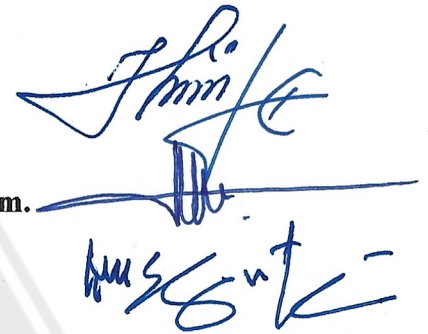
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STATEMENT OF ORIGINALITY

I honestly declare that this *Skripsi* does not contain work or parts of the work of other people, except those cited in the quotations and the references.

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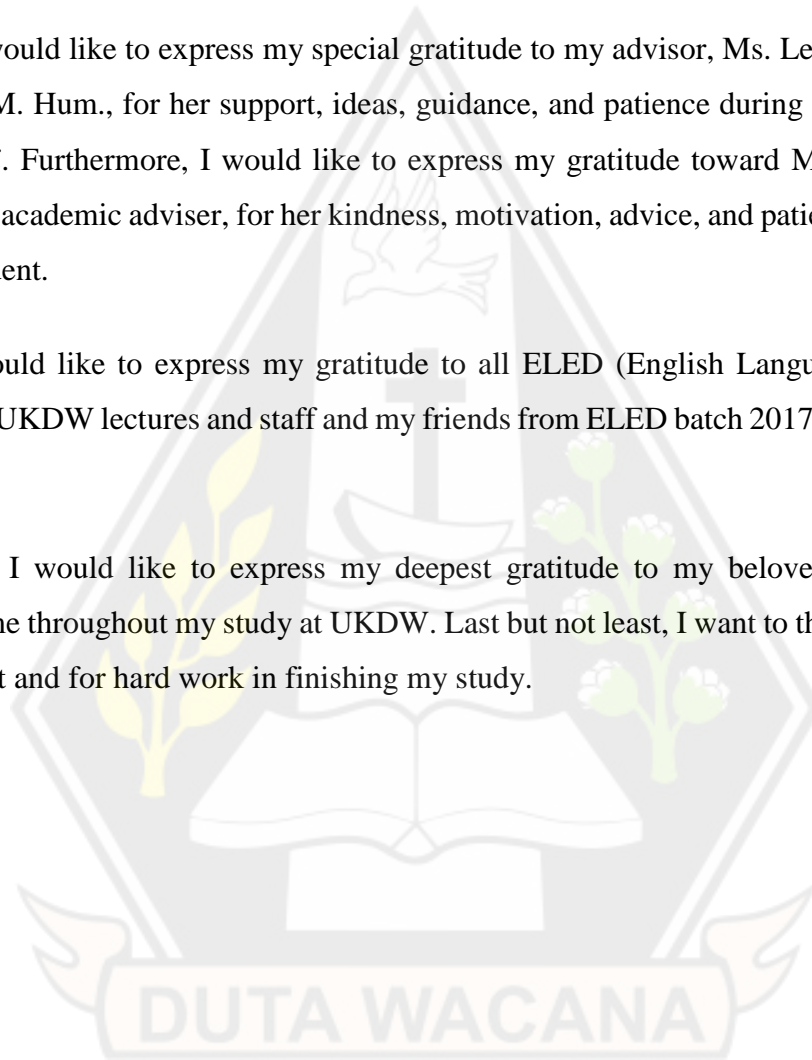


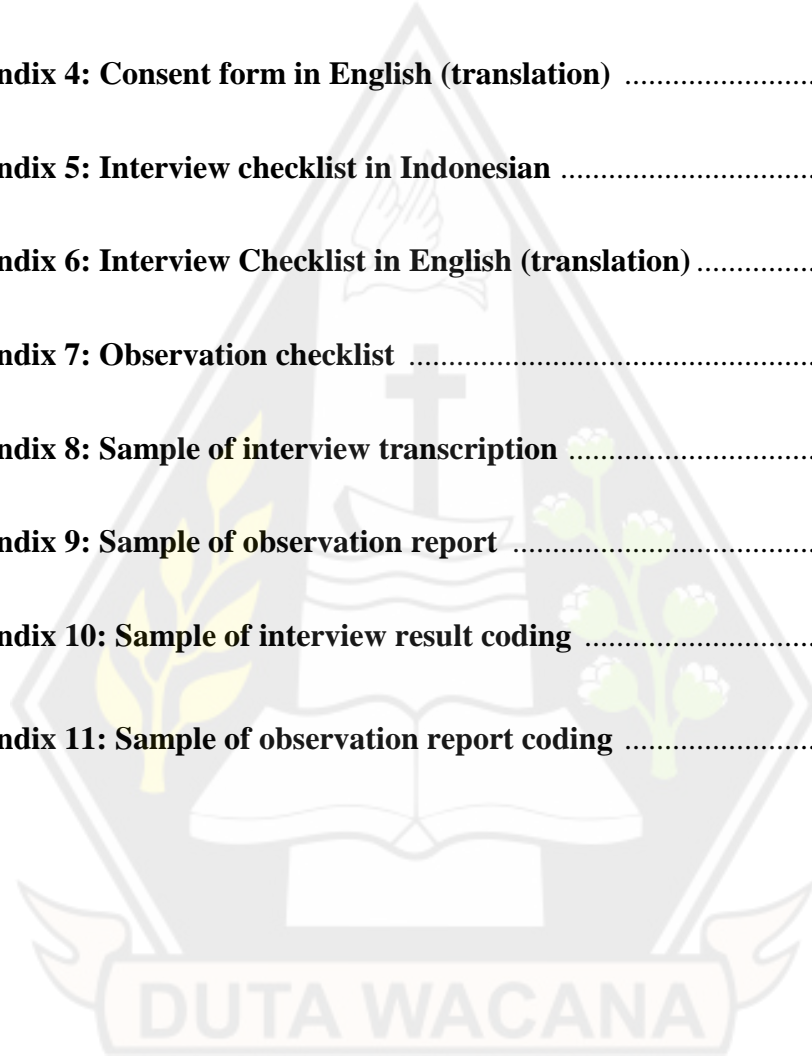
TABLE OF CONTENTS

FRONT COVER	
INNER COVER	i
APPROVAL PAGE.....	ii
DEFENSE APPROVAL PAGE	iii
STATEMENT OF ORIFINALITY	iv
ACKNOLEDGMENT	v
TABLE OF CONTENTS	vi
LIST OF TABLES	x
LIST OF FIGURES	x
ABSTRACT	xi
<i>INTISARI</i>	xii
CHAPTER I	1
INTRODUCTION.....	1
A. Research Background	1
B. Research Questions	4

C. Research Objectives	4
D. Research Benefits	4
CHAPTER II	5
LITERATURE REVIEW	5
A. Blended Learning	5
B. The Implementation of Blended Learning in English Classes	8
C. Previous Studies about the English Teacher' Perceptions of the Impacts of Blended Learning on Writing Performance	8
CHAPTER III.....	10
METHODS	10
A. Research Design	10
B. Research Participants	11
C. Research Instrument	12
D. Data Collection and Data Analysis	13
E. Ethical Considerations	13
F. Sequences of Data Collection and Data Analysis	14
CHAPTER IV	15

RESULT AND DISCUSSION	15
A. Research questions 1: To what extent do the teachers use blended learning activities in English matriculation classes	16
A. Theme 1: The use of asynchronous and synchronous for classroom activities	16
B. Theme 2: The use of asynchronous and synchronous activities to assess the learners' writing performances	19
B. Research question 2: What are teachers' perceived impacts of blended learning on learners' writing performance?	22
A. Theme 3: Blended learning improves the learners' writing scores needed in writing	23
B. Theme 4: Blended learning improves the learners' vocabulary repertoire	24
C. Theme 5: Blended learning improves the learners' critical thinking through their writing	26
CHAPTER V	29
CONCLUSION	29
A. Summary	29
B. Implications and contributions	29
C. Limitations	31
D. Future Studies	31
REFERENCES	32
APPENDICES	43

Appendix 1: Permission letter from the institution	43
Appendix 2: Permission letter from language center	44
Appendix 3: Consent form in Indonesia	45
Appendix 4: Consent form in English (translation)	47
Appendix 5: Interview checklist in Indonesian	49
Appendix 6: Interview Checklist in English (translation)	49
Appendix 7: Observation checklist	50
Appendix 8: Sample of interview transcription	52
Appendix 9: Sample of observation report	49
Appendix 10: Sample of interview result coding	55
Appendix 11: Sample of observation report coding	60

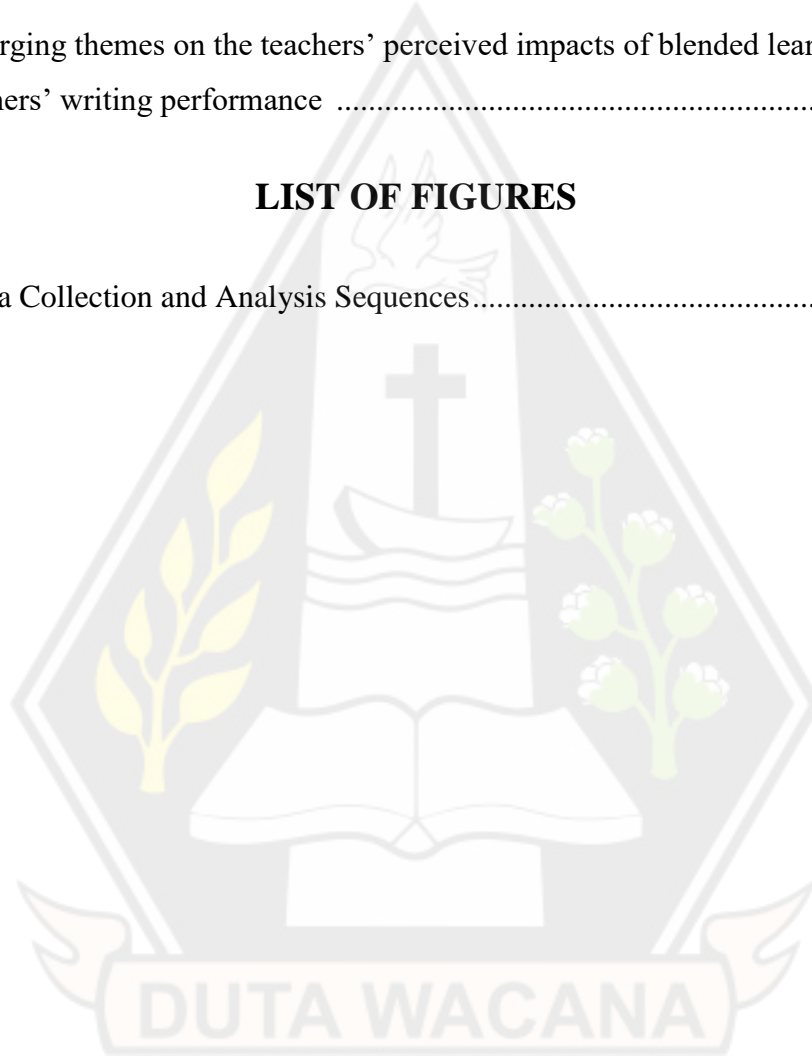


LIST OF TABLES

Table 1: The emerging theme on the extent of blended learning in English matriculation classes.	16
Table 2: Emerging themes on the teachers' perceived impacts of blended learning on learners' writing performance	24

LIST OF FIGURES

Figure 1: Data Collection and Analysis Sequences.....	15
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ABSTRACT

Bologi, D (2022). *Perceived impacts on the use of blended learning in English matriculation classes on learners' writing performance*. (Unpublished Undergraduate Thesis). Universitas Kristen Duta Wacana, Yogyakarta, Indonesia.

This study aimed to investigate the uses of blended learning activities in English matriculation classes and to explore teachers' perceived impacts on the use of blended learning on learners' writing performance. This study involved three English matriculation teachers in an interview and class observation. Based on the interview and observation results, five themes were generated based on thematic analysis. The First theme is asynchronous, and synchronous activities in class activities. The second theme is the use of asynchronous and synchronous activities to assess the learners' writing performance. The third theme is blended learning positively improves the learners' writing scores. The fourth theme is blended learning enhances the learners' vocabulary repertoire. The last is in regard to the blended learning to improving the learners' critical thinking through their writing. The result of the study suggests that blended learning can be implemented by combining asynchronous and synchronous activities, blended learning can be used to assess the learners' understanding, and blended learning gives positive impacts on learners' writing performance. This study also provides suggestions for future studies in the same areas.

Keywords: blended learning, English matriculation classes, teachers perceived impacts, writing performance

INTISARI

Bologi, D (2022). *Perceived impacts on the use of blended learning in English matriculation classes on learners' writing performance*. (Unpublished Undergraduate Thesis). Universitas Kristen Duta Wacana, Yogyakarta, Indonesia.

Penelitian ini bertujuan untuk menyelidiki penggunaan kegiatan *blended learning* di kelas matrikulasi bahasa Inggris dan untuk mengeksplorasi dampak yang dirasakan guru pada penggunaan *blended learning* pada kinerja menulis peserta didik. Penelitian ini melibatkan tiga guru matrikulasi bahasa Inggris dalam wawancara dan observasi kelas. Berdasarkan hasil wawancara dan observasi, dihasilkan lima tema berdasarkan analisis tematik. Pertama, kegiatan asinkron, dan sinkron dalam pengajaran di kelas. Kedua, penggunaan kegiatan asinkron dan sinkron untuk menilai kinerja menulis peserta didik. Ketiga, *blended learning* secara positif meningkatkan nilai menulis siswa. Keempat, *blended learning* meningkatkan perbendaharaan kosakata pelajar. Yang terakhir adalah *blended learning* mengembangkan pemikiran kritis peserta didik melalui tulisan mereka. Hasil penelitian menunjukkan bahwa *blended learning* dapat diimplementasikan dengan menggabungkan kegiatan *asynchronous* dan *synchronous*, *blended learning* dapat digunakan untuk menilai pemahaman peserta didik, dan *blended learning* memberikan dampak positif pada kinerja menulis peserta didik. Temuan penelitian ini memberikan saran untuk penelitian masa depan di bawah bidang yang sama dari penelitian ini.

Kata kunci: *Blended learning*, kelas matrikulasi Bahasa Inggris, kinerja penulisan, pandangan guru

CHAPTER I

INTRODUCTION

This chapter contains four subheadings: research background, research question, research objective, and research benefits.

A. Research Background

English is known as a global community language, and it affects many aspects such as academic, business, and other elements (Nishanthi, 2018). Rao (2019) also emphasizes that English has increased rapidly in the modern world, especially in teaching English. However, due to a virus outbreak in 2019, also known as a Coronavirus (Covid-19), many countries chose to temporarily close any activity outside the home (Hong et al., 2021). They also stated that all the learning processes were temporarily adapted to blended learning theories during this pandemic. Hong et al. (2021) stated that more than hundred schools adopted blended learning during the lockdown. He also mentioned that the learners must adjust to learning from home due to that condition. In other words, due to the pandemic, most of the learning process have been changed to blended learning.

Blended learning is the combination of teaching models and styles. Bryan and Volchenkova (2016) emphasize that blended learning can also be defined as a combination of face-to-face and online learning styles. According to Shahabadi and Uplane (2015), online learning is learning using advanced tools to enable learners to apply the app based on their learning preferences. They also emphasizes that online learning should be adaptable and consider learners' differences. Perveen (2016) stated that online learning is divided into online asynchronous, online synchronous, and hybrid learning. On the other hand, Shahabadi and Uplane (2015) stated that online learning is divided only into two modes; synchronous and asynchronous. Bryan and

Volchenkova (2016) stated that the teacher needs to pay attention to the students' needs and lacks in implementing those two modes. In conclusion, blended learning is a combination of learning styles. Blended learning has a different method that teachers mostly use. Therefore, this study focuses on the use of blended learning activities in English matriculation classes.

The study on the use of blended learning toward learners' writing performance is not new. According to Singh and Wassenaar (2016) perfect writing should imply the perfect organization of ideas and paragraphs. Wahyuni et al. (2019) stated that writing is a productive skill, productive skill means it has to run-on progress. She also found that most of the participants lack motivation in writing. A study of the use of blended learning toward learners' writing performance has been conducted by Amin (2019) in Saudi Arabia at the high school level. He found most of the participants were relatively good writing performance. Similar research was conducted by Teng et al. (2021); and Challob et al. (2016) found the factors that affect the learners writing performance. The factors namely, writing planning, goal-oriented monitoring, goal-oriented evaluation, emotional control, memorization strategies, and metacognitive judgement. In contrast, the related topic in the Indonesian context is quite rare, especially at the university level. Therefore, this research investigated how teachers used blended learning in English matriculation classes in the Indonesian context and how they perceived the impacts of blended learning on learners' performance.

Furthermore, this study will be conducted in English matriculation classes at the university level in the Indonesian context. However, there is some research about this study in other countries as well. Research on blended learning at the university level has been conducted by Bryan and Volchenkova (2016); Dziuban et al. (2018); Widiara (2018); and Wahyuni et al. (2019). Dziuban et al. (2018) found that, blended learning has to combine technologies in every teaching and learning process. He also emphasizes that students should have equal rights to access it. Research about the use

of blended learning has been conducted in the Indonesian context by Widiara (2018) and Cahyani et al. (2021). They found that Indonesia's traditional curriculum should use blended learning as an alternative learning style in this digital era. Zein et al. (2020) stated that the study of blended learning implementation in the Indonesian context mostly used obligatory English classes with a minimum of two credits per hour. In this research context, matriculation classes are offered in all study programs for learners at the university. These classes are English classes with a credit of 0 credits which are compulsory courses before learners take English for specific Purposes (ESP) courses. Therefore, this study involves participants from obligatory English classes with zero credit to fill this gap.

In conducting the present study, the qualitative method is used to gather data from the participants. Qualitative research is a situated activity where the researcher observes the participants surrounding (Creswell, 2015). Ekka (2021) stated that observation is a way to collect data from participants by observing their behavior, events, and the natural setting. Thus, the current study used the qualitative method because this study uses observation to find the relationship between blended learning in English matriculation classes and the learners' performance. The observation was conducted to find out how the blended learning was implemented in English matriculation classes. Moreover, to gather deeper information about the teachers' and learners' perspectives the researcher uses interviews. Therefore, to know the natural setting of the implementation of blended learning in English matriculation classes and to get a deeper understanding of the impact of blended learning on learners' writing performance, the current study used a qualitative method to gather the data from the participants. In addition, there is some research that similar to this study used qualitative (Perveen, 2016; Fadillah et al., 2020; Cahyani et al., 2021; Dwiyanti & Suwastini, 2021; and Dahmash, 2021), quantitative (Akkoyunlu & Soylu, 2014; Amin, 2019; Kusuma et al., 2020; and Syafrizal et al., 2021), mixed method (Pineda, 2017; Riwayatningsih &

Sulistiyani, 2020; and Shang, 2022), and Classroom Action Research (Ajabshir, 2019 and (Nuri & Bostanci, 2021).

B. Research Questions

This research has two main concerns which are related to the use of blended learning in English matriculation classes at the university level. Therefore, the researcher addresses the following research questions to be elaborated:

1. To what extent did teachers use blended learning in English matriculation classes.
2. What were teachers' perception impacts on the use of blended learning on learners' writing performance?

C. Research Objectives

The objectives of this research are:

1. To investigate the use of blended learning in English matriculation classes.
2. To explore teachers' perception on the impacts of blended learning on the learners' writing performance.

D. Research Benefits

Hopefully, the present study can be beneficial for pre-service, in-service English teachers who consider implementing blended learning in their English classes, learners who are learning English, and other researchers. The in-service and pre-service English teachers are able to identify and explore the use of blended learning in English classes. The in-service and pre-service teacher also can identify the struggle and ways to improve learners' English writing performance by using blended learning. For the researchers, this study might be a reference for conducting a similar study on the same topic with different contexts, participants, settings, and research methods. For English language learners, this study can give them information about optimizing their writing performance in blended learning environments.

CHAPTER V

CONCLUSION

This chapter consists of summary of the findings, implication and contribution, limitation. as well as futures studies. Each part will be explained and elaborated as follows.

A. Summary

There are two primary purposes of the present study. The first is to investigate the implementation of blended learning in English matriculation classrooms. The second is the teachers' perceived impacts on the use of blended learning on the learners' writing performance. The present study employed observation in three English matriculation classes to answer research question one. Meanwhile, to answer research question two, interviews with three English teachers were conducted.

Based on the findings, five themes were generated based on the data from observations and interviews: Firstly, the data indicates that blended learning was implemented by combining both asynchronous and synchronous activities as classroom instruction. This finding was supported by some studies indicating similar results. The teachers used the asynchronous activity to ask the learners to read the materials before joining the synchronous activity to have classroom discussions. Then the learners were instructed to do the writing task asynchronously using Google docs or Paddlet. Secondly, the data indicates that both asynchronous and synchronous activities were designed to assess learners' writing performance. This finding was supported by some previous studies reporting that both asynchronous and synchronous activities can be used to assess learners' writing performance. In assessing the learners' writing performance, the teachers used asynchronous activity by asking them to do a quiz in Mentimeter and Quizizz. The teachers also used the synchronous activity to assess the

learners' performance after joining the classroom discussion. The third, fourth, and fifth themes answering the second research question might indicate teachers' perceptions on the positive impacts of blended learning on learners' writing performance. The finding showed that blended learning improved the learners' writing scores. The flexibilities of blended learning enable the learners to develop their writing scores. These findings were supported by some previous studies. Moreover, as stated in the fourth theme, the findings indicated that blended learning enhances the learners' vocabulary repertoire. Blended learning allows the learners to do research outside the class to strengthen their vocabulary. In line with this, some previous studies emerge the similar result. Finally, the finding indicated that blended learning improves the learners' critical thinking through writing. Critical thinking is one of the skills the learners need to have in writing. Therefore, through blended learning, the learners were able to explore more data asynchronously without limitation of time and reliable resources and argue their findings synchronously. The findings were supported with the previous studies share the similar result

B. Implication and Contribution

There are some implications based on the present study about the teachers' perceived impacts on the use of blended learning in English matriculation classes on learners' writing performance. First, the teacher admitted that blended learning could be implemented by combining both asynchronous and synchronous activities as learning instruction. By using both asynchronous and synchronous activities, teachers could assess learners' writing performance. Secondly, teachers had positive perceptions on the impacts of blended learning on learners' writing performance. The findings from this study indicated that blended learning improves the learners' writing score, vocabulary repertoire, and critical thinking through their writing. Therefore, blended learning could be an optional teaching method in teaching English.

In addition, the present study has some contributions to other studies on the use of blended learning in English language teaching in relation to learners' writing performance. The studies about the use of blended learning in English matriculation classes on learners' writing performance are quite infrequent. Therefore, the current study could be a reference for a similar study with a different context, participants, and research method.

C. Limitation

Despite the implication and contributions, the present study had some limitations. Firstly, the observations might not be rich since the number of classes observed are few. The data might have been more prosperous if the researcher had done more than three observations. Secondly, this study was done within limited time frames, so only a few participants were involved to participate in this study. The last limitation was the results of this study could not be generalized due to the nature of the qualitative research method. The results of this study might not be applicable to other contexts or participants.

D. Future studies

There are some recommendations for future studies that can be conducted based on the results and the limitations of this study. First, future study might use other data collection techniques, such as questionnaires in survey to obtain richer and more solid data. Secondly, future study might investigate learners' perceptions on the impacts of blended learning towards their writing performance. Lastly, future studies might be conducted under the same topic with different context and participants to find out whether similar results can be identified and contrasted.

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