



**Implementing Blended Learning Toward Students' Self Efficacy in Writing Class:
Students and Teachers' Voice**

Jamila Hamidah

Galuh University
mila.alkaf82@gmail.com

Iskhak Said

Galuh University
iskhakunigal@gmail.com

Ratnawati

Galuh University
ratnawati.english.edu@gmail.com

Abstract

This article reports on students' and teachers' perceptions and of their self-efficacy on implementing blended learning in writing class. Self-efficacy has been defined as the belief we have in our own abilities, specifically our ability to meet the challenges and complete a task successfully (Akhtar, 2008). This research employed a survey study by means of questionnaire and interview. Fifty one of the third year students of English Department Galuh University were employed as participants. The data analysis of this study used qualitative analysis which implemented coding. The result of this research showed that students' self-efficacy improved after learning in writing classes on implementing blended learning, the students felt confident, enjoy the class, and then the students felt more motivated when learning. Furthermore, most of the students stated that self-efficacy was necessary, because it affected not only on implementing blended learning in writing class but also in the other courses. Each student has different self-efficacy, high and low self-efficacy that is able to influence how their learning achievement. It is recommended to further research that self-efficacy measurements must be far better and more accurate from various aspects. Thus the results would be certainly more relevant and detailed.

Keywords: writing, self-efficacy, blended learning, perception, survey study

Introduction

Studies suggest that blended learning is cannot separated from the practice of using online learning when teaching and learning process. As difficult in English in various ways of teaching, there is no short time for mastering skills. This is supported by Westwood (2008, p. 56), he says that "written language the most difficult skills to acquire because its development involves the effective coordination of many different cognitive, linguistic and psychomotor processes". They often get low marks when doing the tests on writing skill and it influence their learning's motivation. Students often have various basic mistakes in written works dealing with capitalization, punctuation, logical order, spelling, and grammatical error (Msanjila, 2005, p. 18). To solve these problems, it is important for the teachers to use an alternative method in teaching writing to achieve the goal of the instruction or curriculum. In doing teaching and learning, there are a connection between learning and self-efficacy that is owned by every human. Self-efficacy is not a trait that some have and others don't (or somewhere in-between), instead he proposes that anyone, regardless of their past or current environment, has the ability to exercise and strengthen their self-efficacy, and self-efficacy can be influenced and developed, and how it positively effects all facets of human experience (Bandura, 2008).

Seeing people similar to themselves succeed by perseverant effort raises observers' beliefs that they, too, possess the capabilities to master comparable activities (Bandura, 1986; Schunk, 1987). In the current study, blended learning is a combination of face-to-face classroom teaching and when using blended learning. As problem-based learning and inquiry communities, effectiveness can be improved, therefore, it is necessary for teacher educators to integrate online activities and face-to-face activities in mixed learning, and also must link online learning with face-to-face learning or with field teacher preparation programs (Abdelraheem, 2014).

There were some previous studies related to this study conducted by some researchers for instance by Bahrani & Wold, (2011); Adas & Bakir (2013); and Thavavel (2015). To stimulate students' motivation and interest in academic English writing, the AEW course in the present study adopted blended learning, namely integrating technology into traditional classroom teaching and learning, in that it clearly has many advantages over using online or traditional formats (Bahrani & Wold, 2011). Edmodo is believed to be applicable in teaching writing. Some studies have proved how Edmodo works in writing classes and easy application in learning writing are also admitted by students (Adas & Bakir, 2013). Learning model Blended Learning greatly assist students in improving the competence of students in the classroom and develop themselves in the art and discipline of students (Thavavel, 2015). All of researchers have conducted the research about applying of Blended Learning in writing and all of the result of research had showed that blended learning was effective way to improve writing ability.

Previously, some researchers such as from Indonesia (Purnawarman, et.al., 2016); Turkey (Kazu & Demirkol, 2016); and Thailand (Banditvilai, 2016), have conducted the study related to the topic of the present study. However, most of them do not explore the use of blended learning in teaching learning process. They just elaborate the use of blended learning environment in teaching English skill. Therefore, this present study tries to fill the gap by investigating the research under the title "Students and teachers' perceptions on implementing blended learning toward students' self-efficacy in writing class". This study takes a case study at the third year of English department Galuh University.

Previous researchers had defined that had not been achieved in learning this material, the researchers did not provide information or a study of self-efficacy that students have. So the researchers will examine the extent to which the self-efficacy students have in blended learning in writing class. So, the researchers can conclude that self-efficacy is a spirit that is owned by

everyone but has a different portion of each individual, motivation in learning is the thing that attracts their attention to learning, the lower the motivation in learning the lower the results we get, but the higher the motivation in learning, the higher the results we will get. Two research questions are formulated as follow:

1. How the students perceive on implementing blended learning toward students' self-efficacy in writing class?
2. How the teachers' perceive on implementing blended learning toward students' self-efficacy in writing class?

To avoid misunderstanding about the topic under discussion, researchers consider it necessary to define several key terms. There are several terminologies that will be used in this study. They are writing, self efficacy and blended learning.

Theoretical Framework

Writing

Writing can influence writing ability as well as diminish writing apprehension (Martinez, Kock, & Cass, Matoti & Shumba, 2011; Pajares, 2007). Academics and practitioners agree that good written communication skills are essential for students as well as professionals, because professional ability and performance are strongly linked with communication competence (Russ, 2009). Furthermore, Peha (2010, p. 5), states that writing is the communication of content for a purpose to an audience. Therefore, writing can be said as a process of giving and putting idea or message into words. In short the successfull in writing is depend on how much the readers can understand what the writer's mean. So, to be a good writer is not easy because a writer must pay attention to principal purpose or writing and also must consider the aspects of writing in their writing. Hyland (2003, p. 3), defines that "writing as a product constructed from the writer's command of grammatical and lexical knowledge, writing development is considered to

be the result of imitating, and manipulating models provided by the teacher".

Self-efficacy

According to Albert Bandura, self-efficacy is not a trait that some have and others don't (or somewhere in-between). Instead he proposes that anyone, regardless of their past or current environment, has the ability to exercise and strengthen their self-efficacy. Bandura explains how self-efficacy can be influenced and developed, and how it positively affects all facets of human experience (Bandura, 2008). The originator of the theory, Bandura (1997), the inventor of the theory divided four sources of efficacy belief. Self-efficacy plays a major part in determining our chances for success; in fact some psychologists rate self-efficacy above talent in the recipe for success.

Blended Learning

Blended learning is a formal education program in which a student learns at least in part through online delivery of content and instruction with some element of student control over time, place, path, and or pace and at least in part at a supervised brick-and-mortar location away from home learning environment based on pervasive computing technologies as well (Staker & Horn, 2012). Blended learning have the implementation, it means how teaching and learning in the classroom when doing teaching and learning.

Methodology

The research design used was survey study. In this research, the researchers conducted a cross sectional survey which is designed to look at a variable at a particular point in time (Cherry, 2018). As stated by Price (2013), survey research has two important characteristics. First, the variables of interest are measured using self-reports. In essence, survey researchers ask their participants (who are often called respondents in survey research) to report directly on their own thoughts, feelings, and behaviors. Second,

considerable attention is paid to the issue of sampling. The research design used was survey study. In this research, the researchers conducted a cross sectional survey which is designed to look at a variable at a particular point in time (Cherry, 2018).

The research site would be at a private university based on some reason first, the population selected was appropriate with the topic that is using blended learning in teaching and learning. This study used questionnaires and interviews. To explain the results of the research, the researchers applied the likert scale in level of agreement form. According to Rattray and Jones (2007), likert scales type is one of a range scale types that researchers can choose from, and they identify frequency, and multiple choice formats as alternatives. The final step in collecting data is semi structured interview to teacher. The data analysis used coding.

Findings and discussions

In order to answer the first research question, the questionnaire was administrated to the students to figure out students perceptions on blended learning in improving students' self-efficacy in writing class. The questionnaire consisted of 16 questions, in interpreting the data the researchers analyzed all the answers which were written by the respondents.

Based on the data from questionnaire it can be seen in the first statement that the students agree that blended learning is interesting. The second statement that the students agree that they feel enjoy in writing class. The third statement, the students agree that blended learning material is easy to access. The fourth statement that the students agree that the concept offered is realistic blended learning in accordance with learning objectives and material. The fifth statement that the students agree that they think blended learning is suitable to be applied in learning English especially about writing. The sixth statement the students agree that they get a lot of information from blended learning and quality material and explanations.

The seventh statement that the students disagree that using blended learning makes them learn more motivated in learning. The eighth statement that the students agree that the material can be discussed in groups. The ninth statement that the students agree that the use of blended learning provides flexibility in doing work including place, time, and learning style. The tenth statement that the students agree that the use of blended learning makes them literate on technology. The eleventh statement that the students agree that quizzes and assignments are always given at the end of the learning meeting. The twelfth statement that the students disagree that they feel that their self-efficacy has increased after writing learning using blended learning. The thirteenth statement that the students disagree that they feel confident doing writing learning using blended learning. The fourteenth statement that the students disagree that they can motivate their self to do all the topics in the writing class. The fifteenth statement that the students agree that motivation is very important in writing learning. The last statement that the students agree that they feel happy when self-efficacy influences achievement in other courses.

From the results of the questionnaire of 16 questions, there were 12 results that agreed and 4 results that did not agree, with analysis agree questions number 1,2,3,4,5,6,8,9,10,11,15,16, and the analysis does not agree to question number 7,12,13,14. We can see here that on average students has good efficacy with this learning material. The researchers conducted the interview directly to the first interview was conducted on April 5th, 2019 and the second on March 28th, 2019. The first question dealt with Teachers' understanding on blended learning, and two teachers turned out answering almost the same questions regarding understanding of blended learning. T1, she assumed that "Blended learning is combining two learning models from online learning and face to face meeting." In contrast T2, assume and say in detail and clearly and she reinforces the reason with statements' "there are several types, some which are mostly online, flip learning material first

through sources and then just discussed. The second question dealt with Teachers' implement on blended learning in class, and both of teachers turned out have differences in applying the applications they applied. T1 applies the application that the first type of blended learning, students must use face to face first and then after that the name online learning is used. In contrast, T2 apply blended learning by giving assignments and then the task is sent via e-mail or whatsapp group. In this learning, she can assess how active they are, and their sensitivity in the results of their learning discussions. The third question dealt with students pay attention to the material that teachers' have taught, as well the two teachers said the same assumption that each child has their own level of sensitivity and attention. Sometimes the students are hard to be able to present their works could be classified as cognitive problems (Harmer, 2007, pp.80-87). Each student has a special interest in teaching and learning carried out by the teacher, the two teachers turned out has different assumptions. T1 said that she has positive opinion, it can easily assess the learning process even though the students are not present in classroom. In contrast, T2 said assessment agreement that included attendance that was very important.

The fifth question dealt with assignment and submit the tasks on time, both of teachers turned out to have the same assumptions with "no". T1 adds that in the system if there is someone who collects the assignment late, from Edmodo and canvas she can arrange the deadline. In contrast T2, she added that the assignments that are often violated by students in the late collection of assignments. The sixth question dealt with differences students' interest in the classroom after implementing blended learning in teaching writing class, both of teachers turned out to have different assumptions. T1 said "There is a difference" a very striking difference is their desire to read because the assignment given is related to reading, in contrast T2 she said "Depending on their abilities, there are those who are low to middle and high. The seventh question dealt with define the writing process using blended

learning to the students, each teacher may have their own differences and characteristics. T1 said "through the writing process", so the students learn first on the learning platform when given material, so when going to the classroom the teacher only gives self-regulation to students, In contrast, T2 said that "from the beginning we have discussed how the contents of learning, setting goals that I have explained, and as time goes by students will understand", the way this teacher is by explaining first how the learning process, and in this case the students will understand along the time.

The eighth question dealt with implement the writing learning process using blended learning, the application of learning to a teacher will also have a difference. T1 said "Tending to use the writing process, developing self-regulated strategies (SRSD), it is considered very easy to help students write problems so they get a little better at writing" it combines self-regulated and self-writing processes, in learning she ensures that each student paragraph is a topic, reason, elaboration and the ends. Different from T2 she said "By examining some texts, types of text, novels, stories will make them think critically" from learning to critique a writing, even T2 reveals in this way the students will have a higher level of critical thinking individually. The ninth question dealt with difficulty implementing writing using blended learning, both of teachers have the same answer "Yes" in terms of having difficulty applying writing using blended learning of course the difficulty will be approaching.

The last question dealt with advantages and disadvantages of blended learning as well as the advantages and disadvantages of blended learning, the two teachers almost have the same answer. T1 says "can see plagiarism and students are still new to using this plate form so students are still confused how to do it" of course the easy thing in the pattern of monitoring is clear to academic students, in contrast, T2 says "it makes it easy for the teachers to assess and provide lessons and also constraints in terms of internet connection", for the benefit of teachers to minimize time savings, with

limited but productive time, their abilities in reading and writing in the fields of technology, graphic design, literacy, so he feels very good and he can also see their own abilities that might rarely be seen. Everything has positive and negative things, and these two teachers can make the class more active.

The findings of this interview aim to investigate teachers' perceptions on blended learning in improving students' self-efficacy in writing class. The difference in self-efficacy is seen from the achievements, efforts, strategies, interests, etc. in writing class.

Discussion

The findings from this study also closely mirror compared by the findings of some previous studies. For instance, the present study supports Camahalan and Ruley's study (2014) entitled "Blended learning and teaching writing: A teacher action research project". The study found that blended learning has a positive effect on most students in class and the researcher would continue to incorporate learning tool which has used in more of the writing lessons along with the reading curriculum. Firstly, researchers were discussed questionnaire and interview, it is close-ended and semi-structured, was distributed and gained the data from the close-ended and semi-structured. This questionnaire is used to know how do the students perceive on blended learning in improving students' self-efficacy in writing class. Dornyei and Taguchi (2010) Specific open questions ask about concrete pieces of information, such as facts about the respondent, past activities, or personal preferences. The researcher was in line with that study in which blended learning gave a positive effect on most students' perception. Differently, in the present study the students not only argued that

is has positive effect to them but also argued that it is one of effective method to be used in teaching writing in class, because they argued that blended learning also can enhance their interest that influenced their achievement and understanding in leaning writing.

Secondly, the researcher was discussed the result of the research based on the data from interview. The researcher has interviewed and gained the data from the semi-structured, interview to know how do the teachers perceive on blended learning in improving students' self-efficacy in writing class. Each teacher has a different perception but almost has similarities in their opinions, and the application of their learning in the classroom, assignment of tasks, learning platform, and until the assessment is different. According to the results of data retrieval, researcher assess that the assessment of the teachers tells that the learning done by children is very good, starting from learning activities in the classroom, then when online learning, self-efficacy of each student is good and quite high, seen from their curiosity in learning, and during learning activities.

Conclusions and suggestions

In addition, there are problems that each student have, such as sometimes they are nervous, lacking in preparation and have other problems, this is included in the category of high or low self-efficacy. Of course, this efficacy will be successful if it has good internal influences, such as support from family, friends, experience, and motivation in them. Self-efficacy is not only useful in writing learning, but also in other academic course. Self-efficacy can be has an effect on students, such as being more confident, having good results in the course, less anxiety or calm, and so on.

Although, when the students have low self-efficacy, their willingness to learn and do assignments would not be as high as students who have high self-efficacy. Thus, it would influence students' achievement.

The researchers gave some suggestions for next students and researchers who would conduct research in the same field. Self-efficacy can be determined and measured, this will enable students to justify and improve what they have. For other researchers, it is recommended to conduct research on the application of self-efficacy in a number of skills, such as listening, reading and speaking. In addition, it is recommended to further research that self-efficacy measurements must be far better and more accurate from various aspects.

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Appendix

Kuisisioner ini digunakan untuk kepentingan penelitian dan pengumpulan data yang sedang dilakukan oleh peneliti. Oleh karena itu peneliti sangat membutuhkan kerjasama dari responden untuk menjawab pertanyaan di bawah dengan sejujur-jujurnya.

Kode : _____

Kelas : _____

Petunjuk :

1. Bacalah pertanyaan - pertanyaan berikut ini dengan teliti, jika ada yang kurang jelas mintalah penjelasan kepada peneliti.
2. Berilah tanda ceklis (✓) pada salah satu kolom yang berisi pernyataan paling sesuai dengan pendapat anda.

NO	PERNYATAAN	RESPON				
		SA ☺	A ☺	N ☹	D ☹	SD ☹
1	<i>Blended learning is interesting.</i> Blended learning merupakan pembelajaran yang menarik.					
2	<i>I feel enjoy in writing class.</i> Saya merasa enjoy di kelas <i>writing</i> .					
3	<i>Blended learning material is easy to access.</i> Materi <i>blended learning</i> mudah untuk diakses.					
4	<i>The concept offered is realistic blended learning in accordance with learning objectives and material.</i> Konsep yang ditawarkan <i>blended learning</i> realistis sesuai dengan tujuan pembelajaran dan materi.					
5	<i>I think blended learning is suitable to be applied in</i>					

	<p><i>learning English especially about writing.</i></p> <p>Menurut saya <i>blended learning</i> cocok diterapkan dalam pembelajaran bahasa inggris khususnya tentang <i>writing</i>.</p>					
6	<p><i>I get a lot of information from blended learning and quality material and explanations.</i></p> <p>Saya mendapatkan banyak informasi dari belajar <i>blended learning</i> dan materi serta penjelasan berkualitas.</p>					
7	<p><i>Using blended learning makes me learn more motivated in learning.</i></p> <p>Menggunakan <i>blended learning</i> membuat saya belajar lebih termotivasi dalam pembelajaran.</p>					
8	<p><i>The material can be discussed in groups.</i></p> <p>Materi yang diajarkan dapat didiskusikan secara berkelompok.</p>					
9	<p><i>The use of blended learning provides flexibility in doing work including place, time, and learning style.</i></p> <p>Penggunaan <i>blended learning</i> memberikan fleksibilitas dalam mengerjakan meliputi tempat, waktu, dan gaya belajar.</p>					
10	<p><i>The use of blended learning makes me literate on technology.</i></p> <p>Penggunaan <i>blended learning</i> membuat saya melek teknologi.</p>					
11	<p><i>Quizzes and assignments are always given at the end of the learning meeting.</i></p> <p>Kuis dan tugas selalu diberikan diakhir pertemuan pembelajaran.</p>					
12	<p><i>I feel that my self efficacy has increased after writing learning using blended learning.</i></p>					

	Saya merasa <i>self efficacy</i> saya meningkat setelah belajar writing menggunakan <i>blended learning</i> .					
13	<i>I feel confident doing writing learning using blended learning.</i> Saya merasa percaya diri melakukan pembelajaran writing menggunakan <i>blended learning</i> .					
14	<i>I can motivate myself to do all the topics in the writing class.</i> Saya dapat memotivasi diri saya untuk melakukan semua topik di kelas <i>writing</i> .					
15	<i>Motivation is very important in writing learning.</i> Motivasi itu sangat penting dalam pembelajaran <i>writing</i> .					
16	<i>I feel happy when self efficacy influences achievement in other courses.</i> Perasaan saya senang ketika <i>self efficacy</i> mempengaruhi prestasi di kursus lain.					