The Effect of Learning Model and Self Regulated Learning towards Students' English Writing Skill

W. Syuhida[1], Zainal Rafli[2] & Ninuk Lustyantie[2*]

[1] Vocational High School, Kendari, Indonesia

[2] Universitas Negeri Jakarta, Jakarta, Indonesia

[*] Ninuk Lustyantie, E-mail: ninuk.lustyantie@unj.ac.id

Abstract

This research aimed to find out the effect of learning model and self-regulated learning toward English writing skill. It was an experimental study by using treatment by level 2 x 2 design. The population was the first year students with the sample was 32 students. The data were collected through the questionnaire of self-regulated learning and the test of English writing skill. The data were analyzed by two way ANOVA and Tukey test. The result of the data analysis showed that (1) the students' English writing skill who were taught by using hybrid learning was higher than the writing skill students' score who were taught by using face-to-face learning; (2) there was an interaction effect between hybrid learning model and self-regulated learning toward English writing skill; (3) the students' English writing skill who were taught by using hybrid learning was higher than the writing skill students' score who were taught by using face-to-face learning for group of students who have higher self-regulated learning; (4) the students' English writing skill who were taught by using face-to-face learning was higher than the writing skill students' score who were taught by using hybrid learning for group of students who have low self-regulated learning.

Keywords

English writing skill, hybrid learning model, face-to-face learning, self regulated learning

1. Introduction

In students' and teachers' perspective, writing skill is the most complicated skill and complex as a language function. The difficulties of writing are often caused by many problems in teaching writing. Byme states that writing refers to the production of graphic symbols which have to be arranged, according to certain conventions to form words, and words have to be arranged to form sentence (Alpala & Pena, 2012). Writing is the way we make our thinking visible to the world. Without committing our ideas to paper, out thinking remains invisible, locked in our head (Wagner, 2002).

Therefore, English teacher should be able to do many ways to enhance students' ability in learning English especially in writing skill, whether through media or learning resource.

Learning model is necessary to manage the learning process effectively. Learning model is general pattern of learning behavior to gain learning goal which is expected (Rusman, 2014). The teacher should consider the effectiveness of using technology in teaching and learning. The use of hybrid model of learning in the learning of providing the best solutions in problems of learning and teaching. Hybrid learning has instructionally significances for teaching and learning. As the benefits proposed by Bath and Bourke (2010, p. 1) that blended learning technology can: (1) broaden the spaces and opportunities available for learning; (2) support course management (e.g., communication, assessment submission, marking and feedback); (3) support the provision of information and resources to students and; (4) engage and motivate students through interactivity and collaboration.

Hybrid learning can provide a space for students to master the material, knowledge and skill. Learning is not simply rely on technology because learning is essentially over in the process of interaction between teachers, students and learning resources. According to Plummer (2012, p. 1), *although e-learning can be used independently by the student, the teacher becomes very meaningful existence as adult supervision that provides to support and help hold students in the learning process*. In other words, the face to face process becomes important and should not be left behind in learning. Therefore the learning model that combines (hybrid) between the face to face learning method with e-learning in an integrative manner and systematically will make learning more meaningful.

Researcher used the learning model as an effort to overcome the difficulties in writing skills. Researcher used hybrid learning models and face to face learning models to see how effective these two models in improving writing skills in English. Carrasco and Johnson (2015, p. 2) defines a hybrid learning is a blend of both face-to-face (F2F) and computer-assisted learning can be seen a reaction to online learning. Other terms of hybrid learning is often used interchangeably with the term "blended learning". Blended learning is a combination of onsite (i.e., face-to-face) with online experience to produce effective, efficient and flexible learning (Stein & Graham, 2014, p. 12). While Dabbagh (2007, p. 3) states that face-to-face learning environments have long been associated with classroom instruction in which the teacher is the expert, the main deliverer of knowledge, and the sole assessor of student learning. Model of learning in the classroom are more likely to use constructivist approach. Constructivism considers the involvement of students in a meaningful experience to the essence of empirical learning and emphasis the students to create their own interpretation of the world of information (Smaldino, 2011, p. 15).

In addition, the students' writing skills are influenced by the low of self-regulated learning. The lack of self-regulated learning can be caused by several factors, among others, teachers, students, and techniques/strategies used by teachers. Zimmerman (in Schunk, 2012, p. 400) defines self-regulated learning refers to processes that learners use to systematically focus their thoughts, feeling and actions, on the attainment of their goals. Self-regulated learning is one of the other factors that can affect student success in writing. Nilson (2013, pp. 10-11) suggests the benefits or advantages of self-regulated

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learning. Self-regulated learning can enhance (1) student performance/achievement in course and course units; (2) the amount and depth of students thinking; (3) the students' conscious focus on their learning; and (4) the development of reflective and responsible professionalism. With the existence self-regulated learning, the learning process will be more meaningful for the students themselves and will affect the achievement.

Recently many research had been conducted to investigate the effect of implementing hybrid/blended learning toward students' performance but only few research had been investigated the effect toward students' writing skill. Ghahari dan Goleston (2013) found that employing a blended teaching method can create a more desirable condition to enhance the EFL learners' writing performance and that doing research in this field can be a promising area for those interested. The researcher as Camahalan dan Ruley (2014) focused on utilizing blended learning to teach writing to middle school students through action research method. These lesson included a pre-assessment of student knowledge and a post assessment summarizing their gain of knowledge. Whereas, another research relates with the self-regulated learning conducted by Fahim dan Rajabi (2015). They were applying Self-Regulated Strategy Development (SRSD), an instructional model to teach writing. The result indicated an increase in the motivation of participants as regards foreign language writing.

In this research, the differences lies in the experimental research methods by using treatment by level 2 x 2 design. In addition, the study focused on improving writing skills in English as the dependent variable and the use of two independent variables that is the model of learning and self-regulated learning that can affect English writing skills theoretically. The learning model that compared are the use of hybrid learning model on the experimental class and face-to-face learning on the control class. Hybrid learning model is one of learning models that can improve English writing skills by using a combination of online learning and face-to-face. While self-regulated learning can be also expected to increase students' writing skills. In this study will only be applied in the teaching and learning of English, especially writing skills. In general, the objective of this study was to find out the effect of learning model and self-regulated learning toward students' English writing skill. Therefore, researchers formulate the research questions, namely: (1) is there a statistically significant difference between the students' English writing skill who were taught by using hybrid learning and the writing skill students' score who were taught by using face-to-face learning? (2) is there an interaction effect between hybrid learning model and self-regulated learning toward students' English writing skill? (3) is there a statistically significant difference between the students' English writing skill who were taught by using hybrid learning and the writing skill students' score who were taught by using face-to-face learning for group of students who have higher self-regulated learning? (4) is there a statistically significant difference between the students' English writing skill who were taught by using face-to-face learning and the writing skill students' score who were taught by using hybrid learning for group of students who have low self-regulated learning?

2. Method

The approach of the study was a quantitative research with experimental study by using treatment by level 2 x 2 design. This study was conducted at Vocational High School 4, Kendari, Indonesia.

Table 1. *Treatment by Level* **2 x 2 Design**

Self-regulated Learning (B)	Learning Model (A)	
	Hybrid Learning Model (*Online & F2F*) (A$_1$)	**Face-To-Face Learning (A$_2$)**
High (B$_1$)	A$_1$B$_1$	A$_2$B$_1$
Low (B$_2$)	A$_1$B$_2$	A$_2$B$_2$

The population was the first year students with the sample was 32 students by using multistage random sampling, The sample was divided into two groups namely experimental group and control group. Each group consisted of 8 students had high self-regulated learning and 8 students had low self-regulated learning.

Table 2. Sample on Each Group

Self-regulated Learning (B)	Learning Model (A)		Total
	Hybrid Learning Model (*Online & F2F*) (A$_1$)	**Face-To-Face Learning (A$_2$)**	
High (B$_1$)	8	8	16
Low (B$_2$)	8	8	16
Total	16	16	32

The instrument of this study used two kind that is the questionnaire of self-regulated learning and the test of English writing skill. The result of validity test of the questionnaire of self-regulated learning showed 28 valid items from 60 items which is tried out by using Product Moment (Pearson) and the result of reliability calculation by using Alpha Cronbach is 0,855. The validity of English writing skill test used construct validity and the result of validity was declared valid by three expert judgments. While the result of reliability is 0,996 by using interrater reliability

Before the data of writing skills and self-regulated learning are analyzed, it is necessary to test the requirement for regression analysis through normality test by using *Liliefors* test and homogeneity test by using *Bartlett's* test. Furthermore, the data were analyzed by using *two way analysis of variance (Two Way ANOVA)* and *Tukey* test.

3. Results

Results of testing the hypothesis by using *two way ANOVA* is shown in the following table.

Table 3. SPSS Output of ANOVA Tests of Between-Subjects Effects Dependent Variable: English Writing Skill (Y)

Source	Type III Sum of Squares	df	Mean Square	F	Sig.
Corrected Model	2468,500[a]	3	822,833	21,382	,000
Intercept	140450,000	1	140450,000	3649,745	,000
A	220,500	1	220,500	5,730	,024
B	200,000	1	200,000	5,197	,030
A * B	2048,000	1	2048,000	53,219	,000
Error	1077,500	28	38,482		
Total	143996,000	32			
Corrected Total	3546,000	31			

a. R Squared = ,696 (Adjusted R Squared = ,664).

Based *on two way ANOVA* above, can be explained:

The Differences Between Model Hybrid Learning Model Learning (Online and F2F) with Face to Face Learning Model In Overall

Based on the analysis of variance (see Table 3) at level of significance $\alpha = 0.05$, obtained $F_{value} = 5.73$ and F_{tabel} (0,05; 1:28) = 4.20. Based on the value *Sig* in the table *Tests of Between-Subjects Effects* on line A with the provision that if less than 0.05, then the test results are significant or H_0. In Table 3 that the value *Sig* for row A was 0,024; less than 0.05 then H_0 was rejected and H_1 was accepted. It can be concluded that overall, there was statistically significant difference between a hybrid learning model (online and F2F) with face- to-face learning model to score of the students' English writing skills. In other words that the hybrid learning model (online and F2F) ($\overline{Y}_{A1} = 68.88$) was better than face-to-face learning model ($\overline{Y}_{A2} = 62.75$).

The Interaction Between Learning Model and Self-regulated Learning to Students' English Writing Skill

Based on the analysis of variance of the interaction between the learning model and learning independence to the score of students' English writing skills are shown in Table 3 above, that the value of interaction $F_{value} = 53.22$ and F_{tabel} (0,01; 1:28) = 7.64. Based on the *Sig* value in table *tests of Between-Subjects Effects* on line A * B with the provision that if less than 0.05, then the test results were significant or H_0 was rejected. In Table 3 shows that the value *Sig* for line A * B is 0,000; less than 0.05 then H_0 was rejected and H_1 was accepted. The conclusion that there was an interaction between learning model and self-regulated learning toward students' English writing skill.

Then it will be analyzed the further test by using Tukey test which can be shown at the following table.

Table 4. The Summary of Tukey Test Calculation

No	Compared Group	dk	Q_value	Q_table	
				$\alpha = 0,05$	$\alpha = 0,01$
1	A_1B_1 with A_2B_1	4:8	9,70 **	4,53	6,20
2	A_1B_2 with A_2B_2	4:8	4,91 *	4,53	6,20

The Differences on the Effect of Learning Model toward English Writing Skills Scores for Group of Students Who Have High Self-regulated Learning

Based on the results of further test in the analysis of variance by using Tukey test at the Table 4 no. 1 that the results are as follows:

The score of English writing skills for the groups who were taught by hybrid learning model (online and F2F) and have high self-regulated learning (A_1B_1) compared with The score of English writing skills for the groups who were taught by face-to-face learning model (F2F) and have high self-regulated learning (A_2B_1), obtained $Q_{value} = 9.70$ and $Q_{table} = 6.20$. Thus Q_{value} was higher than Q_{table}, so H_0 was rejected, it can be interpreted that there was a very statistically significant difference of English writing skills score for the groups who have high self-regulated learning between hybrid learning model with face-to-face learning model. In other words that the students who have a high self-regulated learning and treated by hybrid learning model (online and F2F) ($\overline{Y}_{A1B1} = 79.38$) were better than treated by face- to-face learning model ($\overline{Y}_{A2B1} = 58.13$) toward the score of the students' English writing skills.

The Differences on the Effect of Learning Model toward English Writing Skills Scores for Group of Students Who Have Low Self-regulated Learning

Based on the results of further test in the analysis of variance by using Tukey test at the Table 4 no. 2 that the results are as follows:

The score of English writing skills for the groups who were taught by hybrid learning model (online and F2F) and have low self-regulated learning (A_1B_2) compared with the score of English writing skills for the groups who were taught by face-to-face learning model (F2F) and have low self-regulated learning (A_2B_2), obtained $Q_{value} = 4.91$ and $= 4.53$ Q_{tabel}, Thus Q_{value} was higher than Q_{table}, so H_0 was rejected, it can be interpreted that there was a very statistically significant difference of English writing skills score for the groups who have high self-regulated learning between hybrid learning model with face-to-face learning model. In other words that the students who have a low self-regulated learning and treated by face-to-face learning model (F2F) ($\overline{Y}_{A2B2} = 69.13$) better than treated by hybrid learning model (online and F2F) ($\overline{Y}_{A1B2} = 58.38$) toward the score of the students' English writing skills.

4. Discussion

First, based on the results of two-way ANOVA on line A is found that F_{value} higher than F_{table} ($F_{value} = 5.73 > F_{table}$ (0.05; 1:28) = 4.20). It shows that English writing skills scores of students, there was statistically significant difference between the hybrid learning model (online and F2F) with face-to-face learning model. This difference showed with an average score of students' English writing skills taught by hybrid learning model (online and F2F) was 68.88 and the average score of students' English writing skills taught by face-to-face learning model was 63.63. It means that there was a difference of score students "English writing skills taught by hybrid learning models (online and F2F) and score students" English writing skills taught by face-to-face learning model.

Theoretically, the students were treated by using a hybrid learning gained more creative, active, independent and varied learning experience. Hybrid learning is the latest learning model that can be used in the learning process. Hybrid model of learning provides many benefits in teaching and learning that facilitate interaction between learners with learning material. This is in accordance with one of the benefits of hybrid learning that in hybrid course students benefit from face-to-face interaction, but also able to work at their own pace in the online environment (Carrasco & Johnson, 2015, p. 4). In addition, based on the teacher's needs, it can also provide opportunities for learners to access learning materials and specific exam that can only be accessed by students once and within a specific range time. This gives a good contribution in the teaching of writing and can improve students' writing skills. By online learning can help students to think more flexible and spacious, so that students are more able and independent to express their ideas or their experiences in their writings.

While the students were treated by a face-to-face learning model obtained lower scores. This is due to students gained learning experience which did not provide a favorable learning of students to be more active and creative in expressing the ideas in writing. While in writing, the students were demanded to be able to express the ideas and experiences. The face-to-face learning is a stiff and boring learning. The students are less able to build on the ideas and knowledge in writing because this model does not provide opportunities for students to develop themselves to use other media as sources of information or ideas for writing. In addition, this model does not provide motivation for students to construct his mind. Thus the difference in the learning experience gained both groups given the different results of learning.

Second, the results of two-way ANOVA on line A * B is found that F_{value} interaction AB was higher than F_{table} (F_{value} = 53.22 > F_{table} (0.01; 1:28) = 7.64). it means that there was a very statistically significant interaction effect between learning model and self-regulated learning toward English writing skills.

The learning model will affect students' achievement, because the achievement will be increased if the selection of learning model based suitable with the learning goal and students' characteristics. In order to achieve the learning goals, the teachers must use a variety of teaching techniques or strategies. Therefore, teachers should have the knowledge and expertise on a variety of teaching techniques and strategies so they may select and implement the appropriate models of learning that is suitable to the learning goals.

Hybrid learning is one of instructional models that is effective to improve English writing skills. Online learning can increase the interaction between students and teachers anywhere and anytime. Students and teachers interact more easily because of its wide range and it is not restricted by time. Students can more independently to determine the ideas to be expressed in writing. Students can also access the knowledge and other materials that can be used as the source of the ideas in writing.

Writing skills are also influenced by the self-regulated learning. Besides the factor of teachers, students also play a role in determining the quality of writing skills teaching, because those who are learning is a student. self-regulation in doing the task will cultivate an attitude of trying to do the work themselves without having to depend on others. The students will be more diligent, tenacious, and will have responsibility in completing the tasks. Students who have a high self-regulated leaning in doing the task

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will do the tasks themselves without easily being dependent on others so that they can achieve high academic achievement as well. Expressing the ideas and thoughts independently and flexible on students' writing is an embodiment of high self-regulated learning.

Thus, self-regulated learning affected the score of students' English writing skills. As a general conclusion stated the interactions that students who have high self-regulated learning were better if taught by using a hybrid learning model. Vice versa, the students who have low self-regulated learning were better if taught by using face-to-face learning model.

Third, The result of Tukey test on students who have high self-regulated learning, $Q_{value} = 9.70$ was higher than Q_{tabel} (0.01; 4:8) = 6.20. It means that there was a statistically difference of English writing skills score between the students who were taught by using hybrid learning (online and F2F) and the students who were taught by using face-to-face learning for group of students who have a high self-regulated learning. It can be concluded that the scores of English writing skills of students who have a high self-regulated learning, the group who were taught by using hybrid learning (online and F2F) was higher than the group who were taught by using face-to-face learning.

Conceptually it has been described that the appropriate learning models and high self-regulated learning has become a good effect toward the success of student's writing. In this case a group of students who were taught by using a hybrid learning and have high self-regulated learning was certainly more obtaining great achievement and increased. Hybrid learning model provides a stimulus for students to learn independently through online learning. Meanwhile, many students get many problems in writing. They will certainly affect the students' writing. Therefore the self-regulated learning of the students will be able to solve all the problems in writing. The students who have a high self-regulated learning will be always looking for the best solution to solve their learning problems unaided by teachers or others.

In addition, it is consistent with the theory that self-regulated learning involves a cognitive, affective, motivational and behavioral components that provide the individual with the capacity to adjust his or her actions and goals to achieve the desired results in light of changing in environmental conditions (Carneiro, 2011, p. 4). Self-regulated learning is one of the important things that need to be developed within a student. Self-regulated learning is indispensable to develop students' creativity in completing tasks or problems in learning. The students who have a high self-regulated learning is certainly more confident, responsible and motivated in completing tasks.

Fourth, The result of Tukey test on students who have low self-regulated learning, $Q_{value} = 4.91$ was higher than Q_{tabel} (0,05; 4:8) = 4,53. It means that there was a statistically difference of English writing skills score between the students who were taught by using hybrid learning (online and F2F) and the students who were taught by using face-to-face learning for groups of students who have a low self-regulated learning.

As already mentioned that low self-regulated learning will affect the students' achievement obtained. Likewise in writing skills, self-regulated learning can be an important factor in the success of students in writing. The results of students' writing skills who have a low self-regulated learning and taught by using

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face-to-face learning was higher than those who taught by using hybrid learning because writing skills requires the submission of ideas, knowledge and experience of the students. The writing process requires the activity of the entire brain to produce a language through writing. For that self-regulated learning should be owned by students. The student who has low self-regulated learning tend not able to complete the task so well that he was able to complete the writing task or test is given. If we look at the results of students' writing skills in the group of students who were taught by using face-to-face learning obtained higher scores on group of low self-regulated learning, then it could be understood that they were more suitable and appropriate using face-to-face learning model. As it has been described that there are other factors that can affect student's self-regulated learning such as a cognitive, affective, motivational and behavioral components.

It can be concluded that the scores of English writing skills of students who have a low self-regulated learning, the group who were taught by using face-to-face learning was higher than the group who were taught by using hybrid learning (online and F2F).

5. Conclusion

It was concluded that overall, the hybrid learning is better than face-to face-learning in improving writing skills in English. For group of students who have a high self-regulated learning, the score of English writing skills was better if taught by using a hybrid learning l. On the contrary, for group of students who have a low self-regulated learning, the score of English writing skills was better if taught by using face-to-face learning.

In addition, overall the group of students who have a high self-regulated learning, a group of students who were taught by using a hybrid learning was better than those who were taught by using face-to-face learning in improving English writing skills. While overall the group of students who have a high self-regulated learning, a group of students who were taught by using a face to face learning was better than those who were taught by using the hybrid learning in improving English writing skills.

Finally, It is expected to implement a hybrid learning model through the efforts which the government makes policy, improve knowledge of ICT for teachers and students, create guidelines and syllabus, and provides a means of infrastructures. The self-regulated learning can be implied by providing opportunities for students to define their own goals, topics, and the strategy or way in accordance with his wishes, including assessing their own results of the learning progress, and teachers should make learning materials or ways that vary according to the potential and abilities of each student, so students may find it easier to do the task. In addition, the teaching of writing can be done independently, varied and reflect on student writing.

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