Exploring the Influence of Blended Learning Method in English Recount Text Writing for Senior High School Students

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Abstract

Blended learning is one of the latest learning method that can complement a conventional teaching and learning process that lasts only a few hours in the school. This study aims to explore the influence of blended learning method on the teaching of English recount text writing and examine students' perceptions toward the implementation of the method. The design of the study was a mixed-method research designs. The data were collected by using a pre-test, post-test, and an open-ended interview. The quantitative data were analyzed using independent samples t-test, while qualitative data obtained from interviewing students were transcribed, categorized, and interpreted using interactive model analysis. The quantitative data analysis showed there was a significant effect of the blended learning method towards students' English recount text writing with a large effect size (1.03). From the interviews, it was found that the students gave positive responses to the implementation of blended learning methods in teaching writing of recount text. It can be concluded that blended learning is an effective method for teaching writing recount text for senior high school. Other researchers are expected to expand the research variable and explore this method's implementation on different English skills.

Keywords: *blended learning, English recount text, writing, students' perceptions*

INTRODUCTION

There are four basic skills in English, namely speaking, writing, listening, and also reading. The four basic skills must be integrated into teaching English in high school to produce an effective teaching and learning process (Nan, 2018). One of the basic skills in

English that is emphasized in the education system is writing. One of the main factors for achieving success in the academic field is writing skills (Hosseini et al., 2013). Writing skills are fundamental as one of the requirements to complete the education process and to get a good job (Rao & Durga, 2018). Therefore, writing skills is one of the skills that must be possessed by every individual, especially students in this era.

In contrast to this, nowadays, many students feel difficult and bored when writing. Many students think unenthusiastic, afraid, and have difficulties in writing. According to Abderraouf (2016), students have problems beginning to write and difficult to develop ideas. Most EFL students also experience coherence and cohesion problems when writing (Belkhir & Benyelles, 2017).

Several factors cause those problems. Huy (2015) mentioned that the factor that underlies students' difficulties in writing is the use of several aspects of language in writing such as grammar and they often experience problems when in punctuation when writing. Besides, there are also intrinsic factors to the students such as learners 'motivation that affect students' writing abilities (Dhanya & Alamelu, 2019). Meanwhile, according to Fareed et al. (2016) ineffective teaching methods are among the main factors of students' writing problems. Regarding this matter, (Rico, 2014) also stated that the most relevant factor influencing students 'writing ability is teachers' teaching methodology. That is because learning methods can influence students' interest in learning, especially in writing. The use of learning methods can also affect the quality of students' writing and students' motivation. Therefore, teachers have to try new teaching methods other than traditional methods to achieve learning goals (Adas & Bakir, 2013).

There are various learning methods used by teachers from ancient times until nowadays. These teaching methods include the audio-lingual method, community language learning, silent way, suggestopedia (Freeman, 1990). In line with science and technology development, new and more effective learning methods are starting to emerge. One of the latest learning methods that are beginning to be applied nowadays is the blended learning method.

Blended learning is one of the learning methods that combines face-to-face learning in the classroom and online learning that uses electronic media. Blended learning can improve students' engagement in learning, and it also helps students achieve a meaningful level of learning (Innes & Wilton, 2018). That is because blended learning provides several features: social interactions, technology quality, and face to face support (Tawil, 2018). Therefore, blended learning can complement a conventional teaching and learning process that lasts only a few hours in school.

According to Sulisworo et al. (2018), flexible learning opportunities in blended learning can improve students' writing skills. Students can access the material anywhere and anytime through the internet and can discuss without time limits through blended learning. Based on previous research on the blended learning method conducted by Qindah (2018), it was found that blended learning had a positive impact on students' grammar scores. Furthermore, Qindah (2018) also suggested that other researchers examine the effects of blended learning methods on different language skills such as writing.

Related to this issue, a study about students' perceptions of the blended learning method was also conducted by Cakrawati (2017). The result of the study showed that most of the students gave positive responses to the use of a blended learning method. The students also said that the online platform in blended learning activities already helped them in practicing target language, expands their knowledge about vocabularies, and

improving their understanding of the materials being taught. This statement was also supported by Ali and Sofa (2018) that stated most of the students gave positive perceptions of the implementation of blended learning method because blended learning methods helped them enhance their English language skills and provided them with interactive exposure in the teaching and learning process. Based on the background above, research has been conducted to know how the implementation blended learning method on students' writing competence in writing recount text and to know students' perceptions after the implementation of blended learning method.

METHOD
Data Collection process
This study used a mixed-methods research design. The research design involved two groups: the experimental and control groups, which were selected randomly using cluster random sampling technique. The experimental group was taught by the blended learning method; meanwhile, the control group was taught using traditional teaching methods. The kinds of instruments were used in obtaining the data, namely pre-test, post-test, and interview guide. The type of test provided was the writing test. The interview guide in the form of a list of questions used to obtain information from students about their perceptions and problems they encountered when they learn through blended learning method.

Before giving treatment to the study sample, the researcher conducted a pre-test to determine whether the study samples were at the same level, and both of the groups were appropriately used as the sample of the study. Then, a post-test was conducted in the last meeting for those two groups to know the effect of implementing a blended learning method on students' writing skills in writing recount text. At the end of the meeting, the interview was also conducted to know how students' perceptions of implementing a blended learning method in English recount text writing.

Technique of Analysing data
The results of quantitative data obtained from pre-test and post-treatment were analyzed by using independent samples t-test. The quantitative data were presented in statistical analysis, which includes descriptive statistical analysis, inferential testing, and effect size tests. While the results of qualitative data post-treatment obtained from interviewing students were transcribed, categorized, and interpreted into final data.

Population and Sample
This study's population was tenth-grade students in one of the senior high school in the Singaraja district, which consists of 98 Students from four classes. The sample of this study was two classes, which include 50 students. The sample was selected randomly by using cluster random sampling technique. There were two group samples of the study, which was treated as an experimental and control group. The experimental class consisted of 26 students who were given treatment using a blended learning method for four meetings or one learning period. The online platform used in this treatment was Schoology. Meanwhile, the control class consisted of 24 students who were given treatment using the traditional method for four meetings or one learning period.

Research Procedure
Several procedures of the data collection process were described as follows. Before conducted the study, the researcher planned a study based on a predetermined topic and

based on the previous researcher's advice regarding the blended learning method. Then, the researcher prepared all of the instruments used to collect the data such as writing pre-test, writing post-test, and interview guide. The instruments were consulted with the experts. After that, the researcher randomly selected two groups of the population using cluster random sampling technique, which was treated as an experimental and control group. The experimental group was treated by using a blended learning method meanwhile the control group was treated by using a traditional method.

Before giving treatment to the study sample, the researcher conducted a pre-test to find out the normality and homogeneity of the sample. After knowing the study samples were at the same level, and both of the groups were appropriately used as the sample of the study, the experimental class has given treatment using a blended learning method for four meetings or one learning period. The online platform used in this treatment was Schoology. In comparison, the control class has given treatment using the traditional method for four meetings or one learning period. At the end of the meeting, a writing post-test was also conducted in the last meeting for those two groups to know the effect of the implementation of blended learning methods in teaching English recount text writing. The interview was also conducted to know students' perceptions toward the implementation of a blended learning method.

FINDINGS AND DISCUSSION
The influence of blended learning method on the teaching of English recount text writing

At the beginning of the study, the pre-test was conducted to determine whether the study samples were at the same level, and both of the groups were appropriate to be used as the sample of the study. Inferential testing was also conducted to determine the normality and homogeneity of data before treatment. The result of the homogeneity test pre-treatment showed that the significant value pre-treatment of the two classes from the Kolmogorov-Smirnov tests in SPSS was 0.061. It means that the significance value was higher than the standard value of 0.05. It can be concluded that the data before treatment was considered normally distributed. Besides, the significant value of the samples of the study from the Levene statistic was 0.824. It means that the samples of the study exceed the standard value of 0.05. It can be concluded that the data of pre-treatment was considered homogeneous. The result of the pre-test of experimental and control group concerning the mean scores can be seen on the table 1.

Table 1. Descriptive Statistic Analysis Pre-treatment

Descriptive Analysis	N	Mean	Std. Deviation
Control group	24	66.2083	5.34854
Experimental group	26	66.6923	5.26702
Total	50	66.4600	5.25749

The descriptive statistical analysis results showed that the mean of the experimental group before given treatment was 66.69, with a standard deviation of 5.26. Meanwhile, the mean of the control group was 66.20, with a standard deviation of 5.34. Based on this, it can be concluded that students' scores in experimental and control groups before treatment were at the same level.

Besides, the findings in descriptive statistical analysis were also supported by an independent sample T-test. The independent sample T-test pre-treatment was conducted to determine whether there were significant differences between students' scores in the experimental and control groups before treatment. The following are the results of the independent sample T-test pre-treatment:

Table 2. Independent Sample T-test Pre-treatment

Statistic	Value
t	-.403
df	48
Sig (2-Tailed)	.689
Mean Difference	-.74359
Remark	There is no difference

The results of the independent sample T-test showed "there was no significant difference in the scores pre-test for experimental group (M=66.69, SD=5.26) and control group (M=66.20, SD=5.34) conditions; t(48)=-403, p=0.689". Based on Table 4.3, it can be seen that the Sig (2-tailed) was 0.689 >0.05. Therefore, it can be concluded that there was no significant difference between students in the experimental group and the control group before being given treatment. In other words, the samples of the study were at the same level, and both of the groups were appropriate to be used as the sample of the study.

Furthermore, after conducting the pre-test, the researcher employed different methods of the experimental and control group. The experimental group was treated using the blended learning method and using Schoology as an online platform, while the control group was taught without using the blended learning method. The experimental group and the control group were treated one learning period or four meetings. Then, the post-test was given after the implementation of a blended learning method in English teaching writing. The post-test aims to determine the differences between the experimental group who was taught by using blended learning and control group who was taught without the blended learning method. The post-test of the experimental and control group concerning the mean scores can be seen in table 3.

Table 3. Descriptive Statistic Analysis Post-treatment

Descriptive Analysis	N	Mean	Std. Deviation
Control group	24	76.2500	3.52938
Experimental group	26	79.8462	3.43735
Total	50	78.1200	3.89474

The results of descriptive statistical analysis post-treatment showed that the mean of the experimental group after being treated by the blended learning method was 79.84, with a standard deviation of 3.43. Meanwhile, the mean of the control group that was not treated using the blended learning method was 76.25, with a standard deviation of 3.52.

Students' scores in the experimental group were higher than students' score in the control group.

After doing descriptive statistical analysis researcher also conducted inferential testing to determine whether the samples of the study were homogeneous and normally distributed or not. The normality test result showed the significant value of the experimental and control group from the Kolmogorov-Smirnov test was 0.098, which exceeded the standard value of 0.05. This means that the data after treatment was considered normally distributed. Besides, the result of the homogeneity test post-treatment showed the significant value after treatment was 0.872. This means that the significance value was higher than the standard value of 0.05. In conclusion, the data after treatment was considered homogeneous.

The independent sample T-test was further conducted to determine whether there was a significant effect of using blended learning methods in teaching writing recount texts to senior high school students. Table 4.7 presented the results of hypothesis testing (T-test) post-treatment.

Table 4. Independent Sample T-test Post-treatment

| | | Levene's Test for Equality of Variances | | | | | | |
		F	Sig.	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference
Finaltest	Equal variances assumed	.026	.872	-3.649	48	.001	-3.59615	.98558
	Equal variances not assumed			-3.645	47.446	.001	-3.59615	.98664

The results of independent sample T-test post-treatment showed that "there was a significant difference in the scores for the experimental group (M=79.84, SD=3.43) and control group (M=76.25, SD=3.52) conditions; t(48)=-3.64, p=0.001". It can be seen that the Sig (2-tailed) was 0.001<0.05. It can be concluded that there was a significant effect of using blended learning method in teaching writing recount text to tenth-grade.

Furthermore, the researcher also conducted effect size test to measure whether the treatment has a small, medium, or a significant effect on the study sample. The researcher used a calculator to get the effect size value. Figure 1 shows the result of calculating the effect size test using the effect size calculator.

According to Pallant (2016), three Cohen's effect size ranges indicate from small effect size to a large effect size. It indicates a small effect size based on Cohen's effect size range if the effect size value is equal to 0.20. Meanwhile, if the effect size value was 0.50, it indicates a medium effect size. However, if the effect size value is equal to 0.80 or above to 0.80, it indicates a large effect size. Figure 1 showed the results of Cohen's effect size test using the effect size calculator was 1.03. The value of the effect size test

between the experimental and control group was above 0.8. It indicated the treatment has a large effect on the sample of the study.

Group 1

Mean (*M*): 76.2500
Standard deviation (*s*): 3.52938
Sample size (*n*): 24

Group 2

Mean (*M*): 79.8462
Standard deviation (*s*): 3.43735
Sample size (*n*): 26

Calculate   Reset

Success!

Cohen's d = (79.8462 - 76.25)/3.483669 = 1.032302.

Figure 1. The results of Effect Size Test

Students' perceptions toward the implementation of the method
Moreover, interviews were conducted to support the results of quantitative research. The interview involved 10 voluntary students as a sample of the study. The interview was conducted to find out students' responses to the implementation of the blended learning method in English language teaching Recount text. Based on the interview conducted, 100% of respondents stated that the blended learning method had a positive impact on their writing skills, especially in practicing their writing skills. Most of the participants stated that the use of blended learning methods positively impacts their writing skills. Regarding this matter student, 4 argue that.

"*Through blended learning method, we are more selective in choosing words and using the right grammar.*" (S4).
This statement was supported by another student who mentioned that
"*In online discussions, I can also get feedback from teachers and friends to improve the quality of my writing.*" (S8).
This statement also supported by student 9 that stated
"*Through blended learning activities, students become more selective in choosing correct verbs by the tenses used*" (S9).
It was also supported by student 2 that stated
"*Through blended learning activities, students become more interested in improving their writing skills.*" (S2).

Concerning this matter, the students felt that blended learning had helped them in writing, especially in choosing vocabularies and in using the right grammar. That was because, in the online discussions, students got feedback given by their friends and teachers to their work. Besides, students could learn and practice their writing skills without a time limit by using the blended learning method. It can be concluded that all of

the respondents feel that blended learning method has a very positive impact on students' writing abilities, and blended learning has helped them improve their writing skills.

Nevertheless, some students also experienced problems when learning through the use of blended learning methods. 50% of respondents reported that they had problems accessing the online course due to a poor internet connection. Besides, 30% of students stated that they experienced difficulties when logging in on the online platform. They faced technical problems, and some students are confused when logging in. Concerning this issue, Student 9 stated that

"*They were sometimes feel confused when login to the online platform and sometimes the problem due to limited connections on the school.*" (S9).
It was also supported by student 6 that stated
"*The problem is actually because of a bad connection, so the students felt difficult when accessing the online course*" (S6).
Student 1 also added
"*The biggest problem we faced was a bad internet connection at school because it was used simultaneously to access the online course.*" (S1).

The interview results showed the majority of students experienced problems with internet connection while participating in blended learning activities. A bad internet connection is very disturbing for students when accessing material or when downloading material in an online course. Besides, it also inhibits students when they want to express their opinions in an online discussion or when they want to upload a given assignment. Nevertheless, most of the students felt the use of blended learning method made their learning experience more attractive. That was because blended learning provides a new learning atmosphere for students. Students can also get feedback in suggestions from teachers and their friends both in online courses and in conventional classes. Therefore, blended learning helped students in practicing their writing skills.

In conclusion, the independent sample T-test results showed a significant difference between students in the experimental group and the control group after being given treatment. The treatment has a large effect on the sample of the study. It can be seen from Cohen's effect size test by using effect size calculator was 1.03. These findings were also supported by qualitative data that was obtained from the interview. Based on the interviews, it was found that the students gave positive responses to the implementation of blended learning methods in teaching writing of recount text.

Discussion
The result of descriptive statistical analysis, independent sample T-test, and effect size test indicated a significant difference between students taught by blended learning method and those who not taught by blended learning method. It can be seen from the mean of the experimental group was higher than the mean of the control group. The mean of the experimental group after being treated by the blended learning method is 79.84. Meanwhile, the control group's mean, which was not treated by using the blended learning method is 76.25. Besides, The results of the independent sample T-test shows "there was a significant difference in the scores for the experimental group (M=79.84, SD=3.43) and control group (M=76.25, SD=3.52) conditions; t(48)=-3.64, p=0.001". The Sig (2-tailed) was 0.001<0.05. The results of calculations using Cohen's formula show that the effect size between the two groups was 1.03. This means that the effect size was above 0.8. It indicates that the treatment or blended learning method has a large effect on the study

sample. Based on this, it can be concluded that there was a significant effect of using blended learning method in teaching writing recount text to tenth-grade students.

These findings were also supported by Rahman (2018) stated that blended learning has a positive impact on students' writing skills. This was because through blended learning, students can learn and practice their writing skills through face-to-face learning and online learning. According to Al-Zumor et al. (2013) blended learning effectively enhances students' vocabulary, spelling, grammar, and pronunciation. Through blended learning, students can enlarge their writing skills, and it shows that the blended learning method enables students to improve their writing skills. In other words, blended learning can create a beneficial condition to increase EFL Students' writing performance (Ghahari, 2013). The positive impact of the blended learning method was also supported by Milad (2017) that stated the blended course was beneficial in improving students' academic writing skills. Based on previous research, blended learning is one effective method that can enlarge students' knowledge about writing. Therefore, research has been conducted to determine the effect of blended learning methods on students' writing skills in writing recount text and student responses regarding the implementation of blended learning methods.

Besides, several other interesting findings were based on interviews conducted with ten students in the experimental class. The interview results showed 100% of respondents stated that the blended learning method had a positive impact on their writing skills, especially in practicing their writing skills. Was also supported by Cakrawati (2017), who stated that most of the students give a positive response that the online platform already helps them in practicing target language, expands their knowledge about vocabularies, and improving their understanding of the materials being taught. Blended learning also positively impacts students' achievement in grammar instruction (Qindah, 2018). Besides, according to (Ghahari, 2013), blended learning can create a beneficial condition to increase EFL Students' writing performance. Through the blended learning method, they can practice their writing skills and learn the theory of writing contained on the online platform without a time limit.

Nevertheless, some students also experience problems when learning through the use of blended learning methods. After conducting interviews, it was found that 50% of respondents had problems accessing the online course due to a poor internet connection. According to Kaur (2013), the availability of internet networks and supporting technology such as laptops or mobile phones are important factors in successfully implementing blended learning. The same thing was expressed by Gyamfi and Gyaase (2015) that stated slow internet connectivity, and lack of internet access for some students hindered the effectiveness of blended learning activities. Therefore, the internet connection is one of the important factors that must be met in implementing the blended learning method.

Other difficulties reported by 30% of students that they experienced technical problems and difficulties when logging into the online platform. It was also mentioned by Al-Zumor et al. (2013) that technical problems are the biggest problems that students experience when accessing online courses. This result is also approved by Kaur (2013) that one of the three main challenges in implementing blended learning methods is technical challenges. Based on that, student readiness in using technology is an important factor in implementing blended learning method. Therefore, students' willingness to use technology is an important factor in achieving the objectives of blended learning activities, especially in accessing online courses.

CONCLUSION

This study's findings showed that the blended learning method had a positive impact on students writing skills in writing recount text. This statement was supported by descriptive statistic analysis, independent sample T-test, and effect size test after treatment. This statement is proven by the results by interview gave to the students after implementing the blended learning method. Furthermore, the researcher suggests the teachers use blended learning methods in English and other subjects. The other researchers are advised to expand the research variable and subject matter regarding the implementation of a blended learning method. Other researchers are also expected to develop the use of blended learning in other English skills such as reading, listening, and speaking and examine the effect of blended learning at different education levels, such as in junior high school and university.

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