

ACADEMIC WRITING 2.0: STUDENTS' PERCEPTIONS ON ACADEMIC WRITING WITH BLENDED LEARNING MODE IN UNIVERSITY CURRICULUM

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Abstract

This research explores students' perceptions of implementing a Blended Learning model in an academic writing course to address challenges in foreign language academic writing. 40 respondents participated, and mixed-methods, including WEBLEI Survey and Case Study 2.0 frameworks, were employed. Data collection involved tests, surveys, asynchronous interviews, and Focus Group Discussions. Statistical analysis indicated positive student attitudes, with mean scores for Interaction, Access, Response, and Result on the WEBLEI Scale being 3.85, 4.12, 4.07, and 4.10, respectively. Results suggest that students benefitted from flexibility in learning processes, access to learning, satisfaction with the learning environment, and pace of learning in the Blended Learning model.

Keywords: *Academic Writing, Blended Learning, Students' Perception, 21st Century Skills, Writing Competence*

1. Introduction

The 21st-century competency requires individuals to have good literacy skills, which include reading, writing, and digital skills (Partnership for 21st Century Skill, 2012). Internet has changed the process and framework in the world of learning, especially language learning. In the current developments, learning requires the development of adequate teaching methods. Adopting the pattern of Blended Learning is considered as a feasible effort to improve the quality of students' academic writing learning as it combines the benefits of face-to-face learning and online learning (Thorne, 2003).

The most difficult skill in mastering a foreign language is writing (Nunan, 1999). In this case, students usually face difficult challenges that can be caused by lack of language skills, weakness in understanding specific cultural behavior, and difficulties in interpreting language indirectly (Baker & Bricker, 2010; Bell & Elledge, 2008; Jalilifar, 2010; and Wold, 2011). These problems cause learning to be ineffective because the learning process cannot reach the desired target.

Writing activities become more difficult when students are required to produce academic writing in a foreign language. According to the Common European Framework (2011), the required level to understand and/or produce an academic text is B2 (upper intermediate level) in which an individual should be able to: 1) understand the main ideas of a complex text both on concrete and abstract topics, which includes technical discussion in the area of expertise; 2) communicate well with native speakers; and 3) make texts for various topics. Teaching writing skills, especially academic writing, must begin with giving as much exposure to the target language as possible (Walvoord, 2014). This can be done by providing texts that bring students closer to the target language. Academic writing is described as writing specifically for the purpose of study and research (Chin, Khoizumi, Reid, Wray, & Yamazaki, 2012). Moreover, Chin et al. (2012) state that academic writing is different from other types of writing, namely: (1) purpose: academic writing is intended to present knowledge on a particular topic; (2) audience: refers to who the readers are; (3) evidence (scientific data); (4) style; and (5) the writing process.

In general, academic writing is described as writing specifically for the purpose of study and research (Chin, Khoizumi, Reid, Wray, & Yamazaki, 2012). According to Burke (2010), academic writing is an effort carried out by academics, which include students, lecturers, or researchers, through publishing, communicating, and contributing their knowledge. For teachers, academic writing is an effective means of contributing to the academic world (Hyland, 2004). Furthermore, Chin et al. (2012) state that academic writing is different from other types of writing seen from these five aspects, namely: (1) purpose: academic writing is intended to present knowledge on a particular topic; (2) audience: refers to who the readers are; (3) evidence (scientific data); (4) style; and (5) the writing process. According to Burke (2010), academic writing is an effort carried out by academics, which include students, lecturers, or researchers, through publishing, communicating, and contributing their knowledge. For teachers, academic writing is an effective means of contributing to the academic world (Hyland, 2004).

According to Krashen (1984), writing competence can be increased by giving access to texts in the target language. In addition, Machin & Ward (2007) added a concept similar to Krashen's (1984) by explaining the importance of the process of reading journals and academic articles to improve students' writing skill. Chan (2013) emphasizes this view by stating that academic writing aims at persuading others to agree on ones' views. In other words, academic writing activities—such as publishing books, journals or articles, conference papers, proceedings, lecture notes, and many more—are the core tasks in the academic world that aim at giving ones' that contribute to the world of education and science.

Specifically, Chan (2013) emphasizes this view by stating that academic writing aims at persuading others to agree on ones' views. In other words, academic writing activities—such as publishing books, journals or articles, conference papers, proceedings, lecture notes, and many more—are the core tasks in the academic world that aim at giving ones' that contribute to the world of education and science. For students, academic writing is a means to evaluate their knowledge supporting academic success. However, in reality, students face difficulties, as Kern (2000) states that writing in a second or foreign language is considered to be one of the most difficult skills for a student to master. Similarly, Richards (2001) believes that free academic writing is explicitly difficult. There are several factors causing these difficulties, including the use of vocabulary in expressing ideas, the understanding of sentence structure, the ability to make paragraph organization, and the ability to convert ideas into readable text (Richards & Renandya, 2002).

In academic writing courses, students learn the basics of producing good arguments. They are trained on how to find errors, mistakes, or inconsistencies from ideas or opinions expressed by others, and also learn ways to formulate their ideas and arguments so that they can be accepted by others (Lavelle & Bushrow, 2007). Furthermore, Richards (2001) suggests that in teaching writing, especially academic writing, the sequence of activities can involve: (1) familiarization: students are directed to learn about grammar and vocabulary, usually through reading texts; (2) controlled writing: students are trained to imitate the writing pattern of a paper; (3) guided writing: students manipulate a model text; and (4) free writing: students use the pattern they have learned to write letters, paragraphs, essays, and the like.

In the context of teaching writing, Levy (2009) states that personal computers have helped the writing process in the process of writing and revision. The fact that writing can be taught in a Blended Learning environment has been suggested by Miyazoe and Anderson (2010). Their research successfully identified the potential of blogs and wikis to help the writing learning process. These results indicate that CALL (Computer-Assisted Language Learning) in general and CALL in Blended Learning environment can contribute to the learning process of various types of language skills. Blended Learning is also able to improve students' learning motivation in writing so that they become independent learners (Kupetz & Ziegenmeyer, 2005; Thorne, 2003). Many other advantages that have been linked to Blended Learning model in teaching writing are fostering interaction, encouraging feedback, reducing students' anxiety, and improving students' critical thinking skills (Kadri & Hamada, 2016).

Blended Learning, as explained by Thorne (2003), is a learning model that combines online learning with more traditional learning and development methods. Garrison and Kanuka (2004) add that students gain freedom and independence from the limitations of space and time simultaneously, which provides flexibility when learning. Meanwhile, Kupetz & Ziegenmeyer (2005) refer to

Blended Learning as an organization of media, method, and how to organize learning models by combining traditional media and e-learning methods. In other words, Blended Learning model can provide new learning environments to students (Finn and Bucherri, 2004; Garrison and Kanuka, 2004).

Similarly, Thorne (2003) states that the motive of mixed mastering method is to facilitate college students by way of providing interactive stories and flexibility within the getting to know method. This gaining knowledge of version is also called hybrid getting to know model this is capable of integrate face-to-face gaining knowledge of with on-line learning (McGee and Reis, 2012). similarly, Marsh (2012: four) proposes the blessings of combined learning: (1) presenting a more individual getting to know reveal in, (2) imparting a extra customized getting to know assist, (three) helping and encouraging impartial and collaborative mastering, (four) increasing college students' involvement in mastering, (five) accommodating diverse language styles, (6) offering a place to exercise goal language outside the study room, (7) offering a less stressful studying environment for the target language, (8) providing flexible gaining knowledge of; —anytime and anywhere—to satisfy the wishes of the inexperienced persons, and (9) aiding students in growing twenty first-century studying competencies.

Bersin (2004) argues that Blended Learning is a learning model that supports certain subjects with a particular audience. In practice, students have the freedom to manage and respond to learning materials based on their self-paced learning and independent practice, which could not be achieved in face-to-face conventional learning (Johnson, Perry, & Shamir, 2010). Therefore, the learning process becomes more individual and can be adjusted to help the students' abilities personally (Saine et al., 2011).

Although many definitions regard Blended Learning as a combined system of face-to-face activities and online components (Sharma and Barrett, 2007), Clark and Myer (2003) believe that there is no absolute definition of Blended Learning. They believe that any learning model is a combination of different types and strategies so that the use of the word 'combined' is indeterminate. This can be taken into consideration since there are several parameters in Blended Learning (Neumeier, 2005)—namely (1) modes, (2) integration models, (3) content distributions and learning objectives, (4) language teaching methods, (5) learning involvement (students, tutors, and teachers), and (6) location—and the main modes are face-to-face and online learning.

The implementation of Blended Learning in language learning, especially writing, is not a new phenomenon. Learning becomes more accessible because it has no limits in space and time (Alonso, Lopez, Manrique, & Vines, 2005). Furthermore, technology enables students to have greater opportunities to improve their language skills (Dudeney & Hockly, 2007). The Technological Pedagogical and Content Knowledge (TPACK) concept serves as a reference in implementing Blended Learning model in academic writing learning activities, which consists of the following intersections: (a) Pedagogical Content Knowledge (PCK), Technological Content Knowledge (TCK), Technological Pedagogical Knowledge (TPK), and Technological Pedagogical and Content Knowledge (TPACK). Literature and research have documented the findings that using Blended Learning model can improve the pedagogy quality. Osguthorpe and Graham's (2003) study found that the implementation of Blended Learning model can provide greater access to knowledge without time and space constraints and facilitate greater opportunities for the process of social interaction.

Furthermore, Levy (2009) provides that era and computers have a strong influence on enhancing the first-rate of writing and providing convenience in compiling texts. This absolutely proves that mixed learning model can provide blessings in gaining knowledge of educational writing. another comparable take a look at by way of Miyazoe and Anderson (2010) worried sixty one university students in Tokyo. The studying manner consists of weekly face-to-face conferences with on-line writing activities mediated with forums, blogs, and wikis. The research observed that blended studying process may want to improve students' potential to distinguish diverse types of writing whilst increasing their motivation to jot down. mixed getting to know is a getting to know version that mixes numerous schooling media and studying styles, which include generation, activities, and face-to-face assembly as manner to increase positive schooling programs (Bersin, 2004; Willson and Smilanich, 2005). In phrases of lecture room management activities, combined mastering model combines extraordinary patterns, including face-to-face getting to know and laptop-based totally

gaining knowledge of to provide academic procedures (Latchem and Jung, 2010; Bielawski and Metcalf, 2003).

In accordance with this concept, the implementation of mixed gaining knowledge of making use of Moodle as a learning control system (LMS) or virtual mastering surroundings (VLE) platform advanced with the aid of Martin Dougiamas, is to provide get right of entry to to educators and college students to have interaction and collaborate on-line (Dougiamas & Taylor, 2003). Moodle is extensively used for teaching in lots of instructional institutions round the world, which is developed based on the concept of social constructivism education that emphasizes social interaction in building knowledge. In this research, Moodle was used as an online classroom to mediate learning writing activities.

Considering the aforementioned background, this research at identifying students' perceptions of the implementation of Blended Learning model in academic writing learning for university students.

2. Method

2.1 Research Design

This research employed a mixed approach. in line with Tashakkori & Teddlie, (2003), a mixed method is a procedure for amassing, analyzing, and 'integrating' quantitative and qualitative facts at numerous stages of the studies manner to similarly recognize the studies trouble (Creswell, 2002). Case observe 2.0 and survey had been selected as models to investigate students' perceptions on the implementation of mixed mastering version in an educational writing course. Case observe 2.0 is a method to seize a social phenomenon that happens on a digital platform. Creswell (2012) well-known shows that case examine is a model designed to take a look at a phenomenon in a social occurrence via in-intensity investigation.

Moreover, the quantitative technique used in this research was a pre-experimental design and survey. A pre-experimental layout with one organization pre-test and put up-check design. Fraenkel and Wallen (2007) country that a pre-experimental layout is while a single organization measured or located not handiest after being exposed to a remedy of a few type, but additionally before. After the remedy was finished, the put up-test turned into administrated to look the achievement. The effectiveness of the academic treatment become measured by comparing the common rating of the pre-test and the submit-take a look at.

The performed survey was adapted from a web-based learning environment tool (WEBLEI). Cronbach's alpha reliability coefficient turned into calculated to degree the consistency of each of the four WEBLEI scales. The usual limit for Cronbach's alpha in social science studies is 0.70 or higher (Rovai, Baker, & Ponton, 2013).

The interaction scale measured the students' perceptions of co-participatory activities. Calculation of the WEBLEI interplay scale used Likert scale calculation, which includes five ranges: almost, Seldom, never, frequently, and nearly constantly. these effects measured participation, including the interaction most of the college students for the reason of accomplishing predetermined learning results. There had been 12 questions requested to the students in interplay scale on communicate with friends in on-line and email discussions, freedom to ask questions to the academics, field in gaining knowledge of in a blended mastering environment, response to classmates who wanted assist, mutual evaluation of duties together with classmates, and others.

2.2 Research Site and Participants

This studies involved 40 college college students of an academic writing route at a personal university in West Java, who were decided on based on the following motives: First, it was feasible to behavior since the researcher is likewise lecturer of the university. second, the lecturer carried out mixed studying in her educational writing direction, which was being discovered by way of the co-researcher having know-how in combined gaining knowledge of. third, the college had ok centers. because of ethical reasons, all participant names are written in pseudonyms.

2.3 Data Collection and Data Analysis Procedure

Four statistics series strategies had been used, which includes check, asynchronous interviews, questionnaires, and recognition organization dialogue. All styles of facts produced, be it excerpts of interviews or conclusions of the discussion, had been paraphrased whilst retaining the meaning

implied within the original speech. To achieve the statistics, this study used writing check in shape of essay test and the scoring device became determined through an analytical scoring rubric. The standards of evaluation used the size (1-five) via Brown (2007) wherein writing ability became valued from five variables, particularly: content, agency, grammar, vocabulary: and mechanics. The have a look at used t-test system, case studies, or impartial pattern take a look at (Hatch and Farhady, 1982, p. 111). The formula is as follows:

O1 X O2

An asynchronous interview is a technique of collecting data through interviews conducted without meeting the respondents directly and not at the same time. The asynchronous interviews for this research were conducted via e-mail. A number of structured questions were sent to six students who answered the questions at a later time. The e-mail used for the correspondence was an official e-mail owned by the university so that the validity of the data from the respondent can be justified.

The respondents were chosen based on their learning achievements. Participants 1 and 2 were representatives low-achievers. Participants 3 and 4 were representatives of mid-achievers. Participants 5 and 6 were representatives of high-achievers. This was followed up by conducting focus group discussion to support the data obtained from the interviews. A total of 10 participants were involved in a 60-minute discussion, which were the same respondents as in the interviews. This was done using Indonesian language to allow for better communication and was recorded using a video recorder so that no part of the discussion was left out.

The fourth data collection technique is questionnaires, which was used to support the data obtained from the interviews. A total of 40 questions were asked and distributed by the end of the learning process. The questions were adapted from WEBLEI made by Chang and Fisher (1999) based on Tobin's framework (1998) to investigate online learning environments within universities. Specifically, the questionnaires were intended to examine students' perceptions of online learning (Chang & Fisher, 2003). The questionnaires examined four aspects of online learning, namely interaction, access, response, and result.

The analysis of the collected data used Creswell's strategy (1998), which involve managing, reading, note-taking, describing, classifying, interpreting, representing, and visualizing the data. Then for the next step, the data were labeled and grouped into its thematic recurrence, so that the data can be explained clearly and thoroughly. The themes were developed based on the similar findings obtained during the data collection. Afterward, data triangulation was carried out to confirm the data obtained from each instrument to minimize bias and to ensure that the findings are interrelated.

3. Result and Discussion

3.1 The Items Difficulty, Validity and Reability of the Test

The item difficulties turned into aimed at locating out the end result of validity. Twenty students had been being decided on as members on this pilot check. Fulcher and Davidson (2007) state that difficulty (object facility) is defined without a doubt as the share of check takers who solution object successfully while discrimination is defined because the functionality of the check, in this take a look at it is the instrument, of discriminating among higher and lower capacity of test takers. To calculate the problem (facility item) of the check, the system changed into the range of correct answers of each query divided by way of the number of the take a look at takers with the suitable variety being from round 0.3 to zero.7 (Henning, 1987, p. 50, mentioned in Fulcher and Davidson, 2007).

The device of the take a look at is legitimate if the tool that used measures what it purpose to degree. The reason of attempt out became to gain validity and reliability of the check. It changed into decided by means of finding the difficulty level of every object. To find out validity of the take a look at, the have a look at use correlation product moment (Hatch and Farhady, 1982) and the result of the validity assessments in 0.88, so the validity is tremendous. The device of this observe become dependable for the reason that Cronbach's Alpha value become 0.900. in step with Uyanto (2009), exams can be dependable if the value of Cronbach's Alpha is bigger than zero.70.

The Cronbach's alpha reliability coefficient turned into calculated to degree the consistency of every of the four WEBLEI scales, which encompass get entry to, interaction, response, and result. the edge widely wide-spread for Cronbach's alpha in social technology research is zero.70 or better (Rovai, Baker, & Ponton, 2013). The Cronbach's alpha for the 4 scales (get admission to,

Interactions, response, and result) have been respectively 0.911, zero.917, zero.916, and zero.912. the following is the Cronbach’s Alpha table for the WEBLEI scale calculation.

Table 1 WEBLEI Scales Data

WEBLEI Scales	Descriptive Statistic			Cronbach’s Alpha
	N	Mean	Std. Deviation	
Interaction	40	3.8500	.57957	.911
Access	40	4.1250	.60712	.917
Response	40	4.0750	.61550	.916
Result	40	4.1000	.63246	.912

3.2 The Effect of Blended Learning Model on Students’ Academic Writing Proficiency

The statistics from pretest confirmed that maximum of the scholars had troubles in instructional writing ability in terms of content material, writing style, grammar, vocabulary, and unity. The facts showed that their writing ability earlier than general treatment turned into at stage of “very negative” it may be seen from the suggest rating obtained (20.28) that turned into categorised into “very poor”. consequently, from the records offered in desk 1, it is able to be concluded that every one of the samples (a hundred%) still had troubles in writing capacity and they need to be helped to decorate their writing capacity. The result of students’ writing showed clear explanations of the troubles confronted by means of the students in educational writing.

except, the findings additionally revealed that the students had no longer have correct writing habits and were not well inspired to do their writing activities. The findings confirmed that blended studying model may gain the scholars to help them enhancing their writing capacity, because it is able to facilitate the scholars to research outdoor the classroom wall. studying became more personalized to the students in which academic environments are tailored to the individual wishes, competencies, and pastimes of each scholar–fairly inverts the traditional teacher/student hierarchy. It offers college students choices approximately a way to learn based totally on their pursuits, skills, and lecturer’s suggestions. Akkonyulu and Soyly (2015) highlighted that students’ active engagement can occur when the use of combined mastering version in on line mastering platform to perform their weekly duties. This makes them capable of examine in bendy mode at their own tempo.

based totally on students’ ratings inside the pre-check, the χ^2 obtained was eight.forty three with diploma of freedom (df) = 5 (6-1). due to the fact that degree turned into ninety five% ($\alpha = \text{zero}.05$) and the χ^2 table became eleven.1. It manner that the statistics changed into everyday because χ^2 obtained < χ^2 table.. inside the put up test, The researcher observed out that χ^2 obtained turned into 3.6 with degree of freedom (df) = five (6-1). seeing that degree became ninety five% ($\alpha = 0.05$) and the χ^2 table was 11.1. The statistics become normal because χ^2 obtained < χ^2 table. in addition, it was found that the range of the scholars SD (fashionable Deviation) become 1.05 and the end result of paired t-take a look at calculation become 11.43, meanwhile the t-critical fee of 95% importance degree become 1.703. It intended that t-acquired changed into better than t-desk, which means that that the opportunity speculation (H_a) became everyday and the null hypothesis (H_o) turned into rejected. The records discovered that students ought to pick the subjects to put in writing, country their argument, decide their cause, draft their paragraphs, revise them and at remaining rewrite them. The information also showed their writings progressed in terms of content material, writing style, harmony, vocabulary mastery, and grammar.

3.3 Students Perceptions on the Implementation of Blended Learning in Academic Writing

The Students Perception measured include the schedule include the scales of Interaction, Access, Response and Result.

3.3.1 Interaction Scale

The Interaction scale was used to measure students' perceptions of activities in the learning environment in blended learning model. Taken as a whole, the average of the Interaction scale was 3.85 with a standard deviation of 0.57.

The results of the Interaction scale calculation showed that the students' perceptions were very positive toward collaborating, participating, and working together in a Blended Learning environment. This is supported by the data from the Focus Group Discussion and email interviews. The following are excerpts of data obtained from the focus group discussion and interviews.

Focus Group Discussion Data

Firman (pseudonym): "It was very easy to ask the lecturer via email and online discussion. It could facilitate me in learning and help me if I do not understand something."

Devi (Pseudonym): "I often consulted and discussed with my classmates while working on online and face-to-face assignments."

Interview Data

Tantri (Pseudonym): "Communication with the lecturer was efficient during the activities. She was very easy to contact both via email and in an online discussion."

The data from interviews and focus group discussion also reinforced the fact that the interaction process in the blended learning went well. Therefore, it can be concluded that the students gave a positive response in the aspect of Interaction in academic writing learning in a Blended Learning environment.

3.3.2 Access Scale

Overall, the average of the Access scale was 4.1 with a standard deviation of 0.60. The Access scale measured the ease of accessing learning in a Blended Learning environment. The calculation of WEBLEI Interaction scale used Likert scale calculation, which includes five levels: Strongly Disagree, Disagree, Neutral, Agree, and Strongly Agree.

This scale calculated the students' convenience in accessing both online and offline learning in Blended Learning. The calculation results showed that the students felt comfortable in accessing learning so that they could learn at their own pace. The students felt that they were greatly helped in a Blended Learning environment.

There were eight questions asked to the students in the Access scale, which include questions on the ease of accessing material in online classes, the ease of accessing learning materials in face-to-face classroom, the ease of achieving targeted learning outcomes, the ease of determining learning time as desired, the ease of learning according to their own pace, and the ease of deciding which learning material to study. This was supported by the findings from the focus group discussion and email interviews. The students were assisted in academic writing learning in a Blended Learning environment. The following are excerpts of data obtained from focus group discussion and interviews.

Focus Group Discussion Data

Iqbal (Pseudonym): "The learning materials were very easy to access. So, that helped me to achieve the desired learning outcomes."

Tika (Pseudonym): "I did not have to bother to turn in the assignments because I just need to do it online."

Interview Data

Selly (Pseudonym): "I could study anywhere and anytime according to my will. If I did not understand the lecturer's explanation in class, I only had to repeat the lecturer's material in an online class."

The data from interviews and focus group discussion also reinforced the findings that the students could access learning easily. So, it can be concluded that the students gave a positive response in the aspect of Access in a Blended Learning environment.

3.3.3 Response Scale

In trendy, the common of the response scale became four.0 with a fashionable deviation of 0.61. It measured the feel of pride in getting to know with mixed gaining knowledge of version. The calculation of WEBLEI interplay scale used Likert scale calculation, which includes 5 degrees: Strongly Disagree, Disagree, neutral, Agree, and Strongly Agree. This scale calculated the response scale measuring the delight, consolation, and capability of the students to collaborate when analyzing academic writing in a mixed learning environment. From calculation end result, it is able to be concluded that the students felt comfy and happy with the studying procedure in a mixed studying surroundings.

There were 10 questions requested to the scholars in the reaction scale related to the convenience of taking part with other college students, satisfaction with the implementation of combined gaining knowledge of model in instructional writing, delight in learning in online training, satisfaction in face-to-face learning, pride with the achievement of centered getting to know results, and delight in having discussions in institution initiatives.

this is supported by way of the findings from the focal point institution discussion and e-mail interviews. The consequences confirmed that the scholars felt at ease and glad with the academic writing learning in a blended learning environment. They claimed to be very enthusiastic in following the academic writing learning manner. the following are excerpts of data acquired from consciousness institution dialogue and interview.

Focus Group Discussion Data

Denis (Pseudonym): "I felt comfortable studying in a Blended Learning environment. It helped me master the materials related to academic writing."

Rika (Pseudonym): "I felt satisfied with the learning pattern in the online and face-to-face classes. This pattern made me very excited about following the academic writing learning process."

Interview Data

Diki (Pseudonym): "Learning writing with the Blended Learning model was enjoyable and exciting."

Tiva (Pseudonym): "The thing I liked about this writing academic course was when working on projects that were done by collaborating with classmates."

The data from interviews and focus group discussion reinforced the fact that the students were satisfied and comfortable with the learning process in a Blended Learning environment. Therefore, it can be concluded that the students gave a positive response in the aspect of Response in a Blended Learning environment.

3.3.4 Result Scale

Generally, the average for the Result scale was 4.1 with a standard deviation of 0.63. The Result scale measured the students learning outcome in the academic writing course with Blended Learning model. The calculation of WEBLEI Interaction scale used Likert scale calculation, which includes five levels: Strongly Disagree, Disagree, Neutral, Agree, and Strongly Agree. An interesting fact was that the results of the calculation showed that the students felt that they obtained many benefits from Blended Learning model in academic writing course. There were 10 questions in the Result scale regarding details of learning objectives provided at the beginning of the meeting, easiness to follow learning sessions, the clarity and measurability of assessments, usefulness of quizzes and online exercises to support the success of writing learning, significance of learning activities, and balance of the materials between online and face-to-face learnings.

This is supported by the findings from the focus group discussion and email interviews. The students claimed to benefit from learning academic writing in a Blended Learning environment. The following are excerpts of data obtained from the focus group discussion and interview:

Focus Group Discussion Data:

Radit (Pseudonym): “The exercises done in online classes really supported my understanding.”

Lia (Pseudonym): “This academic writing class was very well-structured. The lecturer explained the learning objectives very clearly at the beginning of the meeting.”

Interview Data:

Diki (Pseudonym): “Assessment of assignments was measurable and clear. The lecturer had a fair assessment rubric in assessing each student assignment.”

Selly (Pseudonym): “Every session in this academic writing class was very easy to follow. Every session that I followed was always interesting so I gained a lot of benefits to improve my writing skills.”

The data from interviews and focus group discussion reinforced the fact that the students benefit from the learning process in a Blended Learning environment. Therefore, it can be concluded that the students gave a positive response in the aspect of Result in the Blended Learning environment. Based on the findings, this research found that the students had a positive perception of writing learning with the Blended Learning model. The results of the test, WEBLEI survey, interviews, and FGD expressed that sentiment. This research found that flexibility and access became an advantage for the students in writing learning with Blended Learning model. The findings of this research are in line with Garrison and Kanuka (2004: 97), which is that students gain freedom and independence in terms of location and time simultaneously, which allows for flexibility in learning.

The increasing students' enthusiasm in learning is an interesting finding in this research. This finding is in accordance with Kupetz & Ziegenmeyer (2005) and Thorne (2003) who found that Blended Learning is also able to increase students' motivation in writing so that they become independent learners.

Another aspect found in this research is that students gained many benefits from learning academic writing using Blended Learning. This fact is reinforced by the Kadri & Hamada (2016) and Marsh (2012) who found that Blended Learning model in teaching writing has several benefits, such as fostering interaction, encouraging feedback, reducing students' anxiety, and improving their critical thinking skills. Additionally, Levy (2009) adds that technology and computers have a strong influence on improving the quality of writing.

4. Conclusion

This research goals to identify students' perceptions of the implementation of mixed studying version in educational writing gaining knowledge of for university students, which become measured primarily based on the scales of internet-based totally studying environment tool (WEBLEI), particularly: interplay, get entry to, response, and end result. The way of those 4 scales had been respectively 3.85, four.12, four.07, and four.10. therefore, it could be inferred that the scholars had a fantastic perception of writing learning with blended getting to know model, which might be bolstered by using the findings from the interview and FGD. inside the gift have a look at, college students inside the experimental institution received plenty of blessings by means of collaborating within the use of technology in mastering instructional Writing. The effect of mixed mastering mode gave opportunities more publicity and interplay with a selection of studying materials, which were taken into consideration thrilling and amusing. college students also indicated

that the getting to know changed into effective. To finish, the implementation of combined getting to know is usually recommended to be applied in an academic writing route.

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