

# Students' Voices On Implementing Blended Synchronous Learning In Teaching Genre-Based Writing

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**Abstract**—Implementing blended learning in teaching students' genre-based writing had done at Universitas Muhammadiyah Semarang (Unimus) for almost three years by employing the integration between asynchronous learning and synchronous learning through some platforms. Specialty, in this pandemic situation, the blended learning is developed becomes Blended Synchronous Learning (BSL) by combining virtual face to face and online learning. To scrutinize how the implementation of BSL on teaching students' genre-based writing run well, the researchers has an objective to investigate the student's voices on BSL in teaching genre-based writing. This preliminary research applied descriptive qualitative method by using semi-structured interview and questionnaire. The participants were 35 students from English Department at Unimus randomly. The results showed that there were positive voices from the students when they learned by using BSL in genre-based writing class. Overall, the findings contribute the successful in implementing BSL that affect the students' writing genre performance.

**Keywords:** students 'voice, Blended Synchronous Learning, genre-based writing

## I. INTRODUCTION

In line with technology, education is experiencing an almost constant transformation. This situation happened on genre-based writing course of English Department of Universitas Muhammadiyah Semarang (Unimus). The process of teaching applied blended learning for almost three years with some procrastinations and benefits to engage the learning process for both the learners and the lecturers. But, in this pandemic situation, the teaching learning process applied Blended Synchronous Learning by integrating virtual face to face and online learning. It has changed because the class activities were banned in face to face way in the classroom.

Blended Learning at English Department of Unimus emphasizes the role of computer-based technologies in learning how to improve learners

'skills especially in writing genre. Through Blended Learning, learners not only keep the education pace, but also do not suffer from the minute limitations of classroom action. It is in line with Friesen (2012), Blended Synchronous Learning involves personal presence both lecturers and students with some components of student power over time, place, line, or rate.

Teaching and learning process happen in both on-campus and online environment. The different manners are provided to interact with each other, either synchronously or asynchronously. Compared to material education documents, these electronics resources are easier on implementing Blended Synchronous Learning (BSL) in teaching genre-based writing.

Moreover, Blended Synchronous Learning (BSL) is developed from Blended Learning which integrating of face to face virtually and online class during this pandemic era at English Department second semester class. It is the mixture of simultaneous and asynchronous instructor-designed online experiences. The transfer of the synchronous teaching may require a lecturer in the room or the lecturer via interactive videoconferencing.

There are some previous researches discussing students' Blended Learning (BL) perspectives. Adas, D. & Shmais, W.A. (2011) analyze the student's attitudes towards Blended Learning were generally positive in three areas: the BL process, the BL materials and the ease of computer technology used. This also reflects students' web and IT skills and interests due to the efficiency and accessibility of the Web.

Some of the scientists investigate student's experiences of teacher contact in a blended learning environment using ICT, students' perception, students' instruction, challenge, and attitude towards blended learning platforms (Bahce, A & Taslaci, N., 2009; Utami, T.D. & Fitriati, S.W., 2011; Yagci, et al., 2016; Seyyedrezaie, Z.S., 2016; Wahyuni, S. et al., 2020; and Widayari, et al., 2020). To sum up, all the

previous studies discussed positive perception of teacher and students' interaction in a blended learning classroom.

Based on some previous researches, there is a gap which had not been done by some previous researches above. There is no research which scrutinizes the students' perspectives in writing genre via Blended Synchronous Learning (BSL). Most researchers focus on Blended Learning and its perspectives. So, this current research contributes a positive impact for the research conducted.

This study has one objective to investigate the students' voices on implementing Blended Synchronous Learning (BSL) in writing genre courses.

## II. METHODS

This preliminary research employed descriptive qualitative method. The participants were 35 students from English Department at Unimus randomly. It employed semi-structured interview and questionnaire. The questionnaire used closed ended questionnaires. There were fifteen questions for closed ended questionnaires using Likert scale and eight questions for semi structured interview. Before the questionnaires applied, it validated first by using statistical analysis. Firstly, the number of questions were twenty-two. Then, it tried out first before applied to other class which had 27 learners were not the participants of this preliminary research. So, there were seven number which did not valid, such as number 1,5,8,12,16,19, lecturers' and 22. While the reliability of the questionnaires is high reliable 0.74. Finally, there were fifteen questions and five indicators for investigating students' voices on implementing Blended Synchronous Learning (BSL) in writing genre courses. The five indicators are students' effort in joining BSL, student's writing ability, BSL is adaptive and applicative strategy in writing genre, and writing materials via BSL.

Whereas the semi structured interview was validated by two experts to reveal the validity and reliability.

All in all, the questionnaire and interview reveal the objective of this preliminary research in BSL implementation for genre-based writing courses.

## III. RESULT AND DISCUSSION

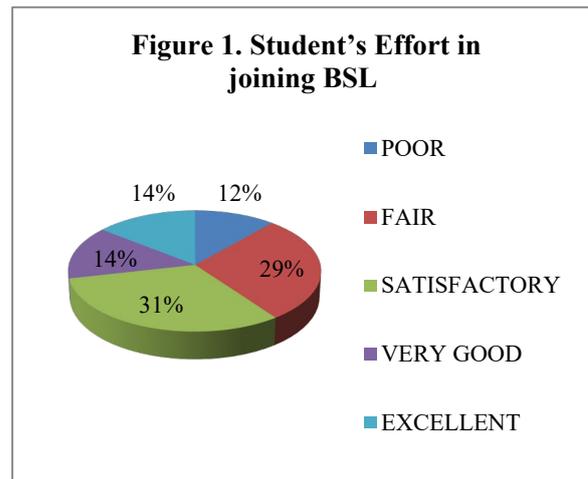
The results of the findings are to answer the research objective of this current research. The findings will be explicated based on five indicators of the questionnaires and interview report.

Students 'Effort in Joining Blended Synchronous Learning

First indicator exposes about students' effort joining genre-based writing course which can be seen from Figure 1.

Figure 1. depicts the effort of the students in joining Blended Synchronous Learning. 31%

students felt satisfaction when joining the course. The students have confident in joining the class because they did not meet the signals problems and quota. Less of them were unsatisfaction because they tend to have bad signal problem in joining the virtual class. So, they came late to the class or postponed to join. This is corroborated with the results of interview that most of them chose the eLearning and what app platforms for online learning because of signals need. While the virtual meeting, they chose google meet to discuss the apperception and the writing feedback. It needed low quota too.



S34 "I'm enjoy if the online class using eLearning and what app. Cause it easily to connect and low quota while the class run during the schedule given." To complete my understanding, I like google meet to do face to face meeting to make clear the materials given for us. It 's a such challenging activities."

S 9 "what app makes me clear understanding for writing and eLearning gives chance for me to regulate the assignment. It needed low quota. Google meet made me easier to review my writing with the lecturer or my classmates."

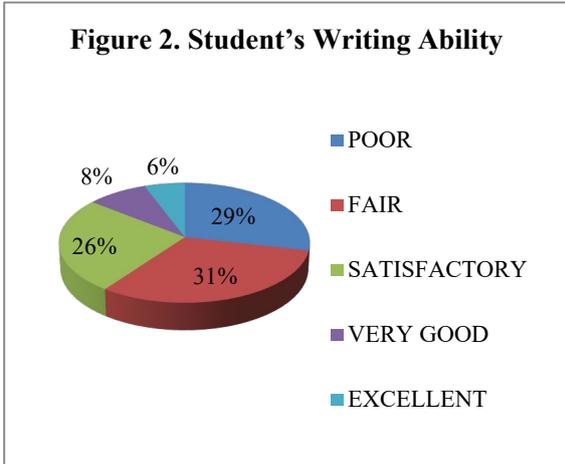
Based on the data above, the students had big effort to join the Blended Synchronous Learning because it used eLearning, what app, and google meet. All the platforms can be access easily and needed low quota. Overall the problem about the connection and signalsare correlated with the research from Al-Zumor et al., 2013; and Wright, 2017.

### Students' Writing Ability

Second indicator explicates the students' writing ability after one semester studied through Blended Synchronous Learning. It can be seen from Figure 2 below.

Figure 2. shows the writing ability after studying through Blended Synchronous Learning. 26 % felt satisfy to understand and comprehend the writing via BSL and genre-based approach which elaborated into building knowledge of the field, modelling, joint activities, and independent activities.

Whereas 31% students cannot give the best voices because some reasons; the low vocabulary mastery, the confusing for developing paragraph, and the low background of English. All in all, the BSL technique will be challenging and easily used if they did continuously habit for joining the class both virtual and online.



These findings were also supported by the following excerpts from the interview report.

S3 "I enjoy to study writing via what app and google meet, but I am still not confident because of my low knowledge in English vocabulary."

S27 "I like to study face to face virtual but I can't develop my writing well."

S18 "I am comfortable and enjoyable when studying writing via google meet and what app or eLearning. My writing becomes better and I understand how to develop my paragraph."

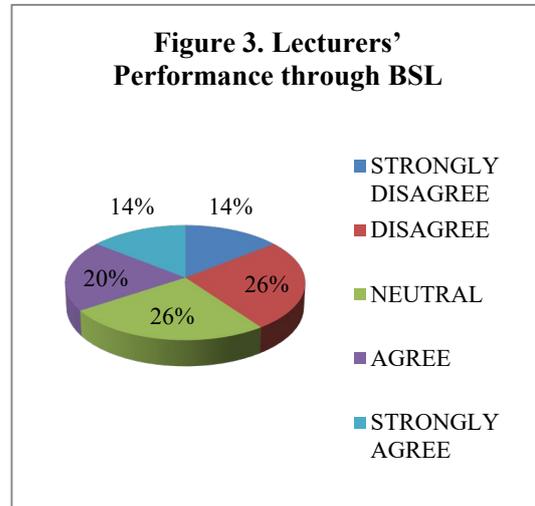
These results are in agreement with the findings from previous studies which claimed that the students were enthusiastically engaged with internet of online activities which it encouraged them to write essay better. Blended learning has there fore been able to improve their awareness and interest in develop their writing (Ferriman, 2013; Palmer, 2012; & Wright, 2017).

**Students' Voice on the Lecturers' Performance in Teaching Writing via BSL**

Third indicator discusses the lecturers' performance in teaching writing via BSL seen from the students' perspectives. It can be seen from Figure 3.

Figure 3. shows 20 % learners tend to give positive response about the lecturers' skill in technology enhanced via BSL. Whereas 26 % did not agree and 26 % was neutral. The reason is they lost their positive response on joining the class because of the bad connection and students' anxiety. This result can be used as the preliminary research for finding the impact of Blended Synchronous Learning through virtual and online class. These results are supported with interview.

S8 "the lecturers had enough performance in teaching via BSL because they need well prepared materials, time management, and discipline. So, they need to improve their competence in language best technology integrated learning."



These results has correlation for lecturers to develop their competence level of basic digital literacy skills (Hartono, R., 2017; Tarasova, 2018; Budiman & Ngadiso, 2018). Therefore, they can give best teaching via BSL.

**Blended Synchronous Learning is Adaptive and Applicative Strategy in Writing Genre Course**

Fourth indicator explains that Blended Learning is adaptive and applicative strategy in writing genre course which can be seen from Figure 4.

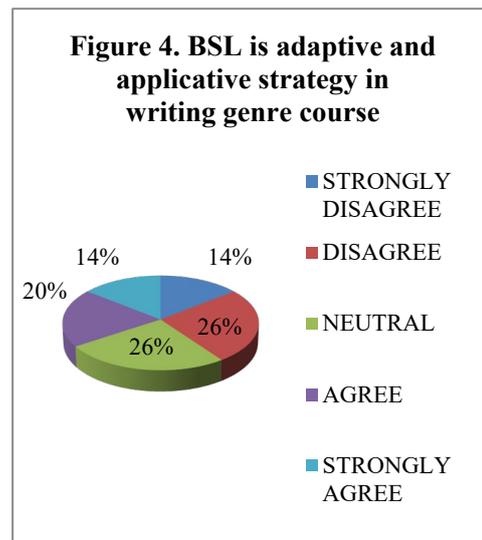


Figure 4 explicates the implementation of Blended Synchronous Learning in teaching writing genre is adaptive and applicable. 20 % and 14 % were agreed and strongly agreed that BSL is adaptive and applicable.

Some of them were still neutral because they confused how to manage their time and internet connection.

These results had depth clarification seen from the interview report.

S6 “BSL is interesting,useful, and challenging.”

S31 “BSL is adaptive but it faces some problems in connection and signals.”

These results are related to Setyaningsih (2020) that time management and internet connection become the big procrastination in BSL environment.

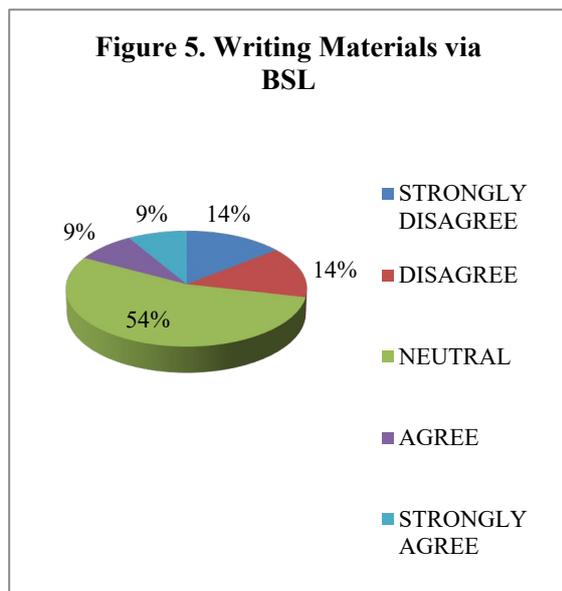


Figure 5 depicts the content of writing genre course. 54% were neutral between the materials complete or not, easy or challenging, interesting or bad. So, it needs more depth research again regarding the BSL implementation is successful or not.

It is corroborated with the interview results. S13 “the materials are complete and easy.”

This is also related with Setyaningsih (2020) that one side, the students gathered benefits and one side, the students got difficulties and anxiety.

Therefore, this preliminary research had five indicators which give depth sources for further research on the impact of Blended Synchronous Learning in teaching writing genre viewed from self-regulatory skills. It also gives new novelty that teaching using Blended Synchronous Learning must be done regularly and continuous especially in writing genre.

#### IV. CONCLUSION

This current research revealed that Blended Synchronous Learning in teaching writing genre-based needs socialization, adaptation, self-regulatory skills, and techniques of teaching learning process.

So, these data could be the preliminary data for the next research.

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