



# Hybrid Learning: EFL Student's Perspectives in Writing through Genre-Based Approach

Testiana Deni Wijayatiningsih<sup>(✉)</sup>, Muhammad Muhibbi, Dodi Mulyadi,  
Dian Candra Prasetyanti, and Riana Eka Budiastuti

Universitas Muhammadiyah Semarang, Semarang, Indonesia  
testiana@unimus.ac.id

**Abstract.** *Merdeka Belajar* demands that the learning process be carried out in hybrid learning because several students attended lectures from outside the campus. Conditions like this occurred in the English Language Education Study Program, *Universitas Muhammadiyah Semarang*, where not all courses were converted, so students were required to attend lectures on their own and off campus, especially in genre-based writing and writing research courses. Fifteen students were joining online, and 22 were joining face-to-face. Therefore, the researchers want to focus on research describing student perspectives in learning to write through a hybrid and using a genre-based approach. The research method was a mixed method design using a questionnaire and observation as the instrument. This study's results indicated a positive response to implementing hybrid learning with a genre-based approach, especially in learning to write. All in all, hybrid learning and genre-based approaches are approaches and models in the learning process that are flexible and follow the situations and conditions in the classroom.

**Keywords:** hybrid learning · genre-based approach · EFL perspectives · writing

## 1 Introduction

The movement of learning process, which was operating through synchronous learning during the pandemic, has shifted to a hybrid class, in which some students are present in the physical classroom. In contrast, others are present in a virtual area. This learning process took place, not on purpose. It was carried out to bridge the Merdeka learning campus program from the Ministry of Education and Culture, specifically the teaching campus and the archipelago module. Some students participate in an internship program, and others join the student exchange program. In this way, the Merdeka Learning Campus program was able to bridge the gap between the teaching campus and the archipelago module. Therefore, lecturers, as teachers, must be more creative in offering learning services if the topics being taught are outside the courses that have been changed as part of the autonomous campus activities. The hybrid learning process has existed for two years of learning after the COVID-19 pandemic, specifically during the years 2021 and 2022.

Moreover, it has manifested itself most noticeably in the English Language Education Study Program at Muhammadiyah University Semarang during the third and fifth semesters of the Genre Based Writing courses and the Educational Research Writing courses. While 45% of students were in the classroom with the lecturer, 35% participated in independent apprenticeship programs in various places. It allows them to study through synchronous learning. Students took advantage of asynchronous learning using e-learning and other tools such as Padlet and Paperrater.com and utilizing hybrid learning with a mixed-class approach. This fact follows the hybrid learning theory, which states that students meet face-to-face in class and in surf technology such as Google meet, zoom meetings, e-learning, Padlet, and Paperrater to complete the learning process obtained in face-to-face class understanding needs to be fulfilled. In other words, students engage in hybrid learning when they do both. Then, they will be able to learn the stuff that was discussed through asynchronous means of communication. The instructional strategy makes use of both in-person and online instruction [1–4].

In addition, the hybrid learning process must be modified with a learning approach, especially in the writing genre and writing research. It can invite students to think critically by examining the writing topics and the material they get so that they can apply them as prospective teachers in the future with technology integration in it. It is because learning to write is difficult in universities in Indonesia.

Besides, learning to write is a difficult task in Indonesian universities. Language learners faced a lack of writing experience, language deficiencies, and a lack of desire and originality, as described in [5–7]. In college writing classes, students often reveal that they are fluent in speaking the target language but struggle with writing in that language. Their ability to negotiate ideas into paragraphs still needs to be improved. Additionally, they need better-written composition skills. Research has shown that students might be motivated to write well-structured paragraphs with fewer errors by implementing specific tactics and pedagogical models. To help students enhance their writing abilities and imagination, Jaelani [8] suggests a content-based learning strategy. It has been shown that providing learners with constructive criticism of their grammar usage improves their ability to improve [9, 10]. Mistakes are seen as evidence of a failed approach to teaching writing skills.

Therefore, this study focuses on students' perspectives through hybrid learning and genre-based writing.

## 2 Literature Review

### 2.1 Hybrid Learning

Hybrid Learning refers to an approach to education that mixes several learning strategies, such as teacher-led classroom time, CALL (computer-assisted language learning), and independent study (SDL) [11]. Blended learning uses traditional classroom instruction and computer-assisted language learning (CALL) in a single setting (Blended Learning). Many academics consider Blended Learning and Hybrid Learning are synonymous words [12–14, 28]. On the other hand, some argue that hybrid learning is not a simple combination of classroom instruction with e-learning but comprises a standard instructional setting (class meetings) as well as offline activities outside the classroom (tutoring,

classes from other institutions on campus, peer review workshops, and so on) and that it is not just a combination of the two. The same stance is followed throughout this study wherever the phrase hybrid learning is employed. To rephrase, what matters in Hybrid Learning is not just computer-assisted language learning (CALL) and in-person interaction but also self-directed learning activities outside the formal education setting and the internet. Hybrid learning, as was previously said, incorporates both traditional classroom instruction and computer-based learning into a single curriculum. The process by which organizations that provide distance education adopt and adapt standard educational practices on campuses is an example of what is referred to as “hybridization.” The term “hybridization” refers to how on-campus educators adopt alien education technology and techniques and how organizations that provide distance education do so [11]. Integrating self-directed learning and e-learning with classical classroom instruction, in particular, supports several extremely desired advances, such as more personalized and flexible learning [11]. The degree of self-responsibility that students demonstrate is crucial to the success of any educational process.

On the other hand, the concept of self-directed learning is the same as autonomous learning. It suggests that the student carries most of the responsibilities of her education [11]. Hybrid Learning is an approach to education that mixes several learning strategies, such as teacher-led classroom time, CALL (computer-assisted language learning), and independent study (SDL). Blended learning uses traditional classroom instruction and computer-assisted language learning (CALL) in a single setting (Blended Learning) [11]. Many academics consider Blended Learning and Hybrid Learning are synonymous words [12, 13].

However, hybrid learning is a more involved mix of traditional classroom and online learning. In addition, it entails activities outside the school (such as tutoring, classes from other institutions on campus, and peer review workshops.). It is not merely a combination of the two. The same stance is followed throughout this study wherever the phrase hybrid learning is employed. The items that count toward Hybrid Learning include computer-assisted language learning (CALL), in-person interaction, and self-directed learning activities outside the official school setting and the internet. Hybrid learning, as was previously said, incorporates both traditional classroom instruction and computer-based learning into a single curriculum. The process through which on-campus educators embrace distance education technology and techniques is called the “hybridization” process. The “hybridization” process also refers to how small education organizations acquire or adapt campus-based educational practices [12, 13]. In particular, combining self-directed learning and e-learning with traditional classroom education paves the way for many extremely desirable advancements, such as more individualized and adaptable learning [11]. The degree of self-responsibility that students demonstrate is crucial to the success of any educational process. However, the concept of self-directed learning indicates that the student is, for the most part, accountable for their learning.

## 2.2 Genre Based Approach

This research proposed the students' voices or realization of the genre-based approach to foster students' writing abilities and imaginations in hybrid learning. According to [14], a genre-based system is teaching writing that focuses on helping students use

established conventions of a given genre to create both readable and practical work. Systemic functional grammar theory emphasizes it as well. This viewpoint studies the connection between language and its role in social life to comprehend speech as a system in which language users decide to convey meanings [15, 16]. Furthermore, because the genre-based instructional model emphasizes all language skills rather than just writing, it can also teach speaking, listening, and reading skills [17]. In addition, Paltridge [18] mentions that the literary form has been utilized in various fields, including applied linguistics. Because every type of writing can be associated with a genre, we are treating the genre as if it were a text type in this investigation. Language learners can improve their written communication skills using genre [9]. The genre-based approach is an effective way of instruction [20] because it emphasizes the discursal parts of writing and increases preservice teachers' awareness of the textual and rhetorical features through learning problems. Therefore, taking a strategy based on the type of work produced is a fruitful practice [28]. Students are expected to participate in writing creativities or produce a text during lectures depends on the writing purpose, organizational structure, and reader.

Furthermore, Negretti and McGrath [21] state that this model places a significant amount of emphasis on the reader and the standards that a piece of writing should adhere to be considered an acceptable text for readers. This strategy has a few benefits, including encouraging children to write creatively. Additionally, it is anticipated that it will assist students in improving their writing skills while they are enrolled in higher education.

### 2.3 Writing

More and more writing classes now focus on the writing process and the final product. There are set steps that students must go through to finish a piece of writing [22]. The teacher will give each student in the class a different topic to write about. So, the steps are planned ahead of time. When professors want to reach this goal, they usually use four stages: planning, writing, editing, and publishing. The steps are similar to the writing process, such as pre-writing, drafting, sharing and getting feedback, revising and editing, and publishing [23]. In addition, the students show their final, fully-formed writing texts in the publishing phase after a long period of instruction [24].

Moreover, writing that explains something or makes a case for something. In other words, pupils must go through several steps to develop particular abilities. Hyland (2003) Regulating one's vocabulary and grammar was crucial to writing success [25]. To read, write, speak, and understand the English language beyond the bounds of fundamental grammar and vocabulary is to be considered literate in this context. McCarthy (2013) The positive learning environment created by online writing platforms benefits instructors and their students because of the increased opportunities for communication, collaboration, and individual control they provide [26]. Teachers and students can work together more efficiently in class because it is easily accessible online. Paragraph-to-essay writing and more advanced forms like expository and argumentative writing can be mastered through extensive exercise. As a result, a predetermined sequence of events must occur before students can acquire the desired skill set.

Based on the literature reviews above, this study seeks the student's perspectives on learning writing through a genre-based approach in a hybrid learning environment.

### 3 Method

This exploratory study collected data utilizing both qualitative and quantitative strategies [27]. The quantitative survey method was used as part of a hybrid learning strategy to determine which writing exercises were most enjoyed by the participants. In the meantime, further develop the blended plan of utilizing scaffolding when writing using qualitative analysis. Fifty second-year English students (10 males and 40 females, aged 18–21) participated in the study. The instruments were surveys and classroom observations. The observation was done on fourteen separate occasions during in-person and virtual meetings. In analyzing the questionnaire data, this study employed descriptive statistics. Meanwhile, qualitative information from classroom observations was subjected to theme analysis and interpretation.

The researchers conducted a pilot test of the questionnaire with 15 students to determine the reusability and validity of the items to assure the validity and utility of the questionnaire in the research process. The survey findings point in that direction. The value is significantly higher than 0.05. The validity result had eight of the original twelve statements on the questionnaire, which are valid at the 0.05 level of significance. As a result, only those claims were considered for this inquiry. It was determined that Cronbach's alpha for the questionnaire scale was 0.74 using the internal consistency approach, which suggested that the student perspectives questionnaire was reliable.

### 4 Finding and Discussion

This current research determines the student's perspectives on learning writing through a genre-based approach in a hybrid learning environment. The researchers employed questionnaires and observation in the classroom to answer the problems. The questionnaire consisted of two themes: the learners' perspectives on hybrid learning in writing and the EFL learners' perspectives on technology implementation. The research results of the EFL learners' perspectives survey analysis are shown in Table 1, which discusses the EFL learners' perspectives on hybrid learning in writing.

Table 1 illustrates that the EFL learners' perspectives on hybrid learning had the highest results on the interaction between the EFL learners and lecturers in the hybrid writing course 4.05. In contrast, the lowest impact on the EFL learners' perspectives on solving writing difficulties was 3.58. The mean score of the statements on the EFL perspectives in writing hybrid learning is 3.83. Almost all the views of the questionnaire exceeded the standard criteria 3.5, which meant that all of them are in an outstanding category. It is safe to conclude that hybrid learning had been carried out in a pleasing arrangement in harmonizing the writing teaching-learning process, especially when employing a genre-based approach. Findings are consistent with those from earlier studies [28, 30], showing that EFL students have a more positive attitude toward classroom interaction in writing when using hybrid or blended learning, especially when harmonizing their writing process. This result is also supported by the EFL learners' perspectives on the technology implementation, as described in Table 2.

Table 2 describes the EFL learners' perspectives on technology implementation technology has the highest outcome indicator in the synchronous platform at 4.18. Nevertheless, there is the lowest result on the formatting. In contrast, the average questionnaire

**Table 1.** EFL Learners' Perspectives on Hybrid Learning in Writing

No	Statement	Mean	SD
1	The students perspectives in writing class through hybrid learning related to the class environment	3.74	1.06
2	The students; perspectives on the steps of hybrid learning in the writing course	3.94	1.07
3	The students' perspectives on the method of teaching	3.78	1.04
4	The interaction between the students and lecturers in hybrid writing course	4.05	0.83
5	The students' perspectives on the learning materials	3.97	1.09
6	The students' perspectives with the learning platform	3.83	1.06
7	The students 'perspectives with the writing assessment in hybrid learning	3.69	1.16
8	The students 'perspectives on the solving writing difficulties	3.58	1.03
	Mean	3.83	1.04

**Table 2.** EFL Learners' Perspectives on Technology Implementation

Statement	Mean	SD
Synchronous platform	4.18	0.98
Asynchronous platform	3.78	1.07
Interactive platform	3.73	1.04
Finding the topic through online	3.72	1.04
Formatting the file through online	3.47	1.06
Reading the sources through online	3.68	1.10
Presenting writing product in online setting	3.73	1.13
Group work in online platform	3.67	0.83
Mean	3.75	1.03

results are categorized in the outstanding category. These results align with previous research [31], where the dominant result of the learners' perspectives in hybrid learning is the teaching-learning process through synchronous learning.

Regarding the results above, hybrid learning in writing classes becomes more influential because some reasons are needed to achieve the goal of teaching the learning process related to the *Merdeka Belajar* program, such as; EFL learners' perspectives on hybrid learning satisfaction, EFL learners' comfort feeling joining technology, and genre-based approach learning process analysis. The results of the observation analysis in the writing class are divided into four stages. First, in the Building Knowledge of the Field stage, in the fifth minute, the lecturer gives an apperception using authentic materials such as food, objects, pictures of animals, videos, and even short movie recordings.

It helps students focus on the range of material being taught. Then, students respond in turn, and the lecturer tells the topic of the text material taught then. Students' responses in class and online classes are through Padlets and meter meters. They were asked to respond quickly, within five minutes. In the second stage, Modeling of the Text, the lecturer provides directions, explanations, and examples of texts that students will write by responding through zoom meetings or asking questions in class.

Text examples are provided via Youtube, ppt videos, and teaching modules. Students understand the examples of text given, starting from social functions, generic structures, and linguistic features. Then students respond by providing questions or responses verbally in class or online via zoom meetings. The Modeling of the Text stage occurs within 45 min. Then enter the third stage, Joint Construction of the Text. In this stage, students discuss the steps of solving the problem of determining an outline for drafting writing text with friends in groups. In this case, they exchange ideas within 25 min. In the last stage, students were asked by the lecturer to develop their writing of 300 words by determining coherent main sentences and explanatory sentences based on appropriate conjunctions. Therefore, they were given five days to independently check the paper rater and ask their friends to provide feedback based on the generic structure of the compiled text.

## 5 Conclusion

Learners' perspectives on using hybrid learning and genre-based approach to understand genre writing texts were investigated in this study. Based on the results, it is safe to assume that using instructional resources in hybrid learning gives students independence and promotes autonomous learning. Students' perspectives on technology are comfortable, which gives them a collaborative learning environment. In addition, Students have positive perspectives on hybrid learning through a genre-based approach which had an outstanding category in scaffolding their writing activities in a hybrid situation. Based on the results, hybrid learning and a genre-based system are viable options for the genre-based writing approach.

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