



Integrating Blended Learning and Peer Feedback in Teaching Writing Recount Text and Vocabulary Mastery

Nada Raudhotul Muthoharoh,¹ Nurhaedah Gailea,² Syafrizal³

^{1,2,3} Universitas Sultan Ageng Tirtayasa

nadanalih1404@gmail.com

Submitted: January 12, 2022

Revised: March 22, 2022

Accepted: March 25, 2022

Abstract

This research aims to investigate the integration of blended learning and peer feedback technique in teaching writing recount text and vocabulary mastery. The research applied quasi-experimental design. The population of this study was second grade of MTs Daarul Muqimien and 60 students as the samples. The data collection techniques used the test of writing skill and vocabulary mastery and the data of this research was analyze by using statistics Manova (Multivariate Analysis of Variants) with the helped of SPSS Statistics 22 Software. The result shows the significant value of students writing recount text by integrating blended learning and peer feedback technique is $0.000 < 0.05$ F count 28.095, the significant value of students' vocabulary mastery by integrating blended learning and peer feedback technique is $0.009 < 0.05$ F count 7.203, and significant value of students writing recount text and vocabulary mastery by integrating blended learning and peer feedback technique is $0.000 < 0.05$, F count 13.884. Based on the result, it concludes that there is a significant influence of students' writing recount text and vocabulary mastery group through integrating blended learning and peer feedback technique.

Keywords: blended learning, peer feedback, writing, vocabulary

Introduction

Writing is one aspect of language skills where the ability to communicate in English is integrated into four skills of English, they are listening, speaking, reading, and writing. All of the skills are important. However, the one of language skills that encourages students to be more productive and creative is writing skill (Hardiansyah, 2018). Hence, writing is not only about putting some words on the paper, but also how to express the opinions, ideas, feelings, and thoughts.

Moreover, writing is the most difficult skill for second language and foreign language learners. Tenriampa & Quraisy

(2018) suggest that there are many important components in the writing such as, generating, organizing, and translating ideas into a readable text. In short, writing is complex skill to be mastered by the students. As a productive skill, as Miftah (2015) states that writing must have many process and steps to make a better writing such as prewriting, drafting, revising, editing, and publishing.

Preliminary research showed that many students have problems in writing. They did not know how they can express their opinions or ideas, how to organize the right words to be a good sentences and readable text because of limited vocabulary.



Furthermore, the difficulties are also caused by students' insufficient knowledge of language components such as grammar, spelling, or punctuation. Besides, the other problem is the students' self-confidence with their English, they were afraid to ask the teacher when they found the difficulties and confused in the writing, and also the teacher assessed the students' writing without giving the feedback. Then, the students did not make any progress in the writing skill. Therefore, the effective, interesting and motivating technique and model was précised in teaching and learning process not monotonous in the classroom only to build students' confidents and they know how to make a good writing and practice it more outside the classroom. The learning model and technique should also be able to facilitate and support students in learning language especially writing (Wahyuni, 2018). In this case, the researchers try to propose integration between model and technique on students' writing recount text and vocabulary mastery by applying blended learning and peer feedback technique.

Several former studies had discussed this issue. These can be investigated from the works by Christina (2021); Ghonivita, Pahamzah, & Wijayanti (2021); and Syafrizal, Nurmala, Fargianti (2019). Since the previous studies have not discussed the importance of blended learning in teaching writing and vocabulary, this current study is hoped may enrich towards the issue.

Therefore, the formulations of the problems are as follows: (1) Is there any significant effect of blended learning and peer feedback technique toward students' writing recount text? (2) Is there any significant effect of blended learning and peer feedback technique toward students' vocabulary mastery? (3) Is there any significant effect of blended learning and peer feedback technique toward students' writing recount text and vocabulary?

Theoretical Review

Blended Learning

Blended learning is a term derived from the English language, which consists of two syllables, blended and learning. Blended learning implies a learning pattern that contains elements of mixing or combining one pattern with other pattern in learning. Bryan & Volchenkova (2016) stated that bended learning might cover any effective combination of technologies with different modes and model of teaching and style of learning. According to Okaz (2015), Banded Learning is learning approach that integrating face-to-face instruction and online learning to create more effective learning experience. Rodriguez & Rojo (2020) suggest that blended learning is a flexible approach that raises the possibility of carrying out certain learning activities outside the classroom which makes certain tools available of ICT for the purpose of learning.



In the other word, Blended learning is a mixing of different learning environments, giving learners and teachers a potential environment to learn and teach more effectively. According to Beaini & Balcioglu (2017), blended learning is a hybrid of traditional face-to-face and online learning so that instruction occurs both in the classroom and online, and where the online component becomes a natural extension of traditional classroom learning. Shivam & Singh (2015) summarized that blended learning as cost effective, time saving and flexible. It also helps students to learn according to their pace and time. It is the combination of digital content and face to face content.

Moreover, Ayob, et al., (2020) also said that the characteristics of blended learning are combined various ways of delivery, teaching models, learning styles, as well as a variety of media-based technology that is diverse, as a combination of direct teaching (face-to-face), independent learning, and independent learning via online.

Platform of Online Learning

WhatsApp is a type of online application that is often used to send short messages using the internet network. Speroff in Jasrial (2019) states that WhatsApp is an application to send short message through internet connection. WhatsApp application or simply WhatsApp is a freeware, cross-platform messaging to communicate by installing WhatsApp application software on a mobile phone, verification and supported

by an adequate internet network. Alshammari, Adlington, & Parkes (2017) states that Whatsapp application also able to send and receive a message in various formats, such as text message, photos, videos, audio, documents (e.g. PDF), user location, and voice/video call.

Peer Feedback

According to Bijami, Kashef, & Nejad (2013), peer feedback is referred to many different names such as peer review, peer response, peer evaluation, and peer editing. Peer feedback is an important aspect view of writing instruction. Syafrizal, et al., (2019) find that Peer feedback is an effective technique for students to learn together and to improve their writing skill. In addition, Hoogeveen (2013) argues that peer feedback used in writing classes to provide students more opportunities to learn from each other's. Further, Simosmeler at, al., (2020) concluded that peer feedback is a teaching method that engages students in their own learning process while taking both the roles of an examiner and examinee

According to Sholihah (2015: 8) The implementation of peer feedback follows these procedures: (a) asking the students to compose their first draft; (b) discussing the meaning of items on revising checklist; (c) modeling how to provide feedback to the sample of paragraph writing; (d) ordering them to discuss and provide feedback to the sample of paragraph writing; (e) having them read and give feedback on their peers' drafts;



(f) getting them to talk about each-others' draft by giving comments and suggestion on their classmates' draft through elaborating on their checklists; (g) asking them to revise their draft based upon their peers' feedback; and (h) Ordering them to rewrite their drafts as their final draft.

While teaching writing, the teacher guided students to give their ideas on their own so that they can write it and develop their language, and then the teacher used peer feedback correction to give reinforcement to students from the other students through their WhatsApp application. Often, even the most fluent writers in their own language need time to generate ideas and to plan what they are going to write. If a teacher going to ask them anything more substantial, he has to give them opportunities to think and express their ideas. Then, one student may suggest and response his/her ideas.

Method

This research concerned with writing activity and vocabulary mastery by integrating blended learning and peer feedback technique. The research method utilize in this study was a quasi-experimental design. This study aims to test and verify the effectiveness of integrating blended learning and peer feedback technique on students' writing recount text and vocabulary mastery. This study places blended learning model and peer feedback technique as an independent variable (X) and writing skill and vocabulary

mastery as a dependent variables (Y). This experiment used multivariate analysis of variance design.

The population of this study was second grade of MTs Daarul Muqimien and 60 students as the samples. The data collection techniques used the test of writing skill and vocabulary mastery and the data of this research was analyze by using statistics Manova (Multivariate Analysis of Variants) with the helped of SPSS Statistics 22.

Result

Students' Writing Recount Text on Blended Learning and Peer Feedback (A1Y1)

Students' data of writing recount text by using blended learning and peer feedback technique has been tested for validity and reliability. Students' writing skill data are obtained by (n) = 30 with the lowest data = 65; highest data = 88; average = 77.100; standard deviation (SD) = 6.439. Presentation of the data classically into interval classes with range (R) = 23, many classes (K) = $1 + 3.3 \log n = 6$ and classes width (i) = $R/K = 3.83$ rounded to 4.

Students' Writing Recount Text on Three Phase Technique (A1Y2)

Students' data of writing recount text by using blended learning and peer feedback technique has been tested for validity and reliability. Students' writing skill data are obtained by (n) = 30 with the lowest data = 56; highest data = 80; average = 67.366



standard deviation (SD) = 7.725. Presentation of the data classically into interval classes with range (R) = 24, many classes (K) = 1 + 3.3 log n = 6 and classes width (i) = R/K = 4.

Students' Vocabulary Mastery on Blended Learning and Peer Feedback (A2Y1)

Vocabulary mastery data for student by integrating blended learning and peer feedback technique which have been tested for validity and reliability obtained as much as (n) = 30 with the lowest data = 60; highest data = 100; average = 83.833; standard deviation (SD) = 9.620. Presentation of data classically into interval classes with range (R) = 40, many classes (k) = 1+3.3 log n = 6 and class width (i) = R / K = 6.6 rounded (7).

Table 1. Multivariate Test

Effect		Value	F	Hypothesis df	Error df	Sig.
Intercept	Pillai's Trace	,992	3600,713 ^b	2,000	57,000	,000
	Wilks' Lambda	,008	3600,713 ^b	2,000	57,000	,000
	Hotelling's Trace	126,341	3600,713 ^b	2,000	57,000	,000
	Roy's Largest Root	126,341	3600,713 ^b	2,000	57,000	,000
A	Pillai's Trace	,328	13,884 ^b	2,000	57,000	,000
	Wilks' Lambda	,672	13,884 ^b	2,000	57,000	,000
	Hotelling's Trace	,487	13,884 ^b	2,000	57,000	,000
	Roy's Largest Root	,487	13,884 ^b	2,000	57,000	,000

a. Design: Intercept + A

b. Exact statistic

Table 2. Test of Subjects Effects

Source		Type III Sum of Squares	Df	Mean Square	F	Sig.
Corrected Model	Writing recount text	1421,067 ^a	1	1421,067	28,095	,000
	Vocabulary mastery	666,667 ^b	1	666,667	7,203	,009
Intercept	Writing recount text	313059,267	1	313059,267	6189,332	,000
	Vocabulary mastery	388815,000	1	388815,000	4200,795	,000
A	Writing recount text	1421,067	1	1421,067	28,095	,000
	Vocabulary mastery	666,667	1	666,667	7,203	,009
Error	Writing recount text	2933,667	58	50,580		
	Vocabulary mastery	5368,333	58	92,557		
Total	Writing recount text	317414,000	60			
	Vocabulary mastery	394850,000	60			
Corrected Total	Writing recount text	4354,733	59			
	Vocabulary mastery	6035,000	59			

a. R Squared = ,326 (Adjusted R Squared = ,315)

b. R Squared = ,110 (Adjusted R Squared = ,095)

Students' Vocabulary Mastery on Three Phase Technique (A2Y2)

Vocabulary mastery data for students using three phase technique that has been tested for validity and reliability obtained as much as (n) = 30 with the lowest data = 60; highest data = 100; average = 77.166 standard deviation (SD) = 9.620. Presentation of data classically into interval classes with range (R) = 40, many classes (K) = 1+3.3 log n = 6 and class width (i) = R/K = 6.66 rounded (7).

Hypothesis testing of this research was carried out by Manova (*Multivariate of variance*) analysis technique with the help of IBM SPSS Statistics 22. Hypothesis test results are presented in the following table.



Integrating Blended Learning and Peer Feedback on Students' Writing Recount Text

The second hypothesis stated “there was a significant effect of integrating blended learning and peer feedback technique on students' writing recount text”. Based on the test results on the test of between subject effects table above which is the main table that presents the results of the hypothesis proposed by the researcher. From the table, it is known that the value $F_o = 28.095$, the value of significant for the students category ‘Writing Recount Text’ (Y1) is $0,000 < 0,005$. Thus the null hypothesis is rejected or there is a significant difference in students writing recount text in the group of students given learning by integrating blended learning and peer feedback technique with student writing recount text to students who are given the learning process using three phase technique. So it can be concluded that there is a significant effect of integrating blended learning and peer feedback technique on students' writing recount text.

Integrating Blended Learning and Peer Feedback on Students' Vocabulary Mastery

The third hypothesis states “there is a significant effect of integrating blended learning and peer feedback technique on vocabulary mastery”. Based on the test results on the test of Between-Subject Effects table above which the main table that presents the results of the hypothesis is

proposed by the researcher. From the table, it is known that the value $F_o = 7.203$ significant the vocabulary mastery (Y2) category was $0,009 < 0,05$. Thus the null hypothesis is accepted or there is a significant difference in vocabulary mastery in the group of students given by integrating blended learning and peer feedback technique with vocabulary mastery for students who are given by three phase technique. So it can be concluded that there is a significant influence on integrating blended learning and peer feedback technique.

Integrating Blended Learning and Peer Feedback on Students' Writing Recount Text and Vocabulary

The first hypothesis states “there is a significant influence on integrating blended learning and peer feedback technique to students' writing recount text and vocabulary mastery”. Based on the results contained in the multivariate tests table in the statistical test obtained the value $F_o = 13.884$, the value of Pillial's Trace, Wilks' Lambda, Hotelling's Trace, and Roy's Largest Root obtained the sig value = $0.000 < 0.05$. this shows that there is very significant influence on integrating blended learning and peer feedback technique of students' writing in a multivariate writing recount text and vocabulary mastery.

Conclusion

According to the result of analysis and testing hypothesis on results of research in



the integrating blended learning and peer feedback technique on students' multivariate writing skill and vocabulary mastery conclusion were obtained as follow. There is a significant Effectiveness of integrating blended learning and peer feedback technique in students' writing recount text. The significant value was 0.000. It is lower than 0.05 ($0.000 < 0.05$). There is a significant Effectiveness of integrating blended learning and peer feedback technique in students' vocabulary mastery. The significant value was 0.009. It is lower than 0.05 ($0.009 < 0.05$). There is a very significant effectiveness of integrating blended learning and peer feedback technique in students' writing recount text and vocabulary mastery. It showed by the sig value was 0.000. It means that lower than 0.05 ($0.000 < 0.05$).

References

- Alshammari, R., Adington, R., & Parkes, M. (2017). *Using Whatsapp in EFL instruction with Saudi Arabian University students*. (January). <https://doi.org/10.2139/ssrn.3094526>
- Ayob, N. F. S., Halim, N. D. A., Zulkifli, N. N., Zaid, N. M., & Mokhtar, M. (2020). Overview of blended learning: The effect of station rotation model on students' achievement. *Journal of Critical Reviews*, 7(6), 320–326. <https://doi.org/10.31838/jcr.07.06.56>
- Beaini, N., & Balcioglu, H. (2017). *The impact of blended learning on academic quality in Lebanese universities*. 4(1), 90–94.
- Bijami, M., Kashef, S. H., & Nejad, M. S. (2013). Peer feedback in learning English writing: Advantages and disadvantages. *Journal of Studies in Education*, 3(4), 91. <https://doi.org/10.5296/jse.v3i4.4314>
- Bryan, A., & Volchenkova, K. N. (2016). Blended learning: Definition, models, implications for higher education. *Bulletin of the South Ural State University Series "Education. Education Sciences,"* 8(2), 24–30. <https://doi.org/10.14529/ped160204>
- Christina, F. (2021). Correlating vocabulary and sentence structure mastery to students' writing skill in descriptive text. *Journal of English Language Teaching and Cultural Studies*, 4(1), 47-56.
- Ghonivita, Y., Pahamzah, J., & Wijayanti, M. A. (2021). Improving students' listening skills and vocabulary mastery through contextual teaching and learning by using online learning. *Journal of English Language Teaching and Cultural Studies*, 4(1), 10-21.
- Hardiansyah. (2018). *The use of Schoology as a blended learning platform in teaching writing*. Universitas Pendidikan Indonesia | repository.upi.edu
- Jasrial, D. (2019). Utiling WhatsApp application for teaching English Language: Why and how? *Bengkulu University*, 152.
- Miftah, M. Z. (2015). *Through writing process approach*. 5(1), 9–24.
- Okaz, A. A. (2015). Integrating blended learning in higher education. *Procedia - Social and Behavioral Sciences*, 186(August), 600–603. <https://doi.org/10.1016/j.sbspro.2015>
- Pratiwi, K. D. (2015). *Students' difficulties in writing English (A Study at the third semester students of English Education*



- Program At University of Bengkulu).*
Universitas Bengkulu.
- Rodríguez, J. M. M., & Rojo, A. S. (2020). *Blended learning: Convergence between technology and pedagogy.* Netherlands: Springer
- Shivam, R., & Singh, S. (2015). Implementation of blended learning in classroom: A review paper. *International Journal of Scientific and Research Publications*, 5(11), 369. Retrieved from www.ijsrp.org
- Sholihah, L. (2015). The implementation of peer feedback strategy for writing instruction at the first semester of writing 1 class At Muhammadiyah University of Metro. *PREMISE JOURNAL:ISSN Online: 2442-482x, ISSN Printed: 2089-3345*, 4(1). <https://doi.org/10.24127/pj.v4i1.280>
- Syafrizal, S., Nurmala, D., & Fargianti, Y. (2019). The influence of using peer feedback technique toward students' writing skill in procedure text at the ninth grade of SMPN 1 Ciruas. *English Education: Jurnal Tadris Bahasa Inggris*, 12(1), 146–162. <https://doi.org/10.24042/ee-jtbi.v12i1.3669>
- Tenriampa, A., & Quraisy, H. (2018). Needs Analysis of the English writing skill as the base to design the learning materials. *SHS Web of Conferences*, 42, 00050. <https://doi.org/10.1051/shsconf/20184200050>
- Wahyuni, S. (2018). *The Effect of Blended Learning Model towards Students' Writing Ability.* 97–111