

## Case Study : The Impact of Blended Learning on Students' English Writing Skills

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**Abstract.** *This case study investigates the impact of blended learning on students' English writing skills, focusing on a group of third-semester students majoring in English Education. Blended learning, which combines traditional face-to-face instruction with online learning components, is explored as a pedagogical approach that enhances writing proficiency through increased engagement and personalized feedback. Data were collected through questionnaires administered to 20 participants, revealing that a significant majority of students perceive blended learning as a motivating factor that fosters their writing development. The findings indicate that this approach not only improves grammar and overall writing skills but also provides ample opportunities for practice and constructive feedback, which are essential for skill enhancement. Additionally, the study highlights the importance of a supportive learning environment that encourages collaboration and community among students. The results advocate for the broader implementation of blended learning strategies in English writing instruction, emphasizing their potential to empower students and improve their language acquisition outcomes. This research contributes to the growing body of literature on effective teaching methodologies in language education and underscores the need for continuous adaptation and innovation in instructional practices.*

**Keywords:** *Blended-Learning, Writing Skills, Impact of Blended Learning, English Students*

### 1. INTRODUCTION

English is a popular language worldwide due to advancements in technology, including the internet (Pakir, 1999). Effective use of technology in education is critical for professionals and job market success (Flanegin & Rudd, 2000). The English language has four main skills: speaking, listening, reading, and writing. Writing is considered a crucial element of everyone's life, in business, creativity, and scholarly pursuits (Keshta, 2013), yet it is seen as a more challenging talent than other language abilities since it necessitates comprehensive and methodical education (So & Lee, 2013).

Writing skills are essential in language education because they allow pupils to express their ideas and information effectively. Writing requires not only grammar and vocabulary mastery, but also the ability to organize arguments logically and structurally. According to (Harmer, 2004), writing skills help students organize their thoughts and develop their grasp of the target language, contributing significantly to overall English acquisition. In Indonesia, students still struggle to write in English, particularly with grammar, flow of thought, and the creation of complicated arguments (Brown, 2007).

Blended learning combines face-to-face meetings with online learning, has arisen in tandem with technological advancements. Blended learning is flexible and interactive, allowing students to access extra resources online at their own speed while receiving direct help from the teacher during face-to-face discussions (Graham, 2006). Blended learning also allows for the use of diverse media, such as films, simulations, and online quizzes, which enhance the learning experience and can raise students' motivation to practice writing (Horn & Staker, 2015). According to (Jameson and Kanuka, 2004), this strategy has a high potential for improving students' cognitive and reading abilities because it allows for more in-depth involvement and more easily accessible content.

However, the effectiveness of blended learning in enhancing English writing abilities has not been extensively researched in the Indonesian higher education environment, hence the purpose of this study is to investigate the extent to which blended learning influences students' writing skills. This study aims to provide insight into the strengths and drawbacks of this strategy in the local environment, as well as input that can be used to build more effective learning strategies (Dziuban et al., 2018).

## **2. LITERATURE REVIEW**

### **Blended Learning**

Blended learning is a learning strategy that mixes traditional face-to-face methods with technology-based online learning. Graham (2006) describes blended learning as "the optimal combination of face-to-face teaching with online elements that allow flexibility and efficiency in the learning process." This strategy seeks to capitalize on the benefits of both modalities, including direct engagement and personalization of online learning, resulting in a richer and more structured learning experience.

Blended learning is founded on the idea that when students have access to learning resources at all times and from any location, they learn more effectively. Furthermore, the online component allows students to study independently via videos, quizzes, or interactive exercises, whereas face-to-face meetings are used for direct supervision, discussion, or reinforcement of challenging concepts (Horn & Staker, 2015).

This technique is especially applicable in English education, where skills like writing necessitate a mix of intensive independent practice and fast feedback from the lecturer. Blended learning allows students to develop their writing skills through online practice while receiving feedback and ideas in person.

Blended learning allows you to transcend traditional learning limitations, such as time and classroom constraints. In language learning, this strategy allows students to practice extensively outside of class while receiving targeted feedback from professors. In this way, blended learning can considerably increase the quality of English writing instruction (Dziuban et al., 2018).

### **Writing Skills in English**

Writing is one of the most important productive abilities in English language acquisition. It entails more than merely arranging words into phrases; it also entails grammar comprehension, vocabulary mastery, thought organization, and clarity of presentation (Harmer, 2004). Writing abilities are extremely important in academic settings since they help students prepare assignments, papers, and essays.

Brown (2007) identifies several essential elements in writing ability, including:

1) Grammar

Correct sentence form is the foundation for good written communication. Grammar mastery allows authors to deliver messages in a clear and logical manner.

2) Vocabulary

Having a varied vocabulary allows authors to communicate ideas more effectively and in depth.

3) Coherence and Cohesion

To preserve the narrative or argument's flow, good texts must have both logical concept arrangement (coherence) and appropriate connective usage (cohesion).

4) Cultural Understanding

When writing in English, it's critical for pupils to comprehend how their culture affects formality, communication style, and writing style.

5) Critical Thinking Skills

Before putting material into writing, writers must be able to assess, synthesize, and analyze it.

Typical Obstacles to Developing Writing Skills in English:

When it comes to improving their English writing abilities, students frequently encounter a variety of obstacles. Because of the intricacy of the mental processes required, Richards and Renandya (2002) claim that writing is the hardest language learner skill to perfect. Among the difficulties that frequently occur are:

a. Vocabulary Restrictions

Students frequently have trouble putting their thoughts into words. This makes it more difficult for them to produce phrases that fit the communication's meaning and goal.

b. Grammatical errors

A lot of students struggle to comprehend and implement English grammar rules, including the usage of articles, prepositions, and tenses. Their writing is frequently less clear as a result of these mistakes.

c. Lack of Exposure and Practice

Students who read and write in English infrequently are not accustomed to the format of formal reports or essays, which are examples of good writing.

d. Absence of criticism

In order to identify their areas of weakness and enhance their writing, students want detailed and helpful criticism. They frequently make the same errors in the absence of feedback.

e. Lack of Confidence

Many students are reluctant to try writing or submit their work for evaluation because they fear making mistakes.

Learning strategies like blended learning may be a useful way to get beyond these obstacles. With blended learning, students can gradually enhance their writing skills by using online tools like interactive writing exercises and automatic feedback. Furthermore, in-person meetings give instructors the opportunity to give students clear instructions and clarify concepts that they are struggling to grasp.

### **Relationship between Blended Learning and Writing Skills**

One of the most successful methods for enhancing writing abilities, particularly in English language acquisition, is blended learning. With this method, students can learn independently using internet resources while still benefiting from engaging in-person instruction. Numerous research have demonstrated the beneficial effects of blended learning on writing abilities.

Students' writing abilities can be greatly enhanced by using blended learning in English language instruction, according to a study by Al-Jarf (2004). According to this study, students who received instruction via both in-person and online methods—such as online

forums or writing assignments—were more comfortable writing essays and academic reports than those who received instruction solely in-person.

Another study by Shih (2011) emphasized the advantages of using blogs as a learning medium in blended learning while teaching writing. According to the study, combining in-person instruction with online learning via blog writing produced fruitful outcomes. Pupils received prompt feedback from teachers and peers, were more involved in the writing process, and were able to refine their work over time.

Additionally, studies by Kintu, Zhu, and Kagambe (2017) demonstrated how blended learning fosters an environment where students can develop their writing abilities. According to this study, students can access writing practice resources whenever they choose thanks to the online platform's flexible learning options. Furthermore, the engagement obtained through in-person conversations was beneficial.

Furthermore, Sun and Qiu (2014) found that blended learning increased students' motivation to learn to write in addition to improving learning results. Because they have more time to individually practice their abilities via online platforms while still receiving coaching from professors in class, students feel more assured.

All things considered, prior research backs up the notion that blended learning gives students more chances to write in a variety of ways, receive regular feedback, and continuously develop their writing abilities. When online and in-person instruction are combined, students become more involved in the learning process and are better equipped to tackle writing obstacles including grammar errors and poor concept structure.

### **3. RESEARCH METHODOLOGY**

This research employed a qualitative research design with the experiment to analyze the impact of blended learning on students' English writing skills. According to Walidin, Saifullah & Tabrani (2017) Qualitative research is a research process to understand human or social phenomena by creating a comprehensive and complex picture that can be presented in words, reporting detailed views obtained from informant sources, and conducted in a natural setting. The researcher follows six stages of qualitative research by Creswel (2008) such as identification of the problem, literature review, set the objective of the study, collecting the data, analyze and interpretation, report.

In collecting the data, Researchers must pay attention to selecting and determining potential objects/participants, in order to reach the ability of participants to be actively involved in research. After collecting the data, the researcher will go into analyze and

interpretation stage, the data that has been obtained by the researcher is then analyzed or interpreted to produce new ideas or theories. And the last is the report, the researcher makes a report on the results of his research with a description style, because it uses a qualitative method so that it requires a broad description in his report and must position the reader as if he is a person involved in the research

The data of this research were the questioners of the impact of blended learning on students' English writing skills. The source of this research were third semester students from English Education major, involving 20 students. The reason of the researcher choose third semester students because the class do a blended learning on their writing course. Data analysis was conducted using descriptive and statistical techniques. The descriptive analysis focused on how the impact of blended learning on students' English writing skills by using questionnai.

#### **4. RESULTS AND DISCUSSIONS**

The results of the data collected regarding the problems discussed in this study. This finding was obtained by questioners of the impact of blended learning on students writing skills among 20 students. To find out the impact of blended learning on students writing skills, the researcher obtained questioners by giving some questions to students. The result of their answer can be seen in table.

**Table 1.** Questionnaire Results

No.	Questions	Strongly Agree	Agree	Disagree	Strongly Disagree
1.	Blended learning has helped me improve my English grammar in writing.	15%	75%	10%	
2.	The combination of online and face-to-face learning makes it easier for me to develop my writing skills.	15%	80%	5%	
3.	I feel more confident writing in English after participating in blended learning activities.	15%	70%	15%	
4.	Blended learning provides sufficient feedback on my writing assignments.	10%	85%	5%	
5.	Using online tools in blended learning helps me expand my English vocabulary.	25%	70%	5%	

6.	Blended Learning allows me to practice writing English more often.	15%	75%	10%	
7.	The flexibility of blended learning makes it easier for me to manage my writing assignments.	15%	80%	5%	
8.	The face-to-face sessions in blended learning are very helpful to overcome my difficulties in writing English.	30%	65%	5%	
9.	Blended learning motivates me to try harder to improve my writing skills.	10%	75%	15%	
10.	I find the blended learning approach effective for developing my overall English writing skills.	10%	75%	15%	

The results reveal a significant positive impact of blended learning on students' English writing skills, as evidenced by the responses from the 20 participants. The data indicates that a substantial majority of students feel that blended learning has enhanced their grammar proficiency, with 75% agreeing that it has helped them improve in this area. This suggests that the integration of online resources and face-to-face instruction provides a comprehensive approach to learning, allowing students to engage with the material in diverse ways. The combination of these learning modalities appears to cater to different learning styles, enabling students to grasp complex grammatical concepts more effectively than through traditional methods alone.

Furthermore, the results highlight the importance of feedback in the writing process. An overwhelming 85% of respondents agreed that blended learning offers sufficient feedback on their writing assignments. This feedback mechanism is crucial for students as it not only helps them identify their strengths and weaknesses but also fosters a growth mindset. The ability to receive timely and constructive feedback through online platforms allows students to make necessary adjustments to their writing, thereby enhancing their overall writing skills. This aspect of blended learning underscores the value of continuous assessment and support, which are essential for effective learning and skill development.

The data indicates that blended learning significantly increases students' opportunities to practice writing. With 75% of respondents agreeing that this approach allows them to write more frequently, it becomes evident that the flexibility of blended

learning plays a vital role in encouraging consistent writing practice. The ability to engage in writing tasks at their own pace and convenience empowers students to take ownership of their learning. This increased frequency of practice not only helps in reinforcing their writing skills but also builds their confidence in using the English language, which is a critical factor in language acquisition.

Lastly, the results suggest that the motivational aspect of blended learning cannot be overlooked. With 85% of students acknowledging that this approach motivates them to improve their writing skills, it is clear that the blend of online and face-to-face interactions creates an engaging learning environment. The dynamic nature of blended learning, which combines various instructional strategies and resources, fosters a sense of community among students. This sense of belonging and support encourages them to strive for excellence in their writing endeavors. Overall, the findings from this study strongly advocate for the continued implementation of blended learning as an effective pedagogical approach to enhance students' English writing skills, providing them with the necessary tools and motivation to succeed.

## **5. CONCLUSION AND SUGGESTIONS**

Effectiveness of blended learning in enhancing students' English writing skills, as evidenced by the positive feedback and significant improvements reported by participants. The study highlights that the integration of online resources with traditional face-to-face instruction creates a comprehensive learning experience that caters to diverse learning styles and needs. Students expressed increased confidence in their writing abilities, attributed to the ample opportunities for practice and the timely, constructive feedback provided through blended learning platforms. The findings suggest that this approach not only facilitates skill development but also fosters a supportive learning environment that motivates students to engage more deeply with their writing tasks. Additionally, the flexibility inherent in blended learning allows students to manage their time effectively, leading to more consistent writing practice and a greater sense of ownership over their learning process. The chapter concludes with a call for educators to embrace blended learning as a vital pedagogical strategy, advocating for its broader implementation to further enhance English writing instruction and ultimately improve students' overall language proficiency.



Educators and institutions should actively incorporate and expand blended learning methodologies within their English writing programs to maximize student engagement and skill development. Given the positive outcomes observed in this study, it is recommended that curriculum designers integrate a variety of online tools and resources that complement face-to-face instruction, thereby creating a more dynamic and interactive learning environment. Additionally, training sessions for instructors on effectively utilizing technology in their teaching practices could enhance the overall quality of blended learning experiences. It is also advisable to implement regular assessments and feedback mechanisms that allow students to track their progress and identify areas for improvement, fostering a growth mindset.

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