

# TEACHING WRITING DESCRIPTIVE TEXT IN BLENDED LEARNING

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## *Abstract*

*This study related with blended learning used by the teachers in teaching writing descriptive text. This study was qualitatively conducted that involved English teachers. The data were collected by using recording, interview and observing the whole processes of teaching writing. The findings of this study showed that teachers used the three processes in blended learning setting, such as: conventional learning, emphasizes learning actively and interactive learning. It was also found that the use of blended learning was used in the scientific approach activity. And the steps in the scientific approaches applied in learning process in three activities, beginning activity, core activity, and closing activity. There were four problems faced by teachers in using blended learning by two platforms such as the problem of the traditional mind - set, the problem of managing, assessing learner progress, bandwidth, and confusion in using the application. Teachers faced different problems in the learning process.*

**Keywords:** *Blended learning, teaching, writing, descriptive text, learning process.*

## **1. Introduction**

The concept of Industry 4.0 is a new reality of the modern economy, because innovation and technological development play an important role in each organization. Industry 4.0 significantly changes products and production systems concerning the design, processes, operations and services. Certainly, the implementation of this concept has further consequences for management and future jobs through creating new business models. This assumes blurring the differences between the work of people and the work of

machines (Slusarczyk, 2018). Its because innovation and technological development play an important role in each organization. models. In this era, students tend to use internet in most of their activities, especially in learning English. Most of students get many difficulties in understanding English, especially in interpreting a paragraph. They usually use online translator to help them. It decreases their interest in learning English. Based on this fact, teacher should be able to modify their traditional teaching method with a

modern teaching method to increase their interest in learning English.

### **Writing**

Generally, writing is a way of sending a message from the writer to the reader. Writing also is a way the writer thinks or a way of thinking which is shared with the reader, like Robert Scholes, and so on (1985) said that writing is a way of thinking as well as a means of communication.

In addition,

Fred D.White (1986) also said that writing is more than public communication; it is a way of thinking. Writing can be said as a language skill used to communicate indirectly, whether people unable face to face each other. Expressing thought in writing is not easy for most people, and it plays an important role in the learning process because writers can explore their knowledge and what they are thinking about to others. The close relationship between writing and thinking makes writing a valuable part of any language course. Sometimes people put writing activity as their hobby. Through writing, they can create something in written form.

According to Kevin (2009: 1), there are ten main criteria of good writing: a clear point, length, back up of

point, time, logic, good grammar, English, and spelling, readers become engaged, rules are broken, influence and from their heart, not just created to profit or for gains. Based on the theory above, the criteria are also important things to be thought of by people to get good writing. So, when the readers read it, they can get a good idea of how the writer feels about what they are writing about, even though no clear evidence is given in the writing itself. Richards, and so on (2002) quoted by Fauziati (2015:123) state that it is generally agreed that writing is the most difficult skill to master for foreign language learners. This is due not only to the need to generate and organize ideas using an appropriate

## **2. Discussion**

### **2.1 Learning Teaching**

Richard in Laoli (2017) states that teaching materials are a key component in most language programs, where they generally serve as the basis of language input and language practice that occurs in the classroom. These may take the form: a) printed materials such as books, workbooks, worksheet, or readers; b) non-printed material such as cassette or audio materials, videos, or

computer-based materials; c) materials that comprise both print and non-printed sources such as self-access materials and materials on the internet. Besides, Tomlinson (2013) states materials include anything which can be used to facilitate the learning of a language. According to Evans and John (as cited in Laoli, 2017), the material serves the following functions: 1) as a source of language, 2) as learning support, 3) for motivation and stimulation, 4) for reference. Effective materials in language teaching have the following characteristics: 1) They are based on theoretically sound learning principles, 2) They arouse and maintain the learners' interest and attention, 3) They are appropriate to the learners' needs and background, 4) They provide examples of how language is used, 5) They provide meaningful activities for learners, 6) They provide opportunities for communicative and authentic language use (Richard in Citra, 2017).

### **2.1.1 Descriptive Text**

Descriptive text is a text which describes a person, place, mood, situation, etc. in words. Descriptive Text is a kind of text with a purpose to give information. The context of

this kind of text is the description of a particular thing, animal, person, or others, for instance: our pets or a person we know well. Like Diane A. Wilbur (1966) said that descriptive writing is to create a clear picture or impression of a person, place, or object. Descriptive text is a text in which a writer tries to picture what he/she is describing. The generic structures of descriptive texts are the followings: a. Identification: this paragraph consists of a topic sentence to introduce the object going to be described; Masruri (2010: 1) adds that identification is a part of the paragraph that introduces or identifies the character. If a student writes an identification part clearly, he/she will develop the ideas easily in the description part. It means that the sentence or paragraph can guide the student to organize and develop ideas to be good writing.

b. Description: This part is a series of paragraphs that follows the opening to describe the parts or the feature or the specific characteristics of the subject. Masruri (2010:1) adds that description is a part of the paragraph that describes the character. So, the writer describes all information related to the topic.

### 2.1.1.1 Blended Learning

Blended learning is a term derived from the English language derived from two syllables namely: blended and learning. Blended means mix or a good combination. Blended learning is basically a combination of learning excellence that is done face to face and virtually (Husamah, 2014). Blended learning as an online mixing and face to face encounter in an integrated learning activity. Blended learning is a combination of traditional learning characteristics and electronic learning environment. As stated by Thorne (2003), blended learning is the most logical and natural evolution of a learning agenda. It suggests an elegant solution to the challenges of tailoring learning and development to the needs of individuals. Moreover, Kurniawan (2015) explained that the learning main activity of the 2013 curriculum is divided into three activities. They are beginning activity, core activity, and closing activity. The third learning activities are arranged to be one activity in learning. It cannot be separated each other. In the curriculum 2013, the learning core activity uses an approach called *scientific approach*.

The steps to implements this approaches are as follows:

#### *Observing*

In observing activity, the teacher gives an opportunity to the students to observe through looking, listening, and reading.

#### *Questioning*

In this step, the students give a question about what they have observed

#### *Experimenting*

In experimenting, the students look for and collect information from some references.

#### *Associating*

In associating activity, students analyze the information which are achieved to take a conclusion.

#### *Communicating*

In communicating activity, the students write or tell what they have found in looking for information, associating, and taking a conclusion. The result is told and valued by the teacher in a classroom as a result of the students learning. Husamah (2014) proposes two main categories of blended learning, there are: (1) The increasing

Percentages Online (%)	Kinds of Learning	Description
0	Traditional	Learning with content posted online was not conveyed in writing or orally.
1 to 29	Facilitated Web	Learning using web facilities to facilitate something very important in face-to-face learning. Using a system of management courses (Course Management System (CMS)) or a web page, for example to post the syllabus and questions/exam materials.
30 to 79	Blended/Hybrid	Learning with face-to-face system. The proportion of online content and substance use occasional online discussion and sometimes using face-to-face meetings.
80+	Online	A study that mostly or even entirely using the online system. This type does not use face-to-face at all.

Table 2.1

of face-to-face activity. The term of “blended learning” refers to the using of technology of information and communication in face-to-face activity, in web-dependent or web-supplemented which does not change the model activity; (2) Hybrid learning. This learning model decreases face-to-face activity without omitting it. So the student is possible to learn in online.

The difference between Blended Learning with e-learning is the

percentage of the use of online media in learning. Allen, et al (2007) formulated two learning models in the following Table 2.1 The Percentages of Online Media in Learning.

Moreover, Carman (2005) states that the blended learning process includes five key ingredients, such as;

*Live events:* Synchronous, instructor-led learning events in which all learners participate at the same time.

*Online content:* Learning experiences that the learner completes individually, at his own speed and on his own time.

*Collaboration:* Learners communicate and create with others. Email, threaded discussions, and wikis are all examples.

*Assessment:* A measure of learners’ knowledge. Pre-assessment can come before live or self-paced events to determine prior knowledge.

### Edmodo

Witherspoon (2011) stated that Edmodo is much more private and secure because instructors create accounts and allow students to access and join the group using a code to register in the group. In this regard, instructors can set up a virtual class for students to work together on group assignments. Edmodo can be seen as a Learning Management

System (LMS) that can facilitate teachers to create and manage their online classes easily.

### **Google Classroom**

According to Iftakhar (2016) stated that google classroom is meant to help teachers manage the creation and collection of student assignments in a paperless environment, basically leveraging the framework of Google Docs, Drive and other apps. Google classroom allows teachers to spend more time with their students and less time on the paperwork, and it is now even better.

This study was conducted by using descriptive qualitative design. Creswell (2014) stated that qualitative research is an approach for exploring and understanding the meaning individuals or groups ascribe to a social or human problem. Qualitative research tends to collect data in the field at the site where participants experience the issue or problem under the study.

### **Findings**

The data of this study were the results of teachers' interview based on teaching writing descriptive text when they used blended learning. The researcher took the data. But due to the researcher did not get enough information, so the researcher interviewed the teacher

again. The source of the data was taken from English teachers. The instruments used for collecting data were observation and interview. The techniques of collecting data were observation and interview.

The technique used in this study is based on the procedure proposed by Creswell (2008). In this study, the procedures were formulated as below:

*Observing:* It was the first step to collect all the data from observation in the classroom.

*Recording:* The observed data was recorded by video-recorder.

*Transcribing:* The observed data was transcribed from the video-recorder.

*Concluding:* This was the last step when the researcher presented the finding and concluded the research findings which related to the objectives. Based on the analysis of the blended learning used in teaching writing descriptive text in students, findings of this study can be presented as follows: Based on the analysis of the blended learning used in teaching writing descriptive text, the researcher found how the blended learning method were used in teaching writing and how it was combined by the curriculum of 2013.

In this study, there were four problems faced by the teachers. The problems are:

The problem of traditional mind-set; (2) The problem of managing and assessing learner progress; (3) Bandwidth; and (4) Confusion in using the application. However, both teachers encountered different problems in their classes.

This study is highlighted that blended learning is really helpful in teaching and learning process in order to make sure whether the students be active or not. The teachers frequently used Google classroom and Edmodo. Google classroom is a new tool introduces in Google Apps for Education in 2014. This classroom facilitates the teachers to create and organize assignments quickly, provide feedback efficiently, and communicate with their classes with ease. Edmodo is an educational website that takes the ideas of a social network and refines them and makes it appropriate for a classroom. Both teachers used these application in giving the lesson materials or assignments to the students. It could be seen from research finding based on the observation of how is the implementation of blended learning method for teaching writing descriptive text to students. It was found that by using blended learning during the learning process bring out a good response from the students because

blended learning could make them be actively involved in the teaching learning process. Sharma (2010) says that the definition of blended learning indicates there are at least three requirements; more than one delivery mode, instructor- based training methods that are technologically enabled, and traditional approaches which are interactive and rich in content. To support this, according Bullmaster Day (2011) suggests that blended learning combines three types of instruction; traditional way of teaching, emphasizes learning actively through researching information, and interactive learning. Teachers of using blended learning in teaching learning process of writing descriptive text. So, the researcher makes conclusion, there were three steps used by teacher in using blended learning during the teaching learning process at tenth grade students such as: a. presenting the learning material directly to the students through lecturing; b. creating an interactive learning by letting students work with their peers in groups; providing a work to be done by students and the problems faced by teachers in using blended learning were the problem of traditional mind-set, the problem of managing and assessing learner progress, bandwidth, and confusion in using application in

learning process activities.

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