



Using Blended Learning to Develop Vocational High School English Writing Material

Abdullah Farih¹, Maulidifi Ajrin Karimata²

^{1,2}Universitas Islam Lamongan

Lamongan, East Java, Indonesia

Corresponding email: abdullahfarih@unisla.ac.id

ABSTRACT

The objective of this study is using blended learning to develop vocational high school English writing material. It tries to develop writing material based on blended learning in vocational high school. This study is research and development (R&D) adapted by Sugiyono's model. There are nine stages applied in the study. They are (1) need survey, (2) design product, (3) design validation, (4) design revision, (5) try out 1, (6) product revision, (7) try out 2, (8) final product revision, (9) production. The try out place at tenth grade of SMK Negeri 1 Lamongan. The data gained through interviews, questionnaires and observations checklist. The interviews are for students need and teachers need. Questionnaires are to do the concept analysis, to submit the experts' appraisal and to get the student's responses. Furthermore, the observation checklist is used to conduct developing testing. The result of the study is (1) all of students enthusiastic in blended learning method for writing English learning. The second conclusion, the students of SMK Negeri 1 Lamongan gave positive response to all the activities in "Writing Blended Learning" book. They were appreciating and feeling helpful during in writing English class. The last conclusion is using the Writing Blended Learning handbook can help students improve their English writing skills and made the students more excited when learning English writing. Finally, the product of the study is the handbook entitled "Writing Blended Learning" which comprises 9 materials divided into two semesters.

Keywords: blended learning, vocational high school, English writing.



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1. INTRODUCTION

1.1. Introduction

The world of education in the era of globalization is required to prepare students who can show their superiority, it is intelligence, personality and spiritual character. It is according to Indonesian Constitution No. 20/2003 (Undang Undang No. 20 of 2003 Tentang Sistem

Pendidikan Nasional), Education is a conscious and planned effort to create a learning atmosphere and learning process so that students actively develop their potential to have religious spiritual strength, self-control, personality, intelligence, noble character, and skills needed by themselves, society, nation and state.

The superiority of students such as intelligence, personality, and spiritual character, etc., it's still cannot be realized because educational methods are boring and not suitable for the students' millennial era. So that, in teaching and learning student activities are limited by the dimensions of space and time that means students must be in the same room and time with the teacher and other students.

Education in active learning activities must be taken to teach students to think independently, where students must be able to determine the time of study, place, rhythm and tempo, how to learn, and evaluation of learning carried out by him.

According to Harris (Nugroho, Arifin Wahyu Setyo, Gunarso Susilohadi, 2014) said writing is a process that occurs over a period of time, particularly if we take into account that sometimes extended periods of thinking that precede creating an initial draft. Where writing is a complementary skill that must be mastered in English because it often happens that students' just imitate what is written by their teacher without students' to know how to the writing can be made, how to the writing can be arranged neatly, how to the writing is good to read and etc.

Sometimes the problem often happens that students just imitate what is written by their teacher without students to know how to the process writing can be made. Whereas writing is not only writing, it has many aspects like grammatical, vocabulary, punctuation, etc. We know, writing can reproduce written message. It is just as Cooper (Herlina, 2011) said writing is a complex process and such contains element of mystery and surprise.

Simon & Schuster (Murviana, 2011) said good writing does not happen overnight. It involves a process. That process will force a writer to go through the revision required to produce a polished piece of work. This process is below:

1. Pre-writing

Prewriting is the first stage during which the writer needs to consider three main factors: topic, audience, and purpose. Thorne said pre-writing is the most importance skill to emphasize and practice extensively in basic writing classes. There are several pre-writing strategies that can help get going: brainstorming, visualization, free writing (M. Mogahed, 2013).

2. Writing First Draft

After completing several pre-writing activities, start writing the first draft. The first thing to do is clarify, start writing in introduction and conclusions, and start working on the body paragraph.

3. Revising and Proofreading

After completing the first draft, it must find ways to improve the writing. Part of this writing process is generally called revision. According to Hedge (Alves, 2008) said revising is part of the writing process which entails assessing what has already been written and is an important source of learning. After writing is complete, it must correct to find out any grammar, spelling and format errors. After writing is complete, it must correct to find out any grammar, spelling and format errors.

Besides that, Westwood (Purnawarman et al., 2016), said in this information era, writing is not paper-based only, but it also uses richer media such as multimedia platforms. Many people especially students' in Vocational High School already to know about technology well, competent and skillfully. Related to this, indirectly demanding Vocational High School to further improve teaching technology.

So it is necessary to develop writing material for Vocational High School to help students construct understanding, it is necessary that teaching materials appropriate for the learning process is running as desired. Therefore, to get students' interest in technology era, the teachers is expected to be able to balances students in technological development to writing material with modern methods, one of them is by using Blended Learning. According to (Kurtus, 2004) said blended learning is a mixture of various learning strategies and delivery methods that will optimize the learning experience of the user.

In other sides, blended learning is a combination and various strategies in learning. So that it can be said that blended learning is a learning method that combines two or more methods and strategies in learning to achieve the goals of the learning process.

In addition, blended learning also has support system that is component of blended learning. From (Istiningsih & Hasbullah, 2015)said blended learning has components to help students in writing ability. The components consist of (1) Online Learning, is one of the components in blended learning. Online learning is learning process that utilizes the internet as source of learning to access, learning materials and enable learning interactions. According to Dabbagh (Istiningsih & Hasbullah, 2015)said online learning is an open and distributed learning environment that uses pedagogical tools, enable by internet and web based technologies, to

facilitate learning and knowledge building through meaningful action and interaction.(2) F2F Learning, F2F Learning is a learning often used in the learning process. F2F Learning is one of the conventional learning. It combines the teacher with the students in one room for learning. Face to face learning helps students to get studies organized, because the students need to be somewhere at a specific time & date. (3) Individualized Learning, Individualized learning is a learning process independently by students to access information or study material using internet. Individualized learning is a method of teaching in which content, instructional technology, and pace of learning are based upon the abilities and interest of each learner. Individualized learning does not mean students must learn on their own but students have initiatives to learn with or without the help of others.

Starting from this view, Blended Learning is one of the new learning strategies that provide many benefits for students, as well as a form of information and communication technology support towards new learning strategies. In Vocational High School learning, it consists of meeting class once a week and students' using online learning to complete group assignments and other class assignments.

In this study, the research develops writing material by using blended learning for students to improve the students their ability of English writing. The product of this study is handbook called "Writing Blended Learning" which is used as the guidelines in English Learning. This study was conducted at the tenth grade of SMK Negeri 1 Lamongan.

Based on the researcher observations while doing practice teaching in SMK Negeri 1 Lamongan, the researcher found the student difficulties in English writing lesson. From vocabulary that cannot be understood until grammar. So they choose browsing to get the answers they want.

Based on the explanation above, this research focused on: 1) Developing writing material based on blended learning in Vocational High School; 2) Response of the students after given writing material using blended learning.

1.2. Research questions

1. How vocational high school English writing material is developed?
2. How is the students' response about English writing material using blended learning?

1.3. Significance of the study

There are two significances of this study; they are theoretical and practical significance. Theoretical significance, the writer supposes that the outcome of this study is beneficial as one of the easy ways to develop vocational high school English writing material. The important is the product related to the theories.

There are three practical significances of this study; they are teacher, students, and other researcher. The teacher can use blended learning in teaching English writing at vocational high school. So, they can use the product as a guide for teaching writing using blended learning. This research is expected to give new learning method for the teacher to give the comfort and fun teaching in writing. Students can learn about English writing by using blended learning. That is needed for the students. For the other researcher can develop English writing material by using blended learning. This research is proposed to be a reference for them and support to develop their research in the future and this product might be a reference for other R & D researchers.

2. METHOD

2.1. Research Design

This present study used Research and Development (R&D). The research design used by the researcher is classified into Educational Research and Development (R&D) that is principally designed to develop writing material for Vocational High School. According to Sugiyono (2011:297) Research and Development (R&D) is research design which aimed at the creating a particular product and examining the effectiveness of that product. The results to be achieved from this research is to implement writing manual book that is used as a guide in writing using blended learning for students tenth grade in Vocational High School. R&D is a research used to give solutions by evolving the materials which can be mastered by the students easily.

There are many kinds of designing model developed by experts, but the researcher chose designing model developed from Sugiyono (2011:298) as the design of the developing writing material by using blended learning in Vocational High School. Sugiyono's model is ten stage of material development, they are: (1) potential and problem, (2) collecting data (3) product design, (4) design validation, (5) design revision, (6) try out, (7) product revision, (8) try out, (9) product revision, (10) final product.

The technique used in data collections are interview, questionnaires and observation checklist. The subject of the study was the tenth grade of SMK Negeri 1 Lamongan. The research is also tested to provide feedback in development process. From some theories found, the

researcher believes that the conducted research is classified into educational research and development.

2.2. Samples/Participants

The subjects of the study were the tenth graders of SMK Negeri 1 Lamongan. There were 33 students of MM (Multimedia) who has different English ability.

2.3. Instruments

The instruments used are interview, questionnaires and observation checklist. To collect the data, the researcher uses three instruments which were distributed to the teachers and Students tenth grade in SMK Negeri 1 Lamongan. The instruments of data collection are listed in table below.

Table 1. The instruments of data collection

NO	INSTRUMENT	FUNCTION	TARGET	STAGE
1	Interview guideline	To get the information about the teachers' and students' needs of the existing materials, the books used and the problem about writing ability they faced in the class	Teachers	Need Analysis
2	Interview guideline	To know the students' writing ability and their needs towards new learning method	Students	Need Analysis
3	Questionnaires	To get to know about the tasks and activities in writing English learning	Students	Need Analysis
4	Questionnaires	To get feedback and some corrections from the experts about the material being taught	Experts	Experts Appraisal
5	Checklist Observation	To know activity condition in the field	Researcher	Try Out
6	Questionnaires	To know the students' responses towards the material being taught	Students	Try Out

2.4. Data analysis

There were two types of method in presenting data analysis. They are quantitative data and qualitative data. Quantitative data will be presented in the form of number and qualitative data will be covered descriptively in the form of sentence. The data analysis will be explained in each step.

The obtained data in needs analysis will be presented in different ways. The interview data will be clarified descriptively, and to analyze the questionnaires and checklist result, the researcher will calculate them in the formula of percentage. The data will be analyzed using the Likert scale analysis.

3. FINDINGS AND DISCUSSION

3.1. Findings

The results of the data analysis are divided into the findings and discussions. The data are found through interview guidelines, questionnaires and observation Checklist. The research data are focused on the students and the teachers' needs in Learning English writing using blended learning at the tenth grade of MM (Multimedia) 2 in SMK Negeri 1 Lamongan.

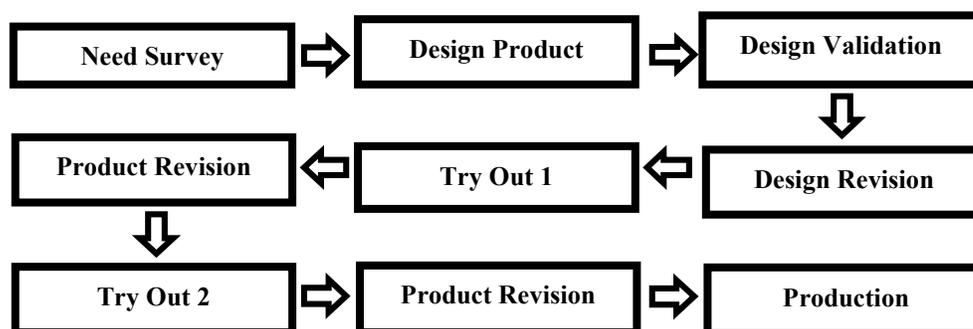
In data presentation and analysis, the data are presented in the form of table. After that, the analysis is explained while the words and the letters in language change. Those make the readers understand the data easily. To complete the steps front-end analysis and specifying the first interviewing was conducted. This interview was done with the teacher. The interview was mainly intended to get the information about student's difficulties in English writing learning, the teacher books uses in teaching English writing, the teacher's opinion about blended learning methods and the teacher's view about blended learning method used in English writing.

To know whether or not the learning activity and materials had been reaching their target and learning needs. To know the ability of students' writing English ability and the perception of blended learning if use in English writing is the second interviewing was done with the students. To get to know about the tasks and activities in writing English learning, the first questioners was given to the students. This questionnaire has 10 types' criteria. The second questionnaires subjected to the experts to gain the appraisal of the experts. This way was taken in order to get feedback and some corrections from the experts about the material being taught. The next questionnaire was presented to know the students' responses towards the material being taught. The researcher used observation to understand about the condition of the students and the process of the activities in the field. The observation was done by observation checklist.

How is the writing material developed by using blended learning in Vocational High School?

Developing writing materials, the researcher used 9 stages from Sugiyono's model (see figure 3).

Figure 3. Research Procedure



The first stage is needs survey. This procedure was conducting needs survey from students' tenth grade of MM (Multimedia) 2 in SMK Negeri 1 Lamongan to find out about related information to the students' needs, their learning needs and their expectation toward the materials, through the questionnaires, interviewing and observation checklist.

The second stage is design product. The researcher makes the handbook writing blended learning related to the syllabus and textbooks used by the English students. Based on data from the needs survey such as observation and interviewing English teacher is going to be used for the consideration of developing supplementary materials. The material is developing writing materials. The materials contain the type of learning, topic and instruction of doing the activity. In the development of this book, researchers have 9 materials is divided into two semesters. The researcher determines to five materials in the first semester and four materials in the second semester based on the students' materials (see table 1).

Table 2. Division of material English writing

Semester	Theme	Variety	Materials
1 st Semester	Writing 1:	Offline Learning	- Instruction - Introduction - Parts of Introduction - Kinds of Introduction - Pronoun
		Online Learning	- Instruction - Introduction - Parts of Introduction - Kinds of Introduction - Pronoun - Assignment
	Writing 2:	Offline Learning	- Instruction - Congratulating - Complimenting
	Congratulating & Complimenting	Online Learning	- Instruction - Congratulating - Complimenting

	Others		- Assignment
	Writing 3:	Offline Learning	- Instruction - Planning - Using 'be going to' - Using 'would like to'
	Planning	Online Learning	- Instruction - Planning - Using 'be going to' - Using 'would like to' - Assignment
	Writing 4:	Offline Learning	- Instruction - Descriptive Text - Generic Structure - Tenses
	Descriptive Text	Online Learning	- Instruction - Descriptive Text - Generic Structure - Tenses - Assignment
	Writing 5:	Offline Learning	- Instruction - Announcement - Generic Structure - Characteristic
	Make an Announcement	Online Learning	- Instruction - Announcement - Generic Structure - Characteristic - Assignment
2nd Semester	Writing 6:	Offline Learning	- Instruction - Past Event
	Past Event	Online Learning	- Instruction - Past Event - Assignment
	Writing 7:	Offline Learning	- Instruction - Recount Text - Generic Structure
	Recount Text	Online Learning	- Instruction - Recount Text - Generic Structure - Assignment
	Writing 8:	Offline Learning	- Instruction - Narrative Text - Generic Structure - Past Tense
	Narrative Text	Online Learning	- Instruction - Narrative Text - Generic Structure - Past Tense

		- Assignment
	Offline Learning	- Instruction - Paraphrasing - Basic Skill to Paraphrasing Song - Paraphrasing Song Lyric Step
Writing 9:		
Paraphrasing	Online Learning	- Instruction - Paraphrasing - Basic Skill to Paraphrasing Song - Paraphrasing Song Lyric Step - Assignment

After designing the product, the researcher continued on delivering the first draft of the product to the expert. This stage aimed at obtaining the expert feedback toward the development materials as the basis to conduct revision 1. Expert Validation was divided into two types, as they were content review and presentation review. To obtain the suggestion from the experts, the researcher employed questionnaires to the experts.

The third stage is validating the developed materials by giving the materials to the expert. The goal of this stage is checking the materials whether there are some parts of the developed materials need to be changed or revised to fill the specific needs about the expert's comments, judgments, suggestions, and the need analysis.

The next step is getting design revision. The goal of this stage is completing the product.

The next stage is implementing the revised materials (Tryout 1 and Tryout 2). The researcher tells them the goals of the blended learning method. Then, the researcher tells them instruction about some material. After that students start doing appropriate with the instruction that have been given. The researcher takes the observation field-note during the trial of development materials

The next stage is product revision is the last evaluation before this product is printed. Therefore, any shortcomings and weaknesses must be corrected, so that when this product is printed it is feasible to use.

The material development has been validated and tried out. The objective of this research is constructing instructional using blended learning in writing material for the tenth grade of MM (Multimedia) 2. The book covers nine writing material as the instructional content to teach English writing. Each material will be completed with offline learning and online learning. The

researcher hope the product can be used for English teachers and students to learn English writing.

How is the response of the students after given writing material using blended learning?

For response students has 2; The Students Respond toward Handbook and The Students Respond toward Web.

The Students Respond toward Handbook

The researcher gained very positive response from students of SMK Negeri 1 Lamongan. They enthusiastically accept because the products provided as needed to learn (figure 4 and table 3)

Figure 4. Students Response Towards Handbook

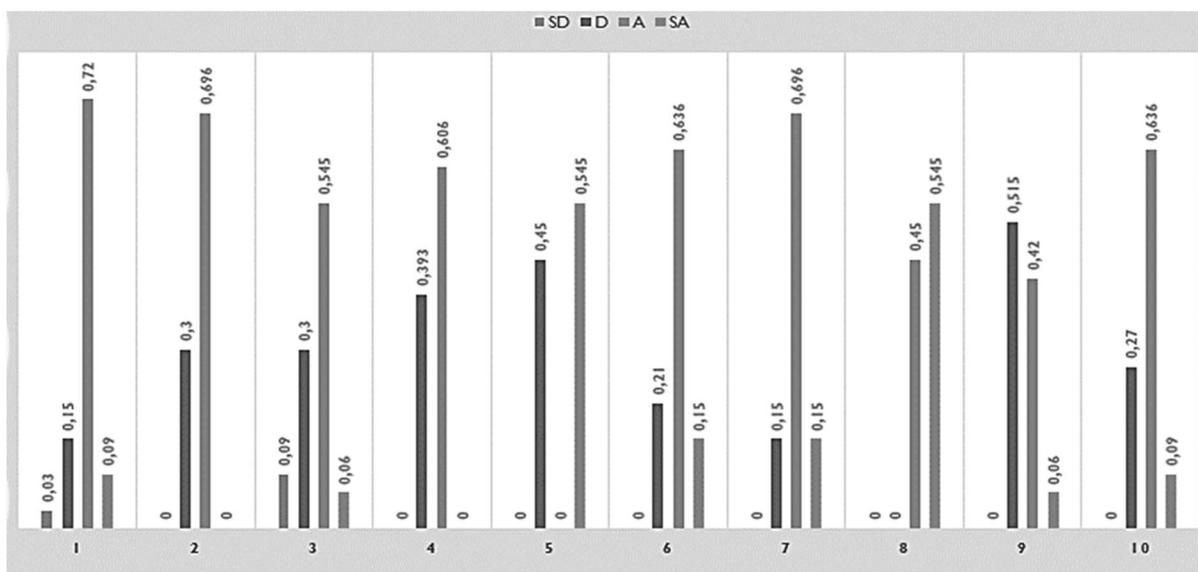


Table 3. List of Question Students Respond

No.	List of Question Students Respond
1	Learning using “WRITING BLENDED LEARNING” handbook make me enthusiastic in learning
2	Writing learning activities that have been doing to help me understand the problems as the time when I am study
3	I sure, can understand the contents of this handbook “Writing Blended Learning” well
4	I can relate the contents of this handbook to things I do or think about in everyday life
5	In this Learning makes me express ideas or opinions about the problem given
6	After taking this lesson, my understanding of writing has increased
7	I can get new knowledge by participating in activities in this handbook

-
- 8 The cover of this book is interesting to read
 - 9 There is no material in this book that I understand
 - 10 The contents of this book are very useful for me
-

The Students Respond toward Web

The researcher gained very positive response from students of SMK Negeri 1 Lamongan. They enthusiastically accept because the products provided as needed and use of gadgets in learning that interest them more to learn (figure 5 and table 4)

Figure 5. Students Response Towards Web

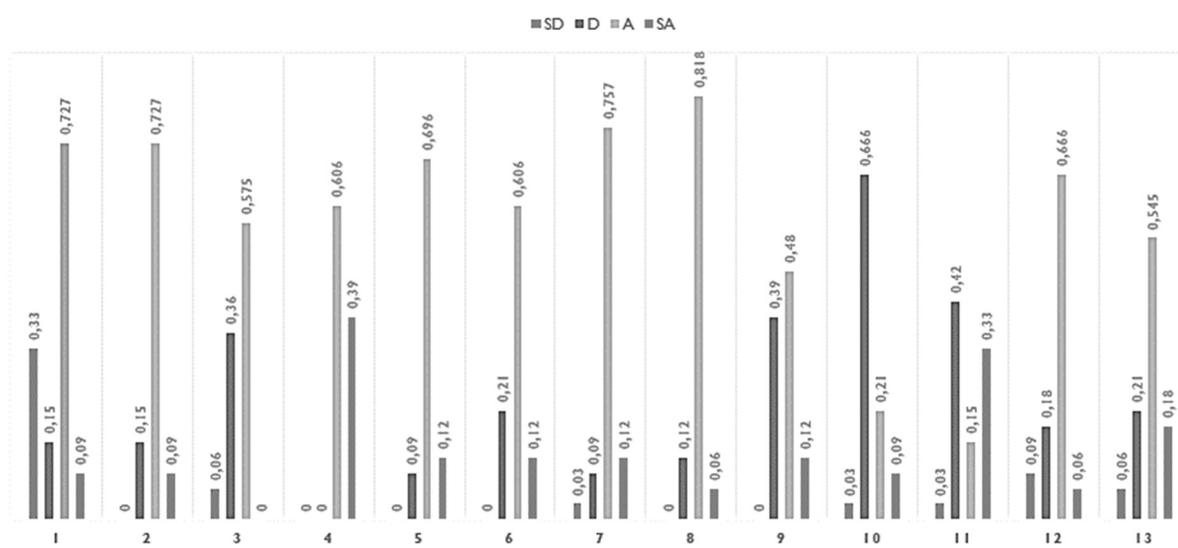


Table 4. List of Question Students Respond

No.	List of Question Students Respond
1	Learning English writing using web make me enthusiasm
2	In this learning makes me express ideas or opinions about the problem given
3	In learning using web more quickly to be understood
4	In learning using web can be done anywhere
5	In learning web, I don't feel bored to learning English writing
6	The exercises helped me to develop my writing ability

- 7 I used the experience I got to do the assignment given
 - 8 I always check again the results of my task
 - 9 I always try to complete in my own way
 - 10 The design used in the web is boring
 - 11 The tasks given in the web are too difficult
 - 12 The material is explained in detail and easy to understand
 - 13 Music used in the web makes me enthusiasm in learning English writing
-

From the figure 5 and table 4, the researcher went on analyzing the students' response by checking the highest point. She thought that learning English writing using blended learning can help them to better like and more quickly understand the material being taught.

From the analysis, the researcher decided that there was no important revision since all students of SMK Negeri 1 Lamongan liked and enjoyed using blended learning. Then, the researcher continued constructing the final product and planned to publish the product.

3.2. Discussion

Supporting the finding about developing writing material based on blended learning in vocational high school, there were many researchers who conducted the same research. Research finding from Wirawan & Kristiani (2022) showed that blended learning provides many sources for the teacher and students to get the reading materials. Due to the multi-sources in blended learning, it helps the students to develop their daily reading activity. The Blended Learning can make students become active learners because the students can get the other additional information from the internet during the online learning it is effective to make the students enjoy the learning process and do not feel bored with the monotonous learning situation. And also, the virtual class has easy access anywhere and anytime in different places at the same time and also makes it easier for teachers to create archives in digital form. There were some models of blended learning that can be implemented based on the situation and the condition of the learning process. Thus, this study can provide teachers with information about using Blended Learning as an approach in teaching-learning activities that will benefit both students and teachers in facilitating the teaching-learning process of reading.

Blended learning also provide about students' academic achievement. It is supported by Ceylan & Elitok Kesici (2017) on their research concluded that blended learning environment had generated a significant difference in students' academic achievement on behalf of experimental group. Implications of the study for the educational environments were discussed.

Blended learning can be used effectively to develop language skills, enhance the English environment, and promote students' motivation in studying language. It is supported by Albiladi & Alshareef (2019) said that the use of blended learning has been emphasized by the recent research that examines the academic and social benefits of this teaching approach. Because it combines traditional and online teaching modes, the promise of blended learning rests on the strengths of both teaching approaches. The present review of the literature revealed that blended learning can be used effectively to develop language skills, enhance the English learning environment, and promote students' motivation toward learning the language. There is a dearth of literature that examines the challenges that face language teachers when using blended learning. Hence, more research has to be done to identify and deal with these challenges.

Applying blended learning had a positive effect on students' achievement of public high school. According to Rafiola et al (2020), they were doing the research entitle the effect of learning motivation, self-efficacy, and blended learning on students' achievement in the industrial revolution 4.0. The finding showed that blended learning had a positive and significant effect on achievement learning of Public High School in Padang (Rafiola et al., 2020).

The next researcher about blended learning is doing by Alkhaleel (2019) showed that using blended learning in teaching EFL at the University of Tabuk is very advantageous. 84% of the respondents stated that their language proficiency skills improved a lot compared to the use of the conventional teaching methods. This study recommends that future research should be conducted to investigate the advantages and disadvantages of the use of blended learning in teaching EFL in different universities and academic institutions in Saudi Arabia.

Al Masri (2020) also recommended of using blended learning in teaching English. It can be showed when the researcher conducted the research entitled the effectiveness of using blended learning for teaching English language vocabulary for 1st grade students at Al Tafila Directorate of Education. The researcher applied a pre and post achievement test, and the results of the study revealed that there were no statistically significant differences between the two groups in the pretest, whereas, statistically significant differences were found at the level of (0.01) in favor of the experimental group in the post-test. The study recommended the importance of using blended learning in teaching English vocabulary at the elementary level.

4. CONCLUSIONS

4.1. Conclusion

The researcher finally arrived at the conclusion of the entire process of the research. There are four conclusions that the researcher going to present. The first conclusion, there were nine stages which should be done by the researcher. There were nine stages which should be done by the researcher. The first stage was conducting need survey. The researcher uses three instruments to collect the data. They were questionnaires, interview guideline and observation checklist. The second stage was design product. The researcher used the result of need survey as the basis to develop the writing English materials. There were nine writing English materials developed by the researcher. The third stage was design validation. The researcher purposed the first draft to the validator or expert validation. After gaining some suggestion and appraisal from the expert, the researcher went to the fourth stage, Design revision. Then, the fifth stage was Tryout 1, Tryout 2 to distributed questionnaire, to know how the students respond toward the developed writing material using blended learning and followed by Product revision 2. The researcher did not find revision in stage eight. Thus the researcher proposed the production and planned to send the final product to the publisher team. The final product of the research is compiling a book entitled “Writing Blended Learning”. All of the materials focus on the students’ writing English improvement.

The second conclusion, the researcher concluded that all of students enthusiastic in blended learning method for writing English learning. The third conclusion, the students of SMK Negeri 1 Lamongan gave positive response to all the activities in “Writing Blended Learning” book. They were appreciating and feeling helpful during in writing English class. The last conclusion is using the Writing Blended Learning handbook can help students improve their English writing skills and made the students more excited when learning English writing.

4.2. Suggestions

For the teacher, the writer suggests that using blended learning for teaching English writing in vocational high school, because by using blended learning some of the students can improve their skill. For the students, they can enjoy learning English writing, it can be seen from the result of the students respond, and they were very enthusiastic. For the other researchers it can be references conducting future research about blended learning at the university students’ or the other level.

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