

THE STUDENTS' STRATEGY FORMATION IN LEARNING GENRE BASED WRITING THROUGH BLENDED SYNCHRONOUS LEARNING

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Abstract

In this COVID 19 pandemic situation, EFL learners and lecturers must adapt with the situation. They had to learn from home and implemented blended synchronous learning approach to continue teaching learning processes for almost one semester. However, this condition had an impact on genre-based writing courses that writing is a complex skill and requires stages in creating a coherent text. To understand the students' autonomous learning in genre-based writing class, it is momentous to analyse students' self-regulatory skills, one of the skills is strategy formation in genre-based writing course. This research has an objective to describe the students' strategy formation in genre-based writing class through blended synchronous learning. It administered a descriptive quantitative research method by using strategy formation questionnaire Likert scale. The questions consisted 10 questions self-concept indicator. The results showed that more than 40 % they had a good strategy formation in writing genre. Whereas there were some problems in creating text, such as; they sometimes applied mind map or outline before writing, they seldom reviewed their text using plagiarism application, and they sometimes created the ending of the text by reviewing all the text. Therefore, it is practical to create the text by considering strategy formation of self-regulatory skills if the teaching learning process applies blended synchronous learning approach.

Keywords: Strategy Formation, Genre-Based Writing, Blended Synchronous Learning

Introduction

The changing process from offline to online due to pandemic conditions demands lecturers and students to adapt quickly and effectively in order to expedite the learning process. This phenomenon also has an impact on genre-based writing courses where the learning process uses blended synchronous learning where 75% students go through virtual classes and 25% take offline classes.

Furthermore, the writing learning process is an integrated and complicated process because it has to go through the stages of the writing process. When there is a lack of understanding about the

vocabulary it will impact the results of their writing products. In addition, when there is a lack of understanding of the structure and the formation of the writing, it will reduce the meaning and intent of the author to the readers. Because of this, it requires a process of strengthening self-regulatory skills which contains six components, namely, metacognition, self-concept, self-monitoring, motivation, strategy formation, and volition control strategies which are integrated into the writing process through blended learning [1], [2], [3], [4]. One of the processes of strengthening self-regulatory skills that the

researcher focuses on is the strategy formation in writing genre.

Strategy formation focuses on the standard concept strategy supports the idea which enables student's consideration of both sides of the strategy coin: strategies as expected, a priori guidelines as well as strategies as established, a posteriori consistency in decision-making when writing genre through Blended Synchronous Learning approach [5], [6].

Moreover, this study focuses on strategy formation which indirectly affects the writing style of students in producing coherent and coherent genre writing through blended synchronous learning. This study is different from previous studies because the average application of blended synchronous learning in general in learning and is not specific to writing and strategy formation. Furthermore, no writing research has focused on strategy formation analysis, mostly discussing student responses in writing learning, teaching writing by implementing strategies or methods, researching the effectiveness of writing using media, methods, or strategies which in practice are combined with blended learning [7], [8], [9], [10], [11], [12], [13], [14], [15].

Besides, the previous research on the implementation of blended synchronous learning in general in online and offline learning has been done a lot from 2010 to 2020 [16], [17], [18], [19], [20], [21], [22]. However, there is no one that focuses on writing and one of the components of self-regulatory skills.

Based on the previous studies, the research on writing genre uses blended synchronous learning in terms of strategy formation analysis in self-regulatory skills, so far no one has conducted the research.

In detail, blended synchronous learning is a learning model developed from blended learning to deal with the learning process during a pandemic. However, the implementation of blended

synchronous learning has been researched since 2010, but no one has researched the specialization in the area of genre writing expertise.

Blended synchronous learning is commonly known by BSL in the last 10 years. The process of implementing BSL is carried out by connecting classes from two or three different places so that lecturers who teach in offline classes can also teach in remote classes using virtual face-to-face teaching using virtual applications such as video conferencing, web conferencing or virtual words at the same time and simultaneously [23]. In BSL learning, the teaching setting is described by students in local or offline classes who can take formal learning as usual and students in remote classes or online classes can also take part in the learning process and can interact with lecturers and students virtually with sophisticated synchronous tools such as zoom, google meet or Microsoft Teams. Moreover, students can access a very rich and varied learning resource through BSL and they get a variety of learning experiences[24], [25]. In addition, the students who were unable to attend offline classes could follow the learning process clearly through the blended synchronous learning model [26]. However, there is still very little literature review that discusses blended synchronous learning related to K12 in learning. In addition, there are no studies that discuss teaching the writing genre by applying blended synchronous learning, so researchers have detailed previous studies on blended learning in writing as previously discussed.

In addition, writing is still often a scourge in learning English because it requires detailed, mutually arranged stages, and has its own characteristics [27]. Genre-based writing emphasizes scaffolding and peer interaction) [28]. Moreover, genre-based writing needs process from drafting, editing, revising and publishing [29].

To find out the extent of the cognitive and affective aspects of writing a genre, it is necessary to analyze self-regulatory skills, where the focus of the skills currently being studied is in the self-formation section. Self-formation was analyzed to determine the extent of the student's strategy in producing genre texts through blended synchronous learning. Self-regulatory skills combine cognitive, action, and affective simultaneously in the learning process to achieve the learning goals [30].

All in all, this research has an objective to describe the students' strategy formation in genre-based writing class through blended synchronous learning.

Methodology

The participants of this current research were 33 students on private university in Semarang who join in the third semester of English Department. This research administered a descriptive quantitative research method by using strategy formation questionnaire Likert scale. The questions consisted 10 questions of self-concept indicator. The questionnaire has been adopted from Self-Regulatory Skills questionnaires [31], [32], [4]. The indicators are creating outline (mind map) to ease the writing process, the trouble faces when do writing, learning new words by visualizing situation, translating the ideas by your own, managing time in writing, writing topic first when do writing, developing text coherently by using sentences, revising draft by using paper rater, reviewing the text in the final writing, and evaluating draft by online checking regularly.

Findings and Discussion

This research had done by distributing self-formation questionnaire via google form to 33 students of English Department. The questionnaires were given after they had joined the blended synchronous

learning in 16 meetings. The ten indicators can be described as follows.

The first indicator is the creating outline (mind map) to ease the writing process. 42.4% students proposed agree to create outline or mind map before writing the text. 12.1% said strongly agree about the mind map in writing the outline. So, over 50% agreed that creating outline before writing is useful for continuing the text. The diagram can be seen on Figure 1.

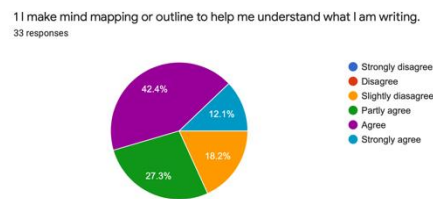


Figure 1. Creating Outline (Mind Map) to Ease the Writing Process.

Second indicator is the trouble faces when do writing. The students answered the questions randomly. Most of them answered partly agree 48.5% and 24.2% chose agree that they got trouble in figuring out what to do to learn the writing material. In conclusion, they still have problems when do writing genre. Based on the interview from three students randomly, they had some troubles such as; gathering the ideas to develop the topic, they were lack of wants to do writing, and they don't understand the vocabulary used. It can be seen on Figure 2.

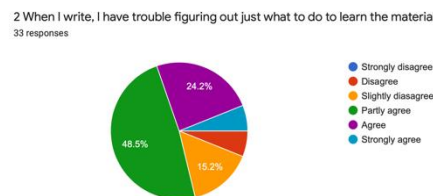


Figure 2. the trouble faced by the students in writing class

The indicator is learning new words by visualizing situation. Almost 69.7% students agreed that they learn new words or ideas by visualizing situation in which they occur. Only 12.1 % students said

strongly agree to learn new words by visualizing a situation. It means that they have a good understanding to master the new vocabulary which is reflected to their writing process. The diagram can be displayed below.

3 | learn new words or ideas by visualizing a situation in which they occur.
 33 responses

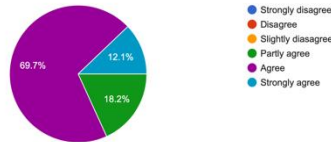


Figure 3. Learning new words by visualizing a situation

Besides, the fourth indicator is the students translate their studying by using your own paragraph. 54.5 % students agreed that they can translate what they are studying in writing genre into their own words. It means that half of them can interpret the learning goal in writing via BSL. The complete explanation can be seen on Figure 4.

4 | translate what I am studying into my own words.
 33 responses

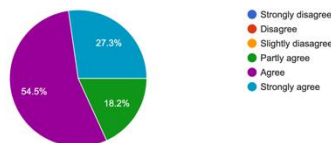


Figure 4. Translating what the students' studying into their own words

The fifth indicator is managing time in writing. 57.6% agreed that they can manage their time when do writing genre. 27.3% said strongly agree in their time management for writing. No one said did not manage their time in writing. All in all, the students had good time management in writing genre via BSL. The figure can be seen below.

5 | manage my time when I do writing.
 33 responses

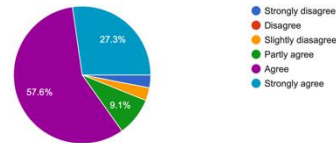


Figure 5. Time Management in Writing Genre

The sixth indicator is the students write the topic first when do writing genre. 60.6% students agreed that they write the topic first before developing the text and 24.2 % said strongly agree to do it. Only 12.1 % did not write the topic first when do writing activities. The clear explanation can be seen below.

6 | create my text by writing topic first.
 33 responses

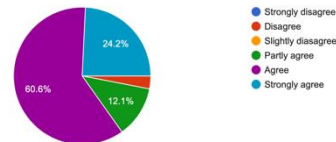


Figure 6. Creating the Topic First in Writing Activities

The seventh indicator is developing text coherently by using sentences. 54.5% students agreed and 24.2% said strongly agree that they develop the text coherently by writing sentence by sentence. It means that they do the steps of writing genre systematically and continuously. The figure of the seventh indicator can be seen on Figure 7.

7 | develop my text by writing sentence by sentence coherently
 33 responses

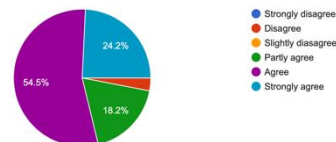
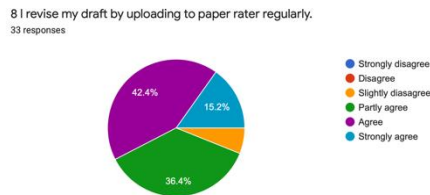


Figure 7. Developing Text Coherently by Using Sentences

The eighth indicator is revising draft by using paper rater. 42.4% learners agreed that they did revising their draft by uploading on paper rater website to check their writing's weaknesses and strength. The website gives a clear revision then they

do the revision. Whereas 36.4% students did not upload their writing product to paper rater because they paid attention to the peer feedback from their friends and lecturers which continuously done after they have finished the text. The figure of the eighth indicator can be seen below.
 Figure 8. Revising Draft by Using Paper Rater



The ninth indicator is reviewing the text in the final writing. Almost 60.6% agreed and 18.2% strongly agreed that the learners always review their writing product before submitting to the lecturer. So, more than 75% learners in genre-based writing class via BSL do reviewing their writing before submitting to *ifbba* or eLearning. The figure of the explanation about the ninth indicator can be seen below.

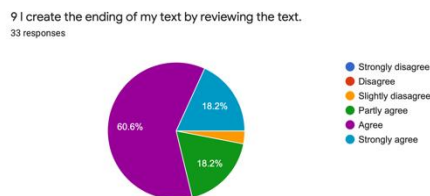


Figure 9. Reviewing the Text in the Final Writing

The last indicator is evaluating draft by online checking regularly. 45.5% students agreed and 15.2% strongly agreed that they evaluate their draft by online checking regularly. But there is 9.1% said slightly disagree that evaluating draft is momentous for their writing product. The figure 10 can be seen as follows.

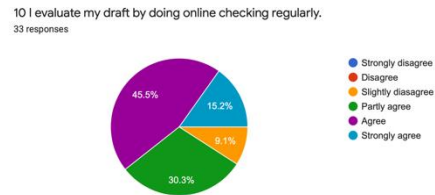


Figure 10. Evaluating Draft by Online Checking Regularly

To sum up, the students' self-formation in writing genre via blended synchronous learning had over 40% always pay attention to the self-formation criteria. The most indicator which give a deep impact for their self-formation in writing genre is the students often learn new words by visualizing situation. They also write the topic first and review the text in creating closing paragraph which can encourage the writing products. This result is in line with the previous research that learners improve their learning performance especially students' formation skills on writing genre via blended synchronous learning[20].

Conclusion

All in all, teaching writing genre through blended synchronous learning influences students' self-formation especially the students often learn new words by visualizing situation. They also write the topic first and review the text in creating closing paragraph. To comprehend the results, the researcher suggests the next discussion to reveal the other components from self-regulatory skills beside self-formation.

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