LANGUAGE ATTITUDE TOWARDS BLENDED LEARNING MODEL FOR WRITING SUBJECT

Sri Wahyuni
Universitas Islam Riau, Pekanbaru, Indonesia
Email: wahyunis@edu.uir.ac.id

Fauzul Etfita
Universitas Islam Riau, Pekanbaru, Indonesia
Email: fauzuletfita@edu.uir.ac.id

Abstract

The aim of this research is to analyze students' language attitude towards blended learning model for writing subject. The mix method was applied through the combination of quantitative data and qualitative data. The former was administered to the students through the four-point likert scale survey. The latter was obtained from the interview. The data was processed and computed by employing SPSS 24, then explained descriptively. The result of the study was classified into three categories namely affective, cognitive, and conative. The first was at moderate level with range 2.51--3.50. The second was at moderate level with range 2.51--3.50. The last was at moderate level with range 2.51--3.50. Overall, it is confirmed that the students positively behave on blended learning model in writing subject. In emphasizing the result, the interview illustrated that students showed good attitude on writing subject when taught by using blended learning model.

Keywords: Blended Learning Model, Language Attitude, Writing Ability

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Abstrak

Tujuan penelitian ini adalah untuk menganalisis sikap bahasa siswa terhadap model pembelajaran blended dalam menulis. Metode campuran diterapkan melalui kombinasi data kuantitatif dan data kualitatif. Yang pertama diberikan kepada siswa melalui survei skala likert empat poin. Yang terakhir diperoleh dari wawancara. Data diproses dan dihitung dengan menggunakan SPSS 24, kemudian dijelaskan secara deskriptif. Hasil penelitian diklasifikasikan menjadi tiga kategori yaitu afektif, kognitif, dan konatif. Yang pertama berada di level sedang dengan kisaran 2.51-3.50. Yang kedua berada di level sedang dengan kisaran 2.51--3.50. Yang terakhir berada di level sedang dengan kisaran 2.51--3.50. Secara keseluruhan, dipastikan bahwa siswa berperilaku positif pada model blended learning dalam mata pelajaran menulis. Dalam menekankan hasil, wawancara menggambarkan bahwa siswa menunjukkan sikap yang baik pada subjek menulis ketika diajarkan dengan menggunakan model blended learning.

Keywords: Blended Learning Model, Language Attitude, Writing Ability

INTRODUCTION

In the present age of globalization, the prompt development of innovation and science has made a lot of progress in different areas of government operations. These developments include education, science, trade, politics, tourism and others interesting items (Mihajlović & Krželj-Čolović, 2014). Progressions that are taking place are not restricted at the national level alone, but also appear at international level. Thus, the demand for mastery of international communication becomes indispensable to support the various advantages of social interaction. As commonly known, English is one of the global correspondence demands. Thus, English becomes the worldwide language in having communication for all businesses (García, 2013).

As commonly known, English has been considered by Indonesian government as one of the subject that started to be taught from primary to university. That is, English has become one of the many courses taught by educators and is supposed to generate or obtain qualified English learners to confront the difficulties of the age of globalization. Thus, it is unquestionable to assume that learners already have had English skills.

As observed by the researcher at SMAN 6 Pekanbaru of eleventh-grade students, there was still a lack of English skills, particularly in writing. Indeed, a

country and state's progress can be evaluated from the nation's sophisticated or unwritten communications. There is even a lack of writing skills at the university level. According to Susanto (2013), There are several things that cause the absence of writing abilities, triggered as follows; the absence of language concepts should enable one to listen, talk, read and write well.

In this study, the researcher focused on writing ability of the eleventh-grade students at SMAN 6 Pekanbaru, especially texts of analytical exposure that are still considered less capable. Since the requirement to master the capacity to write an analytical exposure text in English has been explicitly indicated in the skill standard (*Standar Kompetensi*) and basic competence (*Kompetensi Dasar*) of the English subjects. Writing is regarded one of the linguistic abilities that are most complicated (Yudi & Widiati, 2011), No exaggeration when writing is deemed to represent individuals who are written, who are not confident in grammar, who are difficult to organize thoughts, who have restricted vocabulary and who have no written motive.

In addition to the explanation stated, learners' capacity can be affected by the external setting and inner learners. The absence of language abilities in the external setting can be triggered by a non-supportive teaching setting, such as an absence of understanding of English in the family setting, less comprehensive equipment and learning infrastructure, less qualified teachers and non-comprehensive conversations with friends while it may be triggered by personal factors of learners linked to language behavior in the inner setting of English language capacity.

The language attitude of students becomes an exciting variable to study in relation to the language's capacity, in particular, the ability to write in English because students are anticipated to be the result of the instructional process conducted in the process of teaching and learning. Students as people play a significant role in learning achievement. In other words, if a learner shows a favorable attitude and has a strong learning spirit, it can be used for teaching achievement, particularly in writing English (Wahyuni, Putri, & Ilyas, 2015).

Language attitude is a willingness or inclination of a person to behave in the face of a given item or condition (Djaali, 2014). If someone has a favorable attitude towards a language, learning the language will be easier (Oroujlou & Vahedi, 2011). Another view cited is the attitude of other variables affecting student learning results (Anghelache, 2013). In other words, if learners show adverse attitudes, this will, of course hinder achievement in studying the language. Therefore, it can be understood that attitudes of the capacity to write are the tendency of learners to react to English topics, particularly aspects of writing. The response is shown including the idea of positive or negative thinking, emotions of

enjoyment or displeasure, and concrete actions made on English topics, particularly on English writing.

In this study, the classification of language attitude was employed from Eagly & Chaiken (1993) in Wahyuni & Etfita (2018) which was categorized into cognitive, affective, and conative attitudes. The first aspect was cognitive attitude that means evaluative responses of thoughts or ideas about the attitude object. These thoughts are often conceptualized as *beliefs*, where beliefs are understood to be associations or linkages that people establish between the attitude object and various attribute. These cognitive evaluative responses include the covert responses that occur when these associations are inferred or perceived as well as the overt responses of verbally stating one's beliefs.

The second was affective attitude which was consisted of *feelings, moods, emotions, and sympathetic* nervous system activity (e.g., anger, hope, optimism) that people experience in relation to attitude objects. In general, people who evaluate an attitude object favorably are likely to experience positive affective reactions in conjunction with it and are unlikely to experience negative affective reactions; people who evaluate an attitude object unfavorably are likely to experience negative affective reactions and are unlikely to experience positive affective reactions. The last was behavioral attitudes which typically consist of the overt actions (e.g., foster or support; hinder or oppose) that people exhibit in relation to the attitude object. Behavioral responses also can be regarded as encompassing *intentions* to act that are not necessarily expressed in overt behavior.

However, it is not always necessary that behavioral attitudes may be consistent with action in practice. Moreover, having a dynamic nature, attitudes do not remain fixed or static. Rather, attitudes may form and change based on varying situations/ contexts over a period of time. As a complex phenomenon, attitudes are not directly observable but can be inferred from the evaluative responses of people. As such, attitude is such an implicit state which may appear in certain ways when an evaluation is made in the presence of a stimulus. Therefore, attitudes may be inferred from responses in which people report or show whether they like/dislike, love/hate, prefer/avoid, or favor/oppose an attitude object. Whereas physical disposition for attitude measurement is also used in lab tests, the most common way of studying attitudes in social psychology is by asking persons directly with stimuli. Drawing upon these definitions of attitudes, researchers have also widely studied language attitudes with specific reference to foreign languages. It can be obtained very clear information that the language attitude is an internal factor or a characteristic factor of a learner who is considered to be a contributing factor in the success of language teaching done by the teacher.

Additionally, by considering the internal and external factor of learning, SMAN 6 Pekanbaru was school that had policy in allowing students using smartphone in the classroom during the learning and teaching process. As well, that school implemented blended learning model in responding to the policy. As commonly known, Blended Learning is an association of traditional learning characteristics and electronic learning environment (Husamah, 2014; Köse, 2010; Norberg, Dziuban, & Moskal, 2011). In that school, the blended learning model was run by using *telegram messenger* as media. As said by Wahyuni (2018) that *telegram messenger* could be an effective media in learning and teaching process.

Moreover, the implementation of blended learning at that school covered the percentage of smartphone usage in the classroom was 25% of mobile learning and 75% of face to face learning. The English teacher employed telegram before the class meeting, during the class meeting, and after the class meeting. The pre-learning activity was conducted to reactive students before having class meeting. Also, it had been used for some activities in learning process such as: submitting the writing practice, forum for discussion, content/ material sharing, and problem solving (Wahyuni, 2018c).

In short, the purpose of language attitude, which is viewed as a significant factor in the achievement of language learning, particularly in the capacity to write in English, becomes interesting to understand. In addition, a specific activity such as a blended learning model was also a key factor that can affect learners involved in learning. Therefore, the research aim was to analyze the language attitude of eleventh-grade students towards a blended learning model for writing English subject at SMAN 6 Pekanbaru.

METHOD

This study implemented the mix method. The aim of this technique was to combine quantitative data with qualitative data. It was used because the researcher wished to better comprehend, clarify or construct the study outcome from the other strategy (Creswell, 2013). This technique has been designed as a sequential explanatory approach. Morse says that the sequential explanatory approach is typically used by gathering and analyzing qualitative information to clarify and interpret quantitative outcomes. It can be particularly helpful when a quantitative research results unexpectedly (as cited in Creswell, 2013). Here the quantitative method was incorporated in the information collected through a four-point Likert scale study and the qualitative method was incorporated in the information collected through interview.

At SMAN 6 Pekanbaru, this study was performed. Jalan Bambu Kuning No.28, Rejosari, Tenayan Raya, Rejosari, Tenayan Raya, Kota Pekanbaru, Riau, 28151 was situated at the college. It took place from February to August 2018.

In addition, the selection of the study sample is one of the study's most significant steps. As well, Creswell (2013) defines the sample as "A part of the study main population, chosen by the researcher using various techniques, which includes members of the main population". The sample of the research was determined using the purposeful technique of sampling. There were 10 classes from the eleventh grade at SMAN 6 Pekanbaru. Then the sample was chosen from those classes intentionally. The sample of this research after the selection was XI IPA 1. Beside this class was also taught through blended learning model.

This study used a Likert-scale questionnaire to answer research questions and an interview to enrich data analysis. According to Eagly & Chaiken, the questionnaire was intended on three categories of linguistic attitudes that are cognitive, affective, and conative.

Then, to determine the questionnaire's validity and reliability, the investigator performed a test. The questionnaire trial test was allocated to learners, including population participants, but not the sample of this study. The researcher tested the questionnaire after obtaining the test outcome by using SPSS to obtain the valid questionnaire items and their reliability. There were 15 valid statements that the *corrected item-total correlation* was greater than 0.3. Besides, based on the score of Cornbrash's alpha which was 0.6, it can be said that the instrument was reliable to use. Hence, 15 items can be used to take the data of language attitude. Then, the questionnaire was sent online through this link http://bit.ly/instrumen1sikapberbahasa and the list question of the interview was conducted by choosing the students purposively and distributed to the students through this link http://bit.ly/instrumen2sikapberbahasa. Both of research instruments were constructed by using *Bahasa* to avoid misunderstanding.

To collect the data, they were submitted through four points of Likert scale questionnaire survey. The four points were agreed, strongly agree, disagree, and strongly disagree. To support the data, a semi-structure interview was applied towards the selected respondents. The interview questions were half based on the guidelines and the rest of the questions are independent questions.

In collecting the data, the researcher asked the students to open the links. Then, asking the students to fulfill it around fifteen up to twenty-five minutes. The researcher stayed in the classroom when students completed each statement to ensure students fill in correctly.

The last, the data which had been submitted are processed and computed by using SPSS 21. Then, they were classified based on the indicators which can answer the formulation of the research. The data were analyzed in percentage and

explained descriptively. To obtain clear information about the data, the researcher displayed them in a table. The range was used for this data including 1.00-1.50=very low/ very negative, 1.51--2.50= low/negative, 2.51--3.50= moderate, 3.51--4.50= high/positive, 4.51--5.00= very high/very positive. However, some data were predicted in the problems. To analyze this part, the researcher applied the semi-structure interview, the interview data explored some problems which cannot be solved from the questionnaire. Thus, the result hopefully can be delivered clearly and well.

FINDING AND DISCUSSION

The focus on this research was analyses students' language attitude on blended learning for writing subject, the researcher GOT all of the data by classifying the indicators based on the aspect of language attitude. After calculating and analyzing the information from the questionnaire of the learners, methods of list statements were discovered from cognitive, affective and conative elements.

In term of affective aspect, there were two statements addressed to the students. The students' response shown negative attitude (see graph 1 and graph 2). From graph 1, it can be seen that the students responded positively for the statement "*saya lebih suka berbicara bahasa Inggris dari pada menulis dalam bahasa Inggris*". It can be proven from the data that indicated most of the students chose strongly agree at well over 60% and for agree at just under 50%.
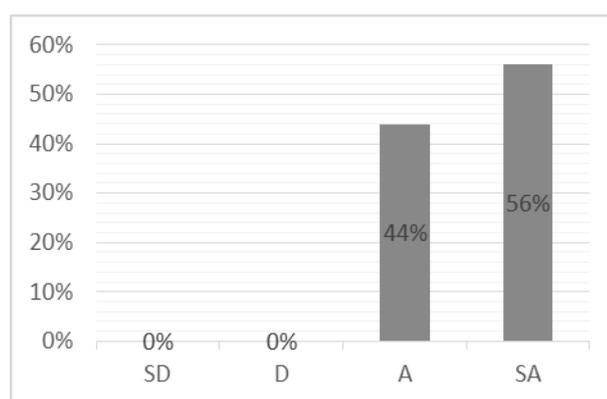
Graph 1 The Students' Response of Affective Statement

As well, from graph 2, it can be seen that the students responded positively for the statement "*Saya lebih suka menghabiskan waktu membaca teks dalam bahasa Inggris daripada menulis dalam bahasa Inggris*". It can be proven from

the data that shown most of students chose strongly agree about 50% and for agree at just under 40%. However, approximately 11% of students chose disagree of the statement.
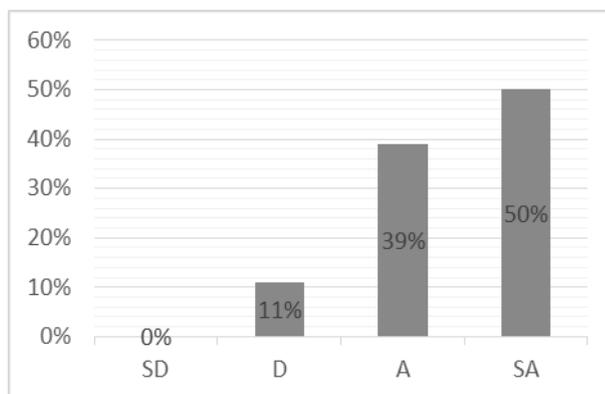
Graph 2 The Students' Response of Affective Statement

The affective aspect result is presented in the percentage and means score recapitulation that can be seen in table 1.

Table 1 The Percentage and Mean Score of Affective Aspect

Item	SD	D	A	SA	Mean
S1	0.0	0.0	44.4	55.6	3.56
S2	0.0	11.1	38.9	50.0	3.39
Mean					3.48

The data shows that the response of the learners to the statements was positive. It implies that the attitude of the learners in terms of affective factor was negative. It can be evidenced from the means score of this indicator were at moderate level with range 2.51-3.50 which was 3.48 (see table 1). In other words, the attitude of the learners was moderately negative in terms of the affective factor.

Moreover, in term of cognitive aspect, there were four statements addressed to the students. The students' response shown positive attitudes (see graph 3,graph 4,graph 5, and graph 6). From graph 3, it can be seen that the students responded positively for the statement "*Berapa pun skor menulis saya, saya berharap dapat menulis lebih baik lagi pada tugas berikutnya*". It can be proven from the data that shown most of students chose strongly agree

approximately 61% and for agree at well under 40%. Almost 6% of students were disagreeing toward the statement.
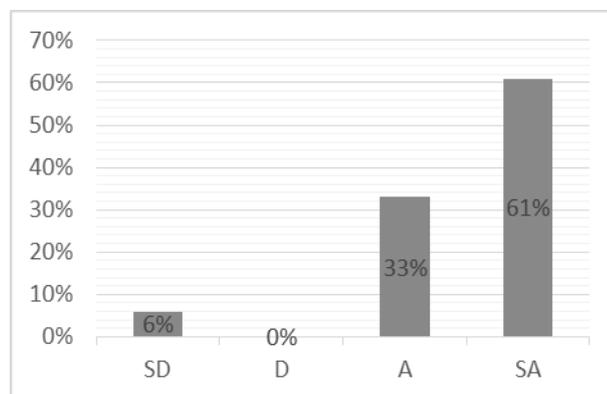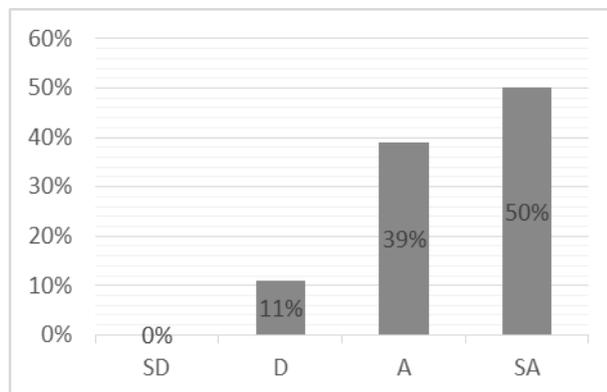

Graph 3 The Students' Response of Cognitive Statement

From graph 4, it can be seen that the students responded positively for the statement "*Saya yakin tulisan dalam bahasa Inggris akan bagus jika kreatif dalam megembangkan ide-idenya*". It can be proven from the data that shown most of students chose agree about 55%, for strongly agree at well under 40%, and at well under 3% of students were disagree and strongly disagree toward the statement.
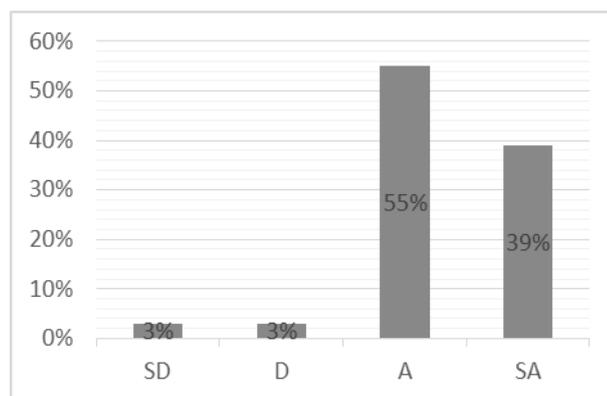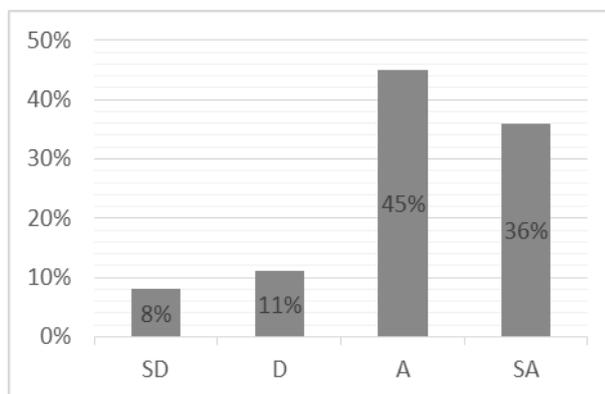

Graph 4 The Students' Response of Conative Statement

Further, from graph 5, it can be seen that the students responded positively for the statement "*Saya yakin tulisan bahasa Inggris saya akan lebih baik apabila jam pelajaran bahasa Inggris ditambah*". It can be proven from the data that shown most of students chose strongly agree about 50%, for agree at just over 35% and 11% of students were disagree toward the statement.

Graph 5 The Students' Response Of Conative Statement

The last statement response in cognitive aspect can be seen from graph 6; it revealed that the students responded positively for the statement "*Menurut saya, menulis dalam bahasa Inggris tidak perlu dipelajari karena tidak ada UN menulis bahasa Inggris*". It can be proven from the data that shown most of students chose agree about 45%, for strongly agree at well under 40%, and 11% of students were disagree and 8% of student were strongly disagree toward the statement respectively.

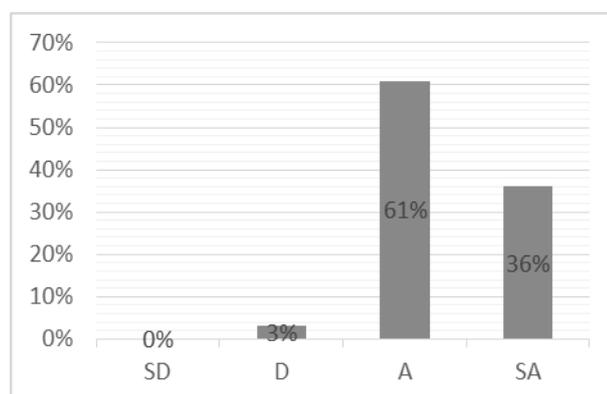**Graph 6 The Students' Response of Conative Statement**

In addition, the cognitive aspect results were also summarized in the percentage and mean score recapitulation that can be seen in table 2.

Table 2 The Percentage and Mean Score of Cognitive Aspect

| Item	SD	D	A	SA	Mean
S3	5.6	0.0	33.3	61.1	3.50
S4	2.8	2.8	55.6	38.9	3.31
S5	0.0	11.1	38.9	50.0	3.39
S6	8.3	11.1	44.4	36.1	3.08
Mean					3.32

The data showed that the reaction of the learners to the statements was positive. It implies that the attitude of the learners in terms of affective element was positive. It can be proved from the mean score of this indicator with range 2.51-3.50 which was 3.32 (see table 2). In other words, the attitude of the learners was moderately positive in terms of cognitive aspect.

In term of conative aspect, there were nine statements that addressed to the students. The students' response shown positive attitude (see graph 7, graph 8, graph 9, graph 10, graph 11, graph 12, graph 13, graph 14, and graph 15). From graph 7, it can be seen that the students responded positively for the statement "Saya meminta tolong teman atau guru untuk memeriksa tulisan bahasa Inggris yang saya buat". It can be proven from the data that shown most of students chose agree at 61% and for strongly agree at well under 40%. Further, 3% of students were disagreeing on the statement.
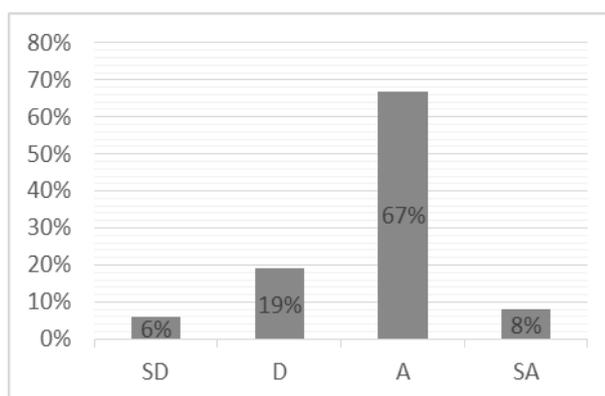

Graph 7 The Students' Response of Conative Statement

From graph 8, it can be seen that the students responded positively for the statement "*Ketika menulis kata bahasa Inggris yang tidak saya ketahui, saya membuka kamus bahasa Inggris*". It can be proven from the data that shown most of students chose strongly agree at just over 50%, for agree almost 40%, and 6% of students were disagree toward the statement.
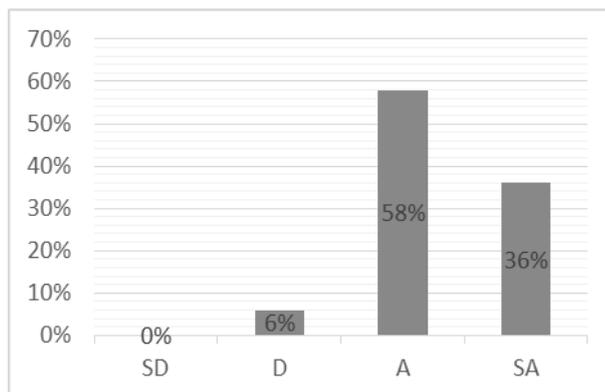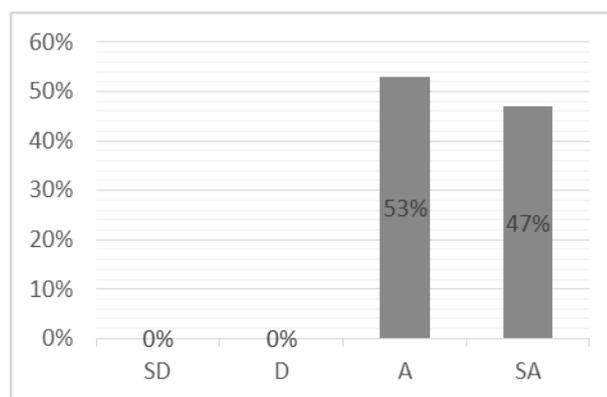

Graph 8 The Students' Response of Conative Statement

Then, from graph 9, it can be seen that the students responded positively for the statement "*Ketika pulang sekolah, saya melupakan pelajaran bahasa Inggris karena saya tidak suka menulis dalam bahasa Inggris*". It can be proven from the data that shown most of students chose agree at just over 70%, for strongly agree at 8%, and 6% and 8% of students were strongly disagree and disagree toward the statement respectively.
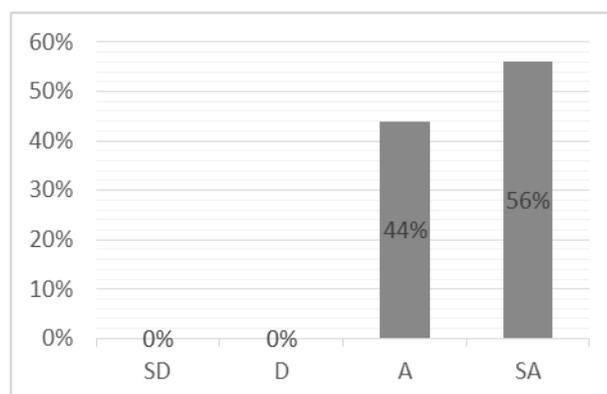

Graph 9 The Students' Response of Conative Statement

From graph 10, it can be seen that the students responded positively for the statement "*Saya berusaha meningkatkan kemampuan menulis dalam bahasa Inggris*". It can be proven from the data that shown most of students chose strongly agree at just over 50% and for agree at well under 50%.
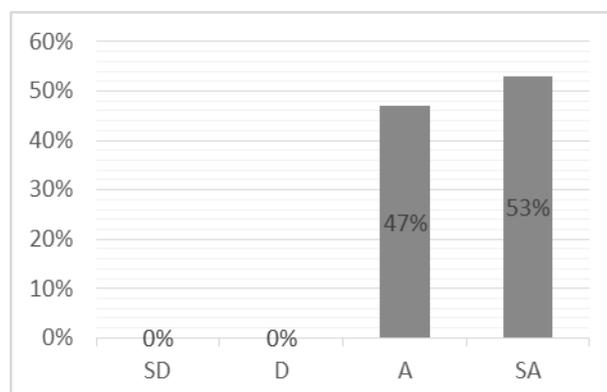

Graph 10 The Students' Response of Conative Statement

Almost the same with graph 10, graph 11 showed that the students responded positively for the statement "*Saya berusaha menulis bahasa Inggris sesuai dengan tata bahasa Inggris yang baik dan benar*". It can be proven from the data that shown most of students chose strongly agree at well under 60% and for agree at well under 50%.

Graph 11 The Students' Response of Conative Statement

Further, graph 12 showed that the students responded positively for the statement "*Saya berusaha menguasai kosakata dalam bahasa Inggris untuk meningkatkan kemampuan menulis dalam bahasa Inggris*". It can be proven from the data that shown most of students chose strongly agree at just over 50% and for agree at well under 50%.
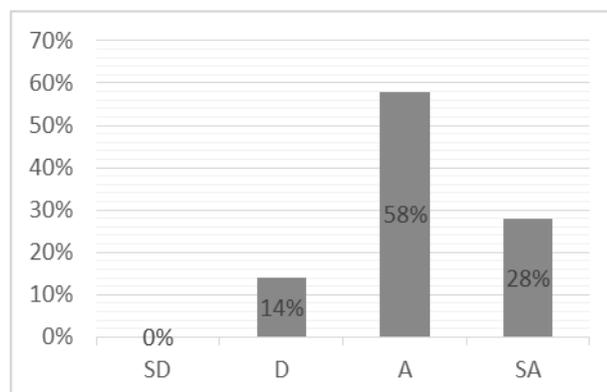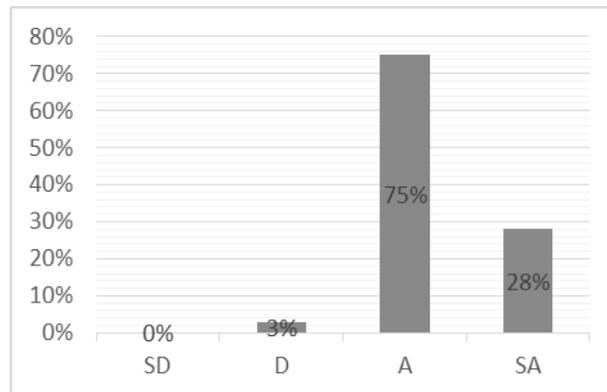
Graph 12 The Students' Response of Conative Statement

Further, graph 13 showed that the students responded positively for the statement "*Saya merasa tertantang menulis dalam bahasa Inggris*". It can be proven from the data that shown most of students chose strongly agree as many as 28% and for agree as many as 58%. The rest of student were disagree (14%).

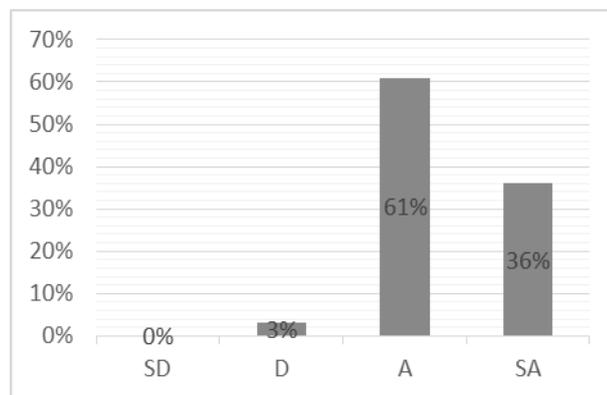

Graph 13 The Students' Response of Conative Statement

From graph 14, it can be found that the students responded positively for the statement "*Saya memperhatikan kaidah-kaidah bahasa Inggris ketika menulis dalam bahasa Inggris*". It can be proven from the data that shown most of students chose strongly agree at well under 22% and for agree at 75%. The rest of student were disagree (3%).

Graph 14 The Students' Response of Conative Statement

The last, from graph 15, it can be found that the students responded positively for the statement "*Saya merasa rugi apabila bolos atau tidak memerhatikan materi menulis*". It can be proven from the data that shown most of chose strongly agree at 36% and for agree approximately 61%. The rest of student were disagree (3%).

Graph 15 The Students' Response of Conative Statement

Furthermore, the conative aspect percentage and mean score can be seen in table 3.

Table 3 The Conative Aspect Percentage and Mean Score

Item	SD	D	A	SA	Mean
S7	0.0	2.8	61.1	36.1	3.33
S8	0.0	5.6	58.3	36.1	3.31
S9	5.6	19.4	66.7	8.3	2.78
S10	0.0	0.0	52.8	47.2	3.47
S11	0.0	0.0	44.4	55.6	3.56
S12	0.0	0.0	47.2	52.8	3.53
S13	0.0	13.9	58.3	27.8	3.14
S14	0.0	2.8	75.0	22.2	3.19
S15	0.0	2.8	61.1	36.1	3.33
Mean					3.29

The data revealed that responses of students were positive toward the statements. It implies that the attitude of the learners in terms of conative element was positive. As well, it can be evidenced from the mean score of this indicator with range 2.51--3.50 which is 3.29 (see table 3). In other words, the students' attitude in term of conative aspect was moderate positive.

In contrast, the researcher discovered multiple answers after gathering and analyzing information from the interview. In terms of affective factor, the feedback of the students showed that, regarding writing, they preferred to study another topic. It was revealed by the students' answer "*saya suka belajar Inggris tp saya tidak suka menulis*". It can be said that the qualitative data was correct. The students' responses related to affective aspect were contrast to cognitive and conative aspect. In terms of cognitive aspect, the replies of the learners they thought they could write properly if they had the opportunity to exercise more. It was revealed by the students' answers "*sebenarnya saya suka menulis tapi perlu rajin kalau menulis bahasa Inggris*". It can confirm that the cognitive data were correct. Additionally, in term of conative aspect, the students respond that they must help each other and ask the teacher if they got an obstacle in writing English. It was shown by the students' answer "*saya tanya aja sama gurunya kalau gak ngerti*". The quantitative conative aspect information also emphasized. In other ways, the language attitude of the learners was positive.

The results of this research were compatible with the results of several researchers. First, Gajalakshmi (2013) performed a survey to explore the approach of the IX-standard learners to English language teaching. A standardized

questionnaire was provided to 600 IX standard students (randomly chosen from multiple middle and high schools in the Puducherry region) in the form of a normative study to gather their attitude towards studying English. SPSS ver-16 evaluated the information gathered statistically. The findings indicated an important distinction depending on gender, school location, type of college, type of leadership. It was therefore found that more classroom activities in English research improve the attitude of students towards learning English.

In particular, Ahmed (2015) reported by conducting a study centered on their approach to English teaching and the causes that may have hindered their learning. Nineteen items of questionnaire on 238 learners was intended and administered for information collection. The aim of this research was to explore (1) the attitudes of learners towards the use of English in distinct fields; (2) causes that may have affected the impact of teaching English for students (3) Perspectives of teaching English among non-major learners in Malaysia. The results of the qualitative analysis indicate that the attitude towards English language teaching and language use is highly positive in different areas of use. The information also disclosed that in their teaching experience, most learners had adverse emotions or fears about school guidelines. Students from distinct areas varied in attitudes to English language learning in terms of use and learning abilities concentrate, which demonstrates that a single curriculum or teaching methodology is not sufficient. From such a current perspective, there have been several suggestions concerning teaching methodology, curriculum, teaching equipment, and the status of English in Malaysia.

The last, Honayapto & Herlina (2017) confirmed by completing a study to determine whether there is any connection between the attitude of learners, the teaching style of learners, and the attitude of both learners and the teaching style of learners towards the ability to write English. The study was performed at Class 2 Senior High School at SMAN 2 Kambowa, Southeast Sulawesi, using 30 learners to randomly sample. The study used quantitative correlation method with technique of descriptive and inferential assessment to see correlation between variables. Results of the studies were (1) a positive correlation exists between the attitudes of learners towards the ability to write English with a coefficient of correlation 0.95. (2) a favorable correlation exists between the learning style of learners and the ability to write English with the correlation coefficient 0.86., and (3) a positive correlation exists between the attitude of learners and the learning style towards the ability to write English with a double correlation coefficient of 0.95. Based on the study findings, it can be concluded that there is a favorable correlation between the attitude of learners and the teaching style of writing English either separately or together.

These results were verified that this research was valid because the researcher's results that applying a blended learning model to teach writing subjects could bring benefits to the learning process of the learners and achievements of writing subject. Hence, students act favorably in writing on a blended learning model. As stated by Shapley, Sheehan, Maloney, & Caranikas-Walker (2011), technology gave a positive impact on the lesson. In this case, the blended learning through telegram messenger gave advantages on writing subject. As well, students responded positively the learning process through blended learning model in term of cognitive and conative aspects. The affective aspect should be observed more. The activity that implemented by the English teacher should be evaluated and the students were reluctant to use English when texting, asking the question, and giving responses while English teacher posted and asked some comment or providing materials. In supporting this statement, Etfita (2019); Kljunić & Vukovac (2015); Wahyuni (2018a) also stated that learning utilized technology give some negative impact related to affective aspect, for example, the students like to learn using that kind of device when learning but they were reluctant to learn the lesson.

CONCLUSION

The purpose of this research was to analyze the language attitude of eleventh-grade learners towards blended learning model at SMAN 6 Pekanbaru for writing English topic. Based on the study results, this indicator was at a moderate level with range 2.51--3.50 in terms of the affective factor. It implies the attitude of the learners was negative. It indicated that the blended learning model cannot give a good impact on students' affective. Different from another aspect, this indicator was at a moderate level in the cognitive factor with range 2.51--3.50. It implies the attitude of the learners was positive. In addition, this indicator was at a moderate level with range 2.51--3.50, in terms of conative level. This implies that the attitude of the learners was positive. It indicated that technology gave a positive impact on the lesson, specifically in writing subject. In addition, the qualitative information also confirmed the quantitative data; the information showed that the learners had a positive approach to writing topic when taught using a blended learning model.

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