

CHAPTER I

INTRODUCTION

This section presents the research background, problem identification, problem limitation, research questions, research purpose, research significance, conceptual definition, operational definition, and research assumptions.

1.1 Research Background

Writing is an indirect communication skill essential for students because it can improve students' knowledge by summarizing, synthesizing, critiquing multiple readings, challenging creativity, and developing imagination (Gustiani et al., 2020). El-Maghraby (2021) explains that writing combines complex cognitive activity to demonstrate the writer's feelings, arguments, and topic. Writing has several components that need to be mastered by the students. The components include content, organization, vocabulary, language use, and mechanics (Nguyen & Truong, 2021).

Writing skill for students is essential in learning language and their result in writing. Writing could support students' intellectual growth and expand language skills. In writing, the students not only arrange the grammatical and linking sentences into written text. But in writing involves of the act of thinking, composing, and connecting ideas into the content. The step by step in the writing process will automatically develop students' critical thinking. Improving writing skills needs more training and practice from the students. Besides that, the students need more effort and time (Jamoom, 2021).

The complex writing process takes a lot of time, including pre-writing, drafting, and finishing consisting of editing and proofreading (Challob et al., 2016). The students need critical thinking to create a strategy for the learning process. Furthermore, the learning flexibility of writing needs to increase freedom from the limitation of time, place, and space (Sheerah et al., 2022). Based on the students' side, flexibility has related to free choices concerning help in learning, selecting the activity for writing, and resources for different kinds of credit and costs. Then, based on the teachers' side, flexibility involves choices regarding time allocation and communication mode with learners.

The expectation for students is to have good English writing skills to graduate from school and find a job (Pun, 2021). English writing is one subject that must be taught, and the score applies to graduates' requirements. In the writing process, the student not only expects to master grammar and to link the sentences. But the students expect to connect their writing to the content based on the text types. Then, students with good writing in English can communicate globally and find a job abroad. Pun (2021) stated that the employer is more interested in recruiting graduates with good English writing skills to follow higher communication and analysis.

Generally, there were many problems in language learning. The problems are derived from external and internal factors. The external factors include the model of learning, facilities at school, learning strategies that are not appropriate with the material, environment, and connection problems. The problems stem from internal factors such as intelligence quotient, emotional quotient, social

quotient, and adversity quotient. Intelligence quotient related to intellectual, logical, analytical skills, mathematical, and strategic problem-solving. The emotional quotient is associated with the ability to control emotions and feelings. The social quotient is the ability to reach the awareness of thinking and acting in social relationships. The adversity quotient is related to the ability to survive difficult situations.

In the writing process, the students face the challenge of organizing ideas and sentences. They need rich knowledge, more time allotment, and intensive thinking processes (Turkben, 2021). The students faced many problems and difficulties in achieving their desired goals of English writing. There were many demands for the students in the writing process, such as difficulty finding ideas, not being confident to show their writing results, and connection issues during online learning. The problems in writing had effect students' achievement. The students' management plays a crucial role in handling the problems. Students' management should arrange with confidence, has a great mind, and needs to have good resistance in solving those problems, which is known as the adversity quotient (Hulaikah et al., 2020).

Based on preliminary research by distributing a questionnaire for SMA N 3 Singaraja students, there were general problems in learning English writing. First, the students felt challenged to determine the topic. Second, they were less active in discussions in the online learning process. Third, the students were not confident with their work. The last, the students have internet connection issues during online learning. The specific problem faced by the students is that they are

not confident in their writing and need flexible time to discuss their reports. The questionnaire was shared using Google Forms. The questionnaire consists of 10 items with close-ended questions.

Besides distributing online questionnaire, the researcher also interviewed an English teacher at SMA N 3 Singaraja. From the interview, it was found that many students could write in good sentences, but the students were not confident to show their writing. The result of the writing process affected the students' output, and they had difficulty graduating or finding a job. The requirement for graduating is to master four Basic English skills. One of these skills is writing skill. In addition, the requirements for applying for a job are good speaking and writing skills. Writing achievement is significant because it is one of the qualifications to find a job. Based on the preliminary research conducted at SMA N 3 Singaraja, 86.2% of the students were often not confident during writing class.

The development of rapid technology provided flexibility in learning. The teacher can manage the teaching time correctly, and the students can access the material properly in writing. The writing process can apply in offline mode, online mode, and both of them. One model that provides flexibility in learning is the blended learning model. Blended learning helps the teacher and learners in education by combining the face-to-face method with ICT to support offline and online learning (Gao et al., 2020). The flexible learning in the blended learning model allows the students to adapt and handle their learning process.

Blended learning has the characteristics of effectiveness, adaptability, and flexibility of the model (Nguyen, 2016; Qiu & Sun, 2017). The attributes of blended learning are appropriate for the students in the writing text process. In a way, it is an effective model to help the students to find the writing material. The adaptability of blended learning is undeniable since it can be flexibly adapted to use the new learning situation. Using a blended learning model must determine the appropriate model for the student's situation. There are four models of blended learning such as rotation model, flex model, self-blended model, and enriched-virtual model (Salleh et al., 2017). The rotation model is divided into four models: station rotation, lab rotation, flipped classroom, and individual rotation. (see further details in Chapter II)

The blended learning model is suitable for new learning situations. The model replaces the traditional way with the teacher-in-class format, allowing students to learn the materials outside the classroom (Salleh et al., 2017). Fauzan & Ngabut (2018) explained that the blended learning model relates to collaborative ways of learning. The teachers teach students outside the classroom and review the material face-to-face. Ping et al. (2020) use blended learning to help the students prepare before class and increase practice, engagement, interaction, motivation, and immediate feedback in the learning process. The step in blended learning is before class, beginning of class, during class, and after class.

Blended learning provides benefits that contribute to innovative teaching methods and improve students' learning patterns. The advantages of blended

learning include improving the digital literacy skills of teachers and students, composing teaching materials following the current standards, unlimited sources of information, responsible and enthusiastic students, and accommodating different learning styles. In studying ESL, blended learning has advantages for improving language and non-language skills. The benefits of implementing blended learning can enhance students' English proficiency, including listening, speaking, reading, and writing. Then for non-language skills, implementing blended learning could create an engaging and meaningful classroom atmosphere and strengthen students' critical thinking (Menggo & Darong, 2022).

In the specifications for writing skills, the blended learning model gives some advantages for the students. Zibin (2018) explains that supporting technology tools in blended learning in writing made the learning process easier and more enjoyable. Blended learning allows the students to access the material whenever and wherever in their own space. The student prefers to use electronic copies rather than hardcopy. The students were more comfortable learning because they could receive immediate, private, and non-judgmental feedback through E-learning. Other advantages are that the classroom time focuses on the writing exercise, and the students can enjoy the class by watching the explanatory video with illustrative examples of writing text.

The Adversity Quotient (AQ) is important in learning. The adversity quotient influences the students' achievement. AQ plays an essential role in determining the point of view on facing the problems. Stolzt (1997) mentions that students with a high level of AQ tend to persevere until they succeed. People who

respond more optimistically to adversity can be predicted to take more risks. A more pessimistic response to adversity elicits more passive. Hanum (2018) stated that the students who react constructively to adversity will successfully achieve achievements. Then the students who respond passively to adversity have fewer opportunities to improve their performance.

Adversity quotient is the internal factor that impacts the students' success, motivation to gain achievement, cognitive skills, and academic performance (Ratna et al., 2020). In addition to the adversity quotient, internal factors include the Intelligent Quotient, Emotional Quotient, and Social Quotient. The adversity quotient is a significant factor in this discussion because the student's problems are related to the adversity of difficult situations. The level of students' adversity quotient impacts student performance, learning autonomy, and achievement motivation (Safi'i et al., 2021).

The adversity quotient has four dimensions: control, ownership, reach, and endurance, known as CORE (Hanum, 2018; Khairunnisa et al., 2022; Wang et al., 2021). Control is the ability of the person to organize himself in responding to challenging situations. Ownership is the ability to emphasize responsibility for problems. Ownership relates to the commitment to accept the consequences of occurring conditions. Reach is the scope to which a person allows difficulties to reach other areas of their work and life. The last dimension is endurance. It is the ability to have confidence in how long someone solves the problem. Besides the CORE dimensions, the category of adversity is climbers, champers, and quitters. (see the details in Chapter II)

There are some previous studies of blended learning. Qiu and Sun (2017) conducted a study blended learning model for EFL learners in China. To collect data, they interviewed 97 students. Then, the results of interviews with students show that blended learning could improve their English proficiency. Andujar & Nadif (2020), blended learning has a positive effect on students cognitive who have disabilities. The result reveals that they perceive learning English more easily with flexible time. Eliyasni et al. (2019), blended learning has a significant effect on students' writing ability. The proof shows that the students got a better score on the post-test.

The previous study generally focuses on using blended learning to improve English skills that correlate with motivation and focus on finding the relationship between adversity quotient and student problems. The present study tries to find a connection between blended learning, adversity quotient, and one English skill, namely writing. In using blended learning, this study also focuses on one type. This research will focuses on using blended learning models. The result of students' writing using blended learning is expected to improve students' writing achievement by conducting writing test. Then, the adversity quotientquestionnaire expected to is to help teachers in providing solutions to problems faced by students in writing activities.

Furthermore, there are some previous studies about the adversity quotient. Fadhila et al. (2019) have found that adversity quotient significantly affects students' learning outcomes. The second result was the adversity quotient used as the need analysis for students in learning. Usha et al. (2014) have found that the

adversity quotient relates to student and teacher academic problems. The result from the survey got a significant score of 0.01, which indicates that adversity quotient and academic problems have a close relation. The adversity quotient performs work optimally while facing problems or adversity (Rivalina & Setyowati, 2021).

The process of optimizing performance needs support from the learning model. One of the learning models is blended learning. Using blended learning helps the students increase their motivation in learning English writing with flexibility and optimism to make a task. It brings success in covering students' problems or adversity. Besides, the students will change their perspectives about their difficulties as temporary things or experiences. The students can manage themselves when receiving poor grades on projects or tasks (Ratna et al., 2020). Writing activities with blended learning need to have a good adversity quotient. Blended learning allows exploring writing skills with flexibility through its learning steps. Then, the adversity quotient keeps students motivated and helps them become active learners. Therefore, they can make the learning process run well. The students with high adversity quotient will be sure to handle the problem of blended learning quickly.

1.2 Problem Identification

The students' writing problems include their lack of confidence in their work and needing flexible time to discuss their writing. Most of the students were not confident to write in English because they were afraid to make mistakes in choosing grammar, vocabulary, and structure in writing. The students also need

flexible time to discuss their work. The time limitation at school makes students' writing not optimal. With rapid technology, the learning process could cover online and offline learning to fulfill the flexibilities of the learning process. The blended learning model is the one teaching model used as the solution in this situation. The flexibility and comprehensive sources of information in blended learning can support learning writing.

Besides the language problem, the students have difficulty being confident in writing. It is related to the students' adversity quotient that focuses on students' response to the situation in learning. The different individual quotients in knowledge need grouping for students' need analysis in the learning process. This study used the blended and non-blended learning model to determine the effect of students' adversity quotient on students' writing skills.

1.3 Problems Limitation

This research focuses on using blended learning only for writing skills. This research was an attempt to determine whether or not blended learning and adversity quotient has a significant effect on student writing achievement. This research also has a limitation which is that this research only uses one type of writing text. Then, the types of quotients only focus on the adversity quotient. The parts of the adversity quotient only focus on three categories (quitters, champers, and climbers), and the student's achievement only focuses on writing skills. This research does not cover the problems of the student's readiness with tools or connection issues. The study has a limitation on the population, and the study conducts only for eleventh-grade students in the second semester.

1.4 Research Questions

The research questions are formulated as follows:

1. Is there any significant effect of blended learning on students' writing achievement?
2. Is there any significant simultaneous interactional effect of students' adversity quotients on student writing achievement?
3. Is there any significant simultaneous interactional effect of blended learning and adversity quotient on students' writing achievement?

1.5 Research Purpose

This research has three purposes. The purposes of the study explain as follows:

1. To find out whether or not the effect of blended learning on the students' writing achievement through the different models. The models are the blended learning model and the regular learning model.
2. To find out whether or not simultaneous interactional effect of adversity quotient on students' writing achievement.
3. To determine whether or not simultaneous interactional of blended learning and adversity quotient affect students' writing achievement.

1.6 Research Significance

This research has two significances. There were theoretical significance and practical significance. The explanation is as follows:

1.6.1 Theoretical significance

The present study's findings are expected to support teaching writing. The result of this study was expected to add to and complement the previous studies related to writing English, particularly on the significant effect of blended learning on students' writing achievement. The present study is expected to reference researchers doing similar research. The present study can use this study's result as the empirical review or the basis for future research.

1.6.2 Practical significance

Besides the theoretical significance, this study has practical importance for students and teachers.

1. For students

The students can improve their writing achievement using the blended learning model as the alternative way of learning. The students could improve their confidence in writing. The categorization of the adversity quotient makes the students prepared to learn material individually. So, the student's writing skills will be efficient and effective.

2. For teachers

The effectiveness of using the blended learning model in teaching writing could support the teacher in choosing learning material for students based on the learning situation. Then, categorizing students' adversity quotient can help teachers learn about students' adversity and help the teacher design the learning material. The teacher can group the students based on their adversity level and prepare suitable material. It also makes the student more prepared for the learning process. The

relation between blended learning, adversity quotient, and student achievement helps the teacher solve the problem in the learning process.

1.7 Conceptual Definition

1.7.1 Blended learning

Blended learning is the combination of online learning interaction and learning situations. Blended learning uses two modes, face-to-face learning to build learning experiences out of online learning situations (Qiu & Sun, 2017). Blended learning combines face-to-face learning and computer-mediated instruction with the teaching method (Wang et al., 2019). The characteristics of blended learning give convenience to the teaching and learning process. The model has effectivity, adaptability, and flexibility (Nguyen, 2016; Qiu & Sun, 2017). There are several types of blended learning, such as the rotation model, flex model, self-blend model, and enriched-virtual model (Salleh et al., 2017). In this study, the type of blended learning appropriate for the learning situation is flipped learning, part of the rotation model.

1.7.2 Adversity quotient

Students' adversity quotient is the individual ability to respond to the difficulties of their problems and survive in certain situations (Asni et al., 2021; Safi'i et al., 2021). The adversity quotient can turn the students an opportunity to succeed after past the challenges of learning. The adversity quotient has four dimensions: control, ownership, reach, and endurance (CORE) (Hanum, 2018; Khairunnisa et al., 2022). The adversity quotient has four dimensions to measure the individual facing the problems. The result assessing dimensions can clarify

into three groups. The groups are quitters, campers, or climbers (Stoltz, 1977 in Ratna et al., 2020).

1.7.3 Writing achievement

The students' writing achievement is the result of students' experiences in the writing process. Writing combines complex cognitive activities to demonstrate the writer's feelings, arguments, and topic (Purnawarman et al., 2016). According to Nunan (1991), as cited in Challob et al. (2016), five main areas need to master by the students. They are language use, mechanical skill, treatment of content & stylistic mastery, and judgment skill. Lund & Winke (2008) also explain the additional requirements for assessing writing.

There are six micro-skills of writing such as producing graphemes and orthographic patterns of English, creating writing at an efficient rate of speed to suit the purpose, building an acceptable core of words and using an appropriate term in other ways, using the proper grammatical system, expressing a particular meaning in different grammatical forms, the last is use cohesive devices in written discourse.

1.8 Operational Definition

1.8.1 Blended learning

Blended learning is the strategy used by the eleventh-grade student at SMA N 3 Singaraja to help them to practice their writing. In this study, the types of blended learning using flipped learning classrooms. The measurement of using blended learning measures the students' writing scores. The students ask to make a text by following the model learning steps. The steps in this study

follow flipped classroom steps, such as before, beginning, during, and after class. The students will ask to find out the given type of text and learn at home about the text. The students confirm what they found at home in the classroom, and the teacher provides exercises about drafting to write the text. After that, the students exercise at home and allow to discuss with the teacher through WhatsApp. In the last step, the students present the result in the classroom.

1.8.2 Adversity quotient

The adversity quotient in this study referred to the eleventh-grade student at SMA N 3 Singaraja when they felt unconfident in writing practice. The classifications of adversity quotient are quitters, campers, and climbers. The assessment of students' adversity quotient uses a questionnaire developed from Stoltz's theory (1997) (see Appendix 6). In this research, the students' adversity quotients questionnaires use closed-ended questions. The questionnaire for the students uses 20 items. The minimum score is 1, and the maximum score is 3 for each item. The instrument tested validity and reliability test before distributing to the students.

1.8.3. Writing Achievement

Following the conceptual definition that defines students' writing achievement is the result of students' experiences in the writing process. Then, this study referred to the student's results of learning eleventh-grade students at their ability to write English. The evaluation of the writing product through a rubric developed from the theory of Nguyen & Truong (2021) (see Appendix 7). The assessment indicators include content, organization, vocabulary, language

use, and mechanics. The score from 1-4 measured each indicator. The score categories are 1 = Low; 2 =Moderate; 3= High; 4 = Very High.

1.9 Research Assumptions

The following are some assumptions in carrying out this research:

1. The effect of blended learning on students' writing assessed from writing product (report text). In this study, the measurement used scores from the final test.
2. The instrument is tested to be valid and reliable before sharing to the students. Two expert judges tried the instrument and tested the items using SPSS version 25.
3. The students' adversity quotient questionnaire was answered with limited time to avoid students sharing their answers.

