

**BLENDED PROCESS-BASED APPROACH
IN TEACHING WRITING: A PHENOMENOLOGICAL STUDY IN
ENGLISH LANGUAGE EDUCATION STUDY PROGRAM
UNMAS DENPASAR
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ABSTRACT

The current research was generally aimed at figuring out and delving the use of blended process-based approach in teaching writing. Blended process-based approach was the combination term between the virtual flipped classroom (hereafter, VFC) and process approach in writing to investigate and explore four research questions. To answer all research questions in detail, this current research was designed as a phenomenological study. The research data as the findings were collected by means of various methods of data collection namely; observation, reflective journal, interview, questionnaire and test. The research instruments were constructed based on the referred theories in order to collect a rich set of research data. The data were collected from 28 sophomores and 1 lecturer who taught argumentative writing course. It was found that blended process-based approach helped the students in composing their argumentative essay starting from making the outline until the final essay. The use of blended process-based approach flourished due to the scaffoldings provided for the students. Further, it was also figured out that male and female students had different activities during each stage of blended process-based approach, and both groups also were dissimilar quality of their writing products. Lastly, it was found that all students perceived positively upon the implementation of blended process-based approach in online writing class. Based on the research findings, the lecturers of English Language Education Study Program are suggested to employ blended process-based approach to help the students in composing argumentative essay. It is also beneficial for the lecturers in equipping the students with learning materials prior to the real time meeting. The fourth semester students are suggested to manage their time to use the opportunity in studying the materials prior to learning in the real time class in the attempt to get immersed into the blended process-based approach. Then, as the self-regulation and learning autonomy of the students in this current research had not been investigated due to time limitation, the other researchers are suggested to conduct a similar study which investigates their respondents' self-regulation and autonomy in writing. Therefore, the implications of this current research can be drawn as an acronym FLIP that flexible environment, learning culture, intentional content, and professional educator must be shaped and provided.

Keywords: blended process-based approach, male and female students, and writing skill

**PENDEKATAN BERBASIS PROSES CAMPURAN
DALAM PENGAJARAN MENULIS: STUDI FENOMENOLOGIS PADA
PROGRAM STUDI PENDIDIKAN BAHASA INGGRIS
UNMAS DENPASAR
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ABSTRAK

Penelitian saat ini secara umum bertujuan untuk mengetahui dan mempelajari penggunaan pendekatan berbasis proses campuran dalam pengajaran menulis. Pendekatan berbasis proses campuran adalah istilah yang terlahir dari kombinasi antara Virtual Flipped Classroom (selanjutnya disebut VFC) dan process approach dalam menulis untuk menjawab empat pertanyaan penelitian. Untuk menjawab seluruh pertanyaan penelitian secara rinci, penelitian ini dirancang sebagai penelitian fenomenologis. Data penelitian dikumpulkan melalui berbagai metode pengumpulan data yaitu; observasi, jurnal reflektif, wawancara, angket dan tes. Instrumen penelitian dibangun berdasarkan teori-teori yang diacu untuk mengumpulkan kumpulan data penelitian yang kaya. Data dikumpulkan dari 28 mahasiswa semester empat dan 1 dosen yang mengajar mata kuliah Argumentative Writing. Ditemukan bahwa pendekatan berbasis proses campuran membantu mahasiswa dalam menyusun esai argumentatif mulai dari pembuatan kerangka hingga esai final. Penggunaan pendekatan berbasis proses campuran berkembang pesat karena scaffolding yang disediakan untuk mahasiswa. Lebih lanjut, diketahui juga bahwa mahasiswa laki-laki dan perempuan mempunyai aktivitas yang berbeda pada setiap tahapan pendekatan berbasis proses campuran, dan kedua kelompok juga memiliki kualitas produk tulisan yang berbeda. Terakhir, ditemukan bahwa seluruh mahasiswa memandang positif penerapan pendekatan berbasis proses campuran di kelas menulis online. Berdasarkan temuan penelitian, dosen Program Studi Pendidikan Bahasa Inggris disarankan untuk menggunakan pendekatan berbasis proses campuran untuk membantu mahasiswa dalam menulis esai argumentatif. Pendekatan ini juga bermanfaat bagi dosen dalam menyediakan materi ajar bagi mahasiswa sebelum perkuliahan dimulai. Mahasiswa semester empat disarankan untuk mengatur waktu mereka untuk menggunakan kesempatan mempelajari materi sebelum pembelajaran di kelas dalam upaya untuk mendalami pendekatan berbasis proses campuran. Kemudian, karena self-regulation dan otonomi belajar mahasiswa dalam penelitian ini belum diteliti karena keterbatasan waktu, peneliti lain disarankan untuk melakukan penelitian serupa yang meneliti self-regulation dan otonomi responden di kelas menulis. Oleh karena itu, implikasi dari penelitian ini dapat digambarkan sebagai akronim dari FLIP yaitu flexible environment, learning culture, intentional content, dan professional educator perlu disediakan dan dibentuk.

Kata kunci: *pendekatan berbasis proses campuran, mahasiswa laki-laki dan perempuan, keterampilan menulis*