

THE EFFECTIVENESS OF *HYBRID* LEARNING IN IMPROVING STUDENTS' ACADEMIC WRITING SKILL

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ARTICLE INFO	ABSTRACT
<p>Article history: Received: November 9, 2025 Revised: November 29, 2025 Accepted: December 11, 2025 Published: December 31, 2025</p> <p>Keywords: Academic paper Hybrid Learning Writing Skill</p>	<p>The study aimed: 1) To measure the extent of the students' achievement in writing academic papers through Hybrid learning, 2) To analyze the extent of the students' progress in writing academic papers through face to face Learning. 3) To know that using hybrid learning is more effective than using face-to-face instruction in improving students' achievement in writing academic writing. This study used quasi-experimental research. It intended to determine whether there was an influence of using hybrid learning to the quality of students' academic papers. There was a significant enhance in learning outcomes of the students who learned academic writing through Hybrid learning instruction compared to the students who took the learning without Hybrid learning instruction. Learning outcomes of Hybrid learning instruction are shown by the results of a group and an experimental posttest and a control group. It shown a significant result of students taught by using Hybrid learning instruction and those taught not using Hybrid learning instruction, that Hybrid learning was useful in teaching academic writing.</p> <p style="text-align: right; font-size: small;"><i>This is an open access article under the CC BY-SA license.</i></p> <div style="text-align: right;">  </div>
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INTRODUCTION

To face with learning in the 21st century, everyone should have critical thinking, knowledge, digital literacy, information literacy, media literacy, and master information and communication technology (Frydenberg & Andone, 2011). To support studies on the use of information technology in the 21st century learning the researcher use of Hybrid learning or blended learning, in which an educational approach combines online instruction with face-to-face. In this particular study, hybrid learning refers to a combination of online and face-to-face instruction.

In a recent study, Conventional teaching or traditional teaching refers to a teaching method involving instructors and the students interacting in a face-to-face manner in the classroom. These instructors initiate discussions at the school and focus exclusively on knowing content in textbooks and notes. Students receive the information passively and reiterate the data memorized in the exams. Lecturers are still using conventional teaching and have noted that in traditional teaching classrooms, while the lecturer is explaining and writing on the board, students will be copying the same thing onto their notes, some day-dreaming, and some sleeping. It would be difficult to stop students from copying the notes from the board and at the same time ensured that every student was paying attention in the class because the lecturer was too busy explaining the lecture. Conventional teaching is also limiting the room for more creative thinking and also seldom considering individual differences. It is necessary to realize these limitations in traditional teaching and take a step to move forward.

The use of technology in education is necessary because students are known as digital natives. Students nowadays are highly connected with technology in their daily lives. They use the Internet to search for information to assist their learning. They also experience various ways of collaboration and communication with their peers and teachers through social networking tools and also chatting software. It has been a norm to see how frequent students use technology in their learning.

The research will be done through Hybrid learning that facilitates teaching students' writing skills as well as the conventional writing environment. By the result of this study will be, it will be Compared which that significant or insignificant different. Hybrid learning instructions are teaching instructions that have been implemented in various ways using different applications. Then the material presentation of the teaching process related to the academic writing method has not been too touched. The researcher tried to emphasize the aspect of using hybrid teaching in relation to improving the quality of writing in an academic paper which would encourage students to become writers or researchers it is possible by looking at some of the results of previous studies showing that hybrid learning is quite successful in terms of its application. Therefore, the present research focuses on using SPADA (online learning system) as the Teaching Instruction that is implementing by most lectures at the Faculty of Teacher Training and Education not except English Language Education Department. SPADA is one of the programs of the Directorate General of Learning and Student Affairs of the Ministry of Research, Technology and Higher Education to improve equitable access to quality learning in Higher Education. The implications for teaching writing facilitate by hybrid leaning instruction, especially by using SPADA, it becomes the focus of the research.

The basic idea of SPADA Indonesia is the application of a distance / open education system, e-learning and massive open online courses (MOOCs) to improve access to quality

higher education through the application of appropriate information and communication technology as a vehicle for credit transfer, education programs (degree program), sustainable professional development and lifelong learning for all Indonesian people. Based on these basic ideas, SPADA Indonesia aims to: improve the distribution of curriculum quality standards across space and time; improve quality higher education equity that is affordable for everyone; increase access to quality higher education; provide flexible and affordable higher education services; increase gross enrollment rates, and improve the quality of higher education.

As explained above, SPADA is an Indonesian version of MOOCs that applies the concept of a distance, open education system, and e-learning appropriately. As MOOCs, SPADA Indonesia has three main services, namely open material: a complete learning resource (in the form of digital media), freely accessible and used by anyone. Open material is available online and can be used offline. Open course intact courses that can be accessed and used by anyone, according to process standards and content standards, without the implication of credit recognition or certification by course developers. Open courses are available online and can be used offline. Online Course: whole courses that can be accessed and used by anyone online, according to process standards and content standards, and obtain a certificate that can be credited. Online courses are available online and can be used both online and offline.

These services can be described as follows:



SPADA Indonesia

The picture above explains that SPADA Indonesia acts as a container, aggregator as well as a regulator and quality guarantor. Three main services, namely open material, open courses, and online courses can be provided by individuals or study programs. The main

service is expected to be attended by all users, including students, students, lecturers, and the general public.

Blended learning occurs when technology is utilized in the process of learning and intended to enhance knowledge and performance (Clark & Mayer, 2011; Bates, 2005) Concerning the some expert's statement, hybrid learning focus on how to combine conventional learning with online learning that integrating to the technology. Therefore, teachers should concern the principles of applying technology in language classrooms. The concept of hybrid learning has been used particularly in corporate and higher education settings. Overall, the three most common meanings for hybrid learning (Whitelock & Jelfs, 2003): first, the integration of traditional learning with web-based online approaches; second, the combination of media and tools (e.g. textbooks) employed in e-learning environments; and finally, The combination of some teaching and learning approaches irrespective of the technology used in teaching and learning that facilitate by the technology has been approached one past decade, generally hybrid learning is about a mixture of instructional modalities. Hybrid Learning also a methodology in delivering the education, Based on Graham (2005), and Khan (2005), there are four principles of the hybrid learning methodology: integration online instructional components and face to face; innovative use of technology; reconceptualization of the learning paradigm; and sustained assessment and evaluation of hybrid learning.

Hybrid learning in the teaching of foreign languages is sometimes defined as a combination of traditional, face-to-face teaching and computer-assisted language learning (CALL). In connection with hybrid learning, Vesela (2012) speaks about the term blended CALL, which she explains as language teaching/learning with the help of various technological means in combination with traditional classroom instruction. Dziuban, Hartman & Moskal (2005) define hybrid learning in EFL (English as a foreign language) settings more broadly.

The Commonwealth of Learning (COL) defined blended learning as an approach to teaching and learning that combines different methods, technologies, and resources to improve student learning, they also emphasized the student-centred approach, offering autonomy and flexibility. The Online Learning Consortium (OLC) defined blended and hybrid learning as online activities combined with classroom meetings to replace a significant percentage of but not all required face-to-face instructional activities. Most course activities are done online, but some are required face-to-face instructional activities, such as lectures, discussions, labs, or other in-person learning activities.

mixed studying introduces diverse motivating and bendy studying opportunities and motivates college students in a gaining knowledge of enjoy, each meaningful and interesting

to them (Rybushkina & Krasnova, 2015). It also promotes participation and interaction among students and among students and their instructor at the same time as learning, decreases their anxiety, encourages impartial gaining knowledge of, and most importantly, promotes their writing capability (Liu, 2013). In collaborative writing pedagogically, the manual of writing has long past via superior adjustments within the remaining thirty years. as a result of this change, a motion in writing coaching has regarded, which emphasizes. The method of writing that leads to the very last product instead of focusing on the fabricated from writing.

The requires students to have to go through a writing process that involves cyclical writing stages to arrive at the final product. These writing stages are pre-writing, drafting, and rewriting through the revision and editing stages. Clearly, by involving students in a collaborative, revision group work in each stage of the writing process, along with sharing feedback from the teacher and peers, the students could express their ideas and mean closer to the targeted intention (Kim, 2010). Collaborative writing can be defined as a process of social negotiating among several writers to construct meaning, knowledge, and content of the text to be written (Ansarimoghaddam & Bee, 2013). As such, the writers collaboratively contribute to all aspects of the written text: content material, shape, organization, and language (Storch, 2005). The hobby in collaborative writing become brought about by using the paintings of the pioneer, Kenneth Bruffee within the early Nineteen Seventies. Bruffee believes that students working collaboratively in groups can produce higher-written composition than the ones students who're writing for my part (Jafari & Ansari, 2012).

Pedagogically, the coaching of writing capabilities in English has long past through superior modifications in the last thirty years. because of this variation, a movement in writing preparation has seemed, which emphasizes. The procedure of writing that results in the final product in place of focusing on the manufactured from writing. This calls for students to ought to go through a writing procedure that entails cyclical writing ranges to reach at the very last product.

Clearly, by involving students in collaboration, in each degree of the writing procedure, along with sharing feedback from the teacher and peers, the students should explicit their ideas and imply closer to the centered intention (Kim, 2010). Collaborative writing may be defined as a system of social negotiating amongst numerous writers to assemble that means, knowledge, and content material of the text to be written (Ansarimoghaddam & Bee, 2013). As such, the writers collaboratively contribute to all elements of the written text: content material, structure, organisation, and language (Storch, 2005). The hobby in collaborative writing become caused by means of the work of the pioneer, Kenneth Bruffee inside the early Nineteen Seventies. Bruffee believes that students working collaboratively in companies can produce higher-written composition than the ones students who're writing in my view (Jafari & Ansari, 2012).

In growing writing capabilities collaboratively, students might be benefited from the interaction throughout the numerous writing degrees. for instance, in brainstorming thoughts as a pre-writing activity, college students will be inspired to write down if it is performed in a group. institution making plans, as an example, engages students in operating collaboratively to arrange content material and talk the topic while you make a decision. also, collaborative writing thru group forums may want to growth students' attention in their strengths and weaknesses and encourages collective gaining knowledge of. furthermore, writing collaborative enables students to have a couple of perspectives on the subject of writing and concurrently shares thoughts and understanding without difficulty.

consequently, this will increase their self-confidence and decrease the anxiety degree related to the demanding situations of the writing project itself, particularly whilst finishing the assignment by myself (Ansarimoghaddam & Bee, 2013). Writing collaboratively can assist broaden college students' writing ability because the process of peer writing and reviewing contributes closer to development in organisation and syntactical factors of the written textual content. The maximum great merit of collaborative writing is that it produces unbiased writers on account that they've acquired the vital skills of self-enhancing and revision in their written paintings (Rollinson, 2005). In quick, it may be safely concluded that via collaborative writing, college students can study the numerous language and writing competencies extra efficiently than via operating in my opinion (Mulligan & Garofalo, 2011).

additionally, it is worth citing that with the modern-day technological advancements and using computer systems and the internet within the language lecture rooms, students have greater opportunities to practice on-line collaborative writing activities and their collaboration isn't always most effective confined to the lecture room putting. they are able to percentage information and assemble and alternate understanding and meaning with every different in all tiers of the writing process. An instance of these activities is that inexperienced persons can benefit expertise and remarks from the instructor and peers via on-line interactive programmers no matter time or vicinity. online peer review permits room for flexibility for students, and this could lessen their writing tension and emotional stress when sharing comments verbally, which they normally skilled in a conventional face-to-face study room. on-line peer review is also greater effective instead of face-to-face peer overview whereby it allows cautious tracking of verbal exchange and much less stress in responding and as such it can establish a experience of teamwork and partnership (Kim, 2010). So online instruction establishes to think to research by way of the partner, and it easy to screen from the teacher..

RESEARCH METHOD

This study uses quasi-experimental research. It is intended to determine whether there is an influence of using hybrid learning to the quality of students' academic papers. The study applied in the Faculty of Teacher Training and Education, University of Muhammadiyah Makassar. The study did in English Education department in academic 2018/2019. The group divided into two groups; they were the Experimental Group and Control Group. The experimental group was treated by implementing Hybrid Learning Instruction while the control group was treated through face to face learning. Two classes selected as samples for experimental and control classes. The sample groups consist of 40 students for each, and the sample taken from two existing classes from the population of ten classes by using Purposive Sampling Technique and divide into two seasons, one of the classes conducts hybrid learning, and the other uses direct learning, and both classes are considered similar the writing quality through the homogeneous test.

RESULT AND DISCUSSION

Teaching Process in SPADA

Spada is a system for managing training and education records, the software for distributing programs via the Internet with features for collaboration online. In dimensions for learning management systems include "Student self-service" (for example, instructor-led independent registration of training), workflow training (for example, user notification, manager approval, management waiting list), provision of "online" learning. The use of SPADA in the scope of the Faculty of Teacher Training and Education University of Muhammadiyah Makassar has indeed been applied in all faculties, including English language education. Therefore, lecturers in English language education courses have been considered to master the system of application of learning that it is expected that it will be easy to provide guidance and instructions to students before doing the study. The lecturer is aware that successfully implemented Hybrid Learning if the learners have sufficient knowledge. Learners trained and equipped to navigate the information and communication technology used in Hybrid learning. The lecturer confirms to the students whether they understood the explanation to make sure before the student going into the SPADA. The lecturer guided the students to visit Spada.unismuh.ac.id.

SPADA Unismuh Makassar

Username

Forgotten your username or password?

Password

Cookies must be enabled in your browser

Remember username

Some courses may allow guest access

Is this your first time here?

For full access to this site, you first need to create an account.

LTA

Activate Windows
Go to Settings to activate Windows

1. The Research description in terms of the process both hybrid learning instruction and face to face method

The treatment was given to the students as the experimental group by applying hybrid learning instruction in teaching writing descriptive text. While to the control group, the researcher did not use hybrid learning instruction in the teaching process. They were taught using the method usually used by the English classroom teacher. It was undertaken through the following descriptions:

a. the student's achievement in writing academic Paper through Hybrid Learning

The first treatment was held on the second day of the research. The lecturer introduced and explained what should be done for one semester by using Spada and explain the teaching and learning contract.

The lecture started with explained what should be done to write the academic paper, body, and conclusion. The topic that students will be write-down related to English language teaching. The academic paper will be meaningful by coherence paragraph; the lecturer asks the students that what should be in the sentence (The main idea, supporting sentence)—the requirement to write an academic paper, (grammatical sentence, coherent paragraph, large vocabulary. Finally, the lecture gives motivation to the students before the class was done. The second meetings pretest while introduced the determining topic and October 18, 2019, it was and third meetings, the student's will be determining a topic, the first is to choose a topic by using common sense and select topic that interests the writers.

An interesting topic for the writers will motivate them to do the investigation and to complete the research paper. If the topic attracts the students' attention, they will be more enthusiastic about doing the reading to fulfil their enthusiasm in achieving the answer to their paper problems. In answering the problem of research, the students need to spend time in searching for some references. The writers become to be provoked by their motive to satisfy their passion. The third guide is the topic already known by the students. Writing a topic that has been already known decreases the risk for unintentional oversimplification or even misinformation. The topics assigned to the students in written their research papers are topics that are related to their subject area of English teaching and learning. The students were guided to choose topics that become their interests. Some students might be interested in writing about English learning or English teaching, some interested in written

methods in teaching and learning in the four skills, some interested in improving their skills by using English. The fourth and fifth meetings were defining problems of paper; a library research paper written in this subject is made to solve a problem found in English Language Teaching and Learning. The problems might be related to anyone's problems or the students' problems in English learning and teaching. The lecture gives students an assignment for defining problems by defining their paper problems into at least three questions and discussing issues of paper the students submit their problems; then it will be commented by anyone. The sixth meeting, the students, outline the paper, by making a general question and sub-sub-question Then make the thesis, body, and conclusion and the student will structuring their paper outline by following the examples given. For the seventh meeting, the student made a summary and the eight meetings, and the student's made paraphrase.

In writing, the introduction of a paper that has done in meetings of nine, ten and eleventh. On written down, the body of the essay has done in twelve and fourteen sessions. Finally, in the fifteen and sixteen meetings, the student will be written down the conclusion of the paper.

- b. The researcher did the Implementation of the traditional method in the controlled group Treatment for the control group.

In this section of the control class for the first, the lecturer introduces and explains the teaching instruction face to face than explain the Teaching and Learning Contract.

In the second meeting, the researcher asks the students to decide and think about the topic of the paper that will be written down. The researcher explained Brainstorm Subjects of Interest Once students have to determine the purpose of the paper and write down some subjects that interest. In the third meeting, the researcher asks the students to evaluate each potential topic that would be appropriate by considering simply each one individually. During the fourth meetings, the researcher asked the students to organize their ideas by making a problem and thesis statement. The five meetings, the researcher, make sure if the students already decided, at least tentatively, what information their plan to present on their paper. The six meetings, the researcher asked the students to look at their outline or diagram and decide what point will be making, what do the main ideas and supporting ideas that they're listed about the topic. In the seventh meeting, the researcher asks the students if they should do the summary and give the idea of the paper focus. The eight meetings, the researcher, ask the student to do the paraphrase. The nine meetings, the researcher asks the students to make an anecdote as a story that illustrates the idea. They develop anecdote shortly, clear, and relevant to teaching material. The ten meetings, the researcher, ask the students to summary information a few sentences explaining their topic lead the reader gently to their thesis. The sentences should become gradually more specific until they reach their thesis. In the eleventh meetings, the students

did a review of the introduction. In the twelve meetings, students wrote the body paragraph like the main ideas of the topic. In the thirteen meetings, the students wrote down the supporting points for that main idea. In the fourteen meetings, the students written down some elaboration for the position that can be further description or explanation or discussion and make a summary sentence of each paragraph. In the fifteen meetings, the researcher leads the students to write down their final perspectives about the paper. In the sixteen meetings, the researcher asks the student to write down their conclusion of the paper.

1. The Students' achievement in academic papers

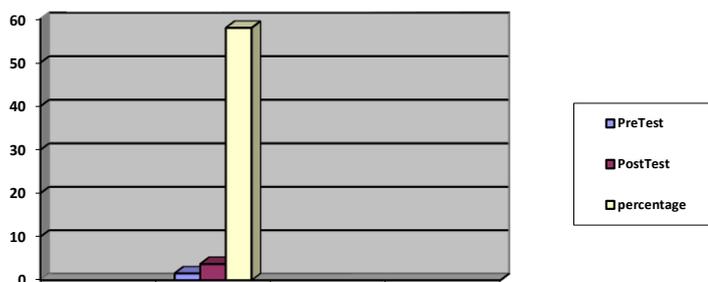
a. *The Mean Score of the Students' Writing in Term of Content*

Table 1. The Students' Mean Score in Content of Experimental Class using Hybrid

Experimental Class					
Variable	Pretest	Classification	Post-Test	Classification	Improvement
Content	1.59		3.79		58%

The table presented indicates that the average score for students in the experimental class has increased. The enhancement in content is evidenced by a rise in the mean score from the pretest (1.59) to the posttest (3.79). This 58% improvement highlights the significance of the students' writing progress regarding content through face-to-face instruction. The following diagram will show the increase in the students' writing achievement in terms of content.

Chart 1. The students' achievement in terms of content



a. The diagram presented indicates an increase in the mean score of the students. The enhancement in the students' performance regarding content is reflected by the rise in the mean score from 1.59 in the experimental class to 3.79 in the posttest of the experimental research. The 58% improvement in the experimental class confirms the significance of the students' writing proficiency in terms of content through face-to-face Hybrid Learning. The Mean Score of the Students' Writing in Term of Organization

Table 1. The Students' Mean Score in Organization of Experimental

Variable	Pretest	Post-Test	Improvement
Organization	2.0	3.67	45.5

The mean score in the pretest was 2.0, and the mean score in the post-test was 3.67. It means that the mean score of the students in the pretest was lower than the mean score in the posttest. The improvement from pre-test to the posttest then be identified in terms of the organization is 45.5%

The following diagram will show the increasing of the students' writing achievement in terms of organization:

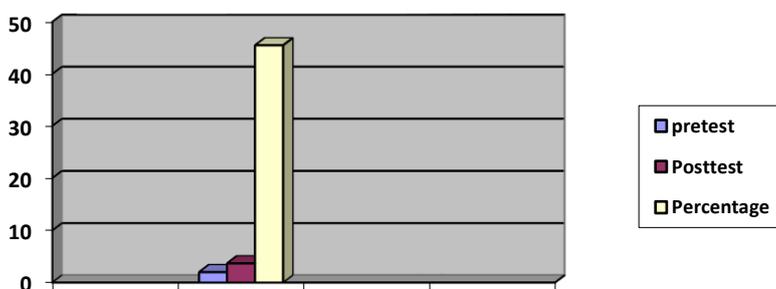


CHART 2. THE MEAN SCORE OF STUDENTS' SCORE IN TERM OF ORGANIZATION

The diagram above shows that the mean score of the students' increases. The organization indicated from the mean score of pretests (56.18) raise until (79) in the posttest. The 40.61% improvement ensures the significance of the students' writing achievement in terms of the organization through the use of Hybrid learning instruction (pictures and personal photographs).

2. The achievement of the Students' academic papers through face to face method

a. The Mean Score of the Students' Writing in Term of Content

Table 1. The Students' Mean Score of control Class using face to face method

Variable	Pretest	Post-Test	Improvement
Content	1.19	3.48	65.8%

The table confirmed the scholars' writing fulfillment in terms of content at the manage elegance as the end result of calculating the scholars* score in pretest and posttest. The imply rating in the pretest turned into (1.19), and the suggest rating in the posttest become (3.48). It manner that the suggest rating of the students inside the pretest turned into decrease than the imply rating inside the posttest. by this achievement, the development from pretest to the posttest then may be diagnosed in terms of content is 65,8%.

The following diagram will show the increase in the students' writing achievement in terms of content.

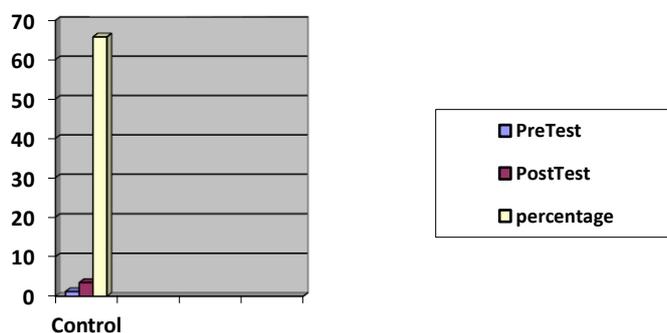


CHART 3. THE STUDENTS' ACHIEVEMENT IN TERMS OF CONTENT

The diagram above shows that the mean score of the student's increases. The improvement of the students' achievement in terms of content is indicated from the mean score of pretests (1.19) control class and (1.59) in experimental class raise until (3.48) in control class and (3.75) experimental research in the posttest. The 65.8% control class and 58 %

experimental class improvement ensure the significance of the students' writing achievement in terms of content through face to face learning.

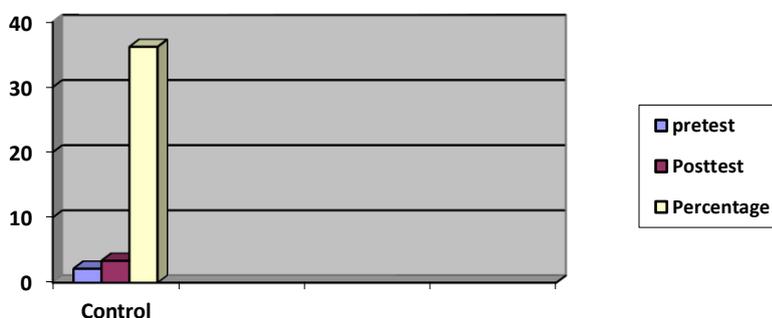
b. The Mean Score of the Students' Writing in Term of Organization

Table 3. The Students' Mean Score in Organization using face To Face Method

<i>Variable</i>	<i>Pretest</i>	<i>Post-Test</i>	<i>Improvement</i>
Organization	2.15	3.37	36.2

The table confirmed the scholars' writing fulfillment in phrases of company as the result of calculating the students' scores in pretest and posttest. The imply score within the pretest was (2.15), and the mean rating in the publish-take a look at became (three.37). It manner that the imply rating of the scholars within the pretest changed into lower than the imply rating within the posttest. via this success, the improvement from pre-take a look at to the posttest then can be diagnosed in terms of the organisation is 36.2% in control using face to face technique.

the subsequent diagram will display the growing of the scholars' writing fulfillment in time



period of organisation:

CHART 4. THE MEAN SCORE OF STUDENTS' SCORE IN TERM OF ORGANIZATION

The diagram above shows that the mean score of the students' increases. The improvement of the organization indicated from the mean score of pretests (2.15) raises until (3.37) in the posttest. The 36.2% improvement ensures the significance of the students' writing achievement in terms of Organization through Face to Face Method

3. Hypothesis Testing

Subsequent to performing a t-test analysis and cross-referencing the results with the critical values from the t-distribution table, a statistically significant elevation in student writing performance was observed when employing hybrid learning methodologies... The table will present the data:

Table. 2

T-Test and T-Table value of the students' score in term of content

Variable	T-Test	T- Table	Comparison	Classificatio n
Content	2.84	1.68	t-test > t	Significant
Experimental Organization	2.17	1.68	t-test > t	Significant
	1.68		table	

The presented tabular data indicates a statistically significant enhancement in students' writing content scores subsequent to the implementation of hybrid learning methodologies. This determination was derived from a comparative analysis of computed t-test values against established t-table values to ascertain statistical significance. The t-table value is contingent upon the degrees of freedom (d.f.) and the predetermined significance level (p). In this instance, the degrees of freedom were calculated using the formula (N-1), yielding (51-2) = 49. Consequently, with d.f. = 49 and a significance level (p) of 0.05, the corresponding t-table value was determined to be 1.68. The empirical results demonstrate that the calculated t-test values (2.84 and 2.17) both exceed this critical t-table threshold of 1.68. Based on these findings, the research concludes that the integration of hybrid learning instruction yields a statistically significant improvement in students' scores on descriptive writing content. To ascertain the statistical significance of the t-test utilized for hypothesis verification, a t-test was computed. Subsequently, the critical t-value was identified by determining the degrees of freedom using the formula (N-1), yielding (51-2) = 49. At a significance level of 0.05, the corresponding t-table value is 1.68. The outcome of the significance test concerning students' writing scores in terms of content was 2.84, which is greater than 1.68. Similarly, for students' writing scores in terms of organization, the result was 2.17, also exceeding 1.68. These values inform the determination of the hypotheses posited within this investigation. The Null Hypothesis (Ho) is therefore rejected, and the alternative hypothesis (H1) is accepted, as the t-test results for both students' writing score in terms of content (2.84) and students' writing score in terms of organization (2.17) surpass the determined t-table value (1.68). The definitive conclusion illustrates a statistically significant enhancement in both Content and Organization aspects of descriptive text authorship, attributable to the implementation of Hybrid learning instruction

DISCUSSION

1. The Improvement of the Students' writing achievement in term of Content and Organization in Both Group.

a. The Students' writing achievement in term of Content and Organization on Control Group

The quantitative analysis of student performance metrics for the control group, specifically pertaining to the domains of content and structural coherence in written submissions, has been delineated within the results section. An observed enhancement in

the efficacy of writing content, as quantified by the percentage uplift in student scores, registered at 65.8%. This augmentation is evidenced by the statistically significant rise in the mean score, progressing from an initial pretest value of 1.19 to a posttest value of 3.48 within the control group. Concurrently, the structural organization of written materials exhibited a percentage improvement of 36.2%, corroborated by a commensurate increase in the mean score from a pretest benchmark of 2.15 to a posttest assessment of 3.37.

Analysis of the pretest data for the control group reveals that no participants achieved scores categorized as excellent, very good, or good in writing content assessment. Specifically, 3 participants (11%) scored poorly, and 24 participants (88.9%) scored very poorly. Subsequent posttest evaluations of the same cohort's writing content indicate a shift in performance metrics. In the posttest, 4 participants scored exceptionally well, with no participants receiving excellent, good, or poor ratings. Performance metrics show 7 participants (43.75%) achieved a fair score, 10 participants (37%) obtained a very good score, and 13 participants (25.5%) were awarded a good score. The aggregate findings suggest a statistically significant increase in the frequency distribution of writing content scores in the posttest compared to the pretest for the control group.

In the control group during the pre testing phase, the assessed performance metrics for students' written composition structure revealed a notable deficiency. No participants achieved scores categorized as excellent, very good, or good. Specifically, 9 students (33.3%) attained a "fairly good" rating, while 12 students (50%) were assigned a "poor" score, and 6 students (25%) received a "very poor" designation. Conversely, following the intervention, the posttest evaluation of students' writing organization demonstrated a significant improvement. Ten students (19.6%) secured an "excellent" score, and 17 students (75%) achieved a "fairly good" rating. The data unequivocally indicates that the posttest distribution of scores for writing organization in the experimental group surpassed the pretest distribution of scores for writing content in the control group.

b. The Students' writing achievement in term of Content and Organization on Experimental Group

The empirical evidence suggests a marked enhancement in students' compositional proficiency, particularly concerning the substance and structural coherence of their written output. The average score attributed to writing content escalated from 1.59 during the initial assessment to 3.79 upon completion of the intervention, denoting a 58% augmentation.

The preliminary evaluations for the cohort subjected to the experimental condition underscored a deficit in foundational writing skills. Specifically, not one participant attained a rating of excellent, very good, or good for writing content. Merely two individuals (8.3%) secured a "fair" assessment, three (12.5%) were assigned a "poor" mark, and a substantial 19 participants (79.17%) were categorized as "very poor." Conversely, the subsequent

evaluations presented a considerably more favorable panorama. While no student achieved an "excellent" rating, sixteen participants (66.7%) were awarded a "very good" classification. This unambiguous transition indicates that the prevalence of elevated scores for writing content in the posttest markedly exceeded that observed in the pretest.

The preliminary assessment of the experimental group revealed a notable deficiency in the writing organization scores achieved by the student participants during the pre-intervention phase. Specifically, no student attained scores categorized as "excellent," "very good," or "good." The distribution of scores indicated that 7 participants (29.2%) achieved a "fairly good" rating, while 10 participants (41.7%) received a "fair" assessment. Furthermore, a significant subset of 7 students (29.2%) obtained a "very poor" score. In contrast, the post-intervention evaluation demonstrated a marked improvement in writing organization, with 16 participants (66.7%) achieving an "excellent" score and 8 participants (33.3%) obtaining a "fairly good" rating. These findings strongly suggest a statistically significant enhancement in the students' writing organization capabilities following the intervention, as evidenced by the comparative frequency distributions of pre- and post-test scores.

The provided dataset indicates a high success rate in enhancing student performance within the domains of Content and Organization in writing, attributable to the implementation of hybrid learning methodologies. This observed enhancement is statistically significant, as corroborated by the preceding analysis. Consequently, the null hypothesis (H_0) has been statistically refuted, leading to the acceptance of the alternative hypothesis (H_a). The empirical evidence therefore supports the conclusion that there has been a demonstrable improvement in the writing scores of fifth-semester students at the Muhammadiyah University of Makassar during the 2019 academic year, specifically concerning Content and Organization in descriptive texts, as a direct result of employing hybrid learning instruction. This improvement in scores directly correlates with advancements in students' overall writing achievement in these specified areas.

CONCLUSION

The study concluded there was a significant to enhance in learning outcomes of the students who learned academic writing through Hybrid learning instruction compared to the students who took the learning without Hybrid learning instruction. Learning outcomes of Hybrid learning instruction are shown by the results of an experimental group posttest and a control group. It is a significant result student's taught by using hybrid learning instruction and those taught not using Hybrid learning instruction. The hybrid learning was practical to be used in teaching academic writing for students in the fifth semester of the academic year 2019.

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