**The Implementation of Email Exchange as Part of Blended Learning in EFL Writing Class**

**A Case Study between Indonesian and American Classrooms on *ePals* Project**

**A Thesis**

Submitted to the English Education Department of FPBS UPI as a Partial Fulfillment of

the Requirements for Master Degree



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Sebuah Tesis yang diajukan untuk memenuhi salah satu syarat memperoleh gelar Magister Pendidikan (M.Pd.) pada Fakultas Pendidikan Bahasa dan Seni

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**APPROVAL PAGE**

This thesis entitled “The Implementation of Email Exchange as Part of Blended Learning in EFL Writing Class - A Case Study between Indonesian and American Classrooms on *ePals* Project” has been approved by the supervisor.

Approved by

Supervisor

Prof. Emi Emilia, M.Ed., Ph.D.

**DECLARATION**

I hereby certified that this thesis, which is entitled *“The Implementation of Blended Learning in EFL Class - A Case Study between Indonesian and American Classrooms on ePals Project*” is truly my own work. I am fully aware that I have cited and quoted some statements and ideas from a great number of sources, all quotations have been acknowledged in this paper.

Bandung, December 2013

Afiani Astuti

**PREFACE**

All praises and submissions be to Allah the Most Exalted, The Lord of the universe. May the choicest blessings and peace of Allah be upon the last Messenger and Prophet, Muhammad S.A.W. By His blessing, this thesis is made as a completion of the master degree in English education in Indonesia University of Education.

This thesis investigated the writing improvement through bended learning in EFL writing class among Indonesian and American students. The blending of face-to-face and online interactions was incorporated in the teaching program. The online interactions with American students (English native speakers) and face-to-face interaction with peers in the EFL writing class gave impacts on the students writing development. Another point of investigation in this thesis was the responses from both groups of students, Indonesian and American, to the teaching program. The responses were not only represented in the questionnaires but also in their texts (email). Students wrote their emails and complied with all the terms and condition in the project. Students’ emails were part of the responses to the teaching program. The responses from the questionnaires from different groups of students were aimed at different target. The questionnaires for Indonesian students targeted their improvement in their writing and the teaching program but for American, the target was on their perception on the teaching program and interaction with Indonesian students.

The research findings presented in this thesis hopefully gives major benefits and valuable contribution to EFL teaching and learning, especially to those who try to apply ICT in their writing classroom for authentic learning. Chapter 4 in this thesis shall guide the teachers to practice the teaching program offered. The issues, challenges and anticipation are provided for teachers to have far better implementation of blended learning in this study. The writer would be pleased to accept constructive criticism and suggestions from the readers.

Bandung, December 2013

Afiani Astuti

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