

## CHAPTER V

### DATA FROM STUDENTS' TEXTS ANALYSIS AND DISCUSSIONS

Chapters 4 and 5 cover the findings of the research while Chapter 4 presented an overview of the teaching program in which its findings were mainly taken from the participant observations. Meanwhile, this chapter provides two detailed analyses from the email collections and questionnaires to support the teaching program. The email collections contain 24 emails representing three groups of participants from four-session project. Four emails from three representatives (High, Medium and Low achievers) were analyzed using the Systemic Functional Linguistics to investigate the students' writing development (Schleppegrell, 2007; Don, 2007). The discussion presents students' texts analysis in Section 5.1 and students' questionnaires in Section 5.2. The questionnaires also support the existence of perceived-writing-development (or perceived positive impacts, Warschauer, 2000) and students' responses upon the teaching program.

#### 5.1 Analysis of Students' Texts

This section describes general descriptions of collected emails and the analysis of email using systemic functional grammar based on the number of selected students previously mentioned. The collected emails were analyzed to find their characteristics; the structure of emails and the writing improvement. The improvements of students' writing were viewed based on the several aspects; interactions, the increasing number of words/clauses, transitivity and mood.

In the first two sections, the description of email was based on the linguistic features, interaction, attitude and language impacts (Warschauer, 2000, p. 104-109) which were summarized into the linguistic features and schematic structure. In the last two sections, the writing improvements were identified from the analysis of transitivity and mood.

##### 5.1.1 The Schematic Structure of Emails



In analyzing a text, it should not be difficult to identify genres and the schematic structure; however, since email is a hybrid product, the genre of an email is not easy to be determined because email is classified as a macro genre (Don, 2007). It was as a text that incorporates

different types of genre (Joyce and Feez, 2012). Therefore in the analysis, the macro-genre can be identified by breaking it down the structural elements of email. The structure of email is fixed in many respects to the traditional letter or memos (Crystal, 2001:95). In fact, it consists of header, greeting and farewell, and body.

- **Headers**

The basic format of the header contains four elements; dates, the sender of the email (from), the receiver of the email (to) and the brief description of the topic of the message (subject) (Crystal, 2001; Don, 2007). All the students' email contained date and receivers. Only a few students did not rewrite the topic or the subject. The following is the full headers with the changing subject in every session.

**Table 5.1 Headers of four session email in MA1E1INA and NS21E1USA**

| MA1E1INA                              | NS21E1USA                                 | MA1E2INA                                  | NS2E2USA  | MA1E3INA                              | NS2E3USA                                  | MA1E4INA                              | NS2E4USA   |
|---------------------------------------|---|---|---|---------------------------------------|---|---------------------------------------|--|
| 2012-Jan-31<br>11:33:38               | 2012-Feb-01<br>23:36:54                   | 2012-Feb-07<br>12:28:52                   | 2012-Feb-09<br>23:20:55   | 2012-Feb-14<br>12:07:55               | 2012-Feb-21<br>11:32:24                   | 2012-Feb-29<br>14:43:26               | 2012-Mar-07<br>23:21:53  |
| From: Melati N<br><melatin@epals.com> | From: JOSEPH R<br><josephr5625@epals.com> | From: Melati N<br><melatin@epals.com>     | From: JOSEPH R<br><josephr5625@epals.com>   | From: Melati N<br><melatin@epals.com> | From: JOSEPH R<br><josephr5625@epals.com> | From: Melati N<br><melatin@epals.com> | From: JOSEPH R<br><josephr5625@epals.com>  |
| To:<br>josephr5625@epals.com          | To: Melati N<br>melatin@epals.com         | To:<br>josephr5625@epals.com              | To: Melati N<br>melatin@epals.com   | To:<br>josephr5625@epals.com          | To: Melati N<br>melatin@epals.com         | To:<br>josephr5625@epals.com          | To: Melati N<br>melatin@epals.com  |
| First Email                           | Re: First Email                           | Second e-mail                             | Re: Second e-mail  | Third email                           | Re: Third email                           | LAST email                            | Re: LAST email  |
|                                       |   | BAL_tanah_lot_temple.jpg,<br>IMG_1791.JPG | <a href="#">430c10.jpg</a>  |                                       | 0119111916a.jpg, winter-snow-887-2.jpg    |                                       |  |
| Hi Joseph,                            | Hello Mella,                              | Hi Joe,                                   | Hello,  | Hi,                                   | Hello,                                    | Hi joe,                               | Hey melatti!   |

In addition to the main feature of the header, there is also a carbon copy (CC) for the sender to send the other recipients. Most of the students' email did not contain CC because they only sent the email to the partner alone. A few students wrote a CC for their friends and teachers because they wanted to share what they did to the other friends. It is sent as a notification to the other recipients that the sender had sent the email. Other than that, the attachments were also part of header that became the issue on the characteristic of multimodal text which is relevant with

multimodal learning (Coulson, 2012). The attachments were usually sent in the second up to the third emails. The students in this study mostly send the email with attachment such as pictures to support the information in the body message.

- **Greeting and farewell**

The opening part of the body of email is greeting and the last part is farewell. This is a convention of email before the writer write the main message. However, sometimes the email can be without the greeting when it comes to a response email in a prompt. Longer response usually contains greeting. The greetings expressed a wider range of effects from most formal to most informal. The informality of greeting spread among students such as “Hi”, “Hello”, “Dear” in the collected emails. The greeting using “Dear” was dominant; most of the students started writing their greeting with Dear and farewell with “sincerely”. The greeting is categorized as *opening framer* by Don (2007). In the end of the body message, the writer writes a farewell or closing remarks. Don (2007) also named the farewell as *closing framer*. Farewell displays fewer possibilities for variation but it has two elements available; the pre-closing formula (Regards) and the ID type (Naya).

- **The body of the message**

The findings of this study were mainly found in the body of the emails because it was the content of the emails. Before going further to the analysis of the body, there is a recommended convention to write the body message based on Flynn and Flynn (1998 cited in Crystal, 2006). In reality, the email users use it as they resemble to a written phone call especially for personal emails.

**Table 5.2 Five rules of writing the body message in the email text**

| Rules                               | Gloss  |
|-------------------------------------|--|
| 1 Write as though mom was reading   | Write to the widest audience imaginable. If your message is too personal, confidential or important to write generically, reconsider e-mail as your vehicle. |
| 2 Think big picture                 | Always provide a brief executive summary at the beginning of the document.   |
| 3 Keep an eye on spelling           | You can be sure your readers will notice   |
| 4 Do not use email to let off steam | Compose yourself before composing the message. Never use obscene, abusive or otherwise offensive language  |
| 5 Do not send to the world          | Respect others electronic space, as you would have them respect yours.   |

In general, the body of the message length of email is relatively short. Crystal (2006) found out that the average length of personal email is 10.9 lines per message including greetings and farewell and attachments. The structured elements of email above will guide this study to break down the email text for the detail analysis. All the 5 rules mentioned was not entirely complied by all the students except number 4. However, the emails in this study had different characteristics. They were not as short as email that Crystal (2006) suggested. The content of the emails were not only about personal matters but also with the content in which the students discussed global warming in the interactions. In this case, the students could practice their writing and discuss the subject matters.

Most of the students' email body did not comply with the five rules of writing email because they wrote both personal email and discussion, this following example is a very personal conversation from email #2:

Naya: I'm so glad that I got you as my email partner, because you are just so adorably kind. I like it. Well, I think you're amazing, because you dance, you play music, you're a runner, and I'm guessing that you're good in science. I mean, you must be a very talented girl.

Tia: "This is so much fun! You make me smile and laugh and makes me look forward to coming to class when we do this."

Most students could not write email in brief because they wanted to discuss their personal lives as pen pal and they had to discuss the topic based on the time line (see Table 4.1). The example of incompliance to the rule was a surprising reply from Kakay, Gigabols' partner in her first email. She wrote a very long email which contained 1388 words with 17 questions about her partner. Gigabol was so excited because he thought by writing the long email, she showed her genuine enthusiasm to her partner. This excitement emerged because they found writing email was easy compared to formal or academic writing. This situation is relevant with the previous research by John and Cash (1995) cited in Warschauer and Meskil (2000) on computer-assisted discussion that allowed the students to better notice the input from other's message and incorporate the inputs into their own messages such as new linguistic chunk, collocation, common phrases and in this study technical terms on global warming.

Afiani Astuti, 2014

*The Implementation Of Email Exchange As Part Of Blended Learning In EFL Writing Class*

Universitas Pendidikan Indonesia | repository.upi.edu | perpustakaan.upi.edu

The language of emails allowed them to write as they want because they write like they speak as Collot and Belmore (2009 in Warschauer, 2000) suggested that their personal writing might be non-threatening for the writers. Looking at the number of words in the email, here is the summary of the average number of words the email body among the proficient, middle achievers and struggling students.

**Table 5.3 Records of number of words in students' email and its average**

| <b>High Achievers</b>   |      |      |       |      |       |       |       |       |       |         |
|-------------------------|------|------|-------|------|-------|-------|-------|-------|-------|---------|
| Pseudonym               | High | INA1 | USA 1 | INA2 | USA 2 | INA 3 | USA 3 | INA 4 | USA 4 | AVERAGE |
| Naya                    | HA1  | 302  | 662   | 433  | 646   | 569   | 0     | 76    | 107   | 349.38  |
| Ririn                   | HA2  | 223  | 151   | 647  | 169   | 447   | 134   | 250   | 41    | 257.75  |
| Candra                  | HA3  | 353  | 757   | 360  | 374   | 420   | 178   | 301   | 178   | 358.38  |
| <b>Medium Achievers</b> |      |      |       |      |       |       |       |       |       |         |
| Pseudonym               | Med  | INA1 | USA 1 | INA2 | USA 2 | INA 3 | USA 3 | INA 4 | USA 4 | AVERAGE |
| Mela                    | MA1  | 163  | 238   | 375  | 236   | 306   | 310   | 205   | 144   | 247.13  |
| Nadi                    | MA2  | 137  | 157   | 194  | 285   | 268   | 161   | 86    | 74    | 170.25  |
| Cici                    | MA3  | 148  | 190   | 219  | 318   | 903   | 398   | 86    | 74    | 292.00  |
| <b>Low Achievers</b>    |      |      |       |      |       |       |       |       |       |         |
| Pseudonym               | Low  | INA1 | USA1  | INA2 | USA 2 | INA 3 | USA 3 | INA 4 | USA 4 | AVERAGE |
| Ando                    | LA1  | 88   | 164   | 95   | 95    | 199   | 179   | 133   | 37    | 123.75  |
| Mari                    | LA2  | 154  | 256   | 249  | 191   | 277   | 241   | 191   | 127   | 210.75  |
| Jangkung                | LA3  | 122  | 368   | 295  | 690   | 0     | 0     | 0     | 0     | 184.38  |

**Notes:**

**HA = High Achievers**

**MA= Medium Achiever**

**LA= Low Achievers**

**INA 1 = first email from Indonesia**

**USA1 = first email from America**

**INA2 = second email from Indonesia**

**USA2 = second email from America**

**INA3 = third email from Indonesia**

**USA3 = third email from America**

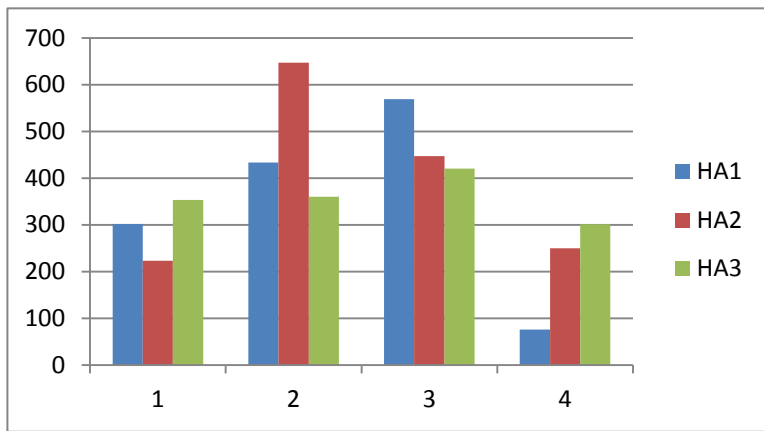
**INA4 = fourth email from Indonesia**

**USA4 = fourth email from America**

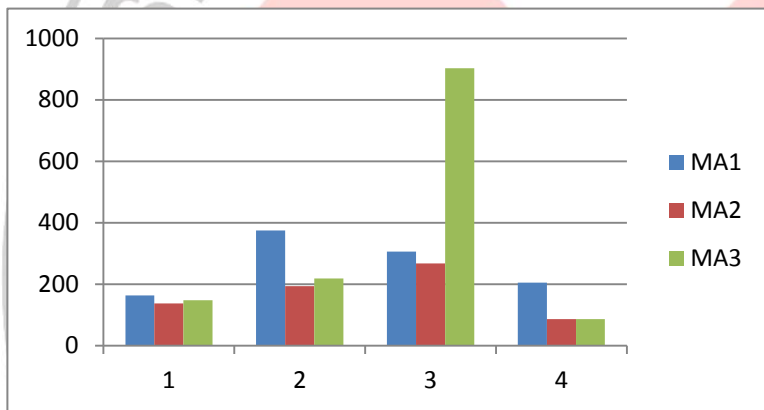
Afiani Astuti, 2014

*The Implementation Of Email Exchange As Part Of Blended Learning In EFL Writing Class*

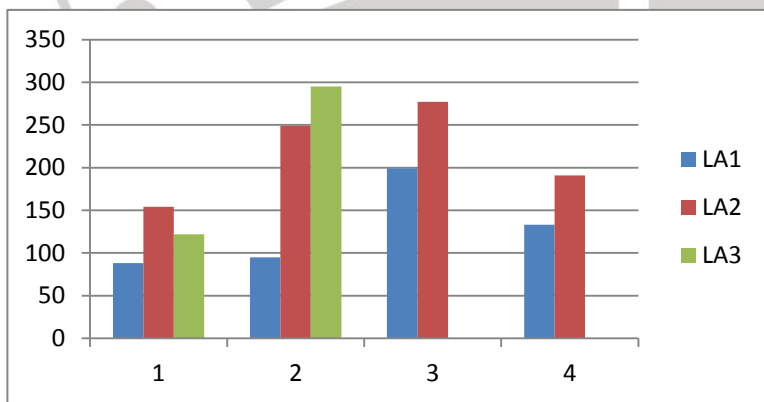
Universitas Pendidikan Indonesia | repository.upi.edu | perpustakaan.upi.edu



### High Achievers



### Medium Achievers



### Low Achievers

Figure 5.1 Fluctuations of the number of words in the students' email

Afiani Astuti, 2014

*The Implementation Of Email Exchange As Part Of Blended Learning In EFL Writing Class*

Universitas Pendidikan Indonesia | repository.upi.edu | perpustakaan.upi.edu

As Figure 5.1 makes clear, the three groups are comparable. The tendency among the groups has the increasing number of words from email #1 to email #3 indicates the development of students' writing in language production has improved, in terms of the number of words. The growing number of words in each session coincided with the research by Yates (1996) cited in Warschauer (2000) who measured the *type-token ratio* (the number of total words and lexical density). He found that written communication through computer had high type-token ratio so that this type of communication was closer to written than spoken mode because it had high lexical density. Higher lexical density suggests a good environment for pushing language development forward (Warschauer; 2000, p. 106).

Interestingly, the growing number of words among the students' email declines in email #4 as displayed in Table 5.3. The reason for the decreasing number of words in email #4 was the finalization of the project. The message in email #4 was resolving connection and saying good bye.

The detail description of each group starts from high achievers group. Two students from high achievers group had the similar tendency to the main whole group that the number of words increased until email #3 and decline in email #4. However, Ririn (HA2) students had the increasing number of words up to email #2 and declined in email #3 and #4. The reason for this declining word numbers of HA2 was presented in Section 4.2.1 in Step 2. This finding is relevant with the principle of blended learning which discusses social presence, teaching presence and/or coaching (Williams & Christy, 1976 cited in Geer, 2004, p. 43). The situation was also support that face-to-face interaction is unavoidable although email exchanges provide learners with an anxiety free environment (Mahfouz, 2010, p. 394).

In medium achievers group, a student made a big leap; the number of word production from email #2 to email #3 increasing 684 words. Cici has wrote 903 words in her third email. The content of the email was not merely about global warming because she talked/wrote more about her craze on Korean culture. This great increasing number is relatable to Warschauer's (1996) motivational aspect of CMC theories that stated: "self-reported knowledge of computers and amount of experience using electronic mail, correlated positively with student motivation". In

this case, Cici had a motivation to do self-reported knowledge in writing her emails to her partner.

Low achiever group was different from the other two groups. Jangkung (LA3) had problems in his attendance and ability to read and write his email so he did not manage to write email #3 and #4, as it is shown in low achievers figure 5.1. He also had less communication with peers to help him. Unlike Mari (LA2) who had a progressing language production. She kept working with students from high achiever group, Ririn (HA2) and she helped Mari a lot in reading and writing email. Thus, in this case, the social presence (Christy, 1976 cited in Geer, 2004) played important role in constructing knowledge. Such social interaction that involves L2 learners created social learning environment (See Figure 2.1). Social interaction that took place in face-to-face discussion was relatable to Collins, Brown & Newman (1998) in Liang & Bonk (2009) about cognitive apprenticeship (modeling, coaching, scaffolding, articulation and exploration).

In conclusion, the general writing improvement based on linguistic features and the schematic structures of emails include the formality of a language, the prestige lexis which in this study means technical terms and the lexical density. Synthesizing the findings from both linguistic features and schematic structures, this study draws a conclusion that the improvement was identified from the body of the emails on the number of words and extended technical terms.

As mentioned in Chapter 2, the investigation of the writing improvement through blended learning was analysed through Systemic Functional Grammar (SFG). SFG can recognize the strength and focus on what the writers (students) need to learn and identify features that relevant to particular tasks (Schleppegrel and Go, 2007). This was supported by Eggins (1994) that SFG was aimed at explaining meanings that were made in daily language interaction. Basically, the Systemic Functional Grammar (SFG) analysis used the three metafunctions (types of meaning); theme system (theme progression), transitivity and mood system (Halliday, 1994; Eggins, 1994). SFL is also concerned with education because it deals significantly to language learning (Emilia, 2005).

In Chapter 3, the data analysis procedure using Systemic Functional Grammar (SFG) needed coding systems for the elements of the *process type* in transitivity analysis and to classify the



*pattern of clause type* in mood analysis. As mentioned in Chapter 3, the Systemic Functional Grammar (SFG) analysis was assisted by *Provalis QDA miner* software. This software requires coding for its analysis to be automatically calculated. The example of codes for transitivity applied all the process types of transitivity such as *material, mental, verbal, behavioural, relational identifying, attributive, existential, possessive and cause* (Halliday, 1992; Eggins, 1994; Emilia, 2005). As mentioned in Chapter 3, the codes for mood were the number of *clause, incomplete clause, declarative, imperative, exclamative, interrogative-wh, interrogative pollar, minor clauses, modalisation and modulation, adjunct textual and interpersonal* (Eggin and Slade, 2007). The codes were retrieved and resulted the coding frequencies which were displayed after analysing the email through the software.

In this study, the analysis only covers the transitivity and mood because the focus is only to the ideational/experiential meaning and interpersonal meaning. Textually, emails represent more on the spoken language so in this case the theme is remained unanalysed. All the descriptions of transitivity and mood analysis are discussed in the next section.

### 5.1.2 The Linguistics Features of Emails

The linguistic features of the collected email were not different from what was described in Chapter 2 Table 2.2. The linguistic features were about the combination of written and spoken style (Eggins, 1994, p. 57; Chrystal, 2000; Warschauer, 2000, p. 105-109; Pardubova, 2006, p.11-12)

**Table 5.4 Differences between the written and spoken language based on Systemic Functional Grammar – synthesized from (Eggins, 1994, et. al)**

| No | Written   | Spoken   |   |
|----|---|--|---|
| 1  | Monologic organization                            | Turn taking organization                               | √ |
| 2  | Context independent                               | Context dependent                                      |   |
| 3  | Synoptic structure (rhetorical and closed finite) | Dynamic structure (Interactive staging and open-ended) | √ |
| 4  | Final draft, Indication of earlier draft removed  | √ Spontaneity phenomena, incomplete clauses            | √ |
| 5  | Formal  | √ Informal   | √ |
| 6  | Prestige lexis, technical terms                   | √ Everyday lexis, daily/non-technical terms            | √ |
| 7  | Standard grammar                                  | √ Non-standard grammar                                 | √ |

|   |                    |   |                    |   |
|---|--------------------|---|--------------------|---|
| 8 | Grammar simplicity | √ | Grammar complexity | √ |
| 9 | Lexically dense    | √ | Lexically sparse   | √ |

The three sets of emails collected had the linguistic features mentioned in the table above. The turn taking as one of the linguistic features was obvious as presented in email #1 to email #4. It indicated that the emails were interactive. The following is the example of turn taking in email Naya and Tia.

**Table 5.5 Excerpts from high achievers' email**

|      |   |  |
|------|---|--|
| Naya | : | My name is Nabila Yahdiani, but people called me Naya.   |
| Tia  | : | I love your name, it is so pretty! I am so happy to be talking to you, there is so much excitement in me right now I'm not sure where to start.  |
| Naya | : | I'm so glad that I got you as my email partner, because you are just so adorably kind. I like it. Well, I think you're amazing   |
| Tia  | : | This is so much fun! You make me smile and laugh and makes me look forward to coming to class when we do this.   |
| Naya | : | I've seen your photos, and I think that you really enjoy your life hahaha.   |
| Tia  | : | ---- silent because NSIUSA did not send the email  |
| Naya | : | How are you? I've been waiting for your e-mail. But I didn't get it.   |
| Tia  | : | I know that i replied. Maybe it didn't send. =( I think we should still try to be friends even though this project is finished. But that is up to you. I really enjoyed talking to you and i know i would love to continue talking to you. |

The description of the sample email interactions mentioned will be illustrated and analysed one by one based on the Table 5.1 starting from organization and lexical density. Firstly, based on the organization, the excerpt shows the turn taking organization instead of monologic organization. The excerpts email above show the interaction of the participants that characterize email as spoken discourse.

The content of the interaction displayed as written mode but the content sounds spoken. This features were known as hybrid text (Christensen, *et, al.*, 2013). Hillier (2004) also suggests that Email was a new language form as she confirmed in her term is 'writing intended to be read but as if heard'. These interactions are relevant to two features of blended learning i.e., it is highly interactive and authentic learning (Coulson, 2012) that generates collaborative learning (Drososs,

2010). *Construction* of meaning took place when an individual or group worked collaboratively (Stacey and Gerbic, 2009) and the *construction* of knowledge took place in an authentic learning situation (Lombardi, 2007). The construction of meaning and knowledge exists in the 3C model of blended learning which stands for construction communication and content (Stacey and Gerbic, 2009).

Secondly, from the context point of view, the email shows the dependent context which means that the conversation happened as if both participants were in the same place and in the same time (Eggins, 1994, p., 56) i.e., virtual place and time. The context dependent in the excerpt is presented in *“I love your name, it is so pretty!”*, *“This is so much fun!”*, and many more. These expressions were written in the beginning of email #1 and email #2 as replies to her partner. The context independency is not shown in excerpt as well as in emails so the characteristic of written text is not visible in the emails.

The third linguistics feature is the structure of the email which has dynamic structure (Halliday, 1992, p.87); interactive and open-ended. The structure of the text is dynamic which relevant to the characteristic of spoken language. In other words, *one sentence leading to another to another to another* (Eggins, 1994, p., 56) for example *“I love your name, it is so pretty! I am so happy to be talking to you, there is so much excitement in me right now I'm not sure where to start.”* This sample of dynamic structure indicates the spontaneous action within the email writers which becomes the fourth linguistic feature of email i.e., authentic learning. Based on the email analysis, most of the dynamic structures were written by the English native speakers. Most Indonesian (EFL) students attempted to write in a proper sentence regardless their grammar deficiency. The reason to have the tendency to the written linguistic feature was that some of the EFL students wrote their draft and consulted to the teachers and peers. In the beginning, the students were thoroughly careful and really formal (Crystal, 2001; Hillier, 2004) because they were not confident towards the English native if their emails are full of grammatical errors.

The formality (the fifth feature) in the EFL students' email existed in the beginning of the emails which gradually changed to informality in the next emails. Formality and informality could be seen from the choice of words using the sixth linguistic feature of email everyday lexis instead of “prestige” lexis (Eggins, 1994). The lexis or vocabularies used in the following excerpt, Table

5.6, were everyday lexis although the topic of the conversation was about global warming. However, since the topic is about scientific phenomenon, the English native speaker wrote some sophisticated words such as *acidification and ridges* in which in the EFL students' point of view, those words were new and special.

**Table 5.6 Excerpts from proficient middle achiever's email #1 to #4**

|      |   |   |
|------|---|---|
| Mela | : | This term I have to do the global warming project and I have to make a poster about it. I do concern about global warming. So, what is your opinion about global warming? Because in Indonesia the weather is not really good today. How's there?   |
| Didi | : | I am glad to be talking to you acrossed the world about our global warming project. We will be creating a web page about global warming instead of a poster. I also concern about global warming and i feel it is a very important topic. .... . It is the middle of the winter here so it is wet and cold. What type of weather do you guys have? We have about everything because we have 4 different seasons. .... . Is there snow in Indonesia?   |
| Mela | : | Wow, that's great that you are concerned also about global warming. I think it's a good idea to make a web page. So, what kind of topic do you want to make? Is it about the cause and effect about global warming? If you want, you can add the tips to slow down the global warming, because it cannot be stopped right? What do you think? Hmm, is there any effect of global warming in your place?<br>Anyway, which season do you like? Do you like winter? In Indonesia there's no snow and we only have 2 seasons, such as dry season and wet season.  |
| Didi | : | Yes i do like the idea of a web page too. I am very concerned about global warming. I am mainly concerned about the cause of global warming. We have learned that human beings by far are the biggest cause of it. We should start changing our daily activities and ways of transportation to help prevent global warminlng from increasing. Do you agree?<br>Yes, there definitely is an effect of global warming in America. In fact, there is an effect all over the world....Not just here. But anyways, my favorite season is summer. I love the warm weather, playing baseball, and swimming.  |
| Mela | : | Yes I do agree with that, because some of natural disaster is caused by human. What have you got so far about global warming? To be honest, until today I still learn how to understand it deeper. What do you know about the ice core? Yesterday, in my English class I saw the slide about the ice core. Is it true that the scientists search it for observing the atmosphere?<br>I think it's wonderful to have 4 seasons, because in Indonesia, we only have 2 seasons. How many degrees when summer? Is it very hot? And what about the activities that you usually do in winter? Can you do the ice skating or skiing? Would you send me the picture when Ohio is in winter? |

|      |   |
|------|---|
| Didi | : We have mainly just been learning about the causes and effects of global warming in class. It is very very interesting and i worry a lot about what it will have turned the world into in about 100 generations from now. Humans are by far the biggest cause of it and i dont see it improving. However, i do not know much about the ice core. what all do you know about it? It is really nice here having 4 seasons. Most days in the summer we average 85-100 degrees. In the winter we average 10-20 degrees. And then during spring and fall we average anywhere in between. During winter i usually go hunting and sledding for my activities. I am not very good at skiiing or skating. i usually fall on my butt. |
| Mela | : I don't know much about the ice core either. But what I know, the Ice core is taken from north or South Pole. The scientists search it to observe the atmosphere layer (if I'm not mistaken). They observe it from the bubbles inside the ice core. The shape is cylinder. Do you get it? I want to make a conclusion about what I learn from this project. It is about the others understanding about global warming. And how care you are about this issue. By the way, I want to know, are there any holidays when summer? I often heard about summer holiday. How long does it takes?   |
| Didi | : Yes i think you are right about the ice core. My topic was ocean acidification so i didnt study much about the ice core. i studied more of what is happening to our corals and ridges. But yes we do have a holiday in the summer. It is july 4th, our independance day. we celebrate with fireworks and cookouts usually. Summer lasts about 3 months here.  |

From the excerpt, there are some aspects which indicate the last two linguistic features; non-standard grammar and lexical density/sparsity. In the Excerpt above contained non-standard grammar that was written by English native student, Didi spelt "I" with lower case "I" and July without capital J and he misspelled *across*, *warming*, *skiing* and *independence*. The spelling mistakes was known as '*performance error*' (Hillier, 2004, p., 217)

Then after reading some emails from their English native partner, some EFL students found out that some native speakers also made many mistakes in their emails. It was acceptable that the seventh linguistic feature in the email is non-standard grammar and some paralinguistic cues (Halliday, 1992, p.31) such as '*hmmm*' [Mela in email #2], '*hahahah*' [Naya in email #3] and some emoticons that represent facial or bodily gestures. The English native students did this due to their spontaneity and the absence of drafting (see the excerpt in Table 5.3) and informality of the relation between participants (Hillier, 2004, p., 218). It implies that the EFL students were able to justify the rule of thumbs in grammar and the linguistic fratures of email that these types

of language features were acceptable in email writing. The non-standard grammar was identified as a *'performance error'* (Hillier, 2004, p., 217).

Performance error tended to give a potential threat to the EFL learners because they thought it was acceptable to write without applying correct grammar and disregard correct spelling and punctuation. This threat was in line with the Paletieri's (2000 cited in Warschauer, 2000) concern about fostering substantial negotiation of meaning that resulting linguistic modifications towards target-like use of language.

In this study, some students raised the issue about some grammatical errors made by English native speaker. Encouragement from the teacher was crucial in this case like telling the EFL students to be more confidence and did not be afraid of making mistakes even the English native speaker did. Although the grammar mistakes existed in the students emails both by EFL and English native speaker, it was probably fair to say that grammar mistakes do not necessarily indicate the program was not successful. Regarding this Bitchener & Ferris (2012) cited in Emilia's research report (2013), argue that "writing courses cannot, and should not, be about helping or requiring students to produce ideal or perfect, error free text. not only are such goal unrealistic – language and literacy development takes time ..."

The last two linguistic features of email are grammar complexity and lexical sparsity (Eggins, 1994, p., 57). Grammar complexity appeared in most of the spoken as Eggins (1994) pointed out in the example was that the grammar in spoken language was written in two clauses without nominalisation (see page 57) while in written form it could be in a clause with the help of nominalization and easy to understand. The grammar complexity with the large number of clauses in emails characterized the spoken language. The complexity of the grammar contained lots of clauses that make the email lexically sparse. In retrospect, the grammar complexity is not specifically investigated in this study.

The example of both above-mentioned features can be found in this excerpt:

"It is very very interesting and I worry a lot about what it will have turned the world into in about 100 generations from now. Humans are by far the biggest cause of it and i dont see it improving." (Tia email #3)

This excerpt is more spoken language without any indication of written language like when the word “*very*” was repeated and “*i dont see it improving.*” The majority of the sentences in students’ emails were typical like in the excerpt. The students have barely use nominalization as one of the characteristics in written language (Egins, 1994, p., 57). Although the emails are typical to spoken language for barely communication, the emails in this study served not merely for communication but also for discussion about the project.

All the linguistic features were elaborated in this section and synchronized with the finding in students email. Most of the linguistics features of email were found in the spoken area while the mode was in written form. This is called hybrid text (Crystal, 2001; Warschauer, 2000; Hillier, 2004; Christensen *et. al*, 2013) or crossover text (Hillier, 2004,p. 213). The implication of this finding is that email writing enabled the students to learn how to negotiate meaning and to produce written text as transition between spoken and written text.

### 5.1.3 The Analysis of Transitivity on Students’ Emails




In transitivity analysis, the improvements of students writing could be identified from the number of the process types. In this study, the three highest number of process types are materials, relational process and mental. Transitivity analysis is presented based on the level proficiency of students. The following table presents the number of process types in transitivity, for the detail analysis see Appendix 6.

**Table 5.7 Summary of process types in transitivity among students’ email**

| PROCESS TYPES  | LOW |    |    |    | TOT          | MID |    |    |    | TOT          | HIGH |    |    |    | TOT          |
|----------------|-----|----|----|----|--------------|-----|----|----|----|--------------|------|----|----|----|--------------|
|                | E1  | E2 | E3 | E4 |              | E1  | E2 | E3 | E4 |              | E1   | E2 | E3 | E4 |              |
| <b>MAT</b>     | 2   | 10 | 6  | 4  | 22<br>23%    | 4   | 21 | 14 | 10 | 49<br>20.33% | 9    | 27 | 45 | 1  | 82<br>38.60% |
| <b>MENT</b>    | 2   | 2  | 5  | 5  | 14<br>14.89% | 4   | 19 | 6  | 7  | 36<br>14.94% | 12   | 16 | 9  | 1  | 38<br>17.21% |
| <b>VERB</b>    | 1   | 0  | 3  | 0  | 4<br>4.26%   | 2   | 5  | 4  | 3  | 14<br>5.81%  | 6    | 0  | 6  | 2  | 14<br>6.51%  |
| <b>BEHV</b>    | 0   | 1  | 5  | 0  | 6<br>6.38%   | 0   | 6  | 7  | 7  | 20<br>8.30%  | 0    | 0  | 5  | 4  | 9<br>4.19%   |
| <b>REL-ID</b>  | 1   | 2  | 6  | 4  | 13<br>13.83% | 10  | 35 | 11 | 13 | 69<br>28.63% | 3    | 5  | 10 | 3  | 21<br>9.77%  |
| <b>REL-ATT</b> | 1   | 2  | 6  | 4  | 13<br>13.83% | 3   | 14 | 17 | 9  | 43<br>17.84% | 11   | 14 | 13 | 1  | 39<br>18.14% |

|          |   |   |   |   |              |   |   |   |   |             |   |   |   |   |            |
|----------|---|---|---|---|--------------|---|---|---|---|-------------|---|---|---|---|------------|
| REL-EX   | 8 | 2 | 5 | 4 | 19<br>20.21% | 0 | 5 | 2 | 3 | 10<br>4.15% | 3 | 2 | 2 | 0 | 7<br>3.26% |
| REL-POS  | 0 | 0 | 1 | 1 | 2<br>2.13%   | 0 | 0 | 0 | 0 | 0           | 0 | 0 | 1 | 1 | 2<br>0.93% |
| REL-CAUS | 0 | 0 | 0 | 1 | 1<br>1.06%   | 0 | 0 | 0 | 0 | 0           | 0 | 3 | 0 | 0 | 3<br>1.40% |

Description:

|   |                                 |
|---|---------------------------------|
|  | = The highest proportion        |
|  | = The second highest proportion |
|  | = The third highest proportion  |

|          |                          |
|----------|--------------------------|
| MAT      | = Material               |
| MENT     | = Mental                 |
| VERB     | = Verbal                 |
| BEHV     | = Behavioral             |
| REL-ID   | = Relational identifying |
| REL-EX   | = Relational existential |
| REL-POS  | = Relational possessive  |
| REL-CAUS | = Relational cause       |
| E1       | = email 1                |
| E2       | = email 2                |
| E3       | = email 3                |
| E4       | = email 4                |
| TOT      | = Total number           |

Based on Table 5.7, material process by far dominates the students' emails. The highest proportion of material process indicates that the texts are principally concerned with the representing action and events that the participants carried out (Eggin, 1994). The material process predominantly about tangible and physical action (Haig, 2010) that the students do. This is the example of the material process in proficient students (HA): "To slow down global warming, maybe you can do little things first, and give example to others, so everybody can do it too." (email #3).

The second highest domination of the process type was relational either identifying or attributive. With respect to relational process, the emails displayed quite high proportion of identifying, attributive and existential. Relational process had a function to provide information about fact about places, people and description about things (Emilia, 2005; Haig, 2010). The students chose the relational processes because they wanted to write the fact about themselves, their places and description about things. Every student wrote their self-introduction in their first emails that must have contained the relational process including identifying, attributive, existential and possessive when writing their self-introduction.

Afiani Astuti, 2014

*The Implementation Of Email Exchange As Part Of Blended Learning In EFL Writing Class*

Universitas Pendidikan Indonesia | repository.upi.edu | perpustakaan.upi.edu



The third highest proportion of process types was mental process that suggests conscious cognition, stating a position but not building important information (Emilia, 2005, p. 177). The clauses containing mental were indeed only giving unnecessary comments such as in this proficient students (Naya) email #1; “ ... Well, I *think* you’re amazing...” (email #2), “and I *think* that you really enjoy your life hahaha,” “... and like to *think* that i am good at it” ... (email #3) “I agree with you on Science. i *think* it is a very interesting subject.” (email #1). The mental process built in the excerpts was not for stating a position but more likely emphasize on the personal relationship which is discussed in the interpersonal meaning in mood analysis. The clauses mentioned were very typical to the linguistic features of emails (Eggins, 1994, p. 57; Chrystal, 2000; Warschauer, 2000, p. 105-109; Pardubova, 2006, p.11-12) that more looked like a spoken discourse.

The results of transitivity analysis on the three highest proportions are discussed based on the students’ proficiency: proficient students (HA), medium achiever students (MA) and struggling student (LA). Based on the three levels of proficiency, the development of students’ writing can be identified.

For proficient student, the high proportion of materials process in her emails indicates that her writing complied with the topic provided. There were some actions she proposed to slow down the global warming. Her knowledge was sufficient to talk about the topic. Her knowledge about global warming was not only derived from her background knowledge but she also searched and read on the internet which was relevant with the features of blended learning i.e., multimodality (Coulson, 2012), discussed with peers and synthesized it to be written in her email. These activities were coincided with the principles - cognitive presence and social presence (Williams and Christy, 1976 cited in Geer, 2004, p. 43) and features of blended learning (Garrison and Vaughan, 2008; Garrison and Vaughan (2008; Coulson, 2012).

The relational process contained in the proficient students had a function to provide information about fact about places, people and description about things (Emilia, 2005; Haig, 2010). Relational Processes realize meanings similarly to Conceptual Processes because all of them are about ‘being and having’, the way Participants are construed as ‘things’ or actions/events (Existential) or are represented in terms of their Attributes (Relational). The relational for

identifying and attributive in the HA's emails was increasing in email #1 – email #3. Email #1 had 3 identifying, email #2 5 identifying and email #3 10 identifying. This increasing number showed that the further the students knew each other, the more they would like to give more information about themselves as the way they were. This was relevant to the feature of blended learning; authentic learning (Coulson, 2012) as it shown on the following excerpt:

Naya, email #1 : “My name is Nabila Yahdiani, but people called me Naya. I'm 15 and I'm going to be 16 on 30th of March. I live in Bandung, Indonesia. I got three sisters, and I'm the second daughter in my family. I live in ordinary environment, which got many houses with small front yard, and all got fences. There are many stores that sell daily needs, but there is no mall near my house. There are also some rice fields”.

However, the number of relational extremely decreasing in email #4. The declining number of relational was caused by the absence of email #3 from American partner. So it can be seen that when the interaction was distracted, the information also declined both for relational identifying and attributive. The immediate feedback from the interaction had given affect on the students writing.

The development of HA's writing which was analyzed from mental process. There are three classes of mental process; cognition, affection and perception. The affection mental process was identified in HA Indonesian email #2 after having an interaction with American partner in email #1. In HA's email #2, she showed some changes in writing more mental affections for example, love and like were more often written in email #2.

The medium achiever's email coded MA1E2INA (Mela) reached the highest proportion of relational-identifying process for 28.63%. Relational identifying were found in this excerpt “... because Bali is one of many beautiful islands here. It's a good place to spend your holiday. The weather is hot, not as cold as Bandung. There are so many places to visit, such as Tanah Lot, Monkey Forest, Kuta Beach, etc. Tanah Lot is kind of beach ... “. The number of relational identifying dominates her email that indicates participants' identity, general characteristic or description, role and meaning (Emilia, 2005, p. 108). The topics in her email were mostly about description of Bali as her home town and the description of weather related to the global warming as it is displayed in the following excerpt:

Afiani Astuti, 2014

*The Implementation Of Email Exchange As Part Of Blended Learning In EFL Writing Class*

Universitas Pendidikan Indonesia | repository.upi.edu | perpustakaan.upi.edu

Mela email #2 : “As you know, I’m your new friend from Indonesia. My name is Melati Nurannisa Wiryasari or you can call me Mella. Now, I live in Bandung, but last year when I was in junior high school, I lived in Bali. Do you know Bali? I love that place. The beach is so beautiful. I’m going to be 16 years old this year.”

Medium achiever was quite successful to write such emails considering the number of words and the process types presented in her emails. Her emails were most likely similar to chat with her partner. She was really engaged with her partner and was truly motivated especially when she got the picture from her partner. Mela’s emails were more personal that would be further discussed in mood system analysis.

The medium achiever (Mela) chose the mental process related to the topic of global warming such as “... I think it’s a good idea to make a web page. (email #2)”, “ What do you think about it?” (email #3). It seemed that Mela was not confidence in positioning herself on the global warming issue. Experientially, medium achiever students did not write the topic strictly to the project plan but she wrote more on to the personal emails with a bit of discussion on the global warming.

The low achievers also displayed high proportion of materials about 23% but the content of the topic was different from the proficient students. The struggling students presented material process in this sentence: “My school starts at 7:30 A.M. and ends 3:45 P.M” (email #2). The struggling Indonesian students showed his writing development by copying and modifying the sentence from American partner. He copied and modified the sentence in email #2 after reading email #1 from America. Most topics he wrote were about his personal life that he presented in his daily activity in material process.

As mentioned in Chapter 4 on Table 4.1 about project calendar of global warming, the students should comply with its time line. Actually, LA wrote some topics about global warming but he mostly copied and pasted the concept of global warming in his email from the website that mostly contained definition like in this excerpt in email #2:

Ando (email #2) : “Global warming resulting in widespread and serious >impacts to the bio-geographical environment (such as melting polar ice, rising sea levels, expanding deserts, increased rainfall and flooding, climate change, extinction of certain flora and fauna and migratory pets etc.:)”

The blended learning features such as multimodality and interactive allowed him to search the information from the internet and to ask his peers to write. The LA students wanted to respond his American partner's email #1 which discussed global warming. So this LA student wrote anything about global warming in email #2. However, copy pasting activities allowed him to be able to write like he was not a struggling student. The activities gave benefit to the struggling students as reported by Banados (2006) that there was substantial improvement in the students' language skills. In addition, Greenfield (2004) also confirmed that students who did the email exchange gained general confidence in English and computer skills, and felt that they made significant progress in writing. Without blended learning he would just sit and still think how to write a topic sentence without moving on to the next paragraph.

In retrospect, copy pasting activity should be reprimanded that if they keep doing so, it would lead to plagiarism. The students from HA and MA could managed for not directly pasting the article they copied but LA students was helpless in paraphrasing it. This is the limitation of the study that plagiarism was not mainly discussed in this study.

#### **5.1.4 The Analysis of Mood on Students' Emails**

The analysis of mood system investigated the interpersonal meaning of the text (Halliday, 1992; Eggins, 1994; Emilia, 2005) from the content perspective of formality and interpersonal relationship which were derived from the interactions analysis (Hillier, 2004). The interaction is the focus on mood analysis because email has interactive characteristic, as it was explained in chapter 2 section 2.5. The type of text in email was a hybrid text (Christensen, *et al*, 2013). It means that it was a combination of spoken and written (Hillier, 2004; Pardubova, 2010). Since it was the combination of both written and spoken, the emails were analysed like analyzing casual conversation (Eggins and Slade, 2007). It means that interaction is important in this analysis. The email interactions contained the pattern of clause types that include the number of clause, incomplete clause, declarative, imperative, exclamative, interrogative-wh, interrogative pollar, minor clauses, modalisation and modulation, adjunct textual and interpersonal (Eggin & Slade, 2007).

The students writing developments in mood analysis are identified from the interaction between English Native speakers and EFL learners and from the changing of pattern of clause types. Interaction is the soul of blended learning (Liang & Bonk, 2009). In this section, the email interaction between native speakers and non native speakers were analysed to find out how they interacted and how they built their relationship to help them develop their writing skill. The possibilities of the results in the mood analysis were the growing development of students' writing skills due to their comfort having a stress-free informal relationship with a native speaker friend and the interpersonal relationship between partners. In this section, all of the patterns of clause types are illustrated based on the rank of highest proportion to the lowest proportion of clause types in the students' emails. The codes of the clause type patterns were generated in the following table (for the detail analysis see Appendix 7):

**Table 5.8 Summary of pattern of clause types in mood system among students' email**

|                | LOW |    |    |    |     |       | MID |     |    |    |     |       | HIGH |     |     |    |     |       |
|----------------|-----|----|----|----|-----|-------|-----|-----|----|----|-----|-------|------|-----|-----|----|-----|-------|
|                | E1  | E2 | E3 | E4 | tot | %     | E1  | E2  | E3 | E4 | Tot | %     | E1   | E2  | E3  | E4 | tot | %     |
| NUM-CLS        | 23  | 28 | 38 | 28 | 117 | 100   | 43  | 116 | 39 | 44 | 242 | 100   | 65   | 119 | 314 | 16 | 514 | 100   |
| INCOM-CLS      | 3   | 1  | 2  | 2  | 8   | 6.84  | 7   | 16  | 1  | 12 | 36  | 14.88 | 37   | 18  | 44  | 2  | 101 | 19.65 |
| DECLARATI<br>V | 9   | 12 | 17 | 12 | 50  | 42.74 | 21  | 44  | 7  | 4  | 76  | 31.40 | 21   | 81  | 176 | 6  | 284 | 55.25 |
| IMPRTV         | 0   | 0  | 0  | 0  | 0   | 0.00  | 1   | 1   | 1  | 5  | 8   | 3.31  | 0    | 0   | 17  | 1  | 18  | 3.50  |
| INT-WH         | 5   | 1  | 4  | 0  | 10  | 8.55  | 3   | 11  | 7  | 5  | 26  | 10.74 | 2    | 3   | 6   | 0  | 11  | 2.14  |
| INT-POL        | 2   | 3  | 4  | 1  | 10  | 8.55  | 1   | 5   | 8  | 6  | 20  | 8.26  | 0    | 2   | 3   | 2  | 7   | 1.36  |
| MIN-CLS        | 4   | 4  | 4  | 4  | 16  | 13.68 | 0   | 6   | 6  | 5  | 17  | 7.02  | 0    | 4   | 4   | 3  | 11  | 2.14  |
| MODALS         | 0   | 0  | 0  | 3  | 3   | 2.56  | 1   | 8   | 0  | 0  | 9   | 3.72  | 2    | 3   | 26  | 1  | 32  | 6.23  |
| MODULA         | 0   | 0  | 0  | 1  | 1   | 0.85  | 1   | 6   | 0  | 1  | 8   | 3.31  | 1    | 4   | 36  | 1  | 42  | 8.17  |
| ADJU-TEX       | 0   | 2  | 3  | 2  | 7   | 5.98  | 8   | 13  | 4  | 3  | 28  | 11.57 | 1    | 3   | 10  | 0  | 14  | 2.72  |
| ADJU-INTP      | 0   | 5  | 4  | 3  | 12  | 10.26 | 0   | 4   | 4  | 1  | 9   | 3.72  | 1    | 1   | 10  | 0  | 12  | 2.33  |
| EXCLAMATI<br>V | 0   | 0  | 0  | 0  | 0   | 0.00  | 0   | 2   | 1  | 2  | 5   | 2.07  | 0    | 0   | 9   | 0  | 9   | 1.75  |

Description:

NUM-CLS = Number of clause

INCOM-CLS = Incomplete clause

Afiani Astuti, 2014

*The Implementation Of Email Exchange As Part Of Blended Learning In EFL Writing Class*

Universitas Pendidikan Indonesia | repository.upi.edu | perpustakaan.upi.edu

|           |                         |
|-----------|-------------------------|
| DECLRATIV | = Declarative           |
| IMPRTV    | = Imperative            |
| INT-WH    | = Interrogative-Wh      |
| INT-POL   | = Interrogative- pollar |
| MIN-CLS   | = Minor Clause          |
| MODALS    | = Modalisation          |
| MODULA    | = Modulation            |
| ADJU-TEX  | = Textual Adjunct       |
| ADJU-INTP | = Interpersonal Adjunct |
| EXCLMATIV | = Exclamative           |

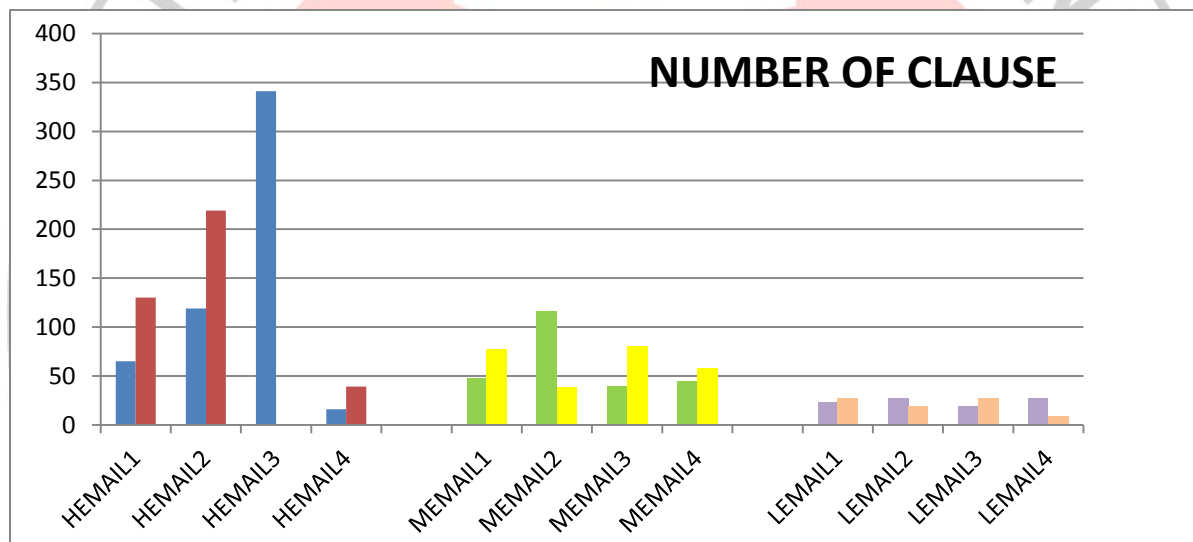
Before analyzing all the patterns of clause types in mood analysis, the number of clauses deserved attention. The numbers of clauses increased like the increasing number of words in Section 5.1.1. However, in the mood analysis, the number of clauses was viewed from the interaction pattern. Based on Table 5.8, the number of clause in the American students' email was mostly higher than the EFL students. This indicated that American students dominated the interaction and gave great contributions to the conversation (Eggins and Slade, 2007). These great contributions gave the effects to the EFL students to write more clauses every time they got their emails from their partners. In other words, the EFL students' number of clause depends on the number of clause contained in English native speakers. If the native speaker wrote more clauses, the EFL students wrote even more; if the native speaker wrote less clauses, the EFL students write less. This is illustrated in Tables 5.9 and Figure 5.2.

The students writing development

**Table 5.9 Table of the growing number of clauses words in the students' email**

| NUMBER OF CLAUSES |             |             |             |             |             |             |             |             |             |             |             |             |             |             |
|-------------------|-------------|-------------|-------------|-------------|-------------|-------------|-------------|-------------|-------------|-------------|-------------|-------------|-------------|-------------|
|                   | HEM<br>AIL1 | HEM<br>AIL2 | HEM<br>AIL3 | HEM<br>AIL4 |             | MEM<br>AIL1 | MEM<br>AIL2 | MEM<br>AIL3 | MEM<br>AIL4 |             | LEM<br>AIL1 | LEM<br>AIL2 | LEM<br>AIL3 | LEM<br>AIL4 |
| HA11<br>NA        | 65          | 119         | 341         | 16          | MA11<br>NA  | 47          | 116         | 39          | 44          | LA11<br>NA  | 23          | 27          | 19          | 27          |
| NS1<br>USA        | 130         | 219         | 0           | 39          | NS15<br>USA | 77          | 38          | 80          | 58          | NS21<br>USA | 27          | 19          | 27          | 9           |

Figure 5.2 Development of number of clauses in the students' email



Legend: the left bar is Indonesian students and right bar is American students

The graph in Figure 5.2 shows that the EFL proficient student has increased the number of clause in email #1 and #2. Even in email #3, the number of clauses exceeded the American student's email until Tia did not reply in email #3. This occurrence suggests that the EFL students developed their writing skills after interaction with the English native speakers. Like the number of words, the number of clauses also indicates writing development.

The writing development in HA and MA students was identified on a highest proportion of declarative in their emails. The higher degree of declarative on email indicated the higher information given (Haig, 2010). In the first email, the American students gave more information than Indonesians especially Tia. However, the peak of the highest declarative was produced by HA student in email #3.

In the case of HA and MA group of emails, three out of four emails initiated the exchange by giving more information (Eggin & Slade, 1997). Generally, declarative clause suggests the nature of written language although the characteristic of email is written as if he heard which looks like spoken language (Hillier, 2004). Indeed, the domination of clause signified that the teacher program focused on writing skill as it is displayed in Figure 5.3.

Figure 5.3 Development of declarative clauses in the students' email

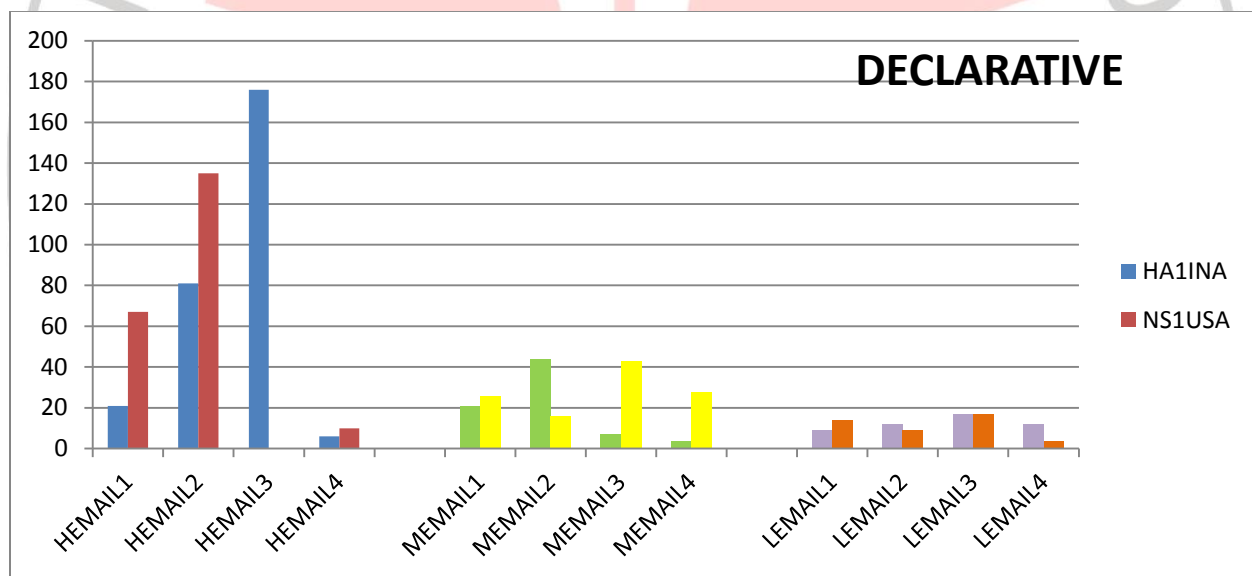


Figure 5.3 shows the development of declarative clauses in the students' email that indicates students writing development. The writing development in HA and MA students was the increasing incomplete clause and minor. In the beginning, HA student wrote quite formally until she read her partners email #1. She wrote it in formal ways because she was new and there was distance between them. In the second emails she changed her style in a more informal way by writing more incomplete clauses because her partner's email was really informal (Eggin and Slade, 2007). The informality quite influenced the next email that enabled her to write as she



wanted because it loosens the formality of the language (Claro, 2008). Incomplete clause suggests that she does not have to compete with the audience so that she could write more casually. The following is the excerpt of changes from one email to another:

Excerpt from email session 1 to 4.

- Email #1 My name is Nabila Yahdiani, but people called me Naya. I'm 15 and I'm going to be 16 on 30th of March. (no incomplete and minor clauses)
- Email #1 I love your name, it is so pretty! I am so happy to be talking to you, there is so much excitement in me right now I'm not sure where to start.
- Email #2 I'm so glad that I got you as my email partner, because you are just so adorably kind. I like it. Well, I think you're amazing,
- Email #2 This is so much fun! You make me smile and laugh and makes me look forward to coming to class when we do this. I think your amazing too! ... . I also love to sing! I enjoy it so much but I also am terrible at it. hahaha.
- Email #3 I've seen your photos, and I think that you really enjoy your life hahaha. Your expression shows that you fear nothing, and you laugh about everything, cute.
- Email #3 No email
- Email #4 So I just want to say goodbye, and thank you for helping me in this project. It has been so much fun to have a friend like you. Once again thanks for everything
- Email #4 =( I think we should still try to be friends even though this project is finished. Thanks for everything.

In the case of the EFL struggling students and partner, the number of the clause and the number of declarative were relatively low compare to the high and medium achievers. It seemed that the interaction between the students influence each other. Even an English native speaker showed less number of clauses and declarative clause on his emails compare to other native speakers. The immediate feedback (Coulson, 2012; Bersin 2004) worked in its proportion to influence the participants. Immediate feedback influenced the development number of declarative.

Incomplete clause was relatable to the minor clause as it was shown by the struggling student who had the second biggest proportion of minor clause: "Oh yess ...", "by th way ..." (email #2). Choosing more minor clause indicate his supportive, non-initiating role in interaction by providing short immediate feedback (Coulson, 2012; Bersin 2004) as a feature of blended learning.

Afiani Astuti, 2014

*The Implementation Of Email Exchange As Part Of Blended Learning In EFL Writing Class*

Universitas Pendidikan Indonesia | repository.upi.edu | perpustakaan.upi.edu

The third highest percentage was interpersonal adjunct for the three students. The choice of interpersonal adjunct designated attitudinal meaning (Eggins & Slade, 1997). Adjunct provided the means of the interactants to expand the field of negotiation beyond the subject. Intensifying interpersonal adjunct functioned to express the speaker emotional involvement. Adjunct also gave an assessment on certainty and usuality like in the modalisation. Modalisation was not the students' choice to express their language as it only reached 2 – 6 % of use in the collected emails.

The least use of the clause pattern in the mood system were imperative and exclamative. It was reasonable because imperative was associated to the instruction that enact authority (Eggins, 1994; Eggins & Slade, 1997). When the students chose direct imperative, the interpersonal relationship would not work well and their writing development might be distracted due to the inconvenience. However, the high achievers chose very tiny portion of imperative in suggesting her partner to slow down the global warming: “*maybe you can do little things first, and give example to others*” and “*And don't forget to turn off the light if you don't need it*”. (excerpt in email #3). Nonetheless, this high achiever gave instruction or command in a nice way like using “*maybe*” that is usually used for modalisation.

Mood analysis more or less investigated the interpersonal engagement between interactants. The interpersonal relationship was created by mood that nurtured the motivation for students to develop their writing skills.

Interaction is central in the mood analysis (Eggins & Slade, 1997) as well as the main important soul of blended learning (Drososs, 2010; Coulson, 2012). Therefore, the students can learn and negotiate meaning through interactions both online and face-to-face which were relevant to the principle of blended learning; cognitive presence, social presence and teaching presence (Garrison & Vaughan, 2008; p5; Geer, 2009).

### **5.1.5 Summary of Findings**

In conclusion, both transitivity and mood analysis could reveal that the students develop their writing skill through interaction in transitivity and mood. In the transitivity analysis, the students learn how to develop the topic and maintain the interaction in email. The high achiever was able

to comply with the learning objectives which was really crucial in this teaching program (Warschauer, 2000; Bersin, 2004; Thorne, 2003; Joachin and Petra, 2008) by making the choice of process type in her emails that she derived from her background knowledge, search engine and classroom discussion. So she can synthesize all the source of information to be put properly in the email. The medium achiever tried to find the right choice of the process type but she was not sure about the recommended topic; global warming. Her topic expanded to her personal experience and description of the fact (Emilia, 2005; Haig, 2010) that were signified by her great proportion of relational identifying process type. The development of process type in this medium achiever was very dynamic from one process type to another. This was assumed that gender might influence the interaction between partners because this pair was the only mix-gender pair, unlike high and low achiever pairs. Regrettably, this study did not focus on the influence of gender interaction between students but this hypothesis can be investigated in future studies.

The struggling student, Ando, deserved to be highly appreciated in terms of his effort. His willingness to produce such writing was extraordinary with the help of the internet and interaction with partners that he can copy and paste the sources of information. Even he has the great proportion of material process that he applied to his own personal activities and only wrote a slight understanding on the recommended topic. The copy-pasting activities gave benefit to the struggling students as reported by Banados (2006) that there was substantial improvement in the students' language skills. Without blended learning he would just sit and still think how to write a topic sentence without moving on to the next paragraph.

In the second analysis, mood also played important roles in developing students writing skills. Mood help the students create the relaxing, stress-free interpersonal relationship with their partners (Claro, 2008). When the students were comfortable having a new friend in a good interpersonal interaction, they were willing to write what they want. They were free to write (talk) about what they wanted even though the topic was provided. This email writing is a media for students to bridge the spoken expression in a written mode as their practice for their better writing development.

## **5.2 Analysis and Findings on the Questionnaires**

Afiani Astuti, 2014

*The Implementation Of Email Exchange As Part Of Blended Learning In EFL Writing Class*

Universitas Pendidikan Indonesia | repository.upi.edu | perpustakaan.upi.edu

The questionnaires were given to both groups of participants; Indonesians and Americans who were expected to give their experience the blended learning. The information from questionnaires was later incorporated to see the connection of their writing development process during the four sessions in blended learning based on the analysis result.

### 5.2.1 Indonesian Students' Responses towards Blended Learning

The summary of responses to the blended learning from the participants questionnaires were given to Indonesian students to identify their experience of learning on writing emails in the blended learning. The information from questionnaires was later incorporated to see the connection of their writing development process during the four sessions in blended learning in the major conclusion in Chapter 6.

**Table 5.10 Blended learning questionnaires summary statistics**

| No | Questionnaires   | %agreement | Mean rating | SD  |
|----|--|------------|-------------|-----|
| 1  | Project ePals menambah pengetahuan menulis email (ePals project increased my knowledge on writing email)   | 100        | 4.4         | 1.5 |
| 2  | Mendapatkan pelajaran baru tentang menulis (I gained new knowledge on writing lesson)  | 100        | 4.4         | 1.5 |
| 3  | Kemampuan menulis saya jadi lebih baik (I think my writing ability has improved)   | 100        | 4.1         | 1.6 |
| 4  | Mendapatkan ide dari teman sekelas setelah berdiskusi untuk menjawab email (I got the ideas from my classmates after I had a discussion to answer my email)          | 87.5       | 4.2         | 0.7 |
| 5  | Teman baru saya menyenangkan (My new friend on ePals was fun)  | 81.25      | 4.4         | 0.8 |
| 6  | Menulis dalam project lebih menyenangkan dibanding tugas menulis biasa di kelas (Writing though project is more fun than writing in a traditional writing classroom) | 68.75      | 4.5         | 1   |
| 7  | bekerja dan berpikir mandiri dalam project menulis ini (Now I think I can work and think independently after this writing project)                                   | 56.25      | 1.6         | 0.9 |
| 8  | kemampuan menulis terbatas (I am not good at writing)  | 43.75      | 4.4         | 1.5 |

A summary of responses to the implementation of blended learning for the sample overall is presented in table 5.10. (see Appendix 8 for Indonesian questionnaires data) The table shows the

percentage of students who either ‘agreed’ or ‘strongly agreed’ with each statement, along with the mean of rating given by all students on the 5-point scale. On the scale, 1 is indicated that the students strongly disagreed with the statement. On the contrary, the lower the mean rating (i.e., the closer it is to 1), the stronger level of disagreement with the statement. To aid interpretation, the table list items in descending order of agreement (i.e., not in the order items appear in the instrument).

The three statements most agreed with – ‘ePals project increased my knowledge on writing email’, ‘I gained new knowledge on writing lesson’ and ‘I think my writing ability has improved’ – reflect the value of the improvement on the students writing development. These three statements gained 100% full agreement from the students. The first statement presents that the ePals project gave increase their knowledge on writing emails. The participants observation supports this statement that some students said that writing emails to native speaker was not as hard as they had thought. The second statement shows that they gained new insight of writing that writing was not supposed to be in a very serious and difficult way. Writing could be fun, entertaining and motivating which was coincided with Wu’s (2011) research that supports the motivation email exchange for language learners. The third statement was the most important statement in this study because it confirmed and answered the research question that the students, at least, perceived that their writing ability had improved after the teaching program. Greenfield (2003) also supports the idea of students’ writing improvement that in her research. She found out that the students enjoyed the exchange and gained general confidence in English and computer skills and they felt they made significant progress in writing.

The second grade agreement on students questionnaires that reached 87.5 % and 81.25 % were ‘I got the ideas from my classmates after I had a discussion to answer my email’ and ‘My new friend on ePals was fun’. The statement on 87.5% implied to the effectiveness of classroom discussion which was relevant to the social presence in the blended learning principles (Garrison and Vaughan, 2008; p5; Geer, 2009). Social presence was build to open communication that will support interaction both face-to-face and online. Social presence involves learners’ interactions in a social learning environment (Liang and Bonk, 2009). The sense of community was developed both in the real and in the virtual classrooms by interactions and collaborative

communications (Garrison and Vaughan, 2008). Therefore, the students construct meanings in the social presence that must be established to sustain cognitive presence.

And the next statement indicates the relationship with the ePals partners. Although the statement reached 81.25% but the mean rating is as high as statement which reached 100% agreement. It means that 81.25 % students agreed that their partner was exciting. A few students might not satisfy with their partner. Some possible reasons have been discussed in chapter for in section 4.5 The Challenges and Issues. Further analysis of dissatisfaction will be discussed in the next Section on American students' responses.

The next statement i.e., 'Writing though project is more fun than writing in a traditional writing classroom' only reached 68.75 % but the mean rating is higher than any other statements. It means that although 68.75% of students agreed with the ideas of project writing were more fun than non-project writing, in average, the students somehow realized that writing through project is different. The project is part of the blended learning as the model of flex model contained project and tutorials (Stacy and Gerbic, 2007). The project is central in blended learning as a content-based website that supports learning activities are inquiry, communication and production for language learning (Egbert, 2005).

The least two statements revealed that the students disagreed that they thought they could work and think independently after the project. The level of agreement was 56.25% with the mean rating 1.6. It was presumed that the activity in blended learning would train the students to work and think independently. As a matter of fact, the social presence on the blended learning principal was quite strong instilled in students' situation. The idea of working independently is relevant to learner's autonomy Banados (2006)

The last statement in the questionnaires was actually placed in the first order of the real questionnaires before it was calculated statistically. The reason was that the teacher had to know their perception on their own writing ability. In fact, the statement 'I am not good at writing' earned the lowest score of agreement. So the students had the perception that they had the capability of writing before the project was conducted.

In conclusion, the questionnaires revealed the students writing development, at least, at their own perceived writing development. The questionnaires also confirmed the results analysis of the transitivity and mood that presented the students writing development through interaction in blended learning.

### 5.2.2 American Students' Responses towards Blended Learning

As mentioned in Chapter 3, the questionnaires for Americans are discussed in this study to see their responses. This section presented the aim of the questionnaires for Americans, the collection of the questionnaires data and the summary of analysis.

The second questionnaires were given to the EFL students' partners, the American students, to find out their responses about the teaching program. For American students, the project was not intended for writing class because the project for them was aimed to learn how global warming happened in different hemisphere. The subject they worked on the project was biology, not writing like the Indonesian students. The questionnaires given to American students were not to investigate their development of students' writing but to investigate their response having collaboration in ePals project with Indonesian.

The questionnaires given to American students were five open-ended questions sent through emails after asking permission from their teacher regarding some ethical issues related. The open-ended questions were given because they allowed more freedom of responses (Fraenkle and Wallen, 1990, p. 339). So their responses towards the teaching program were revealed. The students who replied the questionnaires were 19 out of 21 students. 3 out of 19 were the students who wrote the email for Naya, Mela and Ando. The 19 students answered five questionnaires. Among the five groups of responses, the researcher classified all the responses based on each question. The five open-ended questionnaires samples are as follow: (more comprehensive data can be seen in the Appendix 3)

**Table 5.11 - American students' questionnaires on ePals project**

|                   |   |
|-------------------|---|
| <b>QUESTION 1</b> | <b>How do you feel about ePals project? Please explain</b>  |
| <b>QUESTION 2</b> | <b>Please describe your impression about your experience having an Indonesian partner on the ePals project?</b> |

Afiani Astuti, 2014

*The Implementation Of Email Exchange As Part Of Blended Learning In EFL Writing Class*

Universitas Pendidikan Indonesia | repository.upi.edu | perpustakaan.upi.edu

|                   |  |
|-------------------|--|
| <b>QUESTION 3</b> | <b>What is the benefit of joining this project?</b>  |
| <b>QUESTION 4</b> | <b>Has your global warming knowledge and awareness improved after joining the ePals' Global Warming project?</b> |
| <b>QUESTION 5</b> | <b>Do you find any problems during our project? Please explain if you have one.</b>                              |

The responses to each question are elaborated in this section. The coding categories were created based on what the American students responded on their questionnaires. The questionnaires indicate that the teaching program was perceived by the American students to give a good impact from this EFL writing project and their own benefits. So the benefit was not only for the EFL learners but also the partners. All the responses description was discussed based on the main categories and sub categories (Popping, 2008); the teaching program, their learning, the benefits, the problems and the recommendation. The subcategories are further explained as complementary to the topic categories in this section.

Based on the students' responses on the questionnaires on the teaching program, the data indicate that the teaching program was perceived by students to have achieved most of its objectives. The teaching program was projected into two subcategories; the project and the impression of having Indonesian partner. All of the participants thought that the project was really *"beneficial, informative and riveting"* (Marissa and Alysa) although a few students revealed their discontent that will be discussed in the last part of this section. The majority of the American students showed positive responses on the project. *"I enjoy having the project. It is fun to talk to students around the globe."* (Cammeil). Those positive comments suggested that the teaching program was successful among American Students. The second subcategory was the impression on having Indonesians partner as this student (Kristen) wrote: *"My experience with this project was a very good one. I really enjoyed getting to talk to Chanda, my partner, and learning about him and his life in Indonesia. It was always exciting to see that I had a new message in my inbox from him"*. The quote suggests that the students enjoyed working with Indonesian students and there were things to learn both in the project and in the friendship.

The second category was about what the American students learned during the project. The students learned about the global warming and culture. The knowledge of global warming they



learned from the project was that they knew people in different hemisphere experienced the same thing. They did not get the concept knowledge about global from the project because they had learned about the concept before the project started. This is the quote of the student's response on this matter "Yes it has, but not by much. I know more now than I did at the beginning of the project but not a lot more. I learned more about how global warming affects other parts of the world, like Indonesia. I also learned what my partner was doing to try and slow global warming. I learned more about global warming during class, but not necessarily by emailing my ePal" (Kristen). The quote implies that they learn much about the effect of global warming in different country and how people reacted to the phenomenon.

Although they did not get more knowledge about global warming in terms of concept, most participants answered that they felt the awareness on slowing down the global warming were improved seeing that Cammeil wrote; "Yes, my knowledge has improved by receiving opinions from the other side of the world. My awareness has also improved, because now I am conscience of all the carbon dioxide we emit". Many students responded comparable reactions to the fourth questionnaires about the global warming awareness. Improving the students' awareness on global warming was one of the learning objectives from ePals.com.

Instead of the global warming awareness, the majority of the students were contented to the learning about Indonesian culture. Most of them responded positively about learning Indonesian culture. The students tended to be interested in the culture compare to the global warming; one of the students quoted "It was enlightening. I learned about the heritage and culture of the Indonesian people. I was also able to try some Indonesian food". Even Alysa wrote that she didn't discuss the global warming much. They were likely to be interested in the cultural topic. Yet, in the second week of the project, the American students held the cooking session on Indonesian food. In conclusion, what they learned more on this project was about the culture.

Thirdly, the benefits gained for American students were divided into three subcategories; grades, ICT and new friends. Most students gained benefits on making new friends. They were excited to have an overseas partner although a few of them were not happy. Their discontentment were summarised in the category of problems. Most students were benefited from making new friends and learning about culture. The other two categories emerge on the responses were; a student

pointed out about getting high grade on biology because of this project and a student thought that he could use the technology better as he wrote *“I learn more about the modern technology, and how to use it more efficiently”*. The quote indicates that blended learning made the students learn about technology in learning.

The fourth response was about the problems they faced during the project. This matter was actually discussed in Chapter 4 about the challenges faced in blended learning. Only three students wrote their discontentment; two of them were discontented because their interaction was obstructed. The interaction between partners did not run smoothly because one of them was not reciprocal. These two girls were discontented because one partner was absent for quite sometimes due to his heart surgery and the other one was that her partner was not equally as proficient as her so he always write a very short email and he did not email her back. Therefore, the problem was reciprocity between partners.

The other American student pointed out that *“Just that maybe the flow of emails should be more constant. I feel that sometimes the time between emails was to far apart”* (Devin). His quote implies another problem after reciprocity. It seemed that the flow of the emails did not run well for this student. Some students might be very late replying the emails so the distance from one email to another took too long.

The last category appeared to be recommendation from the American students’ responses. Three students pointed out recommendations towards the teaching program. She recommended other school to implement the teaching program as she wrote *“But now I am so happy we got to try it and I would recommend that other schools try this too.”* This indicates that she loved doing the project and felt the benefits so she wanted other students in other school experience the same great things. Even another students wanted to have another chance to do it again as she responded *“The project was a good experience and I think should be conducted again”*.

### **5.3 Concluding remarks**

This Chapter has so far discussed the students writing development and their responses towards the implementation of blended learning. Students’ writing development noticeably improved.

The improvement of students' writing was confirmed through analyzing linguistics features and schematic structure, transitivity and mood.

The students' improvement in writing was also corroborated with the questionnaires as responses towards the implementation of blended learning. The students in Indonesia thought that they have improved their writing ability and gained vast benefits from the teaching program. Similarly, American students have shown positive responses to the teaching program.

