การพัฒนาทักษะการคิดวิเคราะห์ผ่านห้องเรียนวรรณกรรมประยุกต์ออนไลน์แบบผสมผสานของนักศึกษาหลักสูตรภาษาอังกฤษศึกษา (หลักสูตรนานาชาติ) มหาวิทยาลัยราชภัฏเชียงราย

Developing Student Critical Thinking through Literary Adaptation Blended-learning Online Classroom: English Studies (International Program)'Students, Chiang Rai Rajabhat University.

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บทคัดย่อ

        การเตรียมความพร้อมให้กับนักศึกษาให้มีทักษะการเรียนรู้ในศตวรรษที่ 21 เป็นสิ่งที่ท้าทายสำหรับผู้สอน ทำให้ต้องคิดค้นหากลยุทธ์เพื่อส่งเสริมให้นักศึกษาได้ฝึกทักษะเหล่านี้ ซึ่งรวมถึงทักษะการคิดวิเคราะห์ ถึงแม้ว่าปัจจุบันทุกสถาบันอุดมศึกษามีการส่งเสริมกระบวนการเรียนการสอนโดยเน้นผู้เรียนเป็นสำคัญ แต่ประเทศไทยยังคงประสบปัญหาเนื่องจากผู้เรียนยังไม่สามารถใช้ทักษะการคิดวิเคราะห์ในชั้นเรียนได้บ่อยครั้ง การศึกษานี้จึงมีวัตถุประสงค์เพื่อ1) วิเคราะห์ผลการใช้ห้องเรียนวรรณกรรมประยุกต์ออนไลน์แบบผสมผสานมีผลต่อการพัฒนาทักษะการคิดวิเคราะห์ และ 2) เพื่อศึกษาทัศนคติต่อการเรียนภาษาอังกฤษจากการใช้ห้องเรียนวรรณกรรมประยุกต์ออนไลน์แบบผสมผสาน ของนักศึกษาสาขาภาษาอังกฤษศึกษา (หลักสูตรนานาชาติ) มหาวิทยาลัยราชภัฏเชียงรายโดยใช้วิธีแบบผสมผสาน กลุ่มตัวอย่าง คือ นักศึกษาชั้นปีที่ 3 จำนวน 36 คน ที่ลงเรียนรายวิชาวรรณกรรมประยุกต์ ปีการศึกษา 2563 ซึ่งได้มาจากการสุ่มตัวอย่างแบบเจาะจง เครื่องมือวิจัยได้จากการสังเกต และแบบสอบถาม ค่าความเที่ยง เท่ากับ 0.91 โดยใช้วิธีทางสถิติบรรยายวิเคราะห์และประมวลผลด้วยใช้คอมพิวเตอร์โปรแกรมสำเร็จรูป สถิติที่ใช้ในการวิเคราะห์ข้อมูล คือการหาค่าความถี่ ค่าร้อยละ ค่าเฉลี่ย และส่วนเบี่ยงเบนมาตรฐาน

ผลพบว่า การใช้ห้องเรียนออนไลน์แบบผสมผสานออนไลน์มีผลต่อการพัฒนาทักษะการคิด วิเคราะห์เพิ่มขึ้น ด้านการจดจำ (27%), ด้านความเข้าใจ (19.44%), ด้านการนำไปใช้ (33.33%), ด้านการวิเคราะห์ (25%), และด้านการประมวลผล (11.11%) นักศึกษามีทัศนคติเชิงบวกต่อการ เรียนรู้ภาษาอังกฤษจากการใช้ห้องเรียนวรรณกรรมประยุกต์ออนไลน์แบบผสมผสาน ระดับความพึง พอใจ (X=3.87, S.D.=0.98), โดยพึงพอใจมากต่อการใช้ห้องเรียนแบบผสมผสานออนไลน์ในระดับ มาก ค่าเฉลี่ย (X=3.83, S.D.= 1.11), และเห็นด้วยในระดับมาก การใช้ห้องเรียนแบบผสมผสาน ออนไลน์สามารถพัฒนาทักษะทางภาษา มีค่าเฉลี่ย (X=3.67, S.D. =1.02) ,และเห็นด้วยในระดับมาก การใช้ห้องเรียนแบบผสมผสานออนไลน์สามารถพัฒนาทักษะการคิดวิเคราะห์เชิงวิพากษ์ มีค่าเฉลี่ย (X=3.85,S.D.= 0.89)

คำสำคัญ : การคิดวิเคราะห์, ห้องเรียนออนไลน์แบบผสมผสาน, วรรณกรรมประยุกต์, ภาษาอังกฤษ

Abstract

Preparing our students for the 21st century challenges us as teachers to search for a new instructional approach to the classroom which provides students with essential 21st-century skills, including the ability to think critically. Even though the teaching and learning process has been encouraged using a student-centered approach, Thailand has still faced a problem due to the fact that students are not able to use their critical thinking skills in classroom activities frequently. This study is aimed 1) to analyze the effectiveness of literary adaptation blended-learning online on student's critical thinking, and 2) to investigate attitudes towards English learning through the use of literary adaptation blended-learning online, of the English Studies (International Program) students at Chiang Rai Rajabhat University. Mixed-methods research is used for analyzing data with purposive sampling. The population was 36 third-year students who enrolled in the literary adaptation course in the academic year 2020. The instruments were class observation and a satisfaction survey (IOC =

0.91). Data was collected and analyzed using a descriptive statistic, frequency, percentage, mean, and standard deviation (S.D).

The findings are that using the literary adaptation blended-learning online affects student's critical thinking skills in terms of remembering (27%), understanding (19.44%), applying (33.33%), analysis (25 %), and evaluating (11.11 %) increasingly. Students show a positive attitude towards English learning through the use of literary adaptation blended-learning online classroom at an average of 3.87 (S.D.=0.98). Students are very satisfied with the use of literary adaptation blended-learning online classroom at an average of 3.83 (S.D. =1.11), language improvement at an average of 3.67 (S.D. = 1.02), and critical thinking improvement at an average of 3.85 (S.D. = 0.89).

Introduction

Critical thinking is an important and enduring aspect of higher education, and developing critical thinking in students has long been a primary goal in the recent decade as it is one of the 21st century skills. Preparing the students for this skill challenges teachers to search for a new instructional approach that will provide students with these essential skills, including the ability to think critically. Critical thinking (CT) is an important skill to develop, especially for university students who need to improve their English language skills, to be able to engage in reflective and independent thinking and to solve problems in learning by using critical thinking (MOHD ZIN, 2014). Its reflective activities had an effect on student's disposition to be curious in a classroom setting, which enhances students' understanding the contents relevant to their learning (Bae, 2018). Improving students' academic potential depends on their effective critical thinking through a qualified educational system and critical thinking predicted students' self-esteem (Demirdag, 2019). Even though a student-centered approach has been encouraged in the teaching and learning process, there is still a problem in Thailand because students are not able to use their critical thinking skills in classroom activities on a regular basis. (Siristthimahachon, 2561). Only 11.10% of Thai students have the critical thinking skills which indicate a low scale (Ladda Leungratanamanrt, 2016). At this point, we as teachers need to advocate the use of alternative methods to promote the development of critical thinking skills among students.

When the researchers interviewed the English instructors at Chiang Rai Rajabhat University, they agreed that students still lacked participation in the classroom, which affected their thinking ability. However, the teachers had positive attitudes towards critical thinking instruction and found the right method that will benefit the students the most. Previous studies in the context of developing student critical thinking in several fields of education (Kasemsan Rojapoj, 2555; Ladda Leungratabamart,2016; Rajaprasit, K,2558; Kasemsan Rojapoj, 2555; Siritthimahachon, 2561; Sainapa

Wongwisa,2561; Paksaran Limsukok, 2020) had shown that critical thinking could be taught and learned if teachers use the appropriate tools and methods. Concerning English language teaching, in order to try to teach students this skill quite challenging, as the language teacher, especially for non-native speakers particularly when teaching literature content, teachers needed to create a learning environment that facilitates teachers to promote CT in their classroom.

Background

The Blended-learning online approach

Recently, blended-learning is not new approach, that teachers have adapted to facilitate students between face-to-face and blended the technology to create a learning environment. It is an approach that is changing the way the teacher teaches and also the way the students learn. They can apply it to any learning context that involves computer assisted learning (Neumieier,2015). In addition, the role of the teacher is to prepare a variety of learning environments, promote digital intelligence and guide learning in various learning activities (Thanthong, 2020). Especially, nowadays the change of technologies has a tremendous effect on current learning and teaching methods, so teachers need to practice their skills as well in terms of using devices to create the active learning and meet the need of the student (Wichai Puarungroj, -).There are relevant to the current situation of Covid-19 pandemic which affects the normal classroom management, so teachers need to slightly change from the normal classroom into the online classroom instead, therefore blended-learning for the purpose of this study, is defined as a "combination of online face-to-face through an online meeting panel, supplemented by the use of google classroom as a learning management system". The main theme of this blended-learning online design is to find the most effective and efficient combination of blended learning and content-based learning, which is reflected in students' satisfaction with language learning and their critical thinking as a key factor in the success of the program. This approach can be used in teaching literature (Klein, 2017), that is implication of using

the blended learning format for an effective introductory literature course and using it as an adaptive system that can facilitate students in gaining new positive learner identities, However, it may need to apply with the accurate assessment of student learning.

Students' Learning Attitude

In reviewing the literature for this study on student attitudes, it was found that there are several studies on student satisfaction that define satisfaction in blended-learning. According to evaluating student satisfaction with blended-learning, it was found that there are factors contributing to student satisfaction including instructor, technology, course management, class interactivity, instruction, course, culture, student age and the number of previous courses that they had taken, and gender (Mahmoud Abou Naaj, 2012) .

Bloom's Taxonomy

Bloom's taxonomy has been highly recognized and widely used in higher education for many decades as the basic to classify student's critical skill development. It was designed to categorized student's behavior and learning outcomes through the educational process. Bloom's taxonomy was applied to subject matter content in many levels of education. According to levels of critical thinking's Bloom Taxonomy-revised, there were 6 cognitive level of complexity, ordered from simple to complex to show the progressive climb to a higher level of thinking with highest level being creative; from remembering, understanding, applying, analyzing, evaluating, and creating. It is apparent that this corresponded with the critical thinking skills required in studying literary adaptation course which help student adapt their critical thinking through the provided activities, and the evaluation skill which is defines by Bloom as "the making of judgment" relevant with the subject objective as student have to deal with the ability to make decision (prove/disapprove a statement) and present through their writing ability.

Objective

1) To analyze the effectiveness of the online blended-learning on student's critical thinking

2) To investigate the attitude towards the English learning through the use of literary adaptation in online blended-learning classroom to improve student critical thinking skills

Methodology

The effectiveness of literary adaptation blended-learning online class on critical thinking skills and the attitude toward the language learning through the use of blended- learning online were investigated by using the experimental design with one group pre-test and post-test design for testing a treatment. Also, a mixed-methods research is used for analyzing data. The participants, the instrument used for data collection, and the analysis procedures are explained below.

Participants

36 students, mixed of 26 Thai and 13 Chinese with different of English proficiency level, of the English Studies (International Program) 3rd year students, who enrolled the Literary Adaptation course of academic year 2021 were selected randomly to explore the study result. Participant of 63.88 % were female, and 36.11% were male.

Instruments

1. Pretest-Posttest is designed to measure participant's critical thinking skill adapted Bloom Taxonomy (Revised version, 2001), total 20 items with 4 multiple choices, using the content-based of literary adaptation, measuring the critical thinking level according to Bloom's revise taxonomy

2.	The satisfaction survey is designed and adapted (Mahmoud Abou Naaj, 2012) to investigate the participant attitude toward on the language learning and use of literature adaptations in blended learning online classes, as well as their critical thinking, The survey was peer-reviewed for validity (IOC=0.91) to ensure that the language used in the survey was understood by the participants and that the questions successfully elicited the necessary information about attitudes. Likert Type closed-ended items were adapted to a five-point scale ranging from "strongly disagree" = 1 to "strongly agree" = 5.

3.	Online learning Lesson (based on the modified English Studies curriculum, 2016), the Western Languages Program, Chiang Rai Rajabhat University. It was included various learning activities and assessments related to the content of each unit. There were six units that consolidate, strengthen, and broaden to the classroom lessons and students could communicated with instructor through google classroom, while integrated google meet, Ding talk, Padlet discussion panel, online poll into the lesson activities. Literary work for studying selected by considering the work that reflect the society, culture, way of thinking, moral and ethnic. There are 6 units included 1) Introduction to literary adaptation; 2) Book VS Film comparison; 3) Alice in the Wonderland; 4) Pride and Prejudice; 5) Harry Potter and 6) The Forest Gump. Each week, students used an online discussion to express and share their idea on subject learning. Set of questions were asked to encourage student to think critically in order to be able to apply their personal experience with the character's experience from the text and film. Students typed their answer through the chat, padlet, and writing assignment, and the answer was more focusing on content, not form. During the online class, teachers facilitated and encouraged dialogue according to students' postings and give student complementation on their post. Evaluations of critical thinking skills based on Bloom were used and evaluated student cognitive skills, and after evaluation

teachers provided feedback to students during the class and through the google classroom channel.

Procedure

Prior to the study, the instrument was developed and tested to ensure its reliability for the purpose of this present study. Teacher explained and informed Students about the blended learning online classroom's objective and arrangement during the first week of lesson. Pre-test was also administrated to the participant to measure their critical thinking skills. After that, an online lesson was arranged based on the lesson plan with the face-to-face classroom for the first half and the using of blended-learning strategies for the second haft of semester. Participation and interaction were observed during the normal class, and through the online class. The satisfaction survey was distributed at the middle and the end of the semester. Their anonymity was guaranteed that the result would not affect their score, and they were required to complete the items and choose one of the options based on a five-point Likert scale which were interpreted as follows:

4.51 to 5.00 = Strongly agree

3.51 to 4.50 = Agree

2.51 to 3.50 = Fairly agree

1.51 to 2.50 = Disagree

1.00 to 1.50 = Very Disagree

The post-test was also provided by generating with the final examination due to the time-consuming process. All data were gathered and analyzed with computer program to provide a descriptive analysis of the closed items of the survey.

Results and Discussion

The main goal of this study was to investigate and see the effectiveness of the online blended-learning on student's critical thinking and investigate attitude towards

the English learning through the use of literary adaptation online blended-learning classroom to improve students' critical thinking skills. The results are presented in the following table.

Table 1 Student's critical thinking improvement (according to Bloom Taxonomy, revised 2001)

Critical Thinking Measurement	N	Pre-test			Post-test		
		No. of student with correct response	Percent	S.D.	No. of student with correct response	Percent	S.D.
Remembering (What is.../where is...)	36	17	47%	.51	27	75%	.44
Understanding (From whose point of view the story told?	36	16	44 %	.50	23	64%	.49
Applying (Have you had any similar experiences?	36	14	39 %	.49	26	72%	.46
Analysis (What evidence can you use to support your view?	36	5	14 %	.32	14	39%	.49
Evaluating (Which text/movie is better? Why?)	36	13	36 %	.48	17	47%	.51

Based on the facts in Table 1, the average score value of students' critical thinking improvements were increasingly after learning Literary Adaptation through blended learning online. This indicates that students' ability in critical thinking development through blended learning was show a positive level in term of

remembering student can response the corrected answer 2 7 % increasingly, understanding (19.44%), applying (33.33%), analysis (25 %), and evaluating (11.11 %) increasingly.

Table 2 Mean and Standard Deviation on Student Attitude toward language learning through Literary Adaptation blended-learning online course

Item	Pre		Post	
	Mean	S.D	Mean	S.D
1) In generally, I have a good feeling toward literary adaptation class	3.65	1.07	3.97	0.90
2) I feel comfortable when teacher ask me question in the classroom and happy to share my personal experience with my class mate in English	3.38	1.07	3.87	0.92
3) I am happy with the way I interact with teacher and my classmate in English	3.47	1.05	3.83	0.83
4) Literary adaptation blended-learning online classroom allow me to ask question and express my opinion in English.	3.59	1.10	4.09	0.85
5) I am eager to answer question and express my opinion in English with teacher but I can't speak out.	3.25	1.32	3.83	1.07
6) Having classmate listening to what I say in English might restrict my participation because I am afraid of doing mistake.	3.00	1.32	3.52	1.24
7) I want to improve my English so I can be able to express my thought and convince the class believing of what I say.	3.66	1.26	4.04	0.98
8) I am satisfied with the use of online tools (Google classroom/ Google meet/ Online class attendance/padlet/straw-poll and others) that help me to improve my English learning.	3.38	1.26	4.09	0.95
9) Literary adaptation blended-learning online hand-on lesson keep me always alert and focused.	3.16	1.14	3.87	0.81

10)I am satisfied with the process of collaboration activities and my participation during the online classroom.	3.41	1.13	3.87	1.06
Overall	**3.43**	**1.16**	**3.87**	**0.98**

Based on the facts in Table 2, the mean score value of students' satisfaction on attitude toward language learning was 3.87 after learning Literary Adaptation through blended learning online. This indicates that students' satisfaction in language development through blended learning was at agree level.

As can be seen from Table 2, the students have increased their positive attitudes toward language learning through literary adaptation blended-learning online course and it has improved .32 increasingly. Participant still fairy agreed that they have a good feeling toward the online classroom management with comfortable feeling when the teacher asked a question and happy to share their experience with their classmate in English at an average of 3.87 (S.D= 0.92) improved increasingly at 0.49. Students agreed that they were happy with the English classroom interaction at an average of 3.83 (S.D.=0.83) which improved 0.36 increasingly. Students agreed that literary adaptation blended learning online classroom allow them to ask questions and express opinion at an average of 4.09 (S.D. =0.85) which improved 0.5 increasingly. Students agreed that they were eager to answer questions but they had a language limitation affected on their speaking ability at an average of 3.83 (S.D.=1.07) which improved 0.58 increasingly. They are agreed that having classmate listening of what they speak in English might restrict their participation at an average of 3.52 (S.D.=1.24) which improved 0.52 increasingly. They agreed that they want to improve their English to be able to express and convince the classroom at an average of 4.09 (S.D.=0.95) which improved 0.71 increasingly. They satisfied with the use of online tools to improve English language at an average of 4.09 (S.D.=0.95), as shown 0.71 improvement. They agreed that literary adaptation blended learning online hand-on lesson kept them alert and focused at an average of 3.87 (S.D. = 0.81), improving 0.71. Lastly, students agreed that they satisfied with the process of collaboration activities

and participation during the online class at an average of 3.87 (S.D. = 1.06) which showed 0.49 increasingly.

Table 3 Mean and Standard Deviation for Student Satisfaction on Blended-learning online instruction

Item	Pre		Post	
	Mean	S.D	Mean	S.D
The use of blended-learning technology for classroom activities (google classroom, google meet, online attendance, read it aloud, question and response, teacher and peer feedback through online discussion (padlet), online poll, watching movie video clip through Youtube)	3.44	1.11	3.83	1.11

Based on the facts in Table 3, the mean score value of students' satisfaction on blended learning online instruction was 3.83 after learning Literary Adaptation through blended learning. This indicates that students' satisfaction in language development through blended learning was at the satisfied level. Students are satisfied at an average of 3.83 (S.D. =1.11) with 0.39 increasingly improved, regarding the instruction of using blended-learning technology for classroom activities i.e. google classroom, google meet, online attendance, read it aloud, question and response, teacher and peer feedback through online discussion (padlet), online poll, watching movie video clip through Youtube.

Table 4 Mean and Standard Deviation for Student's Satisfaction on the language improvement

Item	Pre		Post	
	Mean	S.D	Mean	S.D
1) I am satisfied with overall of my English Language skills improvement from the literary adaptation blended-learning online classroom management.	3.28	1.28	3.65	0.93
2) My English understanding is improved.	3.38	1.24	3.61	0.84
3) My English-speaking performance is improved.	3.34	1.31	3.78	1.09

Item	Pre Mean	Pre S.D	Post Mean	Post S.D
4) I am satisfied with English assignment during and after class.	3.41	1.24	3.70	1.15
5) I am satisfied with the blended-learning online experience comparing with face-to-face course setting because I can be able to improved my English skills.	3.38	1.21	3.61	1.08
Over all	**3.36**	**1.12**	**3.67**	**1.02**

Based on the facts in Table 4, the mean score value of students' satisfaction in language development was 3.67 which increased 0.31 after learning Literary Adaptation through blended learning. This indicates that students' satisfaction in language development through blended learning was at a satisfied level.

Table 5 Mean and Standard Deviation for Student's Satisfaction on the Critical thinking improvement

Item	Pre		Post	
	Mean	S.D	Mean	S.D
1) I understand the term of being critical thinker	3.44	1.19	3.65	1.07
2) Activities in the literary adaptation improve my critical thinking	3.41	1.16	3.78	0.90
3) I am not afraid to express my opinion during the class discussion.	3.66	0.97	3.83	0.83
4) I try to prove that my idea is right.	3.38	1.16	3.91	0.95
5) I can identify the fact and opinion with literary adaptation course.	3.38	1.18	3.91	0.79
6) I understand the content and the purpose of studying literary adaptation.	3.44	1.19	3.96	0.77
7) I can apply what I have learned from literary adaptation blended-learning online course, in term of life skill, English language and technology using.	3.38	1.18	3.96	1.02
8) I can identify the information and analyze the relationship of information according to the practicing through the literary adaptation blended-learning online classroom.	3.31	1.26	3.83	0.89

9) I can adjust and make solution after practicing through the provided activity in literary adaptation blended-learning online classroom.	3.38	1.18	3.87	0.76
10) I know how to create something new immediately when my teacher giving the assignment.	3.56	1.13	3..78	0.96
Overall	**3.43**	**1.16**	**3.85**	**0.89**

Based on the facts in Table 5, the mean score value of students' critical thinking was 3.85 which improved 0.42 increasingly after learning Literary Adaptation through blended learning. This indicates that students' satisfaction on the improvement of critical thinking through blended learning was at a satisfied level.
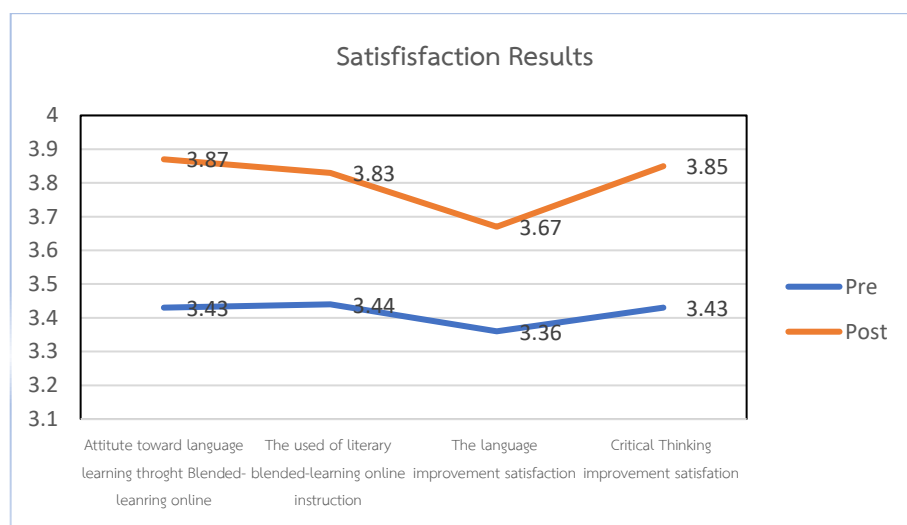

Figure 1 Overall satisfaction results

Teacher and peers' class online discussion

The results from observation through the classroom online discussion through padlet show that most of students in the experiment group had positive attitudes toward learning literary adaptation blended-learning online as follows;

" *The content I learned in these two days is quite interesting, I mainly learned the in-depth analysis of the Harry Potter movie………………………"*

" I learned how to compare the Harry Potter differences between movie and text. The text and movie are not the same as well. Moreover, I know some point that difference include characters, scene, and tone. So, I got a new knowledge in this lesson."

" We have learned the British author whose name J.K Rowling, she has created many successful novels! We have watched the video in our class. Now I am interested in this movie already! Before I had tried to watch it, but I didn't like it. And we have compared about the Chinese and English one"

" I just have learned about the new vocabularies. The word that I never knew before, by reading text, from the classmate, and also the expression, the idiom, and the meaning of word. In term of this session, It was fun tho."

"I learnt about new word in British accent, comparing and practice my critical thinking and I also was so fun with your methodology of your teaching ......thank you."

As noted, students responded positively and showed the reflection on their discussion. They felt that the teaching method was interesting and focused on their critical thinking. With notice that it took several weeks to get feedback before, during and after class, in terms of gathering and expressing their critical opinions

The discussion of finding are as follows:

The achievement scores related to students' critical thinking improvements were increasingly after learning Literary Adaptation through blended learning online. It can be seen that the effect of using online blended-learning through literary adaptation course can promote student critical thinking in applying (33.33 %), remembering (27%), analysis (25%), understanding (19.44%), and evaluating (11.11%) accordingly. This is to confirmed that critical thinking could be taught and learned if teachers use the appropriate tools and methods related to the result of Klien (2007) who using the blended learning to improve undergraduate introduction to literature

course and Kasemsan (2555) who comparing the abilities to critical thinking of undergraduates.

Result of the satisfaction survey showed that students' behaviors were changed students have a positive feeling toward the classroom management and feel more comfortable when teachers asked questions and happy to share their opinion and experiences. In conclusion the researcher found that online blended learning developed the critical thinking skills of students based on the posttest results. The posttest results revealed percentage increased in student's achievement. Besides the increase in achievement score, online blended learning was able to improve students' attitude towards learning literary adaptation.

Conclusion

From the finding, although the result showed an increase improvement not very high significant from pre and post experiment in term of student critical thinking, English language skills improvement, and the attitude, however, this is considered as the positive sign. These results suggested that the blended-leaning online approach was more effective in term of encourage student to express their opinion toward the lesson learn as compare as a teacher direct instruction classroom method. However, teaching style is also play important role in term of getting student's attention and participation. Moreover, students are still lack of confident with English speaking in the online class, comparing with writing on the class discussion. The studies found that students are not understand clearly about the term of critical thinker as shown in S.D. that tell the spread of the data. So, teachers need to consider at this point. From observation, student expressed their appreciation to the classroom management that increased student's classroom engagement. After random interview, however, they also expressed their preferences for online feedback through padlet over speaking online discussion as they could read the posts and respond to their classmate immediately. Overall, the result of this study recommends the use of a blended

learning approach whether the normal classroom instruction or online classroom. It would be benefit for teaching the English writing because students prefer to type rather than speak, as it helps students feel more flexible when they expressed their opinion and idea.

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