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Developing a Blended Collaborative Writing Instruction model for academic writing classes

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Abstract

Despite the introduction of blended learning, it is still lacking in academic writing classes. This is due to the widespread use of monotonous teaching methods, which do not utilize ICT tools, process-focused writing, collaboration, adequate feedback, and interactive learning. As a result, students struggle to engage and develop essential academic writing skills. As a solution, the purpose of this study is to describe the needs of students and lecturers and to develop, implement, and evaluate the Blended Collaborative Writing Instruction (BCWI) Model. This study used the design-based research method, consisting of analysis, model development, evaluation, and reflection. Classroom action research was used for field testing, involving 128 students from the English Department. Research instruments included observation, questionnaires, interviews, documentation, and tests. Qualitative data were analyzed descriptively, while quantitative data were analyzed to assess students' writing score improvements. This study validated and tested the BCWI model, which encompasses several components, including academic writing lesson plans, writing assessments, lecturer manuals, student books, and an ICT-based learning platform. The implementation of the BCWI model yielded positive results, demonstrating its impact on students' academic writing learning processes and achievements. The BCWI is the only model developed based on the writing process, online collaborative learning, blended learning model, and teaching and learning cycle based on GBA. This BCWI model is an innovation that can maximize the teaching and learning process of academic writing by emphasizing the writing process within blended learning environments. The BCWI model, as the product of this study, would assist EFL lecturers and students, especially those enrolled in academic writing courses or similar programs in higher education.

Keywords: Academic writing, Blended-collaborative writing instruction, Design-based research.

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1. Introduction

In higher education, students' writing is conceptualized for academic literacies, which they learn to convey meaning for communicative purposes in a scholar environment. To interact with a global village of scholars, students have to improve their writing skills so they will have a better understanding and interaction [1]. The stages of learning writing are started from sentence writing, paragraph writing, essay writing, academic writing, and professional writing. The goal of learning writing in higher education is that the students can make meaning and use it in appropriate social-cultural contexts in the written form. Previous studies mostly define writing as an activity to communicate ideas in written form [2-5]. The compositional nature of writing consists of generating ideas, organizing them coherently, putting them cohesively, revising text, editing text, and producing a final product. The fundamental prerequisites for accomplishing this include language components, including content, organization, vocabulary, language use, and mechanics [2]. However, teaching and learning writing in some higher education institutions is still a challenge.

Learning to write is a challenge, especially for foreign language learners. Several studies have postulated writing problems that deal with the language components of writing like content, organization, vocabulary, language use, and mechanics [6-11]. Learners of English as a foreign language often struggle with vocabulary, grammar, syntax, subject-verb agreement, pronouns, tenses, articles, prepositions, and basic sentence structures. They also frequently lack ideas, which negatively impacts their writing abilities. Finally, they lack coherence, consolidation of knowledge, and the use of formal transitional and cohesive devices [12]. The overuse or underuse of reference and substitution, the misuse or underuse, and the overuse or nonuse of cohesive devices are the main causes of cohesion and coherence problems. In addition, there is a deficiency in the capacity to employ idiomatic terms and natural collocations [9]. There are other problems in other aspects as well.

Many recent studies Bagheri and Riasati [9]; Fareed, et al. [10]; Fernsten and Reda [12] and Ibnian [13] have shown that writing problems also happen in the process of writing (pre-writing, drafting, revising, editing and publishing). In the pre-writing stage, students face difficulties in generating ideas and brainstorming ideas with others Ibnian [13]. They do not know what to write in the first paragraph. While drafting, they are confused about how to classify the ideas that come to their mind and make an outline or mind map. Feedback on the language content is also needed in the revising stage, and they usually get limited feedback from their lecturer and peers. Lecturers are too busy to respond to students' writing assignments right away [9]. While students fear ridicule, sarcasm, discomfort, and criticism. Furthermore, in the editing stage, issues about vocabulary and mechanics are raised. This process of writing usually only happens in one circle, though to make a perfect writing product, this process should be repeated continuously. Therefore, students' writing problems in the writing process need attention.

Over the past decades, there has been sustained research activity in the model of English writing instruction [14-21]. Teachers practically used the approach of controlled composition, where students were asked to write mainly through the teacher-directed instructional approach, and the stress was on the accuracy of the final writing products to determine the students' performance [22-24]. Imitation and repetition (behaviorist view) in how to make grammatically correct sentences is the goal in writing classes without pointing out the functions of writing [25]. The control composition approach is appropriate for the students with lower levels of English proficiency [26]. Next, the traditional rhetoric approach sees writing as a matter of arrangement. Teachers provide tasks such as putting paragraphs in chronological order, emphasizing discourse form, listing and organizing pertinent data, determining the topic and supporting phrases, creating an outline, and composing their work [27-29]. These two models of writing, control composition and traditional rhetoric approaches, discourage the writer from expressing their idea creatively and do not foster thought [26].

Based on the need analysis about challenges in writing within a blended learning environment for students of English in higher education [30] some problems are found. First, the model of writing instruction was not clear, so it made the students confused with their activities and also assignments. Lecturers only give a/synchronous direct instruction about writing tasks, e.g., Please write an essay about a certain topic. The instruction that was used by the lecturers also focused on writing as a product, not as a process. The students said that they actually needed guidance and feedback in the process of writing, not only from the lecturers but also from their peers. Second, lecturers only used Learning Management System (LMS) as a place to upload learning materials, assignments, and quizzes. There was no interaction at all between student to student, lecturer to students, and students to lecturer. It can be said that the LMS only replaces the classroom wall. Students preferred to have face-to-face meetings in class because they thought that the interaction was missing in an online class. Third, the lecturers said that many students did not pass the learning standard, and as a result, many students could not graduate on time. The students themselves felt stressed and unsatisfied with their writing scores.

Many issues stated above deal with writing instruction models. The process of writing (pre-writing, drafting, revising, editing, and publishing) requires the right instruction to make it clearer for students to achieve their writing goals, especially in a blended learning environment for EFL students. The instruction in teaching writing should bridge the writing problems with solutions. Many aspects of writing instruction need to be developed not only for lecturers but also for self-regulated EFL students. However, there are not many studies that discuss writing instruction for EFL students with blended-collaborative learning. To address these issues, the objective of this study was to develop a blended-collaborative writing instructional (BCWI) model for teaching and learning the EFL Academic Writing course in higher education. This study is guided by three research questions:

1. How effective is the Blended-Collaborative Writing Instructional (BCWI) model in improving students' academic writing skills compared to conventional methods?
2. What challenges do lecturers and students face in implementing the BCWI model in academic writing instruction?

3. How can the BCWI model be further developed with the integration of technology and new learning strategies to enhance its effectiveness and sustainability?

The article first reviews the existing studies on blended learning, online collaborative learning, and writing instructional models. It then presents the product development model. The article finally ends with the results and discussion of the product and lecturers' and students' challenges in the need analysis section. It ends with conclusions and implications for the teaching and learning of EFL writing.

2. Literature Review

2.1. Blended Learning

The combination of online and face-to-face classroom learning is referred to as blended learning. This approach introduces new concepts and educational practices and changes the responsibilities of both teachers and students [31]. Blended learning refers to a language training approach that combines and incorporates the most efficient aspects of both in-person teaching activities and online collaborative learning activities. This sort of integration represents a cohesive entity that operates in a continuous connection to enhance the standard of English language instruction and acquisition. Blended learning strengthens the learning material, improves language learning processes like English, and achieves the best possible learning results. However, achieving this blend does not just involve the act of combining online and face-to-face traditional learning activities and resources in language learning environments. Instead, these educational materials and exercises are carefully incorporated into a structured and orderly manner to achieve academic objectives and learning outcomes while also addressing students' needs, unique characteristics, and learning preferences [32].

Blended learning offers an ideal and stimulating setting for instructing and acquiring the English language, which has a beneficial impact on the overall process of acquiring a foreign language. Krasnova and Ananjev [31] argue that blended learning offers numerous advantages compared to the conventional method of language acquisition. Blended learning offers learners the advantages of flexibility, personalization, and interactivity that come from the online aspect of blended learning, as well as the benefits of collaborative work, instant feedback, and spontaneity that are associated with traditional face-to-face teaching. Moreover, blended learning offers diverse and stimulating learning possibilities that are adaptable to individual student needs. It effectively involves students in a meaningful and engaging learning process [33]. Blended learning fosters student engagement and collaboration, reduces fear, facilitates self-directed learning, and critically, enhances their writing proficiency [34].

There are some models of blended learning out there, either based on the characteristics or on the learning context and environment. However, this present study focuses on combining the flex model [35] and the enriched virtual model [36] as one of the bases. The flex model is highly dependent on online instructional delivery, where teachers serve as facilitators [35]. The enriched virtual model This model emphasizes student autonomy since they primarily engage with digitized learning resources while also having the option to seek assistance when necessary [36]. Hence, apart from offline meetings, the information and instructions are disseminated via online platforms, specifically a learning management system (LMS). This enables learners to engage with content and instructions at their preferred time and location. Synchronous and asynchronous involvement can occur between the lecturer and students, as well as among students themselves. Student progress can be monitored, and evidence of achievement can be documented online through the use of applications that can be linked to a learning management system (LMS).

2.2. Online Collaborative Learning

Collaborative learning is an educational technique that fosters the acquisition of knowledge via active participation and interaction among individuals [37]. Vygotsky's theory of the zone of proximal development, which demonstrates the intrinsic social nature of learning, is a major source of inspiration for collaborative learning [38]. Collaborative learning is frequently used as a catch-all phrase for a range of pedagogical strategies, including students' or students' and teachers combined intellectual work [39]. On the other hand, online learning is also becoming increasingly popular as a means of delivering knowledge via the Internet and network technology.

Online learning is considered a viable approach in university education to address the increasing number and varied backgrounds of students entering tertiary classrooms [17]. Multiple authors have examined the benefits of online learning in higher education. An advantage of online learning that has received significant attention in research is its ability to be flexible and cater to the diverse needs of learners. This flexibility extends to accommodating different learning needs, patterns, settings, and media combinations, making it beneficial for both full-time campus-based students and distance learners [17]. The theoretical foundation of the online collaborative learning model in this study is a framework that highlights conceptual transformation and learning by progressing from the Idea Generating (IG) phase to the Idea Organizing (IO) phase and finally to Intellectual Convergence (IC).

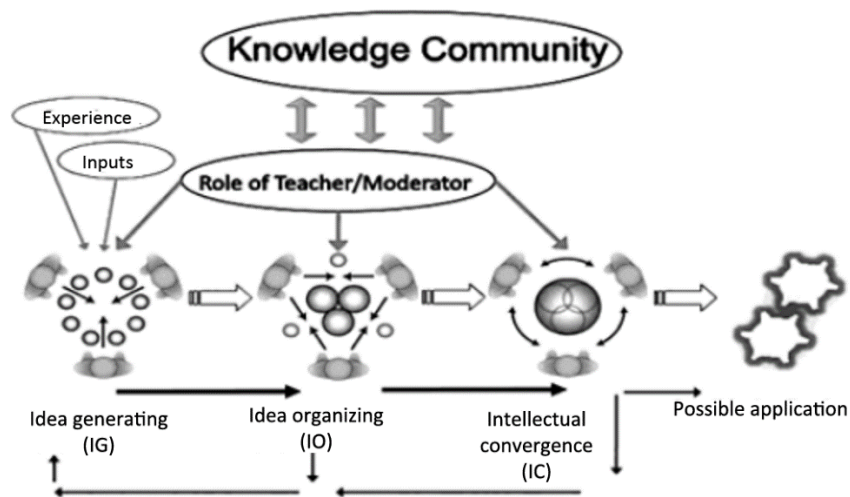


Figure 1. Online Collaborative Learning [17].

2.3. Writing Instructional Model

Since the 1980s, writing instructional models have been developed by many scholars [14, 15, 20, 40-42]. These scholars propose a writing instructional model that deals with the development of a writing product at the process level. In the process approach, there is a shift focus in teaching writing from product to process of writing and from the text to the writer [11, 43]. The first writing instructional model is proposed by Flower [15]. They studied higher education students' writing products and found the writing process was recursive to their writing. This model was known as the cognitive process model because there is interaction between process and knowledge. This model works best for guiding the L1 students' writing [44]. The second instructional model is proposed by Bereiter and Scardamalia [14]. This model was known as the Knowledge Transforming Model, which describes the cognitive processes involved in advanced writing tasks. It includes a couple of stages; they are knowledge telling and knowledge transforming or knowledge crafting [14].

The third model was suggested by White and Arndt [40]. In this model, writing is an iterative process that involves generating ideas, organizing them, creating a draft, examining and revising it, concentrating on certain aspects, and assessing the final result. The process of writing is not linear but rather comprises a continuous cycle of thinking, drafting, and reviewing. The fourth model is from JR. [41]. It is a Four Basic Writing Action Model; there are control levels, process levels (internal and external process) and resources. The fifth model is proposed by Williams and Cui [20]. Williams' writing process model consists of eight processes of writing: prewriting, planning, drafting, pausing, reading, revising, editing, and publishing. The sixth model is suggested by Abas and Abd Aziz [42]. They presented a theoretical framework outlining the writing process and corresponding writing tactics for each stage of the process. Their model is advantageous for inexperienced students who aim to enhance their proficiency in English writing by adopting, adapting, and implementing the strategies that are most suitable for them, so cultivate their writing skills. Considering the advantage, this last model becomes one of the bases for developing the blended-collaborative writing instructional model in this study.

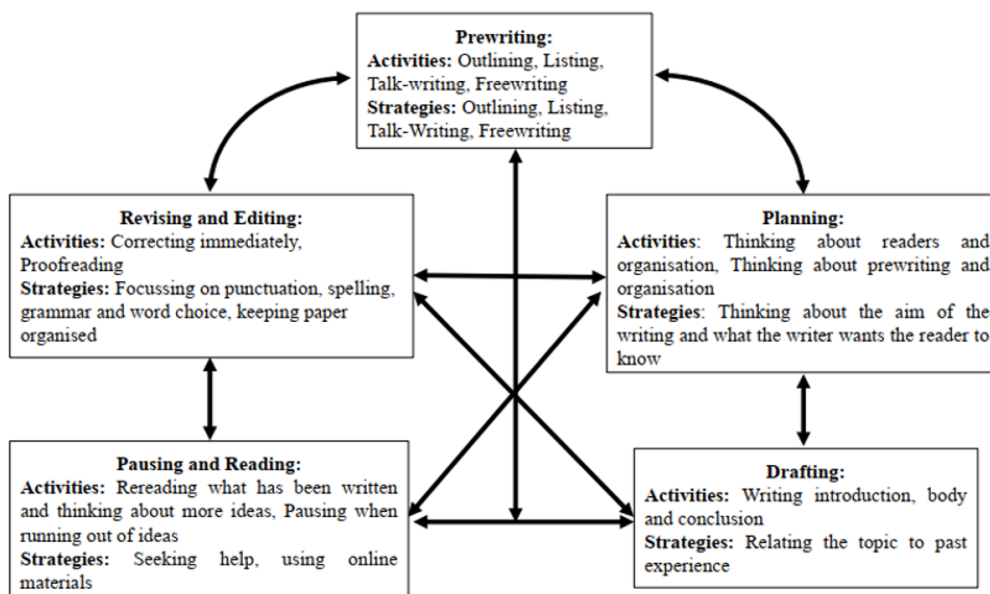


Figure 2. Abas and Aziz's model of writing process [42].

2.4. Teaching and Learning Cycle

To create an adequate instructional model, this study also considers the appropriate teaching and learning cycle. The teaching and learning cycle that is adopted by this study is rooted in a genre-based approach (GBA) integrated with the principle of eclecticism by Triastuti, et al. [45]. This teaching and learning cycle classified the stages into: (1) building knowledge of the field; (2) supported reading, listening, and viewing; (3) modeling/deconstruction of texts; (4) joint construction of texts; and (5) independent use of texts. The teaching and learning activities are intended to teach, explore texts, and accommodate the curriculum [45]. It supports the three strands of teaching and learning cycles: speaking, writing, and integrated skills [46]. The writing strand is used for teaching writing by focusing on the exploration of the written texts while developing reading and writing skills.

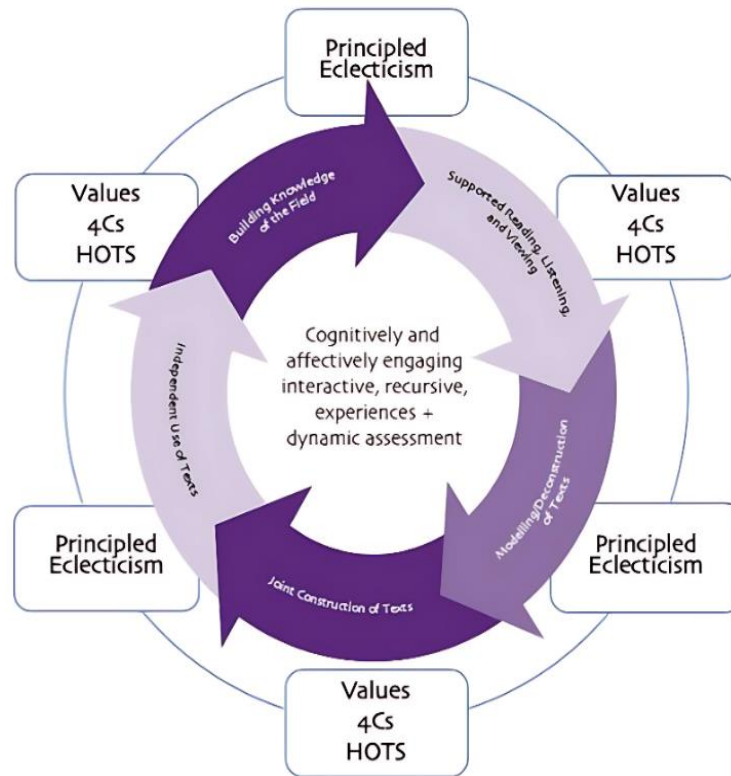


Figure 3.
Teaching and Learning Cycle of GBA [45].

3. Method

3.1. Development Model

This study employed the Design-Based Research (DBR) methodology. Design-based research is a meticulous yet adaptable methodology that seeks to enhance educational practices by employing iterative analysis, design, development, and implementation. It involves collaboration between writers and practitioners in real-world settings and results in the development of contextually sensitive design principles and theories [47]. On the other hand, Reeves [48] proposed model development using the DBR approach in educational technology research, as used in this study. The proposed model below gives complete information regarding the processes and outcomes involved, utilizing four phases of the design-based research approach by Reeves [48] as the guideline. It was initially adapted and later modified from Yusop and Correia [49] instructional design model. The modification was made to the processes involved based on the designers' experiences working with Subject Matter Expertise (SME) and the findings of usability testing and formative evaluation (FE) completed. Their instructional design model employs the fundamental ADDIE (Analysis, Design, Development, Implementation, and Evaluation) cycle [50] as the guidance. The instructional design model employed in this study may be seen in the Figure 4.

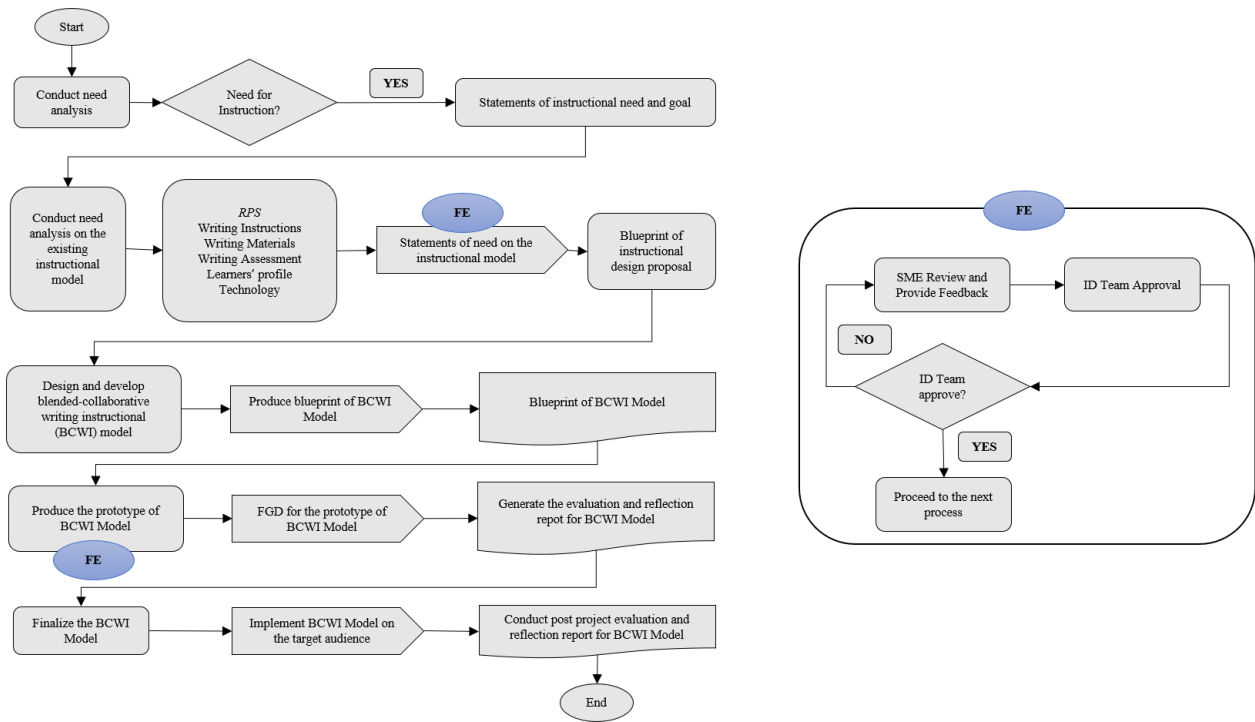


Figure 4.
The instructional design model

3.2. Development Procedure

As has been touched upon, this study used the design-based research approach in educational technology research proposed by Reeves [48] which consists of four phases: analyze, develop, evaluate, and reflect. Those procedures were then grouped into four phases, i.e., the analysis phase, the model development phase, the model evaluation phase, and the reflection phase. Below are the descriptions of each phase:

3.2.1. Phase 1 (Analyzing Phase)

In this analysis phase, the researchers determined the lecturers' and students' needs and information collection by using semi-structured interviews, questionnaires, and documentation. Those instruments were used to gather information representative of all different dimensions of analysis, which is called needs assessment and studying the existing model. The output of this phase was the blueprint of the instructional design proposal for developing the model. In this phase, the formative evaluation (FE) was also carried out during the process of writing the instructional needs and goals, knowledge, and skills. An important element in this process was the active involvement of the subject matter experts (SMEs) and practitioners, who provided their expert opinions and feedback on the identified instructional goals, knowledge, and skills to be mastered. In this study, the needs analysis activity involved experts and practitioners from two English departments: Universitas Tidar and Universitas Negeri Yogyakarta. Specifically, the subject matter experts (SMEs) and practitioners consisted of two experts in writing instruction from Universitas Negeri Yogyakarta, three senior lecturers of writing from Universitas Negeri Yogyakarta, and two senior lecturers of writing from Universitas Tidar.

3.2.2. Phase 2 (Model Development Phase)

The model development phase included the design and development activities, which covered several steps. This phase produced the blueprint, the prototype design, the prototype, and the evaluation and reflection results of the prototype of the BCWI model. The first step was planning, where the information gained from the first phase was used as the basis to develop the blueprint of the BCWI model. The second step was designing and developing, where the theoretical and practical feedback from the SMEs and practitioners in phase 1 was used to design and develop the prototype of the product. The third step was validating, where the prototype of the BCWI model was validated by the subject matter experts (SMEs) and practitioners. The last step was revising. In this step, the prototype of the BCWI model was revised based on the inputs from SMEs and practitioners in phase 2. Hence, the second phase activity involved some subject matter experts (SMEs) and practitioners as well. It consisted of three experts in writing instruction from Universitas Tidar and two experts in writing instruction from Universitas Negeri Yogyakarta.

3.2.3. Phases 3 and 4 (Evaluation and Reflection Phase)

The evaluation and reflection phase involved implementation, evaluation, and reflection activities, which covered the focus group discussion (FGD), main product revision, field tryout, and post-project evaluation and reflection for the BCWI model. In the Focus Group Discussion, the Academic Writing lecturers discussed the products started from the BCWI model, the syllabus, the lecturer's manual, students' book, the assessment, and the ICT-based learning platforms. In field testing, the products were implemented in this phase through classroom action research. Lastly, the post-project evaluation

and reflection were the processes where the qualitative and quantitative data were used to evaluate the products and reflect on the implementation.

3.3. Product Field Testing Design

3.3.1. Field Testing Design

The field testing was carried out via classroom action research (CAR). The consideration pertained to the actual circumstances of the teaching and learning process, including the subject area, the conditions of the lecturers and students, the technology utilized, and the allocated time at Universitas Tidar. Action research is a purposeful and problem-solving inquiry that is conducted by either an individual or a group. The process is defined by a continuous spiral of identifying problems, collecting data systematically, reflecting on the findings, analyzing the data, taking action based on the data, and ultimately redefining the problem [51]. Classroom action research is a method used to identify the most effective approach to solving problems in the classroom while simultaneously enhancing students' learning capabilities [52]. According to Burns [53] the main objective of classroom action research is to identify the challenges or issues encountered by students as participants. The emergence of a problem does not mean that it is enough to be known or identified but that further action must be taken to make changes and improvements. Hence, this methodology was suitable for overcoming the existing issues through a real action presented by this present research. Classroom action research that followed this study was the Taggart and Kemmis [51] model, where the process has one or more cycles, and each cycle consists of four moments (phases) in the spiral of plan, action, observation, and reflection. Although the number of cycles could be adjusted to the needs, some parties (advisors, lecturers, and others) gave some suggestions to carry out a minimum of 2 cycles for this research. Hence, there was a procedure for implementing the classroom action research in this study. The first was pre-cycle. In the pre-cycle, the researchers in this study compared subjects before being subjected to action through the BCWI model. The data were gathered using observation, questionnaire, interview, documentation, and testing. The second was cycle 1, which consists of four stages. The first one was the planning stage, where the researchers prepared the resources and materials that would be used in the action stage. Here are several activities done for the preparation: the researchers prepared the lesson plan, writing instructions, materials, assessment, and technology. The second was the action stage. In this phase, the researchers implemented the BCWI model in the writing class. This action found out how the improvement of students' writing skills and the teaching-learning process was using the BCWI model. The third stage was observation; this stage saw students' and lecturers' activities during teaching activities and the overall implementation of the BCWI model in writing class. The last stage was reflection, an activity where the researchers evaluated the progress of changes and developments of students, lecturers, and classroom atmosphere. Researchers and collaborators discussed the shortcomings and things that must be maintained for the next cycle. After these stages, the researchers proceed to Cycle 2. The second cycle employed the same stages as the first cycle, which consisted of planning, action, observation, and reflection. However, the shortcomings of the previous phase were resolved by this second cycle.

3.3.2. Field Testing Subject

The subject of research was 128 students of the English Department, Faculty of Teacher Training and Education (FKIP), Universitas Tidar who have enrolled in the Academic Writing class. They were classified into three classes: class 1 (41 students), class 2 (42 students), and class 3 (45 students). Each of the students had their own differences and strengths in terms of their initial writing performance, personality, and even learning style. Hence, even though the subject was chosen purposefully, this phenomenon supported the idea of a BCWI model that could be implemented in diverse learning environments.

3.5. Data Collection and Instruments

In essence, this study used a questionnaire as a survey tool, a semi-structured interview as a flexible way to collect deeper information, documentation for tracking the historical artifact, observation to see the real environmental condition when the model was applied, and a validation sheet and test to determine the validity, practicality, and effectiveness of each product as well as the overall BCWI model implementation. Hence, each phase had a distinct data collection technique, instrument, source, and remark, as presented in the Table 1:

Table 1.
Data collection techniques and instruments.

Phases	Technique/ Instrument	Sources	Notes
Needs analysis	Questionnaire	Students	Target needs, learning needs, existing learning materials
	Semi-structured interview	Lecturers	
	Documentation	Lecturers	
Product development	Validation sheet	Experts and practitioners	Instructional model, instructional model manuals, and instructional kit
Field testing	Observation	Lecturers	Classroom Action Research (CAR); suggestions for improvement
	Questionnaire	Students	
	Semi-structured interview	Lecturers Students	
	Documentation	Lecturers and students	
	Test	Students	

Before the implementation, those instruments were validated by two senior lecturers as experts who have PhDs in English writing instruction to ensure their validity. If the items were irrelevant to the theory or even unnecessary, then the researchers considered those items to be rearranged, revised, or omitted until it was proved by the validators. However, in terms of the instrument itself, the [Table 2](#) describes aspects, sub-aspects, kinds, and references used by the researchers as sources to devise the items of the instrument.

Table 2.
Specification of instruments.

No	Aspects	Subaspect	Kind	References
1.	Lesson Plan	Learning objective	a. Semi-structured interview Documentation	Brown [2] and Brown and Lee [54] .
2.	Writing Instruction	Pre-writing, Planning, Drafting, Pausing and Reading, Revising and Editing	a. Questionnaire b. Semi-structured interview Documentation	Abas and Abd Aziz [42] and Brown and Lee [54] .
3.	Writing Material	Topic Objectives	a. Semi-structured interview Documentation	Brown and Lee [54]
4.	Writing Assessment	Rubric	a. Semi-structured interview Documentation	Brown and Abeywickrama [55]
5.	Learners' Profile	Profile	Questionnaire	Brown [2] and Wang, et al. [56]
6.	Technology	Blended Learning	a. Questionnaire b. Semi-structured Interview	Thompson [35] ; Godwin-Jones [57] and Wang, et al. [56]

The questionnaire in this study was a tool for a survey and was used to collect information about the students' needs analysis on writing instruction, writing materials, writing assessment, learners' profiles, and technology used in the blended learning environment. On the other hand, the semi-structured interview was used to gain a deeper understanding and a more personal voice from the lecturers and the students regarding each topic. Documentation was used to collect data about the lesson plan, writing instruction, writing materials, writing assessment, and technology used by the lecturers. Apart from that, this documentation was crucial since it tracked the previous material or instructional model used by the lecturers as well as tracked the progress made by the researchers in this study, especially in the implementation process.

After the BCWI model was developed, it was validated by experts on English writing instruction and practitioners. The validation was used as confirmation from experts and practitioners about (1) the instructional model, (2) the content of the instructional model, and (3) the instructional technology. To make it effective, the items for expert validation in this study used the Five Likert Scale, as it was able to accommodate respondents' answers that were neutral or unsure. Hence, the score criteria were 5 for excellent, 4 for very good, 3 for good, 2 for fair, and 1 for poor. These scores were then summarized and calculated to form a certain percentage that was used as the basis to measure each product's feasibility level. Here, the researchers used the feasibility criteria by [Sugiyono \[58\]](#) to determine whether each product (BCWI model, which encompasses some components) in this study was feasible or not.

During the field testing phase, classroom action research was employed to assess the practicality of implementing the BCWI model. The data were collected using various methods, including observation, questionnaire, semi-structured interview, documentation, and testing. A test was conducted to assess the writing performance of students in pre-cycle, cycle 1, and cycle 2. In order to assist with the evaluation, the researchers employed the rubric assessment developed by [Widodo \[59\]](#) which encompasses the evaluation of content, organization, language use, mechanics, and style. However, the evaluation scale applied for the assessment was based on the scoring guidance [\[55\]](#) which was related to the analytical rating score.

3.6. Data Analysis

The qualitative data gained from the questionnaires, interview, observation sheet, and assessment or evaluation sheet are analyzed using descriptive qualitative techniques from [Creswell \[60\]](#). There are five main steps, consisting of data collection, classifying data, condensing data, displaying the data, and drawing conclusions. On the other hand, since in this study, the quantitative data mostly came from the students' writing scores, it also needs to be analyzed to show that the BCWI model can improve students' writing skills. After all valid scores for all students from each class have been obtained and classified, the researchers performed mean calculations and comparisons from students' writing scores in each cycle of CAR (pre-cycle, cycle 1, and cycle 2).

4. Results and Discussion

4.1. Need Analysis Findings

This section aimed to answer the question related to the needs of the students. The needs analysis involved four universities: Universitas Negeri Yogyakarta, Universitas Sanata Dharma, Universitas Achmad Dahlan, and Universitas Tidar. It was conducted from November to December 2022 through a questionnaire, a semi-structured interview, and documentation. The questionnaire was distributed to students from those four universities. The semi-structured interview involved three lecturers from Universitas Negeri Yogyakarta and two lecturers from Universitas Tidar. Documentation requested included the lesson plan, materials, and assessment rubric for writing.

4.1.1. Need Analysis Findings from Questionnaire

The questionnaire on target needs and learning needs was tried out in November 2022 with 40 students who attend the Academic Writing course at Universitas Tidar. The Cronbach alpha of the 30 items was 0.718 indicating excellent reliability [61]. It was also validated by two experts from Universitas Negeri Yogyakarta, Prof. Dr. Sulis Triyono, M.P.D., and Ashadi, M.Hum., Ed.D. Then, the questionnaire was distributed to students of Universitas Negeri Yogyakarta, Universitas Sanata Dharma, Universitas Achmad Dahlan, and Universitas Tidar who had enrolled in an academic writing course through a Google form. A total of 328 students participated in the online survey. The completion rate was 76.8%, the majority of the students were females (n=252), with males representing only 23.2% of the participants (n=76). Participants' ages ranged from 19 years old up to 25 years old or above; most of them who responded are 19-20 years old. To determine their needs, the researchers distributed a questionnaire in terms of writing instruction and technology used in this course.

First of all, an overview of students' perceptions toward the learning activities related to writing instruction indicated that students had more agreement (81.62%) than disagreement (2.74%) on all subscale items. Writing processes like prewriting, planning, drafting, pausing, reading, revising, and editing are really needed for students learning activities in writing class, and the instructions for each process are required. Apart from that, the lecturer needs to use strategies in each of the processes. To further assess how learning experiences were going, several statements were distributed to analyze students' interactions in the process of writing. It is shown that most English students write individually when generating the idea in the prewriting activity, developing a plan for the first draft in the planning activity, writing the first draft, pausing and reading activities, revising, and editing activities. Overall, the results clarified that most of them write individually in all of the writing process (72.37%).

On the other hand, since higher education admitted that employing student-centered learning needs to be promoted, most of the students' agreement (76.83%) is in line with it. They considered the variety of activities useful to develop their writing skills. While the lecturer is a facilitator in the class. Dealing with the needs of feedback from the lecturer and peer, most of the students agreed (95.69%). Meaning that students need adequate communication, constructive comments, suggestions, and evaluation, especially from the knowledgeable person (lecturer) and also peers, to improve their works, as what ZPD theory suggests. Lastly, students were positively preferred to implement blended learning in the academic writing course (61.56%). A further reason is that blended learning can promote a high degree of learning autonomy and increase their level of involvement, particularly in academic writing courses.

Based on those findings, there is some main conclusion that can be pointed out based on the need analysis questionnaire. First, students of Academic Writing class need to be focused more on writing processes; hence, they need appropriate interaction and strategy in each of the processes. Second, since most of the students write individually in their writing activity, more collaboration among them is needed. This is considering the issues found by Indriani, et al. [30] related to their writing struggle and considering a lot of benefits that students would get in a collaborative learning environment. This leads to the third conclusion: since student-centered learning (SCL) is very needed, the students need to be given a variety of activities that can help them develop their writing skills, supported by the lecturer as a facilitator. The last conclusion is that students need to be given adequate feedback from their lecturers and peers in their writing process.

4.1.2. Need Analysis Findings from Interview

The semi-structured interview involved three lecturers from Universitas Negeri Yogyakarta and two lecturers from Universitas Tidar. All the interviewees were lecturers in writing classes. The interview was conducted from November to December 2022 through Zoom, WhatsApp, and Google Meet. The main finding of the interview was that each lecturer has their own way of teaching in their writing classes. This is evident from their very distinct oral answers related to the learning goals, learning objectives, topics, materials, activities, strategies, media, technology, and assessment criteria used by them. It seems that there is no agreement among writing lecturers regarding how to create an effective writing class. In fact, both universities have their own curricula, and both offer academic writing classes. Additionally, based on their different learning goals, they fundamentally hope to equip their students with the ability to write in academic or professional contexts. However, these differences could lead to varying outcomes, meaning that not all students emerging from each lecture have the same understanding and performance in academic writing. Considering the students' needs identified in the previous section, there is a need for a flexible guide of instruction or model that is adapted to students' needs and can hopefully facilitate these lecturers in conducting an adequate academic writing class together. More issues were identified during the interview as reasons why this solution is necessary to assist both these lecturers and their students.

First of all, not all the lecturers prepare the Rencana Pembelajaran Semester (RPS) or semester learning plan. The RPS is planned by the lecturer before the class starts as guidance for the teaching-learning process in each meeting to achieve

the learning outcomes. Among five lecturers, one said that sometimes he or she prepares the RPS, while the other does not prepare this important document. Second, four lecturers agree that academic writing activities are based on the process approach, which consists of prewriting, planning, drafting, pausing, reading, revising, and editing, while one lecturer uses a project-based approach. However, each lecturer has their own writing process. The process does not always follow the sequence of prewriting, planning, drafting, pausing, reading, revising, and editing. Some steps are skipped, such as pausing and reading. Each lecturer has their own strategies in each writing process. However, one lecturer prefers drafting as well as revising and editing as individual work. Another lecturer also prefers to use teacher-centered learning in prewriting and planning. The feedback is also varied in terms of who gives the feedback (peers or lecturers), the method of giving feedback (directly or indirectly, online or offline, group or individual). Third, three lecturers do not fully utilize the technology, such as the learning management system (LMS) provided by their institution. Lastly, four lecturers agree that they do implement blended learning in their classes, but the way they conduct blended learning varies. Hence, there is a need for a universal yet flexible model of instruction for teaching academic writing among lecturers, especially an instructional model that can guide the lecturers as well as facilitate the students in each writing process, collaboration, and blended learning environment.

4.2. Product Design

This section provided an answer to the extent to which the design of a blended-collaborative writing instructional model for students of English is effective. The term "product" in this context refers to writing instructional models that include RPS, a lecturer's manual, a student book, assessments, and ICT-based learning platforms.

4.2.1. BCWI model

The Blended-Collaborative Writing Instructional (BCWI) Model is developed for lecturers who teach academic writing skills in higher education. It is developed as guidance for teaching in academic writing courses, especially for undergraduate students, by integrating the model of writing process [42], online collaborative learning [17] blended learning model [35, 57] and teaching and learning cycle [45].

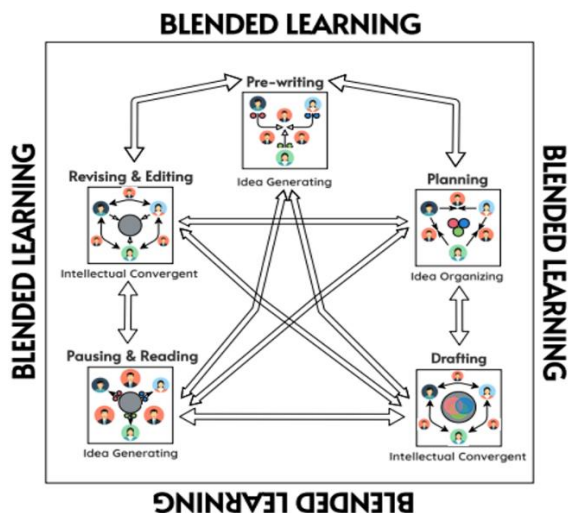


Figure 5. BCWI model.

4.2.2. RPS of Academic Writing with BCWI Model

RPS of Academic Writing with BCWI Model follows Universitas Tidar's format. It is designed based on the learning outcomes for the Academic Writing Course in English Education 2020 curriculum. They are to prepare students to become English educators who: 1) are able to work together and have social sensitivity and concern for the community and the environment; 2) are able to show an attitude of responsibility for work in their field of expertise independently; 3) Apply logical, critical, systematic, and innovative thinking in the context of the development or implementation of science and technology that pays attention to and applies humanities values in accordance with their field of expertise; 4) Mastering English, at least equivalent to the post-intermediate level, to create communication both oral and written fluently, accurately, effectively, and acceptably; and 5) Mastering the integration of TPACK (Technological Pedagogical Content Knowledge) in English language learning. The reason why the researchers chose this format is because the subject for product implementation in this study is English Department students from Universitas Tidar. Nevertheless, of course, this RPS can be adapted to the curriculum of other universities.

4.2.3. Lecturer's Manual with BCWI Model

The concept of the BCWI model is developed based on the models of the writing process [42] online collaborative learning [17] blended learning model [57] and teaching and learning cycle [45]. All of them are integrated into the learning activities. In the lecturer's manual, five stages of learning are modified with complete guidance in doing the writing steps in a blended learning environment. Building knowledge of the field, supported reading, listening, viewing, and modeling of

the text are integrated into the prewriting process and idea-generating phase in face-to-face and/or online classes. Joint construction of the text is integrated into the planning (idea organizing phase), drafting (intellectual convergent phase), pausing and reading (idea-generating phase), revising and editing (intellectual convergent phase) processes of writing in face-to-face and/or online classes. This will be good guidance for lecturers to facilitate the academic writing students until they can produce their works independently.

4.2.4. Student’s Book with BCWI Model

The student’s book with the BCWI model is a book that is used for students in academic writing class. It is designed based on the unit design of the teaching and learning materials that carry both BCWI instructions and exercises. It is in ebook format, so it enhances the blended learning environment and collaborative learning strategy. It starts with a title, learning objectives, and activities that reflect Building Knowledge of the Field (BKoF); Supported Reading, Viewing, and Listening (SRVL); Modelling/ Deconstruction of the Texts (MoT/ DoT); Joint Construction of Texts (JCoT); Independent Use of Texts (IUoT); Reflection; and Assessment of Learning.

4.2.5. Academic Writing Assessment with BCWI Model

Writing assessment with the BCWI model is adopted from Widodo [59] and Brown and Abeywickrama [55]. The assessment is designed in the analytic method because analytic scoring offers a little more washback than a single holistic score. It also reveals much more detail because it is categorized into five (organization, content, language use, style, and mechanics) with descriptors [59]. Besides that, a series of self-assessments, peer and lecturer feedback, and conferencing are also designed because the BCWI model is implemented as a process approach to writing. Therefore, there are some guidelines to assess the initial stages of the writing process. Once the writer has finished the initial stages, the focus shifts toward a final revision. These stages are adapted from Brown and Abeywickrama [55] and are both responding to the writer through conferencing in person and an online stored document tool.

4.2.6. ICT-Based Learning Platforms with BCWI Model

This model is done in a blended learning environment, which is a combination of the Flex model [35] and the Enriched Virtual model [57]. The ICT-based learning platforms are needed to facilitate the blended learning class (offline and online class). The online class can be asynchronous or synchronous. The implemented blended learning is designed in the following Table 3.

Table 3.
Design of blended learning class with BCWI model.

Writing activity	Blended learning	ICT-based learning platforms
Building Knowledge of the Field	Offline and or Online	Online Stored Document Tools LMS
Supported Reading, Viewing and Listening	Offline and or Online	Online Stored Document Tools You Tube LMS
Modelling/Deconstruction of the Texts	Offline and or Online	Online Stored Document Tools LMS
Joint Construction of Texts	Offline and or Online	Online Stored Document Tools LMS Mind Mapping Tools Conference Tools Communication Tools
Independent Use of Texts	Offline and or Online	Online Stored Document Tools LMS
Reflection	Offline and or Online	Online Stored Document Tools LMS

4.3. Product Development

4.3.1. RPS of Academic Writing with BCWI Model

RPS of the Academic Writing course with the BCWI model includes the identity of the course, course learning outcomes, course description, expected abilities, materials, learning methods, time, student learning experiences, assessment criteria, value, references, learning outcomes map, and assessment plan (activeness, project, task, quiz, mid-term test, and final test). In the course learning outcomes, this course equips students to become 21st-century English educators who possess academic writing skills (Empirical Research Article) and can publish their work. In the course description, this course prepares students with academic writing skills (contextualizing, summarizing, quoting, sourcing, agreeing or disagreeing, classifying and categorizing, describing, explaining, comparing and contrasting, referencing, entertaining opposition, recommending, and connecting) in the form of writing scientific articles (Empirical Research Article) that reflect a 21st-century English educator capable of competing in a global context. The other components of the RPS of Academic Writing with BCWI are presented in the example below.

Table 4.
Example of RPS for 2nd Meeting

Week	2
Expected Ability	Students are able to explore and find relevant topics in English language teaching and learning using academic writing skills such as contextualizing, sourcing.
Materials	How to Find Research Topic
Learning Method	Collaborative Learning Student-Center Learning Blended Learning
Time	100 minutes
Student Learning Experience	Discuss material related to how to find research topics. Work on structured assignments related to how to find research topics.
Assessment Criteria	Accuracy in correlating academic writing skills, contextualizing and sourcing, to find relevant topics. Accuracy in examining how to find research topics.
Value	4%

4.3.2. Lecturers’ Manual with BCWI Model

The concept of BCWI model is developed and integrated into the learning activities. Five stages of learning are modified with complete guidance in doing the writing steps in a blended learning environment. The stages of the teaching and learning cycle used in the BCWI model are implemented in the teaching plan. It covers topics, learning objectives, activity stages, procedures, and activities. The activity stages include Building Knowledge of the Field (BKoF); Supported Reading, Viewing, and Listening (SRVL); Modelling/ Deconstruction of the Texts (MoT/ DoT); Joint Construction of Texts (JCoT); Independent Use of Texts (IUoT); Reflection; and Assessment of Learning. On the other hand, the main aspects of this lecturer’s book consist of a description of the BCWI model, the teaching plan, assessment criteria, and information related to ICT-based learning platforms that can be used throughout the teaching and learning process. The overview of the lecturer’s manual with BCWI model is presented in the [Table 5](#).

Table 5.
Overview of lecturer’s manual with BCWI model.

	<p style="text-align: center;">PREFACE</p> <p>Blended-Collaborative Writing Instructional (BCWI) Model is developed for lecturers who teach Academic Writing skills in higher education. It is developed as guidance for teaching academic writing, especially for undergraduate students by integrating the model of writing process (Abas & Aziz, 2018), online collaborative learning (Mohamad Said, et al, 2014), blended learning model (Godwin-Jones, 2018) and teaching and learning cycle (Triastuti, 2021). This book contains four main parts: the description of the model, the teaching plan, the assessment for academic writing, and the ICT tools guidance used in this model. The description of the model explains a brief background of this model and the stages of the teaching-learning cycle of this model. The teaching plan contains the description of the learning outcome and the procedures in the unit design of teaching and learning materials that will help the lecturers to apply this model. To assess the students' works, the lecturers can use a scoring rubric modified from several rubrics for academic writing. The last part is additional guidance for lecturers in using ICT tools for teaching writing such as <i>ELLTA</i> (<i>e-Learning Universitas Tidar</i>), Zoom, Google Doc, etc.</p>
Cover	Preface

Course	Academic Writing
Learning Outcomes	This course equips students to become 21st century English educators who have academic writing skills and publish academic writing that can compete in a global context.
Course Description	This course prepares students with academic writing skills (contextualizing, summarizing, quoting, sourcing, agreeing or disagreeing, classifying and categorizing, describing, explaining, comparing and contrasting, referencing, entertaining opposition, recommending, and connecting) in the form of writing scientific articles that reflect a 21st century English educator who can compete in a global context.
Topics	How to Find Research Topic How to Write Research Introduction How to Write Research Literature Review How to Write Research Methodology How to Write Research Finding How to Write Research Discussion How to Write Research Conclusion and Suggestion How to Write References How to Write Abstract Aims and Scopes of Journal Publication Ethic and Plagiarism How to write and publish a journal article
Sources	BCWI Learning materials and supplementary materials
Learning media	Zoom, Google Documents, Mindmap App, YouTube and WhatsApp.
Team teaching	English Lecturers

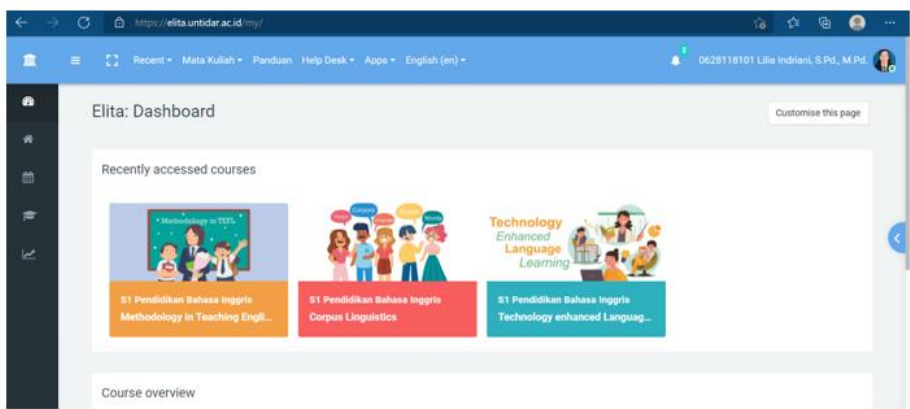
Teaching Plan

D. Assessment of BCWI Model

Criteria	Excellent	Good	Fair	Poor
Content	Essay has a specific central idea that is clearly stated in the opening paragraph; appropriate, concrete details support the central idea and show originality focus.	Central idea is vague; somewhat sketchy and non-supportive to the topic; lacks focus.	Unable to find specific supporting details; more than 4 errors in information.	Essay had no central idea or supporting details.
Organization	Essay is logically organized and well-structured displaying a beginning, a body, and a conclusion. Critical thinking skills are evident.	Essay somewhat digresses from the central idea; ideas do not logically follow each other.	Central point and flow of essay are lost; lacks organization and continuity.	Ideas were unorganized and vague; no particular flow was followed.
Style	Writing is smooth, coherent, and consistent with central idea. sentences are strong and expressive with varied structure. Diction is consistent and words are well chosen.	Sentences are varied and inconsistent with central idea, vocabulary, and word choices.	Lacks creativity and focus. Unrelated word choice to central idea. Diction is inconsistent.	Writing is confusing and hard to follow. Contains fragments and/or run-on sentences. Inappropriate diction.
Mechanics	Written work has no errors in word selection and use, sentence structure, spelling, punctuation, and capitalization.	Written work is relatively free of errors in word selection and use, sentence structure, spelling, punctuation, and capitalization (1-2 errors)	Written work has several errors in word selection and use, sentence structure, spelling, punctuation, and capitalization (3-4 errors).	Written work has serious and persistent errors in word selection and use, sentence structure, spelling, punctuation, and capitalization.

Assessment

1. Learning Management System (ELITA): [Dashboard \(untidar.ac.id\)](http://untidar.ac.id)






Learning Platform

4.3.3. Students' Book with BCWI Model

There are some activities and goals from each stage of the BCWI model that are reflected in the students' book. The procedures in Building Knowledge of the Field (BKoF) are classified into What's on Your Mind and Let's Start with the goals of brainstorming ideas, building up writing context, familiarizing students with the topic, involving students to participate, and sharing opinions. The procedures in Supported Reading, Viewing, and Listening (SRVL) segregate into Let's Watch More and Let's Read More, with the goals of enriching the student's understanding of the content, context, and culture of the text and practicing intensive reading activities. Similarly, Modelling/ Deconstruction of the Texts

(MoT/DoT) distributes into Let's Check the mentor text with the goals of exploring the features of the text while developing students' reading comprehension. Joint Construction of Texts (JCoT) distributes into Let's Collaborate with the goals of familiarizing students with the writing process, rhetorical structures, and language input. After, Independent Use of Texts (IUoT) changes into Let's Do It Yourself with the goals are asking the students to work on the text construction individually or in small groups, internalizing the linguistic knowledge and writing skills, encouraging students' collaboration, supporting each other, and practicing peer feedback. Reflection classifies into Let's Reflect with the goal of making learning reflection for the students. The last is about Assessment for Learning (AfL). Its goals are reviewing the mistakes and errors and writing the final draft of the target written text. These stages are implemented in each chapter of the students' book, which consists of 10 chapters. Table 6 presents the overview of the students' book.

Table 6.
Overview of students' book with BCWI model.

 <p style="text-align: center;">Cover</p>	<p style="text-align: center;">CHAPTER I HOW TO FIND A RESEARCH TOPIC</p> <p>By doing this chapter, students will be able to:</p> <div style="border: 1px solid black; padding: 5px;"> <ol style="list-style-type: none"> 1. find a research topic by applying contextualizing and sourcing skills. 2. use ICT tools to help the students in finding a research topic. </div> <p>A. WHAT'S ON YOUR MIND?</p> <p>This part 'What's on your mind?' will help you to develop knowledge of how to find a research topic.</p> <p>In your viewpoint, mention the academic writing skills that are needed to find a research topic and give the reasons. You may consider the table of academic writing skills to guide you in answering the question.</p> <p>Write your answer here:</p> <hr/>
<p>B. LET'S START</p> <div style="text-align: center;">  <p>LET'S START</p> </div> <p style="text-align: center;">ACADEMIC WRITING SKILLS FOR FINDING A RESEARCH TOPIC</p> <p>Although academic writing skills are mainly contributed to writing academic writing genres, they can be used to help students in finding a research topic by implementing the concepts of each skill. Two out of sixteen academic writing skills can be used to help you in finding the research topic. The skills are contextualizing and sourcing.</p> <p>1. Contextualizing</p> <p>The realm of contextualizing relates to the process of changing information between writers to readers toward a certain topic that builds connection and identity.</p> <p style="text-align: center;">Let's Start</p>	<p>C. LET'S WATCH MORE</p> <p>Please go to this website and watch the self-accessed material.</p> <ol style="list-style-type: none"> 1. Introduction: https://youtu.be/p_tOGb4D8ek <div style="text-align: center;">  </div> <ol style="list-style-type: none"> 2. Research Topic: https://youtu.be/p_tOGb4D8ek <div style="text-align: center;">  </div> <p style="text-align: center;">Let's Watch More</p>
<p>D. LET'S READ MORE</p> <p style="text-align: center;">HOW TO GET AN ENGLISH EDUCATION RESEARCH TOPIC?</p> <p>Mujianto and Fitriani (2020) propose that before composing an academic writing research article, you need to find a research topic. How to find it? First, you need to conduct a preliminary theoretical study.</p> <ol style="list-style-type: none"> 1. Decide the disciplines that will be the foundation of your research. 2. Decide Sub-disciplines that you are interested in. 3. Explore the descriptions that can be obtained from these sub-disciplines. 4. Explore the scope that can be learned from that description for research and writing of scientific papers. 5. Decide the subjects and objects of study that will be found in the field. <div style="text-align: center;">  </div> <p style="text-align: center;">Let's Read More</p>	<p>E. LET'S CHECK THE MENTOR TEXT</p> <p>What is a mentor text?</p> <ul style="list-style-type: none"> • Mentor texts can be very powerful teaching and learning tools that can help improve EFL learners' writing proficiency because they provide concrete examples of what teachers expect from their students in the writing process helping students' understanding of writing in various genres or formats effectively (Rusinovci, 2015). • Mentor texts provide students with ideal platforms which students imitate in their own writing. By incorporating the mentor text stylistic features into their own writing, students are able to make connections to the targeted author's writing skills and exploit them in the writing process (Ghorbanchian, et al., 2019). <div style="text-align: center;">  </div> <p style="text-align: center;">Let's Check the Mentor Text</p>

4.3.4. Academic Writing Assessment with BCWI Model

Writing assessment with the BCWI model is adopted from Brown and Abeywickrama [55] and Widodo [59]. It is used for analytic assessment. The criteria are content, organization, language use, mechanics, and styles. Each major criteria has descriptors that differentiate five scoring levels (excellent, good, fair, poor and very poor). The detail descriptors are shown in the Table 7.

Table 7. Assessment rubric for academic writing with BCWI model.

No.	Criteria	Mark	Rating Scale				
			Excellent	Good	Fair	Poor	Very Poor
1.	Content	35	29-35	22-28	15-21	8-14	0-7
2.	Organization	25	21-25	16-20	11-15	6-10	0-5
3.	Language Use	20	16-20	11-15	6-10	3-5	0-2
4.	Mechanics	10	10	7-9	5-7	2-4	0-2
5.	Style	10	10	7-9	5-7	2-4	0-2
Total		100					

4.3.5. ICT-based Learning Platforms with BCWI Model

This BCWI model is equipped with ICT-based learning platforms because this model is implemented in a blended learning environment. Here are some platforms that are used to facilitate the students. The first one is a learning management system (LMS) called ELITA (elita.untidar.ac.id). This is an official LMS provided by Universitas Tidar to help each course do blended learning. In this study, this LMS is used to do the assessment, including submit the draft of the article, pre-test, and post-test. The next is YouTube by Lilia Indriani. YouTube is used to store and publish the self-accessed materials in the form of videos. The link is easily accessed, and it is put in the Students' Book with BCWI model (e-book) and also in ELITA. Then, there are also some conference tools. These tools are provided for students if they need consultation synchronously with the lecturer and/or their peers. They are zoom, Google Meet, Big Blue Button, etc. Next, there are mind mapping tools that are used by the students in the step of Let's Collaborate in drafting processes of writing. They are Edraw Mind, Mind Manager, Mind Meister, etc. Apart from that, an online stored document tool is also used. Specifically, the web-based document used is Google Docs to help students create and collaborate on online documents. The last one is communication tool through WhatsApp. It is used to share information about Academic Writing class like announcement, link address, class coordination, etc. However, these platforms are flexible, meaning that the lecturers or students could use other similar platforms that suit their needs. Figures 6,7 show examples of platforms used in this study.

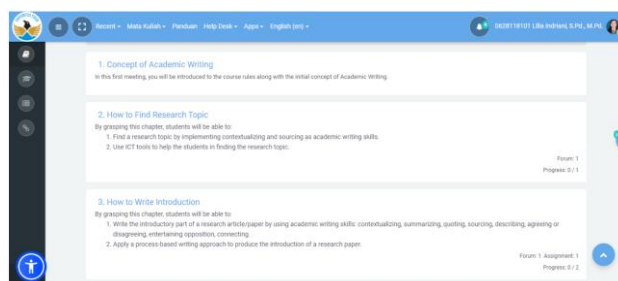


Figure 6. LMS with BCWI model.

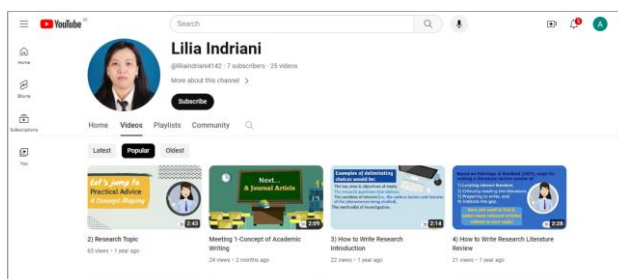


Figure 7. YouTube account for BCWI Model.

4.4. Product Validation

There are two experts who validated this product that concerned three aspects, such as the instructional model, material, and technology in language learning. To clarify, the experts or validators are two experts of the English Instructional Model of Universitas Negeri Yogyakarta. They are Joko Priyana, Ph.D., and Dr. Agus Widyantoro, M.Pd.

After being designed and developed, the validation result shows that the BCWI model is very feasible (93%). Both of the validators said that the model is very good and can be implemented in academic writing class. However, the blended learning environment needs to be emphasized more. It is because the proposed model has not shown how the blended learning environment works. As is shown in the learning cycle, the learning should be both online and offline. On the other hand, the academic writing materials with BCWI are categorized as very feasible (91.4%). For the betterment of the academic writing materials with the BCWI model, there is a suggestion from the validators. It is about language accuracy and appropriacy. Last, the ICT-based learning platforms in academic writing with the BCWI model are categorized as very feasible (94.6%). There is feedback from the validators; it is to make the layout, pictures/images, and choice of colors more interesting. All feedback from the validation stage was used to improve the quality of the products.

4.5. Product Implementation

Before the products were implemented in the class through CAR, three senior lecturers of academic writing were gathered to have a focus group discussion in terms of the BCWI model itself, the RPS, the lecturer's manual, students' book, assessment, and the ICT-based learning platforms. It was held on January 30th, 2023. They also gave validation results for the products. From these lecturers, it was sown that the validation result of the BCWI model is 96.66%, the academic writing materials with BCWI are 96.66%, and the validation result of the ICT-based learning platforms with the BCWI model is 97.94 %. All of these percentages have fulfilled the bare minimum criteria, and these three aspects are categorized as very feasible [58]. After that, the researchers proceed to the pre-cycle, where the researchers found some problems that are closely related to what was found in the need analysis.

During the pre-cycle, the researchers obtained 128 students who participated in questionnaire filling, 3 students who participated for an interview, and 3 lecturers for an interview as well. Here are some results from the students' perspective. First, the explanation about the goal and materials of academic writing were not clearly articulated and comprehended by the students. Second, lecturers gave instructions for each of the processes except the pausing and reading process. Meaning that there was no instruction to stop writing and reflecting on what they had produced and how well it matched the plan. Third, there were no strategies to seek help and find other materials to be added in the text. Fourth, the media utilized was PowerPoint, and the technologies were a laptop, LCD, and projector. Fifth, most of the students wrote individually in each process of writing. Sixth, the students feel that activities in writing are not diversified and interesting. Seventh, feedback from the lecturers was very limited in the writing process; even some students had difficulty having discussions with the lecturers. Eighth, there was no feedback from peers. Last, the LMS did not use to deliver instruction in writing class. On the other hand, the lecturers said that the activities involved in academic writing, such as prewriting, planning, drafting, revising, and editing, are being followed but have not yet been fully integrated. The last thing is, all three lecturers did not implement blended learning for academic writing; they mostly rely on offline meetings for academic writing.

Cycle 1 was done in 8 meetings, involving all 128 students from three classes and three academic writing lecturers. This is where the BCWI model is truly implemented. From students' voices, some key points were found. First, a clear learning goal and the lesson plan shared in the LMS (ELITA) helped students understand the academic writing course better. Second, most of the students have positive responses about the instruction, especially in each of the writing processes, including the pausing and reading processes. Third, the model helped the students to create academic writing texts since the blended collaborative learning approach and genre-based approach complement each other to enhance the academic writing processes. Forth, students did collaborative learning activities in each writing process; the highest one is the revising activity since the students had discussion after they got feedback from the lecturer and peers, then they revised the article together. Fifth, the lecturers have acted as facilitators that are capable of providing diverse and engaging writing activities. The students feel that those activities were beneficial for enhancing their writing skills. Seventh, there was a plentiful amount of feedback from both lecturers and peers throughout the writing process. Eighth, the ELITA was utilized for providing instruction in the writing class. Lastly, students expressed a preference for incorporating blended learning into the writing class. It is because blended learning enhanced their engagement in the writing class and recognized the significance of learner autonomy in a blended learning environment. It is also supported by the fact that the equipment of ICT-based learning platforms in the form of web-based and app-based technology really facilitates the students with blended learning environments. On the other side, the lecturers said that they followed the instruction well. All of the writing processes, blended learning, & collaborative writing have been integrated into the BCWI model.

Cycle 2 was also done in 8 meetings, involving the same subjects as those who were in pre-cycle and cycle 1. In this new cycle, it was found that the instruction helped them in the process of writing, and they began to become familiar with the BCWI model in terms of the process of writing, strategies, and activities. They were also familiar with the pausing and reading processes, which were new for them. They reflected in their own writing draft and tried to read more to gain more insight about it. The students also saw blended learning helped them with flexibility, efficiency, accessibility, personalization, and technology utilization in the learning process. However, some issues arose, like maintaining good communication between group members, unequal group work distribution, and group members' irresponsible behavior. Consequently, the students still saw the lecturers as facilitators, despite the obstacles that they countered in the process of collaborative work. The students also gave positive responses about lecturers' and peers' feedback. Regardless, the feedback from the lecturers was more personalized for each group because of the issues mentioned. These students voices are also supported by their lecturers. It was found that the lecturers felt more familiar with the writing processes, strategies, media, and technologies. However, the role of the lecturers as the facilitators was boosted because challenges in implementing the BCWI model were revealed. As a result, they personalized the learning instruction for each group. Personalized feedback from the lecturers was mostly needed in the students' group work, as each group has different issues.

They also put in additional hard work to give guidance and encouragement continuously to the students by apprising the students' writing process.

4.6. Improvements

To further prove that the BCWI model has an impact on students' writing, the researchers in this study also compared students' writing scores in pre-cycle, cycle 1, and cycle 2. Hence, the difference between students' writing scores before and after the BCWI model implemented in their academic class could be seen. Figure 8 shows the mean comparisons from students' writing scores in each class and also all classes combined.

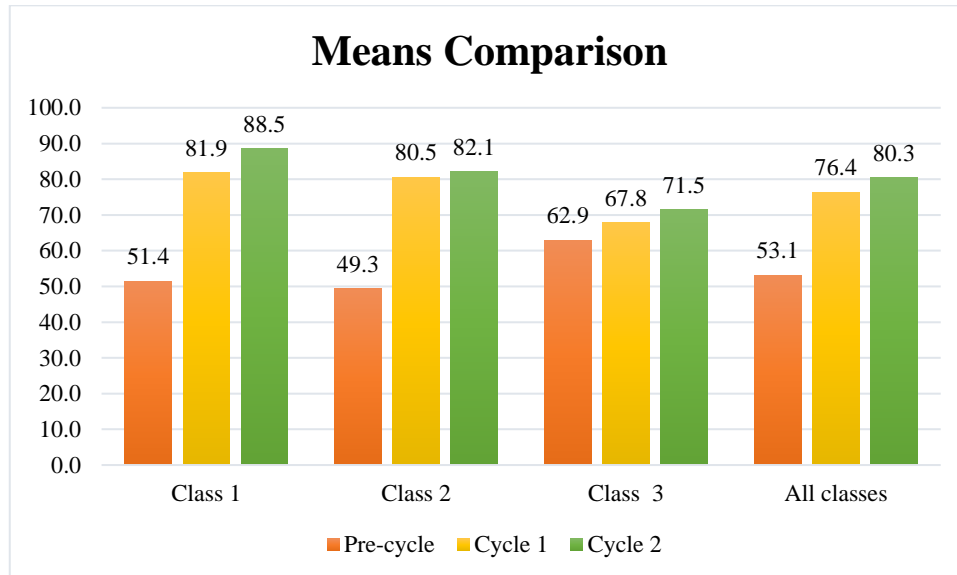


Figure 8.
Means comparison of students' writing scores.

Based on the picture above, it can be seen that overall, students in each class had their academic writing scores increase from pre-cycle to cycle 1, and then to cycle 2. However, it can also be observed that each class had different scores in pre-cycle, cycle 1, and cycle 2. In terms of score increase, class 1 had the highest improvement, followed by class 2, and then class 3. The researchers assumed that this difference was caused by the varying levels and characteristics of students in each class. Hence, this supports the idea that the BCWI model could be implemented in different subjects based on their levels or characteristics. On average, the data shows an increase in students' scores across all classes combined. However, the reasons behind the different initial scores in pre-cycle and the resulting variations in score increases among the classes require further investigation.

4.7. Post Project Evaluation and Reflection

Based on findings from product implementation through CAR, it can be seen that cycles 1 and 2 have solved some issues found in the pre-cycle. However, this does not hide the fact that particular issues might still exist or even new issues might be found. Hence, this section reflects on what has happened and been done in implementing the BCWI model. Additionally, what needs to be evaluated from the application of the BCWI model in this research can be revealed. Therefore, sequentially, this section will cover aspects from the planning, implementation, and final results achieved. It is hoped that the results of this evaluation and reflection process can be used as considerations for improving the quality of the learning and teaching process using the BCWI model in the future, where both lecturers and students play important roles.

4.8. The Final Model

After the researchers formulated and proposed the initial model of BCWI, they proceeded further by having comprehensive consultations with the validators and academic writing lecturers. Based on their review, the initial products actually had an adequate framework. However, since this model emphasized the blended-collaborative learning environment where the students had to work collaboratively and adapt to both online and offline learning classrooms, it should be included in the framework. This is in line with the demand for 21st-century skills and a 5.0 society. Then, this fundamental suggestion became the basis for the implementation. This was done by fostering blended-collaborative learning in the academic writing class through the RPS, lecturer's manual, student's book, assessment, and ICT-based learning platforms.

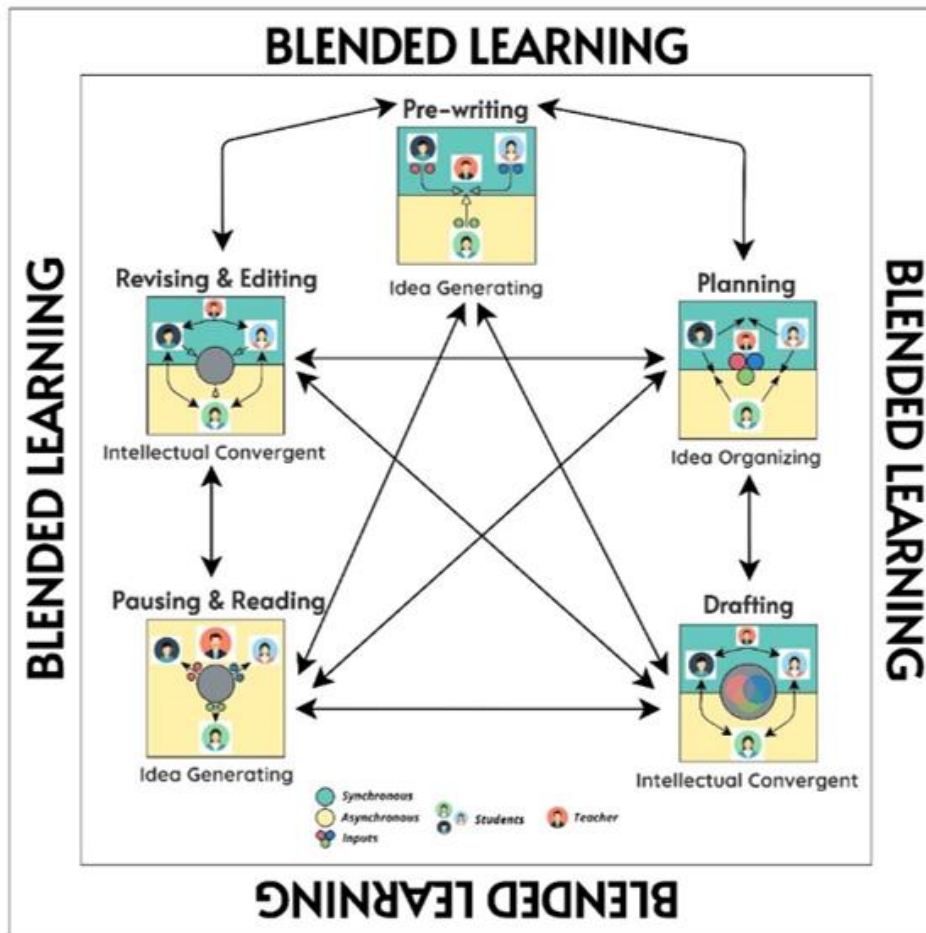


Figure 9.
Final Model of BCWI.

As has been touched upon, the BCWI model combines the writing process approach, collaborative learning framework, blended learning framework, and teaching-learning cycle of GBA. The writing approaches are pre-writing, planning, drafting, pausing and reading, and revising and editing. In this final model, the process of writing goes back and forth depending on the writers' needs. In each of the writing processes, the collaborative framework appears in the learning activities when the students engage in idea generation, idea organization, and intellectual convergence. All of those processes are conducted in a blended learning environment that integrates ICT-based learning platforms. The lecturers act as facilitators who support all the processes of writing, collaborative work, technology integration, and assessment.

The main implication of this study is highly related to the practice of teaching and learning processes of writing in higher education, especially academic writing courses. The existence of this BCWI model implicates the lecturers' and students' concerns related to the best instruction for writing courses in a collaborative and blended learning environment. As has been touched upon, writing is a complex process that needs peers and experts to unlock students' full potential in writing (ZPD), meaning that peer support and lecturer facilitation become crucial. However, offline classrooms sometimes cannot maximally assist the students' writing process since they inevitably write outside the classroom hours as well (blended). Students also still need to collaborate with their peers and be supervised by the lecturer from a distance in blended learning, which has also become a challenge. Hence, an adequate ICT-based learning platform is needed to facilitate the learning process in and outside the classroom. Apart from that, writing also needs to emphasize its process; this is what is mostly neglected in practice, which results in less adequate learning and writing achievement. Considering its importance and how it affects the writing result, good instruction for that, along with fulfilling the real needs of the learner and practitioner, is also needed. Consequently, the BCWI model embraces these existing or potential issues and hopefully can be adapted to help students and lecturers in their academic writing classes.

5. Conclusion

This study was driven by the challenges and inconsistencies in academic writing instruction within Indonesian higher education. One of the primary issues identified was the lack of uniformity in the existing Rencana Pembelajaran Semester (RPS), where learning goals, objectives, topics, and materials varied significantly among lecturers. Furthermore, academic writing instruction had not fully embraced collaborative and blended learning approaches, and the writing process itself was not consistently applied. Essential stages such as pre-writing, planning, drafting, pausing and reading, revising, and editing were sometimes overlooked, and the instructional methods differed from one lecturer to another. These

inconsistencies in teaching and learning academic writing created gaps in students' development of writing skills and hindered the effectiveness of the learning process.

6. Pedagogical Implications

To address these challenges, this study developed the Blended-Collaborative Writing Instructional (BCWI) model, which integrates the writing process, online collaborative learning, blended learning strategies, and the genre-based approach (GBA). The BCWI model was designed as a structured and comprehensive approach to academic writing instruction, incorporating key components such as the RPS, a lecturer's manual, a student's book, and ICT-based learning platforms. The implementation of this model through classroom action research revealed promising results. Lecturers and students responded positively to the BCWI model, recognizing its ability to facilitate collaborative and process-oriented writing while leveraging digital learning tools. The model not only helped students improve their academic writing skills but also provided lecturers with a structured framework to guide students effectively through the writing process.

7. Study's Limitations

Although the BCWI model demonstrated positive outcomes, its development remains an evolving process. Future research and refinements are necessary to further enhance its effectiveness and adaptability. One of the key areas for improvement is the enrichment of teaching materials, ensuring that they are clearer, more diverse, and better aligned with learning objectives. Since the materials used in this study were specifically designed for a university-level academic writing course, future iterations should consider broader applicability and customization to different institutional needs. Additionally, lecturers are encouraged to explore new learning strategies that can be integrated with the BCWI model, as the dynamic nature of education will continue to introduce innovative pedagogical approaches and instructional theories.

8. Suggestions for Further Studies

Furthermore, technology plays a crucial role in supporting the BCWI model. The tools and platforms utilized in this study can certainly be updated or replaced with more advanced and suitable technological solutions in the future. To ensure the model remains effective, continuous evaluation and refinement are necessary. Repeated reviews will help assess validity, reliability, and overall impact, making the application of the BCWI model more sustainable over time. Lastly, future studies should consider expanding the scope of implementation and testing the BCWI model on a wider and more diverse group of students. Moving beyond regional contexts to national and international settings will provide a more comprehensive understanding of the model's applicability and effectiveness in different educational environments.

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