

THE IMPACT OF BLENDED LEARNING ON STUDENTS' WRITING ABILITY: SYSTEMATIC REVIEW

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Abstrak

Pembelajaran campuran (blended learning) telah menjadi pendekatan pengajaran yang semakin populer dalam pendidikan bahasa, khususnya dalam meningkatkan kemampuan menulis siswa. Studi ini bertujuan untuk meneliti dampak pembelajaran campuran terhadap keterampilan menulis siswa melalui tinjauan sistematis literatur ilmiah yang relevan. Data dikumpulkan dari basis data akademik yang bereputasi dan dianalisis menggunakan prosedur tinjauan sistematis yang melibatkan identifikasi artikel, penyaringan, penilaian kelayakan, dan sintesis temuan. Tinjauan tersebut menunjukkan bahwa pembelajaran campuran secara positif memengaruhi kemampuan menulis siswa dengan menyediakan lingkungan belajar yang fleksibel, meningkatkan peluang untuk berlatih, dan memfasilitasi umpan balik tepat waktu melalui platform digital. Selain itu, integrasi pengajaran daring dan tatap muka mendorong keterlibatan siswa, kolaborasi, dan pembelajaran mandiri. Namun, beberapa tantangan juga teridentifikasi, termasuk keterbatasan teknologi, literasi digital yang tidak merata di antara siswa, dan kebutuhan akan desain pembelajaran yang efektif. Secara keseluruhan, temuan menunjukkan bahwa pembelajaran campuran merupakan pendekatan yang efektif untuk meningkatkan kemampuan menulis siswa bila didukung oleh infrastruktur teknologi yang memadai dan strategi pedagogis yang tepat. Studi ini menyoroti pentingnya mengintegrasikan lingkungan pembelajaran digital dengan pengajaran kelas tradisional untuk meningkatkan hasil menulis dalam pendidikan bahasa.

Kata kunci: Pembelajaran campuran, kemampuan menulis, tinjauan sistematis, pembelajaran bahasa, pembelajaran digital.

Abstract

Blended learning has become an increasingly popular instructional approach in language education, particularly in improving students' writing ability. This study aims to examine the impact of blended learning on students' writing skills through a systematic review of relevant scholarly literature. The data were collected from reputable academic databases and analyzed using a systematic review procedure involving article identification, screening, eligibility assessment, and synthesis of findings. The review indicates that blended learning positively influences students' writing ability by providing flexible learning environments, increasing opportunities for practice, and facilitating timely feedback through digital platforms. In addition, the integration of online and face-to-face instruction encourages student engagement, collaboration, and autonomous learning. However, several challenges were also identified, including technological limitations, unequal digital literacy among students, and the need for effective instructional design. Overall, the findings suggest that blended learning is an effective approach for enhancing students' writing ability when supported by adequate technological infrastructure and appropriate pedagogical strategies. This study highlights the importance of integrating digital learning environments with traditional classroom instruction to improve writing outcomes in language education.

Keywords: blended learning, writing ability, systematic review, language learning, digital learning.

INTRODUCTION

In recent years, the rapid development of digital technology has significantly transformed educational practices across the world. One of the most prominent innovations in modern education is the integration of online and face-to-face learning environments, commonly known as blended learning. This approach combines traditional classroom instruction with digital learning platforms, allowing students to access learning materials, interact with teachers, and engage in collaborative activities both inside and outside the classroom. Chen et al. (2025) argue that as educational institutions increasingly adopt technology-enhanced learning models, blended learning

has become a widely implemented strategy in language education, particularly in the teaching of English as a Foreign Language (EFL).

Writing is considered one of the most complex language skills for students to master. Unlike other language skills, writing requires the integration of several cognitive processes, including idea generation, organization, grammar, vocabulary selection, and revision. Many students face difficulties in expressing their ideas clearly and coherently in written form. According to Maulida et al. (2022), these challenges are often associated with limited language proficiency, lack of practice, and insufficient feedback during the writing process. Therefore, effective instructional approaches are needed to support students in developing their writing ability.

Li & Sulaiman (2025) believe blended learning has been widely suggested as an effective instructional approach to enhance students' writing skills. Its flexibility encourages students to learn at their own pace and promotes greater engagement in the writing process. According to Harahap & Siregar (2022), through digital platforms such as learning management systems, collaborative writing tools, and online discussion forums, students can practice writing more frequently and receive immediate feedback from teachers or peers. In addition, blended learning environments allow students to access various learning resources, including instructional videos, writing guides, and example texts, which can support their learning process.

Several empirical studies have reported that blended learning can positively influence students' writing ability. According to Alwasilah (2024), the integration of online tools in writing instruction can improve students' motivation, provide opportunities for collaborative learning, and facilitate continuous feedback. Moreover, according to Nguyen (2024), digital environments enable students to revise and edit their work more effectively, which is an essential part of the writing process. However, despite the growing number of studies on blended learning and writing instruction, the findings across different contexts and educational levels are not always consistent. Some studies highlight significant improvements in students' writing performance, while others report only moderate or limited effects.

Due to these varying findings, it is necessary to conduct a comprehensive analysis of existing research to better understand the overall impact of blended learning on students' writing ability. A systematic review approach allows researchers to identify, evaluate, and synthesize relevant studies in a structured and transparent manner. By reviewing previous research findings, it becomes possible to determine the extent to which blended learning contributes to the development of writing skills, identify effective instructional practices, and highlight gaps in the current literature.

Therefore, this study aims to conduct a systematic review of previous studies examining the impact of blended learning on students' writing ability. The findings of this review are expected to provide valuable insights for educators, researchers, and policymakers regarding the effectiveness of blended learning in writing instruction and offer recommendations for future research in the field of language education.

RESEARCH METHOD

This study employs a systematic literature review to examine and synthesize previous research on the impact of blended learning on students' writing ability. A systematic review method is used to identify, evaluate, and analyze relevant empirical studies in a structured and transparent manner. The approach allows researchers to summarize existing evidence and identify patterns, trends, and gaps in the literature related to blended learning and writing instruction.

The review follows standard procedures commonly used in systematic reviews, including identification, screening, eligibility assessment, and inclusion of relevant studies.

The data for this study are obtained from reputable academic databases to ensure the quality and credibility of the selected studies. The databases include Google Scholar and SCOPUS. These databases were chosen because they contain peer-reviewed journal articles relevant to language education and educational technology.

The selected studies were analyzed using thematic analysis. The analysis involved several steps: Classifying the selected studies based on research objectives, participants, methods, and findings, identifying common themes related to the effects of blended learning on writing ability, comparing and synthesizing findings across studies to identify patterns and differences, and summarizing the results to draw conclusions about the impact of blended learning on students' writing skills. The findings are then presented in the form of descriptive synthesis and summary tables to provide a clearer overview of the reviewed studies.

FINDINGS AND DISCUSSION

Findings

The findings from the reviewed studies indicate that blended learning has a significant positive impact on students' writing ability. Most of the selected articles reported improvements in several aspects of writing, including grammar accuracy, vocabulary use, coherence, and organization of ideas. The combination of face-to-face instruction and online learning platforms allows students to receive both direct guidance from teachers and flexible opportunities to practice writing independently.

In many studies, students who learned through blended learning environments showed better writing outcomes compared to those who learned through traditional classroom methods. Online tools such as learning management systems, collaborative writing platforms, and digital feedback systems enabled students to revise their writing more frequently and engage more actively in the writing process.

Another important finding is that blended learning provides more opportunities for students to practice writing. Online platforms allow students to complete writing tasks outside classroom hours, which increases the amount of time they spend practicing writing skills. This extended learning environment helps students develop their ideas gradually and improve their writing quality through repeated drafting and revision.

Furthermore, many studies highlight that digital platforms support collaborative writing activities, such as peer review and group writing tasks. Through these activities, students can exchange ideas, give feedback, and learn from each other's writing, which contributes to the development of their writing competence.

The systematic review also reveals that blended learning enhances the feedback process in writing instruction. In traditional classrooms, teachers often face time constraints when providing detailed feedback to all students. However, in blended learning environments, teachers can provide written comments, audio feedback, or automated feedback through online systems.

Some studies reported that the use of digital tools allows students to receive more immediate and continuous feedback. This timely feedback helps students identify their weaknesses and improve their writing through multiple revisions. As a result, the writing process becomes more reflective and student-centered.

The reviewed literature suggests that blended learning increases students' motivation and engagement in writing activities. Interactive online tools, multimedia materials, and collaborative learning activities make the learning process more engaging compared to conventional writing instruction.

Students tend to feel more comfortable expressing their ideas in online environments, particularly when participating in discussion forums or collaborative writing platforms. This supportive environment encourages students to participate actively and reduces anxiety often associated with writing tasks in traditional classroom settings.

Despite its benefits, the findings also reveal several challenges in implementing blended learning for writing instruction. Some studies reported technical difficulties, limited internet access, and insufficient digital literacy among students and teachers as major barriers.

Additionally, the success of blended learning depends largely on effective instructional design. Without proper planning, the integration of online and face-to-face components may not

produce optimal learning outcomes. Teachers therefore need adequate training and institutional support to implement blended learning effectively.

Discussion

Based on the reviewed studies, blended learning can be considered an effective instructional approach for developing students' writing ability. The integration of online learning tools with traditional classroom instruction supports continuous practice, collaborative learning, and effective feedback mechanisms.

However, to maximize its effectiveness, educators should carefully design blended learning activities that align with writing objectives. Institutions should also provide technological infrastructure and professional development programs for teachers to support the implementation of blended learning in writing instruction.

The findings of this systematic review indicate that blended learning has a significant influence on the development of students' writing ability. Blended learning, which integrates face-to-face instruction with online learning environments, creates a flexible learning ecosystem that supports students' writing development through various digital tools, collaborative platforms, and continuous feedback mechanisms. The literature reviewed consistently demonstrates that this combination of traditional and digital learning approaches enhances both the writing process and the overall quality of students' written work.

One of the key findings across the reviewed studies is that blended learning facilitates a more interactive and student-centered writing environment. In traditional classrooms, writing instruction often occurs within limited classroom time, which restricts opportunities for drafting, revising, and receiving feedback. However, blended learning environments extend the learning process beyond the classroom by enabling students to access learning materials, submit assignments, and receive feedback through online platforms. This extended learning space allows students to engage in multiple stages of the writing process, including brainstorming, drafting, revising, and editing, more effectively than in conventional learning settings.

Another important aspect identified in the reviewed studies is the role of digital platforms in supporting collaborative learning. Many blended learning environments utilize online discussion forums, collaborative documents, and peer review systems that allow students to share ideas and provide feedback on each other's writing. Through these interactions, students are exposed to diverse perspectives and writing styles, which contributes to the development of their critical thinking and writing skills. Peer feedback, in particular, has been shown to encourage students to reflect on their own writing and identify areas for improvement.

Furthermore, blended learning promotes greater learner autonomy and self-regulated learning in writing activities. In online components of blended learning, students often have the flexibility to manage their learning pace and access instructional materials independently. This autonomy encourages students to take responsibility for their own learning and actively engage in the writing process. Several studies highlight that students in blended learning environments tend to demonstrate improved motivation and engagement because they can revisit instructional materials, such as writing tutorials and model texts, whenever needed.

The integration of digital tools in blended learning also supports the development of writing accuracy and organization. Many online platforms provide features such as grammar checking, automated feedback, and structured writing templates that guide students in producing clearer and more coherent texts. These tools help students identify linguistic errors and improve the quality of their writing. Moreover, the availability of digital resources such as online dictionaries, corpus tools, and writing guides further assists students in developing vocabulary and sentence structures appropriate for academic writing.

Despite these benefits, the literature also identifies several challenges associated with the implementation of blended learning in writing instruction. One of the most frequently reported issues is the variation in students' digital literacy skills. Students who lack sufficient technological competence may experience difficulties in navigating online learning platforms, which can hinder

their participation in writing activities. Additionally, inconsistent internet access and limited technological infrastructure in some educational contexts may reduce the effectiveness of blended learning strategies.

Another concern highlighted in the literature is the potential imbalance between online and face-to-face components. Effective blended learning requires careful instructional design to ensure that both components complement each other. When the online component is not well integrated with classroom instruction, students may perceive it as an additional workload rather than a meaningful part of the learning process. Therefore, educators need to design blended learning activities that align with learning objectives and provide clear guidance for students.

Overall, the findings of this systematic review suggest that blended learning has a positive impact on students' writing ability when implemented effectively. The combination of classroom interaction and digital learning resources supports the development of writing skills by providing opportunities for collaboration, feedback, autonomy, and continuous practice. However, the success of blended learning largely depends on factors such as instructional design, technological infrastructure, and students' digital literacy. Future research is recommended to explore more effective strategies for integrating blended learning in writing instruction and to examine its long-term effects on students' academic writing development.

CONCLUSION

Based on the findings of the systematic review, it can be concluded that blended learning has a significant and positive impact on students' writing ability. The integration of face-to-face instruction with online learning environments provides students with more flexible learning opportunities and diverse resources that support the development of writing skills. Through digital platforms, students are able to access instructional materials, practice writing more frequently, and receive timely feedback from teachers and peers. These features contribute to the improvement of important aspects of writing such as organization, grammar, vocabulary use, and coherence.

Furthermore, blended learning encourages students to become more active and autonomous in the learning process. The online component allows learners to revise their work, explore additional references, and practice writing independently outside the classroom. This continuous exposure to writing activities enhances students' confidence and motivation in expressing their ideas in written form. As a result, students are better able to develop critical thinking and reflective writing practices.

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