The Milestone of Blended Process-Based Approach in Argumentative Writing: Exploring the Sophomore's Perception and Writing Achievement

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Abstract—**The scarcity of investigation towards the injection of virtual flipped classrooms into the argumentative essay writing process, hereafter blended process-based approach, limits the array of advanced technology benefits within the EFL writing context in Indonesia. This research aims to investigate the students' perceptions of the blended process-based approach in the argumentative writing course, to figure out the valuable strategies in every stage of writing, to delve how the male and female students perceive blended process-based approach, and to determine the effect of blended process-based approach towards their writing achievement. Framed within an explanatory mixed-method research design that employed quantitative and qualitative data collection and analysis, 28 sophomores participated. The perception questionnaire was administered to gain a rich data set, and tests using pre-test and post-test were given, instructing the participants to create an argumentative essay. The findings showed that the participants positively perceived the blended process-based approach in the argumentative writing course. Amongst the stages, pre-writing has the highest frequency of strategy selections. Then, male and female students perceived differently in all perception dimensions. Finally, they performed significantly better on the post-test, which indicated that they made noticeable progress in writing due to using a blended process-based approach.**

Index Terms—**argumentative essay, blended process-based approach, gender, perception, virtual flipped classroom**

I. INTRODUCTION

In the 21st century, with the spread of internet-mediated technology, the goals of writing, the nature of the audience and author, and the genres of written communication are rapidly changing. Writing technology allows students to create and exchange information anywhere at any time (Gamble & Easingwood, 2000). Therefore, the advent of technology has made it possible to implement virtual flipped classrooms (hereafter, VFC) in English Language Teaching (ELT), especially in teaching writing skills. A new learning model which merges Flipped classrooms and a virtual environment, referred to as VFC, was proposed in 2019 (Ismail & Abdulla, 2019). The VFC enables students to watch and listen to lectures at home before performing interactive activities and applying their knowledge in a virtual synchronized classroom like a traditional classroom (Ismail & Abdulla, 2019; Mariyana et al., 2021; Thohir et al., 2020).

A way of growing, a writer needs the practice to be skillful. Writing is a skill anyone can learn with practice (Albright & Langan, 2020; Haerazi et al., 2020). It is a recursive process that students can master with hard work if they want to become good writers, so they must do much more practice for themselves. However, writing is the most complex skill to master. Indonesian students face a variety of writing challenges (Ratminingsih, 2015), including (1) difficulties in expressing what they are thinking in a foreign language, (2) limited vocabulary storage, (3) being unable to organize writing coherently, and (4) grammatical errors in writing. The intricacy of writing demands students to grasp methodical and well-ordered thinking, which will eventually become their way of life (Gonye et al., 2012). It instils in EFL writing students a new belief that writing teaching should focus on writing practice rather than theory.

The emergence of the process approach becomes an innovation in writing as the increasing dissatisfaction and the drawbacks of the product approach. The process approach is preferable as it represents the change from a product focus to a process focus where the ways of accomplishing writing products are executed (Hasan & Akhand, 2010). The virtue of the approach offers students a systemic explanation of text production, which highlights communicative purposes concerning acceptable content, linguistic knowledge, and language styles to a particular discourse community (Kitjaroonchai et al., 2022). In this approach, students are motivated to write based on their original idea, intended to achieve fundamental purposes, and the results are designed for real audiences (Graham & Sandmel, 2011). The writing process involves pre-writing, drafting, reflecting, peer or tutor reviewing, revising, and publishing (Coffin et al., 2003). In this current research, these six interrelated stages, which provided more comprehensive experiences in writing, were implemented to yield the writing product.

A study investigated the impact of the process-based approach in English writing classes of 57 non-English upper-secondary students in Vietnam's Mekong Delta (Ngo & Trinh, 2011). It was figured out that the participants in the experimental cohort outperformed those in the control cohort, in which the students in the process-based approach showed better results in writing. Another study investigated how scaffolding influences the writing skills of EFL students during the writing process (Kamal & Faraj, 2015). In favour, that scaffolding in writing via the writing process approach met the students' demands in EFL writing and improved writing competence (Gashaye & Muchie, 2021).

However, a subset of writing obstacles was found amongst the sophomores of the English Language Education Study Program (hereafter, ELESP), Faculty of Teacher Training and Education. In the writing class, which involved the fourth-semester students, it was observed that they were reluctant to communicate their ideas. They argued without proper reasons and facts. Arguing skills seemed to be a significant gap in enhancing their argumentative writing skills. There were twofold reasons identified. First, they were not used to arguing simply because they used to get involved within an environment where lecturers taught a set, traditionally oriented curriculum that did not contemplate the development of lifelong soft or 21st century skills (Mora-González et al., 2018). The second reason is they kept struggling to filter valid and reasonable reasons supporting their arguments. The internet has been giving an abundance of information which, at the same time, brings negative sides, such as invalid data, hoaxes, and so forth.

Argumentative writing is a significant element of the academic experience of foreign language learners since it is a mode of academic writing (Pessoa et al., 2017). The argument is the primary rhetorical goal of writers' work and is seen as an essential part of intellectual activity in higher education (Coffin et al., 2003). One form of argumentative writing genre is argumentative essays. Argumentative essay writing is a series of strategies used by an orator to persuade the audience to change their minds, grab their attention, or admit a particular circumstance or viewpoint. This essay deals with contentious issues, and an author defends a point of view that they believe is valid. Their purposes are convincing, attaining adhesion, justifying a way to see facts, refuting interpretations about an event, or persuading the reader to modify an opinion.

Students' perception of their experiences in writing in English plays a momentum role in the teaching and learning process, which can, per se, help educators alleviate their students. Students' perceptions should always be measured in the classroom because, in an instructional technology course, they are more satisfied with using technology to aid and help them better in learning than those in a typical system (Saeed, 2020). Perception can be broken down into threefold components; cognitive, affective, and conative (Baron & Byrne, 1991). These components assist students in their academic growth, particularly when finding ways to make learning more meaningful. The cognitive component of perception is related to someone's knowledge, views, and beliefs about an object. It also has a relation to how a person perceives an object. Meanwhile, the affective component is related to positive feelings, such as pleasure in an object, and negative feelings, such as dislike of pleasure in an object. Finally, the cognitive component is associated with a person's behaviour or tendency to act on an object. This component shows someone's act toward an object.

Individual variances in writing have recently received increased attention. These differences in writing performance have been linked to various higher-level variables (Al-Saadi, 2020). Understanding individual differences and their consequences on writing performance is fundamental to effective instruction. Students as writers vary in their cognitive and linguistic abilities and perception; another crucial variable is gender. A vast potential for distinctions in gender has been identified in writing. These differences can be attributed to distinguished aspects such as perception, motivation, and language proficiency (Beard & Burrell, 2010; Berninger & Fuller, 1992; Olinghouse, 2008; Troia et al., 2012).

Although a growing body of research in writing on the topics mentioned above, namely process approach, VFC, perception, gender in writing, and achievement, have been conducted frequently, the embarking of research on these five topics are crucial to be undertaken due to the context of the study involving Indonesian students whose fluency in English writing is different with those who are native English writers or whose second language is English. Based on the background, the fourfold research questions are framed as follows:

a. What are the students' perceptions of a blended process-based approach in an argumentative writing course?
b. What are the strategies that the students believe helping them the most in every stage of the blended process-based approach in the argumentative writing course?
c. How do the male and female students perceive the blended process-based approach in an argumentative writing course?
d. Is there any effect of a blended process-based approach on the students' writing achievement?

II. METHOD

A. Participants

The study involved the fourth-semester students, as the participants of the study, who had enrolled in the Argumentative Writing course in ELESP Faculty of Teacher Training and Education. There were 28 sophomores who had started their experience in writing at the second semester. They simultaneously joined the second and third semesters of the paragraph and essay writing courses. The detailed profile of the participants can be seen in the participants' demography table as follows.

TABLE 1
THE PARTICIPANTS' DEMOGRAPHY

Aspects	Description
Male	8
Female	20
Age	19-21
Ethnicity	Balinese and outside Bali
Followed Previous Courses	Paragraph writing and essay writing

B. Research Design

This study employed an explanatory mixed-method embedded design which is dominantly in quantitative analysis and supported by qualitative analysis. It was used to include straightforwardness and opportunities for the exploration of more detailed quantitative results, espoused by qualitative results, to assist the explanation and interpretation of the findings. The qualitative findings were gained from the open-ended items of the questionnaire sparking their points of view related to valuable strategies they used in each writing stage. Then it also provided quantitative findings from the closed-ended items, which also portrayed percentages of the participants' perceptions. Meanwhile, the quantitative data were collected using pre-experimental research with a pre-test-post-test design. A single group of participants was observed after a treatment presumed to cause change. In the experiment, the participants underwent a six-stage writing process-based teaching program. The experiment continued for six meetings (involving synchronous and asynchronous meetings). Toward the program closure, a post-test was administered to measure students' abilities in essay writing. A particular focus was on format, mechanics, content, organization, grammar, and structure elements.

C. Instruments

To gain a rich set of data of the participants' perceptions of the writing process experienced when writing in English, the questionnaire developed by Baron and Byrne (1991) was utilized. This questionnaire contained statements about writing practices and the participants' online learning experiences. The questionnaire items incorporated 3 dimensions of perception per each stage of the writing process, which originated from the cognitive, affective, and conative components. The questionnaire was also mix-structured, employing 40 close-ended items based on a 4-point Likert-type scale ranging from strongly agree to strongly disagree. It also proposed 3 open-ended items used to gauge the students' point of view about their valuable strategies in each writing stage.

To ensure the questionnaire is eligibly administered, its validity must be highlighted. In terms of construct validity, the instrument had been constructed based on adapting Baron and Byrne's perception theory (1991). It had also been validated concerning its content in which the questionnaire items had been developed based on elaborating the referred dimensions of perception. Furthermore, to keep the questionnaire consistent in measuring, the inter-rater reliability was applied wherein two judges scrutinized the items. Then the results were analyzed using the Gregory formula, and the level of content validity was categorized as very high (index 1).

Pre-experimental research with a pre-test-post-test design was conducted to support the qualitative findings. The pre-test was administered before the blended-based process was implemented and then continued by administering the post-test after the blended-based process was implemented. Both pre-test and post-test were in the form of performance tests instructing the participants to create an argumentative essay based on the task design and assessed by a scoring rubric adapted from Oshima & Hogue (2006), covering format, mechanics, content, organization, and grammar and structure.

D. Data Collection Procedures

All data were collected during the fourth semester in students' classrooms. However, the induction stage and the teaching and learning process in each writing stage are explained before collecting data. The induction stage aimed to introduce the blended system and orient the students' writing process stages. In generating comprehensive induction, the session focused on discussing the implemented blended system, which is mainly based on VFC. Then it was followed by a discussion of the writing stages. The students had been previously offered enough time to develop their argumentative writing competence within the process approach. A questionnaire was administered via Google Form to gather the required data, which can be accessed at http://bit.ly/PerceptionQuest. It was distributed to 28 students. Besides, as the participants were English majors, they had no problem responding to the items in English. After obtaining the data, the responses of open-ended items were selected to take part in delving into their perceptions

concerning the perception of blended-based process writing in an argumentative writing course. Pre-test and post-test were also administered to see the effect of the blended process-based approach on the participants' writing achievement.

E. Data Analysis

In analyzing the collected data, quantitative and qualitative analyses were employed. Quantitative analysis refers to the calculation of frequency and percentage results. The detailed technique of quantitative data analysis was as follows: tabulating the writing score, testing the normality of the data, calculating the Paired Samples t-test, which was performed to compare the mean difference between pre- and post-test scores, giving the interpretation, and concluding the study. Then, qualitative analysis, the latter concerned with interpreting the students' responses to open-ended items of the questionnaire. Additionally, the qualitative data analysis technique steps were as follows: counting the number and percentage of responses, grouping and placing the students' responses into tables and graphs, providing interpretation, scrutinizing the result or the students' responses, and explaining the various attained responses.

III. RESULTS AND DISCUSSION

This part describes the findings and their interpretation to find out the result of the study as a whole. The purposes of this research are to answer four framed research questions as follows: 1) to figure out the students' perceptions of the blended process-based approach in an argumentative writing course, 2) to scrutinize how the male and female students perceive the blended process-based approach in an argumentative writing course, and 3) to figure out the whether or not blended process-based approach has any significant effect on writing achievement, particularly in writing an argumentative essay.

A. Results

(a). The Students' Perceptions on Blended Process-Based Approach in Argumentative Writing Course

The frequency of responses for each item on the scale was calculated to interpret the Likert scale results of the participants' perception. In addition, the open-ended questionnaire concerning the valuable strategies in every stage of the blended process-based approach gauged the participants' responses and later supported the previous findings. The obtained responses were read verbatim several times, coded, and then grouped into frequently recurred themes in each stage. These responses are available after the table of perceptions.
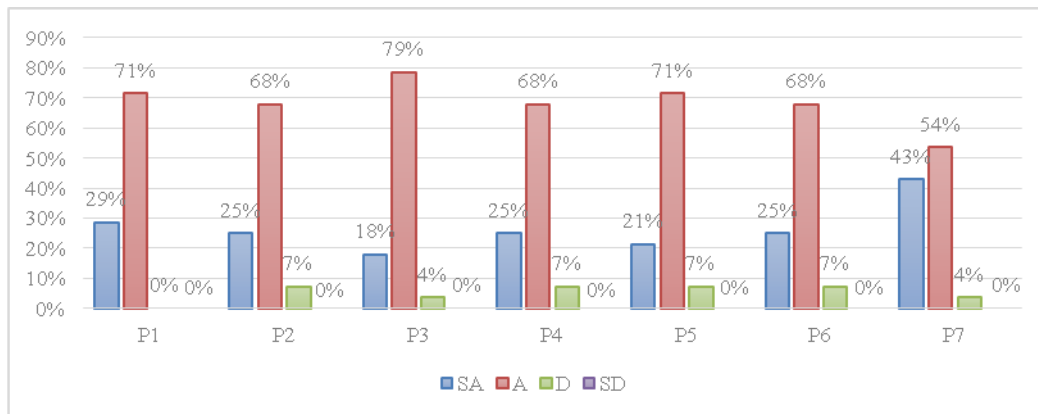

Figure 1 The Students' Perception of Blended Pre-Writing Process

Based on figure 1, there are seven items of perceptions, and most of the students perceived agreed upon the implementation of the blended pre-writing process. The finding is supported by table 2.

TABLE 2
PRE-WRITING STRATEGIES

No	Stage	Strategies
1.	Pre-writing	- Step-by-step outlining - Guided outlining - Small group discussion - References based outlining - Outline examples of adapting and modifying

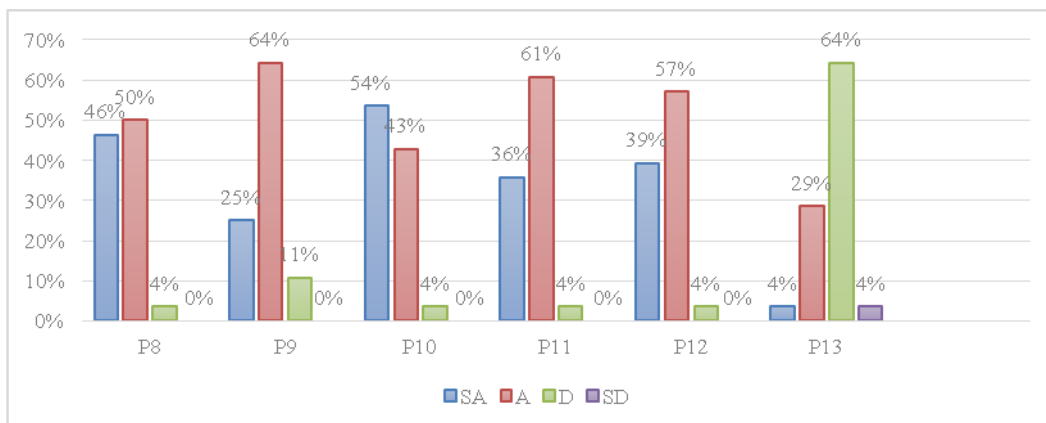In the pre-writing stage, there are five strategies that the participants found to do.

Figure 2 The Students' Perception of Blended Drafting-Writing Process

Based on figure 2, there are six items of perceptions, and most of the students perceived agreed upon the implementation of the blended drafting-writing process. The finding is supported by table 3.

TABLE 3
DRAFTING STRATEGIES

No	Stage	Strategies
2.	Drafting	- Guided drafting by using draft sample and tutor instruction - Scoring rubric-based drafting - Rough draft writing

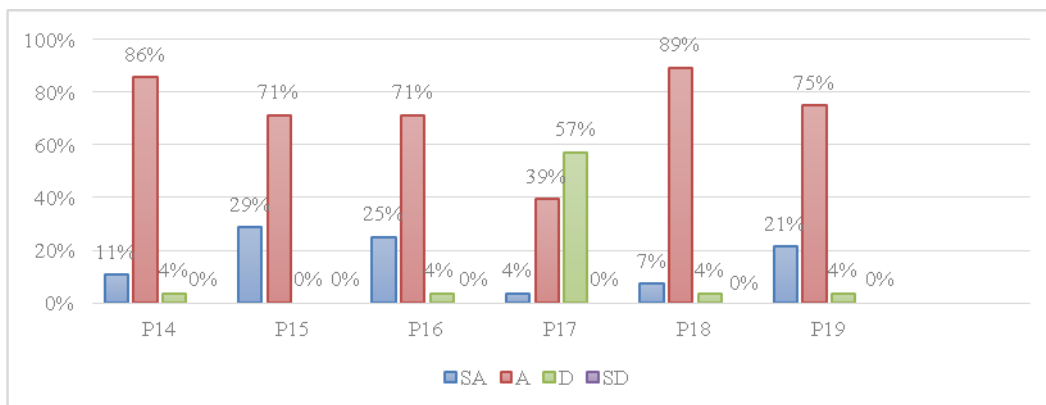In the drafting stage, there were three strategies that the participants frequently had done.

Figure 3 The Students' Perception of Blended Reflecting Process

Based on figure 3, there are six items of perceptions, and most of the students perceived agreed upon the implementation of the blended reflecting process. The finding is supported by table 4.

TABLE 4
REFLECTING STRATEGIES

No	Stage	Strategies
3.	Reflecting	- Draft reviewing - Strength and weakness highlighting

In the reflecting stage, two strategies were frequently done by the participants.
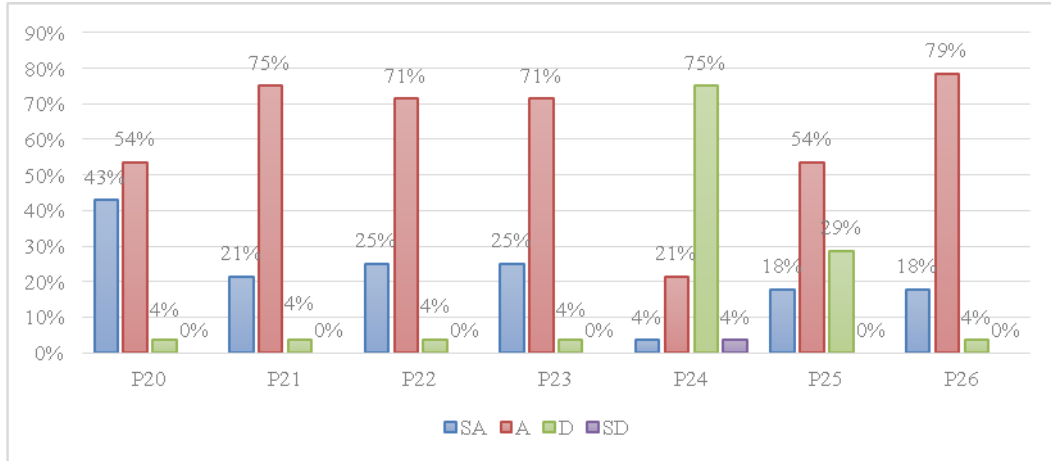
Figure 4 The Students' Perception of Blended Peer or Tutor Reviewing Process

Based on figure 4, there are six items of perceptions, and most of the students agreed upon implementing the blended poor or tutoring process. The finding is supported by table 5.

TABLE 5
PEER OR TUTOR REVIEWING STRATEGIES

No	Stage	Strategies
4.	Peer or tutor reviewing	- Peer discussion - Judging free - Comparing works with other works

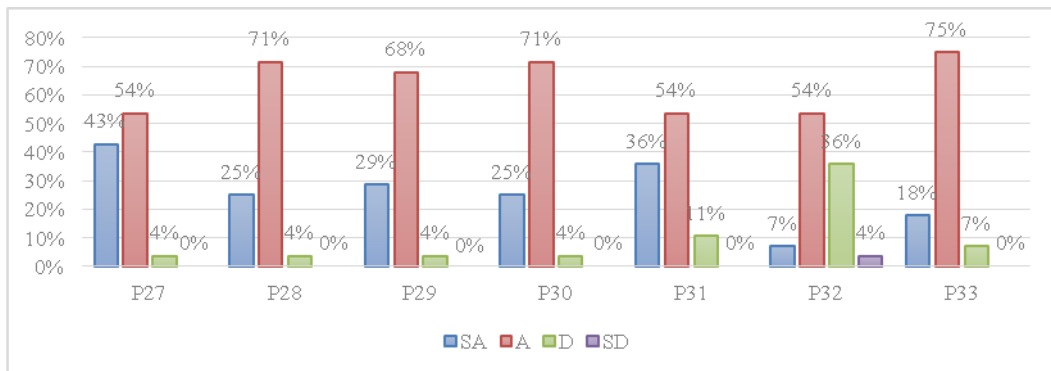In the peer or tutor reviewing stage, the participants conducted three strategies.

Figure 5 The Students' Perception of Blended Revising Process

Based on figure 5, there are seven items of perceptions, and most of the students perceived agreed upon the implementation of the blended revising process. The finding is supported by table 6.

TABLE 6
REVISING STRATEGIES

No	Stage	Strategies
5.	Revising	- Re-assessing the revised results - Fixing some points based on the discussion that had been done before - Focusing on writing development and content

In revising stage, the participants frequently implemented three strategies.
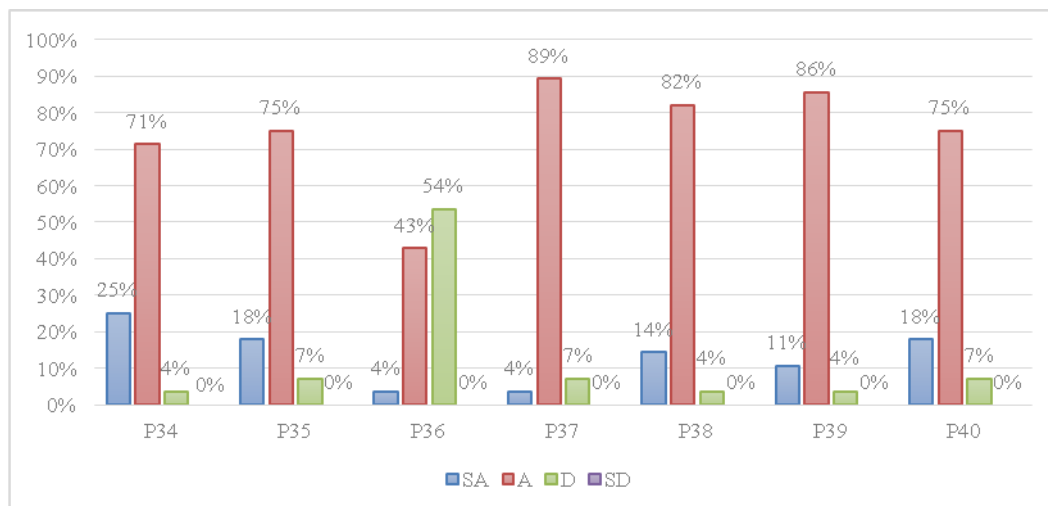
Figure 6 The Students' Perception of the Blended Publishing Process

Based on figure 6, there are seven items of perceptions, and most of the students perceived agreed on the implementation of the blended publishing process. The finding is supported by table 7.

TABLE 7
PUBLISHING STRATEGIES

No	Stage	Strategies
6.	Publishing	- Completing the essay - Reading verbatim the whole essay - Checking the similarity percentages

In the publishing stage, the participants frequently published their final essays using three strategies.

(b). Male and Female Students' Perception of Blended Process-Based Approach in Argumentative Writing Course

TABLE 8
MALE AND FEMALE STUDENTS' PERCEPTIONS IN EACH COMPONENT OF PERCEPTION

Criteria	*Frequency*	*Male*	*Female*
Cognitive Perception			
Strongly Agree		5(63%)	12(60%)
Agree		2(25%)	5(25%)
Disagree		1(12%)	3(15%)
Strongly Disagree		0(0%)	0(0%)
Total	28	8(100%)	20(100%)
Affective Perception			
Strongly Agree		2(25%)	14(70%)
Agree		4(50%)	3(15%)
Disagree		2(25%)	3(15%)
Strongly Disagree		0(0%)	0(0%)
Total	28	8(100%)	20(100%)
Conative Perception			
Strongly Agree		2(25%)	5(25%)
Agree		5(63%)	14(70%)
Disagree		1(12%)	1(5%)
Strongly Disagree		0(0%)	0(0%)
Total	28	8(100%)	20(100%)

Based on table 8, it can be seen that the female and male students perceived differently in each domain of perception. Concerning the cognitive perception, male students' strongly agree percentage (63%) exceeds the female students (60%). It portrays that male students perceived stronger beliefs than female students in viewing an object. Conversely, in the affective domain, the female group perceived stronger than the male group on strongly agree scale. The females' agree percentage (70%) exceeds the males' percentage (25%), revealing that female students have higher positive and negative feelings about an object. Moreover, concerning conative perception, which is associated with the students' behaviour or tendency to act on an object, both males and females have the same percentage on strongly agree scale (25%).

(c). Differences in Students' Writing Achievement After Being Treated by Using Blended Process-Based Approach

1. Testing the Normality of the Data

To determine the normality of the data on the writing pre-test and post-test, the Shapiro-Wilk test was conducted, which captured the significant value of the pre-test and post-test (Table 9).

TABLE 9
TESTS OF NORMALITY

	Kolmogorov-Smirnov[a]			Shapiro-Wilk		
	Statistic	df	Sig.	Statistic	df	Sig.
PRE-TEST	.153	28	.090	.958	28	.313
POST-TEST	.121	28	.200[*]	.961	28	.374

a. Lilliefors Significance Correction
*. This is a lower bound of the true significance.

Based on table 9, the significance values of the pre-test and post-test calculated employing Shapiro-Wilk were $0.313 > 0.05$ and $0.374 > 0.05$. It can be concluded that the present data had met the normality assumption.

2. Testing the Difference

To probe the third major research question, a paired-samples t-test was proceeded to statistically compare the participants' mean scores on the pre-test and post-test of argumentative essay writing. As table 10 shows, the participants had a higher mean score on the post-test of writing (M = 82.36, SD = 1.890) than the pre-test (M = 79.86, SD = 2.172).

TABLE 10
DESCRIPTIVE STATISTICS OF THE PRE-TEST AND POST-TEST OF ARGUMENTATIVE ESSAY WRITING

		Mean	N	Std. Deviation	Std. Error Mean
Pair 1	PRE-TEST	79.86	28	2.172	.411
	POST-TEST	82.36	28	1.890	.357

The results of the paired-samples t-test t (27) = 9.442, p< .05 (two-tailed) (Table 10) indicate that the students performed significantly better on the writing post-test. The mean score increase in the post-test was 2.5, with a 95% confidence interval ranging from 3.043 to 1.957. Therefore, the answer to this research question is positive.

TABLE 11
PAIRED SAMPLES TEST

		Paired Differences					t	df	Sig. (2-tailed)
		Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference				
					Lower	Upper			
Pair 1	PRE-TEST POST-TEST	-2.500	1.401	.265	-3.043	-1.957	-9.442	27	0.000

B. Discussion

Following the calls to investigate perception viewed from different gender as well as writing achievement within the emergence of the writing process combined with technology, this study aimed at answering three highlighted research questions which centre on students' perception towards the implementation of the blended process-based approach in the argumentative writing course, their strategies in each stage and the writing achievement of the students. In addition, the results will be interpreted further. They will be related to relevant studies regarding perceptions, gender differences related to perception in writing, strategies in writing, and achievement.

The statistical evidence through percentages revealed that the participants positively perceived the blended process-based approach in the argumentative writing course. Drawing on the statistical evidence garnered through the perception questionnaire, the participants among the four scales most frequently selected the Likert scale of agree. This finding accords with that of Husnawadi (2021), who revealed that the respondents in the survey overall viewed the implementation of the flipped method positively.

The positive perception portrays that using VFC assisted students in joining the writing process stages. The crucial idea and concept of VFC allow students to watch and listen to lectures at home before engaging in interactive activities and applying their knowledge in a virtual synchronized classroom that mimics the actual classroom setting (Ismail & Abdulla, 2019). Thus, the concept of blended learning in this research, which is mainly based on VFC, is the combination of technology integration and stages of writing. This idea has brought the term into the limelight the infusions of web-based technologies (Staker & Horn, 2012), which create new opportunities to interact with peers, instructors, and learning materials, inside and outside the class (Vaughan et al., 2013). Similarly, the students had a high perception of the significance of their written competence through flipped learning approach (Montaner-Villalba, 2021).

The students' perception of the strategies in learning writing might influence their choices of the strategies used in the learning of writing (Eliwarti & Maarof, 2017). In the context of this research, the use of systematic steps of process approach in writing combined with the implementation of VFC is the employment of multiple teaching techniques to train the students' writing performance. The respondents favoured learning through the process approach, which

validates teaching writing through this approach (Bin-Hady et al., 2020). Further, all participants had a highly positive level of perception towards the strategies in the process approach, in which editing and revising strategies were perceived as the most useful (Eliwarti & Maarof, 2017).

A study by Abas and Aziz (2018) figured out the ten writing strategies employed by students in writing: mechanics of writing; relating the topic to past experience and knowledge; talk-writing; freewriting; outlining; listing; using online materials; seeking help; considering the reader; and text organization in each stage of the writing process. Similar to this current research, the findings comprised four strategies in the pre-writing stage, three strategies in the drafting stage, two in the reflecting stage, four in the peer or tutor reviewing stage, and three in the revising stage, and three strategies in the publishing stage.

Amongst the stage, pre-writing has the highest frequency of strategy selections. This result implies that the students have different ways to start writing. Since the students had to prepare what they wrote in the pre-writing stage, they preferred systematic outlining with guidance from the instructor or the scoring rubric. The students also chose to form their ideas into an outline form through searching ideas from multiple resources, which they executed via small group discussion. Students applied this strategy before writing to brainstorm their minds or start writing their ideas.

They also necessitated an outline sample to be used as the sample of outline writing. This strategy can also be done in the classroom by browsing examples of writing from sources on the internet using their mobile phone. The findings mentioned above were supported by (Sari, 2014), who figured out that every student actively engaged in brainstorming their ideas about the topic they chose. Pre-writing is the ready-to-write stage when writers determine the topic and organize ideas (Tompkins, 2019).

The drafting stage strategies were only three that applied to build and develop the outline into a rough draft. They mainly stated that they needed guidance and a scoring rubric which led them to draft the essay. In a study by (Pacello, 2019) figured out that drafting was helpful for students to create the flow of their content more logically. The scoring rubric and the draft sample were necessitated as both helped the participants see how reasons for any side of the argument they chose are put in the draft. By following the guidance and draft sample, the participants could save time in drafting.

In reflecting, the participants tended to focus on reviewing their drafts and figuring out the strengths and weaknesses of their writing. These strategies imply that students consider the urgency of reflection while drafting or after drafting to enhance the quality of their writing. Reflecting helps identify what parts of the essay the students are powerful or weak on. Based on the students' reflection excerpts, revealed that the students took genuine pleasure in writing, despite the obstacles, which mostly related to searching for the appropriate academic vocabulary, and struggling with structures (Carolan & Kyppö, 2015).

The next stage is peer or tutor reviewing, where the strategies are threefold. This stage allowed the participants to share and comment on each other's work based on the provided checklist. Therefore, the first strategy that they did was having peer discussion. Another way, both the writers and their peers check each other writings, so both have benefited from one another. They also compared works with the pair's works to highlight the strengths and weaknesses of the shared draft. Another study (Susanti et al., 2020) figured out that the students had significantly better writing after experiencing proficiency pairings in collaborative writing tasks. The students expected that they had a chance to show their work to someone, get feedback, and revise before submitting the writing to the teacher. A study by Česnienė (2015) figured out that following peer review enables students to develop critical evaluation skills, which are used to effectively examine and identify various flaws in the essay's argument. Moreover, the tutor reviewing session allowed them to check mistakes and errorness after gaining feedback from the teacher (Koliadina, 2015; Purnomo et al., 2021). This strategy helps them learn from their mistakes to avoid making the same mistake.

In the stage of revising, threefold strategies were conducted. The participants checked if the essay met the requirements by re-assessing the revised results. It was done in to fix some points based on the discussion that had been priorly done. This implies that checking the essay requirements before and after writing their work is essential. Furthermore, they also focused on writing development and content, which means that they did not solely highlight the writing's surface but also underlined the content of the essay. The last stage is publishing, in which the students mostly applied three strategies. As this is the final stage of the writing process, the students did a final check to complete their essays. It could be done by reading verbatim the whole essay as the strategy. They were also equipped with avoiding plagiarism in creating their essay, so the next strategy they did in the publishing stage was to ensure that their work was plagiarism-free.

Besides, undergoing these strategies in each stage of writing covered by VFC possibly builds different perceptions of male and female students. Male and female students' perception of the blended process-based approach in argumentative writing courses can be seen in Table 8 viewed from 3 dimensions of perception: cognitive perception, affective perception, and conative perception. Generally, it is indicated that male and female students positively perceived the blended process-based approach in all perception dimensions. Specifically, male and female students are perceived differently in all dimensions.

In the cognitive dimension, male students had the highest percentage of strongly agree scale than female students. Conversely, on disagree scale, female students had higher percentages. None of the participants had perceived strongly

disagreed with blended-based process writing. The cognitive process in writing is the intellectual process by which knowledge is gained from perception or ideas (Tarigan et al., 2021). In this case, the male and female students have dissimilar cognitive perceptions in following a blended process-based approach where the male group perceived more on strongly agree scale.

In affective perception, the female students had the highest percentage of strongly agree scale than the males. Similarly, on disagree scale, female students had a higher percentage than males had. Conversely, on agree scale, male students had a higher percentage. Additionally, it is believed that females outperformed males' processing in the affective domain, which drives them to have more positive or negative feelings when joining the blended process-based approach. It is supported by Deng et al. (2016), who figured out that women had stronger emotional expressivity than men.

In conative perception, males selected strongly agree (25%) as the same as females did. On the agree scale, female students had a higher percentage. Correspondingly, female and male students tend to agree on having the perception that they do not surrender easily in doing English writing tasks (Maharani & Fadilah, 2022). They further state that visual support is required to inspire them in defining appropriate themes for their tasks. In contrast, in the disagree scale, male students had a higher percentage than female students. Furthermore, none of the females perceived strongly disagreed. Moreover, men and women act differently psychologically, from how they communicate to how they try to influence others.

A study by Challob et al. (2016) revealed that the participants had favourable impressions of the blended learning writing environment, which they saw as assisting them in reducing their writing anxiety and improving their writing skills. Moreover, it was found that flipped classroom can engage students in the writing process as demonstrated by high means reported for all three constructs, namely emotion (3.88), cognition (3.95), and behaviour (3.96) (Norazmi et al., 2017). Using the blended process-based approach assists the participants in experiencing all stages of writing to create their writing product. The effectiveness of the blended process-based approach can be proven by the higher mean score on the post-test (M = 82.36, SD = 1.890) than that of the pre-test (M = 79.86, SD = 2.172). Additionally, the results of the paired-samples t-test t (27) = 9.442, p< .05 (two-tailed) indicate that the students performed significantly better on the post-test. These findings display that the students achieved perceptible progress in their argumentative essay writing due to using a blended process-based approach as the combination between the process approach and VFC instruction to convert their writing activities.

The process approach and VFC are a tailored combination of a student-centered approach and a blended learning model assisted by a web-based application to writing. Combining these sets of innovations, it offers specific steps such as pre-writing, drafting, reflecting, peer or tutor reviewing, revising, and publishing for the students to spark their argumentative essay writing. These stages also train the students to plan and develop multiple writing drafts, seek feedback from different reviewers, work on revisions, and produce the final drafts. Therefore, compared to the product approach to teaching writing, this combination is more effective for teaching writing to sophomores in the English Language Education Study program context.

These results can be rationalized and are per what the literature review portrays regarding the nature and influence of VFC and process approach in writing. Likewise, a study by (Bin-Hady et al., 2020) had proven that there were improvements in students' writing under the auspices of the process approach, in which the greatest enhancement was demonstrated through the development of the students' performance in providing a counter-argument and refutation. Concerning the process approach, it was implemented within four lessons in a group of a low intermediate class consisting of 25 young adults whose ages ranged from 19 to 34 years old (Mart ñez et al., 2020). It was figured out more organized and structured paragraphs resulted when process writing was conducive to more vital writing skills.

Similarly, the effect of VFC compared with Virtual Classroom on the students' learning abilities was investigated (Mariyana et al., 2021), and it was figured out that those in VFC performed better than those in Virtual Classroom. VFC offers advantages for the students in which the availability of the material in the form of video offers students the freedom to stop or repeat and relearn the material at any time. Another research conducted by Jasionavičienė (2013) infused Web 2.0 tools like blogs and wikis into process approach implementation. These technologies provided a fantastic learning environment that encouraged students to write, improve their digital writing skills, and immerse the students in real-world experience and cross-cultural dialogue.

From the findings discussed, the teaching intervention utilizing a blended process-based approach enhanced the participants' writing skills and adjusted their perceptions towards the process of writing framed within VFC mode assisted by web-based applications. The findings suggest that a blended process-based approach instils valuable benefits. Using the approach boosts learners' experience in the whole process from beginning to end writing tasks. This study had several limitations due to gender and research design. Other researchers may include larger participants with a comparable number of males and females. A future study using a more sophisticated experiment design is needed to determine the cause-effect of the blended process-based approach in English writing class.

IV. CONCLUSION

This research explored the EFL learners' perception of the blended process-based approach in argumentative writing, the writing strategies, and writing achievement at the collegiate level. Although the study quantitatively was limited to a

pre-experiment with a limited number of informants, the findings –not generalizable through– are vital to build on in further queries. The outcome highlighted that the participants positively perceived the implementation of the blended process-based approach in the argumentative writing course. Even though they perceived positively, the male and female students perceived differently in each dimension of perception. Moreover, the strategies done were distinctive in each stage. These findings are supported by the statistical evidence, which portrays the significant difference between pre-test and post-test results. It indicates that the participants performed better after joining the blended process-based approach in writing the argumentative essay. The findings imply that experiencing each step of writing within VFC mode is still relevant in the writing atmosphere. It is crucial thus to incorporate this approach when teaching writing to EFL learners. To conclude, this research partially contributes to understanding students' perceptions of argumentative writing and writing strategies using the blended process-based approach and their writing achievement in the context of online learning within the 21st century.

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