CHAPTER IV RESEARCH FINDINGS AND DISCUSSION

In this chapter, the researcher presents the research findings and its discussion of blended learning strategy applied in language testing course. It is proposed to answer the research problems. These included the analysis of how the learning process of blended learning strategy runs in language testing course and the analysis of students' perception on advantages and disadvantages of blended learning strategy applied in language testing course. Research findings are provided from the data collected to answer the research questions. Afterwards, the researcher presents the analysis of research findings in the research discussion.

A. Research Findings

The research was conducted from July 13, 2016 – September 2, 2016 using three instruments for analyzing the data. It was set to answer the research questions of the study. The research questions were stated about how the learning process of blended learning strategy that applied in language testing course runs and students' perceptions on advantages and disadvantages of blended learning strategy applied in language testing course, here, the researcher has gained the data from facts occurred in language testing course and students' experiences.

There were three classes of language testing course in English Teacher Education Department. Each class consists of 30 students. However, not all of students were able to become the respondent of the research. A class consists

of 16 students who become the research respondent. B class consists of 17 students becoming the research respondent. Finally, C class consists of 17 students who become the research respondent. The researcher did not include 40 students as the respondents because the researcher had gained an adequate data from 50 students being respondents. The data gained from fifty students had covered what the researcher needed. The results of the findings are classified based on the research question of the study.

The Observation of Learning Process in Blended Learning Strategy Applied in Language Teaching Course

In case of the detailed facts happened in language testing course, the researcher had collected the data regarding with the first research question of the study which is how the learning process of blended learning strategy applied in language testing course runs. The learning process of blended learning strategy had been analyzed and organized by the researcher based on what happened in the course. For the detailed explanation, the researcher clustered the implementation of blended learning strategy in language testing course into some aspects based on the theory provided in chapter 2:

Table 1. Face to face and online class cluster

	Aspects	Sub-aspects	Description	checklist
Face to	Cooperative	Types of	Students group last	
face	learning	learning and	from one class period	
learning		teaching	to several weeks.	
		activities	Students are working	
			together to achieve	
			shared learning goals.	

Students group last from few minutes to a class period. Students focus their attention during direct teaching. Students group last for long term, at least a year. Students learn	
class period. Students focus their attention during direct teaching. Students group last for long term, at least a	
focus their attention during direct teaching. Students group last for long term, at least a	
during direct teaching. Students group last for long term, at least a	
Students group last for long term, at least a	
Students group last for long term, at least a	
long term, at least a	
year. Stadents feari	
and give each other ×	
supports, helps,	
encouragement, and	
assistance.	
Key elements The score of group	
of successful tasks is average for	
group-based each member of the	
learning in group.	
cooperative Size of the group	
learning depends on the task or	
course material.	
Teacher divides the	
member of the group in	
random.	
Each member of the	
group has a specific	
role.	
Students is active in	
group and individual	
performance.	
Students interact each	
other as teammates.	
Jigsaw activity Each group member	
receives different piece	
of material.	
Students regroup into	
people with the same	
topic to master the	
material.	
Students return to home	
group and sharing the	
material.	
Online Elements of - A vary activities to	
learning online raise a sense of online	
learning community.	
The online community	
are working together.	

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			The online community	
			are build trust through	
			interaction.	
			Media for online	
			community	
			communication.	
	Effective	-	Students are active in	
	online		online activities	
	learning		Instructional methods	
	_		are varied due to	
			students different	
			learning style.	
	,		The course provides	
			computer and conducts	×
		7	internet skill course.	
			Students can lecture	
			notes to review	×
		A &	material.	
6	A		The online community	
			are indirectly	
			communicating during	
			the online class.	
			Students have time to	
			reveal on the material,	
			prepare ideas, and	
			assemble responses	
			attentively	
Blended	Definition	- /	The course conducted	
learning			in face to face and	
8			online class.	
	Keys of		Students and teacher	
	blended		have a real meeting	
	learning		when learning process	
	Carming		Students finish tasks by	
			their selves, work	
			individually at their	
			own ability, at their	
			own ability, at their	
			own speed and on their	
			Learners communicate	
			with others, for	
			example, e-mail,	
			threaded discussions	
			and online chat	
			and ominic chat	

			The course assessment is covering formative and summative assessment. The course is using a book as material	
			reference.	
Scenario		Small class course	The course is held in undergraduate students with one lecturer.	
			Asynchronous communication is conducted in the online	
			class.	
1	Approach	Synchronous communication	Course community are directly communicating in the course	
		Asynchronous communication	Course community are indirectly communicating in the course	
	Principles	Design	Course community are communicating during the course.	
			Students collaborate, reflect, and study with others.	
		Facilitation	Students are giving responses to others	
			Course activities are supporting students through to resolution.	
		Direct instruction	Students are working in group selected in random	
			Students are giving ideas and perspectives to others.	
	Assessment	Formative assessment	Tests are conducted during the course.	
		Summative assessment	Preliminary and mid- term or final exam are conducted in the course.	

The researcher described a detail information of how the blended learning strategy implemented in language testing course by classifying each course meeting as following:

Table 2. Blended Learning activities

Maatinaa	Activities			
Meetings	Face to face class	Online class		
First	Introduction, course outline discussion, Edmodo for communication, PeerWise explanation, Seat arrangement, and presentation about how to write multiple-choice items	PeerWise Registration		
Second	Warm up, jigsaw and asking-answering questions	PeerWise Activities		
Third	Warm up, jigsaw and asking-answering questions	PeerWise Activities		
Fourth	Warm up, jigsaw and asking-answering questions	PeerWise Activities		
Fifth	Mid-term exams	Online Quiz		
Sixth	Final project group division and deciding objectives	PeerWise Activities		
Seventh	Deciding objectives and report	PeerWise Activities		
Eighth	Warm up, jigsaw and asking-answering questions	PeerWise Activities		
Ninth	Warm up, jigsaw and asking-answering questions	PeerWise Activities		
Tenth	Warm up, jigsaw and asking-answering questions	PeerWise Activities		
Eleventh	Warm up, jigsaw and asking-answering questions	PeerWise Activities		
Twelfth	Warm up, jigsaw and asking-answering questions	PeerWise Activities		
Thirteenth	Warm up, jigsaw and asking-answering questions	PeerWise Activities		
Fourteenth	Materials review	PeerWise Activities		
Fifteenth	Silent-week	-		
Sixteenth	Final project submission	-		

a. Face to face class

As the explanation of the table, the face to face class of the course consisted of sixteen meetings. The first meeting of language testing course consists of 7 steps. Those are:

1) Introduction

Firstly, Mr. Albard Khan, M.Ed introduced himself as the lecturer of language testing course. Afterward, he called students one by one and asked their hometown as well as filling students attendance. This session takes about 20 minutes.

2) Course outline discussion

After the introduction session, the lecturer discussed course outline (see appendix 1). First thing to discuss was course objectives. The lecturer explained that the course objectives was concluded the concepts of good language tests, tests evaluation, and tests creation. Afterwards, the lecturer decided who will be the captain class. As the following, the lecturer explained about students' grade which including performance, assignments and tasks, PeerWise scores, mid-term exams, and final exam, as well as students' absence. After doing those sessions explained in prior, the lecturer discussed about the course outline which consist of 16 meetings; the first meeting was telling about introduction. The second was discussing about testing, assessing, and teaching. The third was principles of language assessment. The fourth was designing classroom language

tests. The fifth was standardized testing. The sixth was standards-based assessment. The following seventh meeting was mid-term examination. The eighth, ninth, tenth and eleventh meetings was discussing about assessing listening, speaking, reading, and writing. The twelfth meeting was beyond tests: alternatives in assessment. The thirteenth was grading and student evaluation. The following fourteenth meeting was reviewing all materials of language testing. The fifteenth meeting was no class which called by silent week. And the final meeting was final examination. In addition, the lecturer also explain that the outline course will change based on how quickly the students cover a certain topic, and because of any cancelled classes or holidays.

3) Edmodo for communication

In this session, the lecturer told the students to communicate with the lecturer using Edmodo if there are any questions regarding the course.

4) PeerWise

This session discussed how to register into PeerWise (see appendix

- 2). The lecturer explained PeerWise in steps as following:
- a) Logging into the course
- b) It will show the "Main Menu", this contains areas:
 - J Student questions
 - Answered questions

	Unanswered questions		
	Student score		
	Student followed questions.		
c)	Answering questions that already created by other students, this		
	can be accessed by clicking "Unanswered Questions"		
d)	After answering question, student will be given a feedback and		
	an explanation of the answered question, and then student		
	required to rate question difficulty and quality, and also give a		
	comment about the exact question. when rating the question,		
	student have to judge two things; whether the question created		
	as good a <mark>s i</mark> ts suitability to be final exam question, and whether		
	he explanation of the question provides clearly sufficiently for		
	someone who answer incorrectly.		
e)	After participating in "Unanswered Questions" area, students		
should contribute in creating their own question. the step			
	Creating question related to the topic		
	Providing alternatives		
	Indicating the correct answer		
	Providing explanation (the quality of explanation will		
	determine student question rate, this also stands as a serve for		
	helping students with incorrect answer.)		

J Associating topic

- f) Students can review their answers to see their information, including their result and score.
- g) In "Comment" section, each student can share their own idea whether they agree or disagree with a particular comment.
- h) If students find good questions of their friend, they can follow them in "Followed Authors" section; this will show all questions of the followed author to the follower.
- Students' total score is composed of individual scores for writing questions, answering questions and rating existing questions.
- j) By the highly contribution and participation, students can earn badges. They can see their own badges in "View My Badges" section.

5) Seat Plan

This session discussed about students' seat arrangement. The lecturer decided students' seat one by one. This seat arrangement will not change till the end of the course. The lecturer decided this kind of sitting arrangement in order to ease monitoring students' attendance.

6) How to write multiple-choice items

The last thirty minutes was used for course introduction which discuss about how to write multiple-choice items. This session was done by lecturer presentation.

The second, third, fourth, eighth, ninth, tenth, eleventh, twelfth, and thirteenth meeting conducted by same activities; the activity were warm-up which was asking-answering questions related to the prior material, jigsaw as the main activity, and asking-answering questions related to material students have discussed. Those meetings discussed testing, assessing, and teaching, principles of language assessment, designing classroom language tests, assessing listening, speaking, reading, writing, beyond test: alternatives in assessment, and grading and student evaluation. In jigsaw activity, the lecturer divided the students into some groups in random. Each group consisted of six or seven students and required to discuss many chapters decided by the lecturer. The discussion was held for about 20 minutes. Afterwards, students required to affiliate with another group as delegation to explain the chapters they had discussed with their prior group. This activity held in 45 minutes. During the first and the second activity, the lecturer was monitoring students' discussion, and giving advices if there were any questions came from the students. Finally, after jigsaw activity has done, the lecturer asked all students to arrange their seat. Then, the lecturer called four or five students in random and asked them questions related to materials they have learnt.

In the fifth meeting, the lecturer was not attended the class because of some reasons. Then, the lecturer held the online quiz as the mid-term exams. The quiz held in 19.00 - 20.00 exactly. The online

quiz held exactly an hour. The quiz consisted of 20 multiple-choice questions with 1-5 score in each regarding to the difficulty of the question. Each student will face the questions in random. Furthermore, the lecturer gave 30 minutes as the time limitation to answer 20 questions. At last, after completing the online quiz, the score appeared. If students feel that their score is low, they still have a chance to do the online quiz for the second, third, or fourth, the main point was they still have a chance if they do between 19.00 - 20.00. The final score of the mid-term online quiz taken from the highest score of each student.

In the sixth meeting, the lecturer explained about final projects of the course. Firstly, the students divided into 10 groups, each group consisted of 3 students. They were given *English Infocus VII* book, and list all objectives of the book. Afterwards, they required to decide four objectives in each English basic skill; 14 objectives of *English Infocus VII* book in total.

In seventh meeting, the students gathered in their final project groups. They continued their discussion about selecting objectives for their final projects. They also required to report to the lecturer about their selected objectives, and being checked whether their tasks were right or not.

The fourteenth meeting was held as a materials review. The lecturer told the students that they already discussed nine course

materials. The same as prior activity, the lecturer used jigsaw as explained before.

The fifteenth meeting was not held because of silent week. This was aimed for students' preparation before facing final examination.

The sixteenth meeting was the final meeting that stands as the D-day to collect students' final projects. They have already given 8 weeks to complete their projects. As the detail information, the final projects was to create good questions with its components based on what the students have learnt in the language testing course. at first, the students divided into 10 groups consisting of 3 students. Each group was required to select 4 objectives for each English basic skill of *English Infocus VII* book. After deciding 16 objectives in total, the group required to make questions based on those objectives. The questions are designed based on the item. It also includes scoring method and test specification.

b. Online class

In term of the online class, the course activity was done through web based education called PeerWise. As the explanation, PeerWise consists of 5 important components; creating questions, answering questions, giving comments, grading, score, and reputation. Creating questions, answering questions, giving comments, and grading were the main activity to get higher scores of PeerWise. score and reputation stands as students result of PeerWise. Furthermore, to get the higher

score, students were required to answers questions many by their friends as much as possible. Besides, the higher reputation could be achieved by creating questions, giving comments, and getting and giving grade of questions as much as possible.

The researcher clustered activities in face to face and online class into some points as described below:

2. The Students' Perceptions on Advantages and Disadvantages of Blended Learning Strategy That Applied in Language Teaching Course

In case of the students' perceptions on advantages and disadvantages of blended learning strategy that applied in language testing course, the researcher collected the data regarding with the second research question of the study. The students' perceptions on blended learning strategy had been analyzed and organized by the researcher based on questionnaire and interview results. The researcher classified the data into seven cases explained below:

a. Conducting learning communities

The first question of questionnaire sheet asks about whether students learned individually or in a group community. 50 students answered based on what they have experienced, that they learned in group with their peers. Furthermore, in term of online class, students required to do a discussion related to materials they have faced in the last meeting. This stands as reviewing material. The online discussion conducted through PeerWise,

an educational web, that stands as the online teaching media. Additionally, in term of face to face learning, they explained that lecturer divided them into groups. These groups were required to do discuss about materials of language testing decided by the lecturer and then they explained what they have discussed to other groups.

For additional explanation, there were forty-one students giving responses as precise as the researcher needed. For the rest nine students, they gave incomplete information of what the researcher expected. five of them answered the question without giving information about how the group community; the face to face learning and the online one was done. The rest four students only gave information about how the face to face learning was done, without the online one. Furthermore, the researcher found the missing information by interviewing the rest nine students. Student B, P, Q, KK, TT stated "In face to face class, I learn in group using jigsaw, and in online class, I learn in group of PeerWise." For the others student J, U, CC, NN stated "The online class is held on PeerWise as the group of web based education." As the result, their answers were exactly the same as what their forty-one friends before, and that was what the researcher expected as the valid information.

b. Blended learning differs with other learning strategies

The second question of questionnaire sheet asks about how blended learning strategy differs with the other teaching strategies. Based on what they had experienced in the language testing course, fifty students answered that they had different activities, media, and situation with their prior teaching strategies. They stated that the difference between blended learning strategy and the other strategies they had experienced was only the online class, which applying asking-answering questions from their friends through educational web called PeerWise. Additionally, twenty-one students said that the face to face classroom activity was the same activity with their prior learning strategy experiences. However, the rest twenty-nine students stated that face to face activities was their new experience.

c. Sharing opinion during the course

The third question of questionnaire sheet is asking about sharing opinions during face to face and online class. According to the data collected, fifty students said that they shared their opinions during face to face and online class. Firstly, in the face to face class, the students were sharing their opinion in jigsaw activity. In the online class, students shared opinions through PeerWise.

For additional information, thirty-two students were answering the third question of questionnaire sheet as well as explained in the prior paragraph. The rest eighteen students need to be interviewed because of undetailed information. They did not explain how to share opinions in blended learning strategy. Therefore, the researcher gained the missing information by interview, and the researcher concluded students' answers were: student B, C, F, H, I, N, Q, S, W, Z, DD, FF, JJ, NN, PP, QQ, RR,

UU stated "In face to face class, I share opinion during jigsaw activity, and in online class, I share opinion in giving comment session." Those were the same as students who gave information in detail.

d. Students' interaction during the course

The fourth question of questionnaire sheet asks about how students interact with their friends. From the data collected by questionnaire, fifty students responded that they interacted with their friends in online class by giving responses in asking-answering questions and/or discussion. Eight students stated that PeerWise requires students to indirectly interact with their friends in order to get maximum score in online class. Furthermore, in the face to face class, all respondents explained that the interaction between them occurred in jigsaw activity.

e. New experience in online class

The fifth question of questionnaire sheet asks about students' new experience of technology use. Fifty students stated that they had experienced with the online class. Furthermore, they also explained that it was their first experience to use PeerWise. The researcher concluded it as their new experience, since students were new in PeerWise use.

In addition, eleven students explained that it was their new experience to have asking-answering and/or discussion in online form.

f. Students attendance

The sixth question of questionnaire sheet asks about students' attendance in the face to face and online class. Almost every student responded that they attended both face to face and online class. It proved by fifty students confessed their attendance on the course. But, for further additional information, there were four students explained that they ever been absent on face to face class due to some reasons. After having short interview, the researcher concluded three of them were absent because of family privacy; student A, I, SS stated "I have agenda at that time." and the rest one was absent because of sick; student P "because I was sick." In Online class, all respondents stated that they were never been absent. In addition, using interview, four students; D, M, T, X stated that the online class was held in six days, and during those days, every students of the course must complete the task.

g. Problems experienced by students of the course

The seventh question of questionnaire sheet asks about problems experienced by the students after having blended learning strategy. twenty-two students felt uncomfortable the activity requirement which requires them to answer all questions made by their friends, while there were many students made question as much as possible in order to get higher score. Moreover, eleven of them stated that there were many students made questions in the sixth day of online class. Therefore, there were overwhelmed questions made by some students to be answered Thirteen

students confessed that sometime they experienced lack internet connection. Moreover, six of them faced this problem during mid-term and final examination. In this case, the researcher concluded this as technical problem. In addition, sixteen students also complained about the final projects held in final examination. They stated that the final exam held in group was not good. There were students with less of work, but they got the score higher than the active students.

B. Discussion

In case of having similar understanding between the reader and the researcher related to research findings, this section reviews those findings by presenting on some theories associated to each following problem. Then, the discussion is classified based on the research question of the study.

1. The Observation of Learning Process in Blended Learning Strategy Applied in Language Teaching Course

As stated in the background, blended learning represents an opportunity to integrate the innovative and technological advances offered by online learning with the collaboration and participation offered by traditional learning. Utilizing technology that applied in online class will support the traditional face to face class to achieve learning goals. Nevertheless, the learning process of blended learning strategy is very

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¹ Thorne Kaye, *Blended Learning: How to Integrate Online and Traditional Learning* (London: Kogan Page Limited, 2003), 2

important because if it is not running well, the learning goals should not be achieved. It will be very helpful information to know how the blended learning strategy applied in the classroom which become the concern of this research.

In this study, the researcher concluded three important views, those are blended learning, face to face learning, and online learning. For those concerns, the researcher used some theories as the reference.

a) Face to Face Learning

Based on the findings explained in prior, the researcher found that the face to face class held using cooperative learning strategy with jigsaw as the main activity. The group division was last for a period as appropriate as the theory statement related to types of learning and teaching activities. Nevertheless, jigsaw also stands as cooperative activity involving pairs and small groups of learners in the classroom.²

b) Online Learning

1) Elements of online learning

Based on the findings, the researcher found that the online class of language testing course has covered all four elements of online class. As the interactivity, students of language testing course have good interaction proved by asking-answering questions, giving comments, and grading their friends in webbased education called PeerWise. As the collaboration, students

digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id

² Jack C. Richards and Theodore S. Rodgers, *Approaches and Methods...*, 192.

helped each other to get the best questions with some consideration of what they have learned in language testing course. As the trusting relationship, students built good relationship with their friends by grading questions they have created as the PeerWise requirement. As the communication media, students of the course utilized PeerWise as the media to communicate with their friends. They gave comments and also replied the comments of the questions. This phenomenon is appropriate as what as the theory that online learning has 4 elements to be sustained; interactivity, collaboration, trusting relationship, and communication media.³

2) Effective online learning

Based on the findings, the researcher found that the online class of language testing course has covered all ways or guidelines to make best online class.

(a) Require students to be active

Students were active in the online learning; they were required to create good questions in order to get score of the course. The more they create questions, the higher score they get. Answering questions, grading, and giving comments that

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³ Du Jianxia, Liu Yunyan, Brown L. Robert, *The Key Elements of Online Learning Communities* (USA: Mississippi State University, 2010)

provided in PeerWise also encourage students to be active during online class.

(b) Incorporate a variety of instructional methods
PeerWise provides some instructional activities that encourage students to take part. It also stands as material review, reminding students if they face any difficulties.

(c) Offer computer and internet skills courses In this part, the lecturer of the course said that no excuse to be absent although the students do not have computer or internet connection. The lecturer believed that students can be able to face their own technical problem.

- In this case, PeerWise did not provide a media to lecture notes. Therefore, the students of the course did not lecture notes when they were in online class. The researcher think that this part is important to sustain because taking note should help students in reviewing or studying by their own pace.
- (e) Incorporate synchronous human interaction
 PeerWise stood as the place of the lecturer and students to communicate. The lecturer was the facilitator during the online class, while the students discussing materials of the course.

(f) Provide students with learner control

Learner control related to the time of online class. Here, the lecturer provided six days and it was enough for students to reveal on the material and prepare ideas.

Those guidelines of effective online learning are appropriate as what as the theory that stated that effective online learning should covering require students to be active, incorporate a variety of instructional methods, offer computer and internet skills courses, provide students with access to lecture notes, incorporate synchronous human interaction, and provide students with learner control.⁴

c) Blended Learning

1) Definition of blended learning

Based on the findings, the researcher concluded that the language testing course used blended learning as the teaching strategy. The lecturer of the course mixed face to face learning with the online one. This was suitable with the theory of Thorne that stated blended learning represents an opportunity to integrate

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⁴ Sitzmann Traci, Ely Katherine, Wisher Robert, *Designing Web-based Training Courses to Maximize Learning*, (USA: Advanced Distributed Learning Co-Laboratory, George Mason University, U.S. Department of Defense, 2010)

the advanced technology offered by online learning, in this case, the language testing course used PeerWise, and either interaction or participation offered by face-to-face learning which conducted in the language testing course using cooperative and communicative teaching with jigsaw as the activity. It can be supported and enhanced by using the sense and one-to-one contact of personal coaches.⁵

2) Keys of blended learning

Based on the findings, the researcher found that the blended learning strategy applied in language testing course had covering all keys of blended learning. Those are:

(a) Live events

The language testing course was done in both face to face in virtual classroom which students and lecturer have real meeting when learning process, and online class.

(b) Online content

Students experienced by completing their tasks in online learning. They were required to create questions, answering questions, giving comments, and grading questions in order to complete the tasks and get the score. In this case, the course was using PeerWise as the web-based education.

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⁵ Kaye Thorne, *Blended Learning: How to Integrate Online and Traditional Learning*, (USA: Kogan Page Limited, 2003), 16.

(c) Collaboration

Students were communicating each other in both face to face and online class. In face to face class, they were provided times to communicate since the teaching strategy that used in this class is cooperative learning with jigsaw as the main activity. In online class, students interact each other with some activities provided by PeerWise, they were creating questions, asking peers' questions, giving comments of the questions made by their friends, and also grading the questions depends on the quality of the questions.

(d) Assessment

The assessment of the course has already explained by the lecturer in the first meeting. The assessment is covered as following:

10% (Manner and Attendance)

Absence (max twice) and frequent lateness will also reduce students' grade. The UIN guideline calls this Performance.

20% Assignments and Tasks

Students will do various assignments as reinforcement of their understanding of the materials.

20% PeerWise Scores

Every student will write multiple-choice items based on the reading of the book. The scores consist of two things: Reputation Score and Answer Score.

20% Mid-term Exams

Students' understanding of the concepts will be assessed online using multiple-choice questions. The best questions from PeerWise will be included in the test.

30% Final Exam

Project in groups.

The total score of the students was aimed to achieve learning goals which is students are expected to be able to know the concepts of good language tests, tests evaluation, and create good quality tests.

(e) Reference material

As the reference of the course, the lecturer used the book Language Assessment: Principles and Classroom Practices by H. Douglas Brown.

The phenomenon in language testing course being researched was appropriate with the theory stated that blended learning should have 5 keys emerging as the important elements; live events, online content, collaboration, assessment, and reference material.6

⁶ Jared M. Carman, Blended Learning Design: Five Key Ingredients, (2005), 2.

3) Teaching and Learning Processes

(a) Scenarios

Based on the findings, the researcher found that the language testing course was divided into three classes; A class with 29 students, B class with 29 students, and C class with 30 students. The course division aimed to have effective teaching and learning process to achieve learning objectives. All classes were taught by one same lecturer. As described in prior, the course used blended learning strategy with cooperative and communicative learning applying jigsaw as the class activity as the strategy of the face to face class and PeerWise as web-based education of the online one.

This phenomenon was a little bit appropriate with the theory stated small class course focused on fewer lectures and sustained, asynchronous communication to design more engaging and meaningful learning experience. However, the course conducted in balance between face to face and online class. The course focused not on fewer lectures, but there were many lectures in two and fifteen hours.

(b) Guidelines

(1) New approaches

⁷ D. Randy Garrison and Norman D. Vaughan, *Blended Learning in Higher Education: Framework, Principles, and Guidelines* (San Francisco: Jossey-Bass, 2008), 27.

Based on the findings, the researcher concluded that the language testing course covered synchronous and asynchronous connectivity and collaboration. The synchronous connectivity and collaboration occurred in face to face class. Student-students communicated in jigsaw activity, while the lecturer-student/students' communication was not only occurred when mentoring jigsaw activity, but also in asking-answering question session. However, the asynchronous communication happened in online class. Students and the lecturer communicated indirectly through the discussion in PeerWise as the web based education. They did indirect connectivity in 6 days.

The phenomena described before are appropriate with the theory stated that synchronous and asynchronous connectivity and collaboration made possible through blended learning designs portend a transformation of teaching and learning in higher education.⁸

(2) Applying the principles

This session discussed about two principles associated with design of social and cognitive presence.

Design

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⁸ D. Randy Garrison and Norman D. Vaughan, *Blended Learning...*, 85-86.

Based on the finding, the researcher concludes that the language testing course has covering design of social and cognitive presence. As the theory stated that designing social presence is establishing climate open communication within that support community of inquiry. 9 As well as the statement before, the course had applying jigsaw as the main activity that requires students to communicate with their friends. Furthermore, designing cognitive presence means establishing opportunities for critical reflection, discourse, and collaboration. 10 As the phenomenon happened in the course, students were working in group to discuss about course material, and then they were required to become the delegation of the group to another groups to present and explain what he/she has read. Afterwards, another student gave responses such a reflection, comments, and questions.

Facilitation

Based on the finding, the language testing course used jigsaw as the main activity of face to face class and

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⁹ D. Randy Garrison and Norman D. Vaughan, *Blended Learning...*, 89.

¹⁰ D. Randy Garrison and Norman D. Vaughan, Blended Learning..., 90.

PeerWise as the web based education of online class. Both jigsaw and PeerWise stood as the facilitator of the course. For social presence, jigsaw and PeerWise rewuired students develop from initial to communication to giving comment and reflection and asking question. This was appropriate as well as the theory stated that facilitation social presence means to sustain community by shifting from initial efforts at open communication to nurturing purposeful cohesive responses. 11

Furthermore, jigsaw and PeerWise were also facilitated students with asking-answering questions, giving comments and reflection, and presentation. As the theory stated that facilitating cognitive presence encourage and support the progression of inquiry through to resolution.¹²

Direct instruction

As described in the finding, the lecturer of the course divided students into some groups in random. Every student had responsibility to do discussion and then presenting what they have discussed. This is suitable

¹¹ D. Randy Garrison and Norman D. Vaughan, *Blended Learning...*, 93.

¹² D. Randy Garrison and Norman D. Vaughan, Blended Learning..., 94.

with the theory stated that in direct instruction, the social presence is concerned with managing collaborative relationship to ensure students assume responsibility for their learning and not become distracted by personal relationship.¹³

Besides, the cognitive presence of direct instruction occurred in the online class of language testing course. Students were giving their own ideas and perspectives related to their friends' tasks which was conducting good question. They also gave comments and grading the quality of the questions. This is appropriate with the theory stated that instructional guidelines associated with cognitive presence must contribute ideas and perspectives which expected to help to resolution.¹⁴

(3) Assessment

Based on the finding, the language testing assessment applied formative and summative assessment. The formative assessment of the course occurred in the online class. Students were required to complete their task which is creating good question. This stood as

¹³ D. Randy Garrison and Norman D. Vaughan, *Blended Learning...*, 96.

¹⁴ D. Randy Garrison and Norman D. Vaughan, *Blended Learning...*, 97.

material review and checking students' understanding about the prior material. This is suitable with the theory stated that formative assessment is important to gain feedback regarding the success of teaching methods and techniques.¹⁵

Furthermore, the summative assessment conducted by quiz in mid-term exam and final project in final exam. As described in findings, the quiz was answering twenty multiple choice questions within an hour, while the final project was creating questions based on fourteen objectives of *English Infocus VII* book. The application of summative assessment is appropriate with the theory stated summative assessment are critical for maintaining the credibility of blended courses. ¹⁶

2. The Students' Perception on Advantages and Disadvantages of Blended Learning Strategy Applied in Language Testing Course

For the second research question, the researcher concluded advantages and disadvantages of blended learning strategy according to students' perception. For those concerns, the researcher used some theories as the reference.

a. Advantages

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¹⁵ D. Randy Garrison and Norman D. Vaughan, *Blended Learning...*, 100.

¹⁶ D. Randy Garrison and Norman D. Vaughan, *Blended Learning...*, 100.

According to the theory provided in chapter II, the blended learning strategy has some advantages. Those advantages are described below:

1) Opportunities to create learning communities

As described as well in findings, all 50 respondents gave information that they had learnt in a group of communities in face to face classroom of language testing course. But, in the online class, they worked individually. The researcher concluded that the phenomenon in the course was appropriately matched with the theory.

2) Flexibility

Flexibility means students could share their opinion related to material being discussed. Based on the finding, students were sharing material in both face to face and online learning. Therefore, the researcher concluded that the advantages is sustained.

3) Increased interaction from students

Based on the findings, the researcher discovered that students of language testing course were experiencing interaction in bot face to face and online class. They were not only interacting each other by jigsaw activity in the face to face class, but also interacted by activities provided in PeerWise in the face to face class. From the

statements before, the researcher concluded that the phenomenon was achieving learning adjectives stated by the theory.

4) Best of both worlds

Based on students' perceptions described on the findings, the researcher found that the course was combining both face to face and online learning. Students stated that the online learning using PeerWise was combined by jigsaw in face to face class. However, some students also stated that they feel bored because of the repetitive activity. Additionally, students' perceptions regarding their boredom should be considered and avoided.

5) Asynchronous communications

According to the finding, the researcher found that students were doing asynchronous communication in online class using PeerWise as the media. They communicated with their friends through giving comments and reflection of questions made by their friends. The researcher concluded that the course has gaining this advantage.

b. Disadvantages

Furthermore, according to the theory provided in chapter II, the blended learning strategy has also some disadvantages. Those disadvantages are described below:

1) Time requirements

Based on the finding, the researcher did not discover problem related to time management. This problem does not appropriately match with the theory.

2) Students' perception of blended learning

Based on the finding, the researcher discovered some problems stated by the respondents. Some students feel uncomfortable with activity requirement related to answering question as the online class activity. Some students also complained their lack internet connection, especially when doing quiz as mid-term exams. In addition, some students also complained about the final projects held in final examination. They stated that the final held in group was unreliable. There were students with less of work, but they got the score higher than the active students. Those problems were stated by the respondents and do not included in the theory in detail.