

			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 and give each other supports, helps, encouragement, and assistance.	×
		Key elements of successful group-based learning in cooperative learning	The score of group tasks is average for each member of the group.	
			Size of the group 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 learning	Elements of online learning	-	A vary activities to raise a sense of online community.	
			The online community are working together.	

			The online community are build trust through interaction.	
			Media for online community communication.	
	Effective online learning	-	Students are active in online activities	
			Instructional methods are varied due to students different learning style.	
			The course provides computer and conducts internet skill course.	×
			Students can lecture notes to review material.	×
			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 learning	Definition	-	The course conducted in face to face and online class.	
	Keys of blended learning	-	Students and teacher have a real meeting when learning process	
			Students finish tasks by their selves, work individually at their own ability, at their own speed and on their own time	
			Learners communicate with others, for example, e-mail, threaded discussions and online chat	

-) 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 as its suitability to be final exam question, and whether the 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 steps are
-) 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.)
 -) 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.
 - i) 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

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,

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

