

Designing Collaborative Blended Learning Activities to Improve Students' Argumentative Essay Writing Ability and Students' Perception

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Abstract

This research investigated whether there is different increase of argumentative essay writing ability between students taught by using Collaborative Blended Learning (CBL) and those taught by offline learning, and their perceptions towards CBL. This study applied quasi experimental design. There were 33 experimental students and 31 control students as the sample chosen randomly at UIN Raden Intan Lampung. To collect the data, test and questionnaire were employed. Data from the test were analyzed with Mann Whitney test resulting significance value that was lower than Sig level ($0.044 < 0.05$) meaning that there is different increase of argumentative essay writing ability between students taught by using CBL and those taught by offline learning. Furthermore, data from the questionnaire were analyzed with descriptive statistic resulting that the students perceived positively towards CBL in writing argumentative essay. Hence, CBL is preferable to use and can increase students' argumentative essay writing ability better than offline learning.

Keywords: *Argumentative essay writing ability, collaborative blended learning, perception.*

Abstrak

Penelitian ini mengkaji apakah ada perbedaan peningkatan kemampuan menulis esei argumentatif antara siswa yang diajarkan dengan pembelajaran campuran kolaborasi (CBL) dan siswa yang diajar dengan pembelajaran tradisional, dan juga persepsi mereka terhadap CBL. Studi ini mengaplikasikan desain eksperimen kuasi. Terdapat 33 siswa kelas eksperimen dan 31 siswa kelas kontrol sebagai sampel yang dipilih secara acak di UIN Raden Intan Lampung. Untuk mengumpulkan data, tes dan kuesioner digunakan. Data dari tes dianalisa dengan tes Mann Whitney dengan hasil nilai signifikan yang lebih kecil dari level signifikansi ($0.044 < 0.05$), yang berarti ada perbedaan peningkatan kemampuan menulis esei argumentatif antara siswa yang diajarkan dengan pembelajaran campuran kolaborasi (CBL) dan yang dengan pembelajaran tradisional. Selanjutnya, data dari kuesioner dianalisa dengan statistik deskriptif dengan hasil bahwa siswa berpersepsi positif terhadap CBL dalam menulis esei argumentatif. Jadi, pembelajaran campuran kolaborasi (CBL) lebih dipilih untuk digunakan dan bisa meningkatkan kemampuan menulis esei argumentatif daripada pembelajaran tradisional.

Kata kunci: *Kemampuan menulis esei argumentatif, pembelajaran campuran kolaborasi, persepsi.*

INTRODUCTION

Writing is not as easy as just arranging words in a medium with no meaning. Even for learning how to write in non-native language, it is quite difficult as Nezakatgoo's (2010) statement that writing is the most difficult skill for foreign learners. It requires different kinds of ability depending on the type of writing that is being engaged in (McKay, 2008: 245). The writer needs to have ability to commit to paper thoughts, ideas, and opinions that seek expression (Jozsef, 2001: 78). If we are still engaged in writing about politics, as an example, we have to search and unite our ideas about politics. Here, there are some considerations to think when we are writing. Hence, writing will be as easy as it seems if we learn how to produce good writing product.

Regarding learning and improving writing ability, Ulum (2015) states that in university settings, candidate teachers are trained on the base of English for Academic Purpose (EAP) in which programs are situated on language skills needed to perform in the academic context of core subject areas included on writing skill. They need support in developing their writing skill so that they become more competent than other-major students. Furthermore, Ellis in Madkour (2016) states that writing is a valuable tool for academic and occupational purposes, and has its own status as an independent course in many institutions of higher education. Nonetheless, the majority of entry-level English majors do not have extensive experience in writing, so the English department gives writing subject course for some semesters (Jozsef, 2001: 80). Hence, there will be some courses related to improve writing skill of the English Language Teaching (ELT) students as candidate teachers who are hoped to be able to teach as well as conduct research in English.

Ghufron, et al. (2016) state that students need to be taught how to write academic writing. In this case, most academic courses in English-medium colleges and universities use essay writing to assess students' work (Bailey, 2004: 1-2). According to McClain and Roth (1999: 1), the purpose of writing an essay is to persuade an educated and critical reader that our point of view on a topic is correct. Thus, it seems from the target reader that writing essay needs to be mastered by the academic writer. Nonetheless, Bahaziq (2016) in his study states that students' essay writing ability still needs to be

improved. Furthermore, Azizollah, et al. (2013) state English practitioners should introduce and be introduced to the specific techniques and materials that facilitate the learners' critical thinking ability increase in writing argumentative essay.

Recently approaches to language teaching have been developed from what we know from traditional to the more recent learning approaches. Face-to-face learning which we call as traditional approach or offline learning, which teaching and learning process happens in classroom, has been collaborated with the use of information and communication technologies worldwide nowadays (Thorne, 2003: 2; Dziuban, et al., 2004; López-Pérez, et al., 2011; Shahrokni and Talaeizadeh, 2013). The combination of both called as blended learning has given positive or useful impact of learning outcomes of the students (Hamad, 2015; Ferriman, 2013). Besides, the findings of research by Matzat (2013) show beneficial effects of blended learning in communities. In this case, students learned in community collaboratively. Moreover, according to Uribe, et al. in Ferriman (2013), in using technology for students' learning at campus, it is better if educator makes students learn collaboratively than individually. In addition, Snodin (2013) finds that the most outstanding advantage of the blended learning is that it helps to facilitate collaborative learning. Thus, we could propose collaborative blended learning to facilitate the students to learn.

Collaborative blended learning focused on students' writing achievement could use the social interaction processes, where two or more people, through discussion, work together to construct written documents, reach consensus on resolutions of questions and quality of work, and coordinate individual contributions on various aspects of writing (Yeh, 2014). According to Bath and Bourke (2010: 30), discussion board is one of very suitable tools or social media that can be used in collaborative blended learning and has multiple forums and can involve different groups of users. One of discussion board examples is WhatsApp. It allows people to exchange messages (including chats, group chats, images, videos, voice messages and files) and make WhatsApp calls around the world through one-to-one, one to-many, and group communication by offering private chats, broadcasts, and group chats, so it also makes this application used in many frequencies (Seufert, et al., 2016).

WhatsApp is a very popular mobile messaging application. In September 2015, it had more than 900 million monthly active users worldwide (Rao, 2015). Moreover, Shanmugapriya

and Priya (2016) conclude that we can easily send enough unrestricted messages to our WhatsApp friends, and it is suggested that WhatsApp can be used as learning media. As what we have known about collaborative blended learning to learn writing especially in writing argumentative essay, WhatsApp can be used by university students, for it will give more freedom for the students to think critically about their arguments through discussion.

Zayed (2016) conducted research by using WhatsApp to intermediate level and suggested the use of WhatsApp for other levels. In addition, Andújar-vaca and Cruz-Martínez (2017) conducted research by creating a “WhatsApp” group where 40 of the students participated in a daily interaction during six months to measure the students’ degree of oral development. Meanwhile, in the case of another important productive skill which has been stated in the beginning that it needs to be learned because of its complexity, Awada (2016) has ever studied on effect of WhatsApp on critique writing proficiency through writing argumentative synthesis essay and a writing critique, and perceptions toward learning of English as a foreign language. The 52 participants were average-English proficient Arabic learners enrolled in two writing courses given at two English-medium universities. She applied pretest-posttest control group experimental design as well as represented the regular Sophomore Rhetoric instruction and the integration of the WhatsApp application in Sophomore Rhetoric instruction for the treatment. Then, she distributed questionnaire about attitude and perception through Google Drive in the closed-ended questions and anonymity. The result indicated that the use of the WhatsApp mediation was more effective than the regular instruction in improving the critique writing proficiency of the participants.

Furthermore, the researcher conducted research to know students’ perceptions towards Collaborative Blended Learning in writing argumentative essay through both offline learning and the use of WhatsApp. In this case, perception can be defined as experience of an object, event or relationship that is acquired by concluding information and interpret message (Harsasi, et al., 2008). Hence, we could give CBL as treatment in order that the students have experience, so we could know their perception towards CBL.

Therefore, based on the explanation above, the researcher proposed two research questions as follows.

1. Is there any different increase of argumentative essay writing ability between students taught by using Collaborative Blended Learning and those taught by using offline learning?
2. How is students’ perception towards Collaborative Blended Learning in writing argumentative essay?

RESEARCH METHODS

This was quantitative-qualitative research with quasi-experimental design. There were two groups taken randomly from 8 classes of the fourth semester students of English education study program at UIN Raden Intan Lampung; they were PBI 4E as the experimental class (33 students) and PBI 4H as the control class (31 students). The experimental class got treatment of Collaborative Blended Learning (CBL) in which the students learned about argumentative essay writing not only in the classroom but also out of the class via online media of WhatsApp asynchronously, while the control class was taught by using offline learning in which the control students learned only in the classroom in lesson hour of essay writing course.

Moreover, the instruments used were argumentative essay writing test and perception questionnaire. The same test instruction was designed for both pre-test and post-test, and made based on the syllabus applied at UIN Raden Intan Lampung and the Schaefer’s theory (2008) for the consideration of its assessment related to the argumentative essay writing aspects (content, organization, vocabulary, language use, mechanics and fluency). Before the test given to the students, it was consulted to the writing expert who later suggested to use 60 minutes for the students to do the task of writing argumentative essay. Then, students were asked to write the essay consisted of about 300 words. After the students had written, the essays were score with inter-rater, and in this case the researcher was as the first rater and the essay writing lecturer was as the second rater. Furthermore, related to the perception questionnaire, there were 25 items of closed-ended and 1 item of open-ended questionnaire. The questionnaire was developed by the researcher based on theories of Harmer (2007: 4-6) and Fung and Mei (2005) related to the argumentative essay writing process as well as theory of Lopez-Perez, et al. (2010) about perception. Besides consulted to the expert, this questionnaire was measured also for the reliability with result of Alpha Cronbach 0.735. Due to the reliability result was higher than 0.06, it means that the questionnaire was reliable.

In addition, non-parametric statistic of Mann Whitney test was used to find out whether there is different increase of argumentative essay writing ability between students taught by using CBL and

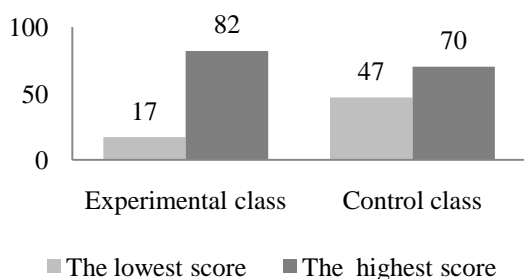
those taught by offline learning. This formula was used due to the experimental and control groups were not homogenous. The homogeneity measured with Levene test was 0.006, and it was lower than 0.05, so it indicates that the two groups were not homogenous. Moreover, descriptive statistic was used to analyze their perceptions towards CBL in writing argumentative essay based on Miles and Huberman's theory (1994). In this case, the data were collected and displayed in order to have conclusion later.

RESULTS AND DISCUSSION

Then following explanations are results and discussion of the two research questions in this research.

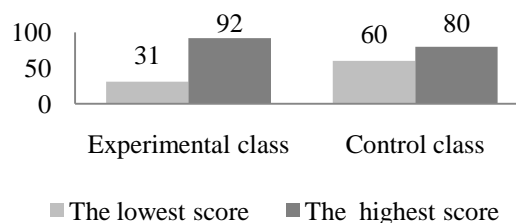
1. There is different increase of argumentative essay writing ability between students taught by using Collaborative Blended Learning and those taught by using offline learning.

To answer the first research question, the researcher obtained the data from argumentative essay writing ability pre-test and post-test. Before answering it, we need to know the students' result of pre-test and post-test in writing argumentative essay both in the experimental and control class as the explanations below.



Graph 1. The students' argumentative essay writing ability pre-test

The graph above shows that in the experimental class, the highest score of the students' argumentative essay writing ability pre-test based on the inter-rater calculation was 82, and the lowest score was 17. Furthermore, in the control class, the highest score of the students' argumentative essay writing ability pre-test based on the inter-rater calculation was 70, and the lowest score was 47.



Graph 2. The students' argumentative essay writing ability post-test

The graph above shows that in the experimental class, the highest score of the students' argumentative essay writing ability post-test based on the inter-rater calculation was 92, and the lowest score was 31. Besides, the graph shows that in the control class, the highest score of the students' argumentative essay writing ability post-test based on the inter-rater calculation was 80, and the lowest score was 60.

Furthermore, to know the increase of students' argumentative essay writing ability, we may look the mean increase percentage of experimental and control class from the table below.

Table 1. The increase of the students' argumentative essay writing ability score

Groups	Pre-test mean	Post-test mean	Increase	Percentage
Experimental class	5	3	18	18%
Control class	8	0.5	12.5	12.5%

The table above shows that in the experimental class, the increase of the mean scores based on the inter-rater calculation was 18 or 18% on average (See Appendixes 27-30). It clearly indicates that after having the treatments through CBL, the students got better argumentative essay writing ability. Meanwhile, in the control class, the increase of the mean scores based on the inter-rater calculation was 12.5 or 12.5% on average only.

In addition, to answer the research question 1, the researcher used Mann Whitney test through SPSS program. According to Sujarweni (2014: 80), we could use this formula in order to know the difference of certain treatment effect given to a sample (as our experimental group) compared with another group (as our control group) which uses another thing besides our treatment. As we know that the experimental class of this research was taught by using CBL in which the students learned both in the classroom through offline learning and via online media of WhatsApp, but the control class used offline learning or face-to-face learning last in

the classroom only. The following table is the result to answer the following hypothesis of research question 1.

- a. Ho: There is no different increase of argumentative essay writing ability between students taught by using Collaborative Blended Learning and those taught by using offline learning.
- b. Ha: There is different increase of argumentative essay writing ability between students taught by using Collaborative Blended Learning and those taught by using offline learning.

Table 2.
The hypothesis test of the students' argumentative essay writing ability
Test Statistics^a

	Gain
Mann-Whitney U	362.000
Wilcoxon W	858.000
Z	-2.010
Asymp. Sig. (2-tailed)	.044

a. Grouping Variable: Group

The criterion for hypothesis acceptance is that if the significance of the Mann Whitney result obtained is less than the significant level (0.05), so it means that Ho is rejected. Thus, based on the table above, it shows that the significance result was 0.044. Because it was lower than significance level ($0.044 < 0.05$), it clearly reveals that the proposed alternative hypothesis (Ha) is accepted that there is different increase of argumentative essay writing ability between students taught by using Collaborative Blended Learning and those taught by using offline learning.

It is apparent that the different increase of students' argumentative essay writing ability between the students who were taught by the application of collaborative blended learning activities and those by the just-offline learning was resulted in this study. The significance gotten from Mann Whitney showed 0.044 that was lower than 0.05 ($0.044 < 0.05$). Thus, it reveals that the proposed alternative hypothesis (Ha) was accepted. It proved that statistically there was different increase between the two groups looked from the results of the argumentative essay writing pre-test and post-test given to both groups. Moreover, the result also showed the increase of the experimental students showing the mean increase 18 or 18%. Meanwhile, the control class students showed 12.5%. It indicates that CBL used in writing argumentative essay

writing could give the increase more effective to university students' ability in writing argumentative essays than the offline-only learning. This finding supports the previous studies (Snodin, 2013; Fattah, 2015; Zaki and Yunus, 2015; Awada, 2016; Nitza and Roman, 2016) that the implementation of collaborative blended learning with the use of technological online media successfully engages students to study and interact collaboratively as well as increases the students' ability in writing.

The better increase of students' argumentative essay writing ability taught by using CBL in this study was supported by the broader time and place learning activities in which the students could learn not only in the classroom with restrictive time but also out of the class out of course/ lesson hours. It is in line with previous studies (Thorn, 2003; Bath and Bourke, 2010: 1s; Hubackova et al., 2011) that innovative and technological devices, like WhatsApp this study, could represent a real opportunity to learn at students' own time and in their preferred-places to study, so their learning experiences explore their more potential to have better result. Freedom besides learning in faculty contact hours in the classroom, where and when to learn after lesson hours is gotten by students based on their own choice, so it is hoped they will have maximum learning results.

Furthermore, to support the explanation above, related to the learning activities done out of the class room in this research, online learning via WhatsApp as the part of CBL was used asynchronously. According to Susilo (2014), asynchronous communication could retrieve the posts when the students were offline, outside network coverage, or switched off for their mobile phone. Besides, they could participate any time irrespective of context. Multiple interaction modes and diverse temporal times widened opportunities for student involvement without missing conversation flows. However, according to Alshammari (2017), increasing the informal, anywhere-anytime learning supported by mobile learning or what we call as asynchronous communication in learning must be affirmed with clear direction for students regarding to faculty contact hours and response times, and it was what had been done by the researcher who was included in the collaborative group of CBL and gave instructions based on target learning and time to learn in the classroom contact hours. Asynchronous learning supported with correct and proper directions from lecturers or teachers is useful to facilitate the students learn with their own chosen time and place, so they could get more benefits to learn through CBL.

Moreover, the works done collaboratively in CBL activities not only affected the students' argumentative essay writing ability but also their interaction among themselves or with the lecturers. The discussion to decide the topic of argumentative essay to write by each group in this study and the peer feedback given to the peers' essay drafts, for examples, also the discussion of unclear materials during class showed how the students worked collaboratively to do the task in Essay Writing course. This is congruent with Snodin (2013) that blended learning facilitates collaborative learning, so it benefits from peer support. In addition, Erben et al. (2009: 166) states that in this case participants could post their ideas on the discussion. Furthermore, according to Susilo (2014), the use of WhatsApp in CBL for English learning in university had potentials for teaching and learning, online academic discussion and interaction in English. Thus, the students could share their ideas each other through group discussion made, and here the ideas they get from others could help them to find and argue supporting evidences for their argumentative essay of each group member.

Moreover, Prensky in Susilo (2014) also stated that today's students were known as net generation who used the digital language of computers, video games and the Internet. In addition, this generation preferred working collaboratively (Jeff and Zane in Susilo, 2014), and they were recommended for active learning strategies such as discussions, reflection activities, group projects and cooperative problem-solving (Wilson in Susilo, 2014). Thus, it was what was shown by the experimental group of this research who got the influence better for their argumentative essay writing from the application of CBL with the use of WhatsApp than the use of offline only learning, since the students were also as net generation who liked collaborative works.

Moreover, concerning to the experimental sample chosen in this research that was English education university students who were taking Essay Writing course, it seemed more applicable to teach and learn by using CBL with WhatsApp. Zayed (2016) conducting research to intermediate level students suggested us to use WhatsApp for other levels. And, Nitza and Roman (2016) who studied to volunteer undergraduate students also by using CBL with WhatsApp use in writing seminar paper, suggested to choose based on the faculty standard, and it was like what had been done by the researcher with her quasi class sample students taking Essay Writing course.

Also, regarding to writing argumentative

essay in which the students had to share their critical ideas as fluently as possible supported by true evidences in order to convince their readers, the students exactly need learning ways and media to do so. More than only asking students to write about hobbies (Fattah, 2015), university students need to be more critical in arguing towards the issues happened at the moment. Hence, using WhatsApp in CBL facilitated the students to share their ideas to help them to understand about argumentative essays in which they needed supporting evidence for their arguments in the essay through discussion also. It is like what Shamugrapriya and Priya (2016) suggestion to use WhatsApp as learning media because we could send unrestrictive messages to our WhatsApp friends. In this case, through WhatsApp in CBL, the students' argumentative drafts made in offline learning could be typed and discussed also in this online media, or we could do asking-answer interaction related to the unclear materials with no restrictive chat length. Consequently, the argumentative essay we have made is rich of accurate arguments as well as other writing aspects.

Moreover, related to the treatment of CBL in which students worked collaboratively both in classroom and via WhatsApp, this study was different from Awada's treatment (2016) asking the students to write collaboratively only in a class group included for the WhatsApp group (25 experimental sample). In this study, the researcher grouped the students into some smaller groups. From 33 total experimental sample students, there were 10 smaller groups also besides 1 class group. This is supported by Zaki and Yunus (2015) that students form a small group support to give feedbacks on each other's weaknesses and immerse themselves into the academic culture by constantly correcting their own work. Thus, smaller groups than whole class member group gives better chance to students to work collaboratively especially in giving feedback deeply.

However, related to the use of WhatsApp itself in learning, Gon and Rawekar (2017) in their study found that more than 70% students agreed that there were no efforts by some students and did sharing only to impress facilitator, but not truly to learn. Moreover, in Gon and Rawekar (2017) also, Bansal and Joshi stated that the use of Whatsapp was not opportune to collaborative learning. Hence, actually students would seem different to feel the effect of the use of WhatsApp in CBL in learning the course materials, and in this research, their perception towards CBL using WhatsApp as its online medium to learn was tried to find out also.

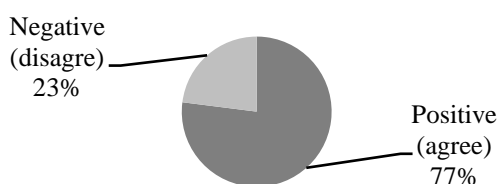
Eventually, the result shows that there is

different increase of argumentative essay writing ability between students taught by using Collaborative Blended Learning and those taught by using offline learning. Also, CBL is more effective to improve students' argumentative essay writing ability than offline learning.

2. Students' perception towards Collaborative Blended Learning in writing argumentative essay was positive.

Furthermore, to answer the second research question, the researcher obtained the data from students' perception questionnaire towards CBL in writing argumentative essay. Then, the results were as follows.

Students gave their perception towards all items. The number of the point of 'agree' was 1742 or 77%, and the point of 'disagree' was 519 or 23% of the total points. Therefore, it shows that the students had positive perception towards Collaborative Blended Learning (CBL) activities which were done both in the classroom through offline learning and via WhatsApp as online learning. This result is shown in the following graph.



Graph 3. Students' perception towards CBL

The graph above shows that students perceive positively towards CBL when they learned argumentative essay writing. It is proven by the percentage of 77 % giving their positive agreement through the close-ended questions in the perception questionnaire.

Furthermore, the data gathered from open-ended question in which the students were free to write whatever they thought or felt towards CBL in writing argumentative essay shows other results that had not been stated yet in the close-ended questions. From 33 students of experimental class of CBL application, the students who gave their perception by writing it in the space of open-ended question were only 32. It meant that a student PZ), did not write anything in the blank space to answer. The results of perception towards CBL in writing argumentative essay are as follow.

Generally the students gave their perception whether they chose to learn through CBL or in the

classroom only to write argumentative essays. Furthermore, they also explained why they decided so by giving the positive reasons and also the problems they faced. Therefore, generally we could discuss their perception into two: their choice to study in the classroom only and to study via WhatsApp also as applied in CBL.

1) Students' preference to study in the classroom only (Offline)

There were some reasons why the students choose to study with offline learning; they were: a) it was more effective, understandable, condusive, comfortable and enthusiasm; b) the lost or unavailable mobile phone made offline learning as preference; c) we could interact directly; d) we had not to type; e) it was directly fast-respond learning; and f) we could get benefit to write essay.

2) Students' preference to study in CBL

There were some reasons why the students choose to study with CBL; they were: a) we could be diligent to write essay and improve our writing skill and knowledge to have better essays; b) lecturer also could spread and explain the knowledge through CBL; c) it was good idea and effective; d) we could ask whenever, especially when we were confused in writing; e) we could share materials needed; f) we could ask without feeling shy; g) it was helpful to know/ understand the material; and h) we could learn everywhere besides in the class.

Nonetheless, there were some problems faced by the students when studying through CBL with WhatsApp as the online learning media; they were: a) it was difficult to understand the material, especially for students who did not like reading and felt shy; b) it was not as enthusiasm and active as in the class, especially to give feedback; c) because of broken or lost mobile phone, if we were out of the group, we lost information; d) if we were very tired, we were lazy to open WhatsApp (to study); e) there were other subject tasks while there was argumentative essay writing task also via WhatsApp; f) it was a problem when we had no data balance and signal; g) it was slow respond because we did not hold mobile phone every time; h) focus of the material had to be finished before discussing other materials in order that the students were not confused; i) grouping student system sometimes was not effective because the friends did want to work collaboratively, so it was as if we were study alone or only with lecturers; and j) more responds from lecturers were needed to have better feedback.

Related to the result above, the students'

preference towards CBL of this research is in line with Lopez-Perez et al. (2010) stating that blended learning was interrelated with their final marks depending on the activities. In addition, they stated that it could improve the students' learning experiences by developing their capacity for reflection. The experiences were explained through their perceptions. Then, this study indicates that the designed collaborative activities in this research were favorable for the students in writing argumentative essay, for the students could discuss and share their ideas as well as give feedback each others, so it impacted to their better ability in writing argumentative essay.

In addition, social media for learning in CBL could impact the university students' perception towards this learning directly because technology was their daily life instrument (Cotten, 2008). Moreover, the result was congruent with the research by Awada (2016) which used WhatsApp in CBL activities for students to write critique writing showing that WhatsApp was more effective than regular instruction, in which there was no technology engagement. Moreover, the students' perception in Awada's showed the increase of students' motivation to learn. Furthermore, this study also showed the students' positive perceptions generally included their motivation to follow CBL in Essay Writing course or if applied to learn other subject matters as well as their likeness to interact with peers or lecturers in order to have their better essay writing.

Furthermore, in planning stage, general students of the experimental class perceived positively towards CBL in writing argumentative essay, as it was shown by the open-ended questions of perception questionnaire number 9 to 12. In this case, question number 10 had almost perfectly positive perception (92%) that they could get many sources of proofs for their argumentative essay before they wrote the essay draft. It was supported by the collaborative activities in which they could get more sources from the peers also as conducted in this research based on the theory from Bailey (2004: 63) showing the importance of having sources and evidences in essay writing process. Moreover, to have more sources, through blended learning in which the students could study collaboratively, they could post, store or exchange the information as stated by Erben, et al. (2009: 166).

Moreover, in drafting stage, general students perceived positively towards CBL in writing argumentative essay for questions number 13 and 14. They were satisfied with the discussion result of their confusion thought through CBL, and

could understand the elements of good argumentative essay by the guide given through CBL. According to Bruffee in Storch (2005), through collaborative learning, the students are offered a discussion, so they could share their ideas by open-ended answers to get consensus related to the topic they are discussing about. In this case, through CBL, the research students were facilitated. Moreover, the guide given during drafting was helpful to assist the students based on the result. However, especially in making draft, the students had not felt easy to do it (38%), and had not been motivated to make their drafts. From open-ended questions, we could know their reasons for this such as if in CBL they wrote in paper as well as typed because typing the essay or the essay discussion might be difficult for them and if there were still many tasks from other subject courses.

In addition, in editing process, general students perceived positively seen from the result of questionnaire number 17, 18, 19, 20, and 22. They were satisfied with the feedback given by their peers and lecturers to their drafts. Besides, they also could understand what had to be revised and made their drafts better. Furthermore, from the students' score increase, it indicates that after passing some stages, especially editing stage that was included in writing argumentative essay through CBL. Butler and Britt (2011) stated that revision or editing was important to improve their argumentative essay substance. However, they almost gave perception of unlikeliness when they were asked to give feedback to their friends' drafts (51%). Based on the open-ended question, it was gotten that some of them likely did not like reading and felt shy.

At last, the students' perceptions in publishing stage of writing through CBL were that they were satisfied with their final drafts (94%) and quite had confidence to post their final draft (66%) after they passed some drafting and editing processes. According to Lopez-Lopez, et.al., (2011), blended learning, in which collaborative activities were also included in, gave positive not only satisfaction but also utility and motivation for students. However, questions number 24 shows that their motivation to read their friends' final drafts was only 45%. Based on the open-ended question of the questionnaire, it could be predicted one of the causes that was because of the laziness as also resulted in Krasnova and Ananjev's study (2015).

Eventually, based on the explanation above, it is apparent that students have positive perception towards Collaborative Blended Learning in writing argumentative essay.

CONCLUSION AND SUGGESTION

Collaborative Blended Learning (CBL) as one of the recommended ways in learning English, especially in learning argumentative essay writing successfully improve the students' ability in writing argumentative essays. There is different increase of argumentative essay writing ability between students taught by using Collaborative Blended Learning and those taught by using offline learning. In this case, CBL is more effective to increase students' argumentative essay writing ability than offline learning. Moreover, although some difficulties can happen, students enjoy CBL with some reasons, especially related to the effect to their essay writing ability especially argumentative essay, and the interaction among them and with the teachers. Thus, students have positive perception towards Collaborative Blended Learning in writing argumentative essay. CBL is preferable to use in learning argumentative essay writing by university students.

The next researchers are suggested to conduct other studies related to the application of CBL not only to improve students' writing ability but also other English skills (listening, speaking, and reading). Besides, the researchers also can conduct qualitative research related to the interaction happened through CBL. In addition, the medium that can be used by the further researchers in CBL may be other media besides WhatsApp, for exactly there are many technology results invented and can be used for teaching-learning process that can be studied the influence of the media. Also, in using online media for CBL application, the next research may be conducted synchronous learning, so the subject of the next research can have specific time in using the online media to learn to minimize the slow response happened especially, as it was found in this research. Besides, related to the next research result, it is hoped for the further research to have homogenous groups to compare between the students taught by using CBL and those taught by using offline learning.

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