CHAPTER IV

RESEARCH FINDING AND DISCUSSION

This chapter describes all the findings of the data collected and its analysis. Data of this research is presented in the findings while analysis of the research data is elaborated in discussions.

4.1.   Findings

In this part, the research data was collected from two similarity types of source. Those data were categorized into certain themes and then coded to support finding and discussion of the research.

4.1.1.   Interview

In this case study was a semi-structured in-depth interview with open-ended questions. The data gained from Academic Reading and Writing (ARW) class A & B. The interview involved 2 students (1 female, 1 male) from total 21 students (16 female, 5 male) in class A and 36 students (23 female, 13 male) in class B. These participants were chosen based on their academic performance and participation in the classroom during ARW class, so that the researcher can collect rich data upon their perception and description about feedback process on blended learning application in ARW classroom. Each respondent was interviewed in different times and places. In the interview, the researcher investigates respondents' point on feedback process in blended learning application. The view of the students was analyzed based on their cognitive learning in Lindsay and Norman (1972). Those are including 4 theories of cognitive learning. There are

Reinforcement as a Signal, Learning and Awareness, Learning by Experimentation, The Importance of Expectation. The excerpt from transcript of the interview can be seen in table 4.1 while the complete transcription is attached in appendix 1.

Table 4.1 Excerpt of Interview Transcript

Transcription 1		
Respondent	: **Student A**	
Time	: **13.30 -14.30**	
Date	: **May 16, 2018**	
Place	: **Pondok Pesantren of Islamic University of Indonesia**	
I : Interviewer, R : Respondent		
Subject	**Line**	**Transcription**
I		Okay, so how does the procedures of giving feedbacks by Ms Yunita in Google Classroom or in class?. How does the procedures?
R		For instance, as I know Ms Yunita usually give feedback in offline. So, she checks the students' progress one by one "you have to add this part", so Ms Yunita does step by step to finish the assignment. It is like installments so, we felt not be hurry to do the task. She also checking the students progress itself if there are mistakes, she directly explain us "oh you lack of this, you lack of this" like that. So the feedbacks more in offline.
I		So for example Ms Yunita gives you feedback that day, so how long you revise the feedback?
R	5	Usually do the revision that the time. For instance from outside we do in outside. If we get the feedback of the class certainly Ms Yunita usually monitors us, so we directly revise because our progress is reviewed continuously.

4.1.2. Document Analysis

The documents were analyzed in this research involve 2 students which included their online activity in Google Classroom screenshot and analyze feedback of students' assignment. The document analysis indicates that blended learning application used in ARW class gave students several advantages such as getting new experience in their learning process by integrating technology and improving their awareness to active in participating uploading their task and to access the material provided by the teacher. Moreover, in students assignment indicates students getting experience during giving and receiving feedback which is include corrective feedback, evaluative feedback, and strategic feedback.

Image 4.1 and 4.2 below shows the sample of Google Classroom screenshot activity of the students and students assignment. More complete documents used in this research can be seen in appendix 2.
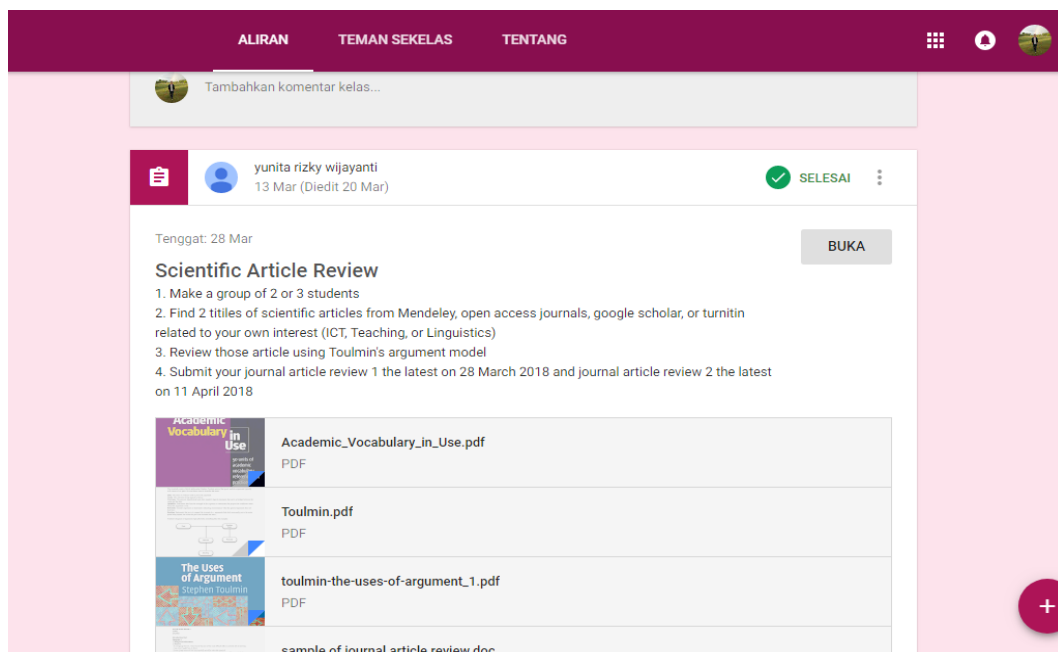

Image 4.1 Google Classroom Screenshot Activity

Image 4.2 Student's Assignment

The image above describes about the first learning process happen in the GC. The teacher asks students to access and download the material. This material will mainly use for source. From this example GC gives students and teacher flexibility in learning and fulfills the core learning need. Moreover, students during writing process students getting comments and revision during receiving feedback directly in face-to-face class activity.

4.1.3. Observation

The observation was done 3 times out of 28 meetings in ARW class A and B classroom during a semester. During the observation, the researcher made field notes to be used in analysis data phase. The observation focus to capture activities that directly or indirectly in face-to-face class activity and in Google Classroom related to blended learning implementation in ARW classroom. During observation the researcher found that the teacher gave similar treatment to the students in class A and B. The observation data indicates that the teacher focus more on giving and receiving feedback in face-to-face learning activities and using Google classroom to support the instruction, uploading the material and to monitor students activity in working their progress during writing process. During learning process in ARW classroom researcher indicates that the implementation of blended learning gave students experience in learning by using technology. It gave students flexibility in learning especially in interaction to each other and getting communication with the lecturer in different way. Moreover, it also indicates that the students enjoy learning flexibly and having various types of interaction through online and offline mode in ARW class. More complete documents used in this research can be seen in appendix 3.

Meeting	Date	Topic	Class Mode	Time	Class Activity	Note
13	10/04/2018	Writing a paper (introduction)	Face- To- Face (FTF)	07.00- 08.40 (100')	Checking students' work in GC and give them feedback	Lecturer asked students to check their progress in Google Classroom. And asked students to discuss their progress with their partner. Students who have not done to submit their task in GC was asked to submit their task. Then, the lecturer walked around to check students work. And the lecture gave them feedback one by one. There some students directly revise their task after getting feedback. And some students continue to do their task. In end session teacher asked students for uploading their progress again in GC until the date have been determined and support them by giving instruction. **Comments:** GC is very helpful for lecturer to check students' activity and participating in uploading the task. BL provide teacher and students to give and receiving feedback immediately based on students' work that they have uploaded in GC.

Table 4.2 Retyped Observation Notes

4.1.4. Coding

This part, the researcher input the evidence into categorization based on themes and giving certain code on the evidence. The researcher created coding system for evidence from all data sources. Table 4.3 displays the coding system to interpret the whole data from interview, observation, and document.

Table 4.3 Coding Systems

Data Sources	Coding Sample	Meaning
Interview	I/1/RAS/7	'I' (for Interview) means the data is gathered from interview. '1' for respondent 1. 'RAS' is the theme, which is abbreviation from Reinforcement as A Signal. '7' means it is from interview transcript line 4
Document Analysis	DA/1/LAA/A1	'DA' (for Document Analysis) means the data is gathered from screen shoot in Google Classroom and Students Assignment. '1' means for participant 1. 'LAA' is the theme, which is abbreviation from Learning and Awareness. 'A1' is the assignment that has been uploaded by student in GC.
Observation	O/1/LBE/13	O' (for Observation) means the data is gathered from observation notes. '1' means for participant 1. 'LBE' is the theme, which is abbreviation from Learning by Experimentation. '13' means it is from observation note on meeting 13.

4.1.5. Thematizing

In this phase, the researcher classified the research data into several categorizations. The categorizations were displayed and confirmed the prefigured of themes which were broken down into more specific sub themes to be practical. The thematizing is presented in table 4.4 below.

Table 4.4 Thematizing Matrix

No	Code	Theme	Component
1.	ICLN	Identifying the Core Learning Need	Blended Learning Approach
2.	RDLS	Recognize the Different Learning Style	
3.	BPCS	Being Prepared to Follow-up Coaching Support	
4.	SMPD	Setting up a monitoring process to evaluate the effectiveness of the delivery	
5.	CF	Corrective Feedback	Feedback Technique
6.	EF	Evaluative Feedback	
7.	SF	Strategic Feedback	
8.	RAS	Reinforcement as A Signal	Cognitive Learning
9.	LAA	Learning and Awareness	
10.	LBE	Learning by Experimentation	
11.	TIE	The Importance of Expectation	

4.2.   Discussions

This part presents the researcher' interpretations and analysis of the research data. These interpretation and analysis are elaborated in theme sequence. Furthermore, researcher analyzes the kind of similarities and differences of students' perception in feedback process by using blended learning during ARW class.

4.2.1.   Identifying the Core Learning Need

Based on the interview (I/1/ICLN/17, I/2/ICLN/3, I/2/ICLN/9, I/2/ICLN/19, I/2/ICLN/21, I/2/ICLN/25, I/2/ICLN/28) indicates that, blended learning can fulfill the core learning needs of the students and the teacher whether the teacher and students get flexibility in their learning. According to Thorne (2003), Blended learning provides a great opportunity to adjust the learning necessary. It means that, the students learning not only limited in classroom but also in another place. It can be said students' activity can be monitored in every situation and can increase access flexibility in learning (Graham, 2006).

"Getting information become easier, we can **flexible to access the material in Goggle Classroom**, because to get the material and submit the task always in Google Classroom so, we can **do the task not only in classroom but also in another place"**. (I/1/ICLN/17)

"**Google Classroom used for fulfilling the needs of learning** which used **for sharing the materials and gives instruction about the assignments and also to uploading the assignment"**. (I/2/ICLN/3)

"**We can access the material flexibility, and learn it first**. Then, if we do not understand or there is instruction that we do not understand **we usually can give a comment on the GC without waiting in face-to-face learning"**. (I/2/ICLN/9)

"**In blended learning, the lecture can give the materials before we come in the class**, I have read the material first before come in the class.

So, **I have imagined about what subject that we have learned, and then I just asked in the class if there thing that I do not understand".** (I/2/ICLN/19)

"We come in the class and never expected what we will learn about, so **Ms Yunita usually likes to gives journals, e-books, we able to access and download, then can read it first** then, **in the classroom we discuss directly** and maybe there is something that you don't understand, you can ask to Ms Yunita in class directly". So, **come in the class we have a little bit knowledge to understand the materials**". (I/2/ICLN/21)

"There are many advantages of BL, likes **if we want to submit our task we do not need to come to campus we can submit our task in Google Classroom**. It can be saving the times, and then **there flexibility we do not need to find other material and find it in GC**. It turns out the material has been shared by lecturer on Google Classroom". (I/2/ICLN/25)

"Submitting the material in GC then, teacher does not need to explain again from the beginning. So the students can learn it first and **not only teacher learning center**, it turns out can be students learning center, so between teacher and students have sustainable". (I/2/ICLN/28)

Topic	Date	Student Screenshot Activity
Journal Article Review Introduction to writing a paper	20/03/18	

Table 4.5 Google Classroom Activity DA/1/ICLN /A1

Table 4.5 above proof the data interview which indicates that student's has flexibility in access the material. Students can download the material and learn it first. And after that they can upload their task in GC, based on lecturer's instruction.

4.2.2.   Recognizing the Different Learning Styles

In learning each people have a different learning style. Thorne (2003) argues blended learning provides a variety of learning style solutions. It can be seen in (I/1/RDLS/19, I/2/RDLS/20, I/2/RDLS/22). In other hand, students are able to find their learning style trough different situation without limited by learning in the classroom, it can also affect to students' awareness in learning. In addition, Blended learning considers the different learning styles to each other and the factors to take into consideration in the way that people prefer to learn (Graham, 2006).

> "In learning styles has been balance**, we not need to learn in online without offline.** The learning process there has face-to-face with the teacher. **There should be interaction between students and teacher and it can be supported by online learning**". (I/1/RDLS/19)

> "Ms Yunita usually gave us due line to upload in Google classroom for every assignment, from **the dateline motivate me to do not pile up the assignment.** If the lecturer gave us 2-3 days, **I have to do the task long days before the dateline.** Then, I do not need to collect assignments on campus but can flexible in online section". **(**I/2/RDLS/20)

> "Learning style no limited in the classroom, **to do the assignment in group we do not need to meet each other**, we can be done it in "Google Doc". **We can do the task at home or in the different place if we want to do the task"**. (I/2/RDLS/22)

In DA/1/RDLS /A4 below indicates that using GC can fulfill students learning style. It can be seen that students get date line of the teacher to submit their task. It means that students can do the task not only in classroom but also in other place. Also, they flexible to upload their assignment in GC based on the dateline that has been determined. It can be support students who do not comfortable to do their task in classroom.
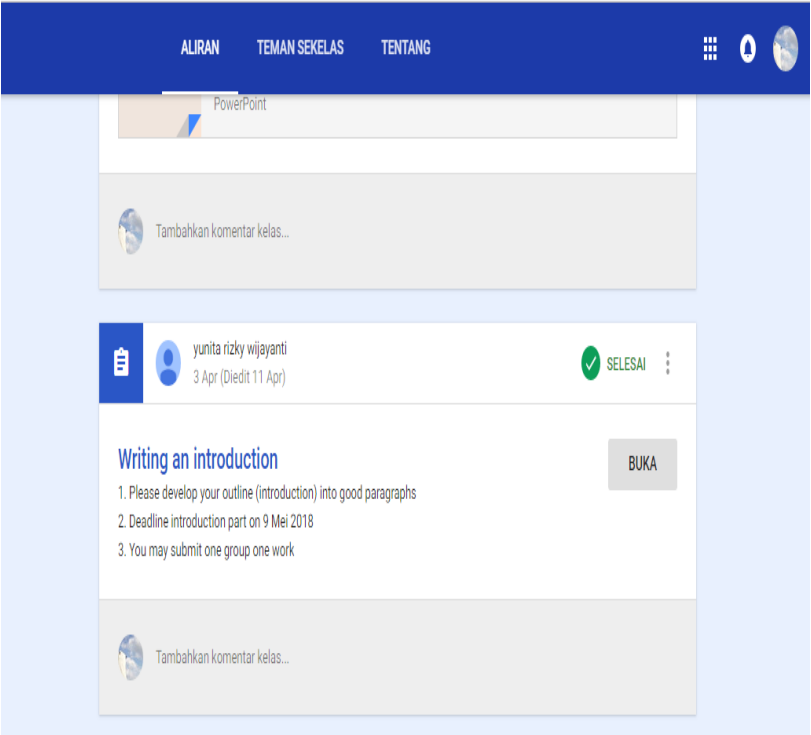
Topic	Date	Student Screenshot Activity
Writing a paper (introduction)	11/04/18	

Table 4.6 Google Classroom Activity DA/1/RDLS /A4

4.2.3. Being Prepared to Offer Follow-Up Coaching Support

Considering the students' answer in (I/1/BPCS/19, I/1/BPCS/21, I/2/BPCS/19, I/2/BPCS/22), can be conclude e-learning also help students to meet with other friends in other places that is possible to add the coaching support with the other people who more experts (Wilson & Smilanich, 2005). It means students able to get peer support teams or different tutors linked in traditional and online classroom development (Thorne, 2003)

> "To access the learning process becomes easier, **because we can get much supports from journals in wide world and other expert.** So, it becomes easy to access so and to collaborate". (I/1/BPCS/19)

> "Blended learning is useful for writing, because **support us to connect with friends and people who expert in other environment**" and learn with valid journal that provided by the lecturer in Google Classroom". (I/1/BPCS/21)

> "**Using blended learning prepared us to ready in the class**, because I have had knowledge. **I can ask to my teacher and discuss the material with my friends** if I don't understand. (I/2/BPCS/19)

> "We can connect with the classmates, because in Google Classroom supported by email. **We can connect with our friends using the email or we can send our assignment there**. **That is as like really directly without wasting much of time to meet each other.** In terms of time management also our time is not wasted". (I/2/BPCS/22)

4.2.4. Setting Up a Monitoring Process to Evaluate the Effectiveness of the Delivery

In data interview (I/1/SMPD/23, I/2/SMPD/20), indicates that students gain flexibility in monitoring learning. It means that by using GC students able to gain information that teacher upload in GC. That is becomes the typical self-regulated strategies by the students to develop of comprehension of assessment

criteria for academic tasks, reviewing material before and after classes, note-taking and summarizing, and reflecting on learning (Venkatesh, Croteau, & Rabah, 2014).

> "It importance of Google Classroom feature, because it turns out **we can get information by Google Classroom's notification. It makes us available to monitor if there is information from the lecturer**". (I/1/SMPD/23)
>
> "**I like to monitor the Google Classroom notification**, and insecure to know the dateline of the assignment", **I want to do the assignment instantly then, I want to finish it quickly**". (I/2/SMPD/20)
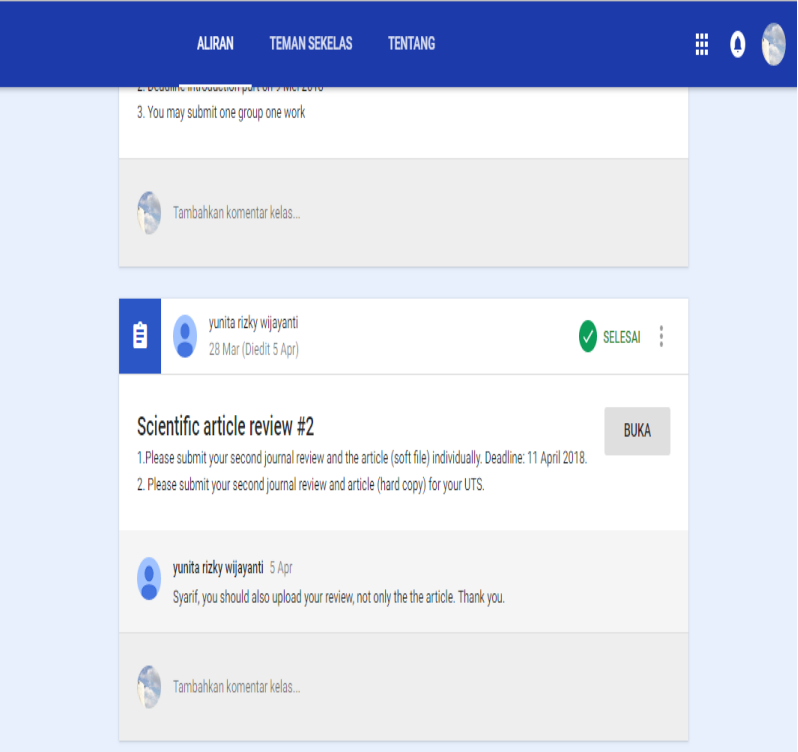
Topic	Date	Student Screenshot Activity
Journal Article Review	05/04/18	

Table 4.7 Google Classroom Activity DA/1/SMPD/A3

Data interview I/1/SMPD/23, I/2/SMPD/20, is supported by DA/1/SMPD/A3 above indicates that GC help the teacher to monitoring students' progress by giving them comments in GC if there is students missing the instruction. The students also get able to monitor activity in GC even the teacher uploading or comment in GC by monitoring in GC notification.

4.2.5. Corrective Feedback

Corrective feedback is given to a learner as quickly during instruction or testing (Vasilyeva et al., 2000). It will give students effectively to understand the explanation of the lecturer. Immediate feedback can be interpreted by informative. Based on interview (I/1/CF/6, I/1/CF/7, I/2/CF/8, I/2/CF/10, I/2/CF/11, I/2/CF/13, I/2/CF/29) students claims in classroom the teacher focuses on helping students notice and correct errors. During corrective feedback the teacher give comments one by one on students and the students analyze the teacher feedback (Faleiros, 2008).

> "Ms Yunita uses offline for giving feedback. Then, in the offline **Ms Yunita always care to check our progress and correcting and commenting our task one by one to the students in the class"**. (I/1/CF/6)

> Ms Yunita does step by step to finish the assignment and **she checking students' progress one by one. She also checking the students progress if there are mistakes, she directly explains to us in face-to-face". (**I/1/CF/7)

> "Ms Yunita usually gives the instruction in class directly, so **she will understand about what we ask to her. Then Ms Yunita will explain to us slowly**. If we don't understand we ask again. **It becomes more effective getting corrective feedback from the teacher because directly in the classroom**," (I/2/CF/8)

> "In the class Ms Yunita gives the feedback quite bigger. **I mean likes we have made a paper such as in introduction, evidently she really give**

us correction directly to each paragraph. During **feedback she explains the correct aspect is like this, and to correct this aspect is like this"**. (I/2/CF/10)

"I personally like feedback as like **I wrong then I am guided to correct that thing**. For examples, when **I do a paper which part of wrong then I be informed how to correct**. And I indirectly learn how to give correction to my task". (I/2/CF/11)

Ms Yunita usually gives me a construct feedback which means likes," she also motivate us during corrective feedback likes "You can, you can do it". So, I think "oh yes ms", so **we have common to fix the mistakes which exist in our paper or our task that we do"**. (I/2/CF/13)

"For the feedback, **I like when Ms Yunita gives corrective feedback as like encourage us to correct our mistake**, because Ms Yunita really guides me that tells to write should be like this and like this. Then, **Ms Yunita likes to motivate me, so I really encourage fixing our mistake and also directly take an action"**. (I/2/CF/29)

Meeting	Date	Topic	Class Mode	Class Activity	Note
13	10/04/2018	Writing a paper (introduction)	Face- To- Face (FTF)	Checking students' work in GC and give them feedback	The lecturer walked around to check students work. And the lecture gave them feedback and give correction on students' task one by one. **Comment:** giving corrective feedback in face-to-face can improve students' understanding and improve their writing ability

Table 4.8 Excerpt of Observation Note O/CF/13

Moreover the researcher found same activity that student done in ARW class. Based on O/CF/13 indicates that the teacher gives immediately feedback to

the students after discussion the task. Corrective feedback can be support by learning interactions as asking questions by the teacher in class and outside of class, and help by checking with fellow students to address knowledge needs (Butler & Winne, 1995).

Additionally, the researcher also analyzed students getting corrective feedback in their assignment in DA/1/SF /A2 & DA/2/SF /A2. Most correction that students get during feedback is focus on the content, grammar and the structure. (See appendix 2 for more).

Topic	Meeting	Date	Student Screenshot Activity
Writing a paper (Outlining Developing paragraph (introduction)	11-12	3/04/18- 4/04/18	The Outline of ARW Paper The Benefits of VOA Learning English to Improve Listening Skill Monika Cahya kusumaningrum (16322061) Ayu Sarah (16322082) Note: - grammar - citation - Add reference to each statement - using APA I. Introduction Paragraph 1 (Description of the background) Thesis statement Listening skill is one of important things for students who have background as EFL. Background information "Listening is assuming a more and more important place in foreign language teaching and learning process. Yet the present situation is far from satisfactory. Students are still frustrated and helpless against listening." (Yang, 2005) Reasons

"The Analysis Of Code-Mixing on Instagram"

Safira Ardya Pelita Fadila	(16322098)
Rahmad Saputra	(16322007)
Syahrul Yaqin	(16322049)

Note: - background of using code-mixing
      - thesis statement related to topic

I. Introduction

1.1 Paragraph 1 (Description Of The Background)

- Background information

    The term of code-mixing refers to all cases where lexical items and grammatical features from two languages appear in one sentence (Muysken, 2001).

- Thesis statement

    Related with the explanation, the students of English Education Department of Islamic University of Indonesia is included as bilingual because they are using two languages at the same time which are English and Bahasa Indonesia.

- Reason

Table 4.9 Students' Assignment DA/1/CF /A2 & DA/2/CF /A2

4.2.6. Evaluative Feedback

Data of (I/1/EF/15, I/2/EF/15) indicates that the teacher active to give evaluative feedback to the students. It can be seen that the teachers give students time to revise their task in a day or a week depending on specific projects, deadlines, and individual student needs. It is important to set up these conferences in a structured way so both teacher and student make good progress by using of their time (Hyland & Hyland, 2006).

> "Ms Yunita usually likes to monitors our progress certainly**, she always checking the development of our progress, so we directly revise because our progress is evaluated continuously if we get the feedback of the class."** (I/1/EF/15)

> "To develop our task Ms Yunita **gives us time sometimes the longest 3-4 days or can be weekly to revise to our task**, and then **she evaluates**

our progress in classroom by giving feedback continuously. (I/2/EF/15)

The evidence below, which are gained from the observation O/EF/16 (see appendix 3 for more) conclude that student's often getting evaluative feedback of their lecturer in every meeting. This appropriate with students perception in I/1/EF/15 that the teacher always checking students progress, so the students directly revise their task after getting the feedback in the class.

Meeting	Topic	Class Mode	Class Activity	Note
16	Writing a paper (literature review, citing, paraphrasing)	Face-To-Face (FTF)	Explain about literature review and how to paraphrase	The lecturer shows students progress in Google Classroom and giving them feedback. Students in group discuss their writing about literature review, after lecture gave them feedback. **Comment:** the teacher usually evaluates students' progress in every meeting. Especially for make literature review because it is the crucial aspect of writing. During evaluating the teacher give comments and suggestion.

Table 4.10 Excerpt of Observation note O/EF/16

Moreover, based on the evidence bellow, which are gained from the document analysis DA/1/EF /A5 & DA/2/EF /A5 (see appendix 2 for more) indicates that it can support the data from interview I/2/EF/15. It means that the teacher provide students appropriate time to revise students' task and in every

meeting lecturer often time support students by remind and evaluate students progress during writing a literature review.

Topic	Meeting	Date	Student Screenshot Activity
Writing a paper (literature review)	15-19	8/05/18- 22/05/18	**The Benefits of VOA Learning English to Improve Listening Skill** Monika Cahya Kusumaningrum (16322061) Ayu Sarah (16322082) - Giving number to the sub topic - Read your citation - Fix the references **Introduction** (giving number) Listening skill is one of the important skills to master for students who have backgrounds as EFL. Nowadays the situation is less satisfactory. As cited in Sitakham (2012), Yang (2005) said student as EFL still feel frustrated with the listening skill. It should not be difficult when students know that listening is needed to communicate. on the other hand there is the fact that when students meet while in college, many EFL students still find some difficulties to learn listening skills. According to Hamouda (2013) from journal Metin and Hogai (2016) there are many non-native English university-levels having obstacle and also trouble with completing listening activities in EFL classroom. Through listening it can

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Rahmad Saputra   (16322007)

Syahrul Yaqin   (16322049)

Note: - APA Style
- Structure
- Grammar
- Typo

I.   Introduction

A code mixing is occurred when in one sentence there is mixing between lexical items and grammatical features (Muysken, 2001). Related with the explanation, the students of English Education Department of Islamic University of Indonesia are included as bilingual because they are using two languages at the same time which are English and Bahasa Indonesia. Instagram makes us easier to communicate with each other and share our daily activity to the public and society. Not only in the spoken language but also in written language, nowadays students in English Education Department of Islamic University of Indonesia are using social media to communicate by expressing what they feel and think

Table 4.11 Google Classroom Activity DA/1/EF /A5 & DA/2/EF /A5

4.2.7.   Strategic Feedback

Strategic feedback can help learners to become self-reliant (Harmer, 2007). In data (I/1/SF/10, I/2/SF/5, I/2/SF/14, I/2/SF/16) indicates students using strategic feedback that can be seen that they independent to do their task. According to Hyland & Hyland (2006), strategic feedback not only involves the teacher but also more involve to students-center or students-peer feedback. Students can make their own revisions without involving feedback by the teacher overall and improve their task significantly. In particular, it is seen as a way of giving more control and autonomy to students since it involves them actively in the feedback process.

"In classroom the teacher usually gives feedback to review our mistake but **in my group we review our task and giving feedback to our task before receiving feedback** from Ms Yunita. So, **we learn and revise the task by self to minimize the revision"**. (I/1/SF/10)

"Ms Yunita usually share the materials in GC that will be learned in classroom, so **we understand the material first, we learn the materials and review to our task. Then in the class we ask to Ms Yunita related to the material that we don't understand, then** Ms Yunita gives us feedback directly in my task and the material" **(I/2/SF/5)**

"**I try to understand feedback from Ms Yunita for a moment**, because when Ms Yunita gives a feedback, I cannot directly understand. Then, **I**

learn it again, if I don't understand I try to ask to Ms Yunita, **after that I realized "oh yes I have to correct this part".** (I/2/SF/14)

"**Ms Yunita giving time for us to revise our task after getting feedback**, because she not directly asks us to revise at the day. **We have to understand it first that what Ms Yunita explain about. we understand it again and then we continue to revise it by self"**. (I/2/SF/16)

Meeting	Date	Topic	Class Mode	Class Activity	Note
16	09/05/2018	Writing a paper (literature review, citing, paraphrasing)	Face-To-Face (FTF)	Explain about literature review, and how to paraphrase	Students in group discuss their writing about literature review and give comment to each student's task. After that the lecture gave them feedback. In the end of the class the lecture asked students to continue their progress and uploading in the platform that had been provided in GC. **Comment:** Teacher gives students space to discuss their task in peer or group. That can help students understand errors in their task that they were not aware of before.

Table 4.12 Excerpt of Observation note O/SF/16

From the data interview above can be supported by data in observation O/SF/16 below that indicates teacher give students' time for students to make revision to their task (I/2/SF/16). And also the lecturer involve strategic feedback it means the students not only getting feedback by the lecturer but also involves students-center or students-peer feedback to discuss their progress.

4.2.8. Reinforcement as a Signal

Based on the interview (I/1/RAS/9, I/1/RAS/12, I/1/RAS/25, I/2/RAS/8), it can be concluded that most of giving feed back of the lecturer were directly in face-to-face in the classroom, which included the knowledge of students' writing process. It suggests that giving feedback directly in classroom gave students benefit to reinforce their learning process (Lindsay & Norman, 1972). Reinforcement helps students to develop their understanding of teacher's feedback. The reinforcement also give directly and not too long distance between the action to work of students with feedback from the teacher.

"……by giving the dateline of the task is appropriate. Also, **teacher has reminded us in online and offline**. The distance between the datelines it so long, **I think it is made easy so the students can achieve the dateline**". (I/1/RAS/9)

"It (online task submission), the lecture **provide time for feedback review**. The time that has been given is enough to review the feedback and revise it until dateline that has been given". (I/1/RAS/12)

"There is different effect before and after using BL, **we are made easier from the input of outside and added supporting by the lecturer's feedback** of our task". (I/1/RAS/25)

"It (online task submission), **gives appropriate time for revising feedback**, because **we need time to understand the feedbacks**. We make revision after getting meaning of lecturer's feedback as soon as possible". (I/2/RAS/16)

Meeting	Date	Topic	Class Mode	Class Activity	Note
13	10/04/2018	Writing a paper (introduction)	Face- To- Face (FTF)	Checking students' work in GC and give them feedback	Lecturer asked students to check their progress in Google Classroom. After that give them feedback one by one. Students who have not done to submit their task in GC was asked to submit their task. **Comment:** in ARW to improve students' knowledge by giving feedback in face-to-face and support by instruction in GC

Table 4.13 Excerpt of Observation note O/RAS/13

The observation note above indicates students get reinforcement by lecturer's feedback directly in ARW class. Students tend to be helped by getting reinforcement in their task through feedback during writing essay. Additionally, Hwang & Arbaught (2009) explain by asking questions after getting correction to the teacher directly are the most recognized form of feedback-seeking behavior in the classroom.

4.2.9. Learning and Awareness

In learning process to be effective there should be have awareness of individually to get the goals of learning (Lindsay & Norman, 1972). The data from the interview (I/1/LAA/15, I/2/LAA/14, I/2/LAA/20, I/2/LAA/29) indicates that students have awareness in their learning process when students have directly responds and take action during giving feedbacks by the lecturer. Moreover, during corrective can measure the students understanding the feedback by teacher

and students awareness in corrected the mistakes of their task (Hyland & Hyland, 2006).

> **"Getting feedback in the class we review and understand of lecturer's revision, then usually we immediately revising it at the day. Because Ms Yunita often time check our progress". (I/1/LAA/15)**

> "….. still difficult to understand feedback quickly. So, I **understand repeatedly and asking question directly** because is not easy to understand Ms Yunita's feedback. After get the point, we **directly take action to revise the feedback**". (I/2/LAA/14)

> "Ms Yunita usually gave us due line to upload in Google classroom for every assignment, from **the dateline motivate me to do not pile up the assignment.** If the lecturer gave us 2-3 days, **I have to do the task long days before the dateline.** Then, I do not need to collect assignments on campus but can flexible in online section". (I/2/LAA/20)

> "During receiving feedback Ms Yunita likes to encourage me to finish the task, **it makes me directly to take action, I fix it or maybe I taking notes first to know which part of incorrect**. Then, I continue to fix it in at home". (I/2/LAA/29)

Meeting	Date	Topic	Class Mode	Class Activity	Note
13	10/04/2018	Writing a paper (introduction)	Face- To- Face (FTF)	Checking students' work in GC and give them feedback	There some students directly revise their task after getting feedback. And some students continue to do their task that have not yet done. **Comment:** BL increase students learning awareness because the task given the deadline so students must complete because it will be monitored on GC.

Table 4.14 Excerpt of Observation note O/LAA/13

In O/LAA/13 indicates students have awareness in their learning it can be seen that students directly respond to revise their task after getting feedback and correction of the lecturer. Moreover, the researcher also found the same activity in Google Classroom as the document analysis in DA/1/LAA/A2 (see appendix 2 for more), indicates that student's active to participant to uploading their task in GC on time appropriate with to the specified time limit.
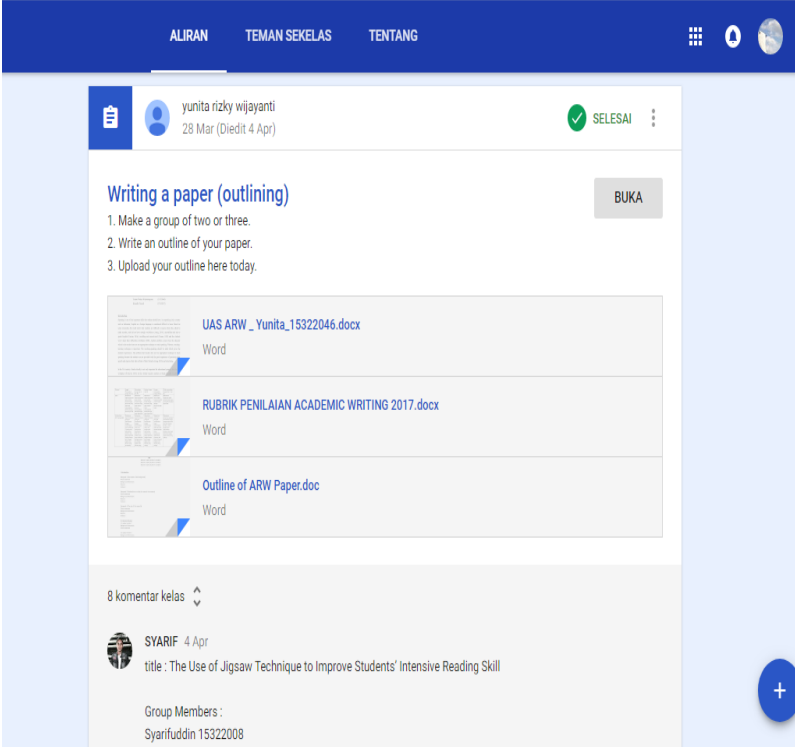
Topic	Date	Student Screenshot Activity
Writing a paper (Outlining) Developing paragraph (introduction)	20/03/18	

Table 4.15 Google Classroom Screenshot Activity DA/1/LAA/A2

4.2.10. Learning by Experimentation

Experience becomes the one of crucial aspect for students learning process. The correlation between learning in the environment, the action and the

outcomes able to helps students to choosing the appropriate ways for their learning process (Lindsay & Norman, 1972) . Moreover, blended learning has greatly affected for students outcomes. Based on data interview (I/1/LBE/24, I/2/LBE/19, I/2/LBE/24, I/2/LBE/26, I/2/LBE/29), explain blended learning gave students many new experience especially for their writing skill in ARW class.

> "Writing process gave different new experience than in School**,** because **writing paper in school is totally different of university.** Then, using **blended learning offer to follow up coaching support**, because all material have been shared in Google Classroom, I can prepare the material that will be discussion in the classroom" . (I/2/LBE/19)

> "It achieve learning objective in ARW class, because the feature of Blended learning provide us to know how to make paper and review journal. **We can communicate in Google Classroom via comment. It helps us be flexible to connect with our partner to discuss our task with Google Doc.** It is useful for our time management, because we do not need to waste a lot of time to meet to do the task". (I/2/LBE/22)

> "(The disadvantage of blended learning), in my experience when **I am typing suddenly there is a bad connection or suddenly the "wifi" is disconnected**, because there something problems or something happens. **Well actually my work becomes humbled, I go to appropriate place that supporting by "wifi" connection**." (I/2/LBE/24)

> "In my experience to handles the problem, **I usually go to the appropriate place that really have a good connection.** I usually contact Ms Yunita, or send massage in WA to her. So, **by using BL I can interact and ask question to Ms Yunita flexibility"**. (I/2/LBE/26)

> "**Getting inappropriate experience during receiving feedback**, I actually do not really like it, because I'm not motivated and make me felt down. **It makes me quite lazy to do the tasks. That is why I like Ms Yunita's feedback because she encourages me and does not make me down**". (I/2/LBE/29)

The evidence below, which are gained from the observation conclude that students getting new experience in their writing process by using Google classroom. The lecturer usually often GC in every meeting to supports students in learning.

Meeting	Date	Topic	Class Mode	Class Activity	Note
15	08/05/2018	Writing a paper (literature review, citing, paraphrasing)	Face–To–Face (FTF)	Explain about literature review, and how to paraphrase	Teacher upload the material and the sources in Google classroom so, the students can access the material in their HP. The lecturer continues to explain based on the sources that she have uploaded in GC. **Comment:** BL give students new experience in learning because students can involve technology in their learning

Table 4.16 Excerpt of Observation note O/LBE/15

Moreover, the document analysis below DA/1/LBE/A1 (see appendix 2 for more) in GC activity supports the data from interview and observation. The students are not only uploading their task in classroom but also can utilizing the GC. It can be flexible for the lecture and the students to save the time without having to wait for the next meeting.
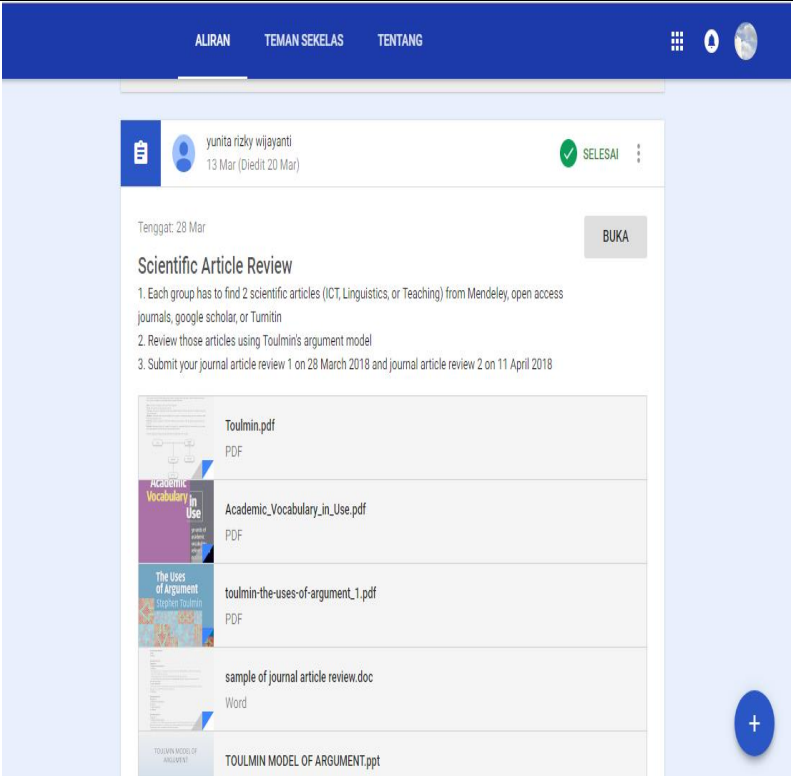
Topic	Date	Student Screenshot Activity
Journal Article Review Introduction to writing a paper	20/03/18	

Table 4.17 Google Classroom Activity (DA/1/LBE/A1)

4.2.11. The Importance of Expectation

Expectation provides important learning for students in understanding new knowledge within learning process especially for writing. It provides benefits for students in developing new knowledge and improves that contextually. In data interview (I/2/TIE/10, I/2/TIE/11, I/2/TIE/19, I/2/TIE/28) students found some new knowledge and understanding that they never expect before during using blended learning for their writing learning process in ARW class.

> "The feedback from Ms Yunita is quite detail, because the feedback was reviewed one by one. **We expect our essay have corrected** but Ms

Yunita found our mistake. **It makes us realize how to revise our essay correctly".** (I/2/TIE/10)

"…during feedback of make an essay which part is wrong, lecturer explain how to correct the essay. It makes me **indirectly learning how to make a good paper**. Because during writing process I realize that **"it turns out if the paper should be like this is not like that**. The way was never expect before". (I/2/TIE/11)

"For the feedback, when I was in senior high school, I learn how to write a paper, and when I am in university factually the data has been valid, **I realized that the format is totally different, and that is not accordance with my previous expectations**". (I/2/TIE/19)

"I just know blended learning only offline and online, then I was not expect before that we can submit our assignment in Google Classroom. Then, in class we are ready to discuss our assignment with lecturer. And **evidently, lecturer can upload the material before class in Google Classroom**. It makes, lecturer and students have sustainable because, using **Google classroom provides not only lecturer center but also students learning center.** (I/2/TIE/28)

Based on the data analysis above about students' process in perceiving feedback in blended learning application, found some aspect that students achieve related to the learning during getting and receiving feedback directly in traditional class and supported by using Google Classroom. The result shows that students' perceive that they getting improvement on their learning especially in writing by using blended learning. Students claim that using blended learning in ARW classroom can fulfill their learning needs and supports them to learning based on their learning style. Moreover, students also argue that BL help them to connect with their teacher and friends in other side in becomes coaching supports for them if they want to interact and discuss about their task in outer side without limited by time in the classroom. Additionally the students can monitor when teacher give them assignment or announcement by monitoring in Google Classroom's

notification. Those achievements can be proofed by supporting data of observation notes by the researcher and the document analysis.

In addition, students claim the improvement of their learning is supported by giving and receiving feedback in face-to-face activity. Students felt receiving immediately feedback in the classroom helps them to improve their writing skill. Furthermore, during corrective feedback by the lecturer, students get knowledge in their writing which they should to correct their task. Getting evaluative feedback continuously in every meeting claim can help students' improvement in their progress. Students also supported by strategic feedback which they can improve their task by getting feedback by themselves and from their friends. It becomes opportunity to make autonomy students.

Based on the learning cognitive by Lindsay and Norman's theory, the result shows those students have achieved 4 aspects that exist in the cognitive learning theory. Students claim during learning they get reinforcement through receiving feedback immediately from the lecturer. Moreover, students also explain that they getting new knowledge and new experience by using Google Classroom during learning process in ARW class. Moreover, getting feedback directly in classroom and supporting motivating of the lecturer makes student feels reinforcement for their writing skill. Students found new experience by using blended learning during writing learning process. It can be compared with experience when High School that did not use blended learning for their learning process especially for writing. Furthermore, students never expect that the use of Google classroom's features can useful for the learning process. Additionally,

they never expect that the writing lessons he got from school were very different from what he got at university. That which makes students got a lot new experience in ARW class by using blended learning.