

STUDENTS' PROCESS IN PERCEIVING FEEDBACK OF BLENDED LEARNING APPLICATION

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ABSTRACT

This study aims to investigate students' process in perceiving feedback of blended learning application in Indonesian higher education context. The study was conducted in Academic Reading and Writing (ARW) class at English Education Department of Islamic University of Indonesia, Yogyakarta. The research result showed that feedback technique in blended learning application was implemented comprehensively in ARW classroom. The implementation of blended learning provided students with several advantages such as flexibility in learning, encourages students to be autonomous learners and improving students cognitive learning by students getting reinforcement of the teacher's feedback immediately in the classroom, increasing students awareness in their learning, getting new experience of learning process in F2F class setting and online learning activities by using Google Classroom and fulfill their expectation of the learning objective.

Keywords: blended learning, feedback technique, cognitive learning

1. INTRODUCTION

In higher education using Information and Communication Technology (ICT) tools are constantly evolving and developing. Therefore, Universities are not surprisingly, investing in ICT tools to meet the technological demands of today's world (Venkatesh, et al., 2014). Chen (2011) argue that ICT provide a flexible self-paced learning for teachers and students to improve collaboration, interaction, and participation in their learning activities, and support them to create constructive learning environments that will makes the education more interactive. Moreover,

Zhang & Han (2012) explain the new system in College English Curriculum Requirements (CECR), claims the new teaching model should be facilitated by information technology, and implementing teaching learning process by using technology. In addition, learning English language will be a certain extent and teaching is only to teacher-center and become passive but students will be more active and collaborative. The new requirements emphasize that the new model should be integrated into the strengths of the traditional classroom teaching with combine of E-learning and the advantages of employing modern information of technology. Bonk & Graham (2006) explain blended learning is a part of teaching strategies to combine a traditional learning and online learning by using technology. It means that blended learning method is the one part of ICT that related to the application tools that represent some possibilities to change the style of teaching-learning strategy. Liu (2013) found there are many potential benefits for education by using blended learning approach, such as engages students' in a learning experience, flexible learning and it can increase students' interaction with each other. Those become supporting over traditional learning to provide motivation and autonomy for learners, and also support students with detailed feedback and reducing anxiety. Hammel (2006) also argue that using new technologies offers new possibilities to cater for individual learner needs. For instance, learners now can receive personalized and timed feedback whenever they demand. Moreover, the lack of interaction between students and teachers is one of the main problems in learning process(Mory, 2003). It is because of the limitation of learning time in the classroom, and it can be influence in giving and receiving feedback by the students and the teacher during learning process. Furthermore Mory(2003), explain that feedback can be considered as an important to support mechanism in a variety of educational contexts. It consists of stimulating or corrective information about students' task are performing in more traditional education, feedback is often handled by teachers that provide students with tailor-made information in direct face-to-face interaction. This study is limited to Academic Reading and Writing class in 4th semester, administered in English

Language Education Department of Islamic University of Indonesia, Yogyakarta. In term of focus, this study examines students' process in perceiving feedback of blended learning application.

2. LITERATURE REVIEW

2.1. Blended Learning

Blended Learning (BL) has been used in higher education to increase the frequency of academic and corporate circles. Zhang and Han (2012) explain that blended learning able to support students self-motivated and self-paced learning as the characterized by integrating online learning with traditional face-to-face learning. According to Thorne (2003) argues "Blended learning is the most logical and natural evolution of our learning agenda". It suggests blended learning has the potential to change the learning paradigm. In addition, blended learning has significant portion of learning activities that have combined traditional activities to online classroom that provides flexibility in teaching-learning process. Kaplanis (2013), Argue Blended learning greatly affects to the way feedback is facilitated. It means that blended learning allows the students to be more flexible in analyze the feedback of the teacher at home. The teacher can provide the feedback to learners in the physical environment, simply by using information from within the learning management system, in the forms of a report or automatically generated feedback without wasting valuable time from the class. Thus applications of blended learning give learner opportunity to improve their learning progress by utilizing the feedback. So, the teacher needs to make use of both the right tools and blended learning methods to prepare feedback, in order to assess learners' performance to handle limited time in class.

In addition, blended learning is the thoughtful integration of classroom face-to-face learning experiences with online learning experience. There is asynchronous (text-based Internet) learning activities as a transformation stems from the ability of

online learners to be both together and connected to a community of learners anytime and anywhere, without being time, place, or situation (Garrison & Kanuka, 2004). According to Wilson & Smilanich (2005), blended learning is used to describe e-learning combined with additional training solutions such as aids, on training, or mentoring. Furthermore, Wilson & Smilanich (2005) argue the blended learning provides training solution between teacher and the students that allowing for clarification of points and quick response to the questions and also provides immediate feedback to the learners on their skill development.

2.2. Blended Learning Approach

- 1. Identifying the core learning need** Blended learning provides a great opportunity to adjust the learning necessary. These involved the monitoring of teaching-learning process become flexible. It can be said students' activity can be monitored in every situation. It becomes an opportunity to increase the teaching learning process and gaining learning experience to use a variety of media to suit differing needs. Those are related to underpinning skills development, for example communication skills such as questioning, listening and receiving feedback. It is important to help learners to be more active in class by asking question directly in the classroom. This knowledge is enhanced and developed through feedback. In terms, for coaching process and receiving feedback will be practice by supported of integrating some tools and techniques.
- 2. Recognizing the different learning styles** blended learning provides a variety of learning style solutions. In addition, 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, Keshta & Harb (2013), explains that the factors such as learners' individual differences, personal characteristics and learning styles have significant impacts on the learning environment. For instance, the learners who have difficulty in

establishing communication in the classroom environment find it easier to communicate in the electronic environment. 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).

3. **Being prepared to offer follow-up coaching support**, Blended learning provided learners with the opportunity to integrate technology in their learning. Especially in online learning involve students to get coaching support. E - learning 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). When Learners need for supporting, they have access to the most appropriate person available for them. It could be a line manager who starts the process and continues to monitor progress throughout the individual's development.
4. **Setting up a monitoring process to evaluate the effectiveness of the delivery**, Monitoring process to evaluate the effectiveness of the delivery is important in the beginning for learners' needs of their task and that measure any success in application of blended learning. In traditional learning, there should be support students participation to be more active to response the learning objective of the feedback from the teacher (Thorne, 2003). That is becomes the typical self-regulated strategies by the students which include monitoring of learning, development 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 could also be extremely valuable to test out the approach on students who have been habitual with a more traditional method. It can encourage the learner to take action by asking the question and receiving feedback from their teacher or their peer after getting knowledge before come in the class.

2.3. The Advantages

There are some reasons of blended learning approach can be beneficial and has a better effect in learning English. According to Graham (2006), review his book about “The Hand Book of Blended Learning: Global Perspectives, Local Designs”, identified the following six reasons for using BL: (1) Pedagogical richness, (2) Access to knowledge, (3) Social interaction, (4) Personal agency, (5) Cost-effectiveness, (6) Ease of revision. In addition, Wilson & Smilanich (2005), mention some advantages of Graham (2006) also explains Blended learning is useful for learning communication and social interaction between teacher and students in face-to-face and online learning. In the classroom learning center is appropriate when students who require the English skill, knowledge, or information and available to deliver their content in the classroom. Moreover, classroom learning center is also appropriate when there is a desire for improving teacher’s performance when there is feedback or knowledge that has to explain to the students directly in the classroom. Additionally, soft skills or other skill development requiring practice and face-to-face feedback are excellent choices for learning process in the classroom (Wilson & Smilanich, 2005).

2.4. The Challenges of Blended Learning

Although there are many advantages of using blended learning for teaching-learning process. However, cannot be denied that implementation blended learning has been challenging in teaching-learning process. In this case, the challenges of blended learning implementation have become common and often overlooked. Based on Hofmann (2014) & Winstead (2016), explains some categorize of blended learning challenges as follow:

1. **Managing and monitoring participant progress** can be the most difficult challenge to address because they do not have a strong understanding of what they have completed and they lack to understand the instruction and the feedback indirectly.

2. **The technology challenge Infrastructure** as like the internet connection becomes a problem in developing country, especially for EFL/ESL country to use blended learning in education. A slow internet connection may hinder the provision of giving information, materials and giving instruction.
3. **The plagiarism and credibility** become the one of obstacle in using BL. Naturally, in the online class offer Internet friendly, it can affect the students' ability to do citing or do plagiarism in many websites and also to their friends' work without monitoring and controlling by the teacher. As a result, that may affect fair assessment for students and the quality of coursework become declining.

2.5. Feedback in Learning

Hummel (2006) explains feedback in learning is an 'umbrella concept' that entails several meanings of information. Feedback has an important role that can influence to students' knowledge in gaining rich information and experience during learning process. In addition, Schartel (2012) explain feedback is an integral part of the educational process. The effectiveness feedback is delivered in an appropriate setting to focus on performance which based on direct observation or objective perspective, and it is delivered by using neutral and non-judgmental language and identifies actions or plans for improvement. For best results, the teacher as the deliver and the students as the receiver of feedback must work in continuously. Both delivering and receiving feedback are skills that can be improved with significant training. According to Fernandez & Hurd (2014), feedback is a gap between the actual and the desired levels of performance. It means that the distance makes feedback less immediate and less frequent. Learners should not only be told whether they getting the feedback only, but also be stimulated by providing a correct feedback or become positive reinforcement to stimulus when they need more information.

2.6. Feedback Technique

Traditionally, studies of feedback in educational settings have focused on information provided to students by an external source, such as a teacher or a computer (Hyland & Hyland, 2006). The feedback is not available during learning activities but is given after a task has been completed or a test of achievement has been administered. The purpose of such feedback has almost always been conceptualized as seeking to confirm or change a student's knowledge as represented by answers to test or assignment questions. According to Harmer (2007) though feedback both assessment and correction can be very help during oral work by the teacher. That can develop the performance of the activity the type of mistake do by the students and the particular students who is making that mistake. There are some steps mentioned by experts in how teacher's technique in giving feedback and how students process on receiving the feedback by the teacher. Based on Gattullo (2000) and Harmer (2007) divide feedback into corrective, evaluative and strategic.

1. Corrective Feedback First type in processing giving and receiving feedback by the teacher and students is "corrective feedback", it is focuses on helping students notice and correct errors. This type of feedback explains the correct responses of the task which include the wrong aspect and the correct aspect in oral or written production during learning (Hinkel, 2011). In addition, Harmer (2007) explain in language learning, corrective feedback will be primarily concern with accuracy and the improvement of writing and in the selection phase of the part to be written. Moreover, Faleiros (2008) explains during corrective feedback the teacher will make comments on students and the students will analyze in teacher correction. In teacher correction aspect, it can be measure the students understanding the feedback by teacher and students awareness in corrected the mistakes of their task (Hyland & Hyland, 2006). Furthermore, according to Hwang & Arbaugh (2009), giving feedback in face-to-face activity often time becomes one of the routine things done by the teacher and the students in every meeting. In other words, the teacher gives

immediately feedback to the students after discussion the task. Immediate feedback can be interpreted by informative, it means that the corrective feedback given to a learner as quickly during instruction or testing (Vasilyeva et al., 2000)

2. Evaluative Feedback, The second is evaluative feedback aims to provide a judgment on the learners' works. It means that in giving evaluating feedback, teachers use words or phrases to indicate the extent to which learners' work have achieved the target or not (Gattullo, 2000). According to Hyland & Hyland (2006), evaluate feedback also can be interpreted as "conferences" is focus on suggestions and comments along with individualized goal setting on a formal level. Teachers can meet with a few students 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 use of their time.

3. Strategic Feedback, teachers try to suggest ways of helping learners to overcome their mistake by themselves. Strategic feedback may enhance learning as it can help learners to become self-reliant (Harmer, 2007). 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. Moreover, Hyland & Hyland (2006) also argue that feedback is more effective when information is gathered from the subjects themselves as well as others. In fact, any form of feedback should be to move students to a more independent role where they can critically evaluate their own writing and intervene to change their own processes and products where necessary. 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.

2.7. Cognitive Learning Process

Cognitive Learning can be explained by analyzing the mental processes first. it means that with effective cognitive processes, learning is easier and new information

can be stored in the memory for a long time Lindsay & Norman (1972). On the other hand, Lindsay & Norman (1972) explain cognitive learning is the information represented in the memory structure. It means that when new information is learned, it is influence to individual perspective. This activity can be affect in individual knowledge to record the information properly. Moreover, Mory (2003) argues that cognitive strategies are techniques that learners use to help them attend to, organize, elaborate, manipulate, and retrieve knowledge, thus controlling their own cognitive processes. Lindsay & Norman (1972) categorized 4 of process in cognitive learning those are following:

1. **Reinforcement as a signal**, it means the process to help learners to think optimum if the condition is not felt unambiguous. Reinforcement helps students to develop their understanding of teacher's feedback. It also supports by rewards, punishment, and the motivation of teacher during learning process. There is requirement to maximize the reinforcement that is reinforcement have to give directly and not too long distance between the action to work of students with feedback from the teacher.
2. **Learning and awareness**, actually in every student there must be awareness to learn but the consciousness of each person is different. There are students who are consciously consistent and there are also students who realize but forgotten the next day. It means that the awareness of learning is involving the action that will be influence to the result.
3. **Learning by experimentation**, it is a crucial aspect of the intelligence of human being. It means that the process of students learning influenced by the correlation between learning in the environment, the action, and the outcomes. This aspect involves students' reaction to their learning experience during the lesson.
4. **The importance of expectation**, in this process focus on students' goal that they have been achieved. In this case, students are aware of new things that they

have not predicted before. Learners think how their reaction if the learning is appropriate or inappropriate for them and how students solve the problem.

3.1. RESEARCH METHOD

1. Research Design

This study focuses on investigate of students' perception on feedback instruction in blended learning application to promote students writing skill in PBI UII Yogyakarta. The researcher explores the behavior, perception, experiences, and feeling from the students who use blended learning in ARW class. The researcher collects the information to analyze the research questions and the researcher used a frame of reference to gain a better understanding of this study based on interpretations of participants' responses to the interview and observation.

2. Participant of Research

The research setting is the place or environment where the phenomenon is being studied. This research conducted in Academic Reading and Writing (ARW) A and B class, at English Education Department of Islamic University of Indonesia (PBI UII) Yogyakarta. Thus class consists of 28 meetings in a semester conducted twice a week and 21 Students (5 Males, 16 female) in class A and 36 Students (13 Males, 23 female) in class B. There was some Writing Class at PBI UII in even semester, but the researcher prefers ARW class for research study. The decision was made by considering the teacher use blended learning in writing learning process. The researcher also prefers students in early (4th) semester because they still new in learning by using blended learning. It can influence students' perception in their learning experience.

3. **Data Collection Technique**

In qualitative research, data collection approach includes in-depth interview, document analysis, observation, and audiovisual materials analysis (Creswell, 2012). Data of this research came from interviews, observations, and document review, which was gathered through several techniques of data collection. The document of this study will use; recording, note, transcript, Google Classroom and etc. These documentation tools are used to obtain documents which are related to this research and also as a support for documentation tool.

4. **RESULTS AND DISCUSSION**

4.1. **Discussions**

a. **Identifying the Core Learning Need**

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)

b. Recognizing the Different Learning Styles

In learning each people have a different learning style. 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 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)

c. Being Prepared to Offer Follow-Up Coaching Support

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)

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

Students gain flexibility in monitoring learning. It means that by using GC students able to gain information that teacher upload in GC.

“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 4.1 Google Classroom Activity DA/1/SMPD/A3

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.

e. 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. During corrective feedback the teacher give comments one by one on students and the students analyze the teacher feedback (Faleiros, 2008).

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)

f. Evaluative Feedback

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)

g. Strategic Feedback

Strategic feedback can help learners to become self-reliant, 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.

“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)

“**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)

h. Reinforcement as a Signal

Most of giving feed back of the lecturer were directly in face-to-face in the classroom. 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.

“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)

i. 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).

"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)

j. 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) .

"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)

k. 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.

“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)

5. CONCLUSION AND RECOMMENDATION

5.1. CONCLUSION

The result shows using blended learning in ARW classroom can fulfill students 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.

5.2. Recommendation

The use blended learning especially Google Classroom can be developed as communication tools such as for giving feedback, asking and answering question for discussion and replacement of traditional classroom. So, the feedback will be more flexible not only done in the classroom but also the students can connect with the teacher all the time with supported by online session. It makes Google Classroom can be used for interesting activity not only for uploading the task and the material. Furthermore, beside Google Classroom, the teacher should be able to find more appealing applications to facilitate especially online learning.

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