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4th ICEL 2016

THE FOURTH INTERNATIONAL CONFERENCE ON EDUCATION AND LANGUAGE

20-21 May 2016
Bandar Lampung University, Indonesia

PROCEEDINGS

THE FOURTH INTERNATIONAL CONFERENCE ON EDUCATION AND LANGUAGE

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20 -21 MAY 2016

PREFACE

The activities of the International Conference are in line and very appropriate with the vision and mission of Bandar Lampung University (UBL) to promote training and education as well as research in these areas.

On behalf of the Fourth International Conference of Education and Language (4th ICEL 2016) organizing committee, we are very pleased with the very good responses especially from the keynote speakers and from the participants. It is noteworthy to point out that about 80 technical papers were received for this conference

The participants of the conference come from many well known universities, among others: International Islamic University Malaysia (IIUM), Malaysia, Hongkong Polytechnic University, Hongkong, Shanghai Jiao Tong University (SJTU), China, Shinawatra Univesity, Thailand, University of Texas, Austin, USA, University Phitsanulok Thailand, STIBA Bumigora Mataram, Universitas Ahmad Dahlan, STKIP-PGRI Lubuklinggau, Indonesia University of Education (UPI), Universitas Sanata Dharma, State Islamic College (STAIN) of Jurai Siwo Metro Lampung, State University of Sultan Ageng Tirtayasa and Universitas Lampung.

I would like to express my deepest gratitude to the International Advisory Board members, sponsors and also to all keynote speakers and all participants. I am also grateful to all organizing committee and all of the reviewers who contribute to the high standard of the conference. Also I would like to express my deepest gratitude to the Rector of Bandar Lampung University (UBL) who gives us endless support to these activities, so that the conference can be administrated on time.

Bandar Lampung, 20 May 2016

Drs. Harpain, M.A.T., M.M
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The Fourth International Conference on
Education and Language (4ᵗʰ ICEL 2016)
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THE APPLICATION OF WEB BASED LEARNING BY USING A BLENDED LEARNING APPROACH IN SPEAKING II CLASS OF ENGLISH EDUCATION STUDY PROGRAM OF TEACHER TRAINING AND EDUCATION FACULTY OF BANDAR LAMPUNG UNIVERSITY

A) Thea Marisca Marbun B.N[1]* and B) Arnes Yuli Vandika[2]

[1]Faculty of Teacher Training and Education, UBL, Indonesia
*Corresponding email: theamarisca@yahoo.co.id
[2]Faculty of Computer Science, UBL, Indonesia
**Corresponding email: arnes@ubl.ac.id

Abstract

This paper aims to investigate the application by using modern technology of Schoology in teaching English as a second language. It discusses Blended Learning approach which can assist English language students to improve their learning skills by using technology. The study was conducted with the second semester students of English Study Program in Bandar Lampung University. The instrument was the questionnaire designed to identify students' views on blended learning. Results revealed the students' views on blended learning process, such as ease of use of the web environment, evaluation, and face to face environment.

Keywords: Web Based learning, Blended Learning.

1. INTRODUCTION

In every step of our lives the significance of technology is seen and enjoyed in these days. Our life is highly affected by the era of information technology and technology plays an important role in today's human society development. Now most of the countries emphasize learning and applying the information and communication technology as the base of their educational systems. Based on this fact, it is a necessary to take the benefits of the modern technological facilities in developing English language education. For this reason, it could be suggested that going through internet is an alternative way to study English.

English is the only language that has attracted many people around the world, for the most part due to the globalization. In addition to globalization, English language has become an ideal method for expression of feelings and using the technology. Students learn faster and easier than before because of the use of technology in educational institutions. It is quite clear that English has become a necessity today. Students trying to learn English as a second language need further language support. They need to practice in listening, reading, speaking, and writing in order to develop their experience and skills. For doing such tasks, they are in need of using various tools which can help them learn the language easily and effectively by using technology.

We achieved a lot of benefits with the help of technology. Technology involvement is required in teaching and learning because it represents the medium through which students learn better. The use of technology in various fields has been so successful and beneficial for teachers to reach some particular goals especially in education and for those who are learning a foreign language. With today's education, the Internet enhances learning by providing a new powerful, flexible, and efficient tool. The Internet combines knowledge over the world and also provides websites which present educational activities covering all levels in every subject. It provides language teachers with network-based teaching environments in which they can create meaningful tasks and use various materials for language learners. Learning language by using internet opens up vistas of expansion in the field through facilitating learners' engagement in active communication which in turn "facilitates the development of second language competence" Peterson (2005, p.35) as cited in Amiri (2012). Moreover, learning and teaching through the internet makes the learning process more attractive and interactive with students.

Nowadays, in this technology driven world, a new concept of distance education has emerged. Different interchangeable terms have been used to denote this concept: e-learning, technology-enhanced learning, web-based learning etc. Web Based Language Learning is language learning that involves the use of the Web and exploits Web materials, resources, applications or tools that according to Son (2007) as cited in Son (2008). The concept of web-based learning and the use of the Internet in teaching and learning have received increasing

attention over the recent years. One of the main advantages of delivering web-based educational materials is that the same content is delivered to a number of students and can be accessed with no restrictions of time and place.

A variety of basic language skills that there are four basic skills in English which are listening, speaking, writing, and reading, can be developed with the help of web-based language learning activities. These skills can be put on the web and made interactive in a variety of ways. One of these ways is internet communication tools such as m-learning, e-mail, blogs, chat, etc. These tools provide integrated environment for teachers and students. The social network platforms for web based learning that the researcher would like to apply is Schoology. Schoology is a <u>learning management system</u> (LMS) or <u>virtual learning environment</u> (VLE) that allows users to create, manage, and share content and resources. It provides tools to manage any classroom or blended learning environment.

Tapscott and Williams (2007:52)[8] as cited in Banafi states that the new generation of learners are not content to be passive consumers and increasing their desire for choice, convenience, customization, and control by designing, producing, and distributing products themselves. Added to this, the changing role of the teacher is more responsive to students' self directed learning that of teaching learners how to learn, stimulating learners to do by themselves, and acknowledging learners of their commitment for self-motivated opportunities to use the language for authentic communicative purposes. In addition, according to Chun & Plass (2000), et al as cited in Son (2008), Web-based language learning has the potential to increase learner motivation and engage learners in culturally authentic and highly interactive language experience.

Based on the analysis results of the problems in the learning process for students with the characteristics of today's students, the most appropriate learning model is blended learning. Blended Learning is a face-to-face learning as a traditional method accompanied by online learning. It is often defined as the combination of face-to-face and online learning. Blended learning is a flexible approach, which combines e-learning and conventional learning in a classroom, in order to obtain a perfect blend between face-to-face learning done in the classroom by teachers and online learning experience done outside the classroom. Based on Abate (2004) as cited in Gecer (2013), face-to-face education environment provides more opportunities for the social interaction which students need to guide them through their learning while the web-based learning environment provides the time and place flexibility which is not possible in the classroom. Thus, Blended Learning represents an opportunity to integrate the innovative and technological advances offered by online learning with the interaction and participation offered in the best of traditional learning.

1.1 Problem Identification

Traditional teaching has hampered students' capacity to comprehend certain language and also understanding to structure, meaning and function of the language, and makes the students passive recipients of knowledge. So it is hard to achieve the target of communication. Many of the teaching techniques that have worked for decades do not work anymore because new students learn differently too. Now we lived in globalization era which cannot be separated from technology. To adapt to the characteristics of today's students, learning process cannot be done conventionally. Faculty-centered learning, face-to-face learning media, assignment by paper, task completion done at home or campus, face-to-face meeting with lecturers are no longer the only appropriate learning model for students today. We have to think about a learning model that can fulfill the needs of today's students who always follow the rapid development of gadgets. The learning model built certainly cannot leave the conventional method because it is still necessary.

1.2 Research Problem

The following research question guides the study:
How is the effectiveness of the web-based learning by using a blended learning approach?

1.3 Research Objectives

This research aims to investigate the effectiveness of the application of web based language learning. The model is blended learning which is laid out on the basis of features for face to face and online environments in speaking class.

2.   RELATED LITERATURE
2.1 The Concept of Web Based Learning

There is a large and growing body of literature specific to the implementation of innovations in higher education. Much of the literature in this area has focused on the implementation of web-based innovations. Rogers (2000) as cited in Surry, et al (2009) found that higher education technology coordinators thought that funding, release time, training, technical support, and lack of knowledge were barriers to the adoption of technology at community colleges and state universities in her sample. She concluded that the barriers to

technology adoption in education are interrelated and should be addressed in a holistic manner by technology planners. Pajo and Wallace (2001) as cited in Surry, et al (2009) found that the time to learn about, develop, and use new technologies was the primary barrier to the use of web-based learning by higher education faculty.

Berge, et al (2002) as cited in Surry, et al (2009) found faculty compensation and time, issues related to organizational change, and technical support to be the most important barriers to the use of distance learning technologies. In addition, they found statistically significant differences in the relative ranking of the barriers by respondents based on demographic variables including work setting, subject matter, and expertise with technology. Samarawickrema and Stacey (2007) as cited in Surry, et al (2009) identified a number of variables that influenced higher education faculty to adopt web-based learning. They found that institutional variables such as top down directives, political factors, pressure to increase enrollments, and funding were the most important reasons why faculty in their sample adopted web-based learning. Al-Senaidi et al. (2009) as cited in Surry, et al (2009) determined that faculty members in their sample viewed lack of time and lack of institutional support as the major barriers to the use of information and communications technology for teaching.

2.2 The Concept of Constructivism

Twomey Fosnot (1989) as cited in Gray (1997) defines constructivism by reference to four principles: learning, in an important way, depends on what we already know; new ideas occur as we adapt and change our old ideas; learning involves inventing ideas rather than mechanically accumulating facts; meaningful learning occurs through rethinking old ideas and coming to new conclusions about new ideas which conflict with our old ideas. A productive, constructivist classroom, then, consists of learner-centered, active instruction. In such a classroom, the teacher provides students with experiences that allow them to hypothesize, predict, manipulate objects, pose questions, research, investigate, imagine, and invent. The teacher's role is to facilitate this process. Constructivist teaching fosters critical thinking and creates active and motivated learners. Zemelman, et al(1993) as cited in Gray (1997) tell us that learning in all subject areas involves inventing and constructing new ideas. They suggest that constructivist theory be incorporated into the curriculum, and advocate that teachers create environments in which children can construct their own understandings. Twomey Fosnot (1989) as cited in Gray (1997) recommends that a constructivist approach be used to create learners who are autonomous, inquisitive thinkers who question, investigate, and reason. A constructivist approach frees teachers to make decisions that will enhance and enrich students' development" in these areas.

2.3 The Concept of Blended Learning

In Webster's Online Dictionary, blend is defined as harmonizing, mixing together two elements and the act of combining into one. In order to construct real blending environment, the structure of the course must be carefully evaluated to determine which instructional objectives can best be met in a Web-based environment and which are better suited for a traditional classroom environment. Blended learning has been defined in many different ways. First, based on Osguthorpe and Graham (2003, p. 227) as cited in Zhang and Han (2012) pointed that the term blended learning was being used with increased frequency in academic journals and conferences as well as industry trade shows and magazines. While Garnham et al. (2002, p.1) defined blended learning as '…. courses in which significant portion of the learning activities have been moved online, and time traditionally spent in the classroom is reduced but not eliminated.' According to Thorne, Blended learning is the most logical and natural evolution of our learning agenda. It suggests an elegant solution to the challenges of tailoring learning and development to the needs of individuals. It represents an opportunity to integrate the innovative and technological advances offered by online learning with the interaction and participation offered in the best of traditional learning. It can be supported and enhanced by using the wisdom and one-to-one contact of personal coaches.' (Thome, 2003, p. 16)

The term Blended Learning has been used with increased frequency in both academic and corporation circles. Based on Rooney (2003) as cited in Zhang & Hang (2012), in 2003, American Society for Training and Development identified Blended Learning as one of the top ten trends to emerge in the knowledge delivery industry. In fact, the concept of blending is not new. In the past, the ingredients of blending were limited to physical classroom formats (lectures, labs, etc.) books or handouts. However, now with the development of high technology, various learning approaches are integrated into learning. And this kind of change not only alters learning effect, but also attracts scholars' attention, and brings Blended Learning new meanings, especially after 2001 when people reconsider the advantages and disadvantages of E-learning. There are five key ingredients emerge as important elements of a blended learning process proposed by Carman (2005) as cited in Ali & Abdallaabdalgane (2014), which improve oral competence of the students:

a. Live Events: Synchronous, instructor-led learning events in which all learners participate at the same time, such as in a live "virtual classroom".

b. Online Content: Learning experiences that the learner completes individually, at his own speed and on his own time, such as interactive, Internet-based or CD-ROM training.
c. Collaboration: Environments in which learners communicate with others, for example, e-mail, threaded discussions and online chat.
d. Assessment: A measure of learners' knowledge. Pre-assessments can come before live or self-paced events, to determine prior knowledge, and post-assessments can occur following scheduled or online learning events, to measure learning transfer.
e. Reference Materials: On-the-job reference materials that enhance learning retention and transfer, including PDA downloads, and PDFs.

According to the review, the blended learning model should combine the learning pattern that occurs in the traditional classroom with the Web-based learning on the Internet, just as Dziuban, Hartman and Moskal (2004, p. 3) as cited in Zhang and Han (2012) mentioned that blended learning should be viewed as a pedagogical approach that combines the effectiveness and socialization opportunities of the classroom with the technologically enhanced active learning possibilities of the online environment, rather than a ratio of delivery modalities.

Taking all the definitions at home and abroad into consideration, it can be seen that the concept of Blended Learning is rooted in the idea that learning is a continuous process and blending provides more various benefits than using any single learning delivery type alone.

3. METHODOLOGY
3.1 Participants of the Study
This research was conducted by applying observation and questionnaire sheet. The research cohort consisted of 26 volunteers – Four are boys and twenty two are girls who were students in the second semester studying in the English Education Study Program and who were taking a Speaking II subject in Bandar Lampung University. They had a wide range of English proficiency, from the basic to intermediate and they have been studying English for about 12 years, from Elementary School until Senior High School or Vocational School and also from English courses.

3.2 Teaching Procedure
The learning process adopted the blended learning mode. This consisted of two parallel layers that were performed together: offline class was mainly teacher-centered and the online class was mainly based on web based platform by using Schoology. This platform component consisted of the materials, discussion on the forum, questions, quiz and also the assignments. The online class was carried out twice a week (Wednesday and Friday) at 7-9 pm. The online learning activities mainly focused on content delivery, class management, and extension of the classroom discussion to the Web. The materials of this class were based on the daily life of the students which proposed to make them more enjoy and easier in doing the class. The topics were prepared by the teacher, such as idol, love, and dream vacation. They also share their answer to others and do classmates-checking to their classmates answer. One student would be checked by other ten students for their answers. In the end of meeting 2 of online class, there was an assignment which must be done in the offline class. The activity was about individual and group performance in front of the class and the other students would give comment about the performance which was held once a week. The offline class was carried out once a week, 100 minutes every time. In the end of the offline class, the teacher provided a video which would discuss in the next online class, aimed to make the students had a better preparation before the online class.

3.3 Instruments of the Study
The observation and questionnaire were to discover the effectiveness of the application of web based learning towards the blended learning approach in speaking class. The observation data was conducted from online and offline class which became the baseline in making the questionnaire for the students. Statements in the questionnaire were categorized into 3 main indicators as follow:
- The items (1-3) measure the effectiveness in learning process.
- The items (4-6) are related to concepts of Blended Learning.
- The items (7-10) identify students' achievement.
The questionnaire included 10 five-point Likeart scale: (5) Strongly Disagree (SD), (4) Disagree (D), (3) Not Sure (N), (2) Agree (A), and (1) Strongly Agree (SA). The students responded the questionnaire after all the materials had already taught by the teacher. All the responses were collected online by using Google Forms/SurveyMonkey website.

4. RESULT AND DISCUSSION
4.1 RESULT
This research used the method of collecting questionnaire. In this section, the researcher presents results of the study and also discusses their implications.
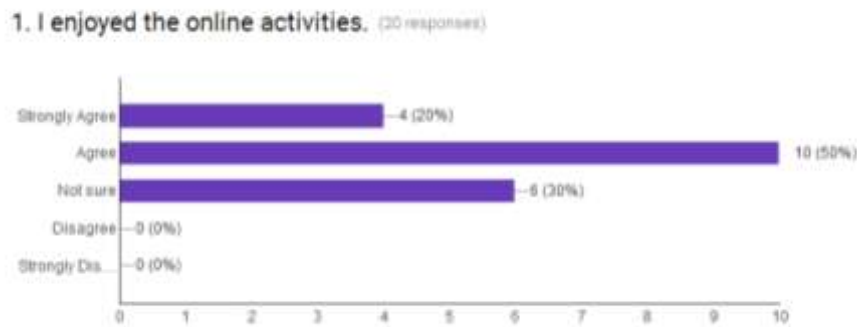

Figure 1. Chart of question number 1

Question 1: It is observed that 10 (50%) out of 20 respondents agreed that they enjoyed the online activities. And then some of them about 4 (20%) were strongly agree. But, 6 (30%) were not sure.
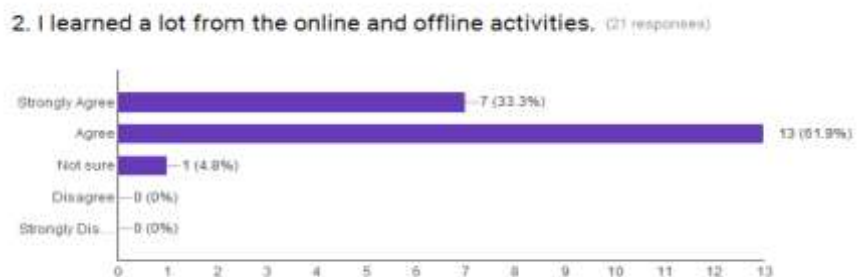

Figure 2. Chart of question number 2

Question 2: About 13 (61.9%) respondents agreed that they learned a lot from the online and offline activities. Only 7 (33.3%) were strongly agree. But 1 (4.8%) were not sure about that.
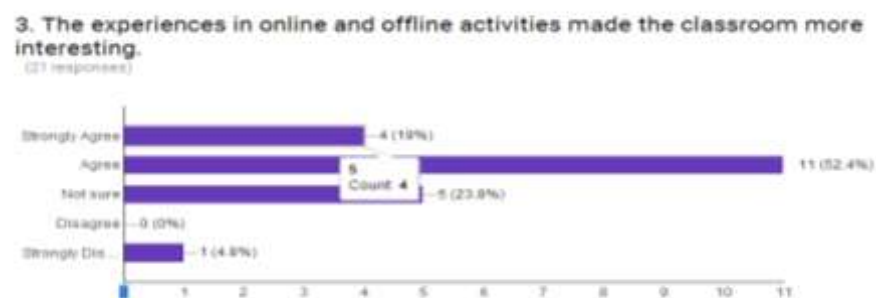

Figure 3. Chart of question number 3

Question 3: As can be seen 11 (52.4%) of respondents reported agree that the experience in online and offline activities made the classroom more interesting. Then around 4 (19%) of respondents were strongly agree. Only 5 (23.8%) were not sure. While 1 (4.8%) were strongly disagree.

4. The teacher helped to guide online discussions between students.
(21 responses)

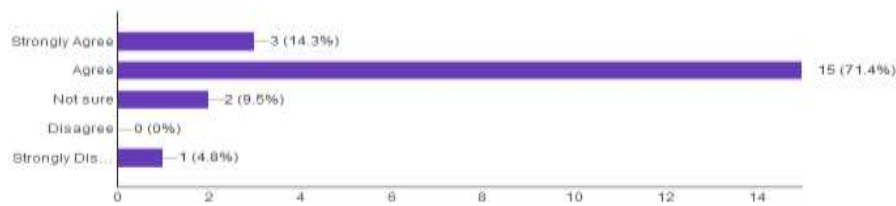|	
Strongly Agree	3 (14.3%)
Agree	15 (71.4%)
Not sure	2 (9.5%)
Disagree	0 (0%)
Strongly Dis.	1 (4.8%)

Figure 4. Chart of question number 4

Question 4: It showed that respondents of 15 (71.4%) agreed that the teacher helped them to guide online discussion and some of respondents about 3 (14.3%) were strongly agree. Only 2 (9.5) were not sure. While 1 (4.8) were strongly disagree.

5. The online teaching materials are interesting. (20 responses)

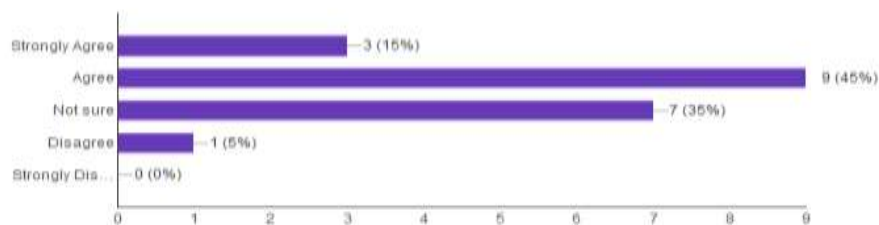|	
Strongly Agree	3 (15%)
Agree	9 (45%)
Not sure	7 (35%)
Disagree	1 (5%)
Strongly Dis...	0 (0%)

Figure 5. Chart of question number 5

Question 5: Most of respondents 9 (45%) concluded that the online teaching materials are interesting. And about 3 (15%) were strongly disagree, besides 7 (35%) were not sure but 1 (5%) strongly disagreed.

6. The online activities improved my interaction with my teacher and classmates.
(21 responses)

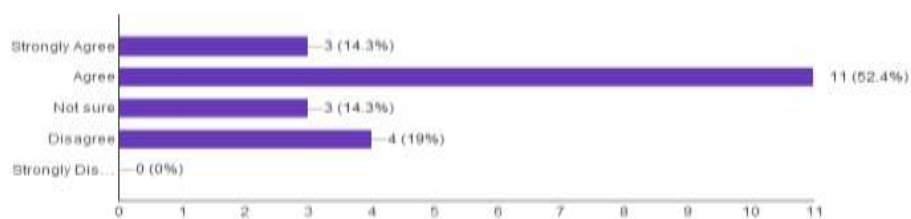|	
Strongly Agree	3 (14.3%)
Agree	11 (52.4%)
Not sure	3 (14.3%)
Disagree	4 (19%)
Strongly Dis...	0 (0%)

Figure 6. Chart of question number 6

Question 6: 11 (52.4%) of respondents were agree if the online activities improved their interaction with the teacher and classmate. And then 3 (14.3%) of them were agree. 3 (14.3%) of them were also not sure. But, 4 (19%) were disagree.

7. Online quizzes and assignments helped me to learn effectively. (21 responses)

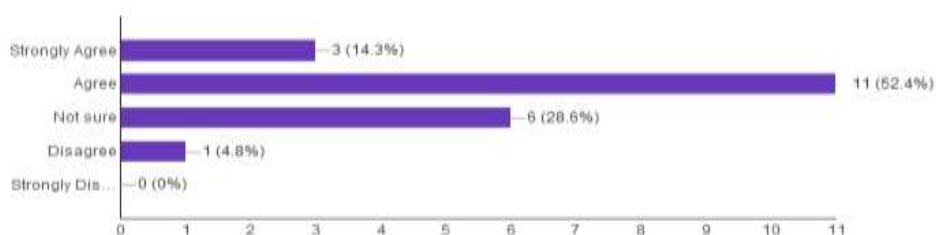|	
Strongly Agree	3 (14.3%)
Agree	11 (52.4%)
Not sure	6 (28.6%)
Disagree	1 (4.8%)
Strongly Dis...	0 (0%)

Figure 7. Chart of question number 7

Question 7: Most of respondents 11 (52.4%) concluded that online quizzes and assignments helped them to learn effectively, and 3 (14.3%) were strongly agree. But 6 (28.6%) were not sure and 1 (4.8%) were disagree.
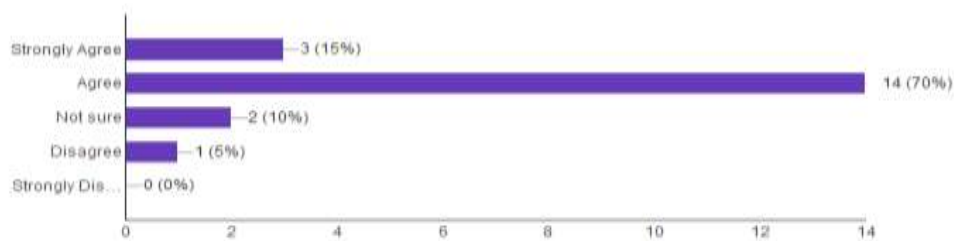

Figure 8. Chart of question number 8

Question 8: It revealed that 14 (70%) out of 20 respondents agree that the learning process helped them in improving language skills, and 3 (15%) were strongly agree, besides 2 (10%) of them showed not sure. But 1 (5%) said disagree.
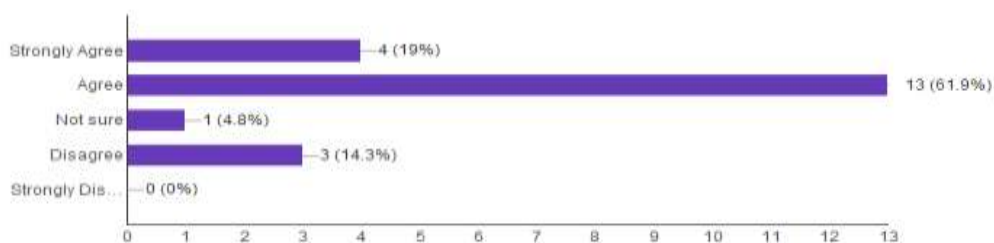

Figure 9. Chart of question number 9

Question 9: About 13 (61.9%) respondents agreed that they gained confidence for the performance in offline activities. Only 4 (19%) were strongly agree. But 1 (4.8%) were not sure and 3 (14.3%) were disagree about that.
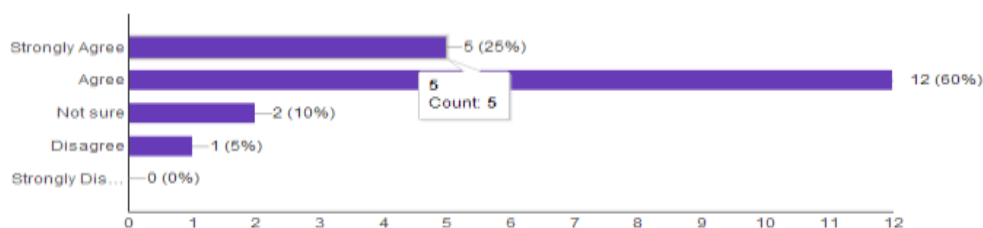

Figure 10. Chart of question number 10

Question 10: About half of respondents 12 (60%) agreed that they were satisfied with the learning process. And 5 (25%) were strongly agree and 2 (10%) were not sure while 1 (5%) were disagree.

4.2 DISCUSSION

The results of the online survey showed that while the students felt the application of web based learning by using a blended learning social was effective in the learning process and for their achievement. The researcher formulated the questionnaire based on 3 indicators. The first indicator represented about the effectiveness in learning process both in offline and online activities. The second indicator represented about the concept of blended learning that has implemented in the learning process. And the last indicator represented about the student's achievement. In general, the students were excited about the possibilities a social network like Schoology could offer them as language learners and were able to describe why this type of tool may be an improvement over other ways of learning a language. In general terms, it can be said that students who had taken

the Speaking II subject in the Blended Learning environment are satisfied with the medium. When students' opinions are assessed in general terms according to Kirişçioğlu (2009) as cited in Gecer (2013), it can be said that students were happy to participate in an application where the blended learning method is used. In the study conducted by Karaman, et al (2009) as cited in Gecer (2013), it was seen that the lessons which were conducted with internet assisted instruction applications had positive impacts on students.

5. CONCLUSION

The research aimed to investigate the effectiveness of the application of web based learning by using a blended learning approach which is laid out on the basis of features for face to face and online environments. The research was applied to 26 students who study in Bandar Lampung University and take Speaking II subject. The effectiveness of the web based learning can be achieved in terms of its ability to elaborate upon language skills taught in classrooms. While the web based learning has been designed in a simplistic format for ease of accessibility and interactivity, it can be a reliable site with extensive resources and a number of activities to be freely used in the classroom. Blended learning approach has been designed in the form of online material sharing, forum, assignment, text, picture and video supported lesson summaries. Based on the research findings, the following discussion can be made: Regardless of the types of blended learning, it was found to have a positive effect on learners' study achievement than the traditional or conventional method of teaching. In blended learning, learners cooperate actively. This, as pointed out in previous studies on collaborative learning in an e-learning environment, means that learners acquire existing knowledge and actively create new knowledge for given task performance in the process of sharing knowledge with the peers according to Insuk, et al (2006) as cited in Eryilmaz (2015) . According to the analysis results, it can reputed that opinions of the students who studied by using the web based learning towards blended learning are varying and more effective. Furthermore, when in-class observations and student opinions are taken into consideration, it can be reputed that participants have positive opinions for internet supported applications and find blended learning useful. When assessing given answers there are opinions by the students for that blended learning provide positive effect on them and pose as an important experience for their future life. It can be declared that in the view of these statements educational practices designed within blended environments are beneficial for the students.

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