ABSTRACT

DESIGNING COLLABORATIVE BLENDED LEARNING ACTIVITIES FOR EXTROVERT AND INTROVERT STUDENTS TO IMPROVE THEIR ARGUMENTATIVE ESSAY WRITING ABILITY THROUGH WHATSAPP USE AT UIN RADEN INTAN LAMPUNG

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Nowadays, massive technology development has influenced education field also. The students could work collaboratively both in class and via online media like WhatsApp as the technology result, even in writing argumentative essay by university students. Thus, this research was done to find out whether there is different increase of argumentative essay writing ability between students taught by using Collaborative Blended Learning (CBL) and those taught by using offline learning. Moreover, since personality may take part when the students learn collaboratively, this research also investigate whether there is different increase of argumentative essay writing ability between extrovert and introvert students after being taught by using CBL, and their perceptions towards CBL in writing argumentative essay.

Quantitative-qualitative was done, with quasi-experimental design, with two groups taken randomly, one as the experimental class (33 students) and one as the control class (31 students) at UIN Raden Intan Lampung. The instruments used were the personality trait questionnaire, argumentative essay writing test, and perception questionnaire. Non-parametric statistic of Mann Whitney test was used to find out the different increase of argumentative essay writing ability between student taught by using CBL and those taught by using offline learning, and independent sample t-test was to know the different increase of extrovert and introvert students in that case. Moreover, descriptive statistic was used to analyze their perceptions towards CBL in writing argumentative essay.

The results indicated that there was different increase of argumentative essay writing ability between students taught by using Collaborative Blended Learning (CBL) and those taught by using offline learning, for significance result of Mann Whitney test was lower than the significance level ($0.044 < 0.05$), and there was no different increase of argumentative essay writing ability between extrovert and introvert students after being taught by using CBL since the t-critical was 0.312, and it was higher than 0.05. Thus, CBL is more effective to increase the students' argumentative essay writing ability than offline learning, and both extrovert and introvert are successful in increasing their argumentative essay writing ability after learning with CBL. Moreover, extrovert and introvert students perceived positively towards CBL activities in order to improve their argumentative essay writing ability. They have their own reasonable perceptions related to their preferences to learn through CBL with WhatsApp use.

Keywords: Collaborative Blended Learning (CBL), WhatsApp, extrovert, introvert, argumentative essay writing ability, perception