

**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**

(A Thesis)

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**MASTER IN ENGLISH LANGUAGE TEACHING STUDY PROGRAM
LANGUAGE AND ART EDUCATION DEPARTMENT
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LAMPUNG UNIVERSITY
BANDAR LAMPUNG
2018**

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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Ani Novitasari

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

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A Thesis

Submitted in a partial fulfillment of
the requirements for S-2 Degree



**MASTER IN ENGLISH LANGUAGE TEACHING STUDY PROGRAM
LANGUAGE AND ART EDUCATION DEPARTMENT
TEACHER TRAINING AND EDUCATION FACULTY
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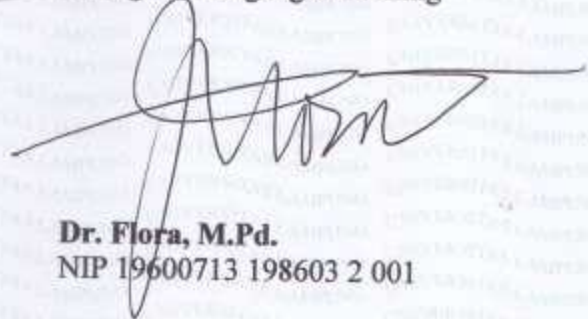
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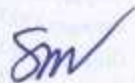


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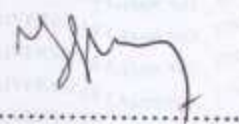
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LEMBAR PERNYATAAN

Dengan ini saya menyatakan dengan sebenarnya bahwa:

1. Tesis dengan judul "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" adalah hasil karya sendiri dan saya tidak melakukan penjiplakan atau pengutipan atas karya penulis lain dengan cara tidak sesuai tata etika ilmiah yang berlaku dalam masyarakat akademik atau yang disebut plagiarisme.
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Yang membuat pernyataan,



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CURRICULUM VITAE

The writer's name is Ani Novitasari, and she is usually called Ani. She was born on October 27th, 1994 in Budiaji, Mesuji, Lampung. She is the first daughter of Mr. Jul Henri and Mrs. Siti Sriwahyuni. She has three siblings: the late Aan Andi Putra, Muhammad Santoso, who is 8 years younger than her, and Ella Nur Syari'ah, who is 10 years younger than her.

She initially attended her formal educational institution at TK Pertiwi in 1999. Then, she continued her elementary school at SND 01 Baringin Anam Baso and graduated in 2005. In addition, in primary level, the writer went to SMPN 1 Canduang and graduated in 2008. These three education levels were passed by the writer in West Sumatera Province. Meanwhile, she continued her secondary level at SMAN 1 Simpang Pematang, Mesuji, Lampung and graduated in 2011. Furthermore, she continued her bachelor degree at IAIN Raden Intan Lampung (or right now is UIN Raden Intan Lampung) majoring English Study Program in Tarbiyah and Teacher Training Faculty. She finished her bachelor degree in 3.5 years and graduated in 2015. Then, in 2016, she registered to English Postgraduate of Lampung University. Luckily, she got scholarship of *Beasiswa Unggulan* from Kemendikbud (Indonesia Ministry of Education and Culture).

Besides studying as a magister student, the writer also worked as an English teacher in SMPIT Daarul 'Ilmi Bandar Lampung. Also, she taught in Language Center of UIN Raden Intan Lampung.

MOTTO



“Then which of the favours of your Lord will ye deny?”
(Al-Qur’an surah Ar-Rohman, 55: 13)

“Verily, with every difficulty, there is relief.”
(Al-Qur’an surah Al-Inshirah, 94: 6)

DEDICATION

Bismillaahirrohmaanirrohiim. By offering my praise and gratitude to Allah Swt. for the blessing given to me to the whole of my life, and to Prophet Muhammad saw. for the lesson and inspiration delivered to me so far, this piece of work is sincerely dedicated to:

1. My love of my life, my Ama, Siti Sriwahyuni, and Apa, Jul Henri.
2. My beloved siblings: the late Aan Andi Putra, Muhammad Santoso and Ella Nursyari'ah.
3. My beloved family: Apuh, Kakung, Enek, Antan, Ante, Pak De To, Pak Etek Yu, Mbak Lulu, Pak Kuku and all of my big families.
4. My lovely best friends: Mas Sabar, Rani, Ibet, Anjar, Gustina, ADK 11 friends and others.
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She would like to express her sincere and great appreciation to all people and institutions in which without the support, motivation, and assistant, this thesis would never be successfully compiled. Her acknowledgement and gratitude are specially given to the first thesis advisor, Prof. Dr. Patuan Raja, M.Pd., and also Dr. Flora, M.Pd., as the second thesis advisor who have given their time, ideas, questions, advices, even motivations to the writer to finish this final work and for obtaining the title of Master of English Education (M.Pd.). Her thankfulness is also dedicated to Hery Yufrizal, M.A., Ph.D., as the first examiner, Prof. Ag. Bambang Setiyadi, Ph.D., as the second examiner, and specially again Dr. Flora, M.Pd. as the head of master degree at English Language Teaching Study Program for patiently giving much time, supports, inputs, helps, and corrections to improve this thesis better.

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her friends and she will have golden opportunities to pursue to the doctoral study and give more benefits for Indonesian.

Hopefully, this thesis gives positive contribution to the English education development. The writer is completely aware that this thesis is still far from being perfect. Therefore, constructive input and suggestion are expected to compose a better one in the future.

Bandar Lampung, July 2018
The writer

Ani Novitasari
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I. INTRODUCTION

This chapter describes the background of the problem which includes the reasons for conducting the research on the use of WhatsApp in collaborative blended learning to enhance the university students' argumentative essay writing ability and the students' perception in relation with their personality traits (extrovert and introvert). This chapter also describes the formulations of the problem, objectives of the research, uses of the research, scope of the research, and definition of terms.

1.1. Background of the Problem

Students in English department, who usually have integrative motivation, wish to make their own good things in the cultural, literary and aesthetic life of English-speaking countries (Broughton, 1980). Thus, the students try to understand English knowledge and its use through practical language skills better than the ones who are non-ELT (English Language Teaching) students. They use English as the medium of instruction. In this case, Broughton (1980) adds that the main problem here is to ensure that the level of English is sufficient to deal with the complex subject matter and with the demands of the learning system, for all of courses that support their language skills themselves must be done in English.

ELT students are they who are in English for Academic Purpose (EAP) class. It refers to the class where teaching of English has the specific aim of assisting learners to study or to conduct research or even to teach in English language (Flowerdew and Peacock in Ulum, 2015). In addition, Ulum (2015) states that in university settings, candidate teachers are trained on the base of EAP in which programs are situated on language skills needed to perform in the academic context of core subject areas involving vocabulary, grammar and

language skills based teaching covering listening, speaking as well as pronunciation, reading, and writing. In other words, ELT students need support in developing their language skills so that they become more competent in their subject specific courses. Thus, in this case, one of the English skills that should be mastered by ELT students is writing.

Ellis in Madkour (2016) states that writing is a valuable tool for academic and occupational purposes, and has its own status as an independent course in many institutions of higher education. Nonetheless, Jozsef (2001) explains that the majority of entry-level English majors do not have extensive experience in writing, so the English department gives writing subject course for some semesters, not only one. It is due to later students have to continue the courses of writing by sharing their opinions and discovering concerning a wide range of themes and fields for their academic writing such as script or thesis. In this case, they need to read authentic texts and revise their syntax, vocabulary and focus, also to do interaction with other students and the teacher to have good writing result.

As a learning course, learning how to write well is not as easy as just write or type one letter to many words (with no meaning) in a medium. For having meaningful and applicable writing, we have to know its special conventions (punctuation, paragraph constructions and so on) (Harmer, 2001). Moreover, writing requires different kinds of ability depending on the type of writing that is being engaged in (McKay, 2008). For instance, the writer needs to have ability to commit to paper thoughts, ideas, and opinions that seek expression (Jozsef, 2001). If they are still engaged in writing about politics, as an example, they have to search and unite their ideas about politics. Hence, there are some considerations to think when we are writing.

Furthermore, even for learning how to write in non-native language, it is quite difficult as Nezakatgoo (2010) states that writing is the most difficult skill for foreign learners to be mastered because they have to pay much attention to

higher level skills such as planning, organization as well as lower level skills such as spelling, punctuation, diction, and so on. Hence, writing will be as easy as it seems if someone, who wants to write a good composition, understands what actually writing is and all regulations to produce good writing that can be understood by learning writing itself.

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

Essay as a form of a complex idea written by university students are various based on the purpose of writing. One of them is argumentative essay which is written by university students, included by State Islamic University of Raden Intan Lampung based on the curriculum applied. In addition, Alarcon and Morales (2011) explain that argumentative essay is one of the most common forms of text that undergraduate students write to fulfill their course requirements in a writing course. Moreover, the writer should give his or her opinion that can be supposed by evidence such as facts (Smalley and Ruetten, 2005), and the writers should attempt to support a controversial point or defend a position on which there is a difference of opinion (Richard and Schmidt, 2002). In this case, it is suitable to university students who should give their arguments toward such a thing with some proofs of their critical thinking as high level academicians. Therefore, it is in line with the recommendation from Azizollah et. al, (2013) that English practitioners should introduce, and be introduced to the specific techniques and materials that facilitate the enhancement learners' critical thinking abilities in writing argumentative essay.

Recently approaches to language teaching have been developed from what we know from traditional to the more recent learning approaches. Face-to-face learning which we call as traditional approach, which teaching and learning process happens in classroom, has been collaborated with the use of information and communication technologies worldwide nowadays (Thorne: 2003; Dziuban, et. al., 2004; Cabero, et. al, 2010; López-Pérez, et. al, 2011; Shahrokni and Talaeizadeh, 2013; Yang, et. al., 2013). In face-to-face learning, the students are restricted only in class, whereas the students can learn more from outside of the class also. Hence, learning can be done out of the class by using information and communication technologies in order to give more freedom to the students to learn more.

Furthermore, nowadays, in Indonesia, curriculum has transformed to be more student-centered learning. It is modern approach leading trend in the contemporary realm of education. It believes in providing students with self-paced online learning opportunities along with traditional face-to-face classroom in enhancing students' learning performance in language. Thus, the use of information and technology should be considered in teaching learning process as in Indonesia law number 20 year 2003 chapter X article 36 verse 3 (Indonesia government: 2003).

The approach of face-to-face as traditional learning is called offline learning, and the opposite is learning out of class by using technology, or called online learning (Wang, 2010). In this case, the combination of both has given positive or useful impact of learning outcomes of the students (Hamad: 2015; Syafi'i: 2016; Ferriman: 2013; Maulan and Ibrahim : 2012). Furthermore, through blended learning, students represent a real opportunity to create learning experiences at their right time and in the right place integrated with the innovative and technological advances (Thorne: 2003; Syafi'i: 2016; Hubackova, et. al.,: 2011). Therefore, learners can be involved in blended learning with some freedoms of exploring their potentials, time and place both in classroom and through online media as technology result.

Besides, the findings of research by Matzat (2013) show beneficial effects of blended learning in communities. In this case, students learned in community collaboratively. Moreover, according to Uribe, et. al, in Ferriman (2013), in using technology for students' learning at campus, it is better if educator makes students learn collaboratively than individually. In addition, Snodin (2013) finds that the most outstanding advantage of the blended learning is that it helps to facilitate collaborative learning. In this case, the students participate more in group-related activities and work easily to share their thoughts with each other outside of the class and in class as well, so it benefits from peer support. Here they give comments each other in journals as result of what they have done towards the tasks given. In conclusion, collaborative blended learning will give more freedom for the students to share information each other about the lesson and to improve their skills both in class and online technology, especially in learning language in which the students can communicate to share their ideas and catch other ideas through all language skills (listening, speaking, reading and writing).

According to Grgurovic (2011), all language skills can be successfully integrated into blended learning. Teacher can manage students to learn all English skills through learning both in classroom and out of the class. Moreover, the study clarifies general success in students' writing abilities (Miyazoe and Anderson: 2010). Therefore, writing ability can be had and improved by the students through blended learning.

There have been many studies about the use of integration of offline and online learning conducted in Indonesia in which English is as a foreign language. Syafi'i (2016) found that blended learning is one of the advocated ways to enhance the vocational students' motivation and English achievement in writing simple messages. Moreover, Maulan and Ibrahim (2012) studied the use of blended learning collaborating students to discuss in group (collaborative blended learning) in writing expository genre in a university. Nevertheless, there have not been available studies about collaborative blended learning in writing

argumentative essay by university students in Indonesia as a foreign country, so it was the reason that the writer conducted the research in this field.

In addition, there have been many researches related to English language skills by using blended learning that use various online media as technology product. For instance, online CALL was used to learn listening and speaking (Grgurovis: 2011). Another is the use of Moodle to learn listening and speaking too (Yang, et.al., : 2013). Then, WebCT was used to learn not only the skills of listening, speaking and writing but also English language components of grammar and vocabulary (2010). Moreover, the studies which focused on writing skill in blended learning also have been conducted with various kinds of online media in countries with English as a Foreign Language (EFL) context. For example, a forum, blog, and wiki were used focusing on writing skill done by Miyazoe and Anderson (2010). Furthermore, Syafi'i (2016) conducted research by using Schoology as the online learning media in blended learning to learn writing. Furthermore, Maulan and Ibrahim (2012) used i-discussion portal as the media in collaborative blended learning to learn writing. Moreover, in this case other researchers used other media such as Moodle logs (Shahrokni and Talaeizadeh: 2013). Thus, many online media can be used in either blended learning or collaborative blended learning especially to improve writing achievement too.

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

chats, broadcasts, and group chats, so it also makes this application used in many frequencies (Seufert, et.al., 2016).

WhatsApp is a very popular mobile messaging application. In September 2015, it had more than 900 million monthly active users worldwide (Rao, 2015). Moreover, Shanmugapriya and Priya (2016) conclude that we can easily send enough unrestricted messages to our Whatsapp friends, and it is suggested that WhatsApp can be used as learning media. As what we have known about collaborative blended learning to learn writing especially in writing argumentative essay, WhatsApp can be used by university students, for it will give more freedom for the students to think critically about their arguments through discussion.

Zayed (2016) conducted research to intermediate level about special designed activities which were most about vocabulary mastery for learning English language through the application of WhatsApp. From the finding, he suggested the use of WhatsApp for other levels, and the created group on the Whats App between the teacher and the students could be used to answer the students' questions and inquiries about the material and the course and to deliver announcements. Moreover, not only teacher-students interaction, as applied by Rambe and Chipunza (2013), WhatsApp was applied also by interaction among peers of fourth year students. Also, their finding shows that campus students enjoyed positive freedom manifested through relatively equal access to networks notwithstanding variations in networked access beyond campus after hours through this media.

In addition, Andújar-vaca and Cruz-Martínez (2017) conducted research by creating a "WhatsApp" group where 40 of the students participated in a daily interaction during six months. The aim was to measure the students' degree of oral development and the type and triggers. The result shows that it offers an environment where learners can ubiquitously negotiate meaning, reflect and evaluate on their own performance through authentic interaction and feedback, constituting a powerful tool for developing second language proficiency.

Meanwhile, in the case of another important productive skill which has been stated in the beginning that it needs to be learned because of its complexity, Awada (2016) has ever studied on effect of WhatsApp on critique writing proficiency through writing argumentative synthesis essay and a writing critique, and perceptions toward learning of English as a foreign language. The 52 participants were average-English proficient Arabic learners enrolled in two writing courses given at two English-medium universities. She applied pretest-posttest control group experimental design as well as represented the regular Sophomore Rhetoric instruction and the integration of the WhatsApp application in Sophomore Rhetoric instruction for the treatment. Then, she distributed questionnaire about attitude and perception through Google Drive in the closed-ended questions and anonymity. The result indicated that the use of the WhatsApp mediation was more effective than the regular instruction in improving the critique writing proficiency of the participants.

However, the use of WhatsApp in collaborative blended learning discussing argumentative essay writing to university students in the context of Indonesian learners has not been studied yet, included in State Islamic University of Raden Intan Lampung in which English is as a foreign language too. Therefore, in this research, the writer was interested in conducting the research about the use of WhatsApp for writing argumentative essay in collaborative blended learning to the university students.

However, seeing not only from positive effect of online media that can be used in collaborative blended learning, in fact they also can make students isolated from peers and society. Too much using internet for social activities in internet life itself also impacts the real social life of the students to do interpersonal relationship with other people to be further. Although sometimes it may not impact college students' well-being directly, it can impact student self-concept, self-efficacy, and perceptions of their abilities in relation to technologies and college life (Cotton: 2008). Therefore, the study from Syafi'i (2016) suggests that

personal consultation about how they get through blended learning is a necessary point that should be taken into account.

Also, related to writing argumentative essay, there should be partnerships between language teachers and psychologists of education to figure out the ‘what’ and ‘how’ of critical thinking practices that ELT classes can provide (Azizollah et. al, 2013). It is due to that in fact, we know that not all students like learning face-to-face (offline) and not all too like online learning. Students’ writing motivation increased considerably through online learning (>86% toward positive attitudes) according to Purwanto (2016). Meanwhile, there are introversion people who prefer written form of communication (Hirsh and Kise: 2006) out of extroversion people who prefer face-to-face (offline) communication. To know whether extroversion students really enjoy writing through technology of social media (online), and whether introversion students are able to produce writing product better than the extrovert, in this case aspect of personality is also importance to analyze whether it affects students’ writing process and product or not.

Moreover, Ahour and Haradasht (2014) conducted research on introvert and extrovert EFL learners in learning reading comprehension. They looked how each personality affected in competitive and cooperative learning, and the results revealed that the extrovert was better off receiving cooperative instruction. Moreover, introverts excelled extroverts in the competitive group. In addition, this is similar to what Hirsh and Kise (2006) state that the extrovert people tend to like working in group cooperatively than the introverts. In the case of this research, the researcher will conduct to find out how the students write as productive skill, whereas Ahour and Haradasht (2014) had conducted research to find out how they read in reading comprehension as receptive skill.

Furthermore, the researcher conducted research by considering personality of students in order to know their perceptions towards collaborative blended learning in writing argumentative essay through both offline learning and the use of WhatsApp. In this case, perception can be defined as experience of an object,

event or relationship that is acquired by concluding information and interpret message (Harsasi, et.al., 2008). Hence, the researcher would like to know how both extrovert and introvert students who are, as we know, different psychologically each other in concluding and interpreting about themselves and the use of collaborative blended learning in writing argumentative essay through both offline learning and the use of WhatsApp. The study from Bouhnik and Deshen (2014) in Awada (2016) asserted that the WhatsApp group the learners used improved interaction; promoted the social atmosphere; fostered dialog, increased sharing among learners and created an enjoyable atmosphere and a profound collaboration with peers. These perceptions are examples which will be seen from the two kinds of personality traits.

Therefore, based on the explanation above, the writer conducted a research entitled: 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

1.2 Formulation of the Problem

Based on background of the problem explained above, the problems of this study are formulated as follows:

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

1.3 Objectives of the Research

In relation to the statement of the problem above, the objectives of this research are determined as follows:

1. To find out whether there is different increase of argumentative essay writing ability between students taught by using Collaborative Blended Learning and those taught by using offline learning.
2. To find out whether there is different increase of argumentative essay writing ability between extrovert and introvert students after being taught by using Collaborative Blended Learning.
3. To find out extrovert and introvert students' perception towards Collaborative Blended Learning in writing argumentative essay.

1.4 Uses of the Research

The findings of this research are hopefully beneficial for as follows:

1. Theoretically, this research is expected to show whether the result is relevant or not to the previous theories about extrovert and introvert people's (students') perception towards collaborative blended learning. Moreover, this study is to support available theories if there is significant influence of the university students' writing ability before and after the collaborative blended learning through WhatsApp applied, as well as to see whether there is a difference in the increase of extrovert and introvert writing ability after collaborative blended learning. Furthermore, this research is also to be used as a reference for the next researcher who will concentrate on the similar scope of the research.
2. Practically, this research hopefully can be the consideration to provide a methodologically well-founded approach of preparing English teachers, language researchers, and other practitioners for teaching English in a blended learning environment.

1.5 Scope of the Research

This research was conducted to English study program students who took Essay Writing Course at UIN Raden Intan Lampung in the academic year 2017/2018. Furthermore, the essay kind that was learned by them related to this research was argumentative essay. Moreover, the hottest issues at the moment of the study became the topic of students' argumentative essay. Furthermore, Collaborative Blended Learning was conducted as treatment to them, so the learning was done both in class and out of class through the use of technology media with application of social media. In this case, social media used asynchronously in Collaborative Blended Learning was WhatsApp. In addition, aspect of personality types took part here as consideration of how introvert and extrovert students wrote through social media.

1.6 Definition of Terms

Definition of terms aims at avoiding misunderstanding about the terms in the research. The definitions of term are follows:

1. Designing

Designing is an act of creativity and innovation for the construction of an object, system or measurable human interaction.

2. Collaborative Blended Learning

From the explanation in background of the problem, it indicates that Collaborative Blended Learning is a social constructivist approach through integration of online and offline learning which understand knowledge as the joint production or the coauthoring of a text by two or more writers through cooperation.

3. Argumentative Essay

Argumentative essay is an essay to convince or persuade the readers that can be argued logically based on an opinion that can be supposed by evidence such as facts (Smalley and Ruetten, 2005). Furthermore, it is a kind of essay that attempts

to support a controversial point or defend a position on which there is a difference of opinion (Richard and Schmidt, 2002). Hence, argumentative essay is an essay to convince or persuade the readers of the correctness of a central statement about a controversial point that can be argued logically based on the writer's opinion or argumentation supposed by evidences or facts.

4. Students' Writing Ability

According to Brown and Hudson (1998), writing is a productive skill because it demands student to produce language. Meanwhile, according to McKay (2008), writing is both a process and a product. Thus, writing as process involves the pre-writing or planning, drafting or writing, revising or editing process that writers go through to produce a piece of writing, and as product of writing are numerous in many forms such as in printed-book and in electronic form (e-mail, e-book, mobile phone text and so on), and are determined by different purposes, audiences and contexts, for example the illustrated sentences, letters, narratives and shared books that children produce in the classroom and elsewhere. Therefore, it indicates that students' writing ability is students' ability to produce a kind of product in written form by doing some writing process well.

5. WhatsApp Use

WhatsApp combines one-to-one, one to-many, and group communication by offering private chats, broadcasts, and group chats, so it also makes this application used in many frequencies (Seufert, et. al, 2016). Thus, WhatsApp is one of social media which can be used to facilitate the forming of online learning communities with a common interest to share information or debate and discuss ideas.

6. Extrovert and Introvert Personality Traits

Individual differences in personality are important in predicting individuals' behavior in umpteen real world conditions (Eysenck, 2004). Furthermore, McCrae and Costa (2003) explain Jung's theory of psychological types became the basis of many instruments. In particular, scales to measure the

two Jungian attitudes of introversion and extraversion quickly became popular, and later it becomes the early study of other personality traits. In addition, Hirsh and Kise (2006) state that extroversion and introversion are different from the source of energy. Teams and individuals with a preference for extraversion may be energized by conditions that would drain colleagues who have a preference for introversion. People differ in how they draw energy to themselves. Some prefer to work with people and things, welcoming interactions with others and the outer environment. People in this group, known as extraverts, prefer to do their thinking aloud in the company of others. People who prefer introversion, known as introverts, tend to enjoy working alone or with one or two other individuals.

7. Perception

Richard and Schmidt (2002) state that perception is the recognition and understanding of events, objects, and stimuli through the use of senses (sight, hearing, touch, etc.). Moreover, it is in line with Harsasi, et.al. (2008) stating that perception is as experience of an object, event or relationship that is acquired by concluding information and interpret message In addition, according to Struyven (2013), perception is the awareness of things that we have by means of our senses, especially the sense of sight, refers to the cognitive psychological movement. Therefore, perception could be concluded as perception is concluded as the awareness of recognizing and interpreting events or objects or stimuli gotten by experiencing through the use of our senses and psychological view.

In summary, this study was particularly about collaborative blended learning (combination of learning in classroom or offline and online learning) through WhatsApp, the online media used, which was proposed to improve university students' argumentative essay writing ability. In this case, students' personality traits, extrovert and introvert, became a consideration to investigate the impacts of the implementation of collaborative blended learning. Moreover, all of these cases and the students' perception from both kinds of personality on the application of this learning way were also discussed and explored more in chapter two.

II. LITERATURE REVIEW

This chapter will discuss about concept of writing, teaching writing, essay, argumentative essay, argumentative essay writing, blended learning, collaborative learning, Collaborative Blended Learning (CBL), social media, WhatsApp, and personality traits (introvert and extrovert). Furthermore, some previous researches related to the use of CBL to improve argumentative essay writing ability, and the use of WhatsApp in CBL to increase writing ability are also provided later. Besides, procedure of CBL to improve students' argumentative essay writing ability through WhatsApp by considering personality of introvert and extrovert, and its advantages and disadvantages will be explained in this chapter, also about students' perceptions toward its use. Moreover, theoretical assumption and hypothesis will be explained too.

2.1 Writing

In Indonesia, writing becomes a skill that has to be mastered by students besides speaking when they communicate in English. The goal of learning English here is to make students to be able to communicate in oral and written form. Therefore, we need to know first what writing actually is, the process of writing itself and its elements.

2.1.1 Definition of Writing

According to Brown and Hudson (1998), writing is a productive skill because it demands student to produce language. The student should be able to produce the language to express his idea or thought about something in order to be understood by the reader what his idea is about in written form. In this case, since the early age, people have learnt to produce language. Nonetheless, learning to write is not only learning to put down on paper the conventional symbols or letters

of the writing system that represents the utterances that one has in his mind, but also purposeful selecting and organizing ideas, facts and experiences.

Writing is a highly complex task that requires the coordination of numerous cognitive activities (Johnson, 2005). Many elements of writing should be thought to produce a good writing. One should think about a number of factors simultaneously – for example, the formation of letters or characters, vocabulary, grammar, punctuation, layout, organization and selection of appropriate content for the intended audience. He must be able to choose those factors appropriately to convey their message in written form. In short, writing is a highly complex cognitive activity that requires the coordination of numerous constraints and considerations. Because of this complexity, it is not surprising that clear differences in both the process of writing and in the written product itself can be found between skilled and unskilled writers. Because of the complexities inherent in writing, the writers do not only think about those factors above. Expertise in writing is only possible when the writers of the writing are able to deal with all of these sources of knowledge within the limitations of human cognition (Johnson, 2005). They should involve what knowledge they have in writing.

Meanwhile, according to McKay (2008), writing is both a process and a product. Writing as a process involves the pre-writing or planning, drafting or writing, revising or editing process that writers go through to produce a piece of writing. The products of writing are numerous in many forms such as in printed-book and in electronic form (e-mail, e-book, mobile phone text and so on), and are determined by different purposes, audiences and contexts, for example the illustrated sentences, letters, narratives and shared books that children produce in the classroom and elsewhere. In addition, as the product, writing should have goodness that very much depends on the role that someone expects the readers to play and the effort that he or she expects them to make.

In good English technical writing, the writer writes in such a way that minimal effort is required by the readers. The writer is nearly 100% responsible for whether the readers understand the text or not and how the way in order that

more people will appreciate his paper, and thus they will be more likely to cite it in their own papers. To write well, one needs to know exactly how people read.

Writing is often characterized as a hierarchically organized, goal-directed, problem-solving process. Writing is a recursive process (Hartle, 2008). It is said recursive because the writers can move to and fro in accordance with their individual goals of the moment. The writers plan, draft, and edit but then often re-plan, re-draft, and re-edit. A piece of writing is almost never complete, for it is always possible to review and revise, and review and revise again.

In conclusion, based on the explanation above, the researcher concludes that writing is a productive skill that has highly complex cognitive process to express ideas or thoughts in words and requires one to think recursively and simultaneously about a number of elements, such as formation of letters or characters, vocabulary, grammar, punctuation, layout, organization and selection of appropriate content for the intended audience, for producing final product that will be read by the reader.

2.1.2 Process of Writing

According to Harmer (2007), the following are the processes of writing.

1. Planning

When planning, writers have to think about three main issues. In the first place they have to consider the purpose of their writing since it will influence the type of the text they wish to produce, the language use and the information. Secondly, they should think about the audience of whom they are writing for since it will influence the choice of language, such as formal or informal. The last, they should think about the content structure or ideas included in. This is the stage in which the writers start to think what to be written.

2. Drafting

The drafting stage is where we really begin writing. We now try to write our ideas onto paper. Keep going write in order that our ideas flow although

sometimes we feel that we have written wrong spelling, tense or punctuation, for we will do the next step of writing process, editing.

3. Editing (Reflecting and Revising)

In this case, we check whether what we have written is what we want to share and whether we have asserted it in a clear and appropriate way. It may take place while we are drafting or after we have finished a draft. In other words, in this stage, we do what is called as feedback. Feedback is when teachers give a student a comment or a suggestion, or call attention to an error, to improve the learner's language ability (Brown, 2007). In addition, an effective feedback is a two-way process and a continuous dialogue between teacher and students; therefore, it can improve learning process and outcomes (Ali, 2016).

Besides feedback from teacher, there is peer feedback. Peer feedback, also known as peer response or peer review, is defined as a collaborative activity in which students read, critique and give feedback on one another's writing to facilitate writing competence through mutual scaffolding. Participants expressed their expectations for innovating peer feedback practice in their English writing classes (Nguyen, 2016). Feedback, especially peer feedback, therefore can increase students' care to others. Their response to other's work is helpful because they perhaps can understand each other.

Kulhavy and Stock in Shute (2007) divide feedback into two categories: verification and elaboration. Verification is just a confirmation of the correct or incorrect answer, whereas elaboration provides learners with clues to guide them towards correct choice. However, it needs to provide the learner with the information whether their answer is correct or incorrect, and if it is incorrect, it needs to provide them with enough information and guidance to discover the correct answer.

Besides terms of teacher feedback and peer feedback, there are other terms named written and online feedback (Yang and Meng, 2013). Comment and suggestion towards the students' tasks could be done in written or via online. Thus, based on the explanation above, feedback can be done by giving written note directly or via online media by either the teacher or students' peers.

Eventually, in stage of editing (feedback), we do reflecting towards our writing and then if there is something needs revising, we revise to the better writing draft.

4. Final version

Once writers have edited their drafting, making the changes they consider to be necessary, they produce their final version.

How long a writing as a product is, whether it is short or long, however, needs such the processes above. Despite of only a shopping list as an example of informal writing, it also needs correcting. Moreover, essay as an example of formal writing in academic domain, needs those processes in order that one could produce a good essay.

Based on the explanation above, we know that the process of writing consists of some parts. They are planning, drafting, editing (reflecting and revising) and final version.

2.1.3 Elements of Writing

To produce good writing, someone should consider some elements of good writing: purpose, audience, clarity, unity and coherence (Walkers, 2014).

1. Purpose

Someone has to focus on the purpose of his/her writing since this will affect what language that will be used and how it is used (Harmer, 2007). Therefore, different purpose will provoke different kinds of writing. For example, if someone intends to attract appropriate applicants for a vacancy for his/her company, he/ she may write advertisement in written form. Effective writers usually have a purpose in mind and construct their writing with a view to achieving that purpose.

2. Audience

Someone needs to consider audience who will read the writing product. Knowing the audience will help writer to communicate clearly and effectively (Oshima and Hogue, 1991). The intended reader of the writing recognizes instantly what kind of writing it is.

3. Clarity (Cohesion)

Clarity or cohesion is the grammatical and/or lexical relationships between the different elements of a text. This may be the relationship between different sentences or between different parts of a sentence (Richard and Schmidt, 2002).

4. Unity

Unity means that there is only one main idea in a paragraph. The main idea is stated in topic sentence, and then each and every supporting sentence develops that idea (Oshima and Hogue, 1991).

5. Coherence

Coherence is the relationships which link the meanings of utterances in a discourse or of the sentences in a text. In written texts coherence refers to the way a text makes sense to the readers through the organization of its content, and the relevance and clarity of its concepts and ideas (Richard and Schmidt, 2002).

Moreover, Tribble (1996) suggests some elements that are needed to be considered in assessing writing. They are content, organization, vocabulary, language and mechanics. Content is about treatment of the subject, variety of ideas or arguments, interpretation of the topic, relevance between content and the topic and accuracy of detail. Meanwhile, organization is about fluency of expression, clearance of ideas, organization of paragraphs or sections, coherence and cohesion. Furthermore, vocabulary is about range of vocabulary itself, accuracy of word or idiom choice and usage and appropriateness of selection to match register. In addition, language is about handling of appropriately structures, agreement, tense, number, word order, articles, pronoun, preposition and obscuration of meaning. The last element, mechanics, is about spelling, punctuation, capitalization and layout. These are elements that can be used by teacher, lecturer or researcher to assess students writing.

In conclusion, based on the explanation above, the researcher concludes that elements of good writing are content (included of purpose and audience), organization (included of clarity, unity and coherence), vocabulary, language and mechanics.

2.2 Teaching of Writing

Pollard (2008) explains elements to consider in teaching of writing. They are: 1) language, 2) time for preparing, 3) reason for writing, 4) creating interest in the topic and activating students' knowledge, 5) coherence and cohesion, publication, 6) approaches to teaching writing (process writing and the genre approach o writing), 7) shorter writing activities, 8) using computers, and 9) penpals. In these cases, we have to consider students' level of language to decide what kind of written task we will give, so the language work might analysis and practice of genre. Moreover, related to the time, we should give appropriate for students to prepare their ideas in writing whether they could do the task individually, in pairs or in groups, and whether they should do other skills work before writing to support their writing. The time can be suited with the purpose of the writing and the topic. And for the topic itself, it is better to choose which can encourage students' interest, for example the topic which has close relation to their real life situation, so we can ask and discuss with them to decide the writing topic to compose. In addition, after getting the topic, we have to make sure that the students could share their ideas smoothly in order that their ideas could be understood also by the target reader, and in this case they have to understand about coherence and cohesion. We can drill our students about them with shorter writing activities first before they have their final product which could be published later. However, it is important to remember that writing is not only product but also process, so the students need to pass the writing process from the planning, drafting, writing, revising or editing until final version, or back to the beginning again.

Moreover, Pollard (2008) suggests us to get students work by using computers or in this case by using technology. In addition, he also recommends to organize students in pairs or groups in order that they could collaborate and discuss about the task, and to have them create their piece of writing in the screen because they can edit the work more easily. Furthermore, motivation through penpals could be facilitated for them.

Moreover, shortly, Maybin in Brindley (2005) proposes three questions about teaching writing: first, what is involved in the process of becoming a

writer?; second, what are our criteria for good writing, and how are these communicated to pupils?; and, when and how should teachers intervene in students' writing?. First question recommends us to explain students first the process of writing they are going to pass in order to have good writing product which is informed and drilled to the students about the elements or good criteria of writing as product. Moreover, as teacher we need to give instruction to help students passing writing as process and producing writing as product. According to Madsen (1977), there are usually different stages of writing instruction: pre-writing, guided writing and free writing, for in each stage evaluate different factors. For instance, to be used for advance students concerns such as evaluating logic and style that can be tested through free writing.

Based on the explanations above, in teaching writing, we may use genre approach in which are differently structured. It focuses strongly on how to construct particular kinds of texts, for example, students need to be able to reproduce procedures, descriptions, reports, explanations, arguments and various kinds of narratives (Maybin in Brindley, 2005). Especially for advance student which write to know their logic, free writing is suitable with various genres, especially argumentative essay writing to know their arguments.

After students share their ideas, their writings need to be checked. One of the way is analytical method in which various components of writing can be evaluated. The example is such as Tribble's theory evaluating 5 components: organization, vocabulary, content, language and mechanic (Tribble, 1996). Moreover, the students need respond towards their writings. According to Wyse and Jones (2008), the respond should be specific positive comment about the writing, specific point about improving something that is individual to the students writing, and that relates to a more general target for writing.

Based on the explanation above, in conclusion, teaching writing can be specified into teaching genre of writing itself, so we first teach students about the process they will face to produce good writing composition which the criteria to be assessed are also explained to the students. Thus, we may look that teaching writing is such a cycling in which we start by preparing students about

writing until they get feedback from their result in order to produce the better one later.

2.3 Teaching Writing to English Language Teaching (ELT) Students

ELT students are they who are in English for Academic Purpose (EAP) class. It refers to the class where teaching of English has the specific aim of assisting learners to study or to conduct research or even to teach in English language (Flowerdew and Peacock in Ulum, 2015). In addition, Ulum (2015) states that in university settings, candidate teachers are trained on the base of EAP in which programs are situated on language skills, and one of the English skills that should be mastered by ELT students is writing.

Ellis in Madkour (2016) states that writing is a valuable tool for academic and occupational purposes, and has its own status as an independent course in many institutions of higher education. Nonetheless, Jozsef (2001) explains that the majority of entry-level English majors do not have extensive experience in writing, so the English department gives writing subject course for some semesters, not only one. It is due to later students have to continue the courses of writing by sharing their opinions and discovering concerning a wide range of themes and fields for their academic writing such as script or thesis. Hence, there will be some courses related to writing skill of ELT students before the end of their study when they have to produce their last task of writing script or thesis, and the text that can be written during writing course is like essay, such as stated by Jozsef (2001).

2.4 Essay

2.4.1 Definition of Essay

Essay is a longer piece of writing, particularly one that is written by a student as part of a course of study or by a writer writing for publication which expresses the writer's viewpoint on a topic (Richard and Schmidt, 2002). In addition, it is a group of paragraphs written about a single topic and central main

idea (Zemach, 2005). It is written about only one topic. However, the topic of the essay is too complex to discuss in one paragraph. Therefore, we should be able to divide the topic into several paragraphs, one for each major point. Besides that, we also should be able to tie all of the separate paragraphs together.

Wishon and Burks (1980) say that essay is composition. Furthermore, according to Smalley and Ruetten (2005), essay is a more formal composition than only just paragraph, which has paragraphs whose designated functions are as introduction, developmental paragraphs and conclusion. How many paragraphs that is contained by an essay depends entirely on the complexity of the topic; some essays have only two or three paragraphs, while others may have twenty or thirty. In addition, standard of an essay contains of 300 to 500 words. However, for most purposes, the essays written in class for most college freshmen English courses contain from four to six paragraphs, with the common number being five: one introductory, three developmental paragraphs in essay body, and one concluding paragraph.

According to McClain and Roth (1999), the purpose of writing an essay is to persuade an educated and critical reader that our point of view on a topic is correct. We cannot do this by indulging in emotional pleas or by listing fact after innumerable fact. Instead, we must make a well-reasoned and coherent argument that backed by authoritative evidence.

Based on the explanation above, the researcher concludes that essay is a group of paragraphs written by a student or a writer with certain purpose or intention about a single topic and central main idea, and forms formal composition which has its three important parts: introductory, main body and concluding paragraphs.

2.4.2 Parts of Essay

To write a good essay, university students should know firstly parts of the essay itself. The essay has to have its important parts. The following are three main parts of the essay (Zemach, 2005).

1. The introduction (Introductory paragraph)

According to Smalley and Ruetten (2005), introduction paragraph is one paragraph or sometimes two or more that introduces the topic to be discussed and the central idea (thesis statement) of the essay. One paragraph is sufficient for an introduction in a shorter essay. It can have more than one in longer one, but its basic content (characteristic) is the same as a one-paragraph introduction. Furthermore, Smalley and Ruetten (2005) explain the characteristics of the introduction paragraph as follows:

- a. It should introduce the topic being discussed.
- b. It should indicate generally how the topic is going to be developed whether the essay is going to discuss causes, effects, reasons, or examples; whether the essay is going to classify, describe, narrate, or explain process.
- c. Ideally, it should be inviting and interesting enough to make the reader wants to continue reading.
- d. It should contain thesis statement (the main statement for the entire essay) that is better stated clearly than just implied. It is usually placed at or near the end of the introductory paragraph. Stating it at the beginning as an opinion about something is not usually very inviting, for in fact the reader can disagree with the opinion, and it may very discourage him or her from reading the essay.

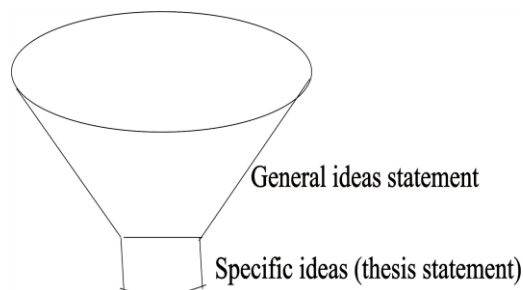
Meanwhile, the characteristics of thesis statement itself are as follows:

- a. It should be expressed in a complete sentence to draw a complete thought. Also, it should not written as a question, for it makes a statement.
- b. It should express an opinion, attitude, or idea, not a fact. It does not simply announce the topic will develop.
- c. It should express only one idea toward one topic. If a thesis statement contains two or more ideas, the essay runs the risk of lacking unity and coherence (Smalley and Ruetten, 2005).

Concerning to the Smalley and Ruetten' explanation of introduction paragraph characteristics of an essay above, Oshima and Hogue (1991) draw the paragraph such a funnel: very wide at the top and increasingly narrow in the

middle, and very small at the neck or bottom such the following Picture. It draws that the place of the thesis statement is usually placed at the end of the paragraph.

Picture 1
Funnel of Introductory Paragraph Development in an Essay



2. The main body

This part explains and supports the thesis statement. There must be one or more paragraphs in the main body of an essay. Each paragraph should have one main idea which determines that sentences are appropriate in that paragraph. In addition, the main body, or also known as supporting paragraphs, should have basic things as follows:

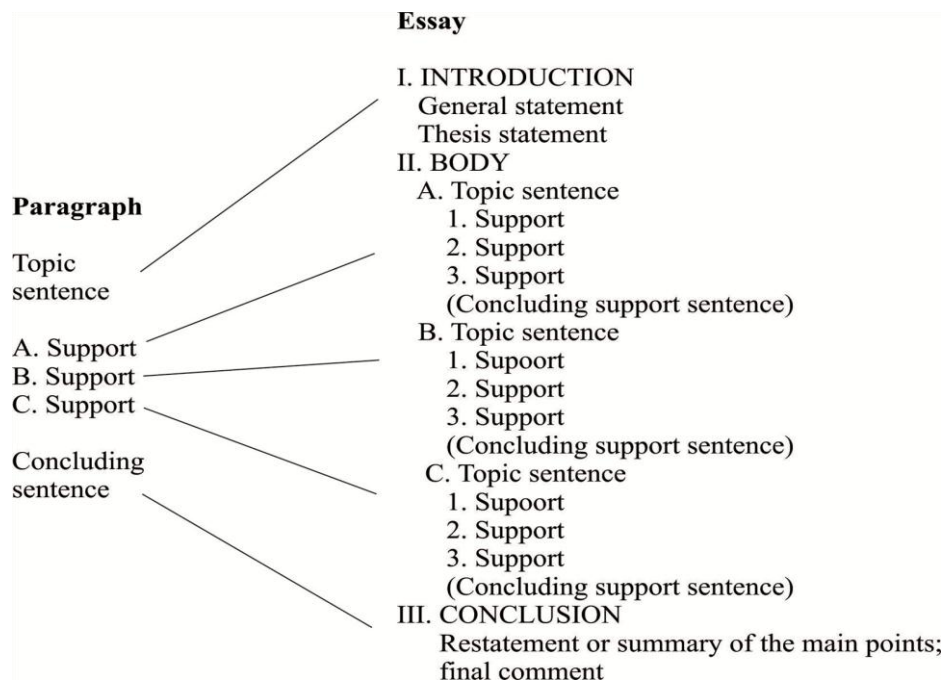
- a. Each supporting paragraph should have unity.
- b. Controlling idea in each paragraph should discuss main idea of the thesis statement.
- c. It should have coherence that can be done by the use of transition signal to flow the writer's thought smoothly.

3. The conclusion

It summarizes or restates the main points discussed briefly and the thesis in different words. Besides, it should not bring up any new idea. It should give the feeling that the essay is completed and that a conclusion has been reached. The conclusion part in an essay is an obligatory part, but the concluding sentence for body paragraphs in an essay, according to Oshima and Hogue (1991), are not always necessary.

The following Picture is the difference between paragraph and essay which is seemed from the outline (Oshima and Hogue, 1991).

Picture 2
Comparison between Paragraph and Essay Structure



From explanation and Picture above, we may conclude that essay consists of 3 parts. They are introduction, body and conclusion.

2.5 Argumentative Essay

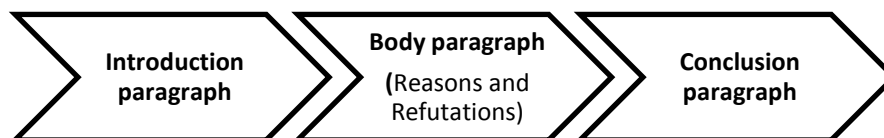
As a university students, there are many essays that should be written in which requires to present a reasoned arguments on a particular issue. One of them is argumentative essay. Argumentative essay is an essay to convince or persuade the readers that can be argued logically based on an opinion that can be supposed by evidence such as facts (Smalley and Ruetten, 2005). The arguments must be clearly organized and supported with information, evidence and reasons. This essay needs argumentations of the writer's opinion as opposed to other essay, which is not the same as his opinion, rather than directly trying to persuade someone to adopt his point of view.

Argumentative essay allows writers to express their opinion on a topic and support that opinion with strong logic and evidence. Furthermore, it is a kind of essay that attempts to support a controversial point or defend a position on which

there is a difference of opinion (Richard and Schmidt, 2002). The writer requires defending position on a topic using evidence from personal experience, literature, historical examples, and research to support his or her viewpoint. The writer usually uses several different arguments to prove his or her point.

Argumentative essay is defined by its purpose which is to persuade the reader of the correctness of a central statement. It is an essay that attempts to change the reader's mind and to convince the reader to agree with the point of view or opinion of the writer. Thus, it attempts to be highly persuasive and logical. Furthermore, Smalley and Ruetten (2005) explain the characteristics of argumentative essay are that it should introduce and explain the issue or case, offer reasons and support for those reasons, refute opposing arguments, concede that point. If an opponent does have a valid point and that the conclusion should logically follow from the argument. These characteristics should be in the parts of this essay as the following Picture.

Picture 3
Structure of the Argumentative Essay



Moreover, in practicing writing argumentative essay, we often examine sides of a case and conclude by coming down in favor of one side. However, it is important to show that we are aware of counter arguments which can be presented first before our own arguments. To strengthen our arguments, it is why reading relevant sources and having studied the evidences important (Bailey, 2003). For this, the example is advantage and disadvantage of bringing handphone by university students during learning in classroom. We look for evidences for each, and next we come with our most preference arguments with stronger arguments which can be known through reading some sources.

In conclusion, argumentative essay is an essay to convince or persuade the readers of the correctness of a central statement about a controversial point that

can be argued logically based on the writer's opinion or argumentation supposed by evidences or facts.

2.6 Argumentative Essay Writing

Bailey (2003) states writing essay is used in most frequencies to assess university students' work, and it can be as coursework with deadline one or two months or as exam which has to be finished in an hour. For especially university students, academic writing is considered important to learn since they are academicians. Furthermore, according to Madsen (1977), one of writing tests can be used for advance students concerns such as evaluating logic and style which can be tested through free writing, and in this case is writing essay. Thus, writing essay is academic writing which can be given as a task for university students. They can write freely after getting topic for writing. Giving topic to write essay by the advance students will guide the content of their essay. We may use pictures, charts, tables, diagrams or situations. Through topic of essay given, university students do their academic task.

Moreover, Bailey (2003) also explains the process of writing essay for coursework as follows.

1. Understanding essay title or requirements
2. Assessing reading texts – choosing most suitable
3. Selecting relevant areas of texts – keeping record for references
4. Making notes on relevant areas, using paraphrasing and summarizing skills
5. Combining a variety of sources where necessary
6. Selecting suitable structure for essay – making plan
7. Organizing and writing main body
8. Organizing and writing introduction
9. Organizing and writing conclusion
10. Critically reading and rewriting where necessary
11. Final proof-reading (Bailey, 2003)

As we know that argumentative essay is rich of writer's opinions or arguments supposed by evidences or facts, reading suitable sources related to the title we are going to write is very useful for our essay. However, when citing from the sources, we need to choose and make relevant note for our essay by paraphrasing or summarizing the sentences or texts. Then, after getting suitable

notes, we start combining them by making outline. It seems to be helpful until we finish our essay as a draw of our product wholly. However, in this study, organizing and writing introduction of the essay will be done in the process first before making main body with the consideration of essay structure itself: introductory, body and conclusion (Oshima and Hogue, 1991). Furthermore, after finishing the conclusion, we could improve our essay by being revised. Bailey (2003) also states that it may be worth asking classmate to read the work and make criticisms. Eventually, proof-reading is a vital last step to prevent confusion and misunderstanding due to simple errors such as factual, word ending, punctuation, tense, vocabulary, spelling, singular/plural, style, missing word and unnecessary word (Bailey, 2003).

In addition, related to the process of writing essays from Bailey (2013) above, to guide our students whether they have followed the process or not, we may use self-assessment checklist from Fung and Mei (2015) which can help students to check step by step of their own argumentative essay writing including in three learning and teaching phases (before, while and after writing), and related to this research the researcher modifies after writing steps with Schaefer's theory (2008) about essay assessment. To assess the essay writing itself, because of its characteristics, he proposes 6 categories: content, organization, style and quality of expression (named 'vocabulary' by Tribble, 1996), language use, mechanics, and fluency. Thus, these categories are in line with Tribble's explanation about writing assessment, and what makes essay assessment different from other writing compositions, as it is proposed, is fluency. It refers to whether the essay long enough to fulfill the topic requirement and express the writer's ideas, and whether the sentences sufficiently long or short and choppy (Schaefer, 2008). Hence, the aspects of essay writing assessment as writing product here need to be considered by the writer, and we may use self-assessment to remain us about these when writing. (See Appendix 3)

In addition, according to Fung and Mei (2015), students' argumentative essay writing performance improved as a result of self-assessment and group work. By self writing assessment, they heighten their awareness and

consciousness of mistakes made, and they have become competent to respond to the comments received from peer review feedback to construct a more reader-friendly essay. Consequently, after writing argumentative essay, it is considered important to do feedback for the text, whether through self or peer-feedback in order that the students have a better essay product with its good elements. (See Appendix 4)

Thus, argumentative essay writing is a chain of steps to produce text of author's arguments related to certain topic which are supported by evidences gotten from some sources.

2.7 Blended Learning

In most countries, nowadays technology is close to our life. We use it for various aspects including learning. There have been many researches related to blended learning in which we use technology also to learn (Maulan and Ibrahim, 2012; Krasnova and Ananjev, 2015; Hamad: 2015; Syafi'i: 2016; Ferriman: 2013). Furthermore, Hamad (2015) suggests the use of technology based on her result comparing blended learning to only traditional learning, which is as what we know as face-to-face learning or offline learning, and Maulana and Ibrahim (2012) specially recommend to use blended learning as a viable method to be utilized for learning English for Academic Purpose. However, what is blended learning so it is more recommended to apply than practical traditional approach that has been applied for longer time by many educators?

According to Singh in the Department of Education and Early Childhood Development (2012), the concept of blended learning is rooted in the idea that learning is not just a one-time event, but it is a continuous process. Therefore, it is not enough only doing learning restricted by activities in one time in classroom. Furthermore, it is what is said as blended learning by Thorne (2003) is the integration of online and traditional learning (offline). Moreover, Krause in Bath and Bourke (2010) states that blended learning is an effective integration of different modes of delivery, models of teaching and styles of learning as a result of adopting a strategic and systematic approach to the use of technology combined

with the best features of face to face interaction. Thus, we know that learning is not only seen by presence of learners, but can be done by the use of technology.

In addition, through blended learning students have possibility to choose their own place and time to study through online course (Hubackova, et. al., 2011; Silva and Guzmán, 2011). Furthermore, they are not bound to constant lessons, and still owing face-to-face learning (offline) as a part of blended learning give opportunity too for them to consult and communicate with their teacher all the time. In this case, they point that in blended learning especially for learning foreign language, teacher is irreplaceable (Hubackova, et. al., 2011).

The theory above is in line with theory of mobile technology and social software use in blended learning by Vesisenaho, et. al. (2010). We may use them where we need. Moreover, they could capture students' ideas and unique interpretations and using them as a further source of advanced steps of learning, even improvisation in learning, so the students could get more than what they could get only in classroom which is restricted by time and room.

Dziuban, et. al., (2004) propose the instructional model with the following characteristics of blended learning:

- a. a shift from lecture- to student-centered instruction in which students become active and interactive learners (this shift should apply to the entire course, including the offline contact sessions);
- b. increases in interaction between student-instructor, student-student, student-content, and student-outside resources; and

Based on the characteristics above, the first one is in line with the education system in Indonesia nowadays that is curriculum having been transformed to be more student-centered learning. It is modern approach leading trend in the contemporary realm of education. It believes in providing students with self-paced online learning opportunities along with traditional offline classroom in enhancing students' learning performance in language. Thus, the use of information and technology should be considered in teaching learning process as in Indonesia law number 20 year 2003 chapter X article 36 verse 3 (Indonesia

government: 2003). Besides, the whole students' interaction also increases through blended learning. That is interaction of student-instructor, student-student, student-content, and student-outside resources. Not only among students and their teacher, the students also will learn material more because they also could get from many sources.

Furthermore, Snodin (2013) suggests that students have a role to be collaborative participants in the blended learning environment, and the teacher has a role to observe learners closely as individuals and groups. It is in line with Vesisenaho et, al. (2010) suggesting to design and conduct courses in alignment with collaborative learning theories by using technology in learning as the demands of the information society and the net generation. Also, such as the suggestion from Erben, et. al (2009), in organizing students in blended learning, we could provide spaces for classes, groups, small groups or even individuals to post, store, or exchange information.

In conclusion, based on the explanation above, we may conclude that blended learning is an approach integrating offline learning and technology use by online learning method which could give more opportunities for students to learn with time and place freedom than only restricted in classroom, and can get students to work collaboratively.

2.8 Collaborative Learning

Collaborative learning is defined as a situation in which two or more people learn or attempt to learn something together (Dillenbourg in Perfanou, 2010). Furthermore, Roberts in Storch (2011) states that collaborative learning respects and highlights individual group members' abilities and contributions, and it shares authority and responsibility for group outcomes amongst the group. Besides, it has an underlying premise of consensus building through cooperation rather than competition. Moreover, Dillenbourg Roberts in Storch (2011) also states that collaborative learning is premised on a social constructivist approach

with the understanding that knowledge is attained through the learner's construction of knowledge in the social context that the group process facilitates.

Thus, every member of the group work together to learn together about certain case as their task, and every one gives his or her contribution until all of them understand and each student could finish the task. Grouping to ask students to learn collaboratively is the learning way to the students to understand the knowledge and finish their tasks from teachers.

In addition, in the context of learning English as foreign language, according to Aydin and Yildiz (2014), it is important to provide EFL students with collaborative learning environments outside the classroom, as there are fewer opportunities to practice the target language in social contexts in an EFL setting. Learners in this study showed a willingness to learn from each other through scaffolding and feedback. Hence, the learners or students give their contribution for themselves and also the other group members in building scaffolding of knowledge by giving feedback each other, and the more they learn collaboratively not only in class but also out of the classroom, they will achieve the understanding sooner.

Bruffee in Storch (2011) model include several criteria of collaborative learning as follows.

- a. An optimum number of five members for decision-making groups, as groups of nine, ten or more would "dilute the experience". Fewer than five would affect group dynamics in more obvious ways, as four will subdivide into two pairs, three would subdivide into one pair and one other, and groups of two (dyads) would sustain stress higher than other group sizes.
- b. Groups should not be too homogeneous (from the same place, or friends, or teammates), as there will not be the dissent necessary to provoke discussion, the conversation necessary to reach consensus that stimulates thought and learning if agreement comes too soon. Too much heterogeneity however may give no basis for consensus.

- c. Tasks have to be open-ended and require discussion and a seeking of consensus. The purpose is to generate discussion to reach consensus to help students organize collaboratively to work towards “membership in the discourse community that the teacher represents” without the teacher’s help.

Therefore, collaborative learning is learning model in which students are grouped with certain rules, for they have to learn about knowledge together, and every student in this case has or should give the contribution to the group in order that all members of the group finally understand about the knowledge they learn.

2.9 Collaborative Blended Learning

In the past 20 years, the field of technology tools-mediated interaction has greatly diversified in scope. In addition, in learning by using technology result, Perifanou in Perifanou (2010) states that in collaborative blended learning the learners have the possibility to work in collaboration with their group on their Webquest 2.0 either synchronously or asynchronously or in both ways. Through webquest, learners can choose the Web 2.0 tools such as blogs, microblogging, wiki, podcast, social software services, social networks, and so on. It is in line with Warschauer and Grimes (2007) describing the various forms of interaction facilitated by the latest features of technology. These new developments provide opportunities for new types of interactions and collaborative activities.

Furthermore, Stacey in Storch (2011) states the students’ process of learning was achieved through collaboration, and the attributes of the social construction of knowledge that emerged through collaborative learning via technology were through:

- a. the sharing of the diverse perspectives of the group members;
- b. their clarification of ideas via group communication;
- c. the feedback to a learner’s ideas provided by other group members;
- d. the process of seeking group solutions for problems;
- e. their practicing the new language of the knowledge community in discussion with other group members before using this language in the whole group or in the new knowledge community;
- f. the power of the process of group discussion either mediated by communications media or by through face-to-face contact; and

g. the sharing of resources within the group.

In addition, relating to recent curriculum in Indonesia, it is related to what experts say. Krasnova and Ananjev in Challob, et. al., (2016) state the student-centered learning approaches also believe in providing students with self-paced online learning opportunities along with traditional face-to-face classroom (offline) in enhancing students' learning performance in the English language. This integration of online and offline learning opportunities is known as blended learning which proposes innovative ideas and educational practices and alters the roles to be played by the teacher as well as students. Blended learning is defined as a method of language instruction that blends and integrates the most effective features of both face-to-face teaching activities (offline) and online collaborative learning activities (Challob, et. al., 2016). Thus, collaborative blended learning is done as an idea to vary teaching of teacher and learning of learners both directly in face-to-face (offline) and through technology use of online media.

From the explanation above, we may conclude that collaborative blended learning is a social constructivist approach through integration of online and face-to-face classroom (offline) which understands knowledge as the joint production or the coauthoring of a text by two or more writers through cooperation.

2.10 Writing Argumentative Essay through Collaborative Blended Learning

Benson in Aydin and Yildiz (2014) explain that learning a language is considered the outcome of a process of co-constructing one's L2 (target language) knowledge with peers rather than as a result of an individual's construction of knowledge. Moreover, although writing is an individual act, it is also a social and interactional process during which the writer tries to express a purpose through responding to other people and texts (Aydin and Yildiz, 2014). Moreover, Donato et. al, in Aydin and Yildiz (2014) state that that the exchange of feedback among students during a joint project allows them to notice linguistic and organizational problems in their writing and would lead to error correction and grammatical accuracy. Thus, through collaborative learning in writing, learners can construct

language in written form to express their ideas after passing interactional process, so their writing product will be more accurate either in grammar or in organization.

Furthermore, Atkinson et.al, in Yeh (2014) state that collaborative learning is collaborators producing a shared document, engaging in substantive interaction about that document, and sharing decision-making power and responsibility for it. Collaborative writing focuses on the social interaction process, where two or more people, through discussion, work together to construct written documents, reach consensus on resolutions of questions and quality of work, and coordinate individual contributions on various aspects of writing (Yeh, 2014). Therefore, it is hoped that learners can produce good writing product better when doing it collaboratively.

Also, Krasnova and Ananjev in Challob et. al, (2016) state that blended learning provides flexibility of learning, personalization, and interactivity derived from the online component of blended learning as well as collaborative work, immediate feedback and spontaneity gained from conventional face-to-face (offline) teaching. In addition, blended learning experience also promotes participation and interaction among students and between students and their teacher, decreases their anxiety, encourages independent learning, and most importantly, promotes their writing ability (Liu, 2013). Furthermore, in the case of collaborative blended learning, Challob et. al, (2016) indicate that the students had positive perceptions towards the collaborative blended learning writing environment they had experienced. They perceived that the collaborative blended learning activities had helped them reduced their writing apprehension and improve their writing performance as they experienced and learnt much knowledge concerning the micro and macro aspects of writing.

In addition, there have been some researches related to collaborative blended learning in writing. Vesisenaho et. al, (2010) studied two cases. They are, first about students' writing of lecture notes through a microblog, and second one about writing of laboratory experiment finding through wiki-environment by using mini laptop computers with wireless networks. Online questionnaire of 40

items with Likert scale was administered, and it resulted that general students' opinion about blended learning was positive. Moreover, based on interview data, it was gotten that students were comfortable with idea of sharing their notes with their peers. Based on the conclusion, Vesisenaho et. al, suggest to use different ways and software through mobile technologies for supporting students' collaborative learning.

From the explanation above, we may know that through collaborative blended learning, students are hoped to be able to write good writing product which has more accurate grammar and organization through feedback given by their peers not only from face-to-face learning (offline) but also from online learning.

2.11 Social Media as Online Media

Social media technologies have become familiar in recently life, including students or learners of language. Allam and Elyas (2016) state that the emergence of social media over the last decade has undoubtedly impacted the way people around the world interact with each other, as well as the way they access the abundance of wealth of information that surrounds them and their societies. Hence, we can access as much as possible through communication that we do through social media. It is drawn that nowadays we are in digital era in which whatever information can be gotten fast and easily.

In the case of learning language through social media, Stickler and Hampel in Jafari and Chalak (2016) found that online language course can combine different approaches to learning and teaching, such as using language communicatively and focusing on form and language practice. Therefore, we can communicate through social media more communicatively as well as accurately.

Related to social media in Indonesia, Mulyati (public relation person in Indonesia Ministry of Trade) states:

“Masyarakat di Indonesia telah sampai pada paradigma masyarakat informasi (information society) dan masyarakat pembelajar (learning society). Masyarakat informasi adalah masyarakat yang

menggunakan informasi sebagai basis peningkatan kemampuan hidupnya baik dalam kegiatan ekonomi, sosial, politik maupun budaya. Ciri yang tampak dari masyarakat informasi adalah pemanfaatan dan akses yang tinggi dalam berkomunikasi serta mencari informasi melalui perangkat digital (digital devices). Sedangkan masyarakat pembelajar adalah masyarakat yang dapat mengakses informasi dan membangun komunikasi partisipatoris untuk kemudian memanfaatkannya untuk kemajuan, peningkatan kualitas, dan membawa perubahan di berbagai aspek kehidupannya. Ciri masyarakat pembelajar adalah adanya dinamika, produktivitas, kerja sama, inovasi dan perbaikan terusmenerus dengan bersumberkan pada kemampuan pemanfaatan Teknologi Informasi dan Komunikasi (TIK) (Indonesia Ministry of Trade, 2014).

From the statement above, we know that the use of technology, like social media technology also, has increased and been used for learning. In addition, social media itself is accounts to share photo, video, new status, each-other greeting/ chatting and meeting virtually with either new or old friends, and has been integrated in modern society. It is part of relation, connection or communication systems (Indonesia Ministry of Trade, 2014). Similarly, before it, Setyani (2013) also mentioned that social media is final technology of new internet-based web which ease people to communicate, participate, share and make networking through online way, so they can spread their own content. Thus, we nowadays know that there are many examples of social media that can be used to do all things mentioned, and one of them is WhatsApp.

From the explanation above, we may conclude that social media is accounts which ease people through online way to communicate, participate, make networking and share photo, video, new status, each-other greeting/ chatting and meeting virtually with either new or old friends, and has been integrated in modern society.

2.12 WhatsApp

Perifanou in Perifanou (2010) states in recently era, we may access and use Webquest 2.0 such as blogs, microblogging, wiki, podcast, social software services, social networks and so on to learn. Especially for collaborative learning, according to Bath and Bourke (2010), some of the more commonly-used tools for designing students' activity are provided in the following table.

Table 2.1
Commonly-Used Social Media Used in Collaborative Blended Learning

Blended learning tool (social media)	Student collaboration
Wiki	√√
Blog	√
Discussion board	√√
Webcasting	√√
E-portofolio	√
LAMS	√√

Note: √√ = very suitable; √ = can be used

A discussion board is one of very suitable tools or social media that can be used in collaborative blended learning (Perifanou in Perifanou, 2010). It is an asynchronous communication tool in which discussion forums are created for participants to post and reply to messages over time. They are also known as ‘message boards’ and can help to facilitate the forming of online communities with a common interest to share information or debate and discuss ideas. A discussion board can have multiple forums and can involve different groups of users. Discussions are organized into forums and threads (Bath and Bourke, 2010).

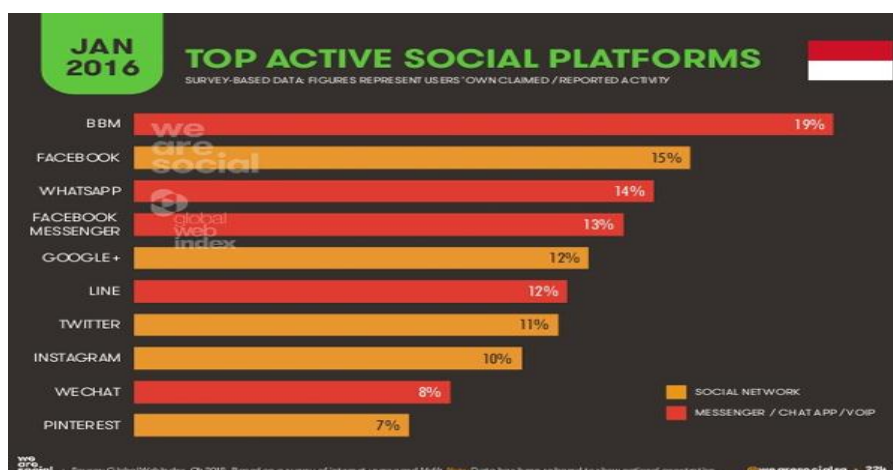
One of discussion board examples is WhatsApp. It allows people to exchange messages (including chats, group chats, images, videos, voice messages and files) and make WhatsApp calls around the world. WhatsApp messages, voice and video calls between a sender and receiver that use WhatsApp client software released after March 31, 2016 are end-to-end encrypted. The Signal Protocol, designed by Open Whisper Systems, is the basis for WhatsApp’s end-to-end encryption. This end to end encryption protocol is designed to prevent third parties and WhatsApp from having plaintext access to messages or calls (WhatsApp, 2016).

WhatsApp Inc. was founded by Jan Koum and Brian Acton in Santa Clara, California, in 2009 as an application of iPhone. Then, in February 2014, Facebook Inc. bought WhatsApp for USD 19 billion. In September 2015, it had more than 900 million monthly active users worldwide (Rao, 2015). The reason why it becomes favorite may due to its simple way to start and use it. It is free to

download and no complex registration is required. The application automatically identifies users by their phone numbers. Those contacts saved on the smartphone that are also users of WhatsApp will be automatically added to the application's contact list. Moreover, WhatsApp combines one-to-one, one to-many, and group communication by offering private chats, broadcasts, and group chats, so it also makes this application used in many frequencies (Seufert, et.al., 2016). We know that WhatsApp is a very popular mobile messaging application, which dominates today's mobile communication in which the users are now communicating asynchronously in groups, which are created spontaneously or which exist over a longer period too.

In Indonesia, the use of WhatsApp is quite high. We could see from the following Picture.

Picture 4
Social Media Use in Indonesia



Source: <https://gadgetren.com/2016/01/29/10-media-sosial-dengan-pengguna-aktif-paling-banyak-di-indonesia-tahun-2015/>

To start a new group in WhatsApp, one has to open the menu and choose new group. Then, the subject of the group (a free text) must be defined and a group icon can be uploaded. The creator of a group has administrative privileges and can add and remove people from the group at any time and also promote other group members to group administrators. In addition, in a conversation, every type of message is seamlessly integrated into a single view. Every user of WhatsApp will be notified as soon as a new post arrives, whether in a group or in a private

chat. This notification can be a sound, an icon, or a pop-up window. Besides, it is possible to delete group chats and the participants (Seufert, et.al., 2016).

From the explanation above, we know that WhatsApp is one of social media which is included in discussion board used to facilitate the forming of online communities with a common interest to share information or debate and discuss ideas and can be used as a tool in collaborative blended learning.

2.13 WhatsApp Use in Collaborative Blended Learning to Improve Argumentative Essay Writing Ability

As what we know, WhatsApp is one of online media that can be used of teaching and learning media. Nitza and Roman (2016) have studied to 120 undergraduate students of Ariel University and resulted that the use of WhatsApp in learning gave satisfaction to the learner users known through questionnaires which were distributed, and the satisfaction correlated positively with the students' academic achievement on writing seminar paper. However, because the participants in their study were sampled on a volunteer basis, they suggested to allocate a permanent quiet place in order to keep the process uniform and standard. Doing future research about WhatsApp use for teaching and learning is suggested by these researchers, for they conclude that the WhatsApp group can contribute to high achievements as a result of positive interaction between all group members, who help each other, share materials, and update members.

Moreover, Fattah (2015) also conducted research on the effectiveness of using WhatsApp to develop students' writing skills. He studied to the second year students of Qassim Private Collages. Quasi-experimental design was applied, and he divided students into two groups, experimental and control class, with the same number of both chosen randomly, 15 students. Questionnaire was administered to know the usage of mobile phone for the students, then pre-test and post-test were done to get the data also after both groups were given treatments differently. The experiment class used WhatsApp, meanwhile the other one used prescribed book. The focus tasks of the tests here were punctuation marks, sentence structures and generating ideas through essay writing. They were asked to write an essay about

their hobbies in not less than three paragraphs essay. Eventually, this study concludes that WhatsApp technology can also enhance students' active participation in the EFL classroom. Therefore, Fattah suggests to encourage students to the use mobile applications in learning English, and he suggests also that the mean can be used for setting home assignments.

In addition, Awada (2016) has ever studied also on effect of WhatsApp on critique writing proficiency through writing argumentative synthesis essay and a writing critique, and perceptions toward learning of English as a foreign language. The 52 participants were average-English proficient Arabic learners enrolled in two writing courses given at two English-medium universities. She applied pretest-posttest control group experimental design and distributed questionnaire. All inquiries related to the class in general and to the steps of writing the critique essay in particular via WhatsApp. The result indicated that the use of the WhatsApp mediation was more effective than the regular instruction in improving the critique writing proficiency such as argumentative essay of the participants and in increasing their motivation for learning.

Another study was from Shree et. al, such as cited on Zaki and Yunus (2015). They conducted research to 27 trainee teachers from teacher training institutes in Malaysia. It is known that there were some problems faced by the subject research such as the weakness of content, vocabulary and organization caused by the matter of they focused on product not also process of argumentative essay writing itself. However, the study recommended that argumentative writing skills can be through mobile learning as it helps learners to use it anywhere and anytime to improve their writing skills.

However, seeing not only from positive effect of online media that can be used in collaborative blended learning, in fact they also can make students isolated from peers and society. Too much using internet for social activities in internet life itself also impacts the real social life of the students to do interpersonal relationship with other people to be further. Although sometimes it may not impact college students' well-being directly, it can impact student self-concept, self-efficacy, and perceptions of their abilities in relation to technologies and

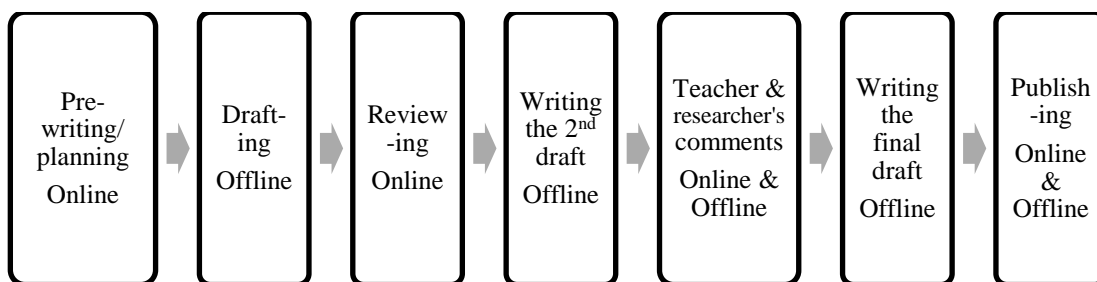
college life (Cotton, 2008). Therefore, the study from Syafi'i (2016) suggests that personal consultation about how they get through blended learning is a necessary point that should be taken into account. Moreover, related to writing argumentative essay, there should be partnerships between language teachers and psychologists of education to Picture out the 'what' and 'how' of critical thinking practices that ELT classes can provide (Azizollah et. al, 2013). It is due to that in fact, we know that not all students like learning face-to-face (offline) and not all too like online learning. Therefore, related to this case, personality trait is one of the things that needs to be considered to apply collaborative blended learning by using online media such as WhatsApp for example.

Referring to the ideas above, it can be concluded that WhatsApp is an online media that can be used in collaborative blended learning class in order to increase students' argumentative essay writing ability. However, we still need to consider another aspect such as personality to know whether all students enjoy this recently approach.

2.14 Procedures of Teaching Argumentative Essay Writing by Using WhatsApp through Collaborative Blended Learning (CBL)

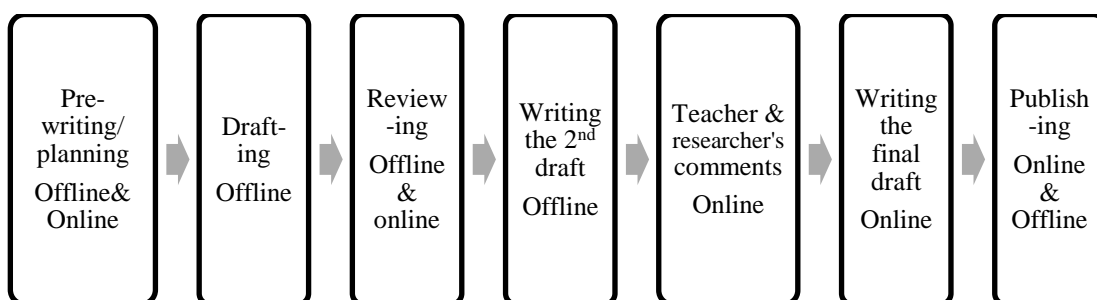
Firstly, the researcher will select students who will pass writing process for writing product (argumentative essay writing) based on the Harmer (2007) model; planning, drafting, editing (reflecting and revising), and final version. Then, they will be divided into some groups, and a group consists of 3 to 4 students. Then, during this period of teaching learning process, the researchers provided guidance to students on how to write an argumentative essay by guiding them to a group of writing activities and online discussion in each stage of the writing process. Afterwards, the stages passed will modified from the following procedures by Challob et. al, (2016).

Picture 5
Procedures by Challob's et. al, of Collaborative Blended Learning



The procedures in Picture above are explained as follows. However, some modifications related to writing argumentative essay are done in the stages. Therefore, the steps that will be conducted by the researcher here are as the following Picture.

Picture 6
Modified Procedures of Collaborative Blended Learning



1. Pre-writing/ before writing/ planning: offline and online

Before students write their essay, there should be clarification from teacher in order to make sure the students understand what they are going to do in this writing class related to this study, so face to face learning of offline learning is needed. Then, in the first stage of writing process, the students plan what they are going to write via online social media, WhatsApp that is made by the researcher to each group, so the researcher have to make sure that the students have a mobile phone and application of active WhatsApp. Then, they have to discuss and decide what topics of the group will be written by each member. They try to brainstorm the ideas then collaboratively in discussion board of WhatsApp group. Moreover, in this planning stage, they are trying to find out as many as possible sources to support their writing and arguments later in the next steps. In this step, after doing

the step, self-assessment checklist taken from Fung and Mei (2015) is answered by students to check whether they have done more specific activities in before writing or planning step.

2. Drafting (first draft): offline

Afterwards, the students meet in offline way in class to discuss confusing ideas to write essay in group and then make drafting firstly of their writing. It is important to explain and remain students about elements of good essay writing especially argumentative essay and points that we will assess from the essay. However, because it is only first draft, students need to be let to generate their ideas. In this step, after doing the step, self-assessment checklist taken from Fung and Mei (2015) is answered by students to check whether they have done more specific activities in this step.

3. Editing (reflecting and revising): offline and online

In this first step of editing, offline learning step is done in order to help students work directly-collaboratively in classroom. In this case, peer feedback is applied by asking students in the same group to check their peer's essay. They are guided by argumentative essay writing peer checklist gotten from Schaefer (2008) modified by the researcher with checklist of after writing taken from Fung and Mei (2015). Besides, self assessment checklist is always checked by the student himself or herself in every editing step.

And then, the students try to understand the review from their group friends. If there is anything unclear about the review, they may ask and discuss through online media.

4. Drafting (second draft): offline

Getting feedback from peer towards their first draft of writing, the students will write the second draft in of offline way in class. They may discuss the comments to make the better draft of essay. Moreover, in this second drafting, after finish doing so, they fill the self assessment and peer checklist of writing argumentative essay such in the first drafting.

5. Editing (reflecting and revising): online

Then, the students get comments too in online social media from the researcher. Then the second draft of each student is posted in their own group discussion of WhatsApp to do editing stage in process of writing. As a note, that the draft should be typed and sent in file of Microsoft Word. The researcher will comment and suggest to them to make their final draft.

6. Drafting (final draft): online

After getting the comments from the researcher (lecturer) and their peers (before), the students write the final draft in Microsoft Word program and post it in the WhatsApp group. They still may discuss in their own group to ask for clarification of the comments known from online media.

7. Publishing/ final version: online and offline

Finally, the final version of the essay should be submitted through WhatsApp. Then, class group WhatsApp will be made later by the researcher for all students from all groups. Furthermore, their printed final argumentative essay is asked to bring to class.

Thus, based on the explanation above, the procedures of using WhatsApp in CBL to improve students' argumentative essay writing that will be conducted by the researcher in this study are started by planning, drafting which will be done three times, editing which will be done twice, and the last will be publishing. In each step, whether it is offline or via online is considered.

2.15 Advantages and Disadvantages of Using WhatsApp through Collaborative Blended Learning (CBL) to Students' Argumentative Essay Writing Ability

The following are advantages and disadvantages of using WhatsApp through CBL to improve students' argumentative essay writing ability.

2.15.1 The advantage of using WhatsApp through collaborative blended learning (CBL) to improve students' argumentative essay writing ability

First, we need to know the advantages of blended learning too because the use of WhatsApp in learning is also part of blended learning in which we use online media. According to Erben, et. al, (2009), the advantages of blended learning are as follow.

- a. Teachers can use the space to take the place of or support paper record keeping in the classroom. Thus, what have been learned and other information related to the learning can be accessed by either the students or also their parents from out of the class.
- b. Second, participants can post their ideas or opinions on the discussion forums or conferencing sections, thus reducing the social distance of interaction between teacher and student, between the students themselves, and between teacher and parents. Some allow posting of links to the internet so that the interactivity encompasses an even wider range of documents. Hence, there will be habit to share the ideas and decrease shyness of the students to participate.
- c. Finally, students can post homework as a means of handing in a document to the instructor or of sharing their work with their classmates. In short, online media is a tool that permits collaboration in any given classroom endeavor. Consequently, through blended learning by using online media besides face to face learning (offline) will give opportunity for the students to learn more than what they have gotten from the class. In addition, Jeffrey et. al, (2014) states that blended learning using online media is like complement and extension for classroom activities.

Furthermore, in other words, blended learning using technology could broaden the time and space to learn and reduce the classroom limitations (Bath and Bourke, 2010; Jeffrey et. al, 2014). Moreover, it is also regarded as an excellent mechanism for rapidly contacting all students (Jeffrey et. al, 2014). Thus, both students and teacher could share the information through online media

faster than they have to wait for the information in some length of times in the class when they have another class again.

Also, Bath and Bourke (2010) explains more advantages of blended learning. They are that it could support course management activities (e.g., communication, assessment submission, marking and feedback), support the provision of information and resources to students; and engage and motivate students through interactivity and collaboration. What have not been accomplished yet in classroom could be covered here. And, the student may also search as many as possible learning material because sometimes we may have link to the sources via the media. In addition, according to Perifanou (2010), we may use advanced search tools to locate information through blended learning via online media. Finally, according to him students' motivation will be increased through interactive and collaborative learning that we could do through this blended learning, and it is also in line with other researchers such as Perifanou (2010), Matzat (2013), Uribe et. al, in Ferriman (2013) and Snodin (2013) stating that blended learning could enhance collaborative learning through providing environments where learners can communicate to do their task together collaboratively. Therefore, the application of collaborative blended learning is also to look the advantages.

Related to collaborative blended learning, Perifanou (2010) explains that we have the possibility to better reflect on the process followed to complete the group or individual task, or the final work of their collaborators. For instance, through collaborative blended learning, we may check drafts of their writing during process of writing together with members of the group in blended learning. also, we may check the product of writing together collaboratively.

Moreover, related to WhatsApp itself, Shanmugapriya and Priya (2016) conclude that it provides internet messaging application, so we can easily send unrestricted messages to our Whatsapp friends. Therefore, when we use it for learning argumentative essay writing through collaborative blended learning, we could share our arguments as many as possible in order to be understood enough by the members to discuss in the collaboration team.

In addition, Rambe and Chipunza (2013) state that WhatsApp is a tool for bridging access to learning resources, rendering peer-based and hierarchical support, leveraging on-task behaviour and enhancing meaningful context-free learning. Related to CBL to improve students' argumentative essay writing, hence, in passing the writing process from the planning as one of its steps, we may search and link the resources into the account of WhatsApp to discuss collaboratively with the student peers. Moreover, the students will do the writing tasks from teacher more freely because they learn not only in classroom but also via WhatsApp that could be done out of the class, and it is in line with study of Awada (2016).

Furthermore, according to Awada (2016), WhatsApp group creates positive social environment, develops a sense of belonging and enables them to share information and operates as a team. The students could socialize with the group members to finish the task from teacher. They share their ideas in order to have the same perception or consider the suggestion from other peers in the group. Thus, in writing argumentative essay through collaborative blended learning, the students pass the writing process with their peers either in classroom or via online using WhatsApp, so they have a better essay writing product.

2.15.2 The disadvantage of using WhatsApp through collaborative blended learning (CBL) to improve students' argumentative essay writing ability

The same as the advantages of blended learning, we also need to know the opposition, the disadvantages. According to Rambe and Chipunza in Rambe (2013), it becomes the disadvantage of using online media for underprivileged students whose the information and communication technology (ICT) are restricted. Moreover, not only for these students, so is for old fashioned teachers (Jeffrey et. al., 2014). Therefore, if either the students or teacher does not have any ability to use ICT, it is rather difficult for them to conduct blended learning which applies learning not only in classroom but also out of the class via online media or technology tools.

Furthermore, cited by Syafi'i (2016), there are some experts' theories related to the advantages such as:

- a. Unresponsive questions or comments sometimes appear (Kocoglu, Z, et al; Dzakiria, et al, in Syafi'i, 2016). Here, the use of online media there are some students who make status, ask questions or give comments, but the responds for the actions are nothing or late.
- b. Internet connection used in blended learning is unstable (Nugroho in Syafi'i, 2016). It is rather impossible to the good lasting of online communication if there is no internet connection or limited.
- c. Some students may be lack of peer interaction, lack of personal and face to face conversation in offline learning (Kocoglu, Z, et al. in Syafi'i, 2016). Every student is not similar. There are students who prefer face to face interaction which happens usually more in classroom through offline learning, and there are some students who do not like to have much interaction with peer which is ussually done through collaborative blended learning.
- d. Teacher need more time in designing the course and monitoring discussion boards (Piskurich cited by Aidh in Syafi'i, 2016). Eventhough student centered learning in which students learn more by themselves or collaboratively, it does not mean that the teacher does nothing. Teacher's role is controlling every activity done by the students, and it is broader from only doing control in classroom since the teacher also has to do out of the class via online media. Moreover, in order that the students could do activities either in class or out of the class, the teacher also has to design the course well. It is supported by Jeffrey et. al, (2014) that teachers are perhaps lack of time to learn to use the system properly nor to be able to personalize it to reflect their approach to teaching and learning.

Having got the advantages and disadvantages of collaborative blended learning by using WhatsApp, we obviously consider that it will be beneficial when it is well-planned and organized.

2.16 Personality Traits (Extrovert and Introvert)

Individual differences in personality are important in predicting individuals' behavior in unmet real world conditions (Eysenck, 2004). We can think first when we face certain person by considering his/ her personality. Moreover, not only in working place, in teaching learning process when teacher ask students to work individually or in team or peer, some considerations of personality sometimes take part. Hirsh and Kise (2006) explain that understanding people's types allows us to tap into their strengths, discover how we work best together, and minimize unnecessary conflict. Type frequently is helpful in predicting both the strengths and the developmental needs of each personality type and provides a positive language for discussion and understanding. Furthermore, they also state that through type, we will be able to identify and reduce sources of conflict. For example, if one person prefers to talk about everything out loud (extraversion) and the other likes peace and solitude for reflection (introversion), they can negotiate their shared and private space.

McCrae and Costa (2003) explain Jung's theory of psychological types became the basis of many instruments. In particular, scales to measure the two Jungian attitudes of Introversion and Extraversion quickly became popular, and later it becomes the early study of other personality traits. Furthermore, Hirsh and Kise (2006) state that extroversion and introversion differ from the source of energy. Teams and individuals with a preference for extraversion may be energized by conditions that would drain colleagues who have a preference for introversion. People differ in how they draw energy to themselves. Some prefer to work with people and things, welcoming interactions with others and the outer environment. People in this group, known as Extraverts, prefer to do their thinking aloud in the company of others. People who prefer Introversion, known as Introverts, tend to enjoy working alone or with one or two other individuals.

The following are the differences between extroversion and introversion stated briefly (Hirsh and Kise, 2006).

Table 2.2
The Differences between Extroversion and Introversion

No	Extroversion	Introversion
1	Talk it out	Think it through
2	Extend into our environment by reaching out to others	Defend against our environment by stepping back or avoiding others
3	Act first, think later	Think first, act later
4	Enjoy variety and action	Enjoy concentration and reflection
5	Prefer face-to-face communication	Prefer written forms of communication
6	Frequently hear that we are not available because we are out and about	Frequently hear that even though we are present, we are miles away, deep in thought
7	Find action for stimulation	Find quiet for reflection
8	Be involved in many things at once	Take an in-depth approach to a few tasks
9	Change tasks and add variety to maintain interest	Concentrate on the task at hand
10	Keep up networks of contacts	Work without interruption
11	Clarify thoughts through discussion	Clarify thoughts through reflection
12	Move about for action, interaction	Have private space for working
13	Work within a team	Engage in small-group or one-on-one interactions
14	Focus externally on the market	Focus internally on their own resources and competencies

The following is more explanation about extrovert and introvert personality traits.

2.15.1 Extrovert Personality

The extroverted person has strong enough inhibition. Boeree (2006) said that when located in a situation accompanied by a traumatic stimulation, such as a car crash, the introvert's brain inhibits itself, which means that it becomes numb, and so will not be able to remember all that had happened. Furthermore, extrovert people tend to like communicate. They can be close to their new people who are known by them even in the beginning time of their introduction. In addition, they also tend to show and share what in their mind is. Thus, they usually like to share it by face to face way.

McCrae and Costa in McCrae and Costa (2003) state that extraversion concerns with differences in preference for social interaction and lively activity. Extrovert people tend to be a friendly, cordial, intimately involved style of personal interaction. In addition, they like crowds; they seem to relish sheer quantity of social stimulation. Moreover, the people are natural leaders, easily taking charge, making up their own minds, and readily expressing their feelings and desires. Then, extraverts like to keep busy, acting vigorously and talking rapidly; they are energetic and forceful. They also prefer environments that stimulate them, often going in search of excitement. Fast cars, flashy clothes, risky undertakings hold an attraction for them. The active and exciting life of extraverts is reflected emotionally in the experience of positive emotions. Joy, delight, zest, and jocularly are part of the package of traits in the domain of extraversion. Once again, all these dispositions are synergistic, working together to form a personality syndrome. Activity leads to excitement and excitement to happiness; the happy person finds others easier to get along with, and congeniality easily turns to leadership.

Furthermore, Luis's description of the Systems Design team that has delivered the following explanation about extrovert people seeming each other personality traits is also explained by Hirsh and Kise clearly (2006).

- a. The intermingling and small talk that are appropriate at corporate gatherings are natural for Extraverts but may be uncomfortable for many Introverts, who might even view it as a waste of time. Instead, Introverts often use such opportunities to begin understanding one another, learning about impersonal things, like the other person's technical expertise, as a way to get acquainted.
- b. Extraverts naturally talk about what they're doing and get energized to do even more. However, Introverts sometimes view this a pushiness. Introverts expect others to judge their work and that of others on its own merits, whether they talk about it or not.
- c. Extraverts like to take action and, in this case, were encouraged to do so by the project's tight deadlines. One way to state the different approaches is that Extraverts gain energy by Acting-Thinking-Acting while Introverts are energized by Thinking-Acting-Thinking.
- d. Extraverts often thrive on interruptions that bring energy and fuel creativity. They may assume everyone wants to be interrupted!

- e. Extraverts often concentrate on visible results as sources of motivation. Salable features give them something to talk about and energize them to do even more. Introverts want the concept to be clearly developed before they implement it.
- f. Extraverts, with their tendency to have a broad array of interests, sometimes spend less time than Introverts considering the many facets of new processes or ideas. And, in this case, Systems hadn't yet voiced its concerns about the need to be forward-thinking
- g. For Extraverts, what they say isn't usually the last word—the need to get their ideas out there and use discussion to process their thoughts. You hear what they're thinking and feel their energy as they discuss their plans. Introverts keep their thoughts to themselves until their ideas are finalized. You need to ask them if you want to find out what they're thinking. Their energy comes from thinking things through.

2.15.2 Introvert Personality

Having an introverted personality points to the unwillingness of people in putting themselves forward in groups. Bergin (2006) stated that some people suffer early traumatic experiences that for example cause them to act in the background as a defense mechanism, for example and there are many different possibilities. In addition, as the opposite of extrovert people, introvert people tend to think deeply about something, and to share what they think, they like to write it. Before sharing it, they will read the situation whether it is appropriate time to tell others or not.

McCrae and Costa in McCrae and Costa (2003) state that introverts often claim to be shy when in fact they simply do not care to interact with others; they claim shyness as an excuse. Introverts are cold but not hostile; loners but not self-conscious; not particularly cheerful, but not necessarily depressed either. Individuals who are closed to experience are not necessarily maladjusted; in fact, they are somewhat less likely to experience violent emotions by virtue of their lesser sensitivity to emotions of all kinds. They may not care to travel to strange places and meet unusual people, but they are just as likely as open people to seek excitement and crowds of people— as long as both are of the familiar variety. Introverts are more likely to read at lunchtime and less likely to spend a good deal of their day in social conversation; Introverts read books; intelligent introverts read difficult books.

Luis's description of the Systems Design team that has delivered the following explanation about introvert people seeming each other personality traits is also explained by Hirsh and Kise clearly (2006).

- a. Introverts often get lost in their own world. When they're "staring into space," they're often hard at work. They typically seek input at the start of a project and again when they're done, but in between, they gain energy from working alone.
- b. Written forms of communication, like e-mail, allow Introverts to reflect on the clarity of each thought. They often have more confidence in their written communication abilities than in their verbal skills.
- c. By using memos, Introverts avoid unpredictable and possibly time-consuming interactions with others when they want to concentrate on the tasks at hand.
- d. Introverts often have a different vision of teamwork. They like to "own" their piece of a project, occasionally seek input from others, and then work with the team at the end. Introverts tend to be more private about their personal lives as well.
- e. Introverts prefer more reflection time between team meetings than do Extraverts. Further, if they don't know in advance what will be discussed, they may hesitate to speak until they can check their sources and think through alternatives. Introverts are often visual learners and may dislike processing ideas that aren't in writing. While some take copious notes in an attempt to pay attention, others need more time to process what they hear as opposed to what they read.
- f. Introverts are energized by and enjoy in-depth study. They can't be rushed, especially on significant matters. When Extraverts want to push for a decision, they can get clarity by asking Introverts for information. Questions such as "What else will you need to consider? What alternatives come to mind?" are useful in reframing issues for those with an Introverted preference.
- g. Meetings that emphasize fast paced interactions and quick decisions can derail Introverts, who may take on a "deer in the headlights" aura under such conditions. They need agendas in advance so they can think through all the angles and be prepared.
- h. Too much going on may be the problem for the Introverts! Talking about it de-energizes them even more.

However, as explained by Hirsh and Kise clearly (2006), we should remember that personality trait is not a box put us into; rather, it is a way to understand our preferences and those of others. Moreover, type alone cannot solve all our organization's problems. However, it can lead to a deeper understanding of the value of each team member and provide a logical model for why people do

and say the things they do. Moreover, no one type is better than another. Each type has its unique combination of assets and blind spots, so it is why personality will be considered to use in grouping students in this research.

2.17 Perception

2.17.1 Definition of Perception

Richard and Schmidt (2002) state that perception is the recognition and understanding of events, objects, and stimuli through the use of senses (sight, hearing, touch, etc.). It is in line with Harsasi, et.al. (2008) stating that perception is as experience of an object, event or relationship that is acquired by concluding information and interpret message In addition, according to Struvyen (2013), perception is the awareness of things that we have by means of our senses, especially the sense of sight, refers to the cognitive psychological movement. Hence, we involve our sense here by experiencing events or objects and the last is that we have recognition and interpretation towards the events or objects, and the importance is that we are aware of our recognition and interpretation.

Furthermore, perception is a process of taking information of a stimulus from the environment and changes it into psychological appreciation (Van den Ban in Harsasi, et.al., 2008). In this case, we engage psychological aspects, so in interpreting events or objects we not only play our thought but also psychological aspects to make sure that the perception is our real awareness.

Moreover, in the context of perceptions in learning, Fatriana (2016) states, “Students’ perceptions are the result of direct experiences in the educational context. These experiences can be very different from teachers’ experiences or parents’ experiences of the educational context. Students in this respect, construct their own world. But not all students experience the same educational context. Thus, students’ perceptions can differ between different groups of students. And because of diverse personal characteristics and different individual histories, not every student experiences the same educational context in the same way, so individual differences in students’ perceptions can occur.” Hence, students’ perceptions are likely various in sseeing one same event or object.

Also, according to Ginns and Ellis in López-Pérez, et.al, (2010), one of aspects of teaching and learning is the students’ own experience of the process.

Hence, three aspects concerning their perceptions need considering: 1) the benefits gained; 2) how it affected their learning motivation; 3) the degree of satisfaction derived. In this case, aspects of perceptions to analyze are utility, motivation and satisfaction (López-Pérez, et.al., 2010). Moreover, Ozkan and Koseler in López-Pérez, et.al., (2010) state through their perception of the utility derived, students can express their preferences, the difficulty they encounter with the learning media proposed, or their perception of the advantages provided by the various learning tools made available.

Eventually, perception is concluded as the awareness of recognizing and interpreting utility, motivation and satisfaction towards events or objects gotten by experiencing through the use of our senses and psychological view.

2.17.2 Perception towards Collaborative Blended Learning through WhatsApp Use in Teaching Writing

López-Pérez, et.al. (2010) state that the students' perceptions on blended learning are interrelated, with their final marks depending on the blended learning activities, and on the students' age, background and class attendance rate. In the case of the activities, students exactly experience the activities and give their perceptions how the activities of blended learning for them, and their perceptions here explained correlates with their final marks of task learnt through the activities.

Moreover, Cooner in López-Pérez, et.al., (2010) states that blended learning improves students' learning experience by developing their capacity for reflection. By experiencing a lot, students will have clear perceptions because they use their senses more. Hence, they also have more chances to do reflection of how they are during learning or doing activities.

Related to the use of technology media of social online media in collaborative blended learning, although sometimes it may not impact college students' well-being directly, it can impact student self-concept, self-efficacy, and perceptions of their abilities in relation to technologies and college life (Cotton:

2008). For the perception, moreover, the survey revealed students' positive perceptions of the blended course design with online writings e wikis being the most favorable, followed by blogs and forums (Miyazoe and Anderson, 2010). The students are encouraged by learning through those online media.

Furthermore, in the case of the use of Whatsapp itself in collaborative blended learning, Awada (2016) studying about effect of Whatsapp on critique writing proficiency and perceptions toward learning states that the use of the WhatsApp mediation was more effective than the regular instruction in improving the critique writing proficiency of the participants and in increasing their motivation for learning. Moreover, in a study investigating the effect of WhatsApp group in improving the interaction among high school learners, Bouhnik and Deshen (2014) in Awada (2016) asserted that the WhatsApp group the learners used improved interaction; promoted the social atmosphere; fostered dialog, increased sharing among learners and created an enjoyable atmosphere and a profound collaboration with peers. Therefore, we may look the students' perceptions towards the use of WhatsApp in collaborative blended learning besides they also learn through classroom interaction (offline) learning.

2.17.3 Perception and Personality Traits

Syafi'i (2016) suggests that personal consultation about how students get through blended learning is a necessary point that should be taken into account. In this case, personality trait is something as the important thing to take in learning. Individual differences in personality are important in predicting individuals' behavior in unpteen real world conditions (Eysenck, 2004). Hence, in conducting teaching methods, teachers will consider the real condition of students related to their personalities which are various and different.

In addition, Hirsh and Kise (2006) explain that understanding people's types allows us to tap into their strengths, discover how we work best together, and minimize unnecessary conflict. Type frequently is helpful in predicting both the strengths and the developmental needs of each personality type and provides a positive language for discussion and understanding. Furthermore, they also state

that through type, we will be able to identify and reduce sources of conflict. For example, if one person prefers to talk about everything out loud (extraversion) and the other likes peace and solitude for reflection (introversion), they can negotiate their shared and private space.

However, in learning process, when the teacher groups the students in order to work collaboratively based on their personality traits of extrovert and introvert, she or he is suggested to group the students through streaming in which the students are divided by participation (Harmer, 2002). In addition, Harmer (2002) states that if we see that some students participate less than others, we might make a group of weak participators, so they will find it less easy to hide behind their more talk active colleagues, and we can also make groups of especially talk active students too. Consequently, students of each personality can do the collaborative task optimally, and later they can experience the learning process more.

Therefore, by considering personality traits such as extroversion and introversion of the students, the teacher could easily conduct the teaching process. Then, the students will really experience the learning based on themselves and later give their perceptions based on themselves towards the teaching learning process.

2.18 Theoretical Assumptions

Through collaborative blended learning, the students are grouped to do the task collaboratively in the circumstances of offline learning in classroom and also via online media. Therefore, due to these learning circumstances, they are hoped to learn more than just what get from learning in class, so they have more free of place and time to learn. Moreover, because they accomplish the task together, for example in writing argumentative essay, the students could share their ideas as well as give feedback to what their peers have written.

Moreover, WhatsApp can be used as online media in collaborative blended learning. The use of WhatsApp group helps teacher to design the blended learning

for students work collaboratively. Students-centered learning can be achieved since they have to discuss the tasks through discussion board of WhatsApp.

In addition, related to the use of WhatsApp in collaborative blended learning to improve students' argumentative essay writing, besides students pass writing process through offline learning, they try to finish their essay through share the essay into WhatsApp based on the design made by the teacher. Furthermore, the students could give feedback to their own works and also their peers' works.

However, not all students enjoy face to face learning through offline learning in classroom, or there are some who do not enjoy online learning. Some students like to communicate in spoken, but some in written. In addition, to join students to work collaboratively needs to be considered also, for some students prefer in group, but some individually. Therefore, it seems important to consider students' personality traits, extrovert and introvert, in collaborative blended learning via WhatsApp to improve students' argumentative essay writing ability.

Thus, the WhatsApp use for extrovert and introvert students in collaborative blended learning to improve students' argumentative essay writing ability is assumed important to be investigated to prove whether it really could increase students' ability on it, and to see how students from each personality trait percept towards the collaborative blended learning itself which could give different impact towards their ability after getting treatment later by this approach.

2.19 Hypotheses

Based on the theoretical views and assumption above, the hypotheses of this research were formulated as follows:

1. There is difference increase of students' argumentative essay writing ability after being taught by using Collaborative Blended Learning and by offline learning.

2. There is difference increase in argumentative essay writing ability of extrovert and introvert students after being taught by using Collaborative Blended Learning.
3. Extrovert and introvert students perceive positively on Collaborative Blended Learning in writing argumentative essay.

In short, those three hypotheses were drawn based on the elaboration of the supporting theories, assumptions and some previous related studies. Those hypotheses were tested by using the method and instruments discussed more in chapter three.

III. METHODS

In this chapter, research methods are discussed in order to answer the research questions and achieve the objectives of the research. The research method describes the design of the study, variables, population and sample, procedures of the study, data collecting technique, instrument, validity and reliability, data analysis, and hypothesis testing.

3.1. Design

This research was a quantitative – qualitative study. To ensure the internal validity of a research study and to be more feasible in real-world environments, as suggested by Marczyk (2005), quasi-experimental design was used in this research in which there were two groups, experimental group taught by using CBL and control group taught by using face-to-face or offline learning in the classroom. Furthermore, this research used nonequivalent group pretest-posttest. Thus, to find the influence of CBL towards students' argumentative essay writing ability in the experimental class, the researcher compared the result with the control class' for the pre-test and post-test. The research design was as follows:

Remarks:

G1	T1 – X1 – T2
G2	T1 – O – T2

G1 : Experimental group

G2 : Control group

T1 : Pre-test measurement of the students' argumentative essay writing ability

X1 : Treatment of collaborative blended learning (CBL) through WhatsApp

- O : Treatment of face-to-face or offline learning
- T2 : Post-test measurement of the students' argumentative essay writing ability

The sample as experimental of this research was given the treatment of teaching argumentative essay writing through collaborative blended learning with the use of WhatsApp. The pre-test was administrated to know the students' ability in writing argumentative essay before treatment. Then, the treatment of teaching argumentative essay writing through collaborative blended learning with the use of WhatsApp was implemented. The post-test was administrated afterward to analyze the improvement of the students' argumentative essay writing ability. However, as well as giving the students pre-test, the questionnaire to know their personality trait whether it was extrovert or introvert also was distributed before the treatment applied. Furthermore, knowing the personality in this case was used for grouping them in the treatment which was collaborative blended learning both during learning in classroom and via WhatsApp, for at the end of this study the researcher would find out either extrovert or introvert students' perceptions towards collaborative blended learning with the use of WhatsApp to improve their argumentative essay writing.

3.2. Variables

The variables used in this study were discussed based on the three research questions in the formulation of the problem in Chapter I. They were as follows:

1. Research Question 1

Students' argumentative essay writing ability was dependent variable. It was measured in order to find out the different increase of argumentative essay writing ability between students taught by using Collaborative Blended Learning and those by offline learning.

2. Research Question 2

Students' personality trait of extrovert and introvert was independent variable in this study. Meanwhile, both extrovert and introvert students'

argumentative essay writing ability was dependent variable. It referred to the test scores and progress obtained by the students from each personality trait on the ability to write argumentative essay before and after the Collaborative Blended Learning with the use of WhatsApp. In this case, the result different increase of their tests would be seen.

3. Research Question 3

Students' personality trait of extrovert and introvert was independent variable in this study. Moreover, in the case of perception towards collaborative blended learning in writing argumentative essay, both extrovert and introvert students' perceptions were dependent variable in this study.

3.3. Population and Sample

The population of this research was from undergraduate students. Here are the description of the population and sample of this research:

3.3.1 Population

Population is all individuals of interest to the researcher (Marczyk, et al., 2005). The population of this study was the fourth semester students of English Study Program in State Islamic University of Lampung in the academic year of 2017/2018.

3.3.2 Sample of the Study

Sample is a subset of the population (Marczyk, et al., 2005). A class of fourth semester students of English Study Program in State Islamic University of Lampung in the academic year of 2017/2018 who takes Academic Writing Course became the sample of this research. The sample was chosen randomly, so it was gotten that E Class (often called PBI 4E) was chosen as sample of experimental group. However, because the researcher also wanted to compare the influence of CBL with another learning approach, that was face-to-face or offline learning, one more class was chosen randomly as control group of this research, and it was gotten that PBI 4H was as the control group.

3.4. Procedures of the Study

The research procedures of this study are explained as follows:

1. Determining the research problem

The main problem of this research was whether collaborative blended learning (CBL) with the use of WhatsApp would give increase to the students' argumentative essay writing ability or not which was different from the increase to the students taught by using just offline learning, whether there would be different increase towards extrovert and introvert students' argumentative essay writing ability after being taught by using CBL, and how the students' from each personality perceptions towards CBL with the use of the WhatsApp.

2. Determining the sample of the research

Sample is a smaller group chosen from the population which consists of some members. The sample of this research was determined by using random sampling. PBI 4E was chosen as experimental class of this research, whereas PBI 4H was as control class.

3. Selecting instrument of materials

The instrument materials of argumentative essay writing test and questionnaires of students' personality traits and the students' perception toward collaborative blended learning with the use of WhatsApp were chosen by the researcher. The selecting process for writing test considers the materials that were taught to the fourth semester undergraduate students, and that was writing of argumentative essay. Personality trait questionnaire was in Indonesia language in order to avoid miscommunication because this was the first way to group the students based on their personality correctly. In addition, since the respondents were English Study Program students, the instrument of their perception towards CBL after they were taught to write argumentative essay writing by using CBL via WhatsApp, was still in English. It is hoped that they were able to understand and answer the questionnaires related to English Essay Writing course.

4. Trying out the instruments

The questionnaire of personality trait was tried out to non-sample students in order to know the validity and reliability of the instrument that was given to find out whether the student's personality was extrovert or introvert.

5. Analyzing the try out result

After the try-out class finish answering the questionnaire of personality trait, the analysis of validity and reliability of this instrument was analyzed.

6. Distributing personality trait questionnaire to the sample

It was done for grouping students to work collaboratively in writing argumentative essay either in classroom or via WhatsApp. It was done in order to have heterogeneous group of the class as the theory of Bruffee in Storch (2011) because there were extrovert and introvert students. Meanwhile, in grouping the members of the group, the students were grouped with the same personality as theirs as explained by Harmer (2002) in chapter II.

7. Administering the pre-test of argumentative essay writing to the sample

The students were asked to write down argumentative essay as they could although they had not been given the treatment. Their previous experience and knowledge from Writing Course in their previous semester were hoped to help them to do this pre-test.

8. Giving treatment of collaborative blended learning by using WhatsApp to the sample

The researcher gave the treatment of using collaborative blended learning with the use of WhatsApp for the online environment. The procedure from Challob, et.al., (2016) was used with some modifications in this case, and the lesson plan was made based on the procedure. (See Appendix 2)

9. Administering the post-test of argumentative essay writing to the sample

The students were asked to write down argumentative essay after getting the treatment, so later the effectiveness of the treatment was able to be seen by

doing the post-test which was calculated with the use of the students' pre-test result also.

10. Distributing questionnaire of students' perception towards collaborative blended learning to improve their argumentative essay writing ability

All the sample students were asked to answer the questionnaire of their perception toward collaborative blended learning with the use of WhatsApp. The questionnaire was given to all students in the experimental class, and later the results were categorized into extrovert and introvert students'.

11. Analyzing the data from the instruments

Finally, the data gotten from tests and questionnaires were analyzed in order to answer the research questions of this research.

3.5. Data Collecting Techniques

In collecting the data, the techniques employed were as follows:

3.5.1 Distributing Personality Trait Questionnaire

Distributing students' personality trait questionnaire was done in the first time before the researcher gave pre-test and treatment to the students. It was done to know their personality trait whether it was extrovert or introvert in order to be consideration for grouping them to work collaboratively.

3.5.2 Administering Essay Writing Test

There were two kinds of test administered to the students namely pre-test and post-test. They were asked to write argumentative essay about certain topics which became hot issues nowadays. The topic options for pre-test and post-test were the same. However, they were free to choose the topic based on the options given freely.

3.5.3 Distributing Extrovert and Introvert Students' Perception Questionnaire

The questionnaire of students' perception towards collaborative blended learning with the use of WhatsApp was distributed here after the students get the treatment. The questionnaire was the same for either extrovert or introvert students, but the researcher separated them later to analyze the result.

3.6. Instruments

There were four kinds of instrument in this study as following explanations.

1. Personality Trait Questionnaire

A 28- item questionnaire of students' personality trait was administered to know whether they were an extrovert or introvert person. The questionnaire was in Indonesia language in order to avoid miscommunication and misconception of the students about what the researcher meant through the questionnaire. The questionnaire was close-ended questions with four options using Likert scale started with strongly agree up to strongly disagree towards the statement of each item. According to Setiyadi (2006), even number of questionnaire options is better than the odd one in order to ensure the respondents' thought or idea towards the item and to avoid too many choices to be neutral.

Moreover, the personality trait questionnaire was adopted from Andriani (2015). The following table draws the specification of the questionnaire.

Table 3.1
Specification of Personality Trait Questionnaire after Validation

No	Aspects	Indicators	No. item	Total item
1	Activity	Extrovert: Active and fast in moving	11	1
		Introvert: Inactive physically or slow in moving	12	1
2	Sociability	Extrovert: Easy going and like social activities	13	1

		Introvert: Not easy in socializing and like to be alone	14	1
3	Expressive- ness	Extrovert: Show the emotion up and open-ended in such anger, frightened, love and hatred.	1,15	2
		Introvert: Be capable in managing and controlling themselves to share opinions and feelings.	2,16	2
4	Risk taking	Extrovert: Like challenge and risked activities	3,17	2
		Introvert: Like safe activities without any risks	4,18	2
5	Reflective- ness	Extrovert: Prefer doing something to thinking something	5,19	2
		Introvert: Have theoretical thought and tend to be interested in ideas	6,20	2
6	Responsibi- lity	Extrovert: Less responsible and less capable in holding the promise	7,21	2
		Introvert: Responsible and can hold the promise	8,22	2
7	Impulsive- ness	Extrovert: Act first, think later; decide any decisions in hurry; not standfast	9,23	2
		Introvert: Consider many matters carefully; standfast	10,24	2
Total			24	24

2. Argumentative Essay Writing Test

The researcher asked the students to write an argumentative essay consisting of three paragraphs consisted of parts of essay (introductory, body and closing paragraph) in 60 minutes. Furthermore, the students were asked to write at least 300 words. To ensure that they did so, the researcher would know the word total of their essay manually.

In writing argumentative essay, the students were hoped to write it by considering the other aspects or elements of writing: audience and purpose. In this case, the researcher had decided topics that could be chosen by the students to write in order that other academic figures could read it to know the students'

arguments about the topics chosen. The topics were the same for pre-test and post-test. Hottest issues and their education program and Islamic university they study in were the considerations of deciding the topics to write by the sample. Hence, the researcher asked them to write the argumentative essay by choosing one of the following topics.

1. HOAX, mass media and politics: Is there any relationship?
2. Voice(s) for world humanity incidents: keeping silent or expressing to public?
3. Is full day school effective to develop students' skills?
4. 'Go-jek' versus 'traditional ojek' in Indonesian context
5. 'Teacher *zaman* now' and 'teacher *zaman doelu*': seeing firmness of a teacher in educating students

The researcher chose analytical scoring instrument because the careful specification of it could increase rater reliability (Brown, 2004). The following is scoring system for essay writing test proposed by Schaefer (2008) as one example of analytical scoring systems that was used by the researcher to assess students' argumentative essay. Here, the total score of essay writing test was 100 gotten from the six categories below.

$$\begin{aligned} \text{Max score} &= \left(\frac{\text{max level score per category} \times \sum \text{categories}}{36} \times 100 \right) \\ &= \left(\frac{6 \times 6}{36} \times 100 \right) = 100 \end{aligned}$$

Table 3.2
Scoring System of Essay Writing Test

No	Categories	Level	Descriptions
1	Content: Does the writer present the topic in an interesting way? Is the topic development substantive, knowledgeable and thorough?	6	Excellent
		5	Good
		4	Fair
		3	Barely adequate
		2	Poor
		1	Very poor
2	Organization: How well is the essay organized? Are ideas clearly stated and is there relevant support for the main thesis? Does it follow a logical sequence and is it cohesive?	6	Excellent
		5	Good
		4	Fair
		3	Barely adequate
		2	Poor
		1	Very poor

3	Style and quality of expression: Is there varied vocabulary usage and word choice used in appropriate and natural ways?	6	Excellent
		5	Good
		4	Fair
		3	Barely adequate
		2	Poor
4	Language use: Is the grammar correct and natural? Are grammatical errors minor or do they cause irritation? Are sentences well-constructed?	6	Excellent
		5	Good
		4	Fair
		3	Barely adequate
		2	Poor
5	Mechanics: Are English writing conventions correctly used, including indention and capitals? Is spelling for the most part correct?	6	Excellent
		5	Good
		4	Fair
		3	Barely adequate
		2	Poor
6	Fluency: Is the essay long enough to fulfill the topic requirement and express the writer's ideas? Are sentences sufficiently long, or are they short and choppy?	6	Excellent
		5	Good
		4	Fair
		3	Barely adequate
		2	Poor
		1	Very poor

3. Students' Perception Questionnaire

The questionnaire of students' perceptions was used to know their perceptions towards the application of collaborative blended learning with the use of WhatsApp as the treatment in this research done to them. In this case, the result of students' perceptions obtained was distinguished to the answers of extrovert and introvert students. Both of them got the same questions of the questionnaire.

This kind of questionnaire consisted of 25 closed-ended questions and one open-ended question whose responses were used to collect the qualitative data reflecting broadly perceptions of the respondents toward the writing class. A Likert scale with 4 options was used to collect the responses for the closed-ended questions. The perceptions were measured through choices from 'strongly agree' to 'strongly disagree', and the point will be 4 for the strongly agree up to 1 inversely. Moreover, point 4 was given to the answer of items about the highest frequency and the longest time use in learning. This questionnaire was developed

by the researcher from some experts' theory such as by Harmer (2007) related to writing process and by Fung and Mei (2005), also theory of perception from López-Pérez, et al. (2011) about utility, motivation and satisfaction, with the consideration of the application of Collaborative Blended Learning (CBL). Below is the table of questionnaire item specification.

Table 3.3
Specification of Students' Perceptions Questionnaire

No	Criteria	Item number	Total item
1	General perception to CBL	1,2,3,4,5,6,7,8	8
2	Perception towards planning stage of writing in CBL	9,10,11,12	4
3	Perception towards drafting stage of writing in CBL	13,14,15,16	4
4	Perception towards editing stage of writing in CBL	17,18,19,20,21,22	6
5	Perception towards publishing stage of writing in CBL	23,24,25	3
Total			25

3.7. Validity and Reliability

According to Setiyadi (2006), validity and reliability are very important to be paid attention during making instruments in order that later the result of the study can be truthful of its result.

3.7.1 Validity

According to Gronlun quoted by Brown (2004), validity is that the extent to which inferences made from assessment results should be appropriate, meaningful, and useful in terms of the purpose of the assessment. A test is valid when it measures effectively what it is supposed to measure whether it can be achievement, aptitude or proficiency in the language, for instance, to measure writing ability, one might give students writing test.

There were two kinds of validity measured here as follows:

1. Content validity

To get content validity, the writing test was suited with the material taught to the students. In other words, the researcher made the test based on the material in the syllabus used in UIN Raden Intan Lampung for the fourth semester of English Education Study Program in the academic year 2017/ 2018. (See Appendix 1)

2. Construct validity

To make sure the construct validity of the writing test in this research, the researcher made the instruction and writing assessment based on the theory as explained before. Schaefer's theory (2008) related to the components of writing assessment (content, organization, style and quality of expression/ vocabulary, language use, mechanics and fluency) was used in this research. Then, the instrument before it was used for both pre-test and post-test was consulted to an expert of writing to make sure whether the instrument was valid or not by consulting the writing aspect specification as in the table 4. After the instrument was checked, the researcher added and changed some points to the argumentative essay writing if needed. The change that was done was about the time duration to test the students in writing argumentative essay pre-test and post-test. Before getting expert's validation, the time was 90 minutes. After that, it changed to be 60 minutes with the consideration of the suitable time length for writing an essay. (See Appendixes 6, 7 and 8)

In addition, for the validity of students' personality trait questionnaire adopted from Andriani (2016) in this research, it was suited with Hirsh and Kise's theory (2006). Then, the personality trait questionnaire was 28 items with 4 choices for each was translated into Indonesia language to avoid misunderstanding among the researcher and students. Also, the questionnaire of perceptions towards the application of collaborative blended learning by using WhatsApp was developed from experts' theories, Harmer (2007) and Fung and Mei (2005) related to writing and writing argumentative essay process, also from López-Pérez, et al. (2010) about perception (utility, motivation and satisfaction), and then the perception questionnaire was consulted to an expert too and given after the students got the treatment.

The validity of students' personality trait questionnaire was measured by using SPSS 16 after the data gotten from the students out of sample through try-out test. The r result was compared with r table with significance 0.05 ($df = 27 - 2 = 25$), and that is 0.323. Here is the result of the item validity from each item with the total number of 28 items before the questionnaire was validated. The result showed that items number 1, 2, and 3 were considered invalid because they were lower than 0.323. Therefore, those items were deleted. Nevertheless, to have balance item total of extrovert and introvert personality aspect specification, the researcher decided to delete item number 4 also. Hence, there were finally 24 items consisted of 12 items for each kind of personality aspect specification. (See Appendix 5, 19 and 20)

3.7.2 Reliability

A reliable test is consistent and dependable (Brown, 2004). If we give the same test to the student or matched students on two different occasions, the test should field similar results. It is concerning with the degree to which it can be trusted to produce the same result upon repeated administration to the some individual, or to give consistent information above the value of a learning variable.

Sometimes the nature of the test can cause measurement errors and may be a further source of test unreliability. If the test is too long, test-takers or students may become fatigues by the time they reach the later items and hastily respond incorrectly (Brown, 2004). Hence, the researcher decided to give the time allocation as long as 60 minutes for essay writing ability test.

Moreover, to know the reliability of the argumentative essay writing ability test, two raters scored students' essays (the researcher and a writing academic lecturer of English Education in UIN Lampung), and in this case the data were analyzed and scored based on the Schaefer's writing assessment from analytical scoring system in which the scores were ranked.

Moreover, related to the reliability of questionnaires of students' personality traits and perceptions, Cronbach's alpha using SPSS 16 was used because they were set with Likert scale as mentioned by Setiyadi (2006). After the items of personality trait questionnaire became 24 items after validated, then, the result of personality trait questionnaire reliability test showed the Alpha 0.986, so it came into reliable data because it was higher than 0.06 (see Appendix 20), as stated by Sujarweni (2014). Moreover, the result of students' perception towards CBL in writing argumentative essay showed the Alpha 0.735 with the number item 25 distributed to 33 students, and because it is higher than 0.60, it means that the perception questionnaire was reliable. (See Appendix 22)

3.8 Data Analysis

The data obtained in this research were analyzed based on the three research questions.

1. Research question 1

The different increase of argumentative essay writing ability between students taught by using Collaborative Blended Learning (CBL) and those taught by using offline learning was known by analyzing students' argumentative essay writing test obtained from pre-test and post-test. Then, to support the result, it was compared with significant level (α) 0.05 by using Mann Whitney test with SPSS 16 to find out whether the different increase was significant or not.

The hypothesis tested is as follows.

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

The criterion for hypothesis acceptance is that if the significant value obtained is less than the significant level (0.05), it means that H_0 is rejected. It means that there is different increase of argumentative essay writing ability between students taught by using CBL and those taught by using offline learning.

2. Research question 2

The different increase of argumentative essay writing ability between extrovert and introvert students after being taught by using Collaborative Blended Learning was known by analyzing their argumentative essay writing test obtained from pre-test and post-test. The data obtained were analyzed by computing them in SPSS 16 program. Independent group t-test was used to compare mean of two different groups (Setiyadi, 2006). Then, the result was compared by using t-test with significant level (α) 0.05 to find out whether the different increase was significant or not.

The hypothesis tested is as follows.

- a. H_0 : There is no different increase of argumentative essay writing ability between extrovert and introvert students after being taught by using Collaborative Blended Learning.
- b. H_a : There is different increase of argumentative essay writing ability between extrovert and introvert students after being taught by using Collaborative Blended Learning.

The criterion for hypothesis acceptance is that if the significant t value obtained is less than the significant level (0.05), it means that H_0 is rejected. It means that there is different increase of argumentative essay writing ability between extrovert and introvert students after CBL use.

Moreover, to be able to use t test formula to analyze the data answering research question 1 and 2, the researcher fulfilled the following three basic assumptions of data that were: 1) interval (in this case is students' writing test result); 2) from random sampling of the population (the sample was chosen randomly from the population to have the intact groups of experiment and

control); and 3) in normal distribution (Setiyadi, 2006). Moreover, according Ary et al. (2010), the researcher's first efforts must be directed toward controlling for any relevant preexisting differences between subjects in the comparison groups, so there should be homogeneous subject selection also to make groups reasonably comparable on an extraneous variable. Thus, the researcher measured the homogeneity of the sample through the tests.

Nevertheless, if the conditions above are not fulfilled, non-parametric statistic of Mann Whitney is used as the best known and most widely used (Lovric: 2011) like the use of t test in parametric statistic. As stated by Setiyadi (2006), Sujarweni (2014) and Lovric (2011), Mann Whitney prerequisites to use are when 1) we have two independent groups or random samples to find the difference or to compare; 2) our sample size is small (<30); 3) our data are not in normal distribution; 4) the data are interval/ ordinal; 5) there is no homogeneity of variance. Thus, if the conditions above are not fulfilled, non-parametric of Mann Whitney is used, not independent t test.

3. Research question 3

The research question three of this research was to know extrovert and introvert students' perception towards Collaborative Blended Learning (CBL) with the use of WhatsApp. In this case, the researcher distributed questionnaire of students' perception towards CBL activities application in which the questionnaire consisted of closed-ended questions for gathering quantitative data and open-ended question for gathering qualitative data used to strengthen and enrich quantitative data.

Descriptive statistic was used to analyze the data from closed-ended questions of perception questionnaire. The data were drawn with tables and diagrams to explain each item of the questionnaire. Moreover, related to qualitative data gotten from open-ended question, the researcher followed data analysis from Miles and Huberman (1994). The researcher collected and selected the data to know which data could be used or not. Then, the researcher analyzed the data and finally gave the conclusion.

3.9 Hypotheses Testing

The hypotheses of research question 1 and 2 were analyzed by using SPSS 16 at significance level of 0.05. The alternative hypothesis was accepted if significance level result was lower than the Sig 0.05. It means that probability of error in hypothesis is only about 5%. The hypotheses are drawn as follows:

1. Related to the first formulation of the problem in the chapter one of this research, the hypothesis were:
 - a. Ho: There is no different increase of argumentative essay writing ability between students taught by using Collaborative Blended Learning and those taught by using offline learning.
 - b. Ha: There is different increase of argumentative essay writing ability between students taught by using Collaborative Blended Learning and those taught by using offline learning.
2. Related to the second formulation of the problem in the chapter one of this research, the hypothesis were:
 - a. Ho: There is no different increase of argumentative essay writing ability between extrovert and introvert students after being taught by using Collaborative Blended Learning.
 - b. Ha: There is different increase of argumentative essay writing ability between extrovert and introvert students after being taught by using Collaborative Blended Learning.

Moreover, the hypothesis of the third formulation of the problem was that extrovert and introvert students perceived positively on Collaborative Blended Learning in writing argumentative essay.

Therefore, from the explanation of the method above, there were three hypotheses that were tested by passing some processes of the research, started from determining the research design, variables, population and sample, collecting the data through the instruments that the validity and reliability were measured, until analyzing the data to be able to answer the hypotheses proposed to answer the three formulations of the problem. After doing all of these processes, more explanations were explained in chapter four.

V. CONCLUSION AND SUGGESTION

Based on the research results and discussion on the three research questions, this chapter explains the conclusion and suggestion of this research.

5.1. Conclusion

There are some conclusions of this research as follows.

1. Collaborative Blended Learning (CBL) as one of the recommended ways in learning English, especially in learning argumentative essay writing successfully improve the students' ability in writing argumentative essays. In this case, the students finish their tasks to write their final argumentative essay drafts collaboratively, and they are grouped to do so. To increase the length of learning time and the depth of their discussion in all stages of writing (planning, drafting, editing and publishing), online learning via WhatsApp can be used along with offline learning in the classroom. Hence, there is different increase of argumentative essay writing ability between students taught by using Collaborative Blended Learning and those taught by using offline learning. Then, students' results shows that CBL give higher and better increase in writing argumentative essay than offline learning.
2. Students various personality traits such as extrovert and introvert can be the consideration for the teacher or lecturer to group the students into small groups in applying CBL in order that the students can try to do their best in giving contribution and take part in their own group to finish every task in CBL activities during essay writing stages. By grouping the students with the same personality (extroverts-extroverts and introverts-introverts) in writing argumentative essay, CBL applied shows the differences of the process and

writing result of each personality. Introverts tends to like writing, so they can produce better writing product in all aspects of essay writing such as content, organization, style and quality of expression (vocabulary), language use, mechanics and fluency, and through CBL they can improve their ability in writing argumentative essay on all of those aspects significantly. Meanwhile, because the tendency of likeness of sociability, extroverts seem to enjoy the interaction happened more during the process of CBL itself, and they also can improve their argumentative essay writing ability although only some aspects of essay writing such as content, vocabulary and language use can improve compared with the extrovert ones. Therefore, both extrovert and introvert can pass the process of writing argumentative essays through CBL and increase their ability. Although introvert students have higher increase, the difference is relative. Thus, there is no different increase of argumentative essay writing ability between extrovert and introvert students after being taught by using Collaborative Blended Learning.

3. Personality traits show different points of view from each trait included by extrovert and introvert students when they get treatment in learning. After being taught by using CBL in which the students learn not only via offline learning in the classroom but also via online medium like WhatsApp, each kind of personality exactly has its own perception towards the application and impact of that learning way towards their argumentative essay writing ability. Generally, although some difficulties can happen, students enjoy CBL with some reasons, especially related to the effect to their essay writing ability especially argumentative essay, and the interaction among them and with the teachers. Thus, both extrovert and introvert students have positive perception towards Collaborative Blended Learning in writing argumentative essay.

5.2. Suggestion

Based on the conclusions above, there are some suggestions proposed by this study for some people as follows.

1. For students especially university students

Students have to understand about their characteristics in learning. Knowing characteristics besides their personality of extrovert and introvert is suggested by taking other tests such as learning styles and multiple intelligences.

2. For teachers or lecturers especially in teaching essay writing

Nowadays, students faced by teacher or lecturer are today's era generation who are different from many years ago. Lately, the development of technology impacts the students' life to use the technology to learn included technology of communication. Some tools are invented, and as creative and up-to-date teacher or lecturer, we need to be able to use the technology in learning activities, so we can help our students to learn better to improve their ability. The use of WhatsApp in CBL is suggested for the teacher or lecturer in teaching and facilitating the students especially in writing because the students' writing ability in writing aspects can be known, so it can be follow up way to do the next plan related to the aspect(s) the students need to be improved more. Besides, actually WhatsApp in CBL itself can be used not only to teach writing skill, so the teacher or lecturer may conduct CBL via WhatsApp to teach other English skills.

In addition, teacher or lecturer is suggested sometimes to give a kind of test that can help the students know about their ways of learning such as personality trait test in this research, learning style test, multiple intelligence test and so on. As the result, the teacher and lecturer will get impact also to make the teaching-learning process run well and can result better students' ability improvement.

3. For further researchers

The next researchers are suggested to conduct other studies related to the application of CBL not only to improve students' writing ability but also other language skills. Besides, the researchers also can conduct qualitative research related to the interaction happened through CBL.

Moreover, in grouping students in order that they can work collaboratively through CBL, other aspects can be considered such as students' learning styles and multiple intelligences. Related to grouping the students based on the personality traits, other traits besides extrovert and introvert also can be considered. Furthermore, the grouping system of the extrovert and introvert students for the further study can be heterogeneous group because this research has applied homogenous group (extroverts-extroverts and introverts-introverts). In addition, it is suggested to conduct the research to the bigger sample size (≥ 30) than this research which has sample number only 28 students in order to have significant result of the use of CBL.

In addition, the medium that can be used by the further researchers in CBL may be other media besides WhatsApp, for exactly there are many technology results invented and can be used for teaching-learning process that can be studied the influence of the media. Also, in using online media for CBL application, the next research may be conducted synchronous learning, so the subject of the next research can have specific time in using the online media to learn to minimize the slow response happened especially, as it was found in this research.

4. For governments or campus or school foundation

To support the teaching-learning process when teacher or lecturer would like to apply CBL by using technology, the supply of the technology tools such as better internet wifi in school or campus area and other public places for example can help either the teacher or lecturer or students to access to the online media used in CBL because perhaps restrictive quality and quantity of technology can impact the process of the learning itself.

Thus, there are some conclusions in agreement with the formulations of the problem in this research, and there are also some suggestions related to the use of Collaborative Blended Learning (CBL) for many elements such as for students, teachers or lecturers, further researchers, and governments or campus or school foundations.

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