

## UTILIZING E-LEARNING IN IMPROVING STUDENTS' COMMUNICATIVE AND INTERCULTURAL COMPETENCES IN HIGH SCHOOLS AND HIGHER EDUCATION: A CASE STUDY

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### ABSTRACT

*This study investigates two main issues, they are; first, about university students' learning experiences, perception, and expectation about issues related to the contents, that is intercultural communication; and learning methodology, particularly blended learning. At the second place, it is about how the high schools English teacher implements One Click Service (OCS) as online learning system in teaching EFL learners. Learning through ICT in higher education has been starting to apply, but only few schools apply online learning system for the students in teaching and learning. And about the blended learning strategy applied in the course, students find it interesting to motivate their learning activities because the media used is similar to social media that have been very familiar with their daily life. On the other hand, in high schools, it showed that the use of OCS was still ineffective for teaching even though the teacher had gained good ICT competence.*

**Keywords:** intercultural, communication, competence, blended learning, awareness, misunderstanding, one click service

### A. INTRODUCTION

Living in a multicultural society like in Indonesia needs a cross cultural awareness among the members of society. With thousands of Islands, Indonesia has thousands of different ethnics, languages, cultures, and traditions. Consequently, nearly every time we, as an Indonesian meets people coming from different cultural background. Making contact with different cultural background people in one hand can enrich our cross cultural awareness; however, on the other hand it can make a cultural misunderstanding each other due to cultural differences.

When we are communicating with people coming from different cultural background, we need a cultural awareness, a self-concept that requires us to realize that our conversational partners might have different communication styles, non verbal communication, family values, customs, and other cultural aspects of life. In this global era, intercultural communication happens every time. The advancement of technology expands the people ability to connect to each other for any purposes. The ability to work with people from other cultures is becoming increasingly necessary in our global work environment. Even if you never travel abroad, it's important to be ready to mix with other cultures as each year the

number of immigrants is increasing. Likewise, the number of interpersonal exchanges at the global level via video and teleconferences is becoming more frequent (Mackin, 2003).

The ability to communicate in a multicultural society and interact with people coming from other culture, often in other languages, is inherent to the success of living in a plural society like in Indonesia. Effective cross cultural communication skills are the fundamental that enhance the success transaction of communication around the world. This paper tries to describe the students' learning experiences, perception, and expectation about issues related to the contents, that is intercultural communication; and learning methodology, particularly blended learning. As foreign language students, the subjects of this observation need to achieve not only language competence but also intercultural communication competence because when they are communication with people coming from different cultural backgrounds they should understand their communication styles as a part of their culture.

ICT, meanwhile, has many beneficial uses in learning language. Yunuset *al* (2009) says that ICT is powerful tool in presenting or representing information in many different ways. This can be presented through different forms such as texts, pictures, table, graphs and even multimedia. Besides, ICT can provide online materials which can be accessed by everyone at anywhere and anytime (Darmawan:2011). ICT, further, also has the potential to become communication tools, such as emails, chat groups, and discussion groups to conduct activities which require collaboration (Yunuset *al*: 2009). Interaction between teacher and learners using ICT is also important as a part of ICT learning process (Mullamaa: 2010). Then, ICT can be used in facilitating various forms for online conferencing and create virtual discussion with friends or teachers online (Flecknoe: 2000 cited in Yunuset *al*: 2009). This online conference enables teachers or students to share information (Darmawan: 2011) with their peers or friends who are staying far away.

Therefore, in using ICT for language requires learners to have minimum requisite, such as access to computers, internet, and students' motivation (Stern: 2007). Meanwhile, learners must have the competence of computer literacy where they can operate computer or laptop to maximize the use of ICT for learning. The most importantly is having motivation. Learners with intrinsic motivation to learn language by using ICT can lead to become independent learners (<http://www.mnsu.edu/ext/online/skills.html>). Besides, learners must know what and why she/he learns something through technology. To keep learners to have motivation is that maintaining high standart of students' performance which encourage them to do their best work by helping them to find value in learning through the implementation of

instructional strategies and multiple alternative of materials and assessments (Theobald: 2006). Therefore, the teacher also has a role to help students to have high motivation to learn through technology because motivation is an ultimate goal of teachers for their students (*ibid*). Raman & Yamat (2014, p. 7) assumes that teacher with ICT competence (UNESCO: 2011) is a key factor of effective use of ICT in teaching. The teacher should be able to use ICT to provide authentic and appropriate materials (Broughton *et al*: 1980), make learners have motivation (Harmer: 1991), have various methods and techniques (Brown: 2000) to become meaningful learning (Brown: 2000).

Online learning is “a conventional learning which is in form of digital and carried out through information technology” (Darmawan: 2011, p. 12). Meanwhile, Sutopo (2012, p. 143) states that “learning, distributing material, discussion, and so on are carried out through electronic media”. Online learning sometimes can be fully online or blended (blended learning), with face-to-face interactions between teacher and learners in the classroom (Bakia, *et al*: 2012). It offers the ability to share materials in all kinds of formats such as videos, slideshows, word documents, and PDFs. Conducting webinars (live online classes) and communicating with teachers via chat or message forums are also options available to learners. In designing online learning system, some experts assert the effective online learning design proposed by Clark & Mayer (2003, cited in Setyosari: 2006); Anderson & McCormick (2005); Epignosis (2014).

The goal of online learning itself is to “provide the same access and opportunity of learning to all learners to strengthen, enrich, and expand their knowledge” (Darmawan: 2011, p.14). This online learning can be an alternative way for learners to learn anytime and anywhere, remembering that the quality of education in Indonesia is not spread evenly. Additionally, online learning has some benefits for teaching and learning, such as having no more limited time and space, giving much information all over the world, and accessing anytime and anywhere (Darmawan: 2011; Arkorful & Abaidoo: 2014; Khan: 2005), providing authentic materials or test with level difficulty for learners that can help learners to attain educational goals even for disabled people ((Broughton *et al*: 1980; Brown *et al*: 2001), improving online communication and interaction between teacher and learners (Brown *et al*: 2001; Arkorful & Abaidoo: 2014). Moreover, online learning can change teacher’s role from a coach into tutor of coordinator (Triantafyllidis & Mitropoulou: 2005, p.431; Verma: 2011, p. 4; Edorigami: 2014).

## **B. FINDINGS**

### **1. Intercultural Competence for Foreign Language Learners**

For foreign language learners, just being able to use the foreign language fluently is not enough. They also should be able to use the language in appropriate cultural context. It means that they also have to understand the language function as a tools of communication, as well as the understanding of the pragmatic function of the language such as politeness and respect.

Tang (1999) states that language is a part of culture. When a person decides to learn French, for example, he or she is not merely absorbing the linguistics of the language, but everything to do with French and France. What he or she is taking in includes all the preconceptions about the French language, that it is beautiful, that it is romantic, that it is spoken along the Seine, and so on. I may be accused of stereotyping here, and perhaps I am, but this does not discount my underlying point, which is that most, if not all, languages come with some cultural associations attached. By speaking the language, therefore, one automatically (to a greater or lesser extent) aligns oneself with the culture of the language. To speak a language well, one has to be able to think in that language, and thought is extremely powerful. A person's mind is in a sense the center of his identity, so if a person thinks in French in order to speak French, one might say that he has, in a way, almost taken on a French identity. Language is the soul of the country and people who speak it.

Meanwhile, Miladinovic(2013) adds that the link between foreign language learning and culture learning has been established by the linguists and anthropologists a long time ago. The American Council on the Teaching of Foreign Languages has concluded that through the study of other languages, students gain a knowledge and understanding of the cultures that use that language. Moreover, students cannot truly master the language until they have also mastered the cultural contexts in which the language occurs. Linguistic competence alone is not enough for learners of a language to be competent in that language. From simple, everyday things, like forms of address to appropriate ways of expressing disagreement, culture forms an integral part of the language learning curricula. In any case, in order for communication to be successful, language use must be associated with other culturally appropriate behavior, not only linguistic rules in the narrow sense.

Teaching English as a Foreign Language always leads to the integration of language and cross-cultural understanding. In Brawijaya University, Indonesia, in Cross Cultural

Understanding subject, some teaching strategies are used during the teaching learning process combined with some teaching media (picture, audio visual, pattern texts, etc). Activities such as lecturing, discussing, presenting paper and online discussion will be applied during the course. The lecturer conducts the class by way of discussion rather than straight lecture. Students' willingness to jump in and participate in the conversation will add greatly to the overall success of the class. In particular sessions of the meetings, the lecturer asks the students to write a single page of analysis that responds meaningfully to some aspect of the assigned reading. The assignment is not meant to summarize what students have read; rather, they provide them opportunity to focus upon some elements of the reading they find particularly engaging. The objectives of this reading materials fall into two categories: (1) language objectives which include to broaden reading and conversational vocabulary, to develop reading skills, and to increase conversational fluency; and (2) cross cultural objectives which include to provide an understanding of cross-cultural communication, to increase students' knowledge of cultural conflict and adjustment, and to describe patterns of communication among different cultural groups. This compilation consists of reading texts in which each chapter has two distinct sections: (1) readings and exercises about cross-cultural communication, and (2) conversational activities about designed to promote discussion of the cross-cultural communication. The focus on values, behavior, attitudes, and communication styles in the chapter readings is designed to serve cultural background for the conversational activities. Each chapter consists of: (1) pre-reading activities, (2) reading text, (3) comprehension questions, (4) discussions questions, (5) vocabulary exercises, (6) conversational activities, and (7) cultural notes.

### **C. Blended learning for CCU Subject**

Blended learning can be defined as the combination of multiple approaches to pedagogy or teaching, e .g. self-paced, collaborative, tutor-supported learning or traditional classroom teaching. Blended learning often refers specifically to the provision or use of resources which combine e-learning with other educational resources. Some authors talk about "hybrid learning", "mixed learning" or "multimethod-learning". However, all of these concepts broadly refer to the integration (the "blending") of e-learning tools and techniques with traditional methods. Computer-based learning is no longer regarded as an alternative to traditional forms of learning/teaching. It is integrated into a learning arrangement which combines those methods that have been selected for a specific learning purpose or

environment. Blended learning is not really a new concept. Teachers have always been using 'combined resources'. Basically, blended learning is just a combination of teaching or facilitation methods, learning styles, resource formats, a range of technologies and a range of expertise (Trap, 2006: Online).

Strauss (2015) argues that in blended learning, where students' face-to-face education is blended with Internet resources or online courses, it has been gaining considerable attention in education reform circles. It has become entangled with the ambiguous notion of personalized learning and is being positioned as the new way to individualize learning in competency-based education systems. Michael Horn, co-founder of the Clayton Christensen Institute for Disruptive Innovation, and a key proponent of blended learning, claims that it is the "new model that is student-centric, highly personalized for each learner, and more productive, as it delivers dramatically better results at the same or lower cost" (Horn & Staker in Strauss, 2015, Online).

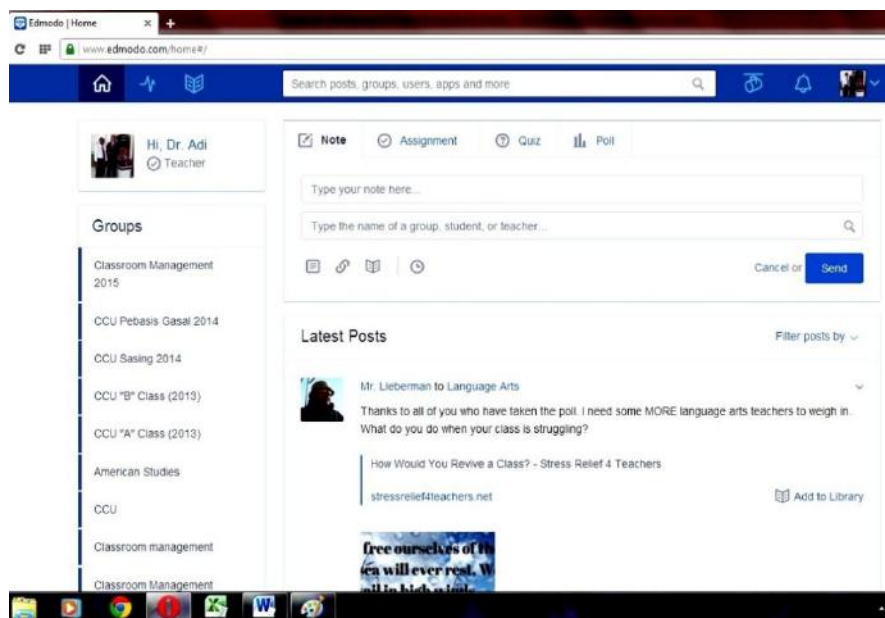
The blended learning used in this CCU class is mediated by a social-media like, an educational online system called Edmodo. It is an educational website that takes the ideas of a social network and refines them and makes it appropriate for a classroom. Using Edmodo, students and teachers can reach out to one another and connect by sharing ideas, problems, and helpful tips. A teacher can assign and grade work on Edmodo; students can get help from the entire class on Edmodo. It is a safe environment. There is no bullying or inappropriate content, because the teacher can see everything that is posted on Edmodo. Also parents can join the class to bring a level of transparency that is difficult to achieve without technology. All in all Edmodo is a great companion to just about any class (The Edmodo User Guide, Online).

The researcher utilizes Edmodo for mediating some subject courses. It helps the researcher particularly when he is not able to attend to the offline classes, he can post teaching materials, assignments, or learning resources using the online model. This Figure 1 below shows the researcher's Edmodo mediated classroom, and Figure 2 shows some classroom groups under the researcher supervision.

Figure 1. The researcher's Edmodo account



Figure 2. The researcher's classroom groups



The use of Edmodo for the Cross Cultural Understanding course was also to support the offline sessions. In the previous year, the researcher also taught this course, but using the FIB e-learning medium provided by the university, as explained in the previous part. There are some differences between the online sessions using the FIB e-learning medium and Edmodo. There were still technical difficulties on the first sign-in using the FIB e-learning medium, while in Edmodo, students do not relatively find any difficulty because the

appearance of Edmodo is familiar to them due to the fact that it resembles other forms of social media, in particular Facebook. The researcher tried to make use of Edmodo (located at <http://www.edmodo.com>), a learning medium in a social media format using an attractive appearance styled after popular culture, to manage five courses. The researcher uses the Edmodo medium as a complement to offline sessions, conventional courses with face-to-face interaction. Edmodo was chosen as the online session medium because the medium has some features which were believed to be appropriate for students and learning management. In addition, the appearance of Edmodo which resembles other social media such as Facebook became a consideration in selecting this medium to manage the aforementioned five classes. With this appearance, hopefully students felt comfortable and learning became fun for them, and at the same time they did not feel as if they are learning but virtually interacting like in social media. Edmodo has a few learning tools which support the process of planning, management, and evaluation of learning. In learning planning, Edmodo allows the lecturer to post the semester course plan as well as to provide the learning resources in different formats, whether textual, audiovisual, or multimedia. In learning management, the lecturer can post assignments, quizzes, and discussion topics, as well as to facilitate a discussion forum among students. In learning evaluation, the lecturer can give feedback regarding the learning progress using the grading feature provided. The lecturer can give feedback on structured assignments, midterm and final examinations, as well as quizzes using an array of interesting icons. Students can use this medium to post their learning “status” like in Facebook, turn in assignments, answer questions, be actively involved in online discussion, and comment on other students’ “status” (Adi, 2013).

#### **D. Students’ perception and learning experience**

Observation and interview with the students highlight three interesting issues, they are: students engagement in the teaching and learning process, students’ perception and experience about blended learning, and students intercultural awareness.

Table 1 below shows the students’ pedagogical interaction in the Cross Cultural Understanding subject applying blended learning mode of instruction. Among 14 meetings, 7 topics of discussion were mediated by Edmodo online system. Among 51 students, it is only in the final test that all students are answering the lecturers’ questions. In the final test, two out of 51 students are not answering the question items. Interestingly, the students collected the answers in a printed form after reading the questions in the online learning session.



Table 1. Pedagogical interaction in online session using Emodo (Adi, 2013)

1.	<b>Edmodo Reflection</b>	-
<b>Subject: Cross-Cultural Understanding (51 students)</b>		
	Assignment topic	Turned-in
		Feedback
1.	Introduction to CCU	38
2.	Verbal patterns	45
3.	Mid-semester test	51
4.	Friendship	43
5.	Family Values	50
6.	Education Values	47
7.	Final test	49

In general, students have a positive perception about the blended learning applied in the CCU classroom subject. Some students have difficulty in the beginning of using Edmodo especially when they have to register and log in to the learning media; however, they can solve the problem by discussing their friends or doing trial and error. Even one student knows how to operate Edmodo from his friend studying at other university. These followings are the students' first experience using Edmodo.

*Student A.* First time I have a difficult with the features of Edmodo because it's a little bit different with Facebook. But, day by day I've understand because I always open Edmodo to learn each features of Edmodo.

*Student B.* Actually I do not find any difficulties because in the first semester, my friend who studied at ABM started using Edmodo for discussion and if teacher of certain subjects can not attend, the lecturer upload the material and the tasks that must be done by students. Because of that I can use Edmodo well. First time I have a difficult with the features of Edmodo because it's a little bit different with Facebook. But, day by day I've understand because I always open Edmodo to learn each features of Edmodo.

*Student C.* At the first time when I tried to join and sign up the Edmodo, my searching engine could not open Edmodo, I did not know why. Then I moved to use another searching engine, finally I have Edmodo. But another problem come, I do not know exactly how to use Edmodo because it has different display with the other social media that I have known. I do not know which one the right way to answer the assessment, just give a comment or I must turn in first.

Besides, the students perceive that they have more freedom when expressing opinion in the Edmodo rather in the offline session or conventional learning mode. Some students' opinion can be described as below:

*Student D.* It is free if we give opinion in late night or in the time outside the class. In other hand, expressing opinion orally in the traditional classroom setting is just in one time, I mean we only just have 120 minutes in the class to give an opinion. I think I'd better to use Edmodo because it's give so much time to give an opinion than in the class.

*Student E.* I think the differences is when we use Edmodo, we are not limited by time, the point here is if the lecturer can not attend class, lecturer can upload assignments and materials through Edmodo, because that the interaction between lecturer and students occur indirectly. It caused lecturer can not give feedback. When expressing opinion orally, we can discuss with other friend about the material and teacher also gives feedback. I feel confident if I expressing my opinion orally because I can know feedback from teacher and I immediately knew what my mistake.

*Student F.* When in traditional or oral expression, sometimes I lost what I want to say, nervous, can't review my answer/opinion. And when there is a mistake I can't edit the word I have said, say sorry is the way out. But when in Edmodo, I can more express what in my mind without nervous. And when I don't know what to say, I just think for a while then I got what I looking for. While typing I also can review my opinion, is it right or need adjustment. When there is a mistake, I can edit it and make it right.

*Student G.* The first difference is expressing opinion using Edmodo consist of online learning, whereas expressing opinion orally in the traditional classroom setting consist of traditional learning. The second difference is expressing opinion using Edmodo only in written form and can be done in everywhere, not only in classroom. Whereas expressing opinion orally in the traditional classroom setting can be done in written or speaking and only

in classroom. The third difference is expressing opinion using Edmodo by online, it means that indirectly. It is usually done by raising hand or the other quite signal. Between the two of the teaching models, the teaching model which is more confident in expressing my opinion is expressing opinion using Edmodo. You must need internet connection and go online first when expressing opinion using Edmodo, while in the traditional classroom setting you have to come to classroom first in the teaching and learning process directly. I prefer expressing my opinion orally in the traditional classroom setting, because sometimes I can't go online, there is no internet connection in my home town, I should go to the nearest "warnet" if I want to post my opinion.

This research also tries to describe the students cross cultural awareness, particularly the students' opinion about the differences between Indonesian and American culture. The lecturer asked the students to explain the differences between the way Indonesians and Americans speak and respond compliments. It was found that normatively students have a positive attitude about intercultural communication. These followings are the students' opinion reflecting that they have a good perception about intercultural communication.

*Student H.* If we talk about directness, it must be very different between American and Indonesian. There are a lot of factors that influenced their way to utter. Cultural factor give the biggest effect. In Indonesia, the people tend to speak or share their idea in detail with a lot of metaphors, addition, and politeness in their utterances. Therefore, in United States, people tend to speak directly straight to the point what they want to say. This also affected by the cultural that they have. In United States and some western countries, the politeness is not the important thing for them. Their main goal is their message is delivered. No matter how it delivered. The sooner is better. So, they likely speak to the point.

*Student I.* Indonesian conversation style tend to be "ping-pong" style because they are influenced by a cultural thoughtsuch as politeness. If they speak directly, especially for the younger, Iti will be impolite. They have to say in conversation in polite and humble way. They have to choose the best diction that sometimes lead them into small talk and create lot of intended meaning. That's why it's called "ping-pong" style. Because they make simple utterances become complicated of twist in and out.

*Student J.* In Indonesia if someone gives any compliment to others, people will say thank you or another responses like "are you serious, it is not like that" and so on. In Indonesia, compliments are positive things that bring people together but in American, they

don't need any compliments because they might think it is such a scarce or taboo for the example, if you compliment an American person on how well she did something, she's likely to claim that anyone could have done it or to point out the bits she could have done better.

*Student K.* I think American people tend to use directness in their conversation. They will say 'yes' if what they mean is yes, and 'no' if what they mean is no. However, in my culture, sometimes people will say 'yes' and 'no' for unclear meaning. For the example, when I offer 'bakso' to my friends from my culture, they will say 'no' in which sometimes the meaning is they want to be offered 'bakso' once or more times to make sure that my offering is real and not only to show my politeness to them, because on the other way, maybe my offering is just to show politeness and not really an offering. Let see when I offer 'bakso' to American people. They will say 'yes' if they want to eat 'bakso' and 'no' if they don't want it.

*Student L.* I think Indonesian conversation style is more "bowling". In a conversation, when a person is talking, the other one will faithfully wait until he knows the right time to talk. Actually, he is bored and wants to interrupt him. In order to show politeness, he listens to what he says. I think, it will happen to people in general, but for me, when I quite close with someone and we are in same age, I think it's no problem if we interrupt to each other in a conversation. I will give the example directly to explain this. When I say, "How beautiful your dress", to my female friend, perhaps she will say, "Yours is better". She seems to refuse it, but actually in her heart she wants to say thanks. It's indirectness. Perhaps other people will say thank you directly to appreciate the compliment. I think that's it, Sir. Thank you.

### **E. One Click Service: E-Learning in High Schools**

The findings showed about OCS design from online learning system theories proposed by Clark & Mayer (2003) and Anderson & McCormick (2005) and teacher ICT competence (UNESCO: 2011). The OCS design had fulfilled mostly the online learning design, such as relevant content with specific goals; learner engagement; assessment; coherence, consistency, and transparency; ease of use. Unfortunately, there were also some principles that had not been fulfilled by OCS such as using many exercises and examples to improve learners' knowledge and skills to learn better; using multimedia such as words, graphics, pictures to organize content; inclusion. It is also found that the teacher had quite good ICT competence (UNESCO: 2011) to integrate technology into his lesson. Sadly, the

material used by the teacher was very little. He just used English textbook from government as the only online material that existed in OCS. The OCS itself also could not support other format of files except word document and pdf that made the teacher difficult to apply OCS maximally. The method he used was also only Grammar Translation Method in exercises or tests with individual works. Meanwhile, the students felt motivation from this OCS only in term of assessment. They were less interest to use this OCS for learning because they could not learn from various materials in this OCS due to the reason mentioned above. Further, the students always relied on teacher's order to learn or even download something from OCS or google. This OCS also did not provide different types and range of achievements for people with disabilities. The teacher also never used communication tools to interact online with the students. Fortunately, it is found that this OCS could ease teacher to insert students' score and the students could see it anytime they wanted to.

According to the findings, the teacher already sent and used materials, which matched with curriculum goals in teaching English, and curriculum 2013 by using OCS that required ICT competence and tools in it. It is in line with the statement of Sutopo (2012) that distributing material in online learning is carried out with the use of electronic media such as computers, laptop, and tablet. It also has the same meaning with Epignosis (2014) that effective online learning requires transparent curriculum to learners and specific goals in the materials. Unfortunately, the material used by teacher in OCS is very little. The teacher only used English textbook from government with pdf format as the only online material uploaded in OCS. Therefore, the teacher should prepare more materials and exercises in kinds of design to make the use of online learning effective for students (Epignosis: 2014).

The teacher also used OCS mostly in classroom only for showing students' assessment even though the students can see it by themselves. The students confessed that they felt more motivated toward the existence of OCS only in term of assessment because they could know and measure their ability in learning English. They could also improve their study to attain better score by seeing their scores in OCS anytime they want. It is actually in line with Harmer (1991) that learners need motivation to learn English. The students merely used this OCS as a tool to stimulate them to be motivated that can make their motivation easy come and go. Unfortunately, the OCS itself still could not improve students' motivation by giving them many kinds of materials and exercises to keep their performance challenge. On the other side, the teacher sometimes found problem with internet connection where the connection was often low that made teacher have to wait for so long to log-in to OCS.

In using online materials from OCS, the teacher mostly applied Grammar Translation Method (GTM) where it emphasized in writing and grammar in all his exercises. The teacher thought that this method would be the best for the students because it could prepare students to face national examination later in which it will be in form of writing. It is not in line with Brown (2000) that teaching EFL learners should provide more methods and techniques. Moreover, the teacher mostly used individual works for the students to do exercises by using technology, whereas the teacher could have made meaningful learning for students by doing collaborative works more often to make students share opinions with other students. Meanwhile, the students mostly still relied on the teacher in learning English even though they had online materials, and could deepen their knowledge by using ICT tools. In fact, it does not have the same meaning with Sutopo (2012) that teacher's role in classroom should become less important because the existence of technology takes over in classroom. Meanwhile, the role of a teacher still becomes the source of knowledge where it should actually be changed into as tutor (Triantafyllidis & Mitropolulou: 2005) or coordinator (Verma: 2011).

## F. CONCLUSION

Using blended learning in university classrooms currently is inevitable. The sophistication of technology enables both lecturers and students interact in synchronous and unsynchronous learning mode. This research found that students have new perspectives about the role of culture in communication especially the use of language as a medium of communication. Students also realize that living in a multicultural society needs an intercultural awareness to avoid misunderstanding caused by prejudice and overgeneralization toward people coming from different cultural background. And about the blended learning strategy applied in the course, students find it interesting to motivate their learning activities because the media used is similar to social media that have been very familiar with their daily life. The blended learning used in this CCU class is mediated by a social-media like, an educational online system called Edmodo. In this learning strategy students have a positive perception about the blended learning applied in the CCU classroom subject. Some students have difficulty in the beginning of using Edmodo especially when they have to register and log in to the learning media; however, they can solve the problem by discussing their friends or doing trial and error. Students also perceive that they have more freedom when expressing opinion in the Edmodo rather in the offline session or conventional

learning mode. Finally, this research found that students have a positive attitude about intercultural communication. However, the implementation of OCS in teaching EFL learners in high schools is still ineffective. There are two factors that make this OCS become ineffective, from OCS design and students' low motivation. Therefore, this OCS should be re-designed better and the teacher should more encourage the students toward the use of online learning.

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