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ANALYZING ENGLISH TEACHERS' INSTRUCTION AND MEDIA INVOLVEMENT OF BLENDED LANGUAGE LEARNING IN HIGHER EDUCATION

by

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Abstract

Previous researchers have widely investigated the analysis of teachers' instruction as a micro-learning. These researches need to be continued by analyzing other teaching aspects such as the involvement of learning media and blended learning model. Therefore, this study aims to analyze the teachers' instruction in Higher Education by using Learning media in the context of the blended learning model. By employing a qualitative descriptive analysis approach, this research examined five samples of blended classes' instruction, including two online synchronous Learning, one offline synchronous Learning, and two online asynchronous Learning. These samples are observed, transcribed, and analyzed to highlight the specific instruction in the classes.

Meanwhile, the employment of Learning media was gathered using an interview with the teachers. The result of data analysis found that various teachers' instruction can be implemented in synchronous and asynchronous classes of blended learning context to support students centered Learning. Meanwhile, slide shows, Zoom, G-meet, and LMS are the media often used. Moreover, blended Learning can support student-centered Learning as well as offline Learning. This finding contributes to the student-centered approach implementation, which aligns with the 21st-century learning model.

Keywords: Blended Learning, Language Education, Learning Instruction

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Abstrak:

Peneliti sebelumnya telah banyak menyelidiki analisis instruksi guru sebagai pembelajaran mikro. Penelitian-penelitian ini perlu dilanjutkan dengan menganalisis aspek-aspek pengajaran lainnya seperti keterlibatan media pembelajaran dan model pembelajaran campuran. Oleh karena itu, penelitian ini bertujuan untuk menganalisis pengajaran guru di Perguruan Tinggi dengan menggunakan media pembelajaran dalam konteks model blended learning. Dengan menggunakan pendekatan analisis deskriptif kualitatif, penelitian ini meneliti lima sampel instruksi kelas campuran, termasuk dua pembelajaran sinkron online, satu pembelajaran sinkron offline, dan dua pembelajaran asinkron online. Sampel-sampel ini diamati, ditranskripsi, dan dianalisis untuk menyoroti instruksi khusus di kelas. Sementara itu, penggunaan media pembelajaran dikumpulkan menggunakan wawancara dengan para guru. Hasil analisis data menemukan bahwa berbagai instruksi guru dapat diimplementasikan di kelas sinkronus dan asinkron konteks blended learning untuk mendukung pembelajaran berpusat pada siswa. Sementara itu, slide show, Zoom, G-meet, dan LMS adalah media yang sering digunakan. Selain itu, blended learning dapat mendukung pembelajaran yang berpusat pada siswa serta pembelajaran offline. Temuan ini berkontribusi pada implementasi pendekatan yang berpusat pada siswa, yang sejalan dengan model pembelajaran abad ke-21.

Kata kunci: *Blended Learning, Pendidikan Bahasa, Instruksi Belajar*

INTRODUCTION

Despite any problematic situation, such as the pandemic of Covid-19, education needs to continue. The Covid-19 outbreak disrupted learning activities in Indonesia and all over the world. The existence of Covid-19 shifted Learning activities to online Learning instead of face-to-face offline. Even though online learning activities were known before the pandemic emerged, this learning model was infrequently implemented in Indonesia. However, a pandemic forced educators and students to implement online learning models. After the pandemic, online Learning was not immediately eliminated. Some of which combine both modes of Learning, known as blended Learning.

Many universities continue using blended Learning due to its flexibility and advantages. However, some literature claimed that teachers perceived teaching online as part of blended Learning as less effective than teaching offline because students were uncomfortable (Widodo et al., 2020), low-motivated, disengaged, and difficult to control (Yuzulia, 2021). To encounter this identified obstacle, implementing online Learning needs to be accompanied by complex preparation, such as exciting learning activities and various instructional models (Ayuningtias & Kareviati, 2021). According to Yang (2017), preparation leads students to obtain better learning outcomes. Moreover, the design of students' Active Learning, where the teacher is not only a source of knowledge but also a facilitator in class, as mentioned (Keiler, 2018), supports the blended learning implementation. These views become

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ways to overcome challenges in online learning implementation.

In addition, Learning media has the role of increasing interest and motivation for Learning. Previous studies widely explored the importance of media involvement in language learning. Various learning media was proven to support the improvement of language skills, such as reading (Pratiwi et al., 2020), speaking (Atmazaki et al., 2021), listening (Loren, 2017), and writing (Nuraini, 2013). The abundance of learning media explorations showed that learning media is well-accepted in education. Moreover, according to Sulistyaningrum & Purnawati (2021), the ICT-competences are usually integrated into lesson plans, specifically in the Teaching Methods, Classroom Activities, and Learning Media components. The teaching media is mostly assisting the process of students' knowledge Deepening. Burston et al. (2016) and Lin et al. (2022) researched teachers' instruction in blended Learning using learning media and the application of augmented reality for teaching writing. They found that using applications led to a significant result in writing. In addition, Teng (2022) found that The research supports this research on the possibility of searching instruction and Learning media for teachers' insight into aware and varying instructions and Learning media for better achievements. However, these last two studies were related to something other than English language learning. Therefore, further investigation into media involvement in learning instructions and the blended learning model of English language learning is necessary.

This preliminary investigation led the researchers to conduct further investigations on learning practices, especially on instruction. Regular evaluation of instruction and its efficacy is necessary for improving teaching and learning techniques (Pande Nyoman et al., 2022), as designing instruction is considered the most significant challenge in implementing the new teaching model. Moreover, with the learner-centered paradigm of education and training (Reigeluth et al., 2016). In this context, learning instruction is the purposeful direction of the learning process, which becomes one of the significant teacher class activities along with planning and management of offline and online learning instruction (Pande Nyoman et al., 2022). It is one core factor for a teacher to create interactive Learning, which improves students' participation and performance for 21st-century learners. Therefore teachers need to unite, adapt, and shift the existing method of teaching (Ovilia & Asfina, 2017). The analysis was also conducted by Moilanen et al. (2012), who analyzed and grouped teachers' instruction. They found ten different types of teachers' instructions: providing feedback,

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describing concepts, checking students' understanding, directing observation, applying or extending instructions, encouraging students, directing instruction, setting problems, planning instruction, and controlling the group. Yang (2017) and Suwastini (2021) investigated these different types of instructions and teachers' creativity in effective instructional strategies that helped students learn, earn, and achieve better online. The research about instruction above implied that the exploration of instructions helps educators highlight and adapt the teaching process to improve effective teaching both online and offline.

Blended Learning as a learning model combining online and offline Learning has positively supported higher education students' learning process, as Wang (2021) found that blended learning implementation created effective teaching and Learning. In the Indonesian context, a study by Menggo & Darong (2022) and Hidayah et al. (2020) found that blended learning implementation in Indonesian higher education strengthens students' competence, learning autonomy, and motivation literacy in ICT. These results showed strong evidence that higher students in Indonesia are ready to adapt to 21st-century Learning, such as the blended learning model. Concerning the blended learning model, teachers' instruction also plays a significant role in the learning process for enhancing students' achievements. The effect of Teachers' instruction on the student's achievement is many. Teng (2022) claimed that his experiment on four groups with different instructions achieved different results, and the students' group with systematic instruction achieved better performance than others. The previous work investigating the instruction in the blended learning method was implemented by Zhu et al. (2021) in the USA. They found they valued synchronous interactions between students and instructors in blended learning instruction between online and offline Learning. Inappropriate asynchronous talks, however, were thought to be less productive in Blended Learning.

Additionally, learners were motivated, and their work quality increased by receiving instant feedback from instructors and peers, while learning technologies need to be used more simply and efficiently. However, there is no analysis of the types of instruction and the types of employed media.

Moreover, the authors have yet to find the typical research. In other words, the authors have yet to find this research in the Indonesian context. Learning technologies play a

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critical role in others. In this regard, learning technologies should be simplified and streamlined. Technical support was essential to reduce learners' difficulties. The blended learning model implemented in all samples was part of the rotation model, where the class was rotated to be online in some meetings and offline in others. For example, the third meeting was an online class, while the fourth was offline. The model was considered simple and applicable. However, it was considered less impactful on the subject matter (Hadiprayitno et al., 2021).

The previous studies led to the gap in that investigation on the teachers' instruction was conducted in separate contexts between the instructions analysis, blended Learning, Learning media, and English language learning. Therefore, the authors were interested in the current study to explore the implementation of teachers' instruction in a blended learning context of English language Learning to support 21st-century teaching practices and approaches for students' success.

Upon all the authors formulated the research questions in following format to analyze the types of teachers' instruction in the blended learning model and the media involvement.

1. How is the teachers' instruction in blended learning models of English language learning class?
2. How is the role of learning media in blended learning?

METHOD

Design

This study aims to analyze the teachers' instructions and media employment in blended learning classes. Thus, the research employed a qualitative research approach with descriptive analysis to display the description and features of data in specific settings (Loeb et al., 2017). Classroom observation and interviews were employed to gain the data to explore teaching practice more directly, capturing the nature and quality of teachers' instruction.

Participant

As this research observed the instruction and media involvement in blended Learning of English classes, then, the participants of this research are English teachers of higher

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education. Data The data was derived from 5 meetings of English learning in higher education. These meetings consisted of 1 offline meeting, two online synchronous meetings, and two online asynchronous meetings. The research participants are shown in Table 1.

Table 1. Research Participants

Name	Model	Access
Sample 1	Synchronous	Offline
Sample 2	Synchronous	Online
Sample 3	Synchronous	Online
Sample 4	Asynchronous	Online
Sample 5	Asynchronous	Online

Data and source of data

This research data is teachers' spoken and written instruction delivered to the students during an English class. Therefore, the data sources of this research are video or audio recordings of the teaching activities, as well as the result of researchers' classroom observation and the answer from an unstructured interview with the teachers.

Data collecting technique

Data was collected using a video recorder to get detailed information on instructional actions. The instructional talk in the classes was transcribed and grouped into different types of instruction, adapting the types of instruction proposed by (Reigeluth et al., 2016), which were also analyzed by Zulfah et al. (2015). The average duration of online and offline synchronous classes was 50 minutes.

Data analysis technique

The recordings of teachers' discourse from 3 classes are transcribed. Meanwhile, the two other classes were already in written form. The transcriptions of teachers' discourse were grouped into phases based on the type of instructions: giving the explanation, Giving direction, asking questions, and answering questions. Each instructional talk is coded as Interaction 1 and Interaction 2 and identified by its types as proposed by Brown (2007) as cited in Ana et al. (2021). The data analysis was done using the table analysis shown in Table 2.

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Table 2. Table analysis

Interaction	Instruction types			
	Exp	Dir	Ask	Resp
Sample 1				
Interaction 1				
Interaction 2				
...				
Total				
Sample 2				
Interaction 1				
Interaction 2				
.....				
Grand Total				

The analyzed data were coded using these instructions categories by making notes for specifics on any frequent interaction. The coding is presented in the form of percentages and explanations.

RESULT AND DISCUSSION

Result

This research investigated the teachers' instruction in the English Classroom of the blended learning model, involving five classes consisting of 189 teachers' instruction data of teacher instruction from 5 different sources (as shown in Table 3 below). The instruction distribution is found based on the data analyzed of blended learning classes consisting of three synchronous and two asynchronous classes.

Table 3. The types of classroom

Name	Model	Learning Model
Sample 1	Synchronous	Peer learning
Sample 2	Synchronous	Discussion
Sample 3	Synchronous	Discussion
Sample 4	Asynchronous	Problem-Based Learning
Sample 5	Asynchronous	Problem-Based Learning

The classes were classified into four groups of teachers' instruction based on the teacher's instruction adapting Brown (2007) as cited in Ana et al. (2021) in Table 4.

Purnawati, Forsia & Shopia (2023)***Table 4. Types of teachers' instructional talk***

Name of Sample	Total Instruction Chunks	Types of Instructional Talk			
		Explaining	Directing	Asking Question	Responding
Sample 1	57	5	23	14	15
Sample 2	79	20	15	25	17
Sample 3	36	5	5	23	3
Sample 4	11	2	3	6	0
Sample 5	6	1	1	4	0
	189				

Based on Table 2 of the teachers' instructional talk results in the five classes above, the complete instructions are 189, consisting of explaining, directing, asking, and responding to students' talk or questions. The instruction was dominated by sample 2, the online synchronous class which the class type is dominated by discussion. Then, it is followed by sample 1, an offline synchronous class. In the third rank, it is sample 3, which is a synchronous online class. However, in samples 4 and 5, the instruction is far less than in the other online classes. These two last classes were online asynchronous classes, where teachers gave an assignment to the students. Therefore, in the last two classes, the instructions are fewer.

Some of the teachers' instructional Talk appeared in sample 1 are:

1. *Are you ready for the presentation? Not yet? (ASK)*
2. *Jejen, prepare the seat for your friend (DIR)*
3. *Audience, prepare your question, remember do not ask questions that you already know the answer ! (DIR)*
4. *Who is going to introduce it? (ASK)*
5. *Audience, please listen and prepare the question (DIR)*
6. *Whose (teacher correcting the pronunciation (R)*
7. *Appropriate (teacher correcting the pronunciation (R)*
8. *Will be explained by... (EXP)*
9. *Jajang writes all the questions, and then you answer(DIR)*
10. *You can decide which one you will answer(DIR)*

The learning activities in sample 1 are students' presentations. A group of students was explaining the material. After the students explained the materials, there was a students discussion. The audience was asked to prepare and ask questions to the presenters. Based on the transcription analysis, the teacher's instructional talk was dominated by giving directions and responding to students' talk or questions. The teacher needed to explain more about the

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materials in class as students presented them. However, the teacher corrected students' pronunciation; clarified the information, and ensured the presentation activities ran well. The teacher also asks questions to clarify students' statements.

Some teachers' instructional talk in sample 2 is shown as follows:

1. *This picture will present what I have asked you this time, right? So see this one. What do you think? Looking at this picture, guys, what do you think? (ASK)*
2. *In what conditions are there together here in the first picture? (ASK)*
3. *In my class, you are going to listen to or watch a video that is related to the topic, particularly the topic that world where we want to discuss in a meeting; that means that is going to improve your so it ends that it can improve your listening skill right by watching listening, of course. (EXP)*
4. *If it is hard for you, then no problem; you can use Bahasa (Indonesia), and I will help you. I will help you construct English sentences while speaking in Bahasa (Indonesia). I will tell you how you do. You say those sentences or those words in English to be the sentence, okay, no problem (EXP).*
5. *No problems, okay, but something that you have to know, guys, something that you have to know what happened, so they ask each other they also inform each other about their personal information (R)*

In sample 2, the type of the classes is synchronous online Learning via Zoom; the total instruction phases are 79, which is dominated by asking questions and explanations. Before the question, the teacher mostly gave a situation or explanation to students, and then students were encouraged or directed to do a task.

In sample 3, the class type is also synchronous online Learning via Google Meetings. In the class, the teacher mostly implemented directions and questions. In the class, students were encouraged to discuss one topic to increase their awareness of the importance of communicating their ideas. The examples of instruction in the sample in 3 are:

1. *Say what you want to say about it or what you want to imply about the technology. I will give you 5 minutes from now to prepare (DIR)*
2. *What is the reason? (ASK)*
3. *Why do kids not deserve technology? Is that your point? (ASK)*
4. *Next, I want to invite Adelia. Hello Adalia, please explain what you know about technology. (DIR)*

The type of meeting in sample 4 is asynchronous online Learning. At this meeting, the teacher gave students materials for reading and videos about the material. Then students are asked to do the assignment. The teachers' instructions revealed from the assignment are shown as follows:

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1. Read the conversation below (DIR)
2. Identify what language style was used in the conversation and explain your answer. (DIR)
3. Please look at the picture below. Imagine it is a picture of your office. Write a descriptive paragraph about the place in 100-200 words. (DIR)
4. Use these points as your guidelines when writing: Introduction, location of the office, Interesting features of the office, and what you feel about the office.
5. Please read the memo below. Please identify: a. the sender of the memo, b. for whom the memo is for, and c. what the memo is about. (DIR)
6. You are interested in applying for the My City Got Talent competition but need help finding the information about where to download the forms. Write an email based on that situation in 50-100 words by including a Salutation, Introduction/Opening, Content/body email, Closing /Sign of(DIR)

Two of the teachers' instructional talks are found in sample 5. The meeting of sample 5 was conducted online asynchronously, where the teacher gave an assignment to the students. The assignment was a writing assignment where students were asked to write a persuasive paragraph essay on a given topic. The numbers of teachers' instruction in the assignment in sample 5 are six instructions. The teachers' instruction by the assignment was delivered through a learning management system, such as:

1. Social Media advertising is more effective than traditional advertising. Do you agree or disagree with the statement? Explain your answers in a 150-200 word essay (ASK)
2. A lack of knowledge of the Business Cycle leads to business failure. Do you agree or disagree with the statement? Explain your answers in a 150-200 word essay (ASK)

Meanwhile, the media involved in the classes are shown in Table 5.

Table 5. The learning media involvement

Name	Involved Media
Sample 1	Laptop, slide show, Projector
Sample 2	Laptop, slide show, video, audio, picture, Zoom
Sample 3	Laptop, picture, virtual board, Gmeet
Sample 4	Laptop, LMS, Video, picture, Ms. Words, PDF
Sample 5	Laptops, LMS, Ms. Word, PDF, Slide show, internet, Grammarly, Google translate.

The involvement of learning media is different from one and another class. The

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offline synchronous class, represented by sample 1, uses a laptop, slide show, and projector for single activities, namely students' presentations. Meanwhile, in the online synchronous class, represented by samples 2 and 3, the learning media used are a laptop, slide show, video, audio, LMS, and pictures to support the teaching activities. The audio is used for students' listening dialogue, the slide is used for explaining the materials, and the LMS is used for sending virtual meeting information. In contrast, the picture is used as a speaking prompt for a student.

In comparison, the last mode is online asynchronous classes, represented by samples 4 and 5, which involve the media of a laptop, LMS, and Ms. Words for writing the essay, which is then converted to PDF. At the same time, video and audio are used for delivering readily used materials. Meanwhile, to complete the task, students need to explore internet browsers to find references and *Grammarly* to check the grammar of students writing. The media involvement showed that:

1. The offline classes use the least number of Learning media
2. The online synchronous, which is represented by sample 2 and 3, use five different media
3. While the online asynchronous class, represented by samples 4 and 5, uses the most significant number of Learning media.

Based on the researchers' general observation, students' engagement was vivid among the class, mostly in samples 1, 2, and 3. However, in samples 4 and 5, the students' engagements did not appear. Among the three synchronous classes, class 2 is more engaged as all the students participate in the discussion. They were followed by sample 1 (offline class) and sample 3 online synchronous class.

Discussion

The COVID-19 pandemic in 2020 compelled students to pursue their education online. Therefore teachers modified lesson plans, teaching models, and instruction to fit the online learning setting. The teacher spent most of their days instructing students in real-time video conferences using Zoom, LMS, *Gmeet*, and other well-known platforms. Moreover, they had to prepare several technologies at their disposal. In this new normal situation, implementing online and offline learning combinations, known as blended Learning, keeps

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going as the learning mode's practical value. This research has investigated the extent of instruction in blended learning classes, which found that the blended learning class can be as advantageous as the offline learning class.

The instruction of blended Learning was investigated from the samples. The investigated samples have confirmed that initial implementation of blended learning classes, teachers realigned the syllabuses, teaching method, instruction, and assessment model, which aligns with the views of (Ayuningtias & Kareviati 2021). Implementing blended Learning also showed that online and offline instruction could effectively stimulate student engagement. In turn, this finding contradicts (Widodo et al., 2020), which claimed teachers perceived teaching online as less comfortable than offline classes and low-motivated, disengaged, and difficult to control (Yuzulia, 2021). Therefore, with supportive teaching instruction, online and offline Learning might be comfortable and stimulate students' motivation and engagement.

The blended learning model implemented in all samples was part of the rotation model, where the class was rotated to be online in some meetings and offline in others. For example, the third meeting was an online class, while the fourth meeting was offline. The model was considered simple and applicable. However, it was considered less impactful on the subject matter (Hadiprayitno et al., 2021)—sample one, in which the class offline showed instructional talk that led to the students' center model. In the class, teachers became the facilitator, and students discussed and explained the material through a presentation. Examples of teachers' instruction as a facilitator are: *"Audience, please listens and prepare the question"* and *"You can decide which one you will answer."* These examples were delivered by teachers to students during the classroom discussion so that students' discussions ran accordingly. It aligns with the role of teachers as facilitators who encourage students to participate in the class as active learners (Keiler, 2018).

Meanwhile, the teacher strengthened the student-centered model in sample two by imposing many questions. Some examples are: *"In what conditions are there? together here, the first picture? (ASK)"* and *"This picture will present what I have asked you, this time right, so see this one; what do you think? looking at this picture guys what do you think? (ASK)"*. In sample two, the teacher stimulated students' active Learning by giving open-ended questions.

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While the teacher also motivated students with the expression:

"If it is hard for you, then no problem, you can use Bahasa (Indonesia), I will help you, I will help you to construct the sentence in English, while you are speaking in Bahasa (Indonesia), I will tell you how do you say those sentences or those words in English, to be the sentence, okay no problem (EXP)."

The teachers' instruction above encouraged students to engage in the class and produce utterances by eliminating nervousness or anxiety (Purnawati; et al., 2022). The questions and motivation of teachers' instruction in sample 2 made the class more active based on the researchers' observation. It is in line with the number of instructions in sample 2. The teachers talked in sample 2 were the most in numbers by 79 instructions or 42% of the total samples derived from 5 meetings.

The instructions in samples 4 and 5 were asynchronous online classes that involved internet use. At the classes, students utilized laptops, developed with the application, LMS, PDF reviewer, and the operations of Microsoft Word. Teachers commended digital and online classroom agendas that include links to resources, texts, discussion boards, and evaluations related to the discussed topic (Table 5). In sample 1, the offline class, the analysis of the meeting was using emails and LMS using an in-focus /projector, a slide show, and a laptop for presenters. Meanwhile, the audience (most of the students) is not using any learning medium.

No specific types of instructions increase the students' activities, as role play instruction, questions, and problem-solving similarly stimulate students to be more active in the class. Meanwhile, based on the media analysis, it can be found that the application of instruction types in synchronous Learning was more in quantity; however, it did not affect the types of instruction given. Using media in asynchronous online Learning gave students fewer instructions than regular ones. However, when the lecturer prepared an interaction model when designing the media, it prompted students to use various learning media. The students utilizing various learning media was beneficial for their knowledge to deepen or create, as Purnawati & Iskandar (2019) mentioned. It implied that teachers' instruction affects media utilization and students' knowledge creation, disregarding online and offline meeting types.

This research aligned with the idea that application or learning practice should be

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accompanied by good preparation, guidance, and coaching to succeed (Ayuningtias & Kareviati, 2021). It contradicted the claim that asynchronous online Learning is less effective for students learning in higher education. Online synchronous and asynchronous Learning cannot be compared to the superior one, as both modes bring different benefits. However, the teacher holds a strategic role in teaching success. In the run, students need the combination of both learning modes, which blended Learning can facilitate to support the students in constructing the knowledge of content material.

Determining the competencies the instructors required to successfully execute blended learning instruction in line with the focus of this research. The components that made blended learning instruction effective could be found in every classroom, regardless of how the teachers approached it. A student-centered approach is where the instructor guides the students through questions posed, methods designed, and data interpreted by the students. Through inquiry, students actively discover information to support their investigations. In addition, explaining the situation before the question encourages students to be better engaged.

Therefore this research supports the implementation of blended Learning as it provides students with various types of instructions, collaborative, and project learning, which in this 21st century is supported for students' achievement. Regarding this study's finding, the classes encompassing different types of instructions, represented explicitly by sample 2, gained students' engagement greater than others. This finding aligns with Yang (2017), who claimed that the variety of teacher instruction significantly affects student achievement.

The blended learning practices explored in this research implemented constructivist pedagogical applications. The teachers emphasized the value of students learning via discovery. This researcher discovered that the blended learning model of English language learning in higher education is applicable, and it brings a variety of advantages as much as offline learning instruction. Blended Learning also encouraged active Learning, where students discovered the solution rather than the teacher providing it. Thus, Blended Learning supports students' Independent Learning.

CONCLUSION AND SUGGESTION

Conclusion

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The teachers' instructions applied in the classroom were under the teachers' control, and the teaching model employed in the teaching activities affected the teachers' decisions on the instruction. The result of the study revealed that asynchronous Learning had fewer instructions, meanwhile with teachers' creative strategy; it supports the use of various learning media, which assists students' learning knowledge, Deepening, and knowledge creation. Meanwhile, the instruction was more varied in the synchronous class than in the asynchronous class, and however, it tended to employ fewer learning media.

Limitation

The limitation of this research is that the analysis excluded students' perspectives on the modes of teaching and types of instruction. Students' perspectives on the teaching instructions and teaching media must be investigated To have more comprehensive results. Thus, further research is suggested.

Implication

Based on these types of teaching model, blended Learning, the combination of synchronous, asynchronous, online, and offline Learning, support the employment of different teaching instruction and media. These two variables are claimed to have a positive impact. Therefore, proper instruction in blended Learning is worth implementing to improve the students' English language performance.

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BIO-PROFILE

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