STUDENTS' ENGAGEMENT IN A BLENDED LEARNING INSTRUCTION IN AN EFL CLASSROOM

A Thesis

Submitted as partial fulfillment of requirements for Master's Degree

Nur Isnaini Wulan Agustin

1707054

ENGLISH EDUCATION DEPARTMENT

SCHOOL OF POST GRADUATE STUDIES

UNIVERSITAS PENDIDIKAN INDONESIA

BANDUNG

2019

Halaman Hak Cipta

===

Students' Engagement in a Blended Learning Instruction in an EFL

Classroom

Oleh
Nur Isnaini Wulan Agustin
S.Pd. IAIN Surakarta, 2017

Sebuah Tesis yang diajukan untuk memenuhi salah satu syarat memperoleh
gelar Magister Pendidikan (M.Pd.) pada Fakultas Pendidikan Bahasa dan
Sastra

PAGE OF APPROVAL

A Thesis entitled
STUDENTS' ENGAGEMENT IN A BLENDED LEARNING

INSTRUCTION IN AN EFL CLASSROOM

By

Nur Isnaini Wulan Agustin

1707054

Approved by

Supervisor

Prof. Dr. H. Didi Suherdi, M.Ed.

NIP. 196211011987121001

Co-Supervisor

Dr. Sri Setyarini, M.A.

NIP. 196312291990022001

Acknowledged by

Head of English Education Program

School of Postgraduate Studies

Universitas Pendidikan Indonesia

Prof. Dr. H. Didi Suherdi, M.Ed.

NIP. 196211011987121001

STATEMENT OF AUTHORIZATION

I hereby declare that this thesis entitled **"**Students' Engagement in a Blended Learning Instruction in an EFL Classroom**"** is my own work. To the best of my knowledge and belief, it contains no element of plagiarism. Therefore, I confirm that I will be ready to respond to any risks that can be imposed on me if any violations of educational research ethics later found in this work.

Bandung, December 2019

Author,

Nur Isnaini Wulan Agustin
Std. No. 1707054

PREFACE

Alhamdulillah, the research paper entitled **"Students' Engagement in a Blended Learning Instruction in an EFL Classroom"** is completed. This paper is submitted as a partial fulfillment of requirements for *MagisterPendidikan* degree. Hence, the completion of this paper indicates that my study in English Education Department is finished.

In brief, this research paper aims to investigate students' engagement in a blended learning instruction in an EFL classroom. The research was done at the fourth grade students who took Integrated English course in IAIN Surakarta.

This research paper is a part of the learning process. Any constructive suggestions and inputs are extremely welcomed for the improvements of this research paper and the related study. Hopefully, this research paper would give beneficial experience and contribution for the future researchers of the related study and for all the readers.

Bandung, December 2019

Nur Isnaini Wulan Agustin

ACKNOWLEDGMENTS

Alhamdulillahi Rabbil 'Alamin, I would like to express my gratitude to Allah SWT, for all his blessings and mercy. Without him, I would not be able to accomplish this thesis and to have much strengh to finish my study.

The journey that culminated in this thesis was challenging. It would not have been successful without the guidance, insights, advice, assistance, support and prayers of many people. I would like to express my gratitude to those who have given me support and encouragement throughout my academic journey in Bandung.

I sincerely thank my supervisors, Prof. H. Dr. Didi Suherdi, M.Ed. and Dr. Sri Setyarini, M.A., for their consistent guidance, generosity, and support during the thesis writing. They have always patiently guided me by giving insightful feedback on my thesis. For the generous insight and support, I am really thankful to Pupung Purnawarman, M.S.Ed., Ph.D. and Yanty Wirza, M.Pd., M.A., Ph.D. Their suggestions and productive comments help me improve my thesis writing.

I must express my deepest appreciation to my family, especially my beloved parents. Dear *Bapak Ibu*, I could not thank you enough for your endless love and continuous support throughout the time of my study. Also, I thank my brother and sister for their support and prayers. This thesis is heartily dedicated to my mother, *Ibu* who always gives me support to pursue my higher education.

I owe a special debt to all my research subjects, Pak J and all students in *Sastra Inggris D Class of 2015* at IAIN Surakarta. They were very helpful and generous with the time and information they shared during I collected the data for this research. Without them, I could not have completed this thesis.

Last but not least, I also thank my classmates in *Magister B Class of 2017* for their academic insights and meaningful experience. Thank you for all moments we shared. Thank you for the smiles, jokes, and laughter. I am lucky to have you all in my post-graduate life.

ABSTRACT

The use of technology in all areas of life has led to its growing presence in educational settings. It has brought a significant change in the way students learn as well as how they are engaged in their learning process. Engagement is believed as an essential factor in learning process while technology can facilitate engagement in English classroom. Hence, the integration of technology in the language learning becomes prominent to enhance students' engagement. The teachers are expected to find a suitable choice of technological tools to be integrated in their teaching. Blended learning is now widely used for its flexibility and interactivity among teachers and students. Therefore, this study aimed to find out kinds of engagement occurred when blended learning instruction was implemented in the learning process. It also wanted to find how students were engaged in blended learning instruction in Integrated English course. This study employed a case study. The subjects of this study were fourth semester students who took Integrated English course in a university in Surakarta. The data were collected through semi-structured interviews, observations and documents. Then, the data were analyzed by using Creswell's qualitative data analysis including organizing and preparing data collection, reading, coding and then interpreting data comprehensively. The findings revealed that students were engaged behaviorally, emotionally and cognitively in a blended learning instruction. Dealing with the use of blended learning instruction, it was found that blended learning instruction fostered greater students' engagement. However, student engagement was determined more by the clear instructions than whether the instructions were online or offline. From this study, it was found that blended learning created a learning environment needed by students to increase their engagement. There were five characteristics of students' engagement that appeared during observations in face-to-face classroom including positive body language, consistent focus, verbal participation, students' confidence, fun and excitement while the characteristics of engagement in online learning were demonstrated from students' investment of time and energy to participate in online class.

Keywords: Student Engagement, Blended Learning, EFL Classroom

ABSTRAK

Penggunaan teknologi di semua bidang kehidupan telah mendukung kehadirannya berkembang di lingkungan pendidikan. Teknologi telah membawa perubahan signifikan terhadap cara mahasiswa belajar serta bagaimana mereka terlibat dalam proses belajar. Keterlibatan diyakini sebagai faktor penting dalam proses belajar sementara teknologi dapat memfasilitasi keterlibatan dalam kelas bahasa Inggris. Oleh karena itu, integrasi teknologi dalam pembelajaran bahasa menjadi penting untuk meningkatkan keterlibatan mahasiswa. Para dosen diharapkan menemukan pilihan alat teknologi yang tepat untuk diintegrasikan dalam pengajaran mereka. *Blended learning* sekarang banyak digunakan untuk fleksibilitas dan interaktivitas antara dosen dan mahasiswa. Oleh karena itu, penelitian ini bertujuan untuk jenis keterlibatan mahasiswa yang muncul ketika *blended learning* diimplementasikan dalam proses pembelajaran. Penelitian ini juga ingin mengetahui bagaimana para mahasiswa terlibat di pembelajaran *blended learning* dalam mata kuliah *Integrated English*. Penelitian ini merupakan studi kasus. Subjek dari penelitian ini adalah mahasiswa semester empat yang mengambil mata kuliah *Integrated English* di sebuah universitas di Surakarta. Data dikumpulkan melalui interview semi terstruktur, observasi, dan dokumentasi. Kemudian data dianalisis menggunakan analisis data kualitatif Creswell meliputi pengorganisasian dan persiapan pengumpulan data, pembacaan, pengkodean dan lalu penafsiran data secara menyeluruh. Hasil temuan menunjukkan bahwa mahasiswa terlibat secara perilaku, emosi, dan kognitif dalam pembelajaran *blended learning*. Berhubungan dengan penggunaan *blended learning* ditemukan bahwa *blended learning* mendorong keterlibatan mahasiswa menjadi lebih baik. Namun, keterlibatan mahasiswa lebih ditentukan oleh instruksi yang jelas daripada apakah instruksi tersebut online atau offline. Dari penelitian ini ditemukan bahwa *blended learning* menciptakan lingkungan pembelajaran yang dibutuhkan mahasiswa untuk meningkatkan keterlibatan mereka. Ada lima karakteristik keterlibatan mahasiswa yang muncul selama observasi di kelas tatap muka meliputi bahasa tubuh yang positif, fokus yang konsisten, partisipasi verbal, kepercayaan diri mahasiswa, kesenangan dan antusias mahasiswa, sementara karakteristik keterlibatan dalam pembelajaran online ditunjukkan dari investasi waktu dan energi mahasiswa dalam berpartisipasi dalam kelas online.

Kata Kunci: Keterlibatan Mahasiswa, *Blended Learning*, Kelas bahasa Inggris

TABLE OF CONTENT

LIST OF TABLES

LIST OF FIGURES

LIST OF APPENDICES

REFERENCES

Akkooyunlu, B., & Soylu, M. Y. (2008). A study of students' perceptions in a blended learning environment based on different dearning styles. *Educational Technology & Society, 11* (1), 183- 193.

Allen, E. & Seaman, J. (2003). *Changing course: Ten years of tracking online education in the United States. The Sloan Consortium*. Retrieved from http://www.onlinelearningSurvey.com/reports/changingcourse.pdf.

Artino, A. R., & Stephens, J. M. (2009). Academic motivation and self-regulation: A comparative analysis of undergraduate and graduate students learning online. *Internet & Higher Education, 12*(3/4), 146-151. doi: 10.1016/j.iheduc.2009.02.001.

Arjomandi. A., Seufert. J., O'Brien, M., & Anwar, S. (2018). Active teaching strategies and student engagement: A comparison of traditional and non-traditional bussiness students. *E-Journal of Bussiness Education & Scholarship of Teaching, 12*(2), *120-140.*

Badawi, M. F. (2009). *Using blended learning for enhanced EFL prospective teachers' pedagogical knowledge and performance.* Conference Paper: Learning & Language – The spirit of the Age. Cairo: Ain Shams University.

Bakele, T. A. & Menchaca, M. (2008). Research on internet-supported learning: A review. *Quarterly Review of Distance Education*, *9*(4), 373-406.

Bailey, J., Ellis, S., Schneider, C., & Ark, T. V. (2013). *Blended learning implementation guide*. Foundation for Excellence in Education: America.

Barbour, M. (2014). History of K-12 online and blended instruction worldwide. In R. E. Ferdig & K. Kennedy (Eds.), *Handbook of research on K-12 online and blended learning* (pp. 25-50): ETC Press.

Bernard, R. M., Borokhovski, E., Schmid, R. F., Tamim, R. M., & Abrami, P. C. (2014). A meta-analysis of blended learning and technology use in higher education: From the general to the applied. *Journal of Computing in Higher Education, 26*(1), 87-122

Bolstad, R., Gilbert, J., McDowall, S., Bull, A., Boyd, S., & Hipkins, R. (2012). *Supporting future-oriented learning and teaching: A New Zealand perspective*. Wellington, New Zealand: Ministry of Education.

Bonk, C. J., Kim, K. J., & Zeng, T. (2006). Future directions of blended learning in higher education and workplace learning settings. In C. J. Bonk & C. R. Graham (Eds), *The handbook of blended learning: Global perspectives, local designs* (pp. 550-567). San Fransisco, CA: Pfeiffer.

Borg, S. (2006). *Teacher cognition and language education: Research and practice*. London: Continuum.

Brown, J. S. (2006). *New learning environmets for the 21st century: Exploring the edge*. Change, 38(5), 18-24. Retrieved from http://www.jstor.org/stable/40178121.

Chen, P. D., Lambert, A. D., & Guidry, K. R. (2010). Engaging online learners: The impact of web-based technology on college student engagement. *Computer and Education, 54*, 1222- 1232. doi:10.1016/j.compedu.2009.11.00.

Christenson, S. L. (2009). The relevance of engagement for students at-risk of educational failure: Findings and lessons from Check & Connect research: Why does it matter and what can we do? In J. Morton (Ed.), *Engaging young people in learning: Why does it matter and what can we do?* (pp. 36-84). Wellington: NZCER Press.

Christenson, S., Reschly, A. L., & Wylie, C. (2012). *Handbook of research on student engagement. [electronic resource]*. New York, NY: Springer.

Clark, K, R. (2015). The effects of the flipped model of instruction on student engagement and performance in thesecondary mathematics classroom. *Journal of Educators Online, 12*(1), 91-115.

Claudia, M., Steil, A., & Todesco, J. (2004). Factors influencing the adoption of the Internet as a teaching tool at foreign language schools. *Computers and Education, 42*(4), 353–374.

Cochrane, T. D. (2012). Critical success factors for transforming pedagogy with mobile Web 2.0. *British Journal of Educational Technology, 45*(1), 65–82.

Cohen, L., Manion, L., & Morrison, K. (2007). *Research methods in education (6th ed.).* London: Routledge Falmer.

Cole, J., & Foster, H. (2008). *Using Moodle: Teaching with the popular open source course management system(2nd ed.).* Sebastopol, ca: O'Reilly Community Press.

Cole, M. (2009). Using Wiki technology to support student engagement: Lessons from the trenches. *Computers & Education, 52*(1), 141–146.

Cooner, T. S. (2010). Creating opportunities for students in large cohort to reflect in and on practice: leasson learnt from formative evaluation of students' experiences of a technology- enhanced blended learning design. *British Journal of Educational Technology, 41*(2), 271-286.

Cowley, S. (2004). *Getting the buggers to write: 2*. London: Continuum.

Creswell, J. W. (1998). *Qualitative inquiry and research design: Choosing among five traditions*. Thousand Oaks, CA: Sage.

Creswell, J. W. (2003). *Research design. Qualitative, quantitative and mixed method approaches.* (2nd ed.). Lincoln, NE: Sage Publications.

Creswell, J. W. (2014). *Research design: Qualitative, quantitative and mixed methods approaches* (4th ed.). Lincoln, NE: Sage Publications.

Darr, C. (2009). The me and my school survey. In J. Morton (Ed.), *Engaging young people in learning: Why does it matter and what can we do?* (pp. 85-101). Wellington: NZCER Press.

Delialighou, O. (2012). Student engagement in blended learning environments with lecture-based and problem-based instructional approaches. *Educational Technology & Society. 15*(3), 310-322.

Donnely, R. (2006). Blended problem-based learning for teacher education: Lessons learnt. *Journal of Learning, Media and Technology*, 31(2), 93-116.

Donnely, R. (2010). Harmonizing technology with interaction in blended problem based learning. *Computers & Education*, *54*(2), 350-359.

Dziuban, C. D., Hartman, J.L., & Moskal, P.D. (2004). Blended learning. *Educause Center for Applied Research Bulletin, 7*, 112.

Eliveria, L Serami, LP Famorca, & JS Dela Cruz. (2019). Investigating students' engagement in a hybrid learning environment. *IOP Conf. Series: Materials Science and Engineering,* 482, 012011 doi:10.1088/1757-899X/482/1/012011.

Engle, J., & Tinto, V. (2008). *Moving beyond success*. Washington: The Pell Institute.

Espinosa, F. L. (2015). The use of facebook for educational purposes in EFL classrooms. *Theory and Practice in Language Studies, 5*(11), pp. 2206-2211. http://dx.doi.org/10.17507/tpls.0511.03.

Finn, J. D., & Zimmer, K. S. (2012). Student engagement: What is it? Why does it matter? In S. Christenson, A. L. Reschly, & C. Wylie (Eds.), *Handbook of research on student engagement* (pp. 97-133). NY, New York: Springer.

Floris, F, D. (2014). Using information and communication technology (ICT) to enhance language teaching and learning: an interview with Dr. A. Gumawang Jati. *TEFLIN Journal, 25*(2), 139-146.

Fredricks, J., Blumenfeld, P. C., & Paris, A. H. (2004). School engagement: Potential of the concept, state of the evidence. *Review of Educational Research, 74*(1), 59-109.

Gambari, A. I., Shittu, A.T., Ogunlade, O., & Osunlade, O, R. (2017). Effectiveness of blended learning and e-learning modes of instruction on the performance of undergraduates in Kwara State, Nigeria. *Malaysian Online Journal of Educational Sciences*, *5*(1), 25-36.

Garrison, D. R., Anderson, T., & Archer, W. (2001). Critical thinking, cognitive presence, and computer conferencing in distance education. *American Journal of Distance Education, 15*(1), 7-23.

Ginns, P. & Ellis, R. (2007). Quality in blended learning: Exploring the relationships between on-line and face-to-face teaching and learning. *The Internet and Higher Education*, *10*(1): 53-64.

Georgina, D. A., & Olson, M. R. (2008). Integration of technology in higher education: A review of faculty self- perceptions. *Internet and Higher Education, 11*, 1-8.

Graham,C. R. Allen, S. & Ure, D. (2003). *Blended learning environments: A review of the research literature*. Unpublished manuscript. Provo. UT.

Graham, C. R. (2013). *Emerging practice and research in blended learning.* Handbook of distance education 3.

Greenwood, C. R., Horton, B. T., & Utley, C. A. (2002). Academic engagement: current perspective on research and practice. *School Psychology Review*. *31*(3), 328-349.

Gunuc, S. & Kuzu, A. (2014). Student engagement scale: Development, reliability and validity. *Assessment & Evaluation in Higher Education*, DOI: 10.1080/02602938.2014.938019.

Halverson, L.R., Graham, C. R., Spring, K.J. Drysdale, J.S., & Henrie, C.R. (2014). A thematic analysis of the most highly cited scholarship in the first decade of blended learning research. *The Internet and Higher Education, 20*, 20-34. doi:10.1016/j.iheduc.2013.09.004.

Herman, T. & Banister, S. (2007). Face-to-face versus online coursework: A comparison of costs and learning outcomes. *Contemporary Issues in Technology and Teacher Education, 7*(4), 755-774.

Hermans, R, Tondeur, J., Braak, J, & Valcke, M. (2008). The impact of primary school teachers' educational beliefs on the classroom use of computers. *Computers & Education*, *51*(4), 1499-1509.

Herrington, J., Oliver, R., & Reeves, T. C. (2003). Patterns of engagement in authentic online learning environments. *Australasian Journal of Educational Technology*, *19*(1). https://doi.org/10.14742/ajet.1701.

Jeffrey, L. M., Milne, J., & Suddaby, G. (2014). Blended learning: How teachers balance the blend of online and classroom components. *Journal of Information Technology Education: Research, 13*, 121-140.

Kahu, E. R. (2013). Framing student engagement in higher education. *Studies in Higher Education*, *38*(5), 758-773.

Khandve, P. V., & Shelke, M. E. (2016). Blended Learning: The future of education industry. *Journal of Indian Society for Technical Education, 96-101.*

Kift, S. (2008). *Relevance, equivalence and progression in an adult basic education curriculum for Botswana.* Paper presented at the The 11th Pacific Rim First Year in Higher Education Conference. 30 June-2 July., Hobart, Tasmania.

King, K. P. (2002). Identifying success in online teacher education and professional development. *The Internet and Higher Education*, 5, 231-246. http://dx.doi.org/10.1016/S1096-7516(02)00104-5.

Kintu, M. , Zhu, C., & Kagambe, E. (2016).Blended learning effectiveness: the relationship between student characteristics, design features and outcomes. *International Journal of Educational Technology in Higher Education*, *14*(7), https://doi.org/10.1186/s41239-017-0043-4.

Kuh, G. D., Kinzie, J., Buckley, J. A., Bridges, B. K., & Hayek, J, C. (2007). Piecing together the student success puzzle: Research, proportions, and recommendations. *ASHE Higher Education Report*, *32*(5), San Fransisco: Jossey-Bass.

Kuh, G. D., Chen, D., & Nelson Laird T.F. (2007). Why teacher-scholar matter. *Liberal Education*, 40-45.

Kuh, G. D. (2009). The national survey of student engagement. Conceptual and empirical foundations. *Wiley InterScience, new directions for institutional research*, 5-20.

Ladyshewsky, R. K. (2004). E-learning compared with the face to face: Differences in the academic achievement of postgraduate business students. *Australian Journal of Educational Technology*, *20*(3), 316-336.

Levy, Y. (2007). Comparing dropouts and persistence in e-learning courses. *Computers & Education, 48*(2), 185-204.

Louwrens, N., & Hartnett, M. (2015). Student and teacher perceptions of online student engagement in an online middle school. *Journal of Open, Flexible and Distance Learning (Online), 19*(1), 24-77.

Macedo-Rouet, M., Ney, M., Charles, S & Lallich-Boidin, G. (2009). Students' performance and satisfaction with Web vs. paper based practices quizzes and lecture notes. *Computers & Education*, 53, 375-384.

Mackey, A., & Gass, S. M. 2005. *Second language research: Methodology and design.* London: Lawrence Erlbaum

Marsh, D. (2012). *Blended learning: Creating learning opportunities for language learners.* New York: Cambridge University Press.

MacDonald, C., & Thompson, T. (2005). Structure, content, delivery, service, and outcomes: Quality e-learning in higher education. *The International Review Of Research In Open And Distance Learning, 6*(2).

Madsen S. R., & Turnbull, O. (2006). Academic service learning experiences of compensation and benefit course students. *Journal of Management Education, 30*(5), 724-742.

Mahdizadeh, H., Biemans, H., & Mulder, M. (2008). Determining factors of the use of e-learning environments by university teachers. *Computers & Education, 51*, 142-154.

Markauskaite, L. (2007). Exploring the structure of trainee teachers' ICT literacy: The main components of and relationships between general and technical capabilities. *Educational Technology Research and Development, 55*, 547-572.

Mayer, R. E., & Moreno, R. (2002). Aids to computer-based multimedia learning. *Learning and Instruction, 12*(1), 107-119.

McBrien, J., L., Jones, P., & Cheng, R. (2009). Virtual spaces: employing a synchronous online classroom to facilitate student engagement in online learning. *International Review of Research in Open and Distance Learning, 10*(3), 1-17.

Means, B., Toyama, Y., Murphy, R. F., & Baki, M. (2013). The effectiveness of online and blended learning: A meta-analysis of the empirical literature. *Teachers College Record, 115*(3).

Merriam, S. B. (2009). *Qualitative research: A guide to design and implementation*. San Francisco: Jossey-Bass.

Merriam, S. B. & Tisdell, E. J. (2016). *Qualitative research: A guide to design and implementation*. San Francisco: Jossey-Bass.

Miller, S. D. (2010). How high- and low-challenge tasks affect motivation and learning: Implications for struggling learners. *Reading & Writing Quarterly, 19*(1), 39-57.

Mith, K. A. S., Smith, K., & Craig, H. (2013). Curriculum model in EFL. *CALICO Journal*, *30*(2), 252–278. http://doi.org/10.11139/cj.30.2.252-278.

Mondejar, M. (2013). Implementing blended learning in foreign language education: Reasons and consid-erations. In N. Sonda & A. Krause (Eds.), *JALT2012 Conference Proceedings*. Tokyo: JALT.

Mott, J. (2010). Envisioning the post-LMS era: The open learning network. *Educause Quarterly, 33*(1), 1-9.

Motteram, G. (2006). Blended education and the transformation of teachers: A long-term case study in postgraduate UK higher education. *British Journal of Educational Technology*, *37*(1), 17-30.

Nafukho, F. M. (Ed.). *Handbook of research on innovative technology integration in higher education*. IGI Global, 2015. http://dx.doi.org/10.4018/978-1-4666-8170-5.

Nyman, R. (2015). Indicators of student engagement: What teachers notice during introductory algebra lessons. *The International Journal of Mathematics Teaching and Learning, 15*(3), 1-17. http://www.cimt.org.uk/journal/nyman.pdf.

Oblinger, D. (2003). Boomers, Gen Xers, and Millenials: Understanding the new students. *Educause Review*, *38*(4).

O. H. Graven, H. A. Hansen, & L. M. Mac Kinnon. (2009*). A blended learning exercise using a computer game based on abstract learning materials. ICL*. Villach, Austria: International Association of Online Engineers.

O'Reilly, B. (2014). *Future focused learning in connected communities: A report from the 21st century learning working group*. Retrieved from Wellington: http://elearning.tki.org.nz/Teaching/Innovative-learning environments/Futurefocused- learning.

Osguthorpe, R. T.& Graham, C. R. (2003). Blended learning environments: Definitions and directions. *The Quarterly Review of Distance Education*, *4*(3), 227-233.

Pascarella, E. T., &Terenzini, P. T. (2005). *How college affect students*. San Fransisco: Jossey-Bass.

Pickard, A. J. (2013). *Research methods in information* (2nd ed.). Chicago, IL: Neal- Schuman.

Poon, J. (2013). Blended learning: An institutional approach for enhancing students' learning experiences, *Journal of Online Learning and Teaching*, *9*(2), 271-288.

Punch, K. F. (2009). *Introduction to research methods in education*. London, UK: SAGE.

Purnawarman, Susilawati, & Sundayana. (2011). The use of Edmodo in teaching writing in a blended learning setting. *Indonesian Journal of Applied Linguistics, 5*(2), 242-252.

Sclater, N. (2008). Web 2.0 personal learning environments, and the future of learning management systems. *Research Bulletion, 13*.

Seymour, E., & Hewitt, M. N. (1997). *Talking about leaving: Why under-graduates leave the sciences*. Boulder, CO, Oxford: West-view Press.

Shea, P., Gozza-Cohen, M., Uzuner, S., Mehta, R., Valtcheva, A. V., Hayes, S., & Shifflet, R., & Weilbacher, G. (2011). Teacher beliefs and their influence on technology use: A case study. *Contemporary Issues in Technology and Teacher Education, 15*(3), 368-394.

Shea, P. J., Pickett, A. M., & Pelz, W. E. (2003). A follow-up investigation of "teaching presence". *Journal of Asynchronous Learning Networks, 7*(2), 61-80.

Stacey, E., & Gerbic, P. (2008). *Success factors for blended learning.* Paper presented at the Hello! Where are you in the landscape of educational technology?Proceedings Ascilite Melbourne 2008.

Suherdi, D. (2019). Teaching English in the industry 4.0 and disruption era: Early lessons from the implementation of SMELT I 4.0 DE in a senior high lab school class. *Indonesian Journal of Applied Linguistics*, 9, 67-75. doi: 10.17509/ijal.v9il.16418.

Tamim, R. M., Bernard, R. M., Borokhovski, E, Abrsmi, P. C., & Schmid, R. F. (2011). What forty years of research says about the impact of technology on learning: A second-order meta analysis and validation study. *Review of Educational Research*, *81*(1), 4-28. http://doi.org/10.3102/0034654310393361

Taylor, L., & Parsons, J. (2011). Improving student engagement. *Current Issues in Education*, *14*(1), 1-33.

Thorne, K. (2003). *Blended Learning: How to integrate online and traditional learning.* London: Kogan Page.

Tosun, Sezen. (2015). The effects of blended learning on EFL students' vocabulary enhancement. *Social and Behavioral Sciences*, 199, 641-647 conference proceeding.

Tucker, C. R. (2012). *Blended learning in grades 4-12: Leveraging the power of technology to create student-centred classrooms*. London, UK: Sage.

Trotter, E., & Roberts, C. A. (2006). Enhancing the early student experience. *Higher Education Research & Development, 25*(4), 371-386.

Tuckman, B. W. (2007). The effect of motivational scaffolding on procrastinators' distance learning outcomes. *Computers & Education, 49*(2), 414-422.

Usta, E. (2007). *Blended learning and online learning environments: The effect of academic success and satisfaction.* Unpublished Doctorate Dissertation. Ankara: Gazi University. Graduate School of Eigitim.

Vaughan, N. D., Cleveland-Innes, M., & Garrison, D. R. (2013). *Teaching in blended learning environments*. Edmonton, AB: AU Press.

Voogt, J., Knezek, G., & Robin, N. P. (2015). Research-informed strategies to address educational challenges in a digitally networked world. *Education*

and Information Technologies, 20(14), 619-623. http://doi/org/10.1007/s10639-015-9430-4.

Wankel, L., & Blessinger, P. (2013). New pathways in higher education: An introduction to using mobile technologies. *Cutting-Edge Technologies in Higher Education, 6,* 3-17. https://doi.org/10.1108/S2044-9968(2013)000006D003.

Wang, M., Shen, R., Novak, D., & Pan, X. (2009). The impact of mobile learning on students' learning behaviours and performance: report from a large blended classroom. *British Journal of Educational Technology, 40(4), 673-695.*

Willms, J. D. (2003). *Student engagement at school. A sense of belonging and participation*. Paris: Organisation for Economic Co-operation and Development.

Wiliam, D. (2007). Keeping learning on track: Classroom assessment and the regulation of learning. In F. K. J. Lester (Ed.), *Second handbook of mathematics teaching and learning* (pp. 1053-1098). Greenwich, CT: Information Age Publishing.

Wright, N. (2010). *E-Learning and implications for New Zealand schools: A literature review*. Wellington, New Zealand.

Wu, Y. C. J., Pan, C. I., & Yuan, C. H. (2016). Attitudes towards the use of information and communication technology in management education. *Journal of Behavior& Information Technology 1*(1), pp.1-12. DOI:10.1080/0144929X.2016.1212928.

Wylie, C. (2009). Introduction to engaging young people in learning. In J. Morton (Ed.), *Engaging young people in learning: What does it matter and what can we do?* (pp. 1-3). Wellington and Auckland, New Zealand: NZCER Press.

Yin, R. K. (2009). *Case study research: Design and methods* (4th ed.). Thousand Oaks, CA: Sage Publications.

Young, J. R. (2002). Hybrid' teaching seeks to end the divide between traditional and online instruction. *Chronicle of Higher Education. 48*(28). 33-3.

Young, A. & Lewis, C. W. (2008). Teacher education programs delivered at a distance: An examination of distance student perceptions. *Teaching & Teacher Education*, *24*(3), 601-609. http://dx.doi.org/10.1016/j.tate.2007.03.003.