

## INVESTIGATING INDONESIAN EFL LEARNERS' COGNITIVE LANGUAGE LEARNING STRATEGY WITHIN BLENDED LEARNING IN THE COVID-19 PANDEMIC

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### **Abstract**

The pandemic outbreaks enforce students do learning much harder through blended and proper strategy. Cognitive language learning is one of strategy that applied by Indonesian learners in overcoming to cope all English subjects within online blended tool. This study focused on the learners' preparation and live-process on implementing cognitive strategy on the blended learning classroom. The writers used a qualitative approach empowers by atlas.ti8 with 35 participants of English education study program at *Universitas PGRI Semarang*, Indonesia and instrumented by observation. Open – ended interview and questionnaire. The result shows the investigation that learners' preparation are: software of learning, hardware of learning, environment of learning, and time of learning. Otherwise, the learners' cognitive strategy in blended learning are; listening lecturers' presentation, watching lecturers' video presentation. The discussion reveals that Indonesian learners mostly have hardware learning as major need in joining blended classroom, but they don't have any good preparation on software learning since some of them are not payless. During the pandemic, most of students likely do cognitive strategy through prefer listening to lecturer's presentation since they might listen while doing anything else (not academic matters). Writers conclude that having English blended classroom learners should consider and provide laptop, smartphone, zoom apps, google meet apps, Wi-Fi, to support their cognitive classroom activities; listening, watching, and presenting materials. We suggest that fulfilling of the well preparation and well joined the English classroom make EFL learners get the knowledge maximally

**Keywords:** *Indonesian EFL, Cognitive Language Learning Strategy, Blended Learning*

## INTRODUCTION

As long as the COVID-19 outbreak persists and shows no indications of abating, all activities are normally carried out from home using online platforms. There was no exceptional case it came to education being impacted by the COVID-19 outbreak. Students can continue to study and polish their academic and non-academic skills by using an online system. Students acquire the necessary education even when space is limited, especially to the imaginative work of instructors. The present study's experts emphasized the need of teacher reflection while introducing an innovation such as blended learning (Philipsen et al., 2019). Teachers' innovation in presenting classroom instruction continues to promote and enhance student understanding. As an example, assigning tasks in accordance with the learning topic that was initially developed. This is owing to technical advancements, which have made it an option to deal with the epidemic.

College institutions must adapt learning practices in the face of an increasing educational problem, such as introducing long-distance learning through online learning. Teachers must be innovative while creating online learning materials such as videos, animation, and other learning platforms. Moreover, Rasheed et al., (2020) states that educational institutions that use blended learning are responsible for providing the platform and support for the online component, we intend to discuss the issues that institutions confront in terms of online component support, such as technological expenses. Also, establish relevant learning techniques to enable students to study more interactively and autonomously, as well as teachers to work more effectively in dealing with online learning.

Blended learning has become a reality in modern education, with more and more educational institutions rushing to incorporate it in order to create an appealing and exciting learning environment. Blended Learning, in particular, assists students in improving their relationships, communication skills, self-confidence, and self-awareness, while also encouraging debate and cooperation (Bouilheres et al., 2020). While many Indonesian institutions have at least partially incorporated blended learning to capitalize on its benefits, online learning is currently primarily used as an assistance to help studying and teaching in normal classrooms at Universitas PGRI Semarang. Nonetheless, the institution is urging teachers to make genuine efforts to include online learning into their normal classes.

During the pandemic, online study was used at Universitas PGRI Semarang since these learning techniques performed anywhere, any time, and not restricted by time or location. The approaches are assessed as highly simple and adaptable to use in order to provide learners with broad and rapid access to knowledge. Online learning may be implemented via a variety of successful media products, including websites, social media, apps, and learning management systems (LMS). Universitas PGRI Semarang has built and facilitated online studies for its students, resulting in the establishment of a learning management system (LMS). During the pandemic period, the system of

education used at Universitas PGRI Semarang was blended learning. Blended learning combines challenging learning with attractive learning. To assist students, Universitas PGRI Semarang has developed the online learning platform (SPADA). Hopefully, the platform would be able to assist teachers and students in completing the distance learning (PJJ).

## **LITERATURE REVIEW**

Studies on language learning strategy have been explored by Hardan (2013) mentioning that language learning strategies have been revealed at the secondary level to succeed the English teaching. Moreover, Lestari, M., & Wahyudin, A. Y. (2020) said that language learning strategies of undergraduate EFL students could be implemented well especially for productive skill. On the other hand, Griffiths, C., & Oxford, R. L. (2014) investigated about the twenty-first century landscape of language learning strategies. Finally, Oxford, R. L. (2018) clearly declared some language learning strategies which are divided into direct and indirect strategies.

Discussion on blended learning have been studied by Albiladi, W. S., & Alshareef, K. K. (2019) explained about blended learning in English teaching and learning. Then Tomlinson, B., & Whittaker, C. (2013) specifically talking about blended learning in English language teaching. Eventually, Hashemi, A., & Si Na, K. (2020) clearly described the effects of using blended learning in teaching and learning English. Additionally, Hockly, N. (2018) added some strategies of blended learning for ELT students. Occasionally, Sriwichai, (2020) studied about students' readiness and problems in learning English through blended learning environment. Susanto, (2019) supported that A syllabus design to enhance vocabulary and reading skills in computer assisted language learning is proper to empower students; English mastery. Finally, Susanto, (2021) explaining about the obstacles and challenges of information technology application on the online lecturing during covid19 pandemic outbreaks.

Elaboration on English teaching for EFL students have been described by Ardhiani, et al, (2021) described about using hand puppets as media to improve students' speaking skill through narrative text. Then, Susanto, (2017) explored teachers' perceptions towards teaching writing using word games; the case study of junior high schools in Semarang, central java, Indonesia. On the other hand, Anita, (2013) discussing the teaching analysis of reading comprehension. Additionally, Yosephine, (2018) stated the profile of enhancing students' writing skill using word games; the case study of junior high schools in Semarang, central java, Indonesia. Maria, (2019) noted a qualitative study of EFL English teacher's perceptions towards teaching vocabulary using word games for junior high schools on Semarang

## **METHOD**

In order to Investigating students' cognitive strategy on the blended learning classroom, a qualitative case study technique was used in this study. The case study

approach enables researchers to obtain extensive and in-depth information and comprehend the areas of interest. The researcher focused on the students' cognitive linguistic approach within blended learning. The study took into account both online and face-to-face aspects of the blended learning. This study included 35 participants of English education study program at Universitas PGRI Semarang who were enrolled in the mixed pedagogical development program or blended learning. In all, 330 students from English education study program in the Faculty of Arts and Language Education enrolled in the program through the distance learning.

An observation, questionnaire and open-ended interviews were used to collect data. Thus, the researchers strongly use tool of research namely atlas.ti8 that can empower the researcher gathering the data. The questionnaire included three demographic questions as well as seven open-ended questions. The questionnaire was completed willingly by 35 students. Open-ended interviews were done with a class from the Departments of English Education. Semi-structured questions were utilized for students, and interviews were recorded using a sound recorder. Case study analysis techniques were used to assess the qualitative data. The program ATLAS.ti® Version 8 was used to analyze the data. Microsoft Excel® (2013) was used to analyze and interpret online survey responses. Data from many sources was triangulated.

## FINDINGS

The study was done on English students at Universitas PGRI Semarang, Indonesia. The following is a result of a cognitive language strategy data analysis on the application of learning. The analysis was based on the (Carol Griffiths & Oxford, 2014) concept of theory; Cognitive strategy; practicing, receiving and sending messages, analyzing and reasoning, creating structure for input and output. The implementation of cognitive language pedagogical strategy through blended learning according to students is as follows:

Table 4.1. The implementation of Cognitive Language Learning Strategy

Cognition	Student activities	Implementation
Practicing	Repeating	<ol style="list-style-type: none"> <li>1. Implementing the pedagogical strategy strategy by repeating through such activities.</li> <li>2. Doing repetition when not understanding in learning;</li> <li>3. Repeating of words uttered by teachers in English and rewriting words spoken by teachers</li> <li>4. The repetition of a few words modeled as "stomuch, much"</li> <li>5. Repeating of pronunciation pronounced by the lecturer and material from the teacher on the simple past tense.</li> <li>6. Repeating of words/sentences that have been explained</li> <li>7. Repeating to the lecturer when misreading or material being carried too quickly</li> <li>8. Repeating to professors at a time of insufficient understanding of the material as explained.</li> <li>9. Repeating an article "an" or "an". Repeating pronunciation uttered by teachers on active voice.</li> </ol>

	Formally Practicing with Sound	<ol style="list-style-type: none"> <li>1. Students copy or interpret the language.</li> <li>2. Reading text.</li> <li>3. Practicing through sound.</li> <li>4. Spelling alphabets well and correctly through dialogue conversations in groups in video form.</li> <li>5. Through self-introduction; Reciting sentences and reading aloud related to the simple past tense material.</li> <li>6. Listening and being asked the professor to repeat the words or sentences in the listening material.</li> <li>7. Listening first repeats clearly words or phrases concerning plural and plural nouns.</li> <li>8. Reciting sentences.</li> <li>9. Reading aloud the sentence on plainvoice.</li> <li>10. Making conversation.</li> </ol>
	Combining	<ol style="list-style-type: none"> <li>1. Implementing combining activities by making words and adding objects predictive subjects.</li> <li>2. Brainstorming ideas with other students.</li> <li>3. Combining when the lecturer asks to join conversation.</li> <li>4. Complementing a word lacking in the material.</li> <li>5. Combining an English word.</li> <li>6. Working together.</li> <li>7. Practicing speaking in English.</li> <li>8. Integrating events into successive stories.</li> <li>9. Combining some ideas to group task.</li> </ol>
	Practicing Naturalistic	<ol style="list-style-type: none"> <li>1. Implementing practicing naturalistic activities by doing the word meanings in Indonesian.</li> <li>2. Practicing on your own while doing chores; Supplementing a teacher's view of a friend's incorrect answers.</li> <li>3. Interrupting among the lecturer on the simple past tense.</li> <li>4. Asking a question or an opinion.</li> <li>5. Inquiring or having an opinion.</li> <li>6. Asking the teacher about pronoun.</li> <li>7. Asking a few questions while learning and discussing a subject with a lecturer.</li> <li>8. Raising the lecturer's explanation about pronoun.</li> </ol>
Receiving and sending Message	Getting the Idea Quickly	<ol style="list-style-type: none"> <li>1. Making an example of the simple present tense sentence.</li> <li>2. Listening and writing the answer in a short time.</li> <li>3. Making the oral present tense sentence and makes the present tense present.</li> <li>4. Developing the idea of a problem that is then developed into a story.</li> <li>5. Making the present tense sentence orally and makes the sentence active orally.</li> <li>6. Answering questions from the lecturer.</li> <li>7. Developing the idea of telling a story later on.</li> <li>8. Making a present tense sentence with a verb prepared by lecturer during a question-and-answer relationship.</li> <li>9. Making the present tense sentence orally.</li> <li>10. Expressing a good idea about present tense by creating the meaning of the word translated in English and by looking up the meaning of the word in Google translation.</li> <li>11. Making the oral present tense sentence.</li> <li>12. Making an example of the simple present tense sentence.</li> </ol>

	Using Resources for Receiving a Message	<ol style="list-style-type: none"> <li>1. Responding to a question in the best possible way or answer a teacher's question in English.</li> <li>2. Receiving source from the lecturer's message.</li> <li>3. Using a dictionary as an aid in learning.</li> <li>4. Listening well to the message the lecturer delivered and try to carry it out.</li> <li>5. Looking up the meaning of the word in the English dictionary and looking up the meaning of the word in Google translation.</li> <li>6. Conveying a message or information about the material to be studied.</li> <li>7. Looking up the meaning of the word in the English dictionary and looked up the meaning of the word in Google translation.</li> <li>8. Conveying messages or information regarding the material to be studied.</li> <li>9. Using a dictionary to translate a word that the student has yet to grasp its meaning and to use material files sent by the lecturers</li> <li>10. Looking up the meaning of the word in the English dictionary.</li> <li>11. Answering the question of pronoun and analyzing voice's sentence and asked about the simple past tense.</li> </ol>
Analysing and Reasoning	Reasoning Deductively	<ol style="list-style-type: none"> <li>1. Responding to the lecturer as quickly as possible.</li> <li>2. Understanding good deductively.</li> <li>3. Responding to a teacher's question about a student's responses during a learning teaching activities.</li> <li>4. Answering the question of pronoun and analyzing phrases from voice.</li> <li>5. Inferring material information given.</li> <li>6. Answering the question of pronoun and analyzing phrases from voice.</li> <li>7. Concluding the material information given and answer some questions given by the lecturer on good reason.</li> <li>8. Answering the question of pronoun and analyzing phrases from voice.</li> <li>9. Answering the question of pronoun and analyzing phrases from voice.</li> <li>10. Answering the question given by the lecturer with the material and two students answered the question.</li> <li>11. Answering the question of pronoun and analyzing phrases from voice.</li> </ol>
	Analyzing Expressions	<ol style="list-style-type: none"> <li>1. Doing daily interactions with friends.</li> <li>2. Analyzing the student express's delight.</li> <li>3. Pronouncing of the English spelling by turning on the camera during zoom.</li> <li>4. Expressing oneself in a given situation.</li> <li>5. Giving expression in specific situations.</li> <li>6. Laughing when the lecturer gives ice breaking when the matter is over.</li> <li>7. Nodding when understanding the material that the lecturer is teaching.</li> </ol>
	Analyzing Contrastively	<ol style="list-style-type: none"> <li>1. Listening in English then interpreting into Indonesian.</li> <li>2. Analyzing in contrast; Analyze highly contradictory.</li> <li>3. Completing incomplete stories correctly.</li> <li>4. When answers differ from friends on standardized voice matter.</li> <li>5. Analyzing the material presented.</li> <li>6. Analyzing matter simple past tense.</li> </ol>

		<ol style="list-style-type: none"> <li>7. Answering differently from friends on active voice materials.</li> <li>8. Analyzing the material presented by the lecturer when answering a problem differs from a friend's answer.</li> </ol>
	Translating	<ol style="list-style-type: none"> <li>1. Translating a short dialogue and story called "terminal speed."</li> <li>2. Opening a language dictionary when unable to interpret it.</li> <li>3. Translating the meaning of words in the story mentioned by the professor.</li> <li>4. Translating materials gained voice and present tense.</li> <li>5. Having online dictionaries or other websites to help with.</li> <li>6. Translating active matter voice and pronoun.</li> <li>7. Translating through online dictionaries or with the help of other websites.</li> <li>8. Translating new heard or unfamiliar words.</li> <li>9. Translating the text the lecturer gave the students.</li> </ol>
	Transferring	<ol style="list-style-type: none"> <li>1. Constructing the words before and after.</li> <li>2. Translating the story.</li> <li>3. Answering the simple past tense matter question using English.</li> <li>4. Brainstorming between lecturers and students.</li> <li>5. Conducting an interlect-teacher or student exchange of the material present tense.</li> <li>6. Answering pronoun questions in English.</li> <li>7. Having a discussion or an exchange with a teacher during learning or outside of study.</li> <li>8. Answering web-voice material questions in English.</li> <li>9. Answering questions in English;</li> </ol>
Taking Notes	Summarizing	<ol style="list-style-type: none"> <li>1. Translating sentences.</li> <li>2. Messaging while teachers are teaching.</li> <li>3. Reviewing the material the professor described.</li> <li>4. Concluding the matter simple past tense.</li> <li>5. Concluding the material present tense.</li> <li>6. Concluding voice and visiting voice matter. Summarizing a short story.</li> <li>7. Performing a material commemoration brought by teachers during learning.</li> <li>8. Replying to the material that teachers brought last week to have more power.</li> <li>9. Concluding materials as well as some students who have never implemented beautification activities.</li> </ol>
	Highlighting	<ol style="list-style-type: none"> <li>1. Understanding vocabulary in English.</li> <li>2. Writing important words in material.</li> <li>3. Colors the material definition present tense and underscores the material formula present tense.</li> <li>4. Writing an important or unfamiliar record.</li> <li>5. Coloring up on the active voice definition and underline the complementary voice matter formula.</li> <li>6. Listen carefully to disen's giving material.</li> <li>7. Doing or writing an important note/alien that has never been heard of.</li> <li>8. Assigning color to the past tense definition of matter and underlining the present tense material formula.</li> <li>9. Writing important words in material.</li> <li>10. Underline or unheard of.</li> </ol>

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11. Writing important notes and giving color to the material definition present tense.
  12. Doing or writing notes that are important or unfamiliar never before heard in the simple past tense matter.
  13. Color up on the active voice definition and underline the complementary voice matter formula.
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In During the Covid-19 epidemic, Universitas PGRI Semarang used a cognitive language strategy within blended learning to handle distance learning. This blended learning has been held since the 2019/2020 academic year. and the semester academic year of 2020/2021 in order to keep the college running for the covid-19 pandemic. The following concept is based on study findings derived from observations gathered by researchers throughout college during the days of COVID-19 with blended learning. Researchers discovered many learning activities with blended learning and an application of cognitive strategies of students conducted throughout these two semesters as a consequence of these observations. Implementation of blended learning according to students is as follows:

Table 4.1. The implementation of cognitive language learning strategy

Activity	Implementation of blended learning according to students
Visual	<ol style="list-style-type: none"> <li>1. Understanding vocabulary.</li> <li>2. Providing grammar and examples of vocabulary.</li> <li>3. Playing YouTube videos about the present tense and passive voice material.</li> <li>4. Students learn how to pronounce what teachers already said.</li> <li>5. Doing Google meet with lecturers and deliver material and power point template.</li> <li>6. Examine how lecturers provide answer keys for assignments such as spelling and listening.</li> <li>7. Observing information provided by teachers over the internet.</li> <li>8. Playing YouTube videos regarding the material of present tense, passive voice, simple past tense, pronoun, regular and irregular plural.</li> <li>9. Learning about material using photos and movies.</li> <li>10. Learning trough SPADA</li> </ol>
Verbal	<ol style="list-style-type: none"> <li>1. Inquiring students about simple present tense, simple past tense, the present continuous tense, pronouns, and the present perfect tense.</li> <li>2. Asking questions with lecturers while online studying.</li> <li>3. Responding to a teacher's inquiry.</li> <li>4. Inquiring when a teacher is given a job that is not clear, such as requesting a second explanation of an assignment.</li> <li>5. Answering lecturers' questions and providing active voice resources.</li> <li>6. Inquiring if the material offered has not yet been grasped.</li> <li>7. Stating the definition of the term posed by the lecturers.</li> <li>8. Reciting the lecturer's requested word's spelling.</li> <li>9. When a student does not comprehend a concept, student should ask the teacher.</li> <li>10. students ask a question to the lecturers when students do not comprehend information about regular and plural nouns.</li> <li>11. Questioning teacher when student do not comprehend a concept.</li> <li>12. Reading the lecturer's given text.</li> <li>13. Conversing in English with a friend</li> <li>14. Delivering presentations at the end of the explanation.</li> <li>15. Providing learners opinion/response on the subject.</li> <li>16. Looking up the definition of a term in English by using Google</li> </ol>

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Listening	<ol style="list-style-type: none"> <li>1. Listening to the material and then presenting it to a friend.</li> <li>2. Listening to information about the simple present tense.</li> <li>3. Quietly listening to the lecturer.</li> <li>4. Students listen to a topic carefully.</li> <li>5. Apply in situations where material items are not heard.</li> <li>6. Paying attention while teachers provide material.</li> <li>7. Watching a film discussing the subject in the current tense.</li> <li>8. When offered speaking materials, students engage in listening activities.</li> <li>9. Listening through a listening apparatus and altering what students heard.</li> <li>10. Pay attention to the teacher's words and write them down.</li> <li>11. Listening to physical objects and explanations of material knowledge to be examined</li> <li>12. Listening to physical objects and explanations of material knowledge to be examine.</li> <li>13. Listening to lecturers' explanation online.</li> <li>14. Listening to material while studying.</li> <li>15. Watching videos regarding pronoun material in the simple present tense.</li> <li>16. Listening to audio learning material</li> <li>17. When students have listened, clarify what the lecturer has said.</li> </ol>
Writing	<ol style="list-style-type: none"> <li>1. Doing some online coursework and snap quizzes.</li> <li>2. Taking attention of what the lecturer says as he explains.</li> <li>3. Working online through some terminology.</li> <li>4. Expressing one's thoughts in a pre-existing discussion forum.</li> <li>5. Participating in online pop quizzes.</li> <li>6. Making a plainvoice sentence.</li> <li>7. Writing the listening assignment.</li> <li>8. Making use of the past tense.</li> <li>9. Material spelling is given to students.</li> <li>10. Doing proper word study without using a dictionary to compose a short narrative in English.</li> <li>11. Perform online activities as well as create videos, which are subsequently gathered.</li> <li>12. Write down what you hear throughout the listening learning session.</li> <li>13. Performing online activities as well as create videos, which are subsequently gathered.</li> <li>14. Making use of the past tense.</li> <li>15. Taking on both direct and video online projects.</li> </ol>
Matrix	<ol style="list-style-type: none"> <li>1. Having conversations with others.</li> <li>2. Correcting experimentation by students presenting the findings of the lecturer's study.</li> <li>3. Working on video projects in English.</li> <li>4. Making a film of a multigroup chat.</li> <li>5. Between groups, correcting a friend's replies.</li> <li>6. Spelling out numbers or rewriting those that have been provided to you.</li> <li>7. Numbers for spelling or rewriting are provided.</li> <li>8. Integrating of experiments by students.</li> <li>9. Compromising the simple present tense online.</li> </ol>

Following an analysis of the implementation carried out by students in terms of cognitive language pedagogical strategy within blended learning completed via technical proficiency. An observation, open-ended interview and a questionnaire were obtained from 35 students enrolled in the English education study program at Universitas PGRI Semarang (UPGRIS).

The majority of students learned how to use cognitive language pedagogical strategy through blended learning tools. It is critical to learn how learners use these equipment's, how information and communication technology influences students'

educational experiences, and how information and communication technology influences students' learning. As BL tools in this study, PowerPoint, video, online exercises, online lectures, emails, SMS, and online Chatting were used. PowerPoint has been the primary presentation medium in classrooms. Numerical studies were conducted to investigate the relationship between PowerPoint and student engagement, PowerPoint, handouts and student performance, and the impact of PowerPoint on classroom interactions. PowerPoint become a powerful BL tool for teaching and learning. The use of video was more effective and significant than the use of PowerPoint. Students could gain a better understanding of the subject by watching a video presentation. Online lesson were useful tools for students.

## **DISCUSSION**

According to the observation, the findings revealed that some blended learning cognition among: visuals, verbal, listening, writing, and matrix. All students' activities that take place in a campus classroom are digitized and streamed to online students using a variety of software and hardware. Because many of the college's students work full-time, the school makes every effort to enable flexible access to course information. Learners mostly have hardware learning as major need in joining blended classroom, but they don't have any good preparation on software learning since some of them are not payless. As the time goes by, students have adapted to the usage of online learning resources in order to get acclimated to and literate in those disciplines. Learning occurs in fleetingly and is adapted to each individual's need. Aside from curricular requirements, English education program was also required to be technically advanced, so the electronic modules chosen may be used in blended learning. It is because some material was obtained from the surrounding environment in the form of pictures and movies, primarily based on accidents that occur in Indonesia. If material were introduced into the print e-module, more high-cost will be paid, and the end product will sometimes the result become less clear. As a result, selecting digital e-modules used in blended learning using SPADA (an educational platform or course management program) was the best option for improving disaster management learning materials.

## **CONCLUSION**

Students' internet and communication technology usage in the Blended Learning environment was reasonable. Students, in particular, relied heavily on PowerPoint for their studies and presentations. Students used video presentations and online exercises sparingly. PowerPoint and video were effective BL tools, whereas for students, online lecture, online exercise, computer software, and other online tools were important. In this study, PowerPoint and video/movies produced significant results. However, there are several flaws in this study that need to be addressed. The use of online discussion tools remained low. Students in an English blended classroom

should consider and provide a laptop, smartphone, zoom applications, Google Meet apps, and Wi-Fi to enhance their cognitive classroom tasks such as listening, visual, and presenting materials. Additional public assistance in the form of education services was required to enhance blended learning, particularly as a blended learning tool. Free hotspots strategically deployed across the city are among the instruments required to underwrite this strategy so that students are not burdened with the high Internet data package charges.

The researchers suggest that the fulfillment of well-prepared and well-joined English classrooms allows EFL learners to get the most knowledge. To assist EFL learners get the most knowledge, they should be encouraged to optimizing blended learning tools, such as preparing teaching application, Wi-Fi, smartphone, etc. Learners hopefully can concentrate on certain aspects of the cognitive pedagogical strategy within blended learning method, such as assessment, course outline, and/or designs. Furthermore, the presence of students in class learning is still thought to be the key to success. In the learner's learning process, student engagement is rather low and less students are involved, therefore the interactions are less dynamic; in part, great learners are just capable of repeating whatever the lecturer was doing. It is hoped that the lecturers can set a good example in the discipline of attending class.

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