Instructional Strategy for Comprehensible Meaning-Focused Input: Backward Learning Instruction

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ABSTRACT

Backward Learning Instruction (BLI) is a recommended instructional practice to apply for an extensive reading and listening program to become comprehensible meaning-focused input as an initial idea from the flipped-learning model and backward design. This study explored how backward learning instruction as an instructional strategy applies in the learning process; and how students perceive backward learning instruction for comprehensible meaning-focused input. The author used a mixed method, with the descriptive and statistical description of 45 students from the law department at the Sekolah Tinggi Ilmu Hukum Pengayoman Bone, which was selected using purposive sampling. A study of the document was conducted to compile the BLI model, and a Guttman scale questionnaire was provided to gain firm and precise answers on BLI implementation. Then, the data were analyzed. The result presented the BLI model within three steps: 1) Preparing class, 2) Backward learning instruction, and 3) Knowledge enrichment. This study also found that BLI as an instructional strategy for comprehensible meaning-focused input showed a high agreement among students with high and very high categories converted by the students' propensity to respond to a scale. As an implication, BLI has contributed to providing solutions for learning the reading and listening comprehension process in distance, blended, and autonomous learning. EFL teachers, learners, and material developers must consider BLI as learning instruction due to its positive impact on students' self-faced learning.

1. Introduction

Learners are surrounded by rich input that comes primarily in two forms: auditory and visual, as two sensory modes within such inherent differences. First, the physical delivery medium differs, as seeing and hearing rely on different biological functions. Second, the untimed nature of the written mode affords repeated exposure to input, as determined by the reader, whereas the timed nature of the aural mode limits such opportunities. Given the distinct experiences the two modalities offer, researchers in second language acquisition (SLA) and cognitive science have investigated whether the visual and aural modes impact language or pattern learning similarly (Kim & Godfroid, 2019).

Macalister & Nation (2001) in Noroozi & Siyyari (2019) classified the two forms of auditory and visual as meaning-focused input, which is part of the four strands principle. They are a) meaning-focused input (acquisition through comprehensible reading and listening input), b) meaning-focused output (learning through pushed spoken and written output), c) language-focused learning (deliberate learning), and fluency development. Macalister & Nation (2019) supposed that a well-balanced language course should include equivalent quantities of those four strands.

Meaning-focused input is needed for such learning: a low density of unknown items in the language input, a focus on the message's meaning, and a large quantity of input. Meaningful input plays an essential role in extending incidental vocabulary knowledge. The lack of meaning-based input would be a challenging obstacle that limits the continuous learning of incidental L2 vocabulary (Noughabi, 2017). It helps encourage students to use target words (output-focused activities). It leads to greater retention rates than having them respond to comprehension questions involving target words (input-focused actions) (Calvo-Ferrer & Belda-Medina, 2021). Simply put, the evidence is that acquisition of L2 is more successful when the input (reading and listening) is made up of material that the learner finds compelling (Patrick, 2019). Macalister & Nation (2019) also strengthened that providing a large amount of comprehensible input is an extensive reading and listening program in language courses.

Teaching listening and reading nowadays plays a significant role in learning English as a second or foreign language (TESFL) (Deregözü, 2021; Namaziandost et al., 2022). The overall goal of reading any written text is to comprehend the text and apply the information accordingly. While listening requires students to interpret the language, they hear receptively, determine how to find or construct the answer, and produce it (Wood et al., 2019). Reading comprehension is a multifaceted, complex cognitive task that entails word decoding, word recognition (Wawire & Zuilkowski, 2021), oral language proficiency, and life experience, among many others (Peets et al., 2022). At the same time, listening comprehension, according to Deregözü (2021), is crucial in the language classroom since it equips the learner with excessive inputs for phonology, lexis, syntax, semantics, and discourse structure of the target language and establishes the foundation of speaking in a foreign language. What are the implications, then, for those with low language proficiency? And how does a student learn to comprehend reading and to listen? A mindset to bring to this piece is fostering reading and listening comprehension development through instructional strategies and combinations of methods that promote comprehensible meaning-focused input development (Duke et al., 2021).

An instructional strategy is a strategical instruction used by the teacher to help students become more independent and tactical learners. Instructional strategies can stimulate students and help them concentrate and merge information for understanding and remembering (Francisco & Celon, 2020). As the education process switches from onsite to online learning, this automatically brings students into the home study. This condition demanded teachers modify the standard teaching approach to move to an online teaching mode (Arfan et al., 2021). There was no choice but to switch entirely to online teaching-learning for several academic institutions that were previously unwilling to shift their conventional pedagogical approach (Dhawan, 2020).

Backward Learning Instruction (BLI) has become a recommended instructional practice to apply for this condition. BLI is inspired by the flipped-learning model, where the traditional classroom roles are reversed, and backward design is oriented to learning goals. However, the backward learning instruction is an activity by giving the forward material earlier to be discussed as an enrichment process for the next meeting. So, BLI instructs students to study the future material before the class is conducted to make the learning process more effective. It is also can shorten and condense class meetings.

This study aims to fill the lack of Flipped Learning (FL) that FL just relies on technology to ensure the class and students work with the new pedagogical settings (Evseeva & Solozhenko, 2015). This has been warned Missildine et al. (2013) that implementation of FL in those settings where students do not have equal access to technology may be counterproductive, so an adjustment to both learning and teaching methods may be required to derive full benefit from it (Hamdan et al., 2013). Therefore, BLI can solve problems even in a limited time. With no signals, teachers can still instruct students to work with more time and effective outcomes. Applying this instruction will create another atmosphere for students to work independently outside class. Indeed, it will significantly contribute to education stakeholders in the restricted circumstances; specifically, those interested in effective input classroom processes, reading and listening, and EFL teachers and students will benefit from this.

Regarding the explanation above, this study was then conducted to address the research questions as stated below:

1. How does the backward learning instruction model as an instructional strategy apply to the learning process?

2. How do students perceive backward learning instruction as an instructional strategy for comprehensible meaning-focused input?

2. Literature Review

2.1 Instructional Strategy for Comprehensible Meaning-focused Input

Since the 1980s, the discussion of output and input as meaning-focused has emerged since Krashen (1981). His seminal input hypothesis proposes that second language acquisition occurs when there is sufficient exposure to comprehensible input (Noroozi & Siyyari, 2019). Meaning-focused input involves learning from listening and reading, which Krashen (1981) called learning from comprehensible input (Nation & Macalister, 2010). Foster reading and listening comprehension development require specific techniques and strategies to facilitate this activity (Deregözü, 2021; Kieffer et al., 2021). Instructional practices and particular approaches can be encouraged to enhance engagement attributes and improve student learning (Öncü & Bichelmeyer, 2021).

More recent research seeks the causation between student engagement and more context-specific instructional practices. Peets et al. (2022), have looked at the reading comprehension performance of bilinguals to examine how bilinguals perform in reading comprehension, along with possible contributor to oral language and Instructional practice of home literacy practices. They found that home literacy practices play a role in achieving reading comprehension success. Fransisco & Celon (2020), in their study about instructional strategies for private schools in the City of Meycauayan, Bulacan, revealed that the instructional practices affect the student's academic performance in English, Mathematics, Science, Filipino, and Araling Panlipunan to varying

extents. This means that improving the instructional management practices mentioned for every unit could increase students' academic performance. However, Öncü & Bichelmeyer's (2021) research shows that learner involvement in IP was poor, equivalent to the national student engagement survey of the period. Therefore, to the two instructional practices in this study, another major takeaway is that learners should be advised about the detrimental impact of poor motivation in the program as early as possible.

Regarding listening, Fathi & Hamidizadeh (2019) examined the effectiveness of strategy instruction in second language (L2) listening comprehension learning. They found that the listening strategy instruction effectively enhanced the listening comprehension of the participants of Iranian EFL learners. Wood et al. (2019) examined the effects of a treatment package that combined technology-based supports and systematic instruction on the comprehension skills of elementary-aged students. They found that through systematic instruction, students can use technology to increase their understanding of expository texts and provide supports for students to access that information with greater independence. In addition, Kök (2018) has explored the relationship between students' listening comprehension strategy use and their listening comprehension proficiency and the positive correlation found through this study.

Similarly, reading and listening require more time to digest the content and vocabulary. The limited time to study in class does not meet the need to understand the text and audio provided. Therefore, extensive reading and extensive listening are needed. Research has offered convincing empirical evidence that when L2 learners are frequently exposed to a large amount of language input, their word recognition skills improve, their vocabulary expands, and their ability to process orally. Written text fluency increases and their overall proficiency also goes up. And one of the best ways students need to be exposed to the English language if they want to learn it is through extensive listening. At the same time, it is another excellent way of providing language input (Renandya & Jacobs, 2016).

The effects of extensive reading (ER) have now been documented and widely acknowledged (Mori, 2015; Waring & McLean, 2015). Milliner (2021) found that combining timed reading, repeated oral, and extensive reading achieved more significant reading rate gains. Extensive listening (EL) is similar to ER in many ways; just like ER, where the goal is to build reading fluency, EL aims to help develop listening fluency. To build fluency, students will need extensive listening to recognize words they hear effortlessly and understand the overall meaning of the texts they are listening to. As with ER, building listening fluency also takes time and effort; the other language learning benefits emerge with time (Renandya & Jacobs, 2016). In addition, reading while listening proved to assist in fostering

reading skills (Ahmadi Safa & Motaghi, 2021). Reading-while-listening is advantageous in second language learning, as Hossain et al. found that reading-while-listening can result in more vocabulary knowledge (Hossain & Hasan, 2022). Conklin et al. (2020) and Nakashima et al. (2018) also cited Brown et al., (2016) and Chang (2011). They suggested reading while listening because it improves both the speed and accuracy of listening.

Providing students' input through vocabulary and content needs reading and listening comprehension. Reading and listening comprehension can be obtained through extensive learning activities, reading or listening only, or reading while listening. This activity can shorten, condense, and clarify the learning atmosphere in face-to-face classes. It allows students to enjoy what they read or listen to, repeating readings or audio in a comfortable atmosphere according to the time they choose to study. Students are not pressured by the learning atmosphere in class, especially with limited time. To support these components, backward learning instruction (BLI) is the most appropriate strategy. That's because BLI provides time leeway for students to study independently and have fun, and it can be done anywhere. The teacher only needs to determine the time for enrichment with students, discussing what is obtained from reading and audio and what has not been understood.

2.2 The Initial Idea of Backward Learning Instruction

Backward Learning Instruction (BLI) is adapted from two learning concepts: Flipped learning, which reverses the learning model from in-class to out-class. A flipped learning model is one method that individualizes student learning and demonstrates the teacher's value of collaborative synchronous learning time (Smith, 2020). In flipped learning (FL), students are given time to study independently outside the classroom. Students learn the material before class and discuss and apply it in school (van Alten et al., 2019). Activities at the school are only to enrich the material studied outside the classroom.

Meanwhile, BLI is the activity that underlies the flipped learning approach. FL instructs students to participate in pre-class activities such as watching videos, visiting course-related websites, listening to audio recordings, and reading-related references (Huang et al., 2022). Meanwhile, BLI provides early instructions to study the material or teaching materials reviewed at the next meeting. Instructions can be done individually, in pairs, or group work.

Second, the Backward Design by Wiggins & McTighe (1998) is focused on curriculum design strategy. Backward design is hardly a novel concept in general education circles but marks a paradigm shift in thinking about education curricula. Rather than devising activities or selecting materials as ends,

backward design requires the instructor to set an intention for learning and build a curriculum that meets those goals (Armes, 2020). However, BLI is not for designing material but for expecting learning outcomes, particularly reading and listening comprehension. Why for reading and listening? Because reading and listening need more time to comprehend the content, analyze the topic, summarize the information, and retell the text or audio. Therefore, teachers need an approach to reach this goal to make the study effective and shorten and conclude in-class time. Moreover, during a pandemic, the learning time in class becomes negligible, so autonomous learning is recommended.

Hinchliffe (2016) summarizes the Backward design model in a few words; "When we truly understand, we can explain, interpret, apply, have perspective, empathize, and have self-knowledge." This is the picture of BLI's expectations. The difference is, Backward design is designed to formulate a curriculum that starts from the final stage, learning outcomes, backward from each step to the beginning of the set, and learning activities. So, the whole design process is back. At the same time, backward learning instruction provides teaching materials where the material should be given at the next meeting during the learning process. The provision of material earlier can provide opportunities for students to understand better, explain, interpret, and have a perspective on the material to be studied at the next meeting.

We are faced with significant changes in the world of education, where the education element must begin to make peace with distance. There is no way back to the conditions before covid-19 occurred, but covid-19 opens new insights and knowledge for researchers and education actors to synergize classroom and distance learning activities. This present study presents a new strategy and model in the learning process to support students' autonomous learning and blended learning.

3. Method

Around 145 active students from Sekolah Tinggi Ilmu Hukum Pengayoman, Bone regency, South Sulawesi, Indonesia, acted as the population for this study. However, only forty-five students selected using purposive sampling participated in this study. These students were chosen as a representative class out of three due to their age and activeness. This campus was selected due to the role of the researcher as a lecturer at that site. Other than that, the participants have found this backward learning strategy for their classroom learning experience since post-pandemic when the teaching-learning process could be in the limited face-to-face classroom. This condition created the idea of making and applying BLI.

This study used a mixed-method approach to collect the data to answer both research questions. To answer research question 1, the author used descriptive research through a documentation study. While to

answer research question 2, the author used a quantitative approach through the statistical description with a close-ended questionnaire. Overall, this study was a case study as Yin (2018) noted that a case study is conducted when (1) the main of our research questions are "how" or "why" questions, (2) the researcher has little or no control over participants' behavioral events, and (3) the focus of the study is contemporary.

The author provided a questionnaire to students through a google form using the Guttman scale to gain a firm and clear answer about the BLI strategy applied in the learning process. The questionnaire consisted of two indicators of students' perceptions: The advantages of BLI and the benefits of BLI for input activities, as displayed in table 1. The author experienced this strategy described by applying backward learning instruction in the classroom with a reading and listening comprehension variable.

Table 1. Questionnaire for Students' Perspective of BLI as Instructional Practice

1	BLI is an effective tool to be applied during the pandemic
2	BLI gives me more time to study independently
3	BLI improves my autonomous learning skill
4	BLI forces me to study in out-class

Table 2. Questionnaire for Students' Perspective of BLI for Comprehensible Meaning-focused Input

1	BLI gives me a chance to learn more information by reading text and listening to audio
2	BLI makes me know and understand well the information of the text and listening to audio
3	BLI makes me ready to perform in front of the class
4	BLI makes me confident to answer the lecturer's queries regarding the reading text and to listen to audio
5	BLI makes the class run actively and effectively.

The author analyzed the data using Excel Software and described the result of the research in the chart. The formulation categorizes the respondents' propensity to respond to a scale: minimum score = 0, maximum score = 45, while the category consists of 5 groups, so 45: 5 = 9 (the range). The scale group can be defined as: "37-45, 28-36, 19-27, 10-18, and 0-9" for "very high, high, moderate, low, and very low" (Arfan et al., 2021).

4. Results

4.1 Backward Learning Instruction (BLI) Model

The idea of BLI emerged when a pandemic swept the world, causing the education and teaching process to mutate from offline to online, from classroom to

home, and from synchronous to asynchronous. After a year, the Indonesian government relaxed teaching again by allowing limited face-to-face classes. These classes allow half of the students to attend face-to-face classes and the other half through virtual courses. According to government regulations, universities also limit the limited number of face-to-face learning hours to 45 minutes. Given that student learning time in class is reduced based on government policies and asynchronous learning, various strategies are implemented to make learning effective and fun.

Several methods emerged to meet the changing educational atmosphere, such as flipped learning, project-based learning, traditional online teaching, etc. The teachers tried to use these strategies, but some obstacles and problems also emerged. The main problem is the network connection that is not always stable in all places, both the city and the countryside.

In addition, the ability of teachers to operate technological devices. This situation causes the teaching situation to be hampered and ineffective, so it requires a solution for teaching methods that support the educational environment but remain under restrictions due to the pandemic. One form of adaptation and modification of appropriate learning strategies is Backward Learning Instruction (BLI).

The following is an example of a Backward learning instruction model author used that can be applied to restricted learning. This model is based on the author's teaching experience as the steps for implementing BLI. The BLI model consists of three stages in the learning process: 1) Preparing class, 2) Backward learning instruction, and 3) Knowledge enrichment. The description of each method is described as follows:
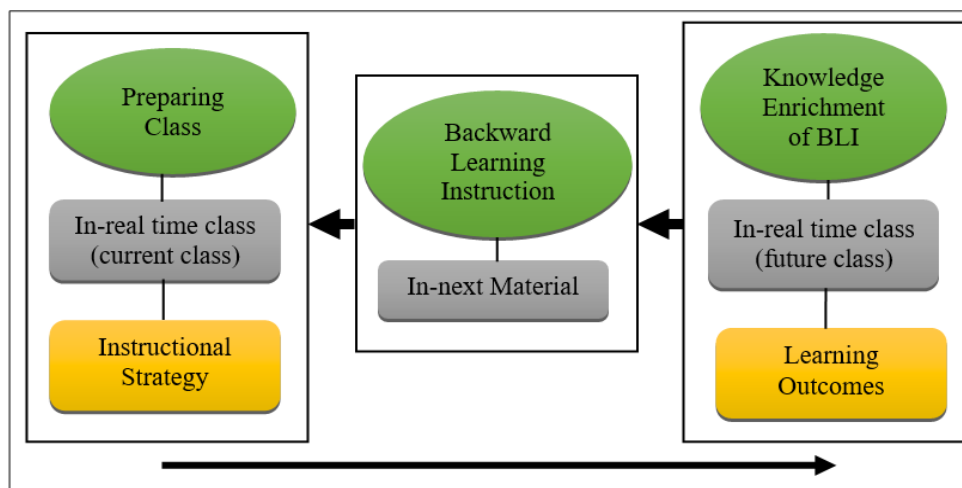

Figure 1. Model of Backward Learning Instruction (BLI)

4.2 Preparing Class

In this first stage, the teacher prepares classes as In-real time classes, probably online and offline. In-real-time or synchronous class aims to provide direct instruction to students without limitations on space and time. This aims to strengthen students' understanding of the instructional strategy in the next step. The position in this stage is in the "current class" before the backward instructional strategy is applied. This is why the concept of "backward" is used because the teacher considers future learning outcomes before the learning takes place. So, this first step's main point is synchronizing the class for an in-real-time class.

After the class is prepared, the teacher provides an instructional strategy for implementing BLI. The teacher explains the procedure of activities and the learning objectives to be achieved through autonomous learning materials. Teaching materials for individual student studies are provided along with learning commitments that must be mutually agreed upon. For example, what students should do in their studies and

when the enrichment process in the in-real-time class will be repeated, it should take a week. In this case, it must be underlined that teaching materials must be for learning at the next meeting.

Because BLI focuses on input activities, the materials prepared are reading text or listening to audio. Teachers can provide exciting material to stimulate students' listening or reading motivation and material that requires students' critical thinking skills. Don't worry; the quantity of reading or audio is not a problem considering students will be given plenty of time to study according to their comfort zone. Students can do extensive homework and listen out of class as long as possible if the in-real future class schedule has not been carried out. Students have as much time to listen to or read the material until they understand it. In addition, assignments as last input activities must also be considered to ensure students' comprehension. The entire procedure and learning objectives through BLI are regulated, determined, and approved by the teacher and students at the preparation class stage.

4.3 Backward learning Instruction

Students have entered the individual learning process or autonomous learning as an attribute of the learner's approach to the BLI. Students can use any method to support extracting information on the content or material obtained. Students own the learning atmosphere and conditions without a teacher, peer pressure, and study time. However, it is not limited by teacher monitoring through asynchronous class study groups. Students can ask questions if they find obstacles in the implementation of BLI. Teachers and other students can still discuss asynchronously online during BLI activities so that the performance of BLI supports blended learning activities.

The thing that needs to be instilled in students at this stage is that BLI activities have enrichment classes at the final stage so that students can deepen the knowledge gained in synchronous courses. BLI activities, although students are the critical element, the role of teachers and other classmates cannot be ignored. Whatever is obtained in the out-class of BLI requires students to keep discussing and exchanging ideas in real future class time. However, the difference is that students already have prior knowledge before entering the enrichment class. Students are the main element that determines the success of BLI, together with the teacher as a mentor, supervisor, and supporter of students from a distance.

4.4 Knowledge enrichment

At this stage, knowledge enrichment is the final stage of BLI, which is to enrich the previously studied material. This stage is in the in-real-time class position, a future class in the first stage, namely in the preparing class stage. This stage is also an assessment by the teacher of the learning process through BLI to determine whether BLI is running effectively or not. If the BLI runs effectively, the class can be short and dense because the teacher only needs to enrich and confirm the information or understanding of the material obtained by the students at the previous meeting and the commitment to backward learning instruction.

On the other hand, if students do not carry out the previously agreed BLI commitment, then again, knowledge enrichment will switch to traditional learning. To measure the effectiveness of the BLI strategy, the teacher must do a knowledge test to determine whether the information and material content is understood. Therefore, even though students carry out individual studies, teachers still play an essential role in monitoring student learning processes remotely through asynchronous classes. The success of the BLI strategy is strongly supported by the position of teachers and students within synchrony and asynchronous course.

Then, the next question emerges: what is the difference between backward learning instruction and flipped learning, and backward learning instruction and backward design? According to the author, tables 3 and tables 4 compare the diversity.

Table 3. The Comparison of Backward Learning Instruction and Flipped Learning

Backward Learning Instruction (BLI)_	Flipped Learning (FL)
Focus: Focuses only on comprehensible meaning-focused input (reading and listening)	**Focus:** It can be applied for comprehensible meaning-focused input (reading and listening) or meaning-focused-output (speaking and writing)
Model: Backward learning from future class to in-class	**Model:** Reverse learning from classroom to home or modern to traditional.
Orientations: • Oriented towards the learning outcomes. • Oriented toward the material provided	**Orientations:** • Oriented towards the learning process. • Oriented toward the use of technology
Processes: • Ask students to study future material at their convenience or with combined methods. • Provide predetermined learning material in the form of text or audio to be studied out of class	**Processes:** • Ask students to study assignments in the form of material and practice questions through digital media. • Provide free learning materials for students that can be accessed online
Evaluation: Carry out knowledge enrichment at the next meeting	**Evaluation:** Carry out knowledge enrichment at the next meeting
Learning System: Learning through blended (face-to-face and virtual/online interaction) that combines synchronous learning with asynchronous self-learning	**Learning System:** Learning through blended (face-to-face and virtual/online interaction) that combines synchronous learning with asynchronous self-learning

Table 3 compares the implementation of backward learning instruction and flipped learning. One that needs to be highlighted is the focus, where BLI focuses only on input through reading and listening. In contrast, FL focuses on output and input (speaking, writing, reading, and listening). The FL model is identical to reversing learning from classroom to home (in-class to out-class or modern to traditional). BLI offers a learning model from future class to in-class, bringing material or learning conditions earlier. In addition, BLI demands that teachers provide students with predetermined reading or listening material to be studied outside class. Using their freely chosen method or combined methods from teachers should be within students' convenience. In FL, the material is free to access online within the determined topic from the teacher. On the other hand, evaluation and learning systems are the same, enriching knowledge at the next meeting and using blended learning.

Table 3 gives students a new atmosphere in the teaching and learning process. Teachers can choose the most suitable strategy for students related to the material and learning objectives. Teachers can also combine several methods to support activities or only use one. The two activities above can be applied in class alternately to measure how practical the two activities are. While BLI is also the initial idea of backward design, here is table 4 comparing the two.

Table 4. The Comparison of Backward Learning Instruction and Backward Design

Backward Learning Instruction (BLI)_	Backward Design (BD)
Focus:	**Focus:**
• Focused on classroom activity.	• Focused on the curriculum in education design strategy.
• Concentrate on only one meeting for one subject.	• Focused on the whole activity for one semester.
• Only designed for reading and listening activities.	• Can be designed in all skills activities (reading, listening, speaking, writing)
Model:	**Model:**
• BLI sets an in-class activity for future classes to meet future class goals.	• BD sets an intention for learning and builds a curriculum that meets those goals.
Orientations:	**Orientations:**
• Build students' knowledge comprehension.	• Build teachers' prior knowledge
Processes:	**Processes:**
BLI provides teaching materials where the material should be given earlier for students to learn at home to discuss for the next meeting during the learning process.	BD is designed to formulate a curriculum that starts from the final stage, learning outcomes, backward from each step to the beginning of the set, and teaching activities.
Evaluation:	**Evaluation:**
Evaluation is done through summative assessment.	Evaluation is done through formative and summative assessments.

Table 4 provides a striking difference between backward learning instruction and backward design. Although BLI is based on the term and the BD model, the two are very different in their implementation. The essential thing is the difference in the object study. BD is for the curriculum-covered material, while BLI is for material, the little thing of BD's component. BD is designed that starts by taking into account the final stage, learning outcomes, backward from each step to the beginning of the set, and teaching activities.

On the other hand, BLI is designed where the material should be given earlier for students to learn at home to discuss for the next meeting while considering the learning outcomes of that learning process. BD is arranged for teachers' knowledge comprehension for teaching students, while BLI is for students. Lastly, BLI is evaluated through summative assessment, while BD is through formative and summative. These two comparisons were made considering that the BLI idea departed from FL and BD, so it must be explained in detail what the differences and similarities are.

Seeing the differences and procedures for implementing BLI and the possible benefits for students, the opportunity to apply this approach is wide open. Since there is no longer any way back to pre-pandemic conditions, teachers must try adapting to learning during and after the pandemic. The effectiveness of BLI, both in terms of instruction and implementation, has the potential to provide teaching and learning effectiveness; moreover, it supports student-independent learning activities and student-centered learning.

4.5 Students perceive Backward Learning Instruction (BLI)

After applying the BLI model for reading and listening activities, the author explored the students' perception of this strategy to disclose the students' perceptions of the advantages of BLI. The result of each questionnaire can be seen as follows:
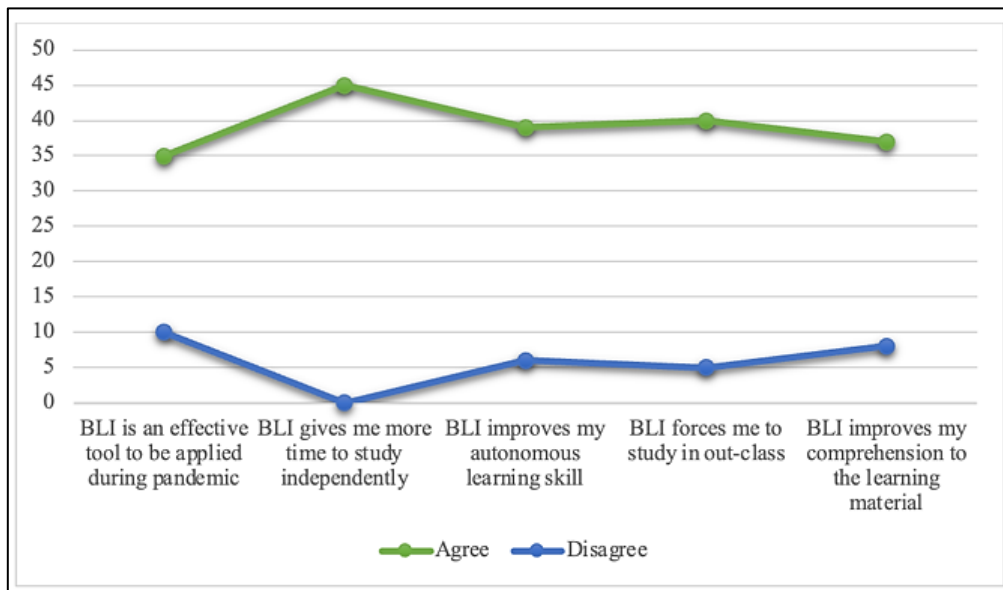

Figure 2. Students' Perspective of BLI as Instructional Practice

The results of student questionnaires related to BLI as instructional practice showed very positive results. The five statements show 35, 45, 39, 40, and 37. The respondents' propensity to respond to a scale led to a high and very high category. This shows that BLI is an instructional strategy that should be applied in the classroom, especially the blended class. As indicated above, the application of BLI significantly supports blended and distance learning. Because students have more time to study in out-class independently, this activity also brings the new habit of home literacy.

At the same time, applying BLI for comprehensible meaning-focused input also gives some advantages focused on reading and listening comprehension. The result can be seen in the following table.
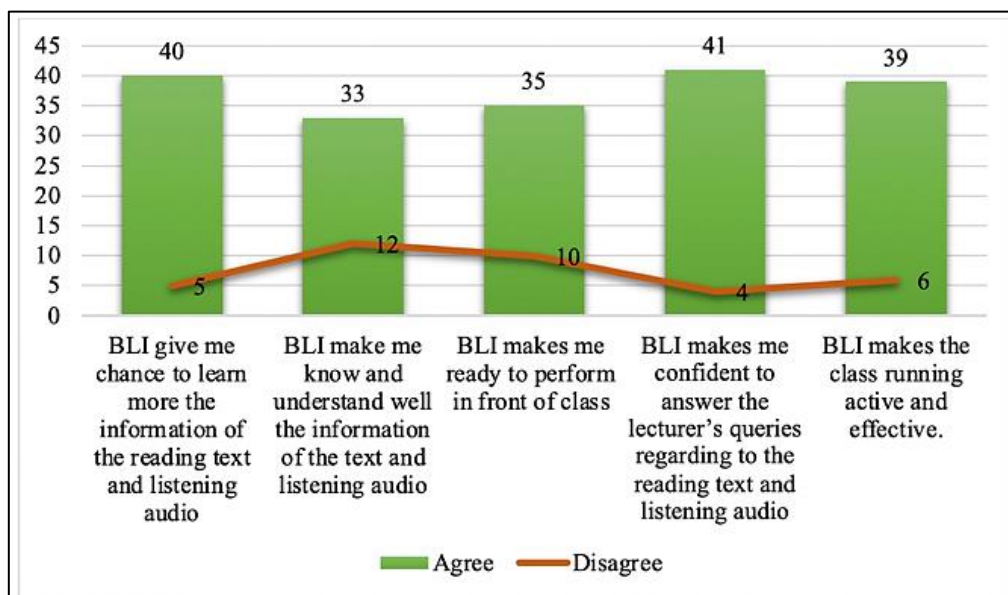

Figure 3. Students' Perspective of BLI for Comprehensible Meaning-focused Input

The results of student questionnaires related to BLI as comprehensible meaning-focused input also showed very positive results. The five statements show numbers 40, 33, 35, 41, and 39. High categories showed respondents' propensity to respond to a scale. This indicates that the BLI can be applied to reading and listening activities to gain students' comprehensible input.

5. Discussion

The backward learning instruction (BLI) model was chosen to be applied to restricted learning, mainly how the pandemic treated the education system. The model is arranged into three learning stages: 1) Preparing class, 2) Backward learning instruction, and 3) Knowledge enrichment. The model is arranged into three learning stages: 1) Preparing class, 2) Backward learning instruction, and 3) Knowledge enrichment. In the class-preparing phase, all forms of materials and instructions are prepared by the teacher to be given to students towards the core activity, namely BLI. At the BLI stage, students study independently, either individually or in group work, outside the classroom. This activity belongs entirely to the student; the teacher is only present when the student wants it. Students report their work in front of their friends and the teacher, while the teacher confirms the results of student work and provides suggestions and comments on their work. After the out-of-class learning process is complete, students and teachers will return to class to deliberate the results of their work. At this stage, enrichment classes occur.

Even though BLI emerges from the idea of FL, they have some differences. If we look at the results displayed, we can understand well why this BLI is needed in some circumstances, like, the environment where technology does not exist well and conditions where teachers and students cannot face to face longer. This model answers teachers' and students' anxiety regarding the problems online, or restricted learning caused. As noted by Missildine et al. (2013), implementing FL in settings that do not have equal access to technology will be counterproductive, so we still have to adjust to both learning and teaching methods to derive full benefit from it (Hamdan et al., 2013).

BLI also offers a convenient learning method to students where they can choose their way of studying even though the material is predetermined. It is simply effective because students have already known their target. In addition, it is positive to support autonomous learning since the materials are brought into students' homes for self-paced learning to have the maximum outcomes. BLI delivers students to work with independent learning material; as Sheerin (1991) stated, independent learning material is learning materials for students with clear teaching goals and learning requirements, free choice of methods, timely feedback, a considerable number of different language levels, and

language skill practice. So, independent learning materials play a vital role in successfully implementing backward instructional strategy goals for cultivating students' comprehension and understanding of the teaching material. With that BLI opportunity, pre-reading at home will form students' successful understanding of the reading text. Raban (2022) study found that children who had the chance to develop successful understandings of reading from their home experiences arrived at school with solid conceptual frameworks that supported their continuing reading development.

If we look at the results of student questionnaires related to BLI as instructional practice, it showed very positive results. It indicated how BLI is very useful to be applied in the blended classroom because students can create flexible time to study independently in out-class and be knowledgeable in the real class. The importance of the independent study, echoed by BLI, is also being strengthened by many studies about the advantages of the indicators in the learning process. Those studies argued that students would have more time to be more independent, forcing them to study alone and gain motivation, acquire knowledge, and get better concentration to comprehend the learning material. Khulaifiyah et al. (2021) have researched the perceptions of English language students in Indonesia regarding autonomous learning activities. The results revealed that the students perceived autonomous learning as fully independent learning with their target, style, and strategies without interference from outside parties or anywhere else. Xie (2020), in his study due to the COVID-19 Pandemic with limited time, also found that autonomous learning through guided learning materials improved students' academic performance much higher. Another is from Meyliana et al. (2022), with their study about the effect of Flipped learning on classroom engagement and outcomes. They found that flipped learning increased student motivation and improved educational outcomes compared to those not exposed to flipped learning. However, teachers cannot ignore their role in the autonomous learning process of students through BLI. They must always be prepared for students needing reinforcement and explanation. Karagul & Sen (2021) found that teachers could recognize the pros and cons and are eager to implement distance learning. Still, they sometimes approach it with suspicion due to its disadvantages. Therefore, this finding strengthened that even though the learning process runs through students' independence, teachers still have significant roles in becoming monitors and evaluators.

At the same time, applying BLI for comprehensible meaning-focused input also gives some advantages focused on reading and listening comprehension. This study found very positive results. It indicated that BLI could be applied for reading and listening activities to gain students' comprehensible input. As the concept of BLI is not far from the flipped learning study

description, several studies related to the findings above were researched. Etemadfar et al. (2020) research aimed to seek the effects of flipped classrooms on improving Iranian EFL learners' listening comprehension. The study recommended implementing flipped classrooms in teaching and learning English listening comprehension to improve student achievement outcomes. Flipped learning requires L2 learners to be autonomous at home and collaborate in class.

Similarly, Dehham et al. (2022) also studied flipped learning strategy and found that it significantly influences students' general ability development. Using the Flipped Learning Strategy to teach reading comprehension engages students in psychology. It produces an atmosphere of excitement and interest, leading them to disrupt the pattern and engage in other activities instead.

However, it differs from Deregözü's (2021) study, which aimed to examine the listening comprehension strategies of learning languages through distance education. His findings revealed moderate students' use of listening comprehension strategies. He found that gender, L2, and department major caused the results, so he recommended considering individual differences when teaching listening comprehension strategies to foreign language learners. Sharing book reading is essential to improving reading skills. In the same vein for reading comprehension, Spörer et al. (2009) indicate that proper use of reading strategies could facilitate text comprehension, so skilled readers are characterized by better understanding and use of reading strategies (Westbrook et al., 2019) studied how the overall home literacy context and individual home literacy indicators relate to AIAN children's preschool reading and math skills. The result revealed that the general home literacy context also supported AIAN children's reading and math skill development. Hsieh & Hsieh (2019) explored EFL students' autonomous learning behaviors and resources in out-of-class learning. The findings recommended teachers encourage students to learn beyond the classroom through pedagogical activities that link classroom learning to learning-center resources.

Some of the results of these studies emphasize that reading and listening comprehension must be supported by an instructional strategy that can link resources with learning objectives. More specifically, the technique must help the student's independent learning process in distance or autonomous learning. From the current research results described above, backward learning instruction is a strategy that should be considered.

6. Conclusions

Based on the findings and discussion above, it can be concluded that backward learning instruction as an instructional strategy for comprehensible meaning-

focused input, reading, and listening comprehension showed a high agreement from students. The students' propensity to respond to a scale was high and very high. The BLI emerged to fill the literature on the learning process during the pandemic, where technology and network don't exist. BLI is an initial idea from flipped learning and backward design to support distance, blended, and autonomous learning. BLI is an adjustment to learning and teaching methods; the model consists of three implementation steps in the learning process: 1) Preparing class, 2) Backward learning instruction, and 3) Knowledge enrichment.

This study shows how BLI can 1) fill the shortage of FL where technology is no longer an obstacle in the teaching and learning process, 2) increase autonomous student learning, 3) make sufficient, limited learning time, and 4) create another atmosphere for students to work outside class. This learning strategy was tested for its effectiveness experimentally in this study; however, the expanded experimental still needed to strengthen or confirm to find out more results of its point. Therefore, it is suggested that researchers in the following fields try this learning strategy experimentally and improve the learning stages according to the results achieved. This instructional strategy has significantly contributed to education stakeholders in restricted circumstances, specifically those interested in effective input classroom processes, reading, and listening. EFL teachers can reduce their anxiety about treating students for input-process learning with some limitations in this technology era. EFL students will benefit from the autonomous or the independent learning model and explore their ability to have substantial prior knowledge before the actual class. However, the teacher's role still needs to monitor and facilitate students to achieve the effectiveness of this learning and teaching model.

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