

STUDENTS' PERCEPTION ON HYBRID LEARNING IN ELT IN THE NEW NORMAL ERA

Ika Sartika¹, Nur Aeni^{2*}, Hasriani G³.

^{1,2,3}Universitas Negeri Makassar

E-mail: ikasartika05019@gmail.com, nur.aeni@unm.ac.id, hasriani@unm.ac.id

*Corresponding author

Abstract

This study aims to explore students' perceptions of hybrid learning in ELT in the new normal era. The researcher applies a qualitative method. To achieve the research objectives, the researcher used an instrument namely interviews. The class of 2021 English Education students from Universitas Negeri Makassar's Faculty of Languages and Literature make up the research's population. The class of 2021 English Education students from Universitas Negeri Makassar's Faculty of Languages and Literature make up the research's population. The sample of this interview was 20 students from class E (class SL). The researcher interviewed 13 students via online and 7 students through face-to-face interviews using taken semi-structured interview technique. According to the data analysis results, most students had a positive opinion of hybrid learning in ELT. The respondents' positive statements about the approach were based on their own experiences learning through it. The result of hybrid learning was very flexible to use, efficient for learning, helpful to learn and increasing their skill technology and motivation. Negative opinions about the students' struggles with hybrid learning were also discovered, as a result of their lack of internet access and inability to comprehend the subject matter.

Keywords— *Students' perception, Hybrid Learning, English Learning Teaching*

INTRODUCTION

Hybrid learning is one of the learning models to adapt in the new normal era. Face-to-face instruction has decreased and online instruction has increased in accordance with the Indonesian government's goal to slow down or halt the corona virus's widespread spread. Due to the need to reduce the number of students attending in-person classes, the learning system has been changed to a virtual or hybrid one. This has allowed students to continue studying securely at home and at school while also minimizing the spread of the Covid-19 virus. Face-to-face instruction has decreased and online instruction has increased in accordance with the Indonesian government's goal to slow down or halt the corona virus's widespread spread. Due to the need to reduce the number of students attending in-person classes, the learning system has been changed to a virtual or hybrid one. This has allowed students to continue studying securely at home and at school while also minimizing the spread of the Covid-19 virus (Khasanah, 2020). Besides that, the technological and economic abilities of each student are different so not all students support online learning abilities.

Hybrid learning provides many conveniences; there are also obstacles, one of which is ineffective learning activities so that students do not understand the material that the teacher provides. These obstacles create perceptions for students. Perception is an internal process that has been recognized by individuals when selected and regulated stimuli that come outside. Student's perceptions can be reflected in what learning styles the students process and practice. The importance of knowing what makes students conveniently learn is because it determines whether the students participate or not and it surely affects students' learning outcomes. Describing students' perceptions of teaching will offer teachers recommendations that can supportive of revising their teaching strategy. Some students have issues understanding the hybrid learning style and having trouble learning English. For the best learning experience, students must concentrate on both online and in-person learning techniques.

The researcher believe it is important to do this research so that it can be used as an ELT evaluation. The study aims to investigate what students' view the use of hybrid learning in the

classroom. Students receive additional instruction in using technology to collaborate, solve problems, and learn responsibility. Therefore, the research entitled “Students’ Perception on Hybrid Learning in ELT in the new normal era” by the researcher.

LITERATURE REVIEW

1. Perception

Robbins (2013) defines perception as the action people take to control and interpret how they perceive sensory information in order to provide meaning to their surroundings. According to Merriam (2013), perception is the process by which a person uses their senses to observe or comprehend something. She said that expectations, needs, conscious beliefs, ideals, and conflicts may all have an impact on how people perceive things.

a. Factors Affecting Perception

According to Robbins (2013) the factors affecting the perceptions of people are: (1) Perceptual Learning means that every communities learns to emphasize some sensory inputs and ignore others. (2) Mental set pertains to the state of readiness or preparedness to process specific sensory input with good attention and concentration. (3) Motives and needs definitely shaping our perception. (4) Cognitive styles people are known to vary in the distinctive process information, with each person having their unique interpretation of a situation

b. Types of Perception

According to Talis (2018), there are two types of perception, positive perception and negative perception. Positive perception is human views something or the world favorably and with positive assessments expectation of the objects they perceive. Those that have negative perceptions typically have negative observations and characterized by an oppositional view towards something or the environment being perceived.

2. Hybrid learning

Perception is the process by which people control and interpret their sense of what they are experiencing in order to assign meaning to their surroundings, according to Robbins (2013). Perception, according to Merriam (2013), is the process by which an individual uses their senses to observe or comprehend something. Expectations, needs, conscious thoughts, ideals, and conflicts, she said, may all affect how people see something. Perception is the process by which people control and interpret their sense of what they are experiencing in order to assign meaning to their surroundings, according to Robbins (2013). Perception, according to Merriam (2013), is the process by which an individual uses their senses to observe or comprehend something. Expectations, needs, conscious thoughts, ideals, and conflicts, she said, may all affect how people see something.

- a. A person's ability to control and interpret their sense of sensory information to assign meaning to their surroundings is referred to as perception, according to Robbins (2013). The manner that a person notices or comprehends something through their senses is what Merriam (2013) defines as perception. She included expectations, needs, conscious concepts, ideals, and conflicts as factors that might affect how people perceive things.
- b. Nurdyansyah and Fahyumi (2016) concluded the strength of Hybrid Learning, there are; increasing independence of students in learning, learning can be used with e-learning, unlimited sources and information about teaching materials and many media teaching methods, so that students are not bored.
- c. The Implementation of Hybrid Learning. Teachers explain and speculate using Google Meet, and using WhatsApp Group or Google Classroom.

3. English Language Teaching (ELT)

Ahmed et al., (2013) propose that education is fundamentally a social mechanism, suggesting the implementation of various strategies to enhance learning effectiveness through social interaction. Ampora (2011) emphasizes that designing a subject of study and its planning requires integrating all components of the educational process, including objectives (The expected outcomes of teaching activities guide educators in setting criteria for selecting teaching methods), content (involves deciding what to teach), methodology (includes the training strategies and resources utilized to facilitate the teaching-learning process), resources and assessments (refers to

the methods employed to monitor the process of teaching and learning and gauge the learning objectives of the students).

In English Language Teaching (ELT), the lecturers can implement various methods in the classroom based on the specific needs of students. These methods serve to facilitate teaching, engage students in the learning process, and aid in the development of critical thinking skills, as well as language skills.

4. The New Normal Era

A new normal policy has begun to be implemented by the administration. Adisasmita (2020), the Head of the Expert Team for the Task Force for the Acceleration of Handling Covid-19, states that adopting health measures to stop the spread of Covid-19 together with continuing routine activities is the new normal.

METHODS

This study used the Qualitative Descriptive approach as its design method as it gathered information based on students' perceptions. Qualitative descriptive research is a technique that aims to describe the nature of the situation as it is at the time of the study by gathering information to address queries about the accurate status of a phenomena.

This study was carried out at Universitas Negeri Makassar, Faculty of Languages and Literature, English Education class of 2021, English Department. The researcher chose a sample in the Advanced Study (SL) class E which amounted to 20 students. The instrument used to collect data in this study is an interview. Interview is one of the most commonly recognized forms of qualitative research instrument (Amazon, 2002).

RESULTS

1. *How do you feel about the lecturer using hybrid learning in the classroom?*

From the question number 1, 11 students gave a positive perception. They liked if lecturer implemented Hybrid Learning. They argue hybrid learning method they like implementing hybrid learning because more flexible to study, helpfully, increase their motivation and efficient to use, and it makes students easily to learn. Then students who are unable to come to class can participate even online.

There are also 9 gave negative perception. Students were is no liked if lecturer implementing Hybrid Learning. Some students argue hybrid learning make lazy to learn and less attention. Most of students prefer full offline learning because they unfocused or do not attention, students laziest and they better understand what the teacher conveys during face-to-face learning in the class. Additionally, network disruptions can be interfered if it is unstable.

The results of the interview, most of students like if implemented hybrid learning because could help them to learn and increase their motivation to study. They can study anywhere so easily. But in the same time many students prefer to offline learning because they better understand and focused to study.

2. *Which resources media or tools do lecturers in hybrid learning employ?*

From the question number 2, Which resources media or tools do lecturers in hybrid learning employ?. The students mentioned that the lecturer employed online learning using Google Meet, Zoom Meeting, WhatsApp, and Google Classroom. On the other hand, offline or in-person learning uses media like books and projectors. This indicates that the lecturer was in command of supplying the materials for both in-person and virtual instruction. To be able to facilitate students' access to the resources and aid in their learning.

3. *Do you object to the lecturers' use of the hybrid learning approach in their instruction?*

Four pupils expressed satisfaction with the hybrid learning approach, saying they had no issues with it. They stated that hybrid learning made things easier for them. Some students said they had no problems when studying hybrid learning, because it made learning easier for them. And other people answer when studying hybrid learning they are able to increase their technological knowledge.

There are 16 Students' fully express, They declared that they had problem faced was bad working. If the network was bad, they cannot access Zoom Meeting or they cannot focus if

online meeting. According to interview, some students don't particularly enjoy taking classes online due to a variety of flaws or issues, such network issues and difficulty focusing and understanding the subject matter.

4. *Does this Hybrid Learning method make your learning time waste?*

From the question number 4, 17 students gave positive responses. They stated that they learned anytime and anywhere by accepted Hybrid Learning method. They got the material even they did not come to the class. The lecturer can used by online learning. So that, they think that Hybrid Learning method is one of good solution that should be applied.

Moreover, 3 students gave negative responses, they argue the Hybrid Learning methods wasting their time. Because they felt cannot focus learning. Some students prefer offline learning it will help them to understand the material easily while using hybrid learning. There are several students active in the class to asking something about the material. So they feel that hybrid learning is a waste of their time.

5. *What is the benefit of the Hybrid Learning method for you during the process in the Class?*

The question number 5 as aimed to know more about the benefits students feels of Hybrid Learning method. The majority of students listed several advantages, and the researcher found that these benefits included the ability to learn at any time and from any location using a smartphone, ease of study, flexibility, and the opportunity to employ technology for online learning.

The result of this interview in it is application students can learn new things and have new learning experiences for students and Students who study online can access more material. Lecturers quickly provide explanations when students do not understand the material, thereby minimizing students' ignorance of the material provided.

DISCUSSIONS

The positive response came from the students said that Hybrid Learning They argue hybrid learning method they like implementing hybrid learning because more flexible to study, helpfully, increase their motivation and efficient to use, and it makes students easily to learn. Then students who are unable to come to class can participate even online. The researcher can conclude that it was happened They still received the material even though they were unable to attend the class. Not only that, but students also had the opportunity to actively participate in online discussions through forum chats or video conferences. This may make them comfortable and encourage them to share their opinions because hybrid learning provides choices for both online and offline learning. This allows students to select the learning method that best suits their preferences and needs. It was relevant with the previous finding, Hidayah (2019) stated that Hybrid Learning is learning to collaborate two ways of learning is by way of direct and indirect (online) is very effective to the applied in the classroom by teacher and lecturers.

Next, 9 students give negative perception, they argue that Hybrid Learning is ineffective when used because they feel unfocused and bored with the lessons when teacher implement it. Some students also find that they did not understand the given materials and prefer face-to-face learning. It means they have difficulties in understanding processed. Levels of understanding it can be seen that most students have a negative perspective of the materials of the lessons which presented by teacher through Hybrid Learning. According to Robbins, Stephen. P., & judge (2012) explained that one of the factors that influence of perception is interest, experience, and expectation. If students do not align with preferences, it can be lead to a negative perception.

As a conclusion of the interview, several students expressed a lack of interest in the online course due to a variety of flaws or issues, including network issues and challenges with comprehension. As a conclusion of the interview, several students expressed a lack of interest in the online course due to a variety of flaws or issues, including network issues and challenges with comprehension. It was relevant with the previews finding, Nasir & Laili, (2021), stated that internet connection issues and the depletion of internet quota packages often leads students to become lazier and less motivated. Furthermore, the good sides on Hybrid Learning are giving students freedom to express their idea which not visible when lectures process in class due to

shyness, hesitant and afraid because Hybrid Learning combines the best sides face-to-face and online Learning.

The second result interview about tools or media do the lecturers used in Hybrid Learning in ELT. Students answered google meet, zoom meeting, WhatsApp, google classroom that lecturers used online learning. While books and projector as media for offline learning. According Putri & Wulandari (2020), zoom meeting program as an e-learning median can assist students through many characteristics that support e-learning, after all parties acclimates to the system. These two applications are often used by lecturers so that interaction can be done directly offline or online.

The third result based on the interview, there are 3 students argue give positive perception and 17 give negative perception. Students' perception with problem when lecturer using Hybrid Learning method. The positive response came from the students said that they had no problems with Hybrid learning because hybrid learning actually helps make learning easier for students and lecturer. They also mentioned that they had to adapt to the increasingly developing learning technology. The researcher concluded that students without problems believed that hybrid learning would make the learning process easier for both students and lecturers. Hybrid learning is capable of minimizing issues during learning by utilizing various online features to cater to students' needs. This is consistent with Nurdyansyah and Fahyumi (2016) findings, where they concluded the strength of hybrid learning, as it can be integrated with e-learning. Consequently, it is not limited by space and time. Additionally, there are numerous teaching methods available through various media, supporting the effectiveness of the learning process.

Next, 17 students provided a negative perception based on the data findings regarding students' problems with hybrid learning. They argued that their problems included a lack of internet connection, inability to access online meetings, and difficulties focusing during online sessions. The researcher can conclude that challenges in hybrid learning encompass difficulty adapting to new learning habits, understanding English material in an online setting, experiencing less enjoyable learning due to internet problems in certain areas, facing challenges in expressing ideas, and encountering difficulties participating in whole-class activities through hybrid learning. Every student has a different way of learning. Some students like to interact and actively learn while in class, so if they are faced with online classes, they will tend to get bored and be less active in. According to Samsul (2020), additional effects include students not interacting with one another due to limitations on time, place, and distance; a lack of an internet network connection or other unfinished facilities and infrastructure; extra expenses like buying an internet quota; trouble finishing assignments; and inefficient use of students' time and energy, which results in a lack of interest and motivation in learning itself.

The fourth result based on the interview, there are 17 students argue give positive response and 3 give negative perception. The perception about Hybrid learning method wasting their time. Regarding of the result of the data from findings which showed that they argue learned with Hybrid learning is flexible because they can learn anytime and anywhere, some students comment said that they still got the material even they did not come to the class and the lecturer can use it online learning. The researcher can conclude it was happened because Hybrid learning help students who one cannot come to the class and students feel helped by the hybrid learning method. This conclusion was supported by earlier research. According to Talis et al. (2018), students' perceptions of hybrid learning in ELT were favorable and related to their comfort level, interest level, level of activity, and sense of responsibility for their learning. In a similar vein, Kazi & Moghal (2019) found that students' opinions of hybrid learning were favorable due to its flexible setting, accessibility, reduced commute times for students, and affordability.

Then, 3 students expressed unfavorable opinions, claiming that hybrid learning was a waste of time. Some students claimed that since they felt they couldn't concentrate on the topic, thus that their time was wasted on hybrid learning. These results show that when learning online, some students experience a decrease in focus and attention span. It can be concluded that some students have difficulty understanding when studying online. It was relevant with the previews finding. According to Hafiza et al. (2022), because the students were not paying attention to the teacher, they had a poor opinion of hybrid or blended learning in the behavioral component. According to Hafiza et al. (2022), because the students were not paying attention to the teacher, they had a poor opinion of hybrid or blended learning in the behavioral component. Consequently, when students have a negative attitude toward language learning, they will be reluctant and pay

less attention during the teaching-learning activity (Abidin et al. 2012). Furthermore, Sriwichai's (2020) research on students' blended or hybrid learning revealed that the students' lack of desire to learn English was a result of their struggles with learning both inside and outside of the classroom.

The last question result based on the interviews it is some benefits about Hybrid learning. Most of students mentioned some benefits toward hybrid learning in ELT in the new normal era. Students argue that they can learn anytime, they studied easier and flexibility about time and place with used handphone. Based on the findings, it can be concluded that the study gave positive response for benefits hybrid learning method in ELT. The positive response came from experience in learning by received hybrid learning method. Similarly in study, Talis et al. (2018) stated that hybrid learning is more efficient and effective which could make them easy and enhance in understanding the materials. Apart from that, consistently, the findings of Nashir & Laili (2021) also show that lecturers and students are still able to communicate across time, location and distance during hybrid learning.

CONCLUSIONS

The researcher concludes by stating that students' perceptions of hybrid learning in ELT are both good and negative, based on the data and discussion from the preceding chapter. The students' explanation on the interview about hybrid learning from their learning experiences. More students argue hybrid learning method is more flexible to study and efficient to use, makes students easily in learning, and give they experience in learning by using technology for online learning. However, some students prefer full offline learning because they better understand what the teacher conveys during conventional (face-to-face) learning, and sometimes internet connection not working is a problem when studying online.

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