Chapter One

Introduction

This chapter provides an introduction to the research. This chapter examines the background of the study, problem of the study, identification of the study, limitation of the study, questions of the study, objectives of the study, significance of the study, and the organization of the chapter. The background of the research explains the reasons that became the basis for the researcher to conduct this research. The research problem describes the problems encountered by researcher in hybrid learning. Research objectives explain the objectives of this study. The significance of the study explains the benefits obtained in this study. At the end of this chapter is an organization of the chapter which explains a brief description of the chapters discussed in this study.

Background of The Study

The implementation of technology and the internet makes a useful innovation in language learning methods from traditional to modern form. Awaludin et al., (2023) mentioned that rapid advances in technology have assisted the development of innovative teaching and learning method in higher education where these strategies refer to environments designed with the purpose of integrating virtual and face-to-face instruction as the main components of the classroom setting. Singh et al., (2021) said that technology has led to advancements in the field of hybrid learning methods. So, with the application of technology, language learning methods can be combined between traditional and modern methods as known as hybrid learning.

Hybrid learning is known as a learning and teaching method that combines face-to-face and online meetings that are held simultaneously using application media or online meeting platforms. According to Behzad et al., (2022), this education called hybrid learning (HL) integrates online learning platforms that are distance-based with traditional classroom settings. Hybrid learning (HL) is carried out by considering the number of students in the classroom during the pandemic, so meetings can be held with students attending face-to-fac e meetings and online meetings by utilizing the platform as a medium in delivering learning instructions such as Microsoft Teams, Zoom Meeting, or Google Meet. Sumandiyar et al., (2021) stated that through the use of hybrid learning, some students participate virtually from home while others attend the offline classroom. Castro et al., (2019) said that lecturers can offer flexible access to material and instruction at any time, from any location, through online learning.

Hybrid learning has been widely used in several universities to limit the number of student attendance in class due to pandemic. Lestari et al., (2021) said that Covid-19 has made changes and limited face-to-face meetings. Bahasoan et al., (2020) said that many Indonesian colleges have used the hybrid learning approach, which combines face-to-face instruction with virtual learning. Vonti and Sutisna (2020) said that Hybrid learning is able to overcome limitations and differences distance, time, and space between learners and instructors. Hence, the hybrid learning is suitable for students to learn independently and actively at home or attending the classroom because this can be done without interference from time and distance between lecturers and students. Moreover, hybrid learning

can make it easier for lecturers to manage students in the classroom more successfully (Suwantarathip, 2018). It can also facilitate the reach of language teaching and learning to a very large number of students in the classroom to be more effective.

Students' attitude towards the implementation of hybrid learning has a big role in influencing their enthusiasm for learning. Sanpanich (2021) stated that students' attitudes have a very important role in a hybrid learning environment considering that the hybrid learning approach is becoming a trend (p.208). Suwantarathip (2018) said that students' attitudes are the most significant predictor of student satisfaction in learning (p.126). In this case, it is very important to know how students' attitudes towards hybrid learning methods in foreign language learning because this will relate to their interest when learning using the hybrid learning method than the traditional one. This attitude can be seen from their learning enthusiasm using hybrid learning as a method for lecturers in providing teaching and learning instruction.

In hybrid learning, gender differences have an effect on their attitudes to join the teaching and learning process. One of the frequently explored factors related to students' attitudes is their gender. Gender can affect attitudes of the four aspects student learning including study management, technology, online interaction, and online learning (Sanpanich, 2021).

Recent research has conducted investigations related to students' attitudes towards hybrid learning such as that of Sanpanich (2021). The study was conducted to determine the factors including gender, previous hybrid learning

experience, and computer literacy that affect students' attitudes towards hybrid learning referring to different aspects of learning. The results of this study indicate that students have a positive attitude towards hybrid learning which is seen from the aspects of online learning, classroom learning, online interaction, technology, study management, and the flexibility of learning. Sanpanich (2021) argued that a very important role in hybrid learning is computer literacy because this factor affects students' attitudes towards all aspects of learning. A similar study was also conducted by Gulnaz, Dakheel A.A, and Hesham A. in 2020. This research was conducted to investigate the satisfaction of Taif University male and female English as a Foreign Language (EFL) students with on-site and online learning environments. The results of the study indicate that slight variation in male and female EFL student satisfaction with hybrid learning. The results of the data show that of both genders indicate that male participants have shown more satisfaction with mixed environment than female.

In this study, the researcher was interested in investigating collage students' attitudes towards hybrid learning and knowing the significant difference between male and female students' attitude in hybrid learning. The researcher was interested because hybrid learning is a learning approach that is widely used by lecturers in several universities. Based on the researcher's experience, the hybrid learning is a new learning method for college students to attend face-to-face meeting in class or online meetings through computer. Lecture regulations that are constantly changing are a consideration for lecturers in implementing hybrid

learning in the classroom during a pandemic to limit the number of students'
attendance both men and women in the classroom.

To the researcher, it is necessary to revealed the attitudes of students
towards hybrid learning as well as the significant difference between male and
female students' attitude in university. The hybrid learning method can be an
appropriate way for learning in the classroom if some students are unable to come
to class and reducing the number of students attending classes during the
pandemic. Moreover, hybrid learning makes it easier for lecturers to conduct
teaching both in class and online learning simultaneously.

Islamic private university in Yogyakarta has been using hybrid learning
method since the pandemic until the post-pandemic period, so it's necessary to
understand the attitudes of students who participate in the hybrid learning
environment. In this case, students' attitudes will affect how students' enthusiasm
in hybrid learning and students' interest who are participating in hybrid learning
rather than learning in the traditional classroom. If students show a high attitude
level, then students will be more enthusiastic and interested in taking part in
learning in hybrid class.

Identification of the Problem

Hybrid learning has an important role in online teaching and learning.
Sutisna & Vonti (2020) stated that due to its technological component, hybrid
learning is an important learning strategy that helps students learn more
effectively, efficiently, and engagingly. By combining classroom and computer-
based learning, students can study using online meeting applications or attending

class meetings, then lecturers can provide online and face-to-face learning instructions in class at the same time. The implementation of hybrid learning is expected to be able to overcome existing problems according to university demands. Raes et al., (2020) said that hybrid learning method could provide an answer to the challenges facing universities by encouraging more students to participate in both face-to-face and distance education. Based on the researcher's observation, several obstacles are founded by the researcher related to hybrid learning for students in participating in hybrid class in an Islamic private university in Yogyakarta, so hybrid learning does not run well and not successful.

The first obstacle is the students' lack of familiarity with this learning method. Some students at Islamic private university in Yogyakarta should make more efforts to apply autonomous learning styles in hybrid learning especially using online material. The students with low knowledge of technology might be face a difficulty in joining hybrid class.

The second obstacle is that students at Islamic private university in Yogyakarta feel that they do not understand the material delivered by the lecturer online compared to face-to-face even though the content of the material presented is no different. Some students encounter problems when paying attention to the lecturer's explanation virtually, such as internet signal problems, sound volume, screen display is not clear, and so on.

The third obstacle is that it is difficult for students at Islamic private university in Yogyakarta to interact with lecturers virtually through online meetings. In hybrid learning, lecturers must provide learning instructions that not

only focus on students attending online meetings, but also focus more on students attending face-to-face meetings, so the students attending online meetings do not have more time to interact with lecturers.

Delimitation of Problem

In order to make this study more detailed, the researcher limited the problem. First, this study focused on to find out how students' attitudes towards the implementation of hybrid learning in an Islamic private college in Yogyakarta. Second, the researcher identified whether there is a significant difference between students' attitude in hybrid learning based on their gender which involves the 2021 batch of English language education students who are experienced enough to take hybrid classes in the subjects they are taking.

Research Question

In this study, there are two research questions as guidelines. The questions are:

1. How is college students' attitude towards hybrid learning in university?

2. Is there significant difference between male and female college students' attitude to hybrid learning in university?

Objectives of the Study

There are two objectives of this study. The objectives are:

1. To find out how is college students' attitude towards hybrid learning.

2. To find out the significant difference between male and female college students' attitude towards hybrid learning.

Significance of Research

This research has some significance for students, teachers, institutions, and future researchers.

Students

This research is useful for students to increase their understanding and insight in hybrid learning. This research provides useful information for students to understand the aspects that influence their attitudes in hybrid learning. This study also provides students with information regarding the significant difference based on their gender and increases their interest in hybrid learning.

Teachers

The results of this study provide useful information for teachers about the application of hybrid learning methods in providing learning instructions. Teachers can understand the student attitudes in attending face-to-face and online classes in the real time and assist teachers in implementing effective hybrid learning.

Institutions

The results of this study are expected to assist institutions in developing hybrid learning that is more effective in facilitating student learning in the classroom and outside the classroom. The results of this study assist institutions in managing hybrid learning in order to achieve teaching and learning satisfaction for lecturers and students during pandemic and post-pandemic.

Further researchers

The results of this research are expected to be a reference for further researchers in conducting research related to hybrid learning. The information contained in the results of this study can be used as a reference for further researcher in exploring the implementation of hybrid learning to college students.

Organization of the Chapter

This manuscript consists of five chapters. The first chapter is introduction of this study. In this chapter, the researcher explains about the background of the research, identification of the problem in the research, and the limitations of the research. Chapter one also provides details of the questions used in this study and the objectives of this research. The purposes of this study were to find out how is college students' attitude towards hybrid learning and revealed the significant difference between male and female students' attitude towards hybrid learning. In addition, this section also explains the importance of the study of this research.

Chapter two is literature review. Chapter two provides an overview of hybrid learning method and students' attitude from various journals, articles and books as a review of previous research. In this chapter the researcher discusses the explanation of hybrid learning method including the advantages and challenges in implementing hybrid learning method in teaching and learning. Then, an explanation of students' attitude towards the implementation of hybrid learning method is also explained in this section, including six aspects that affect students' attitude towards the implementation of hybrid learning, such as flexibility, online learning, study management, technology, classroom learning, and online

interaction. In the next section, the students' attitude towards gender is also discussed to find out how the attitudes of male and female students towards hybrid learning. Moreover, this chapter also examines the similarities and differences of this study with previous studies. The final section will explain the conceptual framework and hypothesis would be used in this study.

Chapter three is methodology. Chapter three contains a discussion of how this research will be carried out by researcher. In this chapter, some information related to research methods will be presented which consists of research design, research setting, research population, and sampling. This study is under the quantitative method by using survey design. This study is conducted at an Islamic private university in Yogyakarta, Indonesia by involving 84 students of English Language Education Department (ELED) batch 2021. The next section of this chapter discusses the methods of data collection, instruments in the study, and procedures for data collection. The instruments used in this study were 36 questionnaire items by using online mobile survey namely google form, which is used to distribute the questionnaires to the respondents through whatsApp group. The last part of this chapter will explain how to analyze the data in the data analysis section. The data anaylisis includes validity, reliability, descriptive statistic, inferential statistic, normality, homogeneity, and t-test.

Chapter four is finding and discussion. This chapter provides the research findings and answers the research questions and objectives of this research. The results section presents the findings obtained regarding college students' attitude towards hybrid learning based on the aspects of flexibility, online learning, study

management, technology, classroom learning and online interaction. Moreover, this section also presents the results of research hypotheses regarding differences in student attitudes towards hybrid learning based on their gender. Meanwhile, the discussion section provides the more detailed explanation of the findings which are supported by several theories from experts and related previous study.

  Chapter five is conclusion and recommendation. This chapter provides conclusion, recommendation, and implication in this research. In the conclusion section, the researcher explains the important points of this research's findings. Moreover, this chapter also presents recommendation and some implication for lecturers/teachers, students, institutions, and further researchers.