Chapter One

Introduction

There were some points discussed in this chapter. The background of the research explained about the reason why this topic was chosen by the researcher, Identification and delimitation of the research were to identify and restrict the problem investigation. Then, the research question and objectives of the research of the research provide the specific objects of the study. Finally, the significance of the research is also explained in this research as well as the organization of the chapter.

Background of the Research

The Corona Virus disease (COVID-19) pandemic has had a tremendous impact on changes in various aspects of human life such as health, education, economy, industry, environment, and society. Among them, the COVID-19 pandemic policy that restricts social activities has had a strong impact, especially in the education sector, where higher education activities around the world have changed the learning process from traditional teaching through learning carried out with meetings between teachers and students in the classroom to learning from home or online learning. Since the COVID-19 outbreak spread at the end of December 2019, COVID-19 caused various disasters for the whole world in various sectors, especially in the education sector which was the worst (GCE, 2020). Schools, colleges, and universities have been forced to close for a certain time to reduce the spread of the virus. It also can be seen by the classrooms suddenly became empty because learning was replaced with online learning from

their respective residences. To help break the chain of COVID-19 spread, educational activities carried out at several schools and universities have been suspended (Wajdi et al., 2020). "Over 1.5 billion learners in 165 countries are affected by COVID-19 school closures" (UNESCO, 2020, p. 1). Meanwhile, in Indonesia, data from January 3, 2020, noted that 6,123,753 cases are infected with COVID-19 with 156,827 deaths (WHO, 2022). Moreover, what students, teachers, and parents fear are that it will be a long-term challenge, it will create obstacles to learning activities and educational processes that are usually conducive.

There are various ways to continue the activities of the educational process, especially by maximizing the use of technology in becoming a tool that supports the course and give many beneficial of the educational process. Technological development in education sector has a great influence on the information exchange process (Hediansah & Surjono, 2019). Learning that adapts to situations where students and teachers must carry out the learning process at home requires learning support tools through the implementation of online-based learning. This learning, which was previously carried out from conventional learning, has shifted to online or full distance learning by using a variety of familiar supporting applications such as Zoom meetings, Ms. Teams, and Google Classroom. Due to the COVID-19 pandemic, the face-to-face learning plan has been changed to adopt online learning using Google Classroom, WAG (WhatsApp Group), social media, and video conferencing tools (Juwita & Purwoko, 2022).

We need to realize that COVID-19 pandemic was the right time to innovate and experiment the use of technology in the education system. Mahmud (2020) stated that for the educational industry, it can be suitable condition to make new innovations using up-to-date technology in every teaching and learning process. The conventional way that mostly used by the teachers makes students feel bored and monotonous. It makes the teacher have to change their learning system with newest one, it can from apply the technological development in it. Students can get more fun, interest, and added motivated to learn English by maximizing the use of technology (Puspitarini & Hanif, 2019). Moreover, it can be helpful education requires collaboration from educator, parents, students, and technology. There are innovative learning model systems namely hybrid learning which is the most efficient learning model and is considered suitable for this pandemic situation. Hybrid learning is learning which allows instructors to provide a mix of online and in-class instruction (Idrizi, et. al, 2022). It can be the best choice to increase effectiveness, efficiency, and greater attractiveness in the interaction between teachers and students in a learning environment that adapts to COVID-19 situations and to continue the education system. Hybrid learning offers learning opportunities to get the same knowledge and information to students or educators together at the same time in different places delivered by the teacher without limiting interactions, learning activities, and responses with the help of computer support tools or other devices (mobile phones) as learning facilities. Juwita and Purwoko (2022) also stated, "Learning devices such as laptops, cell phones, and internet networks facilitated by parents of the students

are the best support systems in this online learning" (p. 14). Therefore, teachers

must have the competencies to help in carry out online and offline learning or a

combination of both (Nadjamuddin, et al., 2022). This learning model can also

motivate teachers to improve their teaching methods to be more creative, adaptive,

and innovative.

The researchers also found the same topics which have been done and

discussed in two previous studies. Wahyuni et al. (2022) conducted the research to

investigate students' perception using hybrid learning in learning English. In their

research, the results are divided into advantages and disadvantages. The

advantages are the application of hybrid learning have a conducive classroom

environment when learning English and the ease of material that can be accessed

anytime and anywhere makes them feel comfortable when using it. The

disadvantages are difficulties in understanding material caused by bad internet

connection, difficulties in expressing ideas and limitations to participate actively,

communicatively, and collaboratively in class discussions. Blagojević et al.

(2022) also conducted the research to test the efficiency of the hybrid teaching

model through students' motivation, satisfaction, and empirical research of

attitudes about the realization of teaching by applying the Moodle distance

learning system. The results showed that the students became satisfied and

motivated during learning process because the available of different multimedia

contents make it useful to them. According to both previous studies, the

researcher of this research get knowledge, illustrations and possibility that

important to gain a deeper understanding. This can be seen from the similarity of

the objects studied, namely finding out the effect of using the hybrid learning model in detailed. Both of previous researchers focused on what is happened on students while using of hybrid learning which the results are used to evaluate the performance of the facilitator. Meanwhile, this research will focus on the teacher's performance while using hybrid learning which the results will use to evaluate the teacher itself.

English Language Education Department (ELED) at private university in Yogyakarta is a study program that provides English language skills and components as well as pedagogical materials and general courses. This program study also provides the opportunities for graduates to become English teachers or English practitioners. ELED lecturers are asked to be able to adapt innovative learning tools, one of which is the involvement of technology in it. In addition, the university also provides various tools and facilities that support lecturers to be able to use them fluently. In terms of competency development, the university provides various training and workshops for lecturers to improve the quality of ELED lecturers consistently following the times.

The use of a hybrid learning system in ELED has become part of ELED itself. According to a one of private university in Yogyakarta students survey in 2020, as many as 65 percent preferred face-to-face classes. On the other hand, other students want to keep online learning and the institution keeps both running and fair, so they adopt a neutral attitude in which online and offline operate concurrently through hybrid classes so that minority who cannot take face-to-face sessions are kept in mind. In addition, the campus rules provide two offline and

online options for students to take classes. Students are not compelled to choose one, thus UMY provides fair facilities for those who desire to do so as part of their campus preparation. The mechanism for the offline meetings has been arranged to avoid crowds and follow existing health protocols to avoid the transmission of COVID-19. For example, there will only be one batch each month that will enter offline classes on campus. Based on the newest regulations, students who want face-to-face meeting can be granted. Those who want to take online classes can take part in learning through virtual meetings and students are allowed to come to class who want offline classes by following the health protocol. In its implementation, both online and offline classes have been run simultaneously through a hybrid learning model provided by the teacher. This class activity is supported by facilities such as a laptop, internet connection, projector, microphone, and webcam/standing camera. Classes run continuously according to the schedule for each lesson until the end of the class. Meanwhile, there is no time for students to receive special attention for those who have difficulty following this learning model. This can lead to new problems such as media performance that is not optimal and can make students miss lessons.

The benefit of the hybrid learning system make almost all educational institutions choose to use it because it can penetrate space and time. To be able to run it, the readiness of educators and students must be re-examined whether they can collaborate to run the lessons successfully or not. Soft skills, hard skills, and facilities are privileges that can support the successful delivery of materials through a hybrid learning system. The unpreparedness of lecturers in providing

learning support tools and the lack of appropriateness of the tools used often become problems because they can hinder the delivery of materials. Therefore, this study is intended to explore EFL teachers' experience in implementing hybrid learning during the COVID-19 pandemic regarding the phenomena mentioned above.

Identification and Delimitation of the Problem

Following a circular by one of private university in Yogyakarta, egarding lectures on August 12, 2020, lecturers who will conduct online and offline with students who take offline must meet predetermined procedures. This is related to the implementation of ELED who run offline and online classes through hybrid learning model. The researcher conducted an initial interview with one of the students who took part in the online class. from the answers obtained, the researcher learned that not all students can successfully participate in hybrid classroom learning. This student has many obstacles and tells the difficulties encountered. Among them are teachers who are too focused on real classrooms where teachers are more active in interacting with offline students. This student said the teacher often moved from his seat and left the teacher's desk. Meanwhile, online students only have one point of view on their screens where teachers who are actively interacting with offline students tend to get out of the camera frame. In addition, this activity can cause other problems such as when the teacher leaves his seat and moves away from the laptop, the recorded voice will become increasingly unclear. This can make students unable to receive the material fully and maximally.

To validate the information gathered from the initial interviews and observations, the researcher conducted another round of interviews and observations with other students in different courses. This student said that the difficulty he faced was that a bad internet connection could make him miscommunicate in interpreting the material presented. For example, when the teacher explains something, he loses a few words because of an unstable connection that causes an imperfect explanation.

Research Questions

Based on the background and issues that mentioned above, the researcher is developed two research questions. The research questions are presented below:

1. What are the advantages of the implementation of hybrid learning for teaching English as perceived by EFL teachers?

2. What are the challenges faced by the EFL Teachers in implementing hybrid learning for teaching English?

Objectives of the Study

Based on the research questions, the purposes of the study are presented below:

1. To explore the advantages of the implementation of hybrid learning for teaching English as perceived by EFL teachers.

2. To identify the challenges that teacher faced during using hybrid learning for teaching English

Significance of the Study

This research is aimed to give beneficial for education sector such as the EFL students, EFL teachers, and other researchers.

The EFL students

It can give understanding about how to work in hybrid learning method. After they understand, they can learn using hybrid learning method effectively.

EFL teachers

Through knowing the identification of the problems and solutions found, teachers are expected to be able to develop and improve the teaching competencies that exist within themselves. Teachers can gain knowledge about the evaluation of implementation during teaching English using hybrid learning. Thus, it is hoped that it will be easier for teachers to design their classes during the delivery of material in challenging conditions during COVID-19.

Other researchers

It is hoped that the results of this study can help other researchers to use it as a theoretical view for further research with the same topic as a reference.

Organization of the Chapter

This research consists of five chapters that English as a foreign language explain an overview of each research chapter. The explanation is presented below:

The first chapter presents the introduction of the research. In introduction, there are seven parts namely background of the research, statement of the problem,

delimitation of the research, research questions, objectives of the research, significance of the research, and organization of the chapters.

The second chapter of the research is a literature review. This chapter provides all the information and basic theory which cover problems and solutions faced by the teacher during hybrid learning. In the literature review, it highlights some theories related to this research. Besides, this chapter two covers the implementation of hybrid learning, problems faced by the teacher, solutions of the problems, review of related studies, and conceptual framework.

In chapter three, it discusses the research methodology. This chapter gives a clear illustration of how this research is conducted and how the data are collected. Besides, this chapter three consists of seven parts of methodology namely research design, research setting, research participant, data collection technique, data collection procedure, and data analysis.

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In the chapter four, it includes finding and discussions. The research finding will be the teacher's implementation on advantages and challenges of hybrid learning. As the advantages of the us of hybrid learning, those are improving teachers' technological skill, giving an enjoyable learning, providing

the opportunity to choose whether to join online or offline class, increasing effective learning, and offering the flexibility. As the challenges , those are difficult in dividing the attention, low interaction with the online students, technical problem, and time consuming. Also, the discussion is explained the detailed finding supported by various theories from the experts and related studies.

Chapter five includes the conclusion and recommendation, and implication of this research. The conclusion explains several important findings of the research. In addition, this research contains the recommendation for some the teachers, students, and other researchers.