

Supporting English learning activities using hybrid communication and interaction

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Abstract

Covid-19 pandemic extended serious impact toward educational field in all countries. Most schools conducted teaching and learning activities fully online even hybrid to reach the best interaction and communication. This study aimed to explore and describe the implementation of hybrid communication, the benefits, the evaluation and assessment, and the perceptions of both students and parents in English language teaching for the primary education at Afkaaruna Islamic School (AIS) Sleman Yogyakarta, Indonesia. It was qualitative research with a case study research design. In collecting data, the researchers interviewed the principal, the head of curriculum, three English teachers, three students, and parents. The observation of class activities, the documentation of teaching, and questionnaires of perceptions were also administered as supporting data. In analyzing the data, the researcher used interactive model by Miles & Huberman including data collection, data reduction, data display and conclusions. The results showed that teachers used lab-rotation model (50:50) in teaching and learning. Hybrid communication offered contributions toward English language teaching and learning at primary education including students' enhancement and engagement on English skills, technical skills, class management, and digital literacy as well. Also, it facilitated students to access and obtain many online resources and references such as PDF texts, websites, e-books, YouTube videos, and animations. Moreover, it helped the teachers explained materials easily due to various digital tools used in the classroom. This study is expected to serve as a hybrid learning model for educators as an alternative approach when full online is deemed challenging to implement.

Keywords

hybrid
communication;
blended learning;
distance learning;
language learning;
primary education

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INTRODUCTION

At present, the emergence of hybrid communication in learning should be worthy considered by any educational stakeholders to enhance students' motivation, satisfaction, and convenience due to increasing of online learning and to facilitate learning in global education era. Also, the raise of industrial revolution 4.0 marked by Internet of Things (IoT) and digital technology and also Covid-19 pandemic have disrupted and shifted conventional paradigms of teaching and learning in the classroom. Fully online learning seems to become issues and reasons why some institutions and schools conduct hybrid learning. The choice of the hybrid learning model is based on the fact that learners face difficulties in face-to-face communication during the pandemic, even though, in reality, they can communicate both synchronously and asynchronously (Riyanda et al., 2022). Unfortunately, at practice, this mode did not run well by reason of some barriers such as limited internet access, internet quota, devices used, materials given, costs, and subjects' comprehension. Teachers just fully interact and communicate to students by videoconference using some tools like Zoom and Google Meet. Life meeting needs expeditious connection and communication. Aspects of

social interaction becomes the main issue toward this mode. To facilitate this matter, hybrid learning can be an alternative to reach students' interaction and communication.

Studies reveal that hybrid learning is effective in bridging discrepancy either from teachers or students. Indeed, asynchronous mode like WhatsApp Group and Telegram give little effective contribution in learning in some cases because of loss of some messages in group. Occasionally, students neglect with what teachers share at that moment so that many messages are not read by students and disappear. This evidence highlights that the emergence of hybrid learning should be considered by stakeholders, schools, and even teachers. It has become successful strategies in second language learning and English language teaching industry over the last ten years (Klimova & Kacetl, 2015). Also, it can be employed effectively to construct language skills, to increase environment of English learning, and encourage students' motivation in learning English. The other merits include promoting language learners' autonomy, offering more self-language assistance, expanding collaborative learning, intensifying students' interaction and engagement, giving chances to practice the language beyond the class settings, and improving learners' language skills (Albiladi & Alshareef, 2019). Furthermore, this classroom aims to enable pedagogical freedom to reach students and teachers from anywhere in the world, boosting societal access to education while also improving educational quality, as knowledge now transcends the borders of the classroom (Raes, 2022). Students can access digital resources at different times and locations, and teachers can use online activities to tailor their instruction to specific students' requirements, particularly those at risk of academic failure (Macaruso et al., 2020). The other results of experimental study initiated by (Alsowat, 2022) who compares between virtual and hybrid learning model declared that hybrid learning model gives positive impact in improving skills of digital literacy and essay writing than virtual meeting.

Concerning the definitions of hybrid learning, there are a bit of diverse view from any experts. The term of "hybrid" is expanding in many areas including in the educational field. At first, it is also principally used in corporate and higher education. This model has extended around 2000 used by several countries like Australia, England, North America, universities, and institutions of training. It is rather difficult to confirm since it is used in various manner by diverse people (Klimova & Kacetl, 2015). It can be mostly defined as a learning space where activities happened both in virtual and real classroom simultaneously (Rubio et al., 2014). The close term in relation to this is blended learning. It is generally defined as a combination of learning activities where both online and offline meeting are operated together. It means that students learn at least in part beyond online transmission and guidance and some supervise over time and place (Horn & Staker, 2012). People also use this term both too extensively, to indicate to educational technology suppressed into a classroom, and too narrowly, to refer to just blended learning types (Horn et al., 2015).

During synchronous teaching and learning, the hybrid classroom connects on-site students as well as individual distant students. Also, it is also used by some schools in current issues to bridge the students' comprehension toward materials given such as in Afkaaruna Islamic School (AIS) Sleman Yogyakarta, which is one of Islamic boarding school in Yogyakarta adopting Cambridge Curriculum in teaching and learning at primary education including English course. Both English and Arabic are language of instruction applied in each course. During Covid-19 pandemic, Afkaaruna has implemented several modes to bridge the gap in language learning. The global pandemic compelled Afkaaruna to reconsider schooling in order to combat Covid-19 and to employ social distance during lectures. Firstly, fully online learning becomes the role model where students studied at home with the help of parents in operating all instructions given. Here both teachers and students can only communicate and interact via videoconference. Secondly, combination between synchronous and asynchronous communication were constructed using various tools like WhatsApp group, Google Classroom, and Google Form. The last mode used there is hybrid communication where combination between face-to-face learning and virtual meeting are implemented at the same time using lab rotation and rolling model. Many good responses from students to parents toward this communication. At least, students can share roles and meet face to face on alternate occasions.

Hybrid communication offers many benefits in teaching and learning: providing major flexibility, reducing space constraints, delivering regular interaction, economizing costs, and keeping students' focus (Wang et al., 2010). Moreover, it enables students to utilize Information and Communication Technology (ICT) accessed by both mobile phone or Android, Tablet, and Laptop (Aristika et al., 2021). Hybrid communication is required to anticipate the communication gap between teachers and students in online learning. When compared to traditional brick-and-mortar training and solely online learning, students who receive instruction through blended mode do better (Ivanova et al., 2019). Other benefits of blended learning include: Students' motivation and involvement in the learning process improve, as do their perceptions and attitudes towards learning, performance, and language proficiency (Albiladi & Alshareef, 2019; Hubackova et al., 2011; Ju & Mei, 2018). Moreover, students have some choices over the content, speed, time, and place of their learning with blended learning (Powell et al., 2015). Blended learning is gaining popularity not only for specialized populations, but also in general education settings, owing to the potential benefits of blended learning over traditional instructional approaches (Staker, 2011). Moreover, this new learning space has several challenges which are both pedagogical and technological in nature (Raes et al., 2019). The synchronous hybrid learning environment necessitates a novel setup that significantly impacts both pedagogical and learning design (Weitze et al., 2013). This implies that the teacher or trainer needs to adjust their teaching methodology while ensuring consistent learning standards are upheld.

In practice, the term of hybrid is also closed with blended learning. The following is the various models offered in many cases at schools (Horn et al., 2015): (1) rotation model (2) flex model (3) self-blend model, and (4) enriched-virtual model. The first model offered in blended learning is rotation model. Here, students spin on a fixed schedule or at the teachers' policy between modalities of learning such as one part in online learning room. Some activities included are small group direct instruction, group projects, individual tutoring, and pencil and paper assignments. In other words, this mode enables students to rotate to determined stations by teachers. This model consists of four divisions: station-rotational model, lab-rotational model, flipped-classroom model, and individual-rotation model.

The second model is station-rotation model. This model tries to merge three stations at once in one meeting in the classroom. For instance, a teacher gives instruction in class on ninety minutes divided into three spots: online instruction, teacher-led instruction, and collaborative activities and stations. Here, students rotate based on space arranged. First, online instruction becomes first destination to be done. There, students are given online preaching and activities. Then, moving to real meeting led by teacher directly, students are commonly taught. Finally, collaborative activities are administered together with a group. Materials given both in online and offline instruction in early meeting are discussed and shared. The second model of rotation is lab-rotation model where students work in a computer lab for online activities. It is same with the rotation model. This mode provides teachers independence and classroom space so that domination of lecturing method is reduced.

The next model is Flipped classroom model trying to provide students with some difference learning behaviors in the classroom where lots of digital facilities are available in supporting teaching and learning such as technology uses (videoconferencing) (Barrios et al., 2022). Here, the students are responsible for initial learning at home (often via instructional videos) and real class is applied for problem-solving like doing homework, finishing exercises and tasks, and activities to deepen understanding (Lee & Martin, 2019). In a flipped classroom, the teacher launches video lessons or obtains footage that has already been prepared for use in class. This film is given to students to watch at home before being used in class. The teacher must provide kids with professional, extra services (Nja et al., 2022). By making the lecture videos available for students to watch at home, teachers have more time in class to have students apply what they've learned and involve them in problem-solving and task-based tasks (Phoeun & Sengsri, 2021). In English Language Teaching (ELT), this model achieves popularity among researchers after 2014, and slowly it increased between 2016 till 2017. The results of study conducted by (Turan & Akdag-Cimen, 2019) stated lots of benefit of flip model to language teaching and learning including gaining: learners' engagement, four English

skills, vocabulary mastery, peer interactions, learning achievement, learning motivation, students' higher order thinking skills (HOTs), and students' ICT skills.

Individual-Rotation model is the fourth model of rotation. This rotation is the most important part of the blended learning system. Because, with this educational model, students have a personal opportunity to improve their understanding of educational material that is still insufficient. This rotation model is an intensive guidance given by teachers to students personally/personally based on subjects that are still below the average of other students.

The next model is flex model referring to courses in which online learning is the backbone of students' learning, even if it leads students to offline activities at times. In this model, most of the learning is conducted online but still takes place in schools. Learners can access all subject matters either independently or in groups online so that learning will be flexible. Students can learn according to their respective abilities, needs and learning speed. The teacher can act as a facilitator through discussion sessions, project work, as well as individual and group tutoring. This is intended to help students who experience problems in learning based on the results of monitoring online learning activities that have been carried out.

Then, Self-Blend model which the other name is La Carte model. The self-blend model or A La Carte is one of the blended learning models where students can take online learning to deepen the material or as additional material. In this model face-to-face learning remains the main activity and online learning can be used as a complement or as a means for students to add new insights.

The last model is Enriched Virtual model. Learning is done online than face-to-face meeting in the classroom. Students spend more time to learn everything at home online. Face-to-face learning is carried out only as a supplement or complement. It can be implemented when students experience problems during online learning independently or on a scheduled basis with rare intensity, for example face-to-face meetings are only held once in two weeks. The model differs from Flipped Classroom as in Enriched Virtual classes, students rarely meet face-to-face with the teacher every weekday. It differs from a fully online course because brick-and-mortar experiences are demanded; they're not solely optional office hours or social events.

This study aims to investigate, explore, and describe practices of hybrid English language learning, benefits, challenges, assessment and evaluation, and perceptions also. Perceptions are addressed to among students, teachers, and parents after involving in the process of hybrid communication in English teaching. Also, it will be used in this study to discuss the design of two synchronous hybrid learning practices and to examine the outcomes for student outcomes in these novel environments. This study contributes toward evaluation of implementation of hybrid language teaching and learning at schools. Also, hopefully, it becomes a role model and decision-making policy when hybrid model is established.

RESEARCH METHOD

Research Design

This study dealt with the case study research design to explore, investigate, and describe the practice of hybrid communication in English language learning for the primary education of Afkaaruna Islamic School (AIS) Sleman Yogyakarta. To obtain sufficient information, the researchers used some respondents as primary data sources to be interviewed including the principal, the head of curriculum, three English teachers, three students, and parents. The reason for selecting these respondents is tailored to the data needs related to those involved in the implementation of hybrid learning and their perceptions of this learning model. The major data correlated with (1) the implementation and the model of hybrid learning during Covid-19 pandemic (2) the benefits of hybrid learning obtained to the teachers and the students (3) the evaluation and assessment of hybrid learning, and (4) the students' and parents' perception toward hybrid learning.

Data Collection Techniques

The researchers used in-depth and structured interview procedures (deep interviews) with numerous respondents, including three English teachers, three students, parents, and the head of the curriculum division, which were conducted offline on Monday, 30 May 2022 at the location, to acquire valid

information and data. Some of the themes in question were: the adoption of blended learning in English learning, students' biographies and demographics, the media used, teaching materials, benefits, and barriers, as well as evaluation of the learning carried out. The number of questions consisted of at least five questions. The questions are tailored to the data needs related to the implementation of hybrid learning. In addition, observation, questionnaire, and documentation were established to complete the data.

The researchers observed the teaching and learning activities in the classroom including how teachers implemented hybrid model to students, what materials used, what teaching method used, and media and technology utilized. The researchers documented English books, curriculum, and lesson plan used by teachers. To gain students' and parents' responses toward convenience in hybrid learning, the researchers administered Google Form as an instrument to be shared. This Google Form was utilized to supplement and reinforce data as a form of triangulation, where the survey results will be cross-referenced with the outcomes of interviews. The questions linked with the perceptions after students conducted hybrid learning within four months continuously. This data would support results of the study and it was used to compare with other resources in interview, observation, and documentation. Then, the obtained data would be checked using triangulation model to know validity.

Data Analysis

In analyzing the data, the researcher used interactive model by Miles and Huberman (2014): data collection, data reduction, data display and conclusions. The process of selecting, concentrating, reducing, and abstracting existing data or data gathered from interviews, observations, documentation, and questionnaire findings was known as data reduction. The data obtained was collected and selected at this stage in order to obtain suitable data and as needed. Unnecessary data began to be reduced, isolated, and deleted. In collecting data, the researchers gathered qualitative data through methods such as interviews, focus groups, observations, or document analysis. Then, data should be condensed and organized to manage its volume. Next, Identifying key concepts, themes, or patterns within the data. In displaying these data, the researchers represented the condensed data visually, often through matrices, charts, or diagrams and created visual displays that help to illuminate patterns and relationships within the data. Finally, the researchers interpreted the data to draw conclusions or generate hypotheses and verified findings through constant comparison, referring back to the raw data to ensure accuracy and reliability.

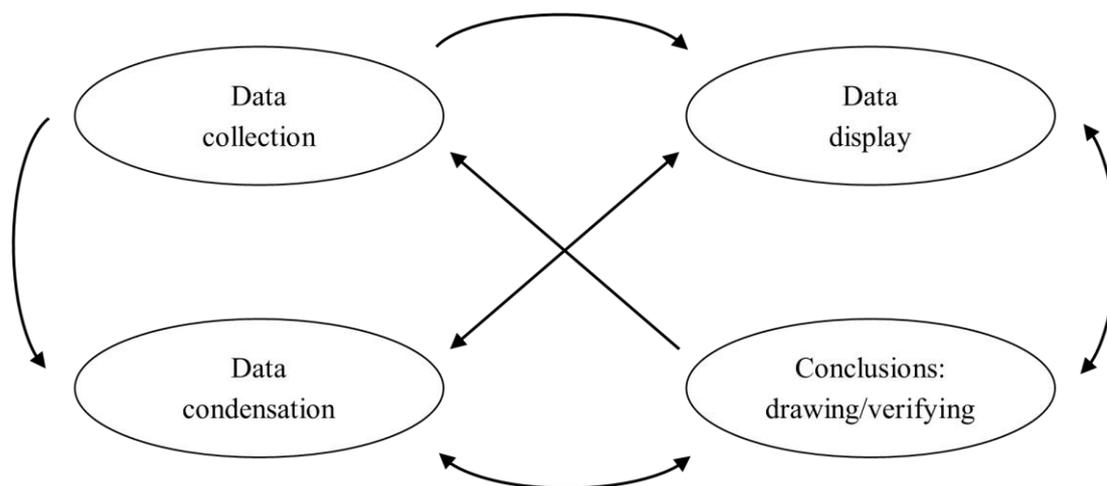


Figure 1. Interactive Analysis Model by Miles and Huberman (2014)

FINDINGS AND DISCUSSION

This section dealt with the research findings and discussion in relation to the implementation model of hybrid English language learning including the benefits, the evaluation and assessment, and the perceptions both students and parents during Covid-19 pandemic at Afkaaruna Islamic School (AIS) Sleman Yogyakarta. The following were the detail description gained from interview, observation, and documentation focused on these topics: the models of hybrid learning including class management, learning methods used, the media used, learning resources adopted and adapted, material sources or references, assessment, the students' and the parents' perceptions, the benefits, the obstacles, and the challenges toward hybrid learning.

For the first finding was related to the hybrid model used. In practice, before conducting teaching and learning, the teachers distributed questionnaire to all students and parents regarding with readiness of implementing hybrid communication. This way intended to know the students' needs and wants before learning. Also, it was used to determine the learning needs and readiness of students when online. The implementation model of blended language learning was carried out in a lab rotation/hybrid manner which combined online learning with face-to-face learning (50:50) simultaneously. This division was performed out alternately (rolling) by determining the number and schedule of students when online and offline. Here, the teacher focused on two modes simultaneously both in real classroom and on videoconferencing. The teacher divided class into two rooms: online and offline with the students' confirmation toward rolling model and the numbers. Students who got a chance to online meeting should be moved to offline room in the next day. This manner aimed to give the same opportunities to all students in comprehending courses. However, in practice, the teacher attained problems regarding with this mode. Somewhile, in the middle of learning, the teacher's focus was split due to corresponding communication where teachers sacrifice a lot on the online side. For the specific stages of rotation model activities were discussed here.

1. Designing Learning Stations

The teachers identified the learning objectives for the lesson or unit and created different stations that cater to various learning modalities. For example:

- a. **Teacher-Led Station:** In this station, students received direct instruction from the teacher.
- b. **Online Station:** Students engaged in online learning activities, such as watching videos, completing interactive modules, or participating in discussion forums.
- c. **Collaborative Station:** Students worked together on group activities or projects.
- d. **Independent Station:** Students worked on individual assignments, readings, or practice activities.

2. Introduction and Initial Instruction

The teachers began the lesson with a whole-group instruction or introduction to the topic and clearly explained the purpose of each station and the tasks students are expected to complete.

3. Station Rotation Schedule

The teacher established a schedule for the rotations. This can be based on time intervals (e.g., 20 minutes per station) or task completion and ensured that students have a clear understanding of the rotation schedule.

4. Group Rotation

Students started at a designated station based on the schedule. After a set time, a signal prompts students to move to the next station in the rotation and continuing rotating until each group has visited all the stations.

5. Differentiated Instruction

The teachers tailored the content and activities at each station to cater to different learning styles and abilities and providing additional support or challenges based on individual student needs.

6. Teacher Facilitation

During the teacher-led station, the instructor can provide targeted support, answer questions, and offer clarifications.

7. Technology Integration

Leverage online platforms and digital tools in the online station to enhance engagement and interactivity. The teacher ensured that students were comfortable with the technology and can access resources seamlessly. There were a lot of digital platforms utilized by the teachers such as WhatsApp, Google Classroom, Quizzes, Kahoot, YouTube, Podcast, etc.

8. Monitoring and Assessment

The teachers circulated among the stations to monitor students' progress and engagement. Also, he/she collected formative assessment data to inform future instruction.

9. Closure and Reflection

The last activities were concluding the rotation with a debriefing session to discuss key concepts and address any questions and encouraging students to reflect on their learning experiences at each station.

This correlated with the teacher's interview transcript as follows:

Researcher : During the hybrid, how was the class management?

Teacher 1 : I need to turn off hybrid learning preparations such as focusing on two different locations at the same time, so class management needs even more efforts.

Teacher 2 : I attempt to focus more on all students in class and at home by not prioritizing one item, even though there were some challenges, such as when the network was suddenly turned off, I focused on getting online to help condition the class.

Regarding the interaction and communication, both teachers and students used English as a working language where they never used Indonesian in spite of one word. Afkaaruna's Curriculum itself adjusted English as one of mandatory language used in daily activities in cottage so that students have already behaved to use English fluently.



Figure 2. Hybrid Communication in the Classroom

The learning method was delivered with Communicative Language Teaching (CLT) approach and some various manners including utilizing games, quizzes, power point, pictures, music, and playing video of YouTube. In the practice, the teachers integrated some ways not only lecturing method but also combination both visual and audio. YouTube was one of the most accessed platforms by the students. It offered current issues in contents and maintained students' convenience and pleasure. In selecting contents, surely, the teacher involved the students' needs and wants. Not all YouTube contents were played and explained. It can be accessed by the students who were in the virtual and in the real room.

Furthermore, the teachers utilized and integrated both synchronous and asynchronous online media such as Zoom meeting, Google Classroom, Google Docs, Google Form as assessment, Television/Liquid Crystal Display (LCD), Kahoot, and Quizzes. To maximize interaction and communication, the teachers made WhatsApp Group as supporting rooms. The students can access lots of online materials in the form of Pdf, Words, PPT, Excel, Video, Pictures, and others. For the assessment, Google Form was administered. Also, to motivate and to make learning fun and enjoyable, the teachers used Kahoot and Quizzes containing questions and games to be played.

For the learning material resources, some textbooks adopted from Israel namely My First English Adventures (MFEA) were used to provide the students lots of English knowledge and skills. It was a story-based program designed for teaching English as a Foreign Language (EFL) to young learners in their first years of learning English. Also, MFEA addressed to students' speaking skills and adjusted the students' needs and wants. It contained complete set of English learning activities and integrated skills.

Regarding the evaluation processes it was carried out intensively both during (formative) and after the learning process was completed (summative) to see the level of effectiveness and efficiency of learning. Evaluation in hybrid learning involved assessing various aspects of the teaching and learning process in a blended environment that combines both face-to-face and online components. The evaluation process was crucial for measuring the effectiveness of the hybrid model, understanding students' progress, and making informed decisions for continuous improvement. Here's a detailed explanation of the key components of evaluation in hybrid learning:

1. Learning Objectives Alignment

Firstly, the teachers ensured that assessment strategies align with the defined learning objectives for the course. Secondly, assessments should reflect both the in-person and online components of the hybrid model.

2. Formative Assessment

Here the teachers implemented regular formative assessments throughout the course to gauge ongoing student understanding like giving feedback to students while they got trouble in comprehending the materials discussed at that time. Also, the teachers utilized some tools like quizzes, polls, discussions, and other interactive activities to provide timely feedback and guide instructional adjustments.

3. Summative assessment

In this stage, the teachers designed comprehensive summative assessments that measured overall students' achievement at the end of a unit or course including a mix of traditional assessments (exams, projects) and digital assessments (online quizzes, presentations).

4. Technology-Integrated Assessment

- Leveraging technology for assessments, such as online platforms and tools that facilitate secure and efficient testing.
- Ensuring that students were familiar with the technology and have equitable access to digital resources.

Aside from evaluation, there were certainly challenges and obstacles in the implementation of hybrid learning. Several evaluations and mixed learning challenges were offered as follows:

1. *The simultaneous need to manage communication patterns in two distinct spaces (online and offline) forced teachers to make a sacrifice, often devoting less attention to the online space due to divided focus.* This connected with the (Beatty, 2020; Szeto, 2014; Zydney et al., 2018) research results stated that the key pedagogical problem was that in the hybrid synchronous environment, on-site students and distant students experience the session differently. Previous study indicated that remote students felt a strong sense of distance from their teacher and face-to-face classmates (Ramsey et al., 2016). Irvine et al. (2013) discovered that synchronous hybrid technologies that simulate face-to-face delivery can assist students in maintaining closer connections with their peers. This means that, in addition to audio quality, good video quality and effective teacher framing are problems for set design. (Olt, 2018) concluded from a qualitative study that the experience of the remote participant may be explained and understood

by the concept of 'ambiguity' in terms of group membership, technological functionality, and place. Furthermore, (Huang et al., 2017) demonstrated that distant students felt alienated from the chief class since they were physically separated from the face-to-face class, particularly when the remote class encountered technical difficulties without quick assistance. As a result, it was critical to consider this while designing classes and to be conscious that remote students needed to feel more included in class activities.

2. *Students needed parental assistance when operating several devices, such as opening Google Classroom and Zoom Meeting.* Some students still need adaptation toward these tools to make sure that all devices were ready to use. Nonetheless, teachers and curriculum parties helped pupils by offering specialized instruction on various digital platforms. As a result, there was no dispute about the preparedness to use digital media. Students required parental assistance to navigate through various devices, including tasks like accessing Google Classroom and joining Zoom Meetings. This involvement was necessary due to the complexity of the technological processes involved, where parents played a crucial role in supporting and guiding their children in successfully operating these tools for remote learning.
3. *Children's understanding decreased when they were online, so the solution was to rotate roles so that children can get an offline side as well.* From this statement, the teachers should be creative to make learning became effective and efficient. The role of engagement in this mode was very urgent how teachers involved all students either in classroom or remote places. Contextual variety influences the learning experience and specifically students' engagement. Previous study in the context of hybrid education emphasized the impact of the loss of visual and audible signals, which were ordinarily visible to on-site students, on the learning and teaching experience (Weitze et al., 2013). To compensate for this loss and to offset apparent distancing effects, it had been suggested that lecturers should frequently halt during lectures for questions and be attentive to student responses (Heilporn et al., 2021). Furthermore, because the audio component had been determined to be critical for success, students who attended the class remotely should perceive the same audio quality as students who were there face-to-face (Bower et al., 2015; Cunningham, 2014).

Besides lots of benefit of conducting this communication, it was undeniable that in the implementation of hybrid communication, there were certain obstacles, especially in the middle of learning. The teacher's task was to find the best solution for smooth online learning. The following was the explanation between the benefits and the weaknesses gained from this mode. According to teachers' responses when interview related to benefits of hybrid communication, the following were the interview transcripts

- Researcher** : What did you think about the practice of hybrid communication in language learning? Did you get lots of benefits? Please explain it in detail, thanks.
- Teacher 1** : I believe that hybrid communication when it came to online learning really helped me manage learning in situations where students cannot be present in class at the same time, therefore division of learning methods was unavoidable.
- Teacher 2** : Learning felt so efficient, saving both energy and time. In addition, because I had to focus on two modes, my preparation had gotten more mature.
- Teacher 3** : My technical skills like how to operate some digital tools were improving. There were numerous online learning resources from which I can obtain a great deal of information rapidly. I grew more innovative in my teaching and evaluation methods.

Then, related to students' motivation and responses during blended language learning can be drawn from interview also as follows.

- Researcher** : What were students' impressions and motivations when learning through blended learning?
- Teacher 1** : Students was quite enthusiastic about learning to read English. They said that the teacher offered a lot of intriguing digital material. Certainly, they can learn a lot about how to use various digital communication tools. Students' reading comprehension and literacy culture were improving.
- Teacher 2** : They were so enthusiastic, especially when trying several applications such as zoom and google classroom.

The following data pertained to parents' perceptions toward the implementation of hybrid communication. Some of the findings from interviews with the researchers' parents were listed below.

- Researcher** : In your opinion, how was the implementation of hybrid communication during the Covid 19 pandemic?
- Parent 1** : This communication strategy, in my opinion, was particularly ideal when students had troubles online since students cannot fully grasp the presence of a teacher and other peers in class. The objective was that this communication will help to bridge interaction and communication between teachers and students during the co-19 pandemic.
- Parent 2** : I really agreed with the existence of a hybrid communication model like this. At least my child can feel that he can attend class as before and on the other hand students can learn a lot about media and technology and even digital teaching materials provided by the teacher.
- Parent 3** : At least with this communication model children can study even harder, can meet their friends both in class and in cyberspace. My child felt bored when he was at home all the time.

Based on some answers above related to benefits and challenges of implementing hybrid communication and interaction in language teaching would be discussed here. The implementation of hybrid learning has brought forth several benefits. Firstly, it has resulted in notable savings in terms of energy, time, and power for both educators and students. Additionally, teachers have found it convenient to deliver course materials through digital platforms, enabling a more concise and organized approach. This linked to (Riyanda et al., 2022) research stating that technology in learning will assist learners in understanding the presented material, presenting data or information, as well as facilitating the interpretation of data and obtaining information. This mode has also facilitated easier and quicker class management, aided by features like the mute and chat system on platforms like Zoom. The administration of quizzes and exercises has become seamless through dedicated quiz platforms. Moreover, hybrid learning has granted access to a plethora of digital resources and references, such as PDFs, YouTube videos, animations, websites, journal articles, and e-books. This abundance of resources has not only enriched the learning experience but has also contributed to enhancing students' digital literacy and technical skills. Notably, students' motivation for learning has been on the rise due to the integration of technology and the varied resources available.

However, the hybrid learning model is not without its challenges. One significant challenge is the potential decrease in student focus. Teachers are compelled to manage both online and offline modes simultaneously, which could lead to reduced engagement and attention from students. Moreover, there have been concerns about the decline in students' social interaction and the erosion of their social culture due to reduced face-to-face interactions. An observable consequence of the digital shift is the potential decline in etiquette and manners among students, which can be attributed to the remote nature of learning.

Technical issues have also posed challenges to hybrid learning. Signal constraints, causing fluctuations in connectivity, have impacted the smoothness of online classes. This can lead to disruptions in the learning process. This was connected to the (Priess-Buchheit, 2020) study who stated that conversely, Synchronous Hybrid Learning (SHL) relies on the students' resources and is contingent on both student and trainer adaptation, as well as the availability of dependable technology. This meant that the role of advanced technology here was very vital. Moreover, this new learning space has several challenges which are both pedagogical and technological in nature (Raes et al., 2019). For the pedagogical challenges, it is mentioned that adapting to this learning environment necessitates significant changes in the pedagogical approaches of teachers to align with the new technology (Cain, 2015).

An additional obstacle is that the synchronous hybrid learning setting demands increased coordination from the teacher, as noted by Ørngreen et al. (2015). In these instructional settings, the teacher must focus on both physical locations and execute specific operational tasks on the teaching and learning platform. Additionally, the shift to hybrid learning has highlighted the fact that educators do not always have full control over students, particularly in their remote learning environments. This has necessitated parental assistance in managing digital tools and ensuring effective participation. The second was the pedagogical challenges from students' perspective. Olt's (2018) research specifically sought to examine synchronous hybrid learning from the viewpoint of remote participants. The study concluded that the remote participant's experience is most effectively characterized and comprehended through the concept of 'ambiguity,' particularly in terms of group membership, the functionality of technology, and location. Furthermore, Huang et al. (2017) demonstrated that students participating remotely experienced a sense of exclusion from the primary class, particularly when facing technical issues without immediate support. Conversely, on-site students may feel overlooked when the teacher dedicates considerable time to resolving technical problems. Regarding with the technological challenges, the most significant hurdle encountered in the synchronous hybrid learning setting pertains to the crucial role of the audio component for achieving success (Bower, 2015). Remote students should be provided with equivalent audio quality to their counterparts attending the class in person.

The hybrid learning approach offers numerous benefits, including energy and time savings, streamlined material delivery, improved class management, access to a wide range of resources, enhanced digital skills, and heightened student motivation. Nevertheless, challenges such as reduced student focus, decreased social interaction, declining etiquette, technical difficulties, and the need for parental involvement need to be addressed to ensure the success of this educational model.

CONCLUSION

Based on the findings obtained, the practice of hybrid communication in the English language learning during Covid-19 pandemic should be considered by all English teachers due to some benefits and contribution toward online learning itself. It becomes preference when online learning is implemented. Also, it can mediate the obstruction of distance learning including limited connection and communication when full online are chosen. Some findings in relation with benefits of hybrid learning: saving energy, time and effort; convenience in teaching; flexible in class management; easy to assess and evaluate students; accessing in many references and resources; increasing digital literacy and students' technical skills.

Related to learning activities in the classroom, it can be concluded that hybrid learning at Afkaruna Islamic School (AIS) utilizes a rotation model, combining online and face-to-face learning in a simultaneous manner, with a 50:50 ratio. This division is carried out in a rotating fashion, determining the number and schedule of students for both online and offline sessions. The evaluation is conducted intensively both during the learning process formative and summative to assess the level of effectiveness and efficiency of the learning considering learning objective alignment, formative and summative assessment, and technology-integrated assessment. For the challenges, there are some including different communication patterns between teachers and students, assisting children when operating digital tools and applications, and good cooperative relationship between teachers and students in learning. Also, several challenges come from both pedagogical and technological in

nature. Moreover, several inputs that need attention to all teachers when implementing hybrid learning such as readiness of Learning Management Systems (LMS) used, learning media and resources, and students also. Four steps should be considered in preparing hybrid learning namely planning, doing, evaluating, and replanning.

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