

STUDENTS' PERCEPTION OF LEARNING ENGLISH THROUGH HYBRID LEARNING (ONLINE AND OFFLINE)

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Abstract

This research aims to: find out students' perceptions of learning English through hybrid learning (online and offline), find out the difficulties of learning English through hybrid learning, and find out the positive impacts of learning English through hybrid learning according to high school students in Mataram. This research is a survey research that used quantitative descriptive method. 43 students of SMA Negeri 3 Mataram participated in this research. To collect data, questionnaires that consisted of close-ended questionnaire and open-ended questionnaire and interviews were used. The results of the study show that the positive impacts of learning English through hybrid learning are: (1) having a conducive classroom environment when learning English through hybrid learning, and (2) feeling comfortable since they can access the material anytime and anywhere. However, the students opined some difficulties in learning English through hybrid learning that included: (1) having difficulty in understanding the materials due to the unstable internet connection/signal, (2) having difficulty to express the ideas, and (3) having difficulty to participate in a more active, collaborative and communicative class discussion. The students' perceptions toward the implementation of hybrid learning in learning English split into 3 categories: supportive, not supportive, and neutral perceptions. The total weight of each category in the questionnaires are "strongly agree" 8.7%, "agree" 25.1%, "neutral" 37.5%, "disagree" 20.1%, and "strongly disagree" 8.7%. The group of students that chose "neutral" answers scores the biggest with 37.5% of the total students, followed by the groups of students that oppose or do not support the implementation of hybrid learning that comprises 33.8% or one third of the total students. The bottom position is seated by the group of students that propose or support the implementation of hybrid learning in learning English with 28.8% or less than one third of the total students. Thus, it can be concluded that the more students have neutral position towards the use of HL in learning English.

Keywords: Hybrid Learning, English Learning, Students' Perception

INTRODUCTION

Information and communication technology are growing highly in today's era. It has a great impact for human life. Technology has made people be able to do many things such as working and learning through the use of internet (Khafia *et al*, 2020). Hediensah and Surjono (2019) stated that technological development has a big influence on the information exchange process, including in the education sector. In this digital era, the use of internet has become more popular to teachers and students (Hidayat *et al*, 2020). According to Celtekligil and Adiguzel (2019) the development of technology helps individual study about new things, interact with others, create new ideas, and share the ideas with others. This condition can be the right time for the educational industry to make new innovations using advanced technology in every teaching and learning process (Mahmud, 2020).

Since the onset of Covid-19 pandemic that left a huge impact on various industries including education industry, the use of online learning management system has grown so fast. Mostly, it has occurred due to restricted school infrastructure, teacher preparedness and student readiness. In order to conform to the policy of the Indonesian government to decrease or stop the wide transmission of corona virus, face-to-face learning process has been reduced and online learning process are promoted. This has transformed the learning system Indonesia from conventional learning system to virtual or hybrid ones in order to block/minimise the spread of Covid-19 disease and allow students to safely continue to study both from home and at school by limiting the number of students that attend the face-to-face meeting in a single classroom (Khasanah *et al*, 2020) and henceforth named the hybrid learning.

Hybrid learning combines face-to-face and online learning experiences (Bryan & Volchenkova, 2016). In its implementation, students from each class are divided into two shifts, namely the odd-attendance number and even-attendance number shifts. The division aims that face-to-face learning can be performed alternatively, namely in the first two weeks students with odd-attendance numbers are participating in face-to-face learning while students with even-attendance numbers do online learning at their respective homes. On the other hand, students with an even number of attendances will participate in face-to-face learning in the next two weeks, while students with an odd number of attendances will participate through online learning via Zoom, Google Meet, Microsoft Teams, or

Whatsapp. Technical learning through the hybrid learning method, namely online, students get learning materials through whatsapp group and google classroom based on instructions from the teacher. Google Classroom is a learning application dedicated to every educational setting to find solutions to the difficulties of creating, sharing and classifying paperless assignments (Sujana *et al*, 2019). While offline, students learn face-to-face or directly based on a specified schedule. The teacher uses an online learning such as Whatsapp and Google Classroom application. Among the advantages of using them, they are easy to access, easy to create learning community, easy to maintain personal motivation, and easy to use the communication formats such as written, video, mediation, both personal or group. Furthermore, they are user-friendly, low cost, popular, rich features especially for distance learning application, and supportive for the teaching and learning in this current condition.

However, the implementation of hybrid learning is not as easy as expected. The impact of the change in the learning system includes the unpreparedness of students and teachers to face changes in the learning system from offline to online. This means that teachers and students must face new habits and adapt to the situation and condition that occur in the field of education. Andriani *et al* (2021) stated that the obstacles faced by students during the online learning process at SMAN 3 Mataram are internet network, trouble wifi network, no internet quota, and lack of understanding of the material. Samsul (2020) stated that another impact is the lack of interaction between students because they are limited by distance, time and location, lack of internet network connection or the constraints of other facilities and infrastructure that is incomplete, additional costs such as purchasing internet quotas, difficulties in completing assignments, and inefficient use of time and energy between students which cause in the lack of interest and motivation in learning itself. The key to quality learning is when educators are able to create a condition where the material presented can provide contextual, fun and meaningful experiences to students (Putera & Sugianto, 2020).

Several previous studies show hybrid learning (HL) as an effective learning solution. The first study conducted by Nashir & Laili (2021) found that HL is an effective learning solution on intensive English program in the new normal era. It collected data from 113 students using purposive sampling technique. It attempted to investigate the students' activities in intensive English program through hybrid learning; the effectiveness of hybrid learning within the new normal era; the enhancement and advancement of hybrid

learning based on to the student needs; and the students' responses in hybrid learning within new normal era. The results showed that students agree that hybrid learning is the greatest option to increase the effectiveness, efficiency, and attractiveness, broaden their knowledge, and advance their literacy in technology.

The second study conducted by Nuraliyah (2022). It investigated the students' perceptions and satisfaction with online English learning at MAN 1 Pandeglang. It used a sequential explanatory mixed-method with purposive sampling technique using questionnaire and interview. It found that the students' difficulties are related to bad internet signals in their area, gadget incompatibility, learning with monotonous media is not accordance with their learning style, and some other technical problems. However, positive perceptions are related to the flexibility of learning English through online learning.

The third study conducted by Andriyani (2021) aimed at investigating the students' perceptions in learning English through blended learning. It used a mixed-method research design that collected data from 48 students. It found that students enjoy the learning process through blended learning approach that can be seen from the behavioral, emotional and cognitive aspects, which shows that the process of learning English through a blended learning mostly attracts students' attention and agrees with the learning process.

From the previous studies, the researchers learned different findings that are relevant to the present study. While the previous studies mainly focused on students' perception of online learning and blended learning, the present study focused on the students' perception of the implementation of hybrid learning i.e. both the online and offline learning in learning English.

Based on the background of the study above and by considering the importance of revealing the students' perceptions, the difficulties, as well as the positive impacts of the implementation of learning English through hybrid learning, the researchers are interested to conduct a study entitled about the students' perceptions towards the implementation of hybrid learning method. Three research questions were proposed in this current study namely: (1) What is the students' perception towards the implementation of learning English through hybrid learning, (2) What are the difficulties in the implementation of learning English through hybrid learning, and (3) What are the positive impacts on the implementation of learning English through hybrid learning?

RESEARCH METHOD

To find out the answers for the two research questions, namely, (1) What is the students' perception towards the implementation of learning English through hybrid learning and (2) What are the difficulties in the implementation of learning English through hybrid learning, this study used a survey research method using descriptive quantitative design. Descriptive research is research that describe phenomenon or events either using quantitative or qualitative data (Sugiyono, 2014). It is a method that describes the state of a phenomenon that has been done by the measuring instrument then, processed in accordance with the function (Sudijono, 1987). In other words, descriptive quantitative has to organize and analyze the numeric data in order to provide a view regularly, concise and clear about a phenomenon or event.

Research Participants

The survey research was conducted at SMAN 3 Mataram that has a population of 421 students 11th graders divided into 12 classes with 30-36 students in each class. The survey was conducted in May 2022. Upon completing the survey, it was found that 43 participants participated in the survey.

Data Collection

To collect the data, online questionnaires and offline interviews were used as the research instruments. The online questionnaires were in the form of Google Form survey sheet consisted of 16 close-ended questions plus 3 open-ended questions with 5-option Likert Scale format. They were distributed via Whatsapp group to the students that were willing to participate. While the offline interview was conducted offline that consisted of 5 questions.

The procedures the data collection included: 1) asking the teacher for permission to share the questionnaire, 2) sharing the questionnaire to the class via WA group, 3) students read the questionnaire, and 4) students starting fill out the questionnaire. The researchers provided participants enough time to fill in the questionnaire. The statements from the questionnaire were about the use of hybrid learning in learning English. The Likert Scale was used to scoring the students' perception. Likert Scale had 5 potential choices, namely,

Strongly Agree “SA”, Agree “A”, Neutral “N”, Disagree “D”, and Strongly Disagree “SD”. In conducting the interview, Bahasa Indonesia was used in other to make the students understand the questions better.

Data Analysis

After conducting data collection procedures, the researchers conducted data analysis by analyzing, transcribing, sorting, calculating, categorizing, and drawing conclusion based on results of the questionnaires and interview.

FINDINGS

This section describes the findings and discussion of the study based on the questionnaire and interview results.

1. Questionnaire Results

This section describes the findings and discussion of the study. As we can see from the diagram, each student has a different perception toward learning English through hybrid learning. To discuss the chart about the result of the questionnaire as follows:

1.1 Students’ Perception toward Hybrid Learning Process

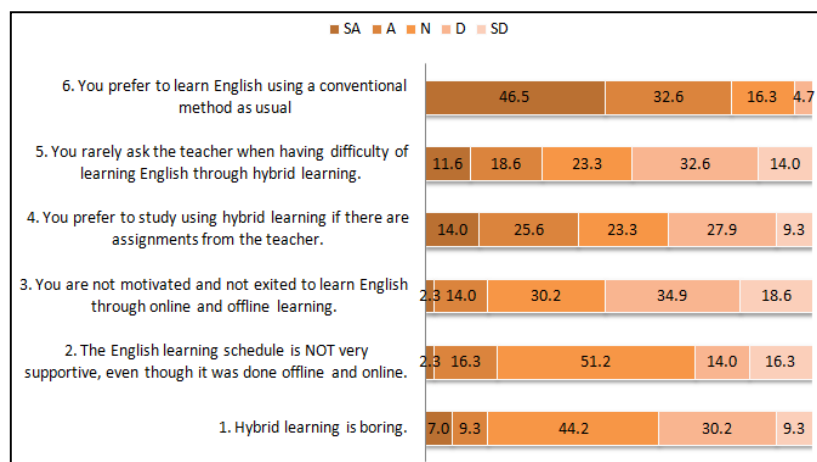


Figure 1. Students’ Perception toward Hybrid Learning Process (Items No. 1-6).

Figure 1 shows the percentages of students' perception towards the hybrid learning process (Question items No **1, 2, 3, 4, 5,** and **6**) as follows:

1. **Item 1** asks participants about “*Hybrid learning is boring*”. The data shows that SA 7.0%, A 9.3%, N 44.2%, D 30.2%, and SD 9.3%. The group of students who gave neutral answers scores the biggest with 44.2%, almost half of the total students. Then, followed by the groups of students who oppose it with 30.2% D and 9.3% SD that comprises 39.5% almost as much as the neutral group. While the groups of students who support the opinion are 7.0% SA and 9.3% A that comprises 16.3% or one sixth of the total students.
2. **Item 2** asks participants about “*The English learning schedule is not very supportive, even though it was done offline and online*”. The data shows that SA 2.3%, A 16.3%, N 51.2%, D 14.0%, and SD 16.3%. The group of students who gave neutral answers scores the most on the data with 51.2% or half of the students. Then, followed by the groups of students that oppose the opinion with 16.3% SD and 14.0% D that comprises 30.3% or more than one third of the total students. Meanwhile, the groups of students that propose the opinion are 16.3% A and 2.3% SA that comprises 18.6% or almost one fifth of the total students. The gap between the groups who propose the opinion that HL is very supportive and those who think the otherwise is 12%.
3. **Item 3** questions participants about “*You are not motivated and not excited to learn English through hybrid learning*”. Data shows that SA 2.3%, A 14.0%, N 30.2%, D 34.9%, and SA 18.6%. The groups of students that oppose the opinion are the biggest in number with 34.9% D and 18.6% SD that comprises 53.5% of the total students or more than half of the total students. Then, followed by neutral group that scores 30.2% or less than one third of the total students. The last position is the groups that propose the opinion with 14.0% A and 2.3% SA that comprises 16.3% of the total students or less than one fifth of the total students. The gap between the group of students who think that they are motivated and excited to learn English through hybrid learning versus those that think the otherwise is quite big i.e. 37.2%.

4. **Item 4** questions participants about “*You prefer to study using hybrid learning if there are assignments from the teacher*”. Data shows that SA 14.0%, A 25.6%, N 23.3%, D 27.9%, and SA 9.3%. The groups of students that support the opinion that they prefer to study using hybrid learning if there are assignments from the teacher score the biggest with 25.6% A and 14.0% SA that comprises almost 40% of the total students. Then, followed by the group that opposes it with 27.9% D and 9.3% SD that comprises 37.2% more than one third of the total students. The last position is the neutral group with 23.3%.
5. **Item 5** questions participants about “*You rarely ask the teacher when having difficulty of learning English through hybrid learning*”. Data shows that SA 11.6%, A 18.6%, N 23.3%, D 32.6%, and SD 14.0%. The groups of students that do not support the opinion that they rarely ask the teacher when having difficulty of learning English through hybrid learning combined are the biggest in number with 32.6% D and 14.0% SA that comprises 46.6% of the total students. Then, followed by the group of students who support the opinion with 18.6% A and 11.6% SA that comprises 30.2%. Meanwhile, the neutral group sits last with 23.3% or almost one fourth of the total students.
6. **Item 6** asks participants about “*You prefer to learn English using a conventional method as usual*”. Data shows that SA 46.5%, A 32.6%, N 16.3%, D 4.7%, and SD 0%. The groups of students that support the opinion sit on top position with 46.5% SA and 32.6% A that comprises 79.1% or almost 80%. Then, followed by neutral group with 16.3%. The last position is seated by the opposing groups with 4.7% D and 0% SD that comprises 4.7% or almost one twentieth of the total students.

1.2 Students' Difficulties in Using Hybrid Learning

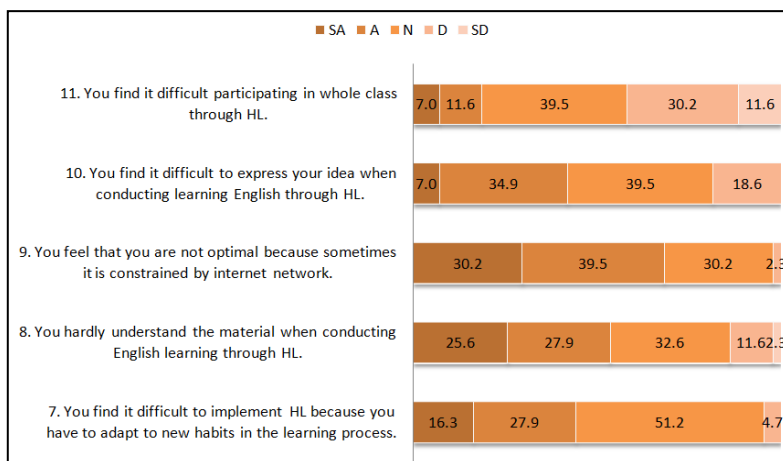


Figure 2. Students' Difficulties in Using Hybrid Learning (Items No. 7-11).

Figure 2 shows the percentages of students' difficulties in using hybrid learning (Question items No 7, 8, 9, 10 and 11).

- Item 7** asks participants about “*You find it difficult to implement HL because you have to adapt to new habits in the learning process*”. The data shows that SA 16.3%, A 27.9%, N 51.2%, D 4.7%, and SD 0.0%. The group of students who gave neutral answers scores the biggest with 51.2% or more than half of the total students. Coming second is the groups of students who propose the opinion with 16.3% SA and 9.3% A that comprises 25.6% or one fourth of the total students. The groups of students who support the opinion comes third with 4.7% D and 0% SD or almost one twelfth of the total students.
- Item 8** asks participants about “*You hardly understand the material when conducting English learning through HL*”. The data shows that SA 25.6%, A 27.9%, N 32.6%, D 11.6%, and SD 2.3%. The group of students who propose the opinion that they hardly understand the material when conducting English learning through HL score the biggest with 25.6% SA and 27.9% A that comprises 53.5% or more than half of the total students. At the second place is the neutral group of students with 32.6%. Coming last is the groups of students who think they can understand the material when conducting English learning through HL with 11.6% D and 2.3% SD that comprises 13.9% or less than one eighth of the total students.

3. **Item 9** asks participants about “*You feel that you are not optimal because sometimes it is constrained by internet network*”. The data shows that SA 30.2%, A 39.5%, N 30.2%, D 2.3%, and SD 0.0%. The supporting groups that propose the opinion that they feel that you are not optimal because sometimes it is constrained by internet network score the most with 30.2% SA and 39.5 A that comprises almost 70.0% of the total students. At the second place is the neutral group of students with 30.2% that comprises almost one third of the total students. At the third position is the groups of students that oppose the opinion that they feel not optimal because sometimes HL is constrained by internet network with 2.3% D and 0.0% SD. The number of students who have issues with the internet connection or quota is very significant i.e. 70%.
4. **Item 10** asks participants about “*You find it difficult to express your idea when conducting learning English through HL*”. The data shows that SA 7.0%, A 34.9%, N 39.5%, D 18.6%, and SD 0.0%. The groups of students that support the opinion that it is difficult to express the idea when conducting learning English through HL score the biggest with 7.0% SA and 34.9 A that comprises more than 40% of the total students. Then, followed by the neutral group of students with almost the same amount i.e. 40%. Coming last is the groups of students that oppose the opinion that it is difficult to express your idea when conducting learning English through HL with 18.6% D and 0.0% SD.
5. **Item 11** asks participants about “*You find it difficult participating in whole class through HL*”. The data shows that SA 7.0%, A 11.6%, N 39.5%, D 30.2%, and SD 11.6%. The groups of students that oppose the opinion that it is difficult for them participating in whole class through HL score the biggest with 30.2% SA and 11.6 A combined that comprises almost 45% of the total students. Then, coming second is the neutral group with almost 40%. Coming last is the groups of students that propose the opinion with 7.0% SA and 11.6% A.

1.3 Positive Impacts of Hybrid Learning on Students

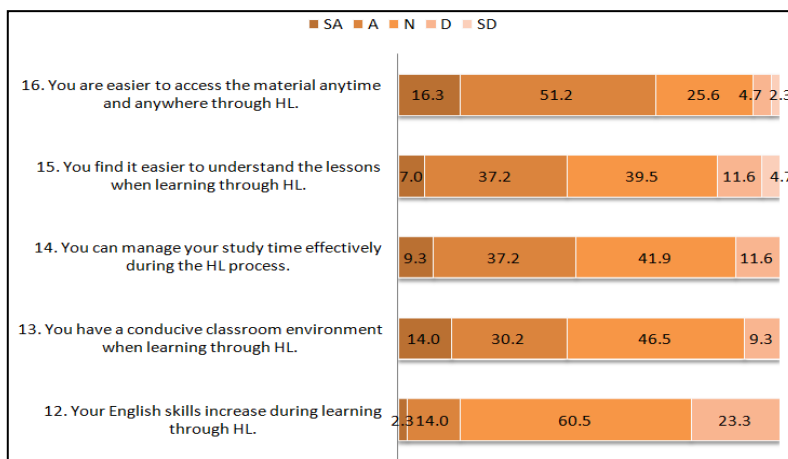


Figure 3. Positive Impacts of Hybrid Learning on Students (Items No. 12-16).

Figure 3 shows the percentages of students’ difficulties in using hybrid learning (Question items No **12**, **13**, **14**, **15** and **16**).

- Item 12** asks participants about “*Your English skills increase during learning through HL*”. The data shows that SA 2.3%, A 14.0%, N 60.5%, D 23.3%, and SD 0.0%. The group of students who gave neutral answers scores the biggest with 60.5%, followed by the groups of students that oppose the opinion with 23.3% D and 0.0% SD that comprises almost one fourth of the total students. The groups of students who support the opinion comes last with 2.3% SA and 14.0% that comprises 16.3% or one sixth of the total students.
- Item 13** asks participants about “*You have a conducive classroom environment when learning through HL*”. The data shows that SA 14.0%, A 30.2%, N 46.5%, D 9.3%, and SD 0.0%. The group of students who gave neutral answers comes first with almost 50%, followed by the groups of students that propose the opinion they have a conducive classroom environment when learning through HL with 14.0% SA and 30.2% A that comprises almost 45% of the total students. The last position is seated by the groups of students that oppose the opinion with 9.3% D and 0.0% SD or almost one tenth of the total students.
- Item 14** asks participants about “*You can manage your study time effectively during the HL proces*”. The data shows that SA 9.3%, A 37.2%, N 41.9%, D 11.6%, and SD 0.0%. The groups of students that support the opinion that they can

manage their study time effectively during the HL process come first with 9.3% SA and 37.2% A that comprises 46.5% or almost half of the total students. At the second position is the group of students that chose “neutral” answers with 41.9%, followed by the group of students that opposes the opinion with 11.6% D and 0.0% SD or one tenth of the total students.

4. **Item 15** asks participants about “*You find it easier to understand the lessons when learning through HL*”. The data shows that SA 7.0%, A 37.2%, N 39.5%, D 11.6%, and SD 4.7%. The groups of students that support the opinion that they find it easier to understand the lessons when learning through HL score the biggest with 7.0% SA and 37.2% A that comprises 44.2%. At the second position is the group of students that chose “neutral” answers with 39.5%, followed by the groups of students that think it is more difficult to understand the lessons when learning through HL with 11.6% D and 4.7% SD that comprises 16.3% or one sixth of the total students.
5. **Item 16** asks participants about “*You are easier to access the material anytime and anywhere through HL*”. The data shows that SA 16.3%, A 51.2%, N 25.6%, D 4.7%, and SD 2.3%. The groups of students that support the opinion that it is easier to access the material anytime and anywhere through HL score the biggest combined with 16.3% SA and 51.2% A that comprises 67.5%. Then, followed by the group of neutral students with 25.6%, followed by the groups of students that think it is more difficult to access the material through HL with 4.7% D and 2.3% SD that comprises 7.0% or one ninth of the total students.

2. Interview Results

In this research, interview is the second instrument that used in this research. The interview was provided to 15 students. The following was the results of interviews.

RQ.1: How do you think about hybrid learning?

In the first interview question regarding students’ views on hybrid learning, each student has a different view. However, the average student already understands what is meant by hybrid learning. Many of the students said that hybrid learning was effective when applied during the COVID-19 pandemic. A number of students like hybrid learning because the learning time is flexible and the materials provided are accessible anytime and

anywhere. However, when the situation returns to normal, students prefer to study conventionally because the transfer of knowledge will be easier and more enjoyable plus they can directly ask questions if they are having difficulties in understanding the materials

RQ.2: Are there some differences that you feel when studying conventionally and through hybrid learning?

In the second interview question regarding whether there is a difference between conventional learning and hybrid learning, all respondents answered yes. The difference is that in conventional learning, teachers can convey information more quickly, students understand the material more quickly, the interactions that occur between students and teachers can be felt directly. While in hybrid learning the focus of teachers and students is divided into two, namely preparing themselves to carry out the online and offline learning process. Students also said that when learning online, the interaction between teachers and students was reduced. One of the students said: “Yes, very different”. Conventional learning is sometimes still teacher-centered, student activity is sometimes lacking, but with hybrids (online and offline) sometimes students try to learn independently through internet networks. And when the schedule is face-to-face, the teacher will ask again or review the material that has been taught or that has been studied by students via the internet.

RQ.3: What is the difficulty(s) that you feel in implementing hybrid learning?

In the third interview question which asked about the difficulties experienced by students during hybrid learning, one respondent answered “*The most difficult part of implementing hybrid learning is finding how to integrate two different experiences, face-to-face and online learning so that both remain optimal*”. Then another respondent answered “*When online learning, teachers only give assignments or materials, it makes some students unhappy because of the lack of direction from the teacher to answer the assignment.*” However, most of the other students said that they had difficulty understanding the material given in hybrid learning because the schedule was still confusing and constrained by network and internet quotas which caused some students not to participate in online learning.

RQ.4: What is the positive impact that you feel in implementing hybrid learning?

In interview question number four which asked about the positive impact they felt when implementing hybrid learning, the average student answered that the material learned can be easily accessed anytime and anywhere, learning time is more flexible, learning material can be searched from various sources, and students are more independent in learning. One respondent said *“Through this hybrid learning, I understand more about the technology used in hybrid English learning”* then another respondent said *“We can use the internet more freely so that the insight into the material is wider.”*

RQ.5: What if teachers/schools always apply hybrid learning in the future?

In interview question number five which asked whether students agreed that hybrid learning would always be applied in the future, 11 students said they agreed because this can improve digital literacy skills for both students and teachers as well as flexible learning times. One of the students said *“Agreed. Because of flexible learning times, and being able to explore materials that have not been understood during offline learning.”* Meanwhile, 4 other students said they did not agree because students found it difficult to adapt to an ever-changing schedule, both online and offline schedules. One student said *“I don't agree because the learning method can make me undisciplined about time.”*

3. Students' Overall Perception of the Implementation of Hybrid Learning

This section describes the students' overall perception toward the implementation of hybrid learning in learning English. Table 1 below shows the total weight of all the students' answers in the questionnaire based on the findings described in the previous sections.

Table 1. Students' Overall Perception toward the Implementation of Hybrid Learning.

Description	Not Supportive		Neutral	Supportive		Total
	SA	A	N	D	SD	
Frequency (Items 1-11)	73	222	492	360	175	1322
Frequency (Items 12-16)	105	292	276	52	3	728
Total Score	178	514	768	412	178	2050
Percentage	8.7	25.1	37.5	20.1	8.7	100.0

Data related to the frequency of answers on **Items 1-11** shows that the total answers are of SA are 73, A 222, N 492, D 360, and SD 175 that make up a total of 1322 occurrences. Meanwhile, data on **Items 12-16** shows that the total answers for SA are 105, A 292, N 276, D 52, and SD 3 that makes up a total of 728 occurrences. If we combine all Items 1-16, we can get the data of the total score for SA is 178 points (8.7%), A 514 points (25.1%), N 768 points (37.5%), D 412 (20.1%), and SD 178 (8.7%) with the total score of 2050 points or 100.0%.

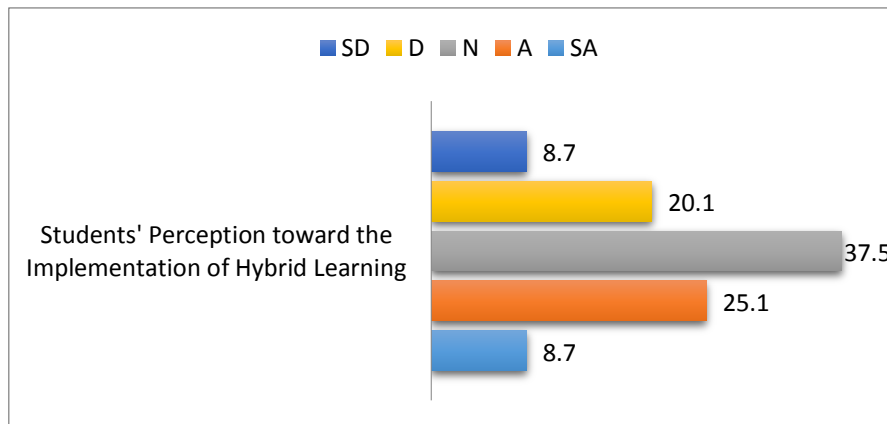
**Figure 4.** Students' Overall Perception toward the Implementation of Hybrid Learning.

Figure 4 above shows the image of the total weight of each category in the questionnaire: SA 8.7%, A 25.1%, N 37.5%, D 20.1%, and SD 8.7%. The data shows that the group of students that chose “neutral” answers scores the biggest with 37.5% or more than one third of the total students, followed by the groups of students that do not support the implementation of hybrid learning with SA 8.7% and A 25.1% that comprises 33.8%. The bottom position is seated by the groups of students that propose or support the implementation of hybrid learning in learning English with 20.1% D and 8.7% SD that comprises 28.8% of the total students.

CONCLUSION AND SUGGESTION

Based on the findings and discussion presented above, the researchers conclude that:

1. Students have split perceptions regarding the implementation of hybrid learning in learning English at their school. Some students enjoyed learning English through hybrid learning while some other did not. Hybrid learning is supportive yet boring at the same time. Students were eager to use it just because they wanted to finish the assignments from their teachers. Students agree that they rarely ask the teachers when having difficulty, and most of the students prefer to learn English using a conventional method.
2. The difficulties of learning English hybrid learning according to the students are: it is difficult for them to adapt to new habits in the learning process, they hardly understand the English materials through online learning, the learning process was not favourable due to the internet issues in some areas, they find it difficult to express the idea, and they find it difficult in participating in whole class through hybrid learning.
3. The positive impacts of learning English through hybrid learning according to students are: students can improve their digital literacy, students’ English skills increase during learning English through hybrid learning, they can manage their study time effectively during the hybrid learning process, they can learn independently, they can be more creative to find out some online resources for their assignment.

To conclude, the researchers offer some points of ideas aimed to the students, teachers, and researchers.

1. It is suggested for students that they improve their English skills and study independently anytime and anywhere by independently learning and accessing every material via online by solely not too dependent on offline learning in real classroom.
2. It is suggested for teachers that they improve their techniques in teaching English, and digital literacy through hybrid learning so that the students can easily study and understand every material in the absence of the teachers. It is also suggested that teachers be able to use technology as learning media properly to make the learning process more fun.
3. It is suggested for other researchers that they be motivated to conduct further research on similar topics.

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