

# **CHAPTER I**

## **INTRODUCTION**

This chapter provides an overview of the research, including its context, question, objective, significance, key term definition, and prior studies. The entire context and purpose of this research will be expounded upon in this chapter.

### **A. Research Background**

The end of the Covid 19 pandemic gives a new breath in life. Various sectors of human life are gradually recovering including the education sector. Learning that has been carried out independently and virtually for more than two years at home can finally be carried out again in schools with face-to-face meetings. Face-to-face education began to be implemented and finally returned to normal (Sarkis et al., 2020; Sharif, 2022). All kinds of learning activity such as physical interaction, direct mentoring and peer teaching that were not possibly done during the pandemic had been returned back as like the origin condition before the Covid 19 pandemic (Hoofman & Secord, 2021). Therefore shifting and transition in education sector once again happen from online and distance learning to offline and classroom learning.

This transition process is certainly not easy and many things need to be readjusted (Afrilyasanti & Basthomi, 2022; Zhao & Watterston, 2021). Teachers and students need to adapt to the school environment again and the limited facilities owned by the school (Bashir et al., 2021; Zhao & Watterston, 2021) especially at the high education level, where students who are used to remote learning. They have to readapt themselves to the learning activity in classroom again. For most students, it was considered as less flexible in time, location and accessibility (Mather & Sarkans, 2018). Moreover, online course, internet based material, digital learning platforms become a new satisfaction

and addiction for students that makes conventional or traditional FTF learning become less interesting (Besalti & Satıcı, 2022).

Hybrid learning, as an alternative from these two models namely online and offline learning, appeared by combining online learning platforms and sources with face to face or physical meeting (Benedictus Adithia, 2022). The hybrid itself means a mixture or combination of two or more different elements (Hutson, 2019; Longman, 2022), therefore hybrid learning can be defined as the product of combining between features or strength in both online and offline learning. Hybrid learning was created to overcome the problems found in both models and eliminate lacks of both education models (Ghannam & Chan, 2021; Nashir et al., 2021; Umiyati, 2022). By implementing the efficacious activities in both ways, it was expected that gaps in learning process could be fulfilled or minimized. It brought the potential to create a new learning experience more holistically and effective for the students.

Another advantage of hybrid learning is its potential to enhance student participation in learning. The flexibility offered by hybrid learning provides students with more control over their learning and enables them to more easily adapt to their individual needs. This can reduce student absenteeism and increase their level of participation in class (Gamage et al., 2022). Additionally, hybrid learning can also provide benefits for teachers. In this model, teachers can use technology to facilitate learning and improve the quality of their instruction. Furthermore, teachers can also gain deeper insights into individual student performance through the data collected from online learning platforms. Thus, hybrid learning offers benefits for both students and teachers in enhancing the quality of learning (Abi Raad & Odhabi, 2021).

The implementation of hybrid learning in Teaching English as a Foreign Language (TEFL) can pose unique challenges (Akbari, 2015a; Hibatullah et al., 2019; Paisal et al., 2022; W. Putri, 2021; Santosa et al., 2022). English language learning encompasses four language skills: listening, reading, writing, and speaking. In English language teaching, face-to-face interaction is

crucial to building students' speaking skills, as well as online platforms for developing listening skills (Ittaqullah & Herasatuto, 2021). Therefore, the balance of direct and distance interaction in hybrid learning can hinder students' effective development of English language skills (Nashir et al., 2021). The selection of media and platforms that are suitable for TEFL can also be a challenge in implementing hybrid learning (Amaka & Goeman, 2017). Some online learning platforms may not be adequate for teaching English language skills that require real-time interaction and feedback. For instance, online learning platforms that only offer video classes or self-learning modules may not be sufficiently effective in teaching speaking and listening skills, which require direct interaction with teachers and peers (Amaka & Goeman, 2017; Kant et al., 2021).

In addition to the above points, the most fundamental factor that contributes to the weakness of hybrid learning implementation is the rushed and premature adoption of hybrid learning without sufficient supporting references and trainings (Makhin, 2021; H. V. Putri & Sari, 2022). Some schools and universities may have adopted hybrid learning in response to emergencies, such as the COVID-19 pandemic, without considering the implications and preparations sufficiently beforehand (Devi et al., 2022; Qomariyah, 2021). This can result in a lack of curriculum development, resources, and effective learning strategies (Abdulhak et al., 2018). The lack of sufficient preparation and references can lead to decreased teaching quality and reduced effectiveness of hybrid learning in teaching English. Moreover, a rushed and premature implementation of hybrid learning can trigger discomfort and uncertainty among students and teachers, especially those who are not familiar with technology and online learning.

With the development of technology and the increasing demand for online learning, it is important to deepen understanding of the effectiveness and challenges of implementing hybrid learning in teaching English as a foreign language (EFL). Currently, there is a gap in research on the implementation of

hybrid learning in EFL, especially in the context of developing countries. Therefore, literature research examining the implementation of hybrid learning in EFL teaching will provide novelty and important contributions to educational development. The research can provide insights on how to effectively implement hybrid learning in EFL, identify related challenges and solutions, and provide recommendations for curriculum development and training for EFL teachers. By deepening understanding of the effectiveness and challenges of implementing hybrid learning in EFL, we can improve the quality of teaching and learning outcomes of students as well as enhance the competitiveness of education.

## **B. Research Question**

Taking into consideration the background information and context presented, researcher has formulated specific research questions that will guide our study towards achieving its intended objectives. The research questions are stated as follows;

1. How is the implementation of hybrid learning in EFL instruction carried out in various educational institutions?
2. What are the benefits and challenges of implementing hybrid learning in EFL instruction?
3. What is the impact of hybrid learning on students' English language skills in the context of EFL?
4. What strategies that can enhance the effectiveness of implementing hybrid learning in EFL instruction?

## **C. Research Objective**

Based on the research problems, the research objectives of this study are ;

1. To know the implementation of hybrid learning in the context of English as foreign language (EFL) carried out in various educational institutions
2. To analyze the benefits and challenges of implementing hybrid learning in the context of teaching English as foreign language (EFL)
3. To reveal the impact of hybrid learning on students' English language skills in the context of English as foreign language
4. To decipher strategies can enhance the effectiveness of implementing hybrid learning in the context of English as foreign language (EFL)

#### **D. Research Significance**

Conducting a systematic literature review on hybrid learning in teaching English as foreign language is important for several reasons. First, it can provide a comprehensive overview of the current research on this topic, highlighting the key findings and trends in the field. This can help educators and policy makers to understand the potential benefits and challenges of hybrid learning in EFL, as well as the factors that may affect its effectiveness.

Second, a systematic literature review can identify gaps in the research and suggest areas for future study. This can inform the development of new research projects and help to guide the direction of future research on hybrid learning in teaching English as foreign language context.

Third, a systematic literature review can help to synthesize the existing research on hybrid learning in English language education, making it more accessible and useful to practitioners and decision makers. By providing a clear and concise summary of the current state of knowledge on this topic, it can serve as a valuable resource for educators and policy makers seeking to implement or improve hybrid-learning programs in their own contexts.

Overall, a systematic literature review on hybrid learning in English language learning and teaching can provide valuable insights into this emerging

area of education, helping to inform the development and improvement of hybrid learning programs and policies. Additionally, this research could shed light on the best ways to balance face-to-face interactions with online resources, leading to the development of innovative teaching methodologies and adaptable curricula. Ultimately, the findings from this study could significantly contribute to the ongoing evolution of EFL education, ensuring that it remains current, effective, and tailored to the demands of the digital age.

### **E. Definition of The Key Concepts**

Here are some key concepts related to hybrid learning in English language learning and teaching:

1. Face-to-face instruction: Traditional in-person instruction, where the teacher and students are physically present in the same classroom or learning environment.
2. Online learning: Learning that takes place entirely or largely through the use of technology and the internet, often utilizing various platforms and tools such as video conferencing, learning management systems, and online course materials.
3. Hybrid learning: A blend of traditional face-to-face instruction and online learning, often utilizing technology to facilitate remote participation.
4. Blended learning: A combination of face-to-face and online instruction, where students have the opportunity to learn both in person and remotely.

### **F. Previous Studies**

Numerous prior studies have been conducted on hybrid learning in English as a Foreign Language (EFL). One of them was the systematic literature review conducted by Raes et al., (2020). This study aimed to improve reporting

by using PRISMA guidelines and includes studies limited to the English language. The review found cautious optimism about synchronous hybrid learning, which creates a more flexible and engaging learning environment compared to fully online or on-site instruction. However, this new learning space has several challenges, both pedagogical and technological. The review identified gaps in existing research, such as the need for more empirical studies, larger and more diverse samples, longitudinal data, and real-time data of the learning experience. Additionally, the review recommended investigating the most scalable approach with regard to technical and pedagogical capacity and limitations.

The second study examined the effectiveness of blended learning on learners' EFL vocabulary performance by Chuane et al., (2022). The authors examined 45 related studies published between 2017 and 2021, focusing on the distribution of countries, research methods, research samples, and the effectiveness of blended learning on learners' vocabulary performance. The review found that blended learning approaches have positive potential on learners' vocabulary recall, writing skills, and reading skills. The majority of the studies were conducted among university learners, followed by secondary schools and English language institutes.

The third study, by Hashemi & Na, (2020), examined the impact of blended learning on teaching and learning English language skills, specifically reading, writing, speaking, and listening. Results show that blended learning positively impacts these skills. The paper provides a general overview of blended learning's effects on English language teaching and learning without specific results or gaps in the literature .

In addition to the aforementioned studies, several other research endeavors have emphasized the effectiveness of hybrid learning in teaching various aspects of English as a Foreign Language (EFL). These studies have consistently highlighted the positive outcomes associated with integrating online and traditional classroom instruction. They have shown that hybrid

learning provides students with opportunities for autonomous learning (Kadwa & Alshenqeeti, 2020; L. Angelianawati, 2021), fosters engagement through interactive digital resources (Hussein Alsowayegh et al., 2019; Jeffrey et al., 2014), facilitates personalized instruction (Arnesen et al., 2019), and encourages collaborative learning (Gutiérrez-Braojos et al., 2019; Han & Ellis, 2021; Lalima & Lata Dangwal, 2017). Moreover, these studies have emphasized the flexibility and convenience offered by hybrid learning, allowing learners to access course materials and participate in activities at their own pace and time. Overall, the collective findings from these studies underscore the efficacy of hybrid learning in enhancing the teaching and learning experience in the realm of EFL.

This research provides crucial and timely insights into contemporary hybrid learning implementations in English as a Foreign Language education, making several original contributions that underscore the need for a systematic literature review synthesizing current knowledge. While substantial prior research has studied blended and online approaches, this study uniquely focuses on stabilizing hybrid EFL models from the pivotal lens of frontline educators across primary, secondary and tertiary institutions in the rapidly evolving post-pandemic context. Most literature centers student voices or third-party observation; centering teacher perspectives on unfolding challenges and victories of hybridization remains rare, especially regarding stabilized approaches harnessing lessons from emergency remote teaching experiments.

Additionally, by elucidating crossover themes in hybrid impacts and strategies across diverse learning phases, findings establish much-needed updated developmental principles for optimized EFL hybridity unlike previous environment-specific cases. In summary, by elucidating how contemporary, stabilizing hybrid formats are shaping and being shaped by teachers across the continuum in this critical paradigm shift, this research provides crucial missing insights to inform implementation decisions moving forward. These timely revelations spotlight key gaps and trajectories that warrant systematic synthesis

to empower educators with consolidated knowledge needed to guide effective hybrid practice in this pivotal era.

Therefore, the novelty of this investigation's context and findings underscore the value of a systematic literature review assembling the latest learnings on EFL hybridity to date. A rigorous synthesis of existing scholarship can provide practitioners accessible, consolidated and practice-relevant guidelines firmly rooted in current realities for Advancing EFL learning through promising hybrid models attuned to emergent challenges and opportunities.