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## THE IMPACT OF HYBRID ELT ON EFL TEACHERS AND STUDENTS AT SECONDARY SCHOOLS DURING THE COVID 19 PANDEMIC

by

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### Abstract

The COVID-19 pandemic outbreak contrived change in various sectors, forcing the education sector to adjust and modify the daily conduct of teaching and learning in schools. This research highlights modifications done by schools as they have applied Hybrid Learning (HL) as an adjustment in the learning-teaching process. This study asked EFL Teachers and Students from thirty different schools in Surabaya and Sidoarjo in English Foreign Language (EFL) classes to complete the survey about how Hybrid Learning is implemented in their classes. This research analyzed the responses by using the descriptive design. Teachers' and students' responses about the changes in teaching instruments they used, school facilities to support their classes, period of adjustments, and their preference to choose either HL EFL to compare to conventional EFL class is collected through a survey. Their result shows that 1) Adjustments require a short period for students and teachers. 2) School facilities to support EFL HL classes. The study implies that conducting HL in emergencies requires adjustments. Thus, sufficient preparation from authorities is needed.

**Keywords:** EFL Teachers, Hybrid Learning, Covid-19 Pandemic, EFL Students

### Abstrak:

Wabah pandemi COVID-19 membuat perubahan di berbagai sektor, memaksa sektor pendidikan untuk menyesuaikan dan memodifikasi perilaku belajar mengajar sehari-hari di sekolah. Penelitian ini menyoroti modifikasi yang dilakukan oleh sekolah karena mereka telah menerapkan Hybrid Learning (HL) sebagai penyesuaian dalam proses belajar-mengajar. Penelitian ini meminta Guru dan Siswa EFL dari tiga puluh sekolah berbeda di Surabaya dan Sidoarjo di kelas English Foreign Language (EFL) untuk menyelesaikan survei tentang bagaimana Hybrid Learning diterapkan di kelas mereka. Penelitian ini menganalisis tanggapan dengan menggunakan desain deskriptif. Tanggapan guru dan siswa tentang perubahan instrumen pengajaran yang mereka gunakan, fasilitas sekolah untuk mendukung kelas mereka, periode penyesuaian, dan preferensi mereka untuk memilih HL EFL untuk dibandingkan dengan kelas EFL konvensional dikumpulkan melalui survei. Hasil mereka menunjukkan bahwa 1) Penyesuaian membutuhkan waktu yang singkat untuk siswa dan guru. 2) Fasilitas sekolah untuk mendukung kelas EFL HL. Studi ini menyiratkan bahwa melakukan HL dalam keadaan darurat memerlukan penyesuaian. Dengan demikian, persiapan yang cukup dari pihak berwenang diperlukan.

**Kata kunci:** Guru EFL, Pembelajaran Hybrid, Pandemi Covid-19, Siswa EFL

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**INTRODUCTION**

Wuhan was the first-ever place where Coronavirus disease 2019 or Covid-19 case was found. Later, on 6 March 2020, the Indonesian authorities officially announced the first case of Covid-19 in Indonesia. (Strzelecki & Rizun, 2020)The transmission of the virus originated from a Japanese citizen living in Malaysia to Indonesia (Tosepu et al., 2020). The impact of the Covid-19 pandemic hit various sectors in Indonesia. Indeed education is one of the exciting sectors to be discussed. Lately, a new regulation has been applied in Indonesia. Schools in green zones can conduct learning and teaching sessions with strict requirements that underline health protocol implementation. The study of Hybrid Learning (HL) has explored its definition up to its impactful approach for classes in higher education. HL, also known as Blended learning, is an educational tool that simultaneously allows offline classes and online teaching based on students' needs (Mosa Alnajdi, 2014). His research focuses on defining the meaning of HL for university students. The study conducted by Hediansah and Surjono (2020) highlights that HL is one of the learning models that can make changes for teachers to innovate and be interactive so they can become teachers who progress in the world's demands of education. Students with good technological backgrounds prefer having courses online because it gives them flexibility in time and location. Advanced research has discussed further the outcome of HL implementation. Highlighting the implementation of HL by using problem-based to 89 high school students, this study shows that students critical thinking enhances by 5% compared to the classical method implementation (Wiktorowicz et al., 2018). Similar purpose to analyze the outcome of HL implementation, a study conducted by Widdy (2021) showed the HL strategy had a significant effect on ameliorating learning outcomes in implementing the concept and comprehensive attitude in students. The closest study, which focuses on how faculty members perceived the HL implementation, was conducted by Abdelrahman and Irby (2016). The result shows that there are various definitions of HL from the students instead of gaining a single definition of HL. This study concludes that faculty members agreed with HL because it provides more accessibility to higher education. Further, the respondent believes the classical teaching method provides more quality education.

English as Foreign Language (EFL) is the term used to describe the status of the English Language as the aid of non-local speakers in nations where English is not the dominant or primary language (Nordquist,2020). It is not to be pressured with English as a Second

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Language—also referred to as English as an additional language—that is, the exercise of mastering English. Everyone is supposed to inevitably agree that, these days, English is the most successful language in the world (Maciej Serda et al., 2004). Non-English-speaking countries have extensively opened their door to permit English to be used in nearly every aspect of their lifestyles. The variety of English users improved extensively in 2005, and the person estimation changed from 840 million to 1.34 billion.

Interestingly, users of English as a second language outnumbered the users of English as a first language, with a comparison of 25-40% (Yusny, 2013). English has been taught in Indonesia since the era of Dutch colonialism. However, the right moment of entry into the education sector for the locals is beyond impossible. The Dutch avoided establishing schooling in Indonesia. It is entirely for themselves and a number of the essential neighborhood officials. English was first taught to Indonesians in 1914, while junior high school had been established (Lauder, 2008). Indonesian government focuses on reducing the impact of the pandemic by forcing the school to adjust as recommended by WHO (*Coronavirus Disease (COVID-19): Schools*, n.d.) Referring to Wiktorowicz's (2018) study of Hybrid implementation, the subject of the study can be widened from the perspective of lower educational level. The implementation of HL in his study has yet to cover the adjustment made. Instead, when the pandemic strikes the educational system at the implementation level, schools are not built to implement HL. Abdelrahman and Irby (2016) have claimed that HL provides accessibility; meanwhile, classical Physics class offers quality. The study focuses on the resulting test as an instrument to measure the impact. Due to the sudden pandemic, teacher and student attitudes toward HL in EFL classes must be observed.

Further, implementing HL in Mathematics class is not only a search for students' successful implementation of Mathematical Advance Thinking (MAT). It further resulted in figuring out students' motivation in HL compared to conventional classes. What has yet to be done in this study is when HL is implemented as a systematically forced class delivery method.

Before the pandemic, English Language Teaching carried various challenges in its implementation. Accordingly, the success of English teaching in Indonesia must be connected to the students' personal (family) values, cultural backgrounds, local customs, beliefs, and the political direction of the current government regulating English as a foreign language. (Lauder, 2008) English language teaching has faced changes in its curriculum and claimed to have brought no crucial impact on students' learning outcomes. The challenges come from the

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unpredicted situation. The Coronavirus disease came as a challenge, which modified the education implementation. This study is significant for figuring out the impact of the implementation since the last pandemic in 2003 (Simonsen et al., 2013).

Further, the previous study related to the transition of the educational process due to partial or complete isolation has been done. The study aims to determine the difficulties in implementing the hybrid learning model in geography education study programs at a university in Solo. This study employed a descriptive qualitative methodology. In previous research, second-semester geography students served as the research subjects, and the data collection methods were interviews, observations, and focus group discussions (FGD). As a result of this research has determined that teaching geography using a hybrid learning model can successfully help students master their spatial citizenship skills (Prihadi et al., 2021). This study focuses on student progress as the primary goal, as the system was designed to implement HL in the beginning for geography subjects. In addition, a study focused on creating a distance (online) model in a university has been conducted (Bojović et al., 2020).

Meanwhile, this study reviews the implementation of HL in EFL classes in educational institutions, specifically secondary schools, that are not built for having HL. As the pandemic has shifted school mode, the school system has been adjusted to suit the pandemic, education funding has been reallocated, and coaching and gaining knowledge of interest has been shifted to online mode (Mirizon, 2020). Thus, the model of adjustment, or the model, is a natural process compared to the distance model that classifies and simulates experience for students and the lectures. Another study explains the necessity which embedded HL in higher education. It is a similar implementation of HL to Bojović et al. (2020) about modeling HL in an institution conducted by Behzad et al. (2018). The finding confirmed that technology embedded in HL beyond demand IT infrastructure, such as proper Learning Management Systems (LMS) and Server. Instead, the whole system, including forming supporting departments, was established. Alvarez (2020) conducted a similar study related to remote learning to portray the difficulties of Emergency of Remote Teaching (ERT) faced by the study participant. The result explained that ERT is challenging. The challenging part of the ERT captured a similar concern in this study. However, this study focuses on adaptation to survive the significant change in ELT.

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Hybrid learning is a teaching method in which some students attend the class physically while others join the live teaching session from home. Teachers remotely teach one class at a time with students who join from home using video conferencing hardware and software programs (Abdelrahman & Irby, 2016). The hybrid learning model encompasses asynchronous mastering elements, like online sporting events and pre-recorded video training, to aid face-to-face study room sessions. While deliberate properly, hybrid publications combine the refined components of individual and online learning while making training extra viable for many students. It is exciting to figure out the personal preference of teachers and students by comparing HL with classic EFL implementation. The pandemic became the primary reason schools implement hybrid learning, namely, the health protocols that encourage students to adjust to the new normal sequence before everyone comprehends the importance of implementing health protocols. Thus, in order to figure out the portrayal of EFL HL, there are two primary questions of this study:

1. How do teachers adjust to EFL HL classes during Coronavirus (Covid-19) pandemic?
2. What is EFL teachers' and students' attitude towards EFL HL compared to classical EFL?

**METHOD**

***Design***

The primary purpose of this study is to gain data on the impacts of EFL HL class conduct on teachers. In addition to that, this study will seek data for students' responses to exact similar issues. The following issues need to gain teachers' and students' attitudes or opinions towards HL in EFL classes compared to Classical EFL classes. This study used a descriptive quantitative design. It proposes a suitable method to gain the intended response, besides its efficiency, to be conducted during the pandemic (Bhat, 2022). , a survey study is delivered to the targeted participants to achieve the intended goals. It will yield a better understanding of the research problem.

***Participant***

All the data are collected and analyzed to fulfill the need to answer the research questions. A minimum of 25 valid numbers of students and teachers from different schools are sorted, and the completion of the survey examines eligible responses. The survey is promoted

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in secondary schools in Surabaya City and Sidoarjo through social media platforms such as IG Story, WhatsApp Group, WhatsApp Story, and email.

***Instrument***

There are 11 survey questions as the instrument of this study. This study wanted to gain features from the respondent, which are the changes in teaching instruments. Those questions combined closed-ended and open-ended questions in the single generated online survey link. Survey research encompasses scientific sampling methods with a designed questionnaire to measure a given population's characteristics through statistical methods (Apuke, 2017). The highlight of the question about the teaching instruments is to gain specific changes as part of adjustment during HL implementations. The next feature is the facilities the teacher received as support in implementing EFL. These facilities are standard HL instruments, including laptops, LCDs, and projectors—the following questions Duration of adaptation and narrow perception of HL and Classical EFL. The questionnaire is validated by conducting face validity. The researcher consulted with experts regarding EFL teaching and sent a questionnaire sample for test review with 11 varsity students. We employ a questionnaire scale created and developed to be administered among the intended respondents, referred to as a validated questionnaire. (Tsang et al., 2017). A representative sample should have been used for the validation procedures, proving sufficient reliability and validity.

***Data collecting technique***

This study conducts surveys of secondary school students and teachers using a quantitative approach. Quantitative research is likewise known as empirical research as it could be appropriately and precisely measured (Syahfira Purba, 2021). The facts accumulated in this research may be divided into categories or put into rank, or they may be measured in phrases of devices of measurement (Ahmad & Irfan, 2019). The responses are collected at a specified time during HL implementation as recommended by the local authorities in secondary schools. As the survey is part of a descriptive study, this data-collecting technique will give various perspectives.

***Data analysis technique***

this study used a descriptive quantitative method to analyze collected data To achieve the intended goals. Quantitative research uses numerical data and hard facts by employing statistical, logical, and mathematical techniques (Apuke, 2017). Descriptive research is a

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quantitative method to gather quantifiable data for the population sample's statistical analysis (Manjunatha. N, 2019). It is a well-liked market research tool that enables gathering and describing demographic information.

**RESULT AND DISCUSSION**

***Results***

Time is one of the parameters determining the success of adjustment and shows varied responses yet equal divisions. Both teachers and students conduct adjustments mostly in less than a Month. Rapid transition in the previous study consists of preparation, planning, implementation, operation, and evaluation phase (Bojović et al., 2020). Compared to that, this research captures the time spent as part of the adjustment for the learning transitions. The adjustment process is explained as the whole process done by the smaller unit in the education system.

*Table 1. Time Spent for Adjustment*

No	Time Spent [in Month]	Result	
		Teacher	Students
1	<1	42%	32%
2	1	20%	14%
3	2	9%	23%
4	3	18%	7%
5	>3	11%	24%
<b>Total</b>		100%	100%

The instruments include subject plan (RPP), teaching method, teaching material (resources), class interaction, and assessment, which require descriptor of changes to guide respondents during the survey. There are two different degrees of change and one stasis condition, as shown below:

*Table 2. The descriptor for the level of change*

Degree of Change	Plan	Assessment	Personal Approach	Teaching Resources
Partially Change	Modify parts in the lesson plan instead of using the	Mere changes to the most modification on	Teachers are aware of a partial change in teachers' methods of interacting with	Teachers partially modify teaching material beyond textbooks and

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	emergency lesson plan	the assessment strategy	students during HL implementation in order to achieve the learning goal	workbooks or worksheets.
Completely Change	Use of emergency lesson plan (1-page lesson plan issued by Ministry of Education)	Thoroughly use the new method in assessment during HL	Teachers are aware of a complete change in teachers' methods of interacting with students during HL implementation in order to achieve the learning goal	Teachers completely modify teaching material beyond textbook and workbook
<b>Statis Condition</b>				
No changes	Use the same lesson plan as prior to the pandemic	No changes in assessment methods as teachers implement assessments prior to the pandemic.	There are no changes in teachers' approach or purposeful interaction with students to ensure learning goals have been achieved.	Teachers only use books and worksheets as teaching material

Proceeding to the time demanded teachers to adjust hybrid learning in EFL classes. This study discovered that teachers' instruments to be adjusted are varied. The discussion of teachers' instruments, such as Subject Planners, Teaching Methods, and Class Interaction, is claimed to be partially changed. All aspects face two different degrees of change, and one stasis condition is complete changes in the area of EFL Assessment, Teaching Method, and Subject Planer.

*Table 2. Result of changes in teachers' instruments*

No	Aspects in EFL Class	Result			Total
		No Changes	Partially Changed	Completely Changed	
1	Subject Planner (RPP)	14%	59%	27%	100%
2	Teaching Method	20%	40%	40%	100%
3	Assessment	10%	70%	20%	100%
4	Personal Approach to Students	18%	42%	40%	100%
5	Teaching Resources	13%	68%	19%	100%

School facilities are impossible to be distinguished from supporting aspects that guarantee EFL HL classes are the primary method to adapt during the pandemic. The questions aim to gain detail of teachers' and students' appraisal of hybrid learning equipment, including a



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laptop, internet connection, LDC, projector, speaker, motion webcam, and Wacom. Compared to Behzad et al. (2018), who mentioned that technology-embedded HL is the whole system itself and leads to student success in exams. The study mentioned IT infrastructure such as LMS, Servers, etc., only one requirement and conducted a similar satisfactory survey. This study will seek a satisfactory level of standard HL equipment as proposed by the local government of Surabaya and Sidoarjo. The satisfactory level descriptor Are given within the survey to help respondents.

*Table 3. Satisfactory level descriptor*

Satisfactory Level	Description
N/A	a. Schools do not provide the equipment/facility. b. The respondent self-provides the equipment
1	a. The equipment/facility is available but cannot be used due to an error
2	a. The equipment/facility is available but inaccessible for every teacher (lack in number)
3	a. The equipment/facility is available with a sufficient number of yet has poor quality
4	a. The equipment/facility is available and accessible for all teachers with standard quality
★ 5	a. The equipment/facility is available and accessible for all teachers with advanced quality and maintenance

Throughout the survey, respondents mostly rate internet connection as good quality equipment to support EFL HL class. The webcam motion capture has the second-highest available equipment to support HL. On the other hand, Wacom has been assessed to be the most unavailable facility in the school, and its rationale will be that the function of Wacom is replaceable. The moving camp has the second-lowest available equipment to support hybrid learning in EFL classes.

*Table 4. Satisfactory level of HL equipment*

HL Equipments	NA	1	2	4	5	Total
PC/Laptop	6.67%	16.67 %	23.33 %	33.33 %	20.00 %	100.00 %
Internet Connection	10.00 %	10.00 %	20.00 %	40.00 %	20.00 %	100.00 %

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Webcam	13.33 %	26.67 %	8.33%	41.67 %	10.00 %	100.00 %
Microphone	20.00 %	23.33 %	23.33 %	25.00 %	8.33%	100.00 %
LCD	13.33 %	20.00 %	25.00 %	31.67 %	10.00 %	100.00 %
Projector	18.33 %	11.67 %	20.00 %	38.33 %	11.67 %	100.00 %
Speaker	16.67 %	26.67 %	8.33%	28.33 %	20.00 %	100.00 %
Wacom	36.67 %	16.67 %	20.00 %	8.33%	18.33 %	100.00 %

This study has further issues to be discussed, which are believed to be a significant aspect of the sudden shifting of HL. A question related to teacher preference as they asked to choose between conventional EFL and HL EFL classes. 57,1% of teachers prefer conventional HL EFL classes where students simultaneously present online and are students physically. Similar questions in the survey were given to students to seek their preference for EFL class mode from their perspective. The number of respondents from teachers and students is different since the number of students who chose the HL EFL class is higher (62,7%) than teachers. In line with teachers' responses, students prefer EFL to HL EFL classes, as shown in the comparison below.

*Table 5. Attitude towards EFL HL compared to conventional EFL*

<b>Attitude on (Preference)</b>	<b>Teacher Student</b>	
EFL HL Class	57,1%	62,7%
Convention EFL Class	42,9%	37,3%
<b>Total</b>	<b>100%</b>	<b>100%</b>

***Discussion***

As targeted respondents implement EFL HL classes in their school, it aligns with how the school, as one of the sectors facing critical conditions, must seek effective strategies to ensure most students' needs and rights are contented. HL is believed to be a suitable scheme because it still provides options for students and parents to stay at home due to their uncomfortable feeling about the fluctuating number of COVID-19 infections. Though previous

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studies implement HL in various subjects such as Math, Physics, and Geography as simulation years period pandemic strikes the world, HL is an option for emergencies.

School facilities are another challenge for teachers in implementing Hybrid Learning. As a result, some equipment needed to be prepared for a successful hybrid class that needed to be improved under the claim of their quality. That equipment may not be the main factor of successful hybrid learning, yet teachers' attitudes rely on the facilities significantly. School facilities have always been exciting discussions for decades in the education sector. The obstacle to this sudden switch from conventional classes to hybrid classes is how the school faces a problem due to its limited system that was never prepared for emergencies. Thus, the operational sector of schools might have the most significant struggle during the implementation.

Looking at the teachers' perspective on time of adjustment and teaching components that mostly require at least partial adjustment is an urgent discussion. Various linking consequences mostly appear as inferences, such as how teachers' resilience is indirectly assessed when the pandemic strikes worldwide are interesting. The teachers' role in implementing character building (resilience) must be revised. Further, as the findings have shown that partial changes dominate students' and teachers' attitudes toward Hybrid Learning, it shows that students have a significant adjustment in their timelines. The implication of completely changing the sleeping schedule might relate to students' well-being and physical health issues.

## CONCLUSION AND IMPLICATION

### ***Conclusion***

Hybrid learning implementation in EFL classes has pushed teachers to adapt to the impact. This adaptation might have been linked to unlearning or re-learning processes in understanding the teaching and learning activity's purpose, method, and outcome. The adaptation itself consumes various periods. Teachers' and students' responses to these rapid changes by showing certain attitudes. Modifying teaching instruments is how teachers respond to hybrid learning to make students gain proper materials under challenging situations. Students realize that the modification somehow works and prefer hybrid learning to classical EFL classes.

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***Limitation***

This study has limitations as the data sampling is limited to two main areas in Surabaya and Sidoarjo. Further studies can conduct a qualitative approach to gain reasoning probability to check students and teachers' well-being. EFL students are adjusting to the current hybrid learning model; thus, teachers' roles and strategies should be an exciting topic to analyze further.

***Implication***

The result of the study has shown that HL in an emergency requires various adjustments as if it is designed for learning mode transformation. This result suggests that HL requires sufficient preparation by the authority regarding operation and policy to eliminate more considerable challenges in the learning process for teachers and students.

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