THE USE OF HYBRID TEACHING TO TEACH ENGLISH IN VOCATIONAL HIGH SCHOOL

A Thesis

Presented to the Department of English Language Education as Partial Fulfillment of the Requirements to Obtain the *Sarjana Pendidikan*

Degree in English Language Education

Conveyed by:

Fathyah Rahamaniah

18322118

ENGLISH LANGUAGE EDUCATION DEPARTMENT

FACULTY OF PSYCHOLOGY AND SOCIOCULTURAL SCIENCES

UNIVERSITAS ISLAM INDONESIA

2022

AUTHENTICITY STATEMENT

For the sake of Allah SWT, I admit this work is the result of my own work except for the excerpts and summaries from which I have explained the source. If in the future it turns out that my confession is proven to be untrue and violates the legal regulations in the paper and intellectual property rights, then I am willing to get a diploma that I received to be withdrawn by Universitas Islam Indonesia.

Yogyakarta, 13 June 2022

Fathyah Rahmaniah

RATIFICATION SHEET

This is to certify that:

Name   : Fathyah Rahmaniah

Student number   : 18322118

has attended the teaching practicum for 45 days at SMK N 4 Yogyakarta

and his/her report has been approved by the supervisor and the cooperating teacher.

Supervisor

(Intan Pradita,S.S., M.Hum)
NIP. 12322040

Yogyakarta, 26 October 2021
Cooperating Teacher

(Misiyah, S.Pd)
NIP. 197205112008012008

School Headmaster

(Setyo Budi Sungkowo, S.Pd. M.Pd)
NIP.196703251990061001

DEDICATION PAGE

I dedicate this final project to my parents, my big family, my lecturers, my friends, and all those who always asking me by: "Kapan Sidang?" "Kapan Nikah?" "Kapan Selesai?". I made this project in the middle quarter life crisis, and alhamdulillah Even though I struggled to death while working, freelancer, and working again as a YouTuber in the midst of being exposed to Typus and Corona Virus, I prove that being busy doesn't prevent me from forgetting my obligation to study while working and developing into a better version. This final project is the answer.

ACKNOWLEDMENT

Assalamu'alaikum Warahmatullahi Wabarakatuh,

Alhamdulillah Rabbil 'Aalamiin, all prise to Allah SWT, because only with His permission the author can complete this thesis. Shalawat and greetings to the prophet Muhammad SAW who has saved mankind from the era of ignorance with the light of knowledge, guiding us from the dark era to the brightest era.

This thesis was made to fulfil the requirement for a bachelor degree in the English Department at Universitas Islam Indonesia. The author realizes that without help, support, and motivation from all people, it will be very difficult to complete this thesis. Therefore, the author would like to say thanks to those who have provided assistance, support, and motivation in completing this thesis. The author would like to thank:

1. The author's beloved parents, brother, and big families who always give prayers, motivations, and supports during my past Quarter Life Crisis. This supports and prayer really meant a lot to me at that time.
2. Mrs Intan Pradita, S.S.,M.,Hum as my supervisor of 'Crash Landing On Skripsi' who does not only guides, give advice, but also support me thoroughly with her leadership that I could learn much from her.

3. Mrs Irma Irma Windy Astuti, S.S., M.Hum as my supervisor of Academic who does not only help me and support me during my learning in English Department in Islamic University of Indonesia.
4. Mrs Misiyah, S.Pd the English Language Teacher in SMK N 4 Yogyakarta and also as my supervisor during Teaching Practice who does not help me and teach me to become great teacher in future.
5. Mr Setyo Budi Sungkowo, S.Pd.M.Pd as Headmaster of SMK N 4 Yogyakarta who allowed me to learn and conduct research at his school during 45 days.
6. The author's colleagues from Teaching Practice in SMK N 4 Yogyakarta for their good cooperation, help, and supports during practice.
7. The author's haters who gives supports, ambitions, Hot criticism is the source of strength for the author to successfully work on this thesis in the midst of busy work, work, and freelancers. Once again, the author says thank you very much.
8. The author supports system special Mr MZ that always give motivation that 'Quarter Life is Not A Big Problem, because everyone can have that'. Once again, the author say thank you so much always remember this.

The others, who cannot be mentioned one by one, who have given her spirit to accomplish this thesis, I also give my respect. Finally, I believe that this thesis is far from being perfect; But I hope this thesis will be benefit in future especially in education field. Writing this thesis requires more courage, confidence, and strength to further explore problems that have never happened before in the world of education, but along with changing times and circumstances,

especially during the Covid 19 Pandemic. This thesis dives further into the problems that existed in the education sector during the Covid-19 pandemic. For this reason, the author hopes that there will be more research that explores this area, so that in the future if a similar incident occurs again, it is hoped that we as educators will be prepared.

Wassalamu'alaikum Warahmatullahi Wabarakatuh.

Yogyakarta, 14 Juni 2022

The Author

MOTTO

Shahih Muslim: (2699)

عَنْ أَبِي هُرَيْرَةَ قَالَ ، قَالَ رَسُولُ اللهِ صلى الله عليه وسلم " مَنْ نَفَّسَ عَنْ
مُؤْمِنٍ كُرْبَةً مِنْ كُرَبِ الدُّنْيَا نَفَّسَ اللهُ عَنْهُ كُرْبَةً مِنْ كُرَبِ يَوْمِ الْقِيَامَة ..."۟

Abu Huraira reported Allah's Messenger (صلى الله عليه وسلم) as saying:
"He who alleviates the suffering of a brother out of the sufferings of the world, Allah

would alleviate his suffering from the sufferings of the Day of Resurrection, ..."
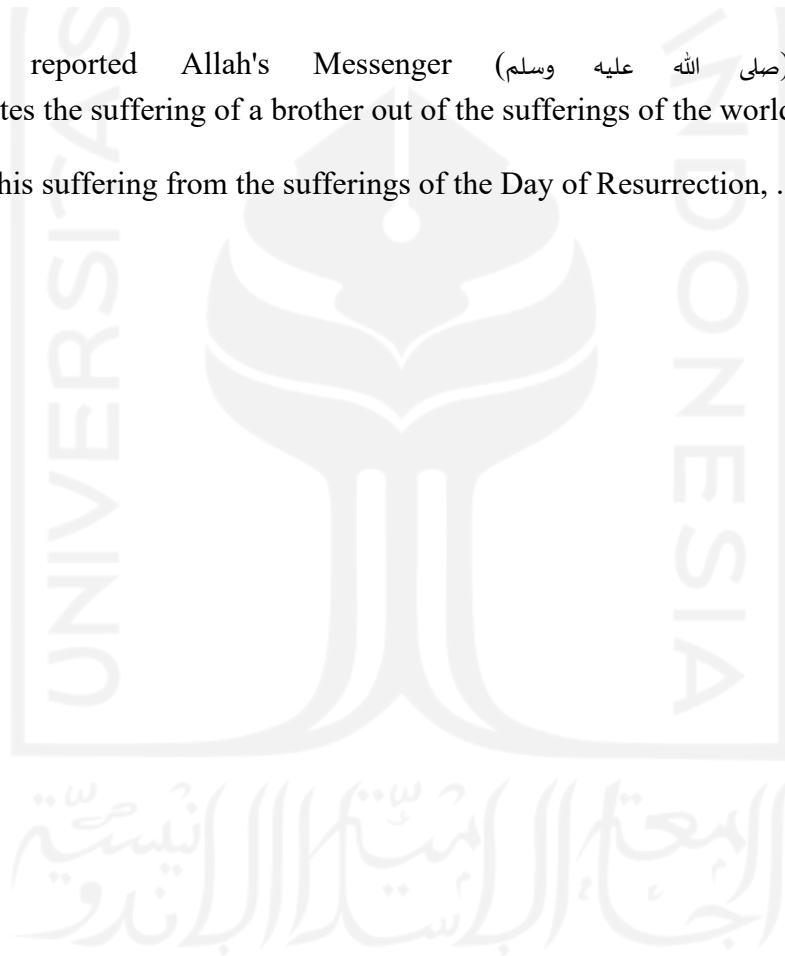
ABSTRACT

This paper describes the implementation of Hybrid Teaching which has just been applied to Vocational High School students in Yogyakarta. This paper also explains how the Hybrid teaching system is a combination of online learning and face-to-face learning. To explain further, in this paper there are two comparisons between Hybrid Teaching and Online Teaching where the two teaching methods are related to each other. The comparison includes the advantages and disadvantages of the two teaching methods, both in terms of material and the impact of the two teaching methods.

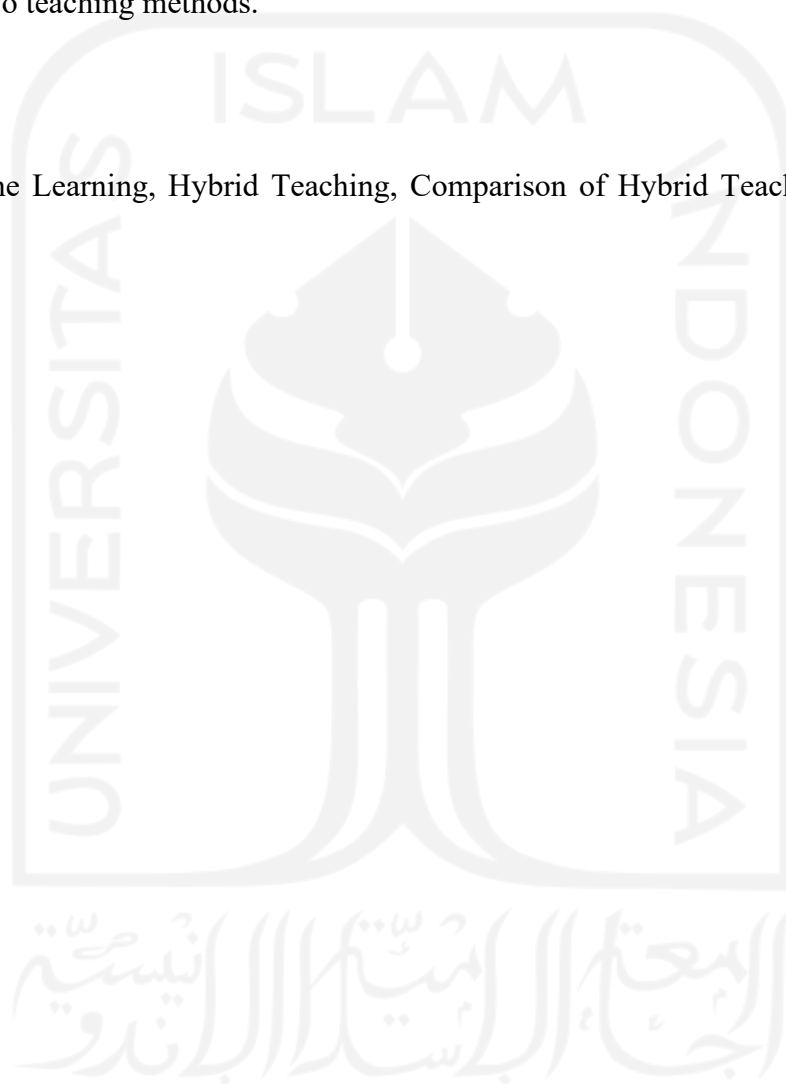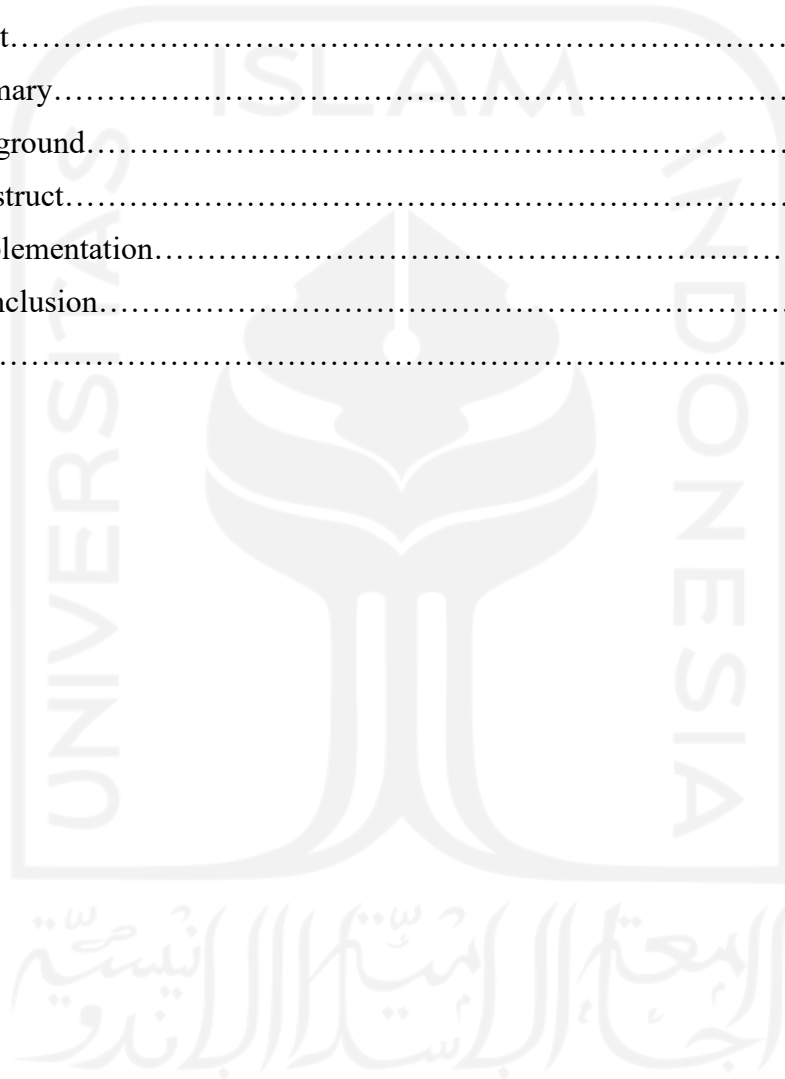Keyword: Online Learning, Hybrid Teaching, Comparison of Hybrid Teaching and Online Teaching.

TABLE OF CONTENT

THE USE OF HYBRID TEACHING TO TEACH ENGLISH IN VOCATIONAL HIGH SCHOOL

EXECUTIVE SUMMARY

Responding to the pandemic situation of language learning, it demands both teachers and students to make innovation in advancing the teaching and learning process. This pandemic has made many teachers and schools look for the best way to carry out effective but safe learning by maintaining health protocols. One of the best ways is with Hybrid learning. Hybrid pedagogy is a teaching method in which technology combines with teaching activities in the classroom and outside the classroom to create an effective classroom atmosphere. If learning is online learning, all students and teachers do learning through full technology without face-to-face, it is different from this Hybrid technique. Hybrid teaching techniques are often referred to as learning techniques that reduce 'facetime' where this is done by dividing some students in class and outside the classroom but all of them are connected to technology (platforms via Zoom or Google Meet which are often used for online learning). With the Hybrid teaching technique, online learning that already has various kinds of negative and positive impacts can be handled better. For example, during online learning, students experience boredom and lack of motivation in learning, plus interaction with teachers which makes students want face-to-face learning more because they are also considered to understand the material better if taught by the teacher directly. In the case that I experienced while teaching, students lacked motivation to learn and did not understand the material taught by the teacher. But when some of them do face-to-face learning, students show more enthusiasm for learning and understand the material being taught. As a pre-service teacher who has gone through the practice period and has implemented this, Hybrid learning has proven to be more effective than online learning. It is hoped that in the future more research will discuss the shortcomings of this Hybrid learning technique in the hope that the learning world will continue to advance and innovate.

CHAPTER I

INTRODUCTION

1.1 Teaching Context

Since the odd semester of academic year 2021/2022, the ministry of education has issued A Letter of Consensus from five ministers about hybrid learning NOMOR 03lBl2021NOMOR 384 TAHUN 2021NOMOR HK.0 1.08/ MENI<ES I 4242 I 2O2r NOMOR 440-717 TAHUN 2021, the local government of Yogyakarta also implemented hybrid learning in all stages of schools. It was from elementary until senior high school level.

Because of this policy, the realm of education in Indonesia faces new challenges regarding new ways of learning, namely using the Hybrid method. This method has long been used in other countries, especially developed countries, while in Indonesia it is still a new thing. The challenges affect both teachers and students. For example, from the students' point of view, they are required to be able to balance the use of traditional (face-to-face) learning with the use of technology. Meanwhile, the teacher must be able to find a way how the two traditional methods and technology are in line so that students who study face-to-face and at school both understand the material. Regardless of the challenges, I see more opportunities through Hybrid teaching. From Hybrid teaching, teachers can optimize face-to-face learning with existing technology. If students do not understand learning during online learning, then when it is their turn to go to school they will study directly and ask questions directly with the teacher in class. Teachers can also measure students' understanding during home learning whether they understand the material being taught or not. Especially during this Covid 19 pandemic, Hybrid teaching is a complementary solution to the drawbacks that exist in online learning.

After going through more than a year of the pandemic, the Vocational Highschool decided to do Hybrid learning in the hope that this learning would be much more effective than online learning. The condition of the school is considered to be quite supportive of Hybrid learning, but for students who get face time in class, learning is a little disturbed due to difficulty in signal. So I will do teaching using a projector screen in class (for students who study face to face so that students can see the zoom screen / google meet together with other students) but when I tried class facilities such as existing projector screens, unfortunately, due to almost two years the class facilities were not properly cared for during the pandemic, the projector screen was finally damaged and cannot be used. This is a little troublesome because I have to share material through google meet as a platform that is used with all students in the class including those who are face to face with me. Finally, I took the initiative to ask them to join friends who have an internet quota to study together.

This Vocational School has various majors such as beauty, culinary art, tourism, and hospitality majors. In a teaching opportunity yesterday, as a pre-service teacher, I received a hospitality class for my teaching practice. The class I teach is at CEFR A2 level, but some of the students are highly motivated to learn. They are dynamic competence type students because they prefer discussions about subjects outside the lesson but still contain elements of existing learning materials. Even so, the school still requires students to be able to master English properly so that teachers must be able to motivate students to continue to increase their interest in English.

1.2 Comparison of Online and Hybrid Teaching

On my first day teaching, I had the opportunity to teach online because the school was having an event at the library (the library became my office and my friends were pre-service teachers) so I taught at home. When I teach online, there is not a single response given by them to me. Even at the beginning of the greeting they did not respond at all, I finally decided to continue the class even though there were only one or two students who responded by opening their microphones when I was having a discussion. At the end of the class, one of the students responded to me and said that class was over. They seemed to be waiting for my time to end the class without paying any attention to my lesson at all. I ended the class because it was finished and the material I presented had also ended earlier, but I was waiting for a response to have a discussion but they did not respond to me at all. The class ended ineffective because I couldn't reach out to my students what they were doing and how they were outside.

During my second teaching, I was given the opportunity to teach a class for the first time using the Hybrid system. The school provides a policy to start Hybrid learning, and requires teachers to come to teach in class. In terms of teaching, I as a teacher prepare the material that was taught yesterday to be re-taught in this class. In class, I teach by connecting students in class and at home with internet devices via Google Classroom. During teaching, the children in the class tend to be more active and pay attention to the teacher and they even participate in the discussion when I ask for a discussion at the end of the material explanation. Meanwhile, the children at home did not respond at all to the material I conveyed. I tried to get them to respond to my question, but still no response. I decided to continue to explain the material being taught and said that for students who did not listen to my explanation during class, I would provide a video recording. Students in the class said that there were many obstacles they experienced while at home, one of the most common being signal difficulties. Although the children at home could not follow the lessons in class well, the class that day ran smoothly until the end.

After I understood these conditions, I decided to make face-to-face learning more effective in the classroom with the Hybrid method. But the students who were at home did not respond at all to what I explained, even just answering greetings at the beginning of the meeting they did not respond. Finally, I decided to get closer when they did face-to-face learning in class alternately. The Hybrid method is quite effective because students who are taught alternately come to school. For example, the first meeting of 15 students came to school to study face to face with the rest at home, the next meeting who studied at home was last week's meeting to study at school. Although late in pursuing the KD target, the material taught was much more effective and conveyed. This proves that they need a teacher figure to directly guide them in class so that the lessons delivered are more understandable.

Responding to the problems above, I can find some comparisons that I can conclude between Online Learning and Hybrid Learning, which are as follows.

Comparison Disadvantage Between Online Learning And Hybrid Learning	
Online Learning	Hybrid Learning
1. Online learning is a learning system which is distance learning by adapting non-traditional learning which is an amalgamation of technological interactions, (Benson, 2002).	1. Hybrid learning is divided into two focuses, namely face-to-face learning (traditional) and learning using technology (modern) but both are related, (Linder, 2007).
2. The material or content taught is limited because it is based on an internet browser, especially for material that uses videos, (James, 2002)	2. the material or content taught using online streaming media and power point materials by combining face-to-face small group discussions (hybrid teaching workbook, 2020)
3. in group discussion, guru mengalami keterbatasan komunikasi 'real time' yang disebabkan oleh kurangnya alat pendukung interaksi online tatap muka dan asinkron (Curtis and Lawon, 2001)	3. in group discussion, the instructor acts as a facilitator who must be able to know how to effectively manage and facilitate online and face-to-face discussion and interaction learning (Skibba, 2007)

CHAPTER II

CONSTRUCTS

2.1 The Method of Online Teaching

Online learning is a learning system that is identical to the use of technology without printed books so that it can be accessed outside of school and has sources of knowledge from all walks of life (Allen & Seaman, 2007; Alexander et al., 2012). Online learning utilizes technology to fill classroom learning. This is due to the COVID-19 pandemic, which requires students and teachers to learn without face-to-face. In addition, online learning is also considered efficient because it can be done anywhere according to need. Actually online teaching has existed for a long time even before the pandemic took place. Like several other universities that have held e-learning for learning efficiency for some students with special needs. In Indonesia itself, the implementation of the online system has been in effect since the beginning of the COVID-19 pandemic. Especially at the Vocational School that I teach in Yogyakarta, it has an online learning system during the pandemic. Entering a new era in the Covid 19 Pandemic, this Vocational High School implemented a new system, namely Hybrid teaching. Online learning has a distinctive feature, namely distance learning that uses technology as its main learning, both using asynchronous and synchronous learning through several learning platforms. In addition, technology is also the main communication tool for teachers and students to interact.

2.2 The Method Of Hybrid Teaching

According to Linder (2017), Hybrid teaching is a teaching method that uses a combination of technology with face-to-face (facetime) to create active and effective learning. In other words, Hybrid teaching is a teaching method that combines face-to-face learning and online learning that are interrelated with each other (Skibba, 2007). In Indonesia itself, the use of Hybrid teaching is still very new and is still not widely used in schools in Indonesia. In my case, the teaching and learning process using Hybrid teaching has been used by the schools in Yogyakarta. Hybrid learning was the first experience I had and also the teachers at this Vocational School. Previously, online learning used as the main focus on existing platforms, then Hybrid teaching used the main focus on effective interaction between teachers and students by discussion but still maintaining health protocols considering that during the pandemic, activities had started to returning normal.

Characteristics of Hybrid teaching is a combination from 'traditional' classes with 'modern' classes. Hybrid teaching at this Vocational School applies a system **of 50% of students coming to school for face-to-face learning, and 50% of online learning**, but the delivery of material still uses online media platforms such as Zoom, Google Meet, Whatsapp groups, Google Classroom, and other platforms. This division also applies in a small scope, namely for all classes where in one classroom only half of the students in the class can be filled and half of the students studied online at home.

2.2 The Benefit of Using Hybrid Learning in Classroom Context

Hybrid learning is quite effective at this Vocational School with the development of interaction between students and teachers in the classroom to achieve the desired learning. One of the advantages is the alignment between different but specifically designed instructional models for different groups of students by creating individual learning activities (Linder, 2017). In addition, Linder (2017) said that Hybrid learning is effective because it combines asynchronous and synchronous discussion activities, online and offline learning methods, the scope of material becomes wider due to a special method for this, and complements the shortcomings of online classes, namely interaction between teachers. and students directly.

In the context of the classroom, the use of Hybrid teaching is likened to a balance between online and face-to-face activities which in the research that has been done on online learning activities many shortcomings have been found, for example: students need a teacher figure who supervises, explains directly, and interact directly if they do not understand the lesson. Another drawback that is complemented by Hybrid learning is the learning method with a wider scope of material. It can be concluded, if online learning is a combination of asynchronous class and synchronous discussion, then in Hybrid activities, students can have face-to-face discussions with the teacher and their friends. This learning is much more effective and can increase students' learning motivation.

2.3 Hybrid Learning Becomes a New Challenge for Educators

According to Watson (2007), educators additional skills are needed in teaching, building, and learning with this Hybrid method. This was also conveyed by O'Byrne and Pytash (2015), there are 4 additional skills that must be applied to the Hybrid teaching method, namely:

1. Both teachers and students can **build communication skills** by increasing understanding and interaction. For example, if students do not understand the material, the teacher will explain more deeply and help overcome misunderstandings and failures to understand the material.
2. When classes are asynchronous, **time management** becomes a challenge for teachers. Especially for students who study online remotely from home, teachers cannot predict when and how these students learn or pay attention to them. Therefore, the use of time management for students who previously did not understand when studying online remotely could be overcome when they took turns learning face to face.
3. **Teachers need to extend and multiply planning.** This is a challenge because teachers need to include what multimedia components or platforms they need to make this Hybrid learning effective.
4. Teachers must also be able **to adapt to online conten**t or the like to reach students who cannot be reached with physical or learning abilities. For example, in this case, students who do not study face-to-face certainly cannot know the extent of their understanding, therefore, the teacher must create online content so that students at home can follow the material being taught.

CHAPTER III

IMPLEMENTATION

This chapter presents about how the implementation of Hybrid systems occurs when field practice. This chapter explains the difference between online learning and hybrid learning when teaching takes place.

3.1. Preparation

Divide the class into 50 percent study at home and 50 percent study in class. In the class that I teach consists of 32 students, who enter the class only 16 of the 32 students. They will take turns studying at school in accordance with school policies that have been set for Hybrid learning.

3.2. Building communication and interaction with the students through online platform

When I first started teaching, I did a self-introduction with the help of the subject teacher, Miss Ana. The children responded to me quickly and I did introductions because during the next 2 meetings I would replace Miss Ana to fill English lessons.
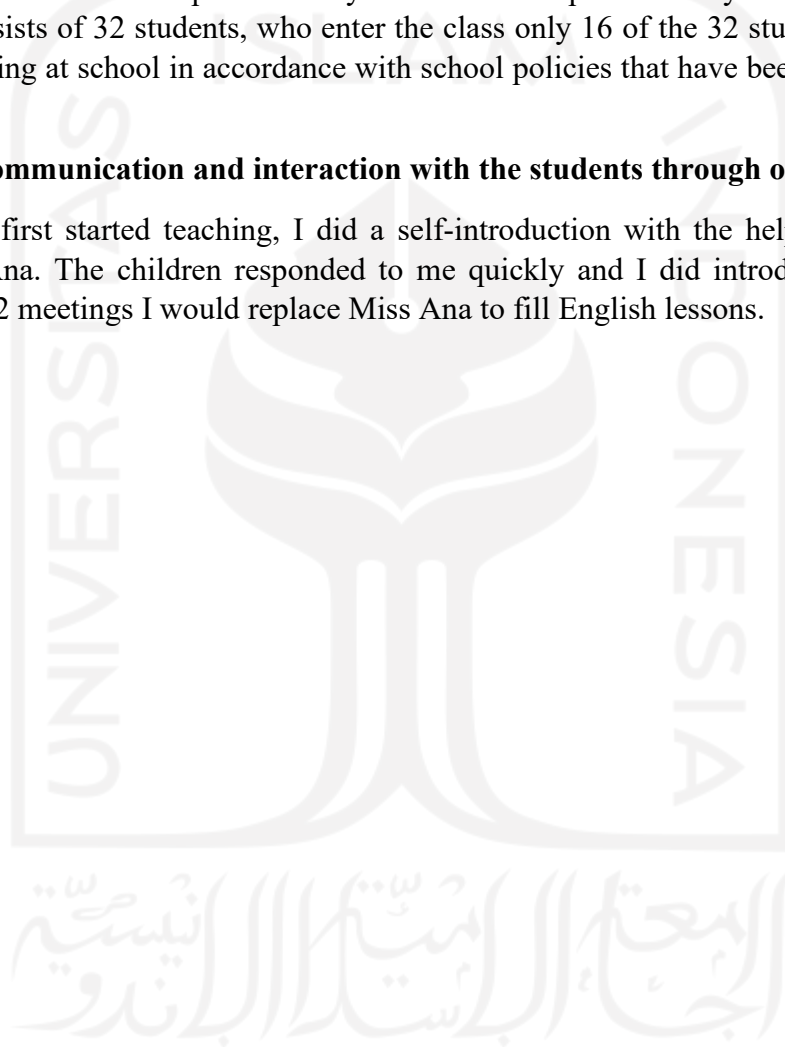
Picture 1.1 Introduction Myself to Students by Whastapp group class

Picture 1. 2 My Introduction to Students in Whatsapp group class

Although not many responded, the students in the Whatsapp group class showed respect and greeted me even though Miss Ana had to tell them to respond again. I can conclude that these students must be given encouragement first to do something the teacher ordered. I use Whatsapp stickers and emoticons to show that even though I'm a group teacher the class doesn't need to be too tense and they can freely think of me as a fun teacher.

3.2. Multiplying the learning platforms and learning materials

3.2.1 Learning platforms and learning materials for students at home

Since there are students at school and at home, learning continues through online media platforms. That's how the class goes on. However, because I didn't come to the school, I still used the online teaching method.

Picture 2.1 I start the subject according to the hours determined by the school but due to a clash of hours so I have to wait for the previous lesson to finish

On my first day teaching, I got an online class that I organized via Zoom. I chose the Zoom platform to make it easier to save video records, but many of the students haven't downloaded the application. There are several obstacles such as students who don't have a lot of load on their cellphones to download the application, some don't respond at all, there are also other problems such as the signal experienced by students, making it difficult for some students to join Zoom classes and also my personal limited Zoom (I do not know why I can't use Zoom campus email) so I have to make two learning links. The last problem is class clashes experienced by students. Because the teacher suddenly told me that there was a change in hours and classes so that their subjects collided with each other, I had to wait for them to finish the previous lesson. As a result, my subject which was supposed to be 2 hours, became 1 hour because the previous subject teacher had not finished giving lessons to their class.

Picture 4. I use Zoom meeting but many students don't have the application

The obstacle that I encounter a lot is that students do not use the Zoom application much. So far they have been learning with the Google Meet application, but because I had to use the Zoom application, some of them had to download the application. This causes many lessons to be delayed and eventually take up enough time.

Picture 2.2 Students are having problems with their phone memory storage

The next obstacle is that some students also don't have enough memory storage on their cellphones, so they have to join friends who are in class with them (for students who are in school learning face to face).

After experiencing various obstacles, the class finally ran smoothly. However, during class there was no sign of them responding to what I taught. Some are due to signal problems, some are not really paying attention, and some of them are. Previously, I asked if last week they studied the subject I teach, namely the Job Application Letter. They have studied this subject and only received a brief explanation from the subject teacher. I thought maybe they could be discussed at the end of the explanation, but because they didn't respond to what I said I had to explain the lesson again until some of them responded.

Picture 2.3 I taught a Job Application Letter and showed them the picture to stimulate them to think and guess, but there was no response.

The lesson I teach is a Job Application Letter. I provide a picture that shows it is about Job Vacancy. However, no response was given. It took me several times to ask before some of them showed that response. This proves that when learning online they can't be cared for properly because some of them may not pay too much attention to the lesson. To achieve the desired Basic Competence, of course, this cannot be done because the students from the beginning did not interact well even though I tried to attract their attention with pictures and examples from the Job Application Letter to start a discussion according to the Basic Competence target.

3.2.2. Learning platforms and learning materials for students at school

Picture 3.1 Class Atmosphere When Hybrid Learning, only some students who enter school

The following week, I taught at the school for the first time as well as experienced the Hybrid teaching experience. I teach lessons at the 5th and 6th hours, but before the 6th hour there is a short break. My class started teaching as usual by using technology, namely Google Meet as a liaison platform between students at school and at home. Before explaining the lesson, I asked them if they had understood the subject of the Job Application Letter. It was very surprising when they said they did not understand this lesson, even though they had received this lesson for 3 meetings in 3 weeks. I can conclude that they do not understand the lesson even though the teacher has explained it many times online. Finally, I explained again the subject of the Job Application Letter from the beginning of the material and invited them to discuss what job they wanted, what kind of hotel they wanted to work in, what plans they wanted to do after finishing this Vocational school, and other questions they asked. related to the Job Application Letter material. At the end of the class explanation when discussing it showed that students at school are very enthusiastic about discussing this lesson, while students at home still don't respond to anything and tend to answer as needed.

I can conclude that direct interaction can make students much more active and the class becomes effective. The achievement of Basic Competence is also successful by making students conduct interactive discussions with the teacher. At the end of the class, even though the class was over, two students in the class approached me again and discussed the differences between a Job Application Letter, Curriculum Vitae, and Portfolio. They are also very enthusiastic and feel that thinking about their future career is very important so they feel they need to know what are the differences between the three types of cover letters. I can tell that

the students in this class need a direct teacher figure to interact in real life, so that if they want a discussion or just ask a question they will get the answer directly from the teacher.

3.4. Reflection

After I felt that I was a pre-service teacher, the main thing that I had to do in order to be a good teacher is to make a good impression and interaction between students when they have class learning in Hybrid. By optimizing real interactions in class when they have the opportunity to learn in class, I feel that when they get distracted and don't understand during online learning, they can be overcome in class. Student psychology also needs to be considered because they really need direct teacher guidance. This is also influenced by the length of time they undergo online lessons so that they are getting bored and hope that coming to school is much better than having to study at home. At school, they can also interact directly with their peers and do things they think they can't do when studying online such as discussion with their classmates, doing assignments together, and asking and answering questions directly to the teacher if there is a lesson they don't understand or just talk about subjects they find difficult. Moreover, when viewed from the point of view of being a teacher, the Vocational School requires more practical lessons than just theory, because some of them find it difficult to imagine these lessons without practice.
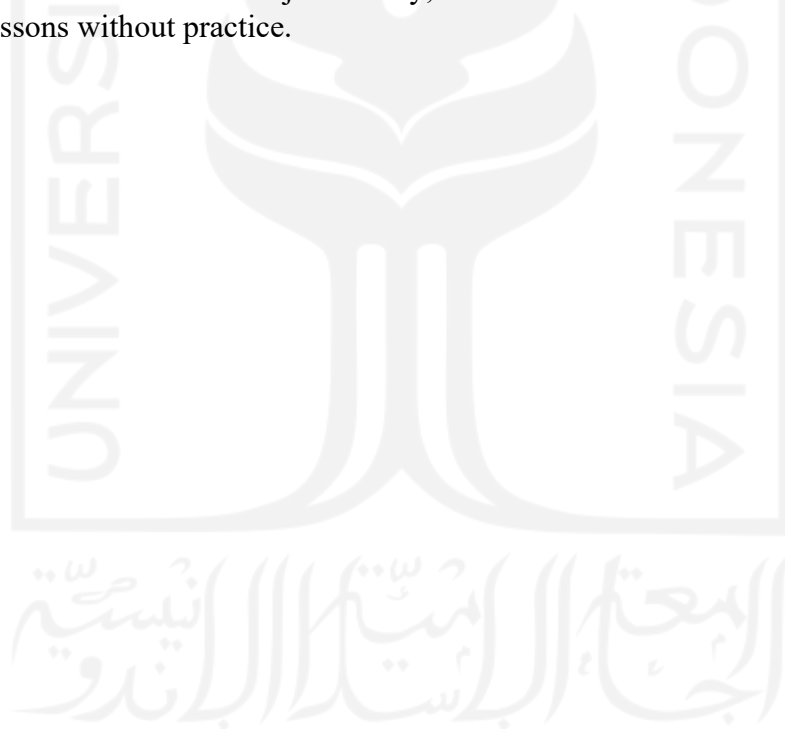
CHAPTER IV

CONCLUSION

4.1. Conclusion

The use of Hybrid teaching has a good impact on students in terms of building motivation, real interaction, and class discussion. Through this teaching method, many students experience learning progress because they get a direct teacher figure so that if they want to ask questions or just discuss lessons they can do it directly. Through this method, teachers can also check further whether they have understood the previous lesson or not so that when they have the opportunity to get a lesson in class, the teacher can repeat the lesson they have not understood. In addition, students can also strengthen their relationship with friends in class, discuss directly with their classmates, and also ask questions directly with the teacher in class. The level of boredom they feel during online lessons can be overcome by learning directly in class and meeting face-to-face with peers or teachers. Their understanding of the subject is even more improved than when they study online at home.

4.2. Recommendation

After going through a period of practice and internship, as a Pre-service Teacher, that has used the Hybrid teaching method, this experience cannot be forgotten and is still very recently implemented in Indonesia, especially vocational schools. I can conclude that, in Vocational Schools, academic abilities, especially in English lessons, are not so highlighted because they have to master skills in non-academic fields, such as: procedures such as receptionists, beauty procedures, cooking procedures, and so on. Therefore, this is our challenge as teachers and we must optimize our teaching using this Hybrid method to complement the lessons they do not understand, at the same time encourage them to like learning English and can speak English well even though they are not fluent.. As educators, we not only have to build interactions with students, but the achievement of learning comprehension targets also needs to be considered more deeply to create a generation of quality Human Resources.

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