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

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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.*

1. INTRODUCTION

Responding to the pandemic situation of language learning, demands both teachers and students to make innovations 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 the 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.

1.1 Teaching Context

Since the odd semester of the 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 signaling. So I will do teach 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 can not 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 the 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 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 the 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 about 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 powerpoint materials by combining face-to-face small group discussions (hybrid teaching workbook, 2020)
3. in group discussions, teachers experience 'real time' communication limitations caused by the lack of tools to support face-to-face and asynchronous online interactions (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)

2. METHODS

A. Setting and Participants

The setting of this study was conducted in one of the State Vocational Schools of the students majoring in hospitality tourism located in Yogyakarta. The number of students involved in the study was 32 students of tourism and hospitality major grade 12 and one pre-service teacher. The role of the pre-service teacher in this study is to maintain the classroom

between online and offline learning in the class to order all of the activities learning could run smoothly.

B. Data Collection

The data were collected through screenshots of Zoom meetings and screenshots of Whatsapp group chat when teaching. This data collection aims to compare the two learning methods that are discussed in this paper.

C. Self-Observation Study

Through self-observation study, I as a pre-service teacher understand my student's characteristics so that I become a reflective teacher. I didn't easily give up the conduction and kept trying to find the best teaching approach for the students. The reason is that the Hybrid teaching method is still newly implemented in Indonesia and still has its own challenges. Another reason is that online learning that has been carried out since the beginning of the pandemic until now has turned into hybrid learning, both of which have advantages and disadvantages that will become the realm of further research.

3. RESULTS AND DISCUSSION

3.1. Building communication and interaction with the students through online platforms

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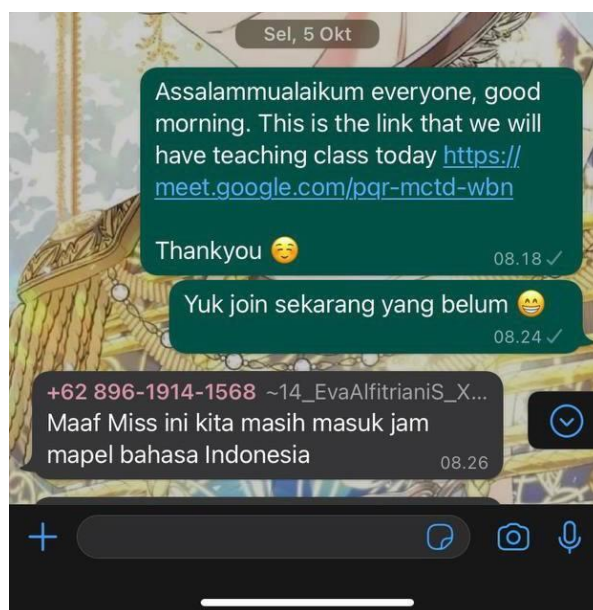
Picture 2.1 I started the subject according to the hours determined by the school but due to a clash of hours, so I have to wait for the previous lesson to finish

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 cell phones, 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 Vacancies. 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 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. I was very surprised 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.

4. CONCLUSIONS

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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