

THE EFFECTS OF HYBRID LEARNING IN ENGLISH READING AT SMA NEGERI 1 BURU

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ABSTRACT

This study was carried out to know the impacts of hybrid-learning on the development of students' reading comprehension in English Social Studies Class XI C at SMA Negeri 1 Buru Namlea, Buru Island, Maluku Province. a quantitative method with an experimental-design was applied in this investigation., researchers observed two classes which were classified into treatment and the control learning group. The findings reveal that in pre-test , the mean score for treatment learning class was 61.1667, and its standard deviation resulted in 8.47749. Besides, the mean score in the control group was 58.1667, and resulted in standard deviation 8.65869. No significant difference in score between both group . However, after treatments were given, the mean score between both groups was greatly different. Students' post-test mean scores in the treatment class were 72.1667, and its standard deviation was 8.57858. Besides, students' post-test mean score in the control group was 63.6667, for a standard deviation 7.30297. The different score between both groups reached 9, which signifies that the mean score for the treatment group is bigger than the mean score for the control group, It also indicates that there is no doubt that using hybrid learning in reading class is highly efficacious to achieve learning goals.

Keywords: Reading Class, Hybrid Learning, Mobile Device, Whatsapp

INTRODUCTION

The rapid advancement of technology in various sectors has changed the habits in various aspects of individual and community life. The main impact of technological development is to break distance and time; the activities that were used to have to be done in a certain space are now possible to be done anywhere. With internet-mediated technology, humans can communicate with each other and get to know each other using global media such as WhatsApp, social Facebook, Twitter, Instagram, and so on.

The teaching and learning tradition has changed rapidly as well. Several teaching models have been applied to the effectiveness of the teaching process as a way of overcoming and responding to the challenges of this era (Eric, 2013). With the presence of technology, currently, the learning and teaching processes which are integrated with ICT can be conducted in two models, which are called *E-Learning* and *Hybrid Learning*. E-learning is carrying out the teaching and learning process by utilizing some electronic technology aids to obtain curriculum education outside the conventional classroom, while Hybrid Learning is a model in which part of the traditional direct meeting instruction is substituted by web-based learning or teaching that combines two ways; direct meetings and indirect meetings using certain applications.

The implication of hybrid learning has been widely adressed in many research papers. The first finding reported by (Simbolon et al., 2019) on their research entitled *the effect of hybrid learning method on teacher college students' reading skill*” The findings from their study reveled that blended learning is directly helpful for the four language learning skill depelovement as well as advantageous for self-directed learning and learner motivation, In line with Hayati, N., & Wijaya, M. (2018) , they found that using a blended learning model, receptive skills in learning language are more improved and more effective than conventional teaching models.

The use of applications provided on mobile phones in learning as can significantly affect the learners's development. Jafari, S., & Chalak, A. (2016) *entitled The Role of WhatsApp in Teaching Vocabulary to Iranian EFL Learners at Junior High School*, claimed that WhatsApp have significantly influenced the vocabulary knowledge of the students. Furthermore, applying blended learning is believed to improve the students' autonomy learning , Banditvilai, C. (2016) reported that blended-learning program enhances students' motivation and the development of more autonomous learning.

In the context of learning English, Reading is one of the problems faced by SMA Negeri 1 Buru students, so that it requires more attention in order to create satisfactory learning outcomes. Hybrid learning is a model that is not teacher-

centered will help students to get learning anytime and anywhere. Teachers can also provide direction and guidance to students through selected study groups (WhatsApp). Thus learning will not be rigid, more flexible, students can be more independent and are believed to be able to improve student learning abilities and achievement, especially in learning reading.

RESEARCH QUESTIONS

1. Does hybrid learning affect student reading?
2. How does Hybrid Learning influence students in learning English reading?

MATERIALS

Hybrid Learning

Hybrid learning is mixed online learning with direct classroom activities/instructions by preparing a set of plan to enhance learning effectively. Hybrid learning is also often referred to as Blended Learning. Various definitions related to Hybrid learning have been put exposed by many researchers, According to (Sharma, 2010). Hybrid learning is a process of integration of conventional learning with Web-based online approach (Ja'ashan, 2015; Li et al., 2014) added that Hybrid learning is a class-based combination learning model.

By combining traditional learning and e-learning to deliver instruction through electronic media and the face to face Learning, will be very helpful and affect the effectiveness of learning rather than relying on the traditional way (Banks & Banks, 2019). Covid-19 has become the answer to one-way learning. By incorporating learning through electronic media and the effectiveness of Hybrid Learning, of course, it will be very helpful to help the effectiveness of learning rather than relying on only one way.

Advantages and Model of Hybrid Learning

Santosh (2013) explains that there are generally six blended/Hybrid models:

- a. Face-to-face Driver

In this model, the teacher explains the material directly and the technology and online model only as an alternative option and uses online material as a learning resource.

b. Rotation

Determining a fixed schedule for face-to-face and online classes.

c. Flex

Most of the learning processes conducted through online and direct meeting models are only supported when students need more explanation

d. Online Lab

All materials and teaching processes are conducted online. Teaching interactions between teachers and students are conducted through recorded videos or video conferencing discussions.

e. Self-Blend,

A model that allows students to learn more online, but students attend face-to-face classes

f. Online Drive

Students are from far away or in remote areas and participate in the learning process through an online platform for direct meetings only as an option.

The face-to-face learning model allows learning to take place independently interactively using many approaches, strategies, and methods, while online learning can provide online material without limitations of space and time, and students can obtain and process more information from various sources so that It is potential to aid the learning process. Learning can be delivered at any time and from any location via internet network system; thus, there are a number of advantages of using blended learning.:

1. Learning can be delivered over the internet network system at any time and from any location.
2. Students have the freedom to study materials or teaching materials on their own by using online teaching materials.

3. Online/Offline Discussions

Discussion activitiesa between students and teachers as well as between students themselves they take place online/offline and outside of class hours.

4. Teachers can monitor and supervise student learning outside of class hours,
5. Teachers/lecturers might provide accompanying assignments to students to help them review the material before engaging in face-to-face learning.
6. The goal of achieving instructional materials can be achieved in accordance with the set targets
7. The creation of learning that is not rigid.

METHOD

The method used in this investigation was a quantitative method by using a Quasi-Experimental design. The quantitative method, according to (Creswell & Creswell, 2017), This study focused on the impacts of *Hybrid/Blended learning* on the English reading of students at SMA Negeri 1 Buru, Namlea, Buru Regency. Maluku Province.

THE SUBJECTS OF THE STUDY

The subject of this study is Social Studies Class X1C and X1D SMA Negeri I Buru. To sampling technique, the author observed two classes then classified them into a treatment learning group and the control learning group.

RESEARCH INSTRUMENTS AND DATA COLLECTION

To find out the effect of hybrid learning, the researchers prepared conducted Pre-Test on two groups, Treatment (Hybrid Learning) was given to the treatment learning group and Control class using conventional learning. And the last step is finally Reading Post-test was given to both groups.

TECHNIQUE OF DATA ANALYSIS

After collecting data, the next step that must be done is to analyze the data. The data obtained was calculated using IBM SPSS Statistics. The stages of analysis used are data identification, data classification, data analysis, the conclusion of analysis results, then interpreted and described by displaying research data.

FINDINGS

Answering the first question, 'does the *hybrid-learning* influence students' reading ?' to response this quesry, the researchers present a figure followed by interpretations and tables below:

Table 1. The Mean Score and The Standard Deviation for Reading.

Session	Group/Class	N	Mean score	Standard Deviation
Pre - test	experimental	30	61.1667	8.47749
	Control,	30	58.1667	8.65869
Post - test	experimental	30	72.1667	8.57858
	control	30	63.6667	7.30297

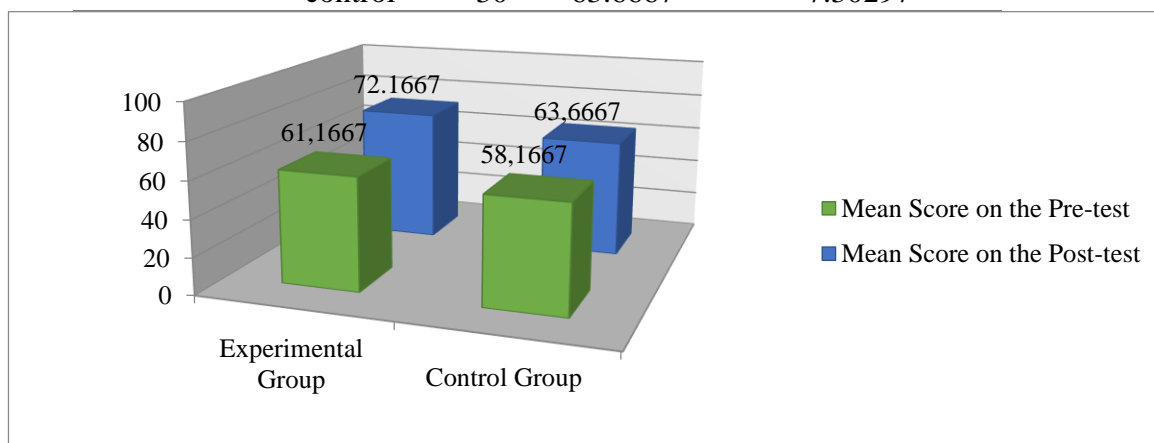


Figure 1. The Mean Score of the Students' Reading Test.

Table and figure 1 reveal that the experimental group student's mean score in pre-test was 61.1667, with an 8.47749 standard deviation, whereas the control group's mean score was 58.1667, with an 8.65869 standard deviation . There were no significant variations in mean scores between the two groups in pre-test The mean score of both groups was significantly different after several treatments were given In the treatment learning group, the mean post-test score was 72.1667, with an 8.57858 standard deviation. The mean score the control group students was 63.6667 with a standard deviation of 7.30297. The difference score of both groups was 9, and it signifies that the mean score achieved by the students of the treatment group was greater than the control group (72.1667>63.6667). The mean score of students' in the experimental group was greater than score of the control group, and it indicates that hybrid learning significantly affects the results of students scores in learning reading.

Table 2. The test for significance (Paired-Samples T-Test)

Session	N	t	P-Value	df	Remarks
Pre-test and Post-test of Experiment Group	30	24.884	.000	29	Significantly Improved
Pre-test and Post-test of Control Group	30	9.919	.000	29	Significantly Improved

As shown in Table 2, the treatment group's p-value is (0.0000.005). These findings reveals that there is a substantial difference in the experimental group's pre-test and post-test scores.

T-value = 24.88 was found to be bigger than t-table = 2.045 ($p=.000$, $df=29$) in hypothesis testing. The t-value was bigger than the t-table, according to the comparison of the values. As a result, the null hypothesis (H_0) of hybrid learning in reading by SMA Negeri 1 Buru eleventh-grade students is denied. on the other hand, The alternative hypothesis (H_a) of hybrid learning of the 11th grade students of SMA Negeri 1 Buru is accepted. However, that the p-value in the control group is lower than α ($0.000 < 0.005$). It signifies that using one-way learning the reading process has also improved students' reading results.

Table 3. Value of the T-Test (Independent Sample T-Test)

Session	N	t	P-Value	df	Remarks
Pre-test of Experimental and the Control Group	30	1.356	180	58	No significance differences
Post-test of Experimental and the Control Group	30	4.132	.0,00	58	No significance differences

As shown in table 3, The p-value of the pre-test was 180, and the level of significance was 0.00, In this situation, the p-value is higher ($.180 > .0,00$) It signifies that before treatment, there were no significant differences in readings between the treatment and control group. In addition, the p-value in the post-test is $.0,00$, and the level of significance is α 0.05. The p-value is lower than ($.0,00 < 0.05$). It indicates hybrid learning and one-way learning has affected students in learning reading significantly. The reading scores of treatment group is higher than the score of control group, it may be stated that using a hybrid learning technique to teach reading is preferable to using one-way learning method. From the whole explanation, the first question has been answered.

Answering the second question “ How does the blended learning affects student Reading ? to answer this question we can relate the answer from the first question , as shown and explained on the an the figure and tables. The answer of the second is that the applying blended learning significantly affect the students teaching and learning process because it offers many advantages for students, such as:

a. Students learn at their own way

The beauty of a blended learning allow students to move through tasks and learning modules at their own way. This is astonsihingly helpful for learners who have a different learning style or undertand slower than leraners.

b. Students are able to complete tasks online

In a blended/hybrid-learning method, students could finiiish online or learn the materials in their own time so the classroom time can be freed be focused on more meaningful activities.

c. Enhance student achievement

When students are motivated with learning, they have higher opportunities of maintaining information, understanding topics and working towards tasks and exams- this will result the better score for their course.

d. expand student aexperience

With the support of technology, blended learning offers the chances for students to be able to access professional resources to enhance their learning experience.

DISCUSSION

The recent study has shown the effectivity of hybrid learning in learning, and it creates a very supportive condition for the interaction among the students also the opportunity to communicate between the teacher and students anytime. This positive environment has resulted in better results for students. As mentioned in our findings, before the treatments were given (hybrid learning method), the students between both groups did not result in significant differences in mean score (3). After implementing the treatment with several steps, the hybrid learning method has shown its superiority, the difference of the student mean score was 9.

Therefore, the main finding of this study is that the hybrid learning environment encourages positive and productive exchanges in educational settings. In line with the ,Isti'anah, A. (2017), Blended learning is suitable to employ in language learning . The regular activities given online are proven to support the students exercise their comprehension of the given materials, furthermore , Schwartz, H. L., Ahmed, F., Leschitz, J. T., Uzicanin, A., & Uscher-Pines, L. (2020). The blended learning can also become stimulus for students to learn independently, they can learn find other resources needed to expand their knowledge. On the other side, one way learning can improve the student score, however hybrid learning leads them to better results.

CONCLUSION

Blended learning is a vital concept that can be applied to achieve more successful teaching and learning outcomes. It can help the students' development and they have more opportunity to learn English outside the classroom anytime and anywhere they prefer, as long as they have access to the Internet. From the observations the observation and student achievement, this hybrid reading course proved to be effective for English Foreign language students. This research was successful in introducing them with the hybrid model in to develop their learning experience and scores as well.

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