
EFL Student's Perception of Teachers' Hybrid Teaching Style: A Case Study

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Abstract

This study aims to determine student perceptions of lecturers' teaching styles regarding hybrid learning. Because students' perceptions of how to teach lecturers towards hybrid learning currently are, of course, many differences that object over there are known to students, With this research, learn how to teach lecturers using contemporary media that oppose over there current exist right in addition to promising to do in addition to also in various ways. Sources of data from students' perceptions of hybrid teaching style; the writer collected data by interview; the writer interviewed 10 students of Universitas PGRI Adi Buana Surabaya; however, only 5 students could participate in the interview. Data collection uses documentation techniques by making conversation transcripts. In addition, data were analyzed using reduction analysis in addition to interpretation. The results of this object over here study state that objects over there in the teaching style of lecturers in hybrid learning, it currently exists tremendously important to use media technology well, in addition to teachers now are also good at using media so that object over there students better understand the teacher's teaching style, in addition to teachers must also monitor students properly during hybrid learning.

Keywords: *EFL student, perception, hybrid teaching style, case Study*

Introduction

The hybrid teaching style combines face-to-face classroom and online studying modes. There are distinctive hybrid learning models, such as flexible and online classes (Simbolon, 2021). The concept of hybrid teaching was first put forward by foreign training institutions, a mix of online and offline referring to networks and media, through the introduction of face-to-face teaching to enhance E-Learning after being introduced to the field of higher education. Combining traditional face-to-face class conferences and online learning, blended learning is considered the maximum productive type of learning in several elements (Dong & Yu, 2017). In addition, the coronavirus ailment 2019 (COVID-19) has made a virtual mode of gaining knowledge of having the ability to be applied in education.

Current studies have revealed that hybrid Teaching could be a very capacity to assist in coping with students' numerous needs and learning styles, strengthen students' learning enjoyment by way of developing their engagement, motivation, and capability for reflection, and offer novices direct reveal in with generation-supported abilities essential for 21st-century success style (Pardede, 2019). Furthermore, this hybrid learning method helps students learn using increasingly sophisticated technology, and they can thrive with this hybrid learning (Pardede, 2019). This hybrid learning method allows students to learn using increasingly sophisticated technology, and they can succeed with this hybrid learning.

Students' perceptions in a hybrid teaching environment can be influenced by various factors factor, according to factors (Alaidarous & Madini, 2016). This factor can be that students are less active in learning activities or find it difficult to use technology. The individuality of hybrid learning lies within the fact that it retains the value of face-to-face offline gaining knowledge of and complete online studying. Consequently, it saves the blessings of the two tactics. Those advantages cover the institution, faculty participants, and college students. For example, establishments perceive mixed gaining knowledge as value-effective regarding infrastructure and classroom maintenance and more efficient regarding lecture rooms (Alaidarous & Madini, 2016). From the uniqueness of this hybrid teaching style for learning, teachers can provide comprehensive insights and teach very interestingly, such as by using learning media with sophisticated and easy-to-use game concepts.

Within the EFL teaching and studying contexts, HL (hybrid Learning) may be mighty to compensate for students' loss of exposure to the English language. The results of various studies on HL in EFL settings confirmed that HL benefits each learner and instructor. For college students, it generates interest in the learning manner, develops language abilities, allows them to analyze at their tempo, fosters their more profound studying, and allows their involvement in the era (Pardede, 2019). Furthermore, hybrid learning also enables learners' preparation for destiny as it gives many abilities that they could immediately convert to remedy issues within the real world, e.g., studies skills, self-learning abilities, self-engagement skills, the feeling of responsibility, and laptop literacy abilities.

For teachers, this hybrid way of learning helps improve teaching conditions, offers access to global resources and materials that meet students' knowledge levels and interests, provides more opportunities for meaningful collaboration and professional development, and increases time efficiency (Pardede, 2019). Implementation can empower teachers to respond to extensive college students' getting-to-know desires, aid getting-to-know methods, and sell lively, reflective, and collaborative mastering. Using online assessment and communication equipment in HL can also decorate instructors' knowledge of pupils' mastering, enabling them to promote students' interactive and collaborative studying outside of face-to-face classes.

In addition to online materials provided by teachers, social media such as YouTube can be used in language learning today. Combining online learning with mixed English learning Language classes can also offer several benefits for students, especially those in the context of English as a Foreign Language (EFL) (Simbolon, 2021). In addition to the greater possibility of providing students with various learning activities, using different types of online-based technology available on mobile phones today can improve the language learning experience. With voice and text, today's smartphones help language learners practice four language skills, especially learning English.

The research reported has been carried out; therefore, a case study was carried out to examine students' perspectives on their experiences taught by teachers and how teachers teach style this hybrid learning and blended learning in an English course. This study primarily seeks to investigate the benefits and challenges faced by students. Since online learning is generally associated with using portable devices such as smartphones and notebooks (Simbolon, 2021). To enable learning mobility, the term mobile learning is also used in this article and is mentioned as a reference to online learning. Several studies have shown positive attitudes toward teaching styles for hybrid learning (Simbolon, 2021). This research uses the interview method to ask students' opinions about using the university's e-learning system in their teaching. The students say e-learning is helpful in their learning but articulate some technical issues and a slow internet connection as its drawbacks. Students prefer to have blended learning. The students said that traditional classroom meetings supported them to study in an online learning environment (Simbolon, 2021). While the research instrument did not ask the specific reasons for this hybrid learning preference, it is suspected that students' dependence on teachers is still relatively high. This assumption is related to the rating they give to statements about technical problems in online learning mode at a problematic level. This concern of technical issues is one of the main issues to be examined in this reported study.

They agreed that hybrid teaching use on reading comprehension was practical, helpful, and effective in learning English anytime and anywhere (Pardede, 2019). Considering the meager number of studies investigating students' perception of BL in Indonesian EFL settings, while the perceptions of students are one of the essential success factors in the implementation, the present researcher was interested in conducting this study to fill in the gap. This study aims to explore students' perceptions of BL in English courses. Based on the research background above, this research focuses on students' perceptions of how teachers teach hybrid learning. So, the limitation of this research is that there is no observation of student perceptions of how to prepare lecturers for courageous knowledge because this hybrid learning has only been implemented after the Covid-19 virus. Hybrid learning also provides more flexibility in faculty schedules and helps better use class time. I will carry out this study in tertiary institutions, especially for English study program students experiencing hybrid learning, so that I can learn how students see how to teach lecturers in hybrid learning.

Literature Review

Student Perceptions

The design of learning environment studies investigating students' perceptions often is multilevel. This multilevel nature of studies can appear in the object of research (for example, teacher behavior towards the individual student or the class), the level of perception (personalized perceptions or group perceptions), and the sampling of data (usually clustered: students are sampled with their classmates, classes are tested with other classes taught by the same teacher, etc.) (Den Brok et al., 2006). Perception is organizing, identifying, and interpreting sensory information in an ore-learning-based understanding of the presented information or environment.

Hybrid Teaching

Hybrid teaching Model reform from the traditional teaching mode to the full use of the network. The hybrid teaching concept was first put forward by foreign training institutions, a mix of online and offline refers to the network through the introduction of face-to-face teaching to improve E-Learning after being introduced into the higher education field; in this way, the hybrid teaching forms an exceptional teaching + network classroom + practice teaching, is also innovated in the way of the examination (Dong & Yu, 2017).

Online teaching style

New technologies for teaching online learning styles are attracting more people than ever. Whether for busy professionals, or students facing multiple deadlines, online learning can be enjoyable as a way of learning from the comfort of our home environment. Taking language lessons from lecturers using online tools like google classroom can mean getting one-on-one lessons at a lower cost (RACHMAH, 2020). It is noted that technology can affect learning outcomes. Course content with pre-recorded videos or other online tools and using class time more effectively to carry out constructivist and hands-on activities (problem-solving, critical thinking, working pairs, group work, etc.) And increase interaction in the classroom between learners and instructors. To share content and contact students and establish course content before class courses, Edmodo emerged as a closed and secure social network by creating online learning (Erdemir & Yangın Ekşi, 2019). They participated in the hybrid learning course. Interactive activities are considered in this study, including teacher-student interaction, student-student interaction, student-content interaction, and student-technology interaction. The undergraduate student participated in the blended learning course, which uses formative assessment to evaluate student learning outcomes by combining different learning activities through a learning management system (Nguyen, 2017).

Offline teaching style

The software of English blended studying can improve college students' information compared to the implementation of online or face-to-face studying. The purpose is that the lack of components that can't be blanketed in online mastering can be protected in face-to-face coaching and studying. In addition,

the offline atmosphere of students reveals the possibility of the impact of online discussions in classroom activities. Students who use English as a second or foreign language tend to have less experience engaging critically in face-to-face course content discussions, perhaps because it 'threatens the face of students who produce more language through questions, clarifications, and feedback than in traditional classes (Wang, 2010). Offline courses, in terms of student performance based on their demographic characteristics, offline or online, is not a sufficient treatment to influence the significant difference in a performance outcome. In two studies reviewed, student learning was presumed using the student grades at the end of the course (Faidal et al., 2020).

Methods

The authors used the Qualitative approach method (Simbolon, 2021); Qualitative Data was taken from interviews with Unipa students. This student took about five of the ten invited students for data collection interviews. The data collection technique used in this study was interviews. The type of interview used has one type, namely structured interviews; in this study, the authors used structured interviews. The data in this research applies thematic analysis to identifying, finding patterns and themes to previously collected data, analyzing the data collected, and to describes the data set in detail (Byrne, 2022). To validate the data captured in research, triangulation is used to drive everything well. A case study is a detailed study of an individual unit or phenomenon of interest. Case studies may employ descriptive or explanatory approaches. A case study is also understood as a strategy of inquiry (Elechi et al., 2013). A case study is a focused and detailed study of a specific individual, unit of study, or context.

Findings and Discussions

Students' Perception of Online teachings style

Students' perceptions of online learning of lecturers' teaching styles include difficulties in learning media for students, how students deal with problem hardware, types of LMS used by lecturers, applications used in online teaching, what gadgets/instruments are used in online learning, can students take online classes well. They are learning media difficulties for students, namely the many obstacles to using learning media. But some students do not feel difficult. If students have problems with learning media, lecturers must find other ways to online learning. This statement is related to Participant 1s' answer "*Of course, there must be difficulties because we are used to using offline learning, so we are surprised when suddenly there is online learning*" [p-1]. There will be learning media difficulties; therefore, students and lecturers must be able to find other ways for online learning to continue.

How do students overcome problematic hardware? For hardware, students look at it in terms of problems first; if it is too severe, students will service the hardware or look for tutorials so they can fix it independently. This statement is related to Participant 5s' answer "*Students are trying to find the cause of the problem; if it can't be fixed separately, then the hardware will be serviced.*" [p-5]. Students can see

tutorials on YouTube on how to deal with problematic hardware; if the hardware cannot be repaired independently, then the hardware must be serviced.

The types of LMS used by lecturers are LMS that are commonly used by lecturers to teach, namely Quiziz, Virlenda, Canvas, Microsoft pf team, Google Classroom, Wordwall, and Kahoot. Lecturers can teach uniquely and creatively through the LMS. This statement related to the participants' 3 answers "*For LMS students use Canvas, Microsoft of the team, google classroom and also word wall*" [p-3]. For the LMS itself, lecturers always use a word wall or Kahoot because lecturers can create questions for students that make students interested in working on them.

Applications used by lecturers for teaching are Zoom, Gmeet, Virlenda, Google Classroom, and Quiziz applications. This statement related to the participants' 3 answers "*Applications that are often used are web-based, such as Canva, Google Classroom, in addition to paid-based applications such as Quiziz and Wordwall*" [p-3]. For applications often used by lecturers when teaching, namely Canva or Quiziz, lecturers can present learning material creatively and uniquely. What gadgets/instruments are used in online learning? For the use of student gadgets during online learning, they usually use tablets, laptops, and cell phones. This statement is related to Participant 3's answer, "*Students use mobile phones, tablets, laptops, clear audio sources such as headsets, and speakers*" [p-3]. Electronic devices used by students and lecturers during online learning usually use laptops or cell phones.

Students can take online classes properly. For the responses of students taking online courses themselves, students take advantage of a lot of time, but there is also a lot of time that is hit by students who work. This statement related to the participants' 2 answers "*According to students, students are less able to take part in online classes because schedules often collide with workers' schedules, because working students do not always hold electronic devices.*" [p-2]. From the experience of the students themselves, students prefer the lecturer's teaching style when offline because if students work, they do not always hold electronic devices for online learning.

The teacher's teaching style is different in this online learning because all learning is based online. From the experiences of students regarding the difficulties in using learning media, the challenges faced by students, namely the many obstacles to the use of learning media. But some students do not find it difficult. If students struggle with learning media, lecturers must find other ways to online learning.

According to Newman & Dickinson (2017), Academic resource centers are essential in helping universities meet students' learning needs. However, an academic resource center must be careful not to be seen as a center for improvement or retention alone, significantly when hybrid learners can only interact with the center through online media; instructors must consider the learning challenges students must address and how the academic resource center can add a hybrid classroom. Ensuring that students have a solid foundation in their technology skills and have multiple options for connecting to resources not only addresses student challenges in hybrid courses but also enhances student efficacy in all instructional models. The way teachers teach online learning requires technological media to be used for online learning

because online learning is offline, from the student experience. What gadgets/instruments are used in online learning? For gadgets, students, during online learning, usually use tablets, laptops, and handphones.

According to Webb et al. (2005), Precise findings suggest that internet technology and coaching on better education forums can provide students with the option to participate in high-quality courses and use case-based teaching in an online environment. Now not most effective college students perform in addition to traditional classrooms. Still, college students in online environments can perform even better at diverse levels of studying effects when a combination of the lecture room and online technology is used.

The authors found the teaching style of the lecturer teaching during hybrid learning, from student perceptions, this hybrid learning model is unique, one of which is using the LMS for learning; the teaching style of the lecturer using the LMS makes students interested in learning more actively because the use of the LMS can also be used course work for students. As a result, students are much more active in carrying out these assignments through LMS, such as Kahoot and Quiziz.

Students' Perception offline teachings style

Students' perceptions of offline learning in the way lecturers' teaching styles include what equipment students need to learn, how students choose groups, what facilities students get, and how students think when participating in this hybrid learning. Students' perceptions in offline learning of how to teach lecturers include what equipment students need for learning, how students choose groups, what facilities students get, and how students perceptions when participating in this hybrid learning.

What equipment is needed by students? Student equipment in offline learning is usually LCD, whiteboard, books, stationery, and laptops. This statement related to the participants' 1 answer "*For equipment, there are LCDs, mobile phones, stationery, and cables.*" [P-1]. Equipment commonly used by students and lecturers is LCD, mobile phones, stationery, and projector cables; this equipment are beneficial for offline learning, such as LCDs used for lecturer presentations and delivering material.

How students choose groups, The experience students, when selecting a group, usually use a random pick application or choose friends that students think they can work with. This statement related to the participant's one answer, "*The experience of students during these 7 semesters, to group never choose, because of the agreement of classmates to always use random pick*" [p-1]. The P-1 experience experienced when choosing a group uses a random pick application. According to the author, it is better to use a random pick because we can know the characteristics of grouping with other friends and better understand our friends' characteristics.

What facilities do students get? For facilities obtained by students, namely elevators, toilets, LCD projectors, whiteboards, WIFI internet. This statement related to the participant's 4 answers "*The facilities obtained from campus are WIFI, whiteboard, toilet with sink, projector / LCD, air conditioner and elevator.*" [p-4]. The facilities obtained by students, namely Wifi, whiteboard, toilet, and sink, benefit students who participate in offline learning.

How students' perceptions when participating in this hybrid learning, students have their perceptions to choose this hybrid learning; students choose offline learning. This statement related to the participant's 1 answer *"When you personally prefer to go offline because if you are offline, the material is more comfortable. Because online, usually, we do 2 activities at once in 1 time, so it is not optimal."* [p-1] Students prefer offline learning because the delivery of the material is also more straightforward; if online learning students can do 2 activities at 1 time, the learning time is inappropriate.

The pandemic has changed everything, especially education. Teacher and student must change their learning system. They usually use offline classes, but because of the pandemic, they use online classes. The student feels difficulty taking online classes because they are not habitual with the online system. Therefore, they usually use offline classes. From the experience of the students themselves, students prefer the lecturer's teaching style when offline because if students work, they do not always hold electronic devices for online learning. According to Pardede (2019), he explained that they view face-to-face learning is more effective than online learning because face-to-face learning is more realistic, can interact directly with students, and is comfortable in teaching and reading printed texts.

Conclusions

This research has identified students' experiences with lecturers' teaching styles during hybrid learning. The findings reveal two themes, namely teaching and education, research. There are 2 sub-themes in research and development: 1.) Research, students experience difficulties in this hybrid learning because, for online learning, many students are not good enough to use learning media, students must provide electronic tools for the hybrid learning, and students are also not sufficient with the lecturer's teaching style when online learning, because the material is also complex for students to reach, due to the lack of interaction between lecturers and students 2.) Development, lecturers must be able to use learning media tools well and a teaching style that is not monotonous; it would be better if the material is shared through class groups other than sharing to make PowerPoint.

For student perceptions regarding the lecturer's teaching style during online learning, students are unable to understand when the lecturer gives material due to disturbances such as connection and hardware problems, for lecturers' teaching style when online learning is also very monotonous, most lecturers only give material via PowerPoint and giving assignments, but the perception of students is that many lecturers are already able to use learning media well, even students are interested in this online learning because the lecturer's teaching style using media is unique and makes students very interested. Student perceptions regarding the lecturer's teaching style when learning offline, many of the students choose this offline learning because the lecturer's teaching style is also quite relaxed, and they can interact directly with the lecturer; the teaching style of the lecturer when offline is unique; because there is a question and answer game about the material.

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