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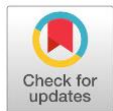
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## Hybrid Flexible in Teaching English at Junior High School in Post Pandemic Era

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### Article History



### Abstract

This research was designed to investigate hybrid flexible in teaching English. There were 32 students participated in this research by using the purposive sampling method. This mixed-methods study looked into the hybrid flexible method implemented in teaching English, the benefits of using hybrid flexible method and the challenges of applying hybrid flexible. A structured interview, observation and a questionnaire were used to gather the data. According to the findings of the study, the majority of students are able to enhance their English vocabulary with the aid of hybrid learning that is adaptable to their needs. Students find hybrid learning to be highly beneficial since it helps them gain new language and improve their vocabulary abilities. The flexible hybrid learning method makes learning enjoyable and provides students with access to a variety of sources of information, particularly the Internet. The student must be able to use the technology needed to access the content or course, as face-to-face and online learning will be required. These strategies are quite beneficial for students since they assist them in learning a new language or expanding their vocabulary. Aside from that, the findings of this study will be of great assistance to educators who seek to use this method in the classroom to improve the academic performance of their students, particularly in the post-pandemic era.

### Keywords

Hybrid Flexible  
Teaching English  
Junior School  
Post Pandemic Era

## Introduction

The learning environment is crucial to the teaching and learning process. To get better results, there needs to be interaction between teachers and students or among the students themselves. (Claessens et al., 2017) Positive relationships influence behavioral and academic outcomes. The majority of the time, learning takes place face-to-face in a setting where there are no restrictions based on time or location. Instead of developing a new learning environment, adopting online learning techniques may be an option (Stephenson, 2018).

The introduction of COVID-19 in the first quarter of 2020 made classroom instruction completely online. Teachers find it difficult to transition students from in-person instruction to online learning at the same time. Students' ability to learn English vocabulary appeared to be

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facilitated, assisted, and facilitated by both hybrid learning models. Students' comments, however, were motivated for various reasons. The availability of professors in the classroom who are constantly eager to assist pupils when they are confused or make mistakes, according to those who are treated using face-to-face driver models, allegedly made them feel more comfortable. They even assert that by learning more new terms, their word bank grew. This implies that the instructor must continue to lead and direct the class's students.

Rosalita (2021) stated that hybrid flexible can also be used to raise kids' reading proficiency. Since there are two key components to the Hybrid Flexible approach, namely teaching and learning, teachers and students can progressively adapt to advancements in educational technology while still receiving support from the traditional way, namely face-to-face instruction. both conventionally (face-to-face) and through online learning resources. Hybrid flexible approaches give students the chance to take use of both the flexibility of online learning and classrooms that encourage direct engagement.

Due to its success in boosting students' skills and learning motivation, Hybrid Flexible is well-known. Other benefits include increased involvement in the learning process as a result of students taking more ownership of their education, increased participation in learning activities as a result of the available reaction time, and more opportunities for online practice (Orucu, 2014). Additionally, it can involve more students and enable in-class activities that encourage more effective learning. As a result, teachers ought to make use of it to actually maximize the learning connection amongst pupils.

In order to build their vocabulary in English as a foreign language and draw several researchers to the problem, it is essential to use the Hybrid Flexible technique. Due to the fact that we are currently in the phase following the Covid 19 outbreak, the Hybrid Flexible approach is crucial in the post-pandemic period. The use of technology in the teaching and learning process needs to be more adapted by both teachers and students. It addresses this problem and is the hybrid flexible. The researcher is interested in learning more about the English vocabulary development and enhancement of pupils, particularly those at SMP Negeri 1 Watang-Soppeng.

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## Research Methods

To investigate hybrid flexible English teaching at junior high schools in the post-pandemic era, this researcher used a descriptive qualitative approach. The observer is located in the world during qualitative research. The interpretive and practical techniques used in qualitative research help to make the world apparent. These methods alter the course of history. Field notes, interviews, chats, pictures, recordings, and memos to oneself are just a few of the representations they create from the world. This stage of qualitative research involves a naturalistic, interpretive view of reality. Accordingly, qualitative researchers look at things in their natural environments while attempting to understand or make sense of occurrences in light of the meanings that different people assign to various events (Lincoln & Guba, 2011). This study employed a descriptive qualitative approach. Creswell & Creswell (2013) defines

qualitative research as a sort of education study that involves gathering data using a form with a broad, emergent topic, acquiring text or picture data, and gathering data from a limited number of people or websites. The purpose of this study is to describe how the hybrid flexible method is being used to teach English at SMP Negeri 1 Watang-Soppeng, to look into the advantages of hybrid flexible for students learning English vocabulary, and to look into the difficulties that students face when using hybrid flexible to learn vocabulary.

The population of this research was the eighth-grade students of SMP Negeri 1 Watang-soppeng, consisting of 217 students from seven classes. The researcher used purposive sampling by choosing one selected class from eighth grade students, and the sample of the research consisted of 32 students in class VIII.7 taught by Mrs. Gusnawati Lukman, S,Pd, M.Pd. The researcher used purposive sampling in this research because, among the classes in this school, this one was categorized as the one that fully utilized the flexible hybrid class. The researcher made observations as the first step, then gave questionnaires to students and only chose five students randomly in class for interviews. In this case, the researcher wants to determine the high, moderate, and low categories of the student's vocabulary especially when the hybrid class had been applied by the teacher, as well as the data used to support this research.

## Results and Discussion

### Offline Class Observations

Based on observations, students in the offline class demonstrated a structured routine and varying degrees of engagement. The detailed observations are summarized in the table below:

Observation	Frequency	Percentage
Students take their seats	30	94%
Students pray according to their religion	29	91%
Students are getting registered	32	100%
Students prepare stationery	28	88%
Students listen to learning objectives	31	97%
Students ask questions when confused	20	63%
Students practice pronunciation	12	38%
Students take notes	18	56%
Students practice given skills	16	50%
Students listen to directions for next meeting	30	94%
Students pray after study	30	94%

As depicted in Table 1, the observations made on the offline class show that student engagement and the effectiveness of hybrid flexible learning models in the post-pandemic teaching environment are evident. This data reveals high levels of foundational learning, but also identifies particular sectors which require enhancement to the educational process for improved learning achievement.

This can be seen through the high levels of foundational interaction which include; occupying chairs, arranging papers and focusing on learning goals (above 90%) for each of them. This observation aligns with Giddens et al. (2019) who underscore the value of setting a structured schedule in the process of creating a conducive environment for learning. Other aspects of cultural practices were also highlighted, and 91% of the students reported to pray, depending

on their religion, emphasizing the high level of respect for the cultural and religious values of individuals. This is in harmony with Gee (2018) discussion about the significance of culture in learning experiences, thereby explaining how cultural practices are embedded into the learning process.

On the one hand, the level of foundational engagement is promising; on the other hand, 63% of the students asking questions when they are confused reflects only a moderate level of active engagement and leaves room for improvement. This means that though students are receptive, there exists a dearth of instructional approaches that can spur students to think critically. Mercer & Dawes (2020) provide an exemplary analysis of the ways in which dialogic teaching strategies that engage students in questioning and dialogue can lead to positive change. The integration of these methods can therefore greatly enhance the physical classroom experience and make learning more engaging.

Lower levels of students' activities in pronunciation practice (38%) and note-taking (56%) can be identified to address particular gaps in the teaching process. Gee (2020) has argued that literacy practices are not just reading and writing, but also communication through speaking and listening. This lack of pronunciation practice may be countered by the incorporation of interactive spoken activities that encourage the students to use their language actively. Likewise, the minimal note-taking activity demonstrates that more teaching techniques should be used to encourage students to record and reflect on class learning. Kiili et al. (2018) say that note taking is a positive strategy of learning as it helps in understanding and memorizing of information.

Therefore, it can be concluded that half of the students participate in skill practice activities reflecting a good but still not excellent level of student activity in the applied learning activities. According to Hattie (2019), practice of skills is vital in the learning process because it helps learners to acquire deep understanding and mastery. Expanding experiential learning and incorporating more practical activities into the curriculum could enhance learners' engagement and accomplishment, which is consistent with the current theories on effective teaching.

These observations provide significant understanding that can be applied to the utilization of hybrid flexible learning models. Therefore, the high foundational engagement seen in offline classes can be used as a platform from which other activities can be developed and build upon. Since we can have some face-to-face lessons, together with using technology in the online learning environment, we can create a more well-rounded and efficient approach to teaching. This approach is in harmony with the current paradigm shift in education, which posits that learning should be informed by the integration of technology and conventional teaching strategies to accommodate different learners (Kong, 2020).

Furthermore Yusny et al. (2021) investigated how students perceived working in a new learning mode (online learning activity) in comparison to the traditional or face-to-face learning mode (offline learning activity) in regard to the learning frameworks. These learning frameworks included the depth and comprehensiveness of learning, the appropriate length for learning, the comfortability of learning, and the flexibility of learning. Ten students from the Department of English Language Education at Universitas Islam Negeri Ar-Raniry Banda Aceh were chosen to take part in the research for this particular study.

All of these students were in their sixth or eighth semesters at the time of their participation. Students were asked many questions concerning their experiences working on the various learning modes that were available to them. According to the data, the majority of students still prefer to obtain their education by traditional means (offline learning), while just a minority of

them favor online education. Even more fascinating was the conclusion that one or two students reported no differences between engaging in offline and online class learning activities. This finding was made by the researchers who looked at the data collected from the students.

## Online

### Online Class Observations

For the online class, students utilized WhatsApp as a primary means of communication. The observations are summarized in the table below:

Observation	Frequency	Percentage
Students actively use WhatsApp	30	94%
Students read group messages	28	88%
Students use voicemail for questions	15	47%

The data presented in Table 2 provides a more complex perspective on student participation in the online environment, and painted a picture of the potential and limitations of hybrid flexible learning in a post COVID-19 environment.

The high level of usage of the application, where all the students are actively using the platform, and 88% of them read the group messages, show that technology can play a key role in continuation of learning. According to Gee (2018), learning is a process that occurs in affinity spaces that are online communities of practice where people with common purpose and passion come together to engage in learning activities in a semi-formalized manner. Thus, while using the WhatsApp application in this context, the described venue can be referred to as an affinity space which fosters a collaborative learning community that goes beyond the walls of a traditional classroom. This engagement underscores how digital platforms can generate credible social connections that foster academic discussions and peer collaboration.

As seen in the data, although the students showed high levels of engagement with WhatsApp, only forty-seven percent of the students made use of voicemail to ask questions, showing moderate levels of dialogic questioning. As stated by Mercer & Dawes (2020), dialogic teaching, defined as the teaching that involves an interactive dialogue, is more effective in promoting students' thinking and critical thinking. The findings on the limited use of voicemail for inquiries imply that there is limited effort to encourage dialogic interactions that are critical for learning. This gap calls for an analysis of the potential teaching practices that can foster more engaged and critical discussions, which are likely to boost the level of cognitive activity in online classrooms.

The difference in engagement levels between reading the group messages and the use of the voicemail box can be understood from the aspect of cognitive load theory. According to Kirschner et al. (2018), cognitive load, a concept that refers to the amount of mental effort that is expended in order to comprehend information, is one of the most important factors that influence learning effectiveness. We can assume that reading text messages is easier and requires less mental effort than writing and sending voice messages. This understanding calls for teaching strategies that not only feed the students with information in order to build their knowledge base but also give them a proactive role in the learning process, in order to avoid making the students mere recipients of information. This means that the communication tool that the students use most actively, WhatsApp, should be utilized in a way that fits with the technology literacy level the students possess. In Kong (2020)'s case, this means that digital literacy is not only about possessing and using devices, but also about the competent application of technological resources to foster learning. The moderate use of voicemail shows

that while students are well-equipped to receive messages, they are not as likely to engage in more proactive behaviors. According to Gee (2020), the actual value of the technological tools can only be seen when they are used in conjunction with the teaching processes that entail active learning and participation. Therefore, it is important that educators to create activities that will engage these tools in order to enhance active learning process. It is also important to discuss the social and cultural aspects of online learning based on the data provided. The high levels of use of WhatsApp could be as a result of availability and relevance to the students especially in the regions where other social media platforms might not be common. According to Selwyn (2020), it is impossible to overemphasize the significance of digital equity, particularly when it comes to the use of educational technologies that are both inclusive and appropriate to students. For this reason, it is crucial to address the issue of accessibility and availability of digital tools and resources as well as providing adequate assistance in their usage in the context of hybrid learning environment to support diverse learners.

The observations reveal important lessons for the development and deployment of hybrid FL implementations. The high level of participation on WhatsApp points to the fact that use of digital tools can enhance student participation. Nevertheless, the moderate level of the interactive inquiry suggests that there is a need for pedagogical strategies that foster a more dialogical and interactive approach to teaching. Thus, by adopting strategies that help minimize cognitive load and increase active engagement, the effectiveness of HFLE arrangements can be maximised.

While there are areas that could be improved upon, these observations suggest that the students are engaged with their online course activities and are willing to communicate and learn through WhatsApp. Beside that online learning can improve the students reading, where the research conducted by Wu (2022) discovered that when these two methods of instruction are organically combined, the learning that takes place in the classroom might range from superficial to profound. As a result, the technique of teaching College English online and offline in a hybrid fashion is designed in this work using the data mining algorithm as the foundation. First, it gathers the College English blended teaching resources, then it constructs the College English online and offline teaching support, then it debugs the College English teaching environment, and finally it designs the College English blended teaching model based on the data mining algorithm, so that it can realize the College English online and offline blended teaching, and it does all of this in order to realize the College English online and offline blended teaching.

The results of the experiment demonstrate that the methodology proposed in this research has the potential to effectively increase the reading ability of college-level English and possesses some degree of practical utility. In line with the previous researcher according to Agung et al. (2020) found the current study indicates that accessibility is still the primary element that determines whether or not online learning is successful. Online education for the English Language Education Study Program at STKIP Pamane Talino, and possibly in Indonesia more generally, requires some more student-friendly platforms in order to boost the number of students who actively participate in the learning process. This is especially important for students who live in more remote places, where internet access and other support networks may be more limited.

In conclusion, the hybrid learning approach to teaching a foreign language has attracted the attention of language teachers around the world. Hybrid learning, as opposed to pure e-learning, which refers to the use of just electronic media to learn, combines traditional face-to-face teaching and learning with other forms of technology-based instruction stated by Tosun

(2015). Numerous institutes of higher education use blended learning as a complement to improve students' vocabulary knowledge and reading skills. Beside that the researcher totally believes this approach really help the students when the teacher can provide an interesting learning by using both approaches online and offline.

The majority of academics that have examined the hybrid learning strategy and its role in boosting vocabulary knowledge have cited an abundance of favorable outcomes. Zhang et al. (2011) studied the efficacy of mobile phone vocabulary learning and compared two groups of Chinese university students. While one set of students studied a vocabulary list via text messages, another group of students studied the same list using paper materials. Comparing the test results of pupils found that "short-term vocabulary acquisition is more successful via mobile phones than with paper material." Similarly, Dastjerdi (2011) compared the influence of traditional and blended instruction on the vocabulary acquisition of EFL students.

Very few empirical researches have concluded that hybrid learning teaching has no effect on students' academic performance. At Arabian Gulf University, Alshwiah (2009) evaluated the effects of a proposed blended learning technique and analyzed students' attitudes about the English language. The sample was separated into the control and experimental groups. The findings revealed no significant differences between the two groups in terms of English Language achievement or attitude. Chang et al. (2014) conducted a study to explore the effects of blended e-learning on the performance of electrical machinery. Two eleventh-grade classes majoring in electrical engineering participated. The participants were randomized to the experimental group or the control group at random.

## Conclusion

Overall, the observations suggest that the students are attentive and engaged in the offline class, but there may be room for improvement in terms of practicing vocabulary and skills and taking more thorough notes. While there are areas that could be improved upon, these observations suggest that the students are engaged with their online course activities and are willing to communicate and learn through WhatsApp. Beside that online learning can improve the students reading, where Wu (2022) discovered that when these two methods of instruction are organically combined, the learning that takes place in the classroom might range from superficial to profound.

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