

---

## **The Correlation between Students' Preferences and English Achievement in Hybrid Learning during Covid-19 Pandemic**

Liya Astarilla Dede Warman

STMIK Amik Riau

liya@stmik-amik-riau.ac.id

---

### **ABSTRACT**

*The objective of this study was to investigate the correlation between university students' preferences and their English achievement in hybrid learning. Correlational research design was utilized in this research. The participants of this study were 77 students from three universities in Pekanbaru, Riau. Random sampling technique was applied in choosing the participants in this study. The researcher collected the data of this study through questionnaire and achievement test. Descriptive statistical analysis namely correlation and regression analysis were applying to analyze the quantitative data. The findings revealed that there was a significant correlation between students' preferences on their English achievement in hybrid learning with  $p\text{-value } 0.000 < 0.05$  and correlation coefficient was 0.723. This result was categorized as a high or strong correlation. In addition, regarding to the results of regression analysis, R square was 0.522 which mean the influence percentage of university students' preferences to students' English achievement was 52.2%. The conclusion of this study that there was a strong correlation between students' preferences in hybrid learning and their English achievement during COVID-19 pandemic.*

### **KEYWORDS**

Hybrid learning; students' preferences; students' achievement; correlation

### **ABSTRAK**

*Tujuan dari penelitian ini adalah untuk menginvestigasi korelasi antara preferensi mahasiswa dan pencapaian bahasa Inggris mereka dengan menggunakan hybrid learning. Desain penelitian korelasi digunakan pada penelitian ini. Partisipan pada penelitian ini terdiri dari 77 orang mahasiswa dari tiga universitas di Pekanbaru, Riau. Teknik random sampling digunakan dalam memilih partisipan pada penelitian ini. Peneliti mengumpulkan data dengan menggunakan kuesioner dan test. Analisis deskriptif yaitu analisis korelasi dan regresi digunakan untuk menganalisa kuantitative data. Hasil penelitian ini menunjukkan bahwa adanya korelasi yang signifikan antara preferensi mahasiswa terhadap pencapaian belajar bahasa Inggris mereka dengan menggunakan hybrid learning dengan  $p\text{-value } 0.000 < 0.05$  dan coefficient correlation adalah 0.723. Hasil ini dikategorikan sebagai adanya korelasi yang tinggi. Selanjutnya, berdasarkan hasil dari analisis regresi, persentase pengaruh dari preferensi mahasiswa terhadap pencapaian bahasa Inggris mereka adalah sebesar 52.2%. Kesimpulan penelitian ini, adalah bahwa ada korelasi yang kuat antara preferensi mahasiswa dalam menggunakan hybrid learning pada pencapaian bahasa Inggris mereka selama pandemi COVID-19.*

### **KATA KUNCI**

Hybrid learning; preferensi mahasiswa; pencapaian mahasiswa; korelasi

## **INTRODUCTION**

In March 2020, Circular Letter number 4 was issued by the Ministry of Education and Culture of Indonesia concerning to the application of teaching and learning processes that was conducted through fully online learning to prevent the massive contagion of COVID-19. Obviously, at that time conducted teaching and learning process totally through online learning was the most applicable method in the emergency of COVID-19 pandemic (Cahyadi et al, 2021). However, this method has advantages and disadvantages not only for the teachers but also for the students. There are several researchers reported that the teaching and learning activities were carried out effectively trough fully online learning, but there are also the drawbacks or barriers in conducting online learning amid the pandemic. They state that online learning can facilitate teaching and learning activities via synchronous and asynchronous instructions in education system during the pandemic. It enhances students' English skills and develops students' digital literacy, autonomous learning, collaborative learning, and flexibility in learning. However, their findings also revealed that students were inconvenient with the activities and the learning outcomes in online learning. They also found several difficulties encountered by the students in adapting to this sudden change and in learning English via online amid the pandemic namely, limited access to the internet connection, the expensive cost of internet data, the limited of physical interaction and the distraction at home. In addition, the educational institutions were not entirely prepared for the incidental changes (Warman, 2022; Virtic et al, 2021; Dhawan, 2020). In short, in spite of these drawbacks and challenges, online learning was the most applicable method amid the COVID-19 pandemic crisis in order to conduct teaching and learning activities at all level of education.

Furthermore, in mid-2021 since the COVID-19 pandemic cases had decreased significantly, the government changed the policy and the regulation on education system in Indonesia from fully online learning to limited face-to-face classroom and online learning that known as hybrid learning. In light of the joint ministerial decree by the Minister of Education and Culture, Minister of Religious Affairs, Minister of Health and Minister of Home Affairs of Indonesia: number 03/KB/2021, number 384 in 2021, number HK.01.08/MENKES/4242/2021, and number 440-717 in 2021 announced the implementation of teaching and learning activities during new normal era is conducted limitedly offline and online learning mode or hybrid learning that follow the health protocols (Wahyuni, 2021). Moreover, in September 2021 Directorate General of Higher Education, Research and Technology stated that hybrid learning mode was able to be conducted for odd semester in 2021/2022 academic year at the university level based on several requirements and certain condition namely: 1) the universities or the colleges area are included in the green zone, 2) obtaining approval from the local government and parents, 3) providing sanitation and hygiene facilities, 4) checking the students' temperature before entering the

campus area, 5) wearing mask in the campus area and in classroom, 6) getting COVID-19 vaccine, 7) tracing the residents and disinfecting the campus before reopening the campus, 8) the students who are sick or have comorbidity are allowed to learn via fully online. This hybrid learning trial is dynamic, it means that when there is found university student that infected with COVID-19, the limited face-to-face learning will stop for 7 until 14 days and the learning mode will be conducted fully online learning, etc. (Dikti, 2021). In conclusion, the universities that meet these requirements are allowed to conduct limited face-to-face learning or hybrid learning with extra caution. This policy was expected can solve the difficulties and barriers experienced by the students during fully online learning system in the previous year since hybrid learning considered as an approach that has advantages on both offline and online learning. There are several differences in terms of the portion in conducting offline and online learning. According to taxonomy terms, blended learning substitutes face-to-face learning or offline learning with online learning that smaller than 45%, while hybrid learning substitutes the offline learning with online learning that more than 45% but smaller than 80%. In addition, a totally online learning can substitute 80% or more of the offline learning with online learning (Gruba & Hinkelman, 2012). The researcher had conducted previous study about the use of blended learning before the pandemic which implemented online learning only about 30% and the rest meetings were conducted in the classroom (Warman, 2021). The present study discuss the application of hybrid learning that conducted about 50% of limited offline learning activities in classroom and another meetings were conducted through online learning from home.

Hybrid learning is the combination of face-to-face learning in the classroom and online learning atmosphere outside the classroom. Hybrid learning has four characteristics namely, the integration of individual and collective learning, the integration of synchronous and asynchronous learning, the integration of group-paced and self-paced learning, and the integration of formal and informal learning in terms of lifetime's learning (Qi & Tian, 2011). Hybrid learning as a method for the students to obtain information or knowledge from printed material or course book and expand it by involving another sources from the internet or websites. Besides, hybrid learning enables the integration of media tools into e-learning environment (Harmer, 2012). There are some advantages of implementing hybrid learning in teaching and learning activities namely: it gives contribution to pedagogy since it promotes more interactive aspects during conventional learning and online learning, it urges collaborative learning, it reduces costs of teaching and learning, and it will fit to the students' learning style (Bruffee, 1993; Graham et al, 2003, Poulouva & Simonova, 2012). In short, hybrid learning has several advantages for the students namely enhancing their knowledge, developing their autonomous learning, promoting their collaborative learning, and matching with the students' learning style.

Furthermore, the implementation of hybrid learning in teaching and learning activities is coincident with one the objectives of Indonesian Qualification Framework

Curriculum since it integrates traditional and technology to facilitate the current technological era known as industrial revolution era 4.0. Moreover, students' objective and condition in learning English is obviously shaped through hybrid learning practices (Klimova & Kacetl, 2015; Syam et al, 2019). Hybrid learning also promotes pedagogical approaches to teaching English that integrate the socialization opportunities in the classroom and enhances technological aspects for active learning (Pawan et al, 2016). In addition, hybrid learning provides the students chances to expand their critical thinking competence and to improve their English skills since they have opportunity to access various references through hybrid learning (Cheung et al, 2013; Dong and Yu, 2017). In conclusion, the combination of offline and online learning is not only helping students' in learning English effectively, but also enhancing their critical thinking and skills in English and technology. Therefore, it might be a solution to various problems during the pandemic.

Several studies were conducted related to the implementation of hybrid learning before the pandemic. First, the study conducted by Jee and O'Connor (2014) found that hybrid learning improves students' learning outcome more than conventional offline learning. Then, Wichadee (2018) in his research discussed the implementing of hybrid learning can improve university students academic achievement and they have positive attitude towards hybrid learning. There are some studies related to hybrid learning have been conducted in learning English in the pandemic era context. The study done by Musdariah et al (2021) found that hybrid learning could improve not only the students' understanding of English materials, but also their collaboration, participation, technology competency, engagement, motivation and confident. Sukiman et al (2021) found that the application of hybrid learning in learning English is effective at the higher education level amid the pandemic. Next, the study conducted by Erliza & Puteri (2022) found that students have positive perception in learning English through hybrid learning in the pandemic era. Therefore, hybrid learning is one of the successful methods in teaching English among students in universities (Yang, 2019).

In conclusion, hybrid learning is effective in improving students' achievement, participation and motivation. It is suggested to be implemented in teaching and learning activities not only in normal condition, but also during the pandemic. This method was taken into a surrogate way in meeting the students' needs who had studied at campus in limited face-to-face learning and also from home via online learning since the pandemic is still exist in this world. Among the previous researches, most of the studies were carried out to investigate the students' perception, attitude, experiences and the efficacy of hybrid learning before or during the pandemic. Furthermore, there are still a few research employed correlation research design to discuss the correlation between students' preferences in hybrid learning and their English achievement in the new normal era context. Therefore, the purpose of the present study was to fill the gap. This study investigated the correlation between students' preferences in learning English through hybrid learning and their English achievement.

## **METHOD**

This study was quantitative correlational research. The total of population of this study were 310 students that took English 3 course from three universities and three departments that had conducted hybrid learning during new normal policy in Pekanbaru, Riau. Then, the sample of this study were 77 university students that chosen by using random sampling technique. The researcher decided to take 25% from 310 students since the population was more than 100 students (Arikunto, 2006). All of them were the third semester students that learned English 3 course in 2021/2022 academic year majoring in Informatics, Economics and Medical Department. Their ages range between 20-25 years old. This study was conducted from October 2021 until January 2022. English 3 course is a compulsory subject that was delivered for 16 meetings which covered 90 minutes in each meeting. The class meeting in this semester was combined with eight meetings for limited face-to-face learning at campus and other meetings were performed through online learning namely synchronous or asynchronous instructions. The researcher implemented several teaching strategies and method in teaching and learning processes during offline learning at campus namely IEPC strategy, Reciprocal Teaching, Communicative Language Teaching approach, Students Wheel strategy, Word Wall Gallery strategy, etc. Furthermore, the researcher used several applications in online learning namely, Zoom, Google Meet, Whatsapp, Google Classroom, Youtube, Instagram, Quizizz, Duolingo, Padlet, Kahoot and Canva.

This study used quantitative data to investigate the correlation between students' preference and their English outcome at the end of the semester. The quantitative data were obtained through questionnaire and achievement test. The questionnaires were adapted and modified based on the course experience and preference questionnaire from Muthuprasad et al (2021), Samsonov and Abed (2021). The questionnaire was used to analyze the students' preferences and experiences in learning English through hybrid learning. The questionnaires consisted of 20 closed-ended statements and distributed via Google Form. Likert scale with five choices was adopted in the questionnaire, namely strongly agree = 5, agree = 4, neutral = 3, disagree = 2, and strongly disagree = 1. The questionnaire was verified and validated by two English lecturers to ensure the statements of the questionnaire were consistent with the research focus. Furthermore, before the researcher distributed the questionnaire to the sample, it was tried out to other students that were not included in this research. Then, the researcher examined the reliability of this instrument by implementing Cronbach's Alpha coefficient and the result was 0.78. This result was interpreted as a high degree category and reliable to use in this research. In addition, the students' preferences of the use of hybrid learning during COVID-19 pandemic were categorized into several classifications as shown in the following table.

Table 1. The scale of students' preferences

Scale	Category
1.0 – 2.50	Very low / very negative
1.51 – 2.50	Low / negative
2.51 – 3.50	Moderate
3.51 – 4.50	High/ positive
4.51 – 5.00	Very high / very positive

Moreover, the achievement test was used to investigate the students' achievement after learning English course in hybrid learning for one semester. This test was multiple-choice that consisted of 50 questions and focused in reading comprehension and grammar based on the course objectives. Next, to measure the validity of the test, content validity was applied by the researcher. The validity of the test was examined by experts or two lecturers. After discussing the questions of the test, several inappropriate items were revised as suggested by the experts. The reliability of the test was also calculated by performing Cronbach's Alpha formula before distributing it to the sample. The result revealed that the reliability of the test was 0.83. This result was acceptable since it was categorized in to high reliability. The achievement test was distributed at meeting 16 that conducted in the offline classroom.

The researcher used Pearson Product Moment Correlation to analyze the data from two variables by using SPSS 25<sup>th</sup> version program. The researcher utilized correlation analysis and regression analysis to investigate whether there was any correlation or not between university students' preferences and their English achievement in hybrid learning. Next, the result of correlation coefficient can be categorized as shown on Table 2.

Table 2. The scale Pearson of correlation coefficient

Correlation Coefficient	Strength
0.00 - 0.19	Very low
0.20 - 0.39	Low
0.40 - 0.59	Moderate or medium
0.60 - 0.79	High or strong
0.80 - 1.00	Very high to perfect

This study was conducted to investigate the correlation between university students' preferences and their English achievement in hybrid learning amid COVID-19 pandemic based on following design, as shown on Figure 1.

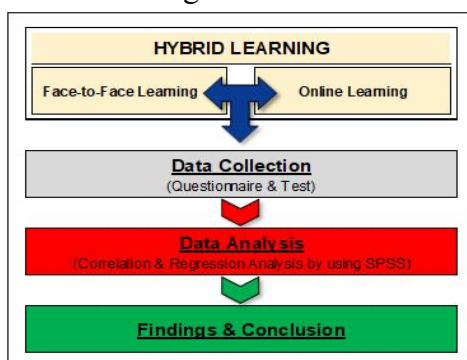


Figure 1. Research Framework

## FINDING AND DISCUSSION

### The result of the questionnaire of students' preference in hybrid learning

The finding from questionnaire showed that most of the students prefer to learn English through hybrid learning in new normal era. It was identified from the mean score of all statements of the questionnaire were in high category. The result of the students' responses is presented in the following table.

Table 3. Descriptive statistics of hybrid learning preferences questionnaire

No	Items	Mean
1	I get better understanding of the content in hybrid learning than in fully online learning.	4.36
2	I like using several strategies and applications in hybrid learning thus the English learning activities are not monotonous.	4.00
3	I think learning activities in hybrid learning are fun.	4.21
4	I think learning English through hybrid learning is more enjoyable and interesting than learning English through fully online learning.	3.92
5	I think it is easier to communicate, interact and collaborate with peer or lecturer in learning English through hybrid learning.	3.82
6	I feel more comfortable to interact and communicate with lecturer or peer directly in hybrid learning.	3.97
7	I like hybrid learning since I have more time to practice my English with my peer.	3.75
8	I feel more active in class or group discussion through hybrid learning.	3.77
9	I feel satisfied with my friends' and teacher's feedback in hybrid learning.	3.61
10	I like my friends and lecturer presence in learning English through hybrid learning.	3.94
11	I feel the classroom environment in hybrid learning is better than in fully online learning.	4.04
12	I feel happy and convenient with the atmosphere of learning English in hybrid learning.	3.53
13	I like hybrid learning since it provides more benefits namely becoming adaptable to technology, improving digital literacy and learning English autonomously.	3.81
14	I feel more motivated learning English in hybrid learning than in fully online learning.	3.83
15	I think the content and the task given by the lecturer in hybrid learning are more appropriate and meet my learning needs.	3.63
16	I think hybrid learning can improve my English skills.	3.67
17	I feel hybrid learning has a great contribution to my interest in learning English.	3.74
18	I think hybrid learning match my learning style.	3.81
19	I believe that I can learn English more effectively through hybrid learning.	3.77
20	I prefer learning English through hybrid learning rather than learning English through fully online learning.	4.51

Table 3 presents that majority of the participants prefer learning English through hybrid learning rather than learning English through fully online learning. This item receives the highest mean from all of the statements of the questionnaire (M=4.51). The second, most of

the students agree that they get better understanding of the content in hybrid learning than in fully online learning (M=4.36). Next, the students prefer to use several strategies and applications in hybrid learning, thus the English learning activities are not monotonous (M=4.00). Next, the majority of them also prefer learning activities in hybrid learning since it is fun, enjoyable and interesting. As shown in items number 5, 6, 9 and 15 that more than 65% of the participants are satisfied and convenient with the environment of learning English through hybrid learning since they can communicate, interact and collaborate with peer or lecturer directly in offline and online learning. Then, most of them also like the content and the task given by the lecturer in hybrid learning since it is more appropriate and meet their learning needs. The lecturer's presence and feedback during offline meeting seemed the crucial factors in hybrid learning for 70% of the students. It means that hybrid learning balances the combination of conventional learning experiences and online learning that employ resources and materials to promote understanding of the subjects. Furthermore, students can interact effectively with learning sources and peers. This finding supported by Yang's study (2019) who found that students and teacher's interaction and communication are enhanced in hybrid learning since the using of media and sources in traditional and modern concepts in English learning. Further, it gives great impact on promoting interactive environment among the educators and peers, forming independent students, and improving their learning management (Hediansah & Surjono, 2020). Next, most of them found that they are more active in discussion and have more time to practice their English in hybrid learning. Therefore, hybrid learning matches students' learning style. These findings were congruent with several previous studies have been conducted by the experts. Sharma and Barrett (2007) found that hybrid learning is match with the students' learners' expectation, fostering autonomy learning when they learning outside classroom and offering authentic or up-to-date materials. Besides, hybrid learning provides collaborative learning, accommodates variety of learning styles that match every student, and creates less-stressful learning environment (Marsh, 2012). In addition, hybrid learning are also in demand with the students' needs who previously got difficulties during fully online learning since the offline learning fill the gap of online presence (Roswani, 2021).

Moreover, more than 60% of the participants prefer to learn English through hybrid learning since it provides them with more benefits namely becoming adaptable to technology, improving digital literacy and learning English autonomously. Hybrid learning can enhance students' digital literacy while they are searching or browsing information, analyzing facts, developing web content, interacting in chat rooms, and communicating in social media (Ng , 2015). The finding also showed that students were more motivated to learn English in hybrid learning and they said that it has a great contribution to improve their English skills. The majority of them believed they can learn English effectively through hybrid learning during the pandemic. This finding also in line with the research done by Birbal et al (2018) that found teachers and students are satisfied with hybrid learning when they realize the environment, as a result it can improve their learning achievement since they more easily participate with their peers and teachers. Hybrid learning can enhance students' creativity, motivation, independent, confident, participation and engagement (Musdariah et al, 2021). In light with the findings, it could be summarized that most of the participants prefer to learn English in hybrid learning to fully online learning since they like the



integration of limited face-to-face learning that used traditional methods and online learning that used modern tools in teaching and learning activities. As a result, it enhanced their motivation and has great contribution to their learning outcomes.

**The result of students’ English achievement test**

In this research, the researcher also obtained the data from students’ achievement test after they learned English through hybrid learning for one semester. The achievement test was carried out at meeting 16 that conducted through offline class. The mean score and the percentage were calculated to measure the students’ English achievement of the test. The result as follows:

Table 4. Distribution of score and percentage of the students’ achievement test

Score Interval	Category	Frequency	Percentage
86-100	A	5	6.5%
81-85	A-	8	10.4%
76-80	B+	15	19.5%
71-75	B	17	22.0%
66-70	B-	15	19.5%
61-65	C+	9	11.7%
51-60	C	5	6.5%
46-50	D	3	3.8%
0-45	E	0	0
	Total	77	100%

The table above presents there are five students achieve the highest score of the test (90) and get A predicate. The majority of the students get B+, B and B- predicate. Next, there are three students gain the lowest score of the test (50) and get D predicate. In addition, the mean score of the test is 74.55. Then, to find the level of the students’ score of achievement test, the scores were categorized based on the following assessment classification.

Table 5. Classification of students’ English achievement test score

Score Interval	Category
86-100	Excellent
71-85	Good
56-70	Fair
41-55	Poor
0-40	Very Poor

Regarding to table 5, the researcher concluded that the students’ English ability based on the result of English test or the mean score, it is categorized at good level.

**The findings of the correlation between students’ preferences and their English achievement in hybrid learning**

The researcher utilized Pearson Product Moment Coefficient to analyse both of the data to find whether there was any significant correlation or not between students’ preferences and their English achievement in hybrid learning, the result from the computation is revealed in table.

Table 6. Result of correlation analysis

<b>Correlations</b>			
		Questionnaire (Preferences)	Achievement Test
Questionnaire (Preferences)	Pearson Correlation	1	.723**
	Sig. (2-tailed)		0,000
	N	77	77
Achievement Test	Pearson Correlation	.723**	1
	Sig. (2-tailed)	0,000	
	N	77	77

\*\* . Correlation is significant at the 0.01 level (2-tailed).

Table 6 indicates that the p-value was  $0.000 < 0.05$ . The result of correlation coefficient between students' preference and their English achievement of this study was 0.723; it was categorized as a high or strong correlation. The result concludes that there is a strong correlation between students' preferences on their English achievement in hybrid learning.

In addition, the regression analysis was applying to estimate the influence percentage of students' preferences in hybrid learning that influenced to their English achievement. Regarding to the result of regression analysis, it was obtained that R square was 0.522. It means that the influence of students' preferences to their English achievement was 52.2%. The result of the regression analysis is presented in the following table.

Table 7. Result of regression analysis

<b>Model Summary</b>				
Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.723 <sup>a</sup>	0,522	0,516	6,23968

a. Predictors: (Constant), Questionnaire (Preferences)

The finding revealed that most of the students' preferred to learn English through hybrid learning, it was identified from the mean score of each items were in high category (3.51-4.50) and it has a significant relationship to the result of the students' achievement test since the mean score was categorized in good level (74.5). After analyzing both of the variables by using Pearson correlation coefficient and regression analysis, it was obtained that correlation coefficient was 0.723 with p-value  $0.000 < 0.05$ . This result revealed that there was a positive and strong correlation between students' preferences and their English achievement in hybrid learning with the influence value 52.2%. This study concluded that hybrid learning was more applicable in learning English for university students during COVID-19 pandemic and the researcher assumed that the students' preferences in hybrid learning could influence their English achievement. This finding was congruent with several findings of the related previous studies. First, a research done by Anabel et al (2022) concluded that the students preferred to learn English through hybrid learning and there was significant effect to their speaking achievement during the pandemic. They stated that there was the possibility of students' experiences in hybrid learning could influence their speaking ability due to the using two modes method namely online and offline learning. Next, Kazu & Yalcin (2022)

found that hybrid learning presented significant effects of face-to-face and online learning to the students' learning outcomes. It can be a solution for educators and learners to continue teaching and learning activities in the future, especially amid the pandemic era. In addition, the study result of Thamrin et al (2022) reported that hybrid learning could enhance the students' learning outcome, independence and creativity. In other words, hybrid learning can enhance the learning quality especially amid COVID-19 pandemic and it also matches the demand of learning in industrial revolution era 4.0.

## **CONCLUSION**

This study investigated the correlation between university students' preferences and their English achievement in hybrid learning. The findings of this study revealed that there was a positive correlation between students' preferences on their English achievement in hybrid learning with  $p\text{-value } 0.000 < 0.05$  and the correlation coefficient was 0.723. This result was categorized as a high or strong correlation. In addition, regarding to the results of regression analysis, R square was 0.522 which mean the influence of university students' preferences to students' English achievement was 52.2%. In conclusion, there was a strong correlation between students' preferences in hybrid learning and their English achievement during COVID-19 pandemic. It is recommended for the next researchers to explored further studies related to this field since there are still limited studies discussed about hybrid learning in new normal context.

## **REFERENCES**

- Abed, T. B. B. (2021) Investigating EFL Students' Preferences and Belief about Online vs. Face-to-face Learning at Birzeit University. *Ricerche di Pedagogia e Didattica – Journal of Theories and Research in Education* 16, 3.
- Anabel, T.W.V., & Debora, C. S.(2022). Obtaining preferences from a hybrid learning system to promote English-speaking ability through focus group discussion. *Journal of languages and language teaching*. Vol. 10(2), 118-133.
- Arikunto, Suharsimi .(2006). *Prosedur Penelitian*. Jakarta: PT. Rineka Cipta.
- Bruffee, K. (1993). *Collaborative Learning*. Baltimore: The John Hopkins University Press.
- Cahyadi, A., Hendryadi., Widyastuti, S., & Suryani. (2022). COVID-19, Emergency Remote Teaching Evaluation: The Caseof Indonesia. *Springer Journal. Education and Information Technologies* (7), 2165-2179.
- Cheung, S. K. S., Fong, J., Fong, W., Wang, F. L., & Kwok, L. F. 2013. *Hybrid Learning and Continuing Education: 6<sup>th</sup> International Conference. ICHL 2013*. Toronto. ON. Canada.
- Dhawan, S. (2020). *Online Learning: A Panacea in the Time of COVID-19 Crisis*. *SAGE Journals*, 5-22.

- Direktorat Jenderal Pendidikan Tinggi, Kebudayaan, Riset dan Teknologi. Penyelenggaraan Pembelajaran Tatap Muka Tahun Akademik 2021/2022. Retrieved from: <http://dikti.go.id/pengumuman/penyelenggaraan-pembelajaran-tatap-muka-tahun-akademik-2021-2022/>
- Dong, X. P & Yu, B. (2017). Research and Practice of Hybrid Teaching Model of Trinity. *Eurasia Journal of Mathematics. Science and Technology Education*, 13(8), pp.5589-5596.
- Fowler, F.J. (2014). *Survey Research Methods* (V.Knight, Ed.; Fifth). SAGE Publication.
- Goni, R. C., Muntuuntu, M., & Sanger, M. (2021). The Correlation between Students' Interest and Academic Achievement in Learning English. *E-Clue Journal of English, Culture, Language, Literature, and Education*. Vol.9(1), 30-46.
- Graham, C. R et al. (2003). Benefits and Challenges of Blended Learning Environments. In M.Khorow-Pour (Ed), *Encyclopedia of Information Science and Technology I-V*. Hershey, PA: Idea Group Inc.
- Gruba, P., & Hinkelman, D. (2012). *Blending Technologies in Second Language Classrooms*. New York, NY: Palgrave macmillan.
- Harmer, J. (2012). *Essential Teacher Knowledge. Core Concepts in English Language Teaching*. England: Pearson Educational Limited.
- Hediansah, D., & Surjono, H. D. (2020). Hybrid learning dalam pembelajaran pendidikan jasmani sekolah dasar dan menengah umum maupun pendidikan olahraga perguruan tinggi. *Prosiding SENOPATI*.
- Jee, R. Y and O'Connor, G. (2014). Evaluating the Impact of Blended Learning on Performance and Engagement of Second Language Learners. *IJAC*, 7(3) 12.
- Kazu, Y., & Yalcin, C.K. 2022. The Effectiveness of Hybrid Learning on Academic Achievement: A Meta-Analysis Study. *International Journal of Progressive Education*. Vol.18(1), 259-265.
- Klimova, B. F & Kacetl, J. 2015. *Hybrid Learning and its Current Role in the Teaching of Foreign Languages*. Elsevier, 477-481.
- Ludico, M. G., Spauldin, D. T., & Voegtle, K. H. (2006). *Methods in Educational Research: from Theory to Practice* (1st ed.). Market Street, San Francisco: John Wiley & Sons, Inc. All Rights reserved.
- Marsh, D. (2012). *Blended Learning: Creating Learning Opportunities for Language Learners*. Cambridge University Press.

- Musdariah, A., Basri, M., & Jabu, B. (2021). The Impact of Hybrid Learning in Teaching English for Business Communication in Vocational Higher Education of Indonesia. *International Journal of Humanities and Innovation*, Vol.4, No.3, 104-110.
- Muthuprasad, T., Aiswarya, S., Aditya, K. S., & Girish, K. J. (2021). Students' Perception and Preference for Online Education in India during COVID-19 Pandemic. *Social Sciences and Humanities*. Elsevier.
- Ng, W. (2015). Theories Underpinning Learning with Digital Technologies. In *New Digital Technology in Education*. Springer International Publishing, 73-94.
- Poulova, P. & Simonova, I. (2012). Flexible E-Learning: Online Courses Tailored to Student's Needs. *Proceeding of the 9<sup>th</sup> International Scientific Conference on Distance Learning in Applied Informatics (DIVAI 2012)*, 251-260.
- Pawan, F., Wicchart, K. A., Warren, A.N., & Park, J. (2016). *Pedagogy and Practice for Online English Language Teacher Education*. TESOL Press.
- Roswani, S, Lubis, S, Risnawaty., & Ramadhan, A. (2021). Students' Preferences on Online Learning in the New Normal Period of the COVID-19 Pandemic. *Language Literacy: Journal of Linguistics, Literature and Language Teaching*. Vol 5(2), 404-416.
- Samsonov, P. 2021. Students' Preferences after Taking Online, Face-to-face and Hybrid Course on Educational Technology: Findings and Practical Recommendations. IGI Global Publisher, 301-319.
- Sharma, P., & Barrett, B. (2017). *Blended Learning: Using Technology in and beyond the Language Classroom*. Oxford, UK: Macmillan Education, 33-39.
- Sukiman, Haningsih, S., & Rohmi, P. (2021). The Pattern of Hybrid Learning to Maintain Learning Effectiveness at the Higher Education Level Post COVID-19 Pandemic. *European Journal of Educational Research*. Vol.11 (1), 234-257.
- Syam, H., Basri, M., Abduh, A., Patak, A.A., & Rosmaladewi. (2019). Hybrid E-Learning in Industrial Revolution 4.0 for Indonesia Higher Education. *International Journal on Advanced Science, Engineering and Information Technology*, 9(4).
- Qi, L, and Tian, A. (2011). Design and Application of Hybrid Learning Platform Based on Joomla. Eds. *Advances in Computer Science and Education Applications*, 549-556.
- Virtic, M.P., Dolenc, K., & Sorgo, A. (2021). Changes in Online Distance Learning Behavior of University Students during the Coronavirus Diseases 2019 Outbreak, and Development of the Model of Forced Distance Online Learning Preferences. *European Journal of Educational Research*, 10(1), 393-411.

- Wichadee, S. (2018). Significant Predictors for Effectiveness of Blended Learning in a Language Course. *JALT CALL Journal*; 14(1), 25-42.
- Wahyuni, D. (2021). Salinan Keputusan Bersama Menteri Pendidikan dan Kebudayaan, Menteri Agama, Menteri Kesehatan, dan Menteri Dalam Negeri Republik Indonesia. Panduan Penyelenggaraan Pembelajaran dimasa Pandemi COVID-19. 30 Maret 2021.
- Warman, L. A. D. (2021). The Effect of Google Classroom in Blended Learning on University Students' English Ability. *J-SHMIC: Journal of English for Academic*, 8(1), 12-23.
- Warman, L. A. D. (2022). Students' Perception of the Use of Google Classroom in Flipped English Learning during COVID-19 Pandemic. *Proceeding of TEFLIN ICOELT 2021*. Atlantis Press, Vol.624, 158-169.
- Yang, X. (2019). Application of Hybrid Teaching Method in English Teaching. *Advances, Education and Humanities Research*, Vol. 268. SOHE 2019. Atlantis Press.