

CHAPTER 1

INTRODUCTION

A. Background of the study

Hybrid teaching style is a combination of face-to-face classroom and online studying modes. There are distinctive models of hybrid learning, such as flexible and online learning class (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). 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 revel in with generation-supported abilities important for 21st-century success style (Pardede, 2019). 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 helps students learn using increasingly sophisticated technology and they can thrive 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 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 full 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 in terms of infrastructure and classroom maintenance and more efficient in terms of lecture rooms (Alaidarous & Madini, 2016). From the uniqueness of this hybrid teaching style for learning, teachers can also provide very broad insights and teach very interestingly, such as using learning media with very sophisticated and easy-to-use game concepts.

Within the EFL teaching and studying contexts, HL (Hybrid Learning) may be very powerful to compensate for students' loss of exposure to the English language. The results of diverse 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 deeper studying, and allows their involvement in the era (Pardede, 2019). 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, feeling of responsibility, and laptop literacy abilities.

For teachers, this hybrid way of teaching 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 an extensive type of 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 pupil's 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 provide 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 a variety of learning activities, the use of different types of online-based technology available on mobile phones today can improve the language learning experience. Today's smartphones, with voice and text, 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 that have been 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 the use of 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 the term online learning.

Several studies have shown positive attitudes towards teaching style for hybrid learning (Simbolon, 2021). This research uses the interview method to ask students' opinions about the use of the university's e-learning system in their teacher. The students say e-learning is useful in their learning but articulates 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 specific reasons for this hybrid learning preference were not asked in the research instrument, it is suspected that students' dependence on teachers is still quite high. This assumption is related to the rating they give to statements about technical problems in online learning mode as a difficult level. This particular 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 useful, 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 most important success factors in the implementation, the present researcher was interested to conduct this study as an attempt 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 the way teacher teach hybrid learning. So, the limitation of this research is that there is no observation of student perceptions of how to teach lecturers for courageous learning because this hybrid learning has only been implemented after the Covid-19 virus. Hybrid learning also provides more flexibility in faculty schedules and helps make better use of class time. Here I will carry out this study in tertiary institutions, especially for English study program students who are experiencing hybrid learning. So that I can learn how students see how to teach lecturers in hybrid learning.

Limitation of the study

Based on the researchers, this study only used English students of PGRI Adi Buana University Surabaya semester 6, Class of 2019, a total of 10 people, with IP criteria of 3.2 and above, 4 pure students, 3 students who are fully employed, 3 students working part-time, for the age of about 20-30 years.

This study examined how to learn the teaching style method for hybrid learning through structured interviews and in-depth interviews. The writer only reviewed Unipa's students because the writer had good interaction and communication. The author also known how their condition since the semester. One of the early experiences of lectures that should have been offline to online, the Covid-19 pandemic dragged on, so this hybrid learning started, making it easier for writers to extract data from them. The author only examined student perceptions about how to teaching style during hybrid learning. The author also wants to know the correct online and offline teaching styles from the perceptions of Adi Buana Surabaya students I asked my participant about perception's hybrid teaching style, which include online and offline. Online include Media

Technology, Learning Activity, for offline include Teaching Media and Learning Activity.

B. Statement of The Problem

Based on the problem in background study above, the author wants to know how the students solve problems with the hybrid learning method, such as the lack of knowledge of students who are not good at using technology. They are also a lack of understanding of hybrid learning students because the students are also not familiar with this online learning. Thus, they lack interaction between students and lecturers. So the research questions will be conduct:

1. How is the student's perception of teachers' Hybrid Teaching Style during online learning?
2. How is the student's perception of teachers' Hybrid Teaching Style during offline learning?

C. Purpose of study

Based on the researcher's background, of course, this study aims to find out how students perceive the teacher's teaching style during hybrid learning, and also want to know to what extent of their understanding and experience of this study.

D. Significance of the study

Theoretically, this research is expected to provide the best and most appropriate for this hybrid learning, especially for students. The information provided here will help all students who are interested in taking hybrid learning, to understand and know about this hybrid learning policy. So that students no longer doubt this learning method with the teaching style of teachers regarding this hybrid learning.

Lecturers want normal learning such as offline or face-to-face, but for now, because the Covid pandemic has just subsided, Certainly we all must do learning using this hybrid learning method. For online learning as a lecturer, you must find out how to learn well and correctly, so that the study is not saturated when the lesson starts, with the existence of sophisticated current learning applications, lecturers can use it. The study must be on cam during the online meeting so that

a lecturer, can know the abilities of the study, and can see which studies are saturated and which are listening. Higher education as students must also be able to master electronics because inevitably we must take part in this hybrid learning, and study can also develop your skills for hybrid learning.

E. Definition of The Key Term

Student Perception

The author can gain a broad understanding of hybrid teaching from students' perceptions of learning, especially as entertaining, difficult, and lecturing on academic achievement students' perceptions of learning, especially as entertaining, difficult, and lecturing on academic achievement, the author can gain a broad understanding of hybrid teaching.

Hybrid teaching

The hybrid teaching method integrates several techniques. A teacher can find himself rambling about their particular subject in front of the class, similar to the Authority style. In their capacity as a demonstration, they can also bring props such as presentations. Sometimes teachers with a hybrid teaching style let students lead and rely on the Facilitator's knowledge. They will give suggestions and direct students with questions, but ultimately, they will let them manage learning on their own.

Online teaching

Online teaching and learning in an effort to provide students with continuity and consistency as they progress toward their goals, institutions are prioritizing online teaching and learning as part of their strategic approach to COVID-19. In response to this enormous increase in demand, efficient online teaching and learning strategies have an unprecedented opportunity to prosper. The relevance of this use of media is now recognized by a new generation of instructors, and previously neglected subjects are now seeing it as a viable alternative.

Offline teaching

The teacher teaches basic knowledge points in the school environment. Although we can use multimedia presentations in class, the amount of teaching time is limited. Some students will find it difficult to understand if there are fewer presentations. More presentations will hinder the general progress of the class.

Teaching Style

Various theories that try to explain how students perceive differences are known as teaching styles. Many theorists in the learning style field agree that they can be categorized according to their learning "style", but they disagree about how proposed styles should be defined, managed, and evaluated.

Case Study

The terms "case study", "scenario", and "story-based learning" are often used informally and interchangeably. case studies Case studies are intended to show how knowledge should be used in a practical context and the possible consequences of its use.