A COMPARATIVE ANALYSIS OF HYBRID AND BLENDED

LEARNING MODEL TOWARD ENGLISH LEARNER NEEDS

(A DESCRIPTIVE QUALITATIVE METHOD)

A THESIS

Submitted to the Faculty of Teacher Training and Education Universitas Muhammadiyah Makassar in Part Fulfillment of The Requirement for the Degree of Education in English Education Department

Al Wahyu Tri Cakti

105351104919

ENGLISH EDUCATION DEPARTMENT

FACULTY OF TEACHER TRAINING AND EDUCATION
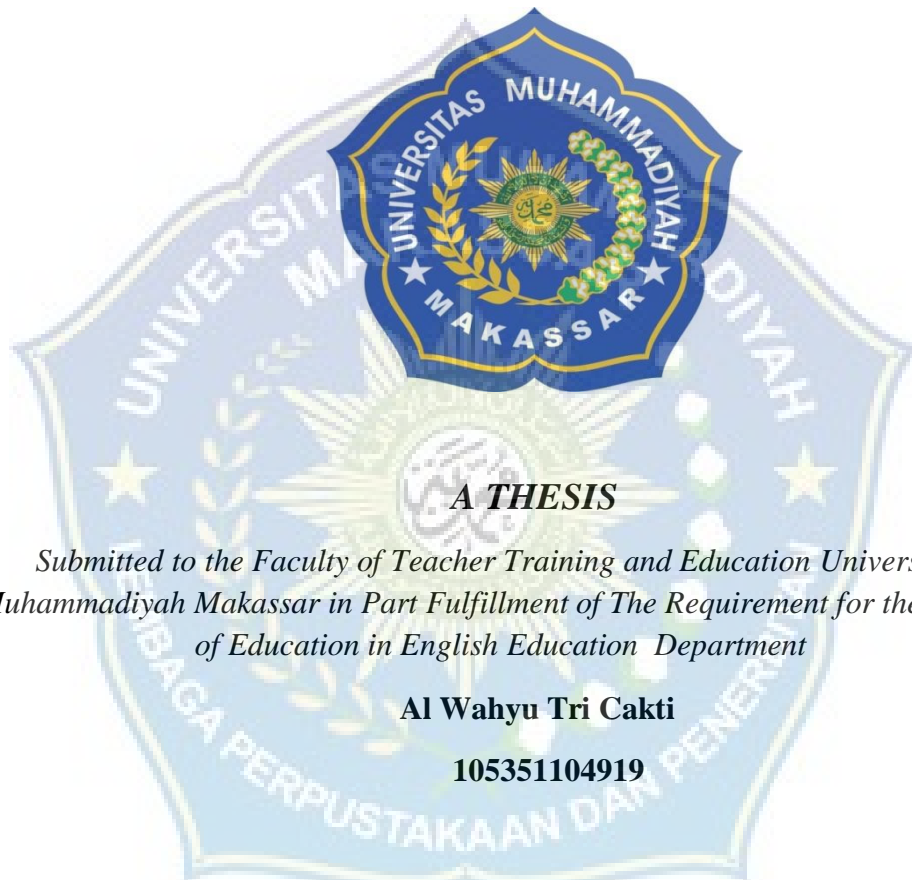
UNIVERSITAS MUHAMMADIYAH MAKASSAR

2023

A COMPARATIVE ANALYSIS OF HYBRID AND BLENDED LEARNING MODEL TOWARD ENGLISH LEARNER NEEDS (A DESCRIPTIVE QUALITATIVE METHOD)

A THESIS

Submitted to the Faculty of Teacher Training and Education Universitas Muhammadiyah Makassar in Part Fulfillment of The Requirement for the Degree of Education in English Education Department

Al Wahyu Tri Cakti

105351104919

ENGLISH EDUCATION DEPARTMENT

FACULTY OF TEACHER TRAINING AND EDUCATION

UNIVERSITAS MUHAMMADIYAH MAKASSAR

2023

بسم الله الرحمن الرحيم

LEMBAR PENGESAHAN

Skripsi atas nama **Al Wahyu Tri Cakti** NIM **105351104919**, diterima dan disahkan oleh panitia ujian skripsi berdasarkan surat Keputusan Rektor Universitas Muhammadiyah Makassar Nomor;1910 Tahun 1445 H/2023 M.tanggal 09 Jumadil Awal 1445 H/22 November 2023 M, sebagai salah satu syarat guna memperoleh gelar **Sarjana Pendidikan** pada Program Studi Pendidikan Bahasa Inggris Fakultas Keguruan dan Ilmu Pendidikan Universitas Muhammadiyah Makassar pada hari **Rabu 27 Desember 2023**.

Makassar, <u>14 Jumadil Akhir1445H</u>
27 Desember 2023 M

Panitia Ujian

1. **Pengawas Umum** : Prof. Dr. H. Ambo Asse, M.Ag (.........................)

2. **Ketua** Erwin Akib, S.Pd., M.Pd., Ph.D. (.........................)

3. **Sekretaris** Dr. H. Baharullah, M.Pd. (.........................)

4. **Dosen Penguji** 1. Erwin Akib, S.Pd., M.Pd., Ph.D. (.........................)

   2. Ismail Sangkala, S.Pd., M.Pd. (.........................)

   3. Muhammad Zia Ul Haq, S.Pd., M.TI. (.........................)

   4. Awalia Azis, S.Pd., M.Pd. (.........................)

Disahkan Oleh:
Dekan FKIP Universitas Muhammadiyah Makassar

Erwin Akib, S.Pd., M.Pd., Ph.D.
NBM 860 934

| Terakreditasi Institusi
BAN-PT

ii

بِسْمِ اللّٰهِ الرَّحْمٰنِ الرَّحِيْمِ

APPROVAL SHEET

Tittle	:	A Comparative Analysis of Hybrid And Blended Learning Model
		Toward English Learner Needs
Name	:	Al Wahyu Tri Cakti
Reg.Number	:	105351104919
Programmer	:	English Education Department Strata 1 (S1)
Faculty	:	Teacher Training and Education

Makassar,27 Desember 2023

Approved By,

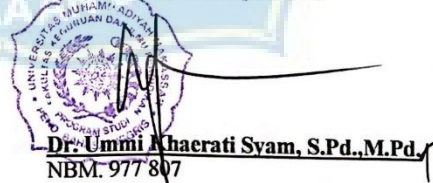Consultant I   Consultant II

Muhammad Zia Ul Haq, S.Pd., M.TI   Awalia Azmi S.Pd., M.Pd
NIDN. 0916077703   NIDN. 0930107906

Dean of FKIP   Head of
Universitas Muhammadiyah Makassar   English Education Department

Erwin Akib, S.Pd., M.Pd., Ph.D.   Dr. Ummi Khaerati Syam, S.Pd.,M.Pd.
NBM. 860 934   NBM. 977 807

PROGRAM STUDI
PENDIDIKAN BAHASA INGGRIS
TERAKREDITASI UNGGUL
LEMBAGA AKREDITASI MANDIRI

RESEARCH
GROUP

iii

MAJELIS DIKTILITBANG PP MUHAMMADIYAH
UNIVERSITAS MUHAMMADIYAH MAKASSAR
FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN
PRODI PENDIDIKAN BAHASA INGGRIS

بسم الله الرحمن الرحيم

COUNSELING SHEET FOR THESIS CONSULTATION

Name	:	Al Wahyu Tri Cakti
NIM	:	105351104919
Department	:	English Education Department
Title	:	A Comparative Analysis of Hybrid and Blended Learning Model Toward English Learner Needs
Consultant I	:	Muhammad Zia Ul Haq S.Pd., M.Ti

Day / Date	Chapter	Note	Sign
Rabu / 25/10/2023	I – V	Format Penulisan	
Jum'at / 3/11/2023	IV	Interview / Questionnare	
Senin / 6/11/2023	II – IV	Pembahasan teori untuk interview	
Kamis / 9/11/2023	IV	Sumber Interview and Questionnare	
Selasa / 14/11/2023	I – V	Past tense and present tense pada thesis and appendices	
Jum'at / 17/11/2023	Acc	Acc	

Makassar, ...20.23

Approved by:
Head of English Education Department

16 november 2023

Dr. Ummi Khaerati Syam, S.Pd., M.Pd.
NBM. 977 807

**MAJELIS DIKTILITBANG PP MUHAMMADIYAH
UNIVERSITAS MUHAMMADIYAH MAKASSAR
FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN
PRODI PENDIDIKAN BAHASA INGGRIS**

Jalan Sultan Alauddin No. 259 Makassar
Telp : 0411-860837/081213155247
Email : prodibg@unismuh.ac.id
Research Service
research@bg.unismuhmakassar.ac.id
Website: bg.fkip.unismuh.ac.id

بسم الله الرحمن الرحيم

COUNSELING SHEET FOR THESIS CONSULTATION

Name	:	**Al Wahyu Tri Cakti**
NIM	:	105351104919
Department	:	**English Education Department**
Title	:	**A Comparative Analysis of Hybrid and Blended Learning Model Toward English Learner Needs**
Consultant II	:	**Awalia Azis, S.Pd., M.Pd**

Day / Date	Chapter	Note	Sign
27/10-23	1 - 3	Abstract, Aknowledgement, Table of contents, scope more spece	
31/10-23	1 - 3	Previous more spece	
07/11-23	IV	Finding & Discussion - Result of Interview	
07/11-23	III	Methodology - Technique & Data, More spence	
15/11-23	V	Appendices - Questionnaire	
16/11-23		Bibliography, consistent synetra	

Makassar, Nov 20.23

Approved by:
Head of English Education Department

16 November 2023

**Dr. Ummi Khaerati Syam, S.Pd., M.Pd.
NBM. 977 807**

Scanned with CamScanner

v

UNIVERSITAS MUHAMMADIYAH MAKASSAR

FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN

PROGRAM STUDI PENDIDIKAN BAHASA INGGRIS

SURAT PERNYATAAN

Saya yang bertanda tangan di bawah ini:

Nama : **Al Wahyu Tri Cakti**

NIM : 105351104919

Jurusan : Pendidikan Bahasa Inggris

Judul skripsi : A Comparative Analysis of Hybrid and Blended Learning Model Toward English Learner Needs

Dengan ini menyatakan:

Skripsi yang saya ajukan di depan tim penguji adalah hasil karya saya sendiri bukan hasil ciplakan dan tidak dibuatkan oleh siapapun.

Demikian pernyataan ini saya buat dengan sebenar-benarnya dan bersedia menerima sanksi apabila pernyataan saya tidak benar.

Makassar, 16 November 2023

Yang membuat pernyataan

Al Wahyu Tri Cakti

105351104919

UNIVERSITAS MUHAMMADIYAH MAKASSAR

FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN

PROGRAM STUDI PENDIDIKAN BAHASA INGGRIS

SURAT PERJANJIAN

Saya yang bertanda tangan di bawah ini:

Nama   : **Al Wahyu Tri Cakti**

NIM   : 105351104919

Jurusan   : Pendidikan Bahasa Inggris

Judul skripsi : A Comparative Analysis of Hybrid and Blended Learning Model Toward English Learner Needs Dengan ini menyatakan perjanjian sebagai berikut:

1. Mulai dari penyusunan proposal sampai selesainya skripsi ini, saya yang menyusunnya sendiri (tidak dibuatkan oleh siapapun).

2. Dalam penyusunan skripsi ini, saya melakukan konsultasi dengan pembimbing yang telah ditetapkan oleh pimpinan fakultas.

3. Saya tidak akan melakukan penjiplakan (plagiat) dalam menyusun skripsi ini.

4. Apabila saya melanggar perjanjian pada butir 1, 2, dan 3, maka saya bersedia menerima sanksi sesuai aturan yang berlaku. Demikian perjanjian ini saya buat dengan penuh kesadaran

Makassar,16 november 2023

Yang membuat pernyataan

Al Wahyu Tri Cakti

105351104919

MOTTO

"Intend good things in every process you undertake.then you will get success with the ease that God has given you"

DEDICATION

"Be persistent and take seriously what you are going through now even though you don't like it because it could be that what you are going through now is a process that you have to complete and I dedicated this thesis for people who always support me"
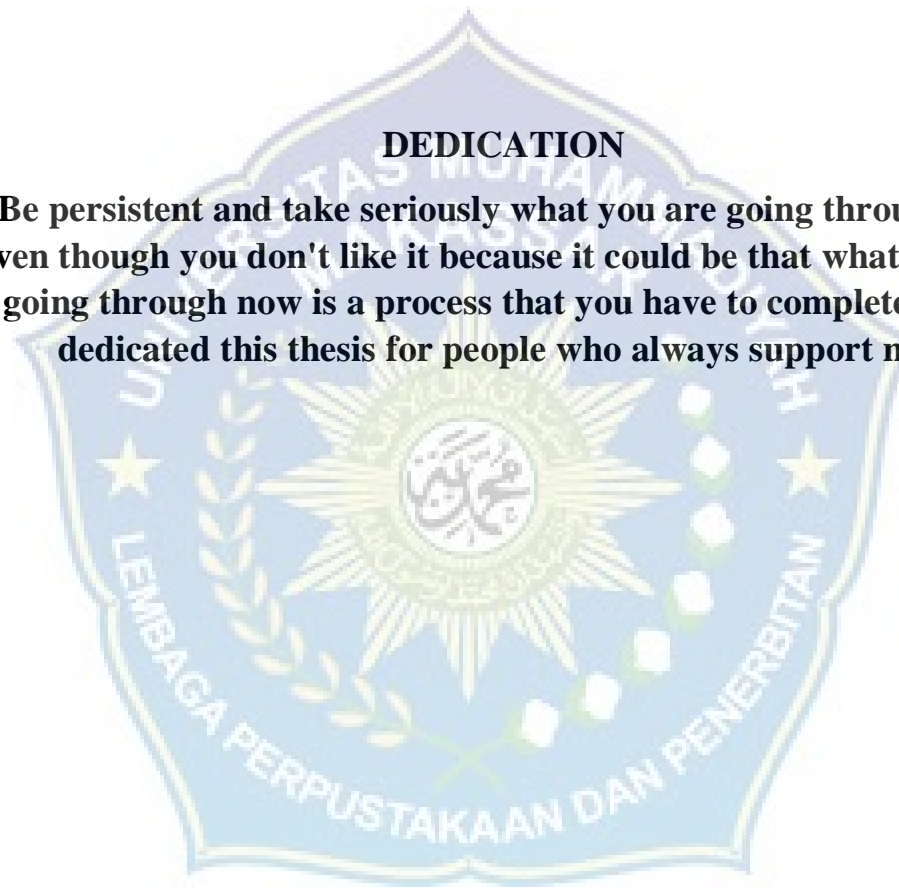
ABSTRACT

Al Wahyu Tri Cakti, 2023 "*A Comparative analysis of Hybrid and Blended Learning Models Toward English Learner Needs*." Thesis, Department of English Education, Faculty of Lecturer Training and Education, Muhammadiyah University of Makassar. Supervisors: Muhammad Zia ul Haq and Awalia Azis.

This research was conducted to determine specific differences and differences according to student perspectives between hybrid learning and blended learning methods in English language learning needs. This type of research is descriptive qualitative. The research subjects were 10 4th semester English language education students at Muhammadiyah University, Makassar who used hybrid learning and blended learning methods in their learning process. This research uses descriptive qualitative methods. This research design used interviews and administering questionnaires consisting of data reduction, display, and drawing conclusions. This research revealed that some students were able to explain the differences between the two methods and some were still less able to explain the differences in the findings or results, namely some students were able to explain the difference between hybrid and blended and some were still a little confused because they thought blended was the same as hybrid.

So the significant difference between blended and hybrid is that hybrid is twomethod learning, namely partly online and partly offline, where the scenario is that the lecturer teaches in class with tools, namely computer LCDs, etc. whereas blended is faceto-face learning with the help of computers.The blended learning scenario is that students come to class to study... their assignments can be submitted in the classroom or on WhatsApp, namely with the help of the internet and also sometimes in blended learning they don't meet face to face but the lecturer only sends assignments via classroom or WhatsApp or also records theirselves and then shares it to students.

Keywords: Hybrid,Blended,English,Mix Method,E-Learning,Online,Offline

ABSTRAK

Al Wahyu Tri Cakti, 2023 "*Analisis Perbandingan Model Pembelajaran Hybrid dan Blended Learning Terhadap Kebutuhan Pembelajar Bahasa Inggris.*" , Jurusan Pendidikan Bahasa Inggris, Fakultas Keguruan dan Ilmu Pendidikan, Universitas Muhammadiyah Makassar. Pembimbing : Muhammad Zia ul Haq dan Awalia Azis.

Penelitian ini dilakukan untuk mengetahui perbedaan dan perbedaan khusus menurut sudut pandang siswa antara metode hybrid learning dan blended learning dalam kebutuhan pembelajaran bahasa Inggris. Jenis penelitian ini adalah deskriptif kualitatif. Subjek penelitian adalah 10 mahasiswa pendidikan bahasa Inggris semester 4 Universitas Muhammadiyah Makassar yang menggunakan metode hybrid learning dan blended learning dalam proses pembelajarannya. Penelitian ini menggunakan metode deskriptif kualitatif. Desain penelitian ini menggunakan wawancara dan pemberian kuesioner yang terdiri dari reduksi data, display, dan penarikan kesimpulan. Penelitian ini mengungkapkan bahwa sebagian siswa sudah mampu menjelaskan perbedaan kedua metode tersebut dan ada pula yang masih kurang mampu menjelaskan perbedaan temuan atau hasil yaitu sebagian siswa mampu menjelaskan perbedaan hybrid dan blended dan ada pula yang masih a. sedikit bingung karena mengira blended itu sama dengan hybrid.

Jadi perbedaan yang signifikan antara blended dan hybrid adalah hybrid merupakan dua metode pembelajaran, yaitu sebagian online dan sebagian offline, dimana skenarionya adalah dosen mengajar di kelas dengan alat yaitu LCD komputer, dll. sedangkan blended adalah pembelajaran tatap muka dengan bantuan komputer.Skenario blended learningnya adalah siswa datang ke kelas untuk belajar...tugasnya bisa diserahkan di kelas atau di WA yaitu dengan bantuan internet dan juga terkadang dalam blended learning tidak bertatap muka untuk dihadapi namun dosen hanya mengirimkan tugas melalui kelas atau WA atau juga mencatat sendiri lalu membagikannya. kepada siswa.

Kata kunci: Hibrida, Campuran, Bahasa Inggris, Metode Campuran, E-Learning, Online, Offline

ACKNOWLEDGEMENT

Bismillahirrahmanirrahim. Alhamdulillahirobbil'alamin. Praise be to Alloh SWT, the Most Merciful, who has given me the unremarkable blessings without which I would have never finished this thesis "A Comparative Analysis of Hybrid And Blended Learning Model Toward English Learner Needs''. In this opportunity, I would like to acknowledge and thank those people who contributed to this thesis.

1. **Prof.Dr. H. Ambo Asse. M.Ag**, the Rector of Muhammadiyah University of Makassar

2. **Erwin Akib , M.Pd., Ph.D**, The dean of Lecturer training and Education Faculty.

3. **Dr. Ummi Khaerati Syam, S.Pd., M.Pd**,. as the head of English Education Department

4. Also this thesis would not have been possible without the help and support of my first advisor,**Muhammad Zia Ul Haq, S.Pd., M.Ti**. for his supervision, advice, and guidance from the very early stage of this research as well as giving me extraordinary experiences throughout the past .

5. Second advisor **Awalia Azis., S.Pd., M.Pd**. who has helped me patiently finishing this undergraduate thesis by giving suggestion, guidance, and correction until the completion of this thesis.

6. The researcher deepest appreciation goes to his beloved parents, his mother Hasnah for the endless love, pray, and support, and his father Sirajuddin for the

phone call every week in order to remind me to keep going and never giving up.

7. I would also like to express my thanks to Nur Izzatul Auliya for every support in any form, the care and attention that was always shown in the efforts to complete this thesis, even taking part in my most difficult process in the process I carried out to complete this thesis.

8. Also to all my friends who never stop asking about the completion of my studies. Their short messages give me a reason to focus on completing my studies as quickly as possible.

9. Don't forget to also express my thanks and fraternal greetings to the extended family of the 2019 Boundless class, who together provided each other with advice, input and constructive motivation to carry out the lecture process from the beginning of the semester until the end of the completion of the study.

10. Finally, I would like to thank all parties who have played an important role in the completion of this thesis. This thesis is far from perfect, but it is hoped that it will be useful not only for researcher, but also for readers. Therefore, I highly expect constructive suggestions and criticism.

TABLE OF CONTENT

LIST OF APPENDICES

CHAPTER I

INTRODUCTION

A. The Background of the Research

During the period of 2020 to 2022, the conventional operation of the education system will be disrupted.The reason for this is attributed to the outbreak of the Corona Virus Disease-19 (Covid-19) in Indonesia. To interrupt the transmission of the virus, it is necessary to take certain measures.In this instance, the governmental body advocates for the cessation of in-person educational endeavors within academic institutions and the adoption of remote digital learning modalities. However, based on the policy that has been released.It is uncertain whether all educational settings, particularly those lacking technological resources to facilitate online learning, will effectively operate as intended.

After three years, educational institutions are instituting online education, which has a negative effect on students. In online learning, the absence of activity and interaction during the learning process is a problem. Various studies cite the ineffectiveness of online learning as a cause of various problems, particularly psychosocial issues among students (Kompas, 2021). Children to lose interest in learning (learning loss), with parents taking on discipline and education responsibilities until it becomes difficult to measure

learning outcomes. This impacts low pupil motivation and learning outcomes (Mayudana&Sukendra, 2020).

Usman (Noval and Nuryani, 2020) suggests that schools located in green and yellow zone areas have implemented innovative measures by adopting a Blended learning approach. This approach involves a combination of offline (face-to-face) and online learning systems. Blended learning necessitates increased student engagement and participation. Blended learning has the potential to enhance student accountability by fostering their engagement and active involvement in the learning process. Furthermore, the model of Blended learning incorporates interaction, which fosters a sense of motivation among students to engage in competitive learning.

As per the findings of Bilfaqih and Qomarudin (2015), online learning refers to the process of acquiring knowledge through a web-based platform. All subjects instructed to students are accessible in the format of video recordings or slideshow presentations, accompanied by assignments that are required to be completed within a specified time frame designated by the instructor. Hence, comprehending the fundamental principles and influential factors that impact the efficacy of digital technology in the realm of education holds significant importance for an educator.

According to Gusmawan and Priatna (2020), the definition of Blended learning as comprehended by Howard is as follows:Blended learning is a

pedagogical approach that combines synchronous learning activities, such as in-person interactions with instructors and collaborative work with peers, with asynchronous learning activities that are completed independently by learners.Academic institutions that implement Blended learning methodologies.The utilization of advanced learning technology can potentially enhance the educational experience amidst the ongoing pandemic. By effectively leveraging such technology, the educational process can yield high-quality outcomes that align with the demands of the current situation. Blended Learning necessitates increased student engagement and participation.

Hybrid learning refers to an educational approach that integrates traditional in-person instruction with computer-based learning and online resources (Galus et al., 2021). Hybrid learning enables students to access learning materials via the internet. Educators have the capability to oversee the online actions of their pupils. Husamah (2014) defines Hybrid learning as a form of education that integrates multiple delivery modes, instructional models, and technological tools. Singh (2003) posits that Hybrid learning, which involves collaborative learning, is a highly effective approach to implement in the classroom. In accordance with Widana's (2020) findings, Hybrid learning has been observed to not only mitigate the physical distance between educators and learners, but also foster greater engagement and communication between these two groups..Based on this definition, it can be inferred that Hybrid

learning refers to the integration of online learning and traditional in-person instruction.

Based on the findings of preliminary observations, it is imperative for educational institutions to adapt to evolving circumstances and demands, particularly in light of the Covid-19 pandemic. Despite the existence of numerous realities, educational institutions that remain entrenched in traditional practices often encounter challenges when attempting to conform to contemporary standards.

Reportly, the challenges stem from the management of learning, particularly the integration of Blended and Hybrid learning modalities. Notwithstanding the challenges posed by the Covid-19 pandemic, Universitas Muhammadiyah Makassar in Makassar has demonstrate its capacity to integrate technology and information resources into its pedagogical approach. Specifically, the institutionshas implemented a Blended learning model to facilitate student learning during this period of disruption. The present study centers on examining the benefits and drawbacks, as well as the distinctions, between the Hybrid model and Blended learning approach in facilitating education. Specifically, the research investigates the implementation of Blended learning at Universitas Muhammadiyah Makassar.

B. Research Question

Consequently, the following research topics have been formulated for this research:

1. What are the specific differences between the Hybrid and Blended learning methods in student understanding?

2. What are students' perspective of Hybrid and Blended method in English language teaching?

C. Research Objective

Based on the research question above, the researcher intended to find out some objectives:

1. To find out the specific differences between the Hybrid and Blended learning methods in students' understanding.

2. To find out students' perspective of Hybrid and Blended method in English language teaching.

D. Significance of The Research

1. For students

This research was anticipated to provide students with the opportunity to express their views on the use of Hybrid learning and Blended method in classroom discussion and the development of instructional strategies for teaching English in response to student comments and suggestions to enhance educator performance.

2. For educator

It is anticipated that this research provided information regarding students' perspectives on the use of Hybrid learning and Blended method in the English language learning and teaching process, particularly in terms of classroom discussion. The responses from the various students may be useful as a guide for instructors to determine what should and should not be done during class discussions and for the development of interactive instructional design.

E. Scope of The research

This research conducted within the English Education Studies Programme at the FKIP Muhammadiyah University of Makassar.This research examined the specific distinctions between the two approaches which are Hybrid learning and Blended method. This research topic concentrated on the needs of English language learners and how students perceive participating in and learning English through.

CHAPTER II

LITERATURE REVIEW

A. Previous Related Findings

Previous research (Wagiono, F., Shaddiq, S., & Junaidi, F.2022) ends credence to this research.The study's findings concluded that the use of Blendedlearningprovidelecturers and students with ease and comfort in activities learning to educate in the middle of a pandemic like this; Due to a variety of factors, lecturers and guardian parents are still not proficient and skilled in applying technology, and the application of Blended learning requires adequate assistance Intes from parents so that the implementation of teaching and learning activities is more effective and there is synergy between lecturers, students, and parents and guardians of students.

In addition, research from (Rachmadtullah, R2020) According to the findings of his research, the Province of South Sumatra 8 provides provisions for the yellow and green zone areas of the spread of covid-19 to be able to conduct face-to-face learning with the provisions.In effect, the power of Blended learning lies in more efficient learning because lecturers and students can communicate both offline and online. However, its weakness is that students are less active in delivering responses in the group WhatsApp and also practice copying and pasting online assignments among students who are lively. By combining synchronous and asynchronous learning, the perfect Blended learning learning paradigm is created.

Then,(Hapudin 2020).The findings of the study: The implementation of lectures is in accordance with the National Standards Higher Education (SNPT) and Government Regulation No. 109 of 2013 regarding the Implementation of Distance Education in Higher Education article 4 that the implementation of lectures is 50% (fifty percent) based virtual classes and 50% face-to-face courses in 1 (one) course.

In one semester, we met online (11 times). Oversight, Oversight of learning implementation is carried out by 2 (two) internal controls, namely Supervision of the Center for E-Learning Teaching Materials (PBAL) on lecturerss' actions and Lecturers supervision of student attendance. Learning efficiency. Blended learning is particularly effective because it allows students to access information whenever, whenever, and however they choose. The source of learning is not limited to the professor in charge of the subject, but can come from a variety of sources, including digital media.

Junias and dadan (2022) found out Results research reveals that effective learning after the covid 19 pandemic is Hybrid learning learning (46.4%), Hybrid learning was chosen as the most appropriate learning because it canaddress the shortcomings of online and offline learning. Hybrid learning learning requires special methods related to the delivery of mixed/Hybrid learning to improve the quality of learning and the role of higher education institutions in implementing and delivery of material, so that with a mixed learning method the material is delivered fully understood by students.

B. Some pertinent ideas

1. **The Concept of Hybrid learning**

   a. **Definiton of Hybrid learning**

   Technological advancements offer convenience in daily life.Especially in the dissemination of information. The integration of technology in education has stimulated diverse advancements in the pedagogical approach. This individual of mature age is present.The online phenomena encompass various human activities that can be conducted through the internet network. This includes the domain of education, where the advent of online technology has facilitated distance learning. The study of learning characteristics encompasses both face-to-face and online modalities, including the Hybrid approach of Blended learning. Soekarwati, as cited in Husamah (2014: 107), defines Blended learning as an instructional method that combines traditional in-person instruction with remote distance learning, utilizing educational resources and communication technologies that are accessible to both educators and learners

   .Effective implementation of Blended learning necessitates the incorporation of a module that is conducive to both in-person and virtual learning environments. Modules that are designed to accommodate two distinct learning systems.The aforementioned entities are commonly referred to as Hybrid modules in academic discourse. In the Indonesian language, the

term "Hybrid" is utilized to refer to a novel generation of crossbreeds or unions between two distinct varieties of flora or fauna, asderived from the scientific field of biology. It should be noted that the non-standard form of this term is "Hybrid". This information can be found on the website www. kbbi.kemendibud.go.id

The Oxford Dictionary mentions this as well, stating that "Hybrid in biology, the progeny of twodifferent kinds or variations of plants or animals, like a mule. The two Hybrid terms' definitions are "a thing made by combining two different elements; a mixture," which are more general in nature. On the basis of some of these justifications, it is once more clear that the definition of the word "Hybrid" is the joining of two completely distinct fruits into one new product. O'Byrne and Pytash (2015: 137) define Hybrid learning as a pedagogical strategy that mixes in-person education with computer-mediated training. According to Kaye Thorne and Kogan Page (2003), Hybrid learning is a paradigm of education that combines traditional face-to-face instruction with online learning technologies to incorporate innovation and technological advancement.

Students can use a Hybrid module to access online learning as a source of independent study. Hybrid modules are categorized as internet-connected modules that can communicate with online systems. A Hybrid learning module combines direct instruction with digital learning that is interactive and

supported by an online system and an internet connection to give students the best possible learning experience,

According to Kaye Thorne (2003:36). The utilization of online learning resources, particularly those based on websites, is made possible by the implementation of learning using a Hybrid learning module. In response, it might be claimed that Hybrid learning combines traditional learning inwhere students and lecturers engage in face-to-face activities in class while also having access to online learning at any time and from any location. Day and night, seven days a week.With the idea of Hery and Budhi, the Hybrid learning model grows in four ways:

1) Face to face learning

Face-to-face learning, also called offline learning, takes place in a classroom, lab, theatre, or other place. Offline learning involves the lecturers explaining the subject based on what has been decided. The level of knowledge can be tested through practise or exams.You can get insights by talking, sharing ideas, and doing a live test.

2) Synchronous virtual collaboration

Synchronous virtual collaboration is learning online by talking to each other . It can be done at the same time by the lecturers and the students or the instructor and the students. Instant message or chat can be used to

teach. Form: Questions, objections, or criticisms that come with an answer can be used to help people learn.

3) Asynchronous virtual collaboration

Online training that is done at different times is called asynchronous virtual collaboration. can use email, online chat boards, or other tools.Implementation can be done in any way that works best for the learning activity, as long as it has been approved ahead of time.

4) Asynchronous self-paced

Self-paced asynchronous learning is when students learn at their own pace at different times. The lecturersgives them materials or links to help them learn the subject. It can also be done online with training questions.

Based on the fact that there are different types of Hybrid learning models that can be used, it can be said that Hybrid learning models can be used in a way that works for both the lecturers and the students. It's easy for users to use because Hybrid learning is a Blended learning approach.Hybrid learning models work well when online and offline learning are used together. There is a type of learning called "Hybrid learning," which tries to use media with direction and student input. Here are some of the features of the Hybrid learning:

1) Instructions for implementation

The Hybrid learning approach can leverage existing facilities to facilitate in-person interactions between educators and learners. Practicum learning can be trialled independent. Likewise with the collection of materials and assignments more flexible. On self-study can be sent for free online. While offline learning and practicum can sent right away.

2) Learning system

Online and self-directed learning systems can be implemented for individuals via online platforms. In the group learning system can used in practice or group work. Whereas offline learning the lecturers can explain the material in an easy way complete and deep so as to foster a bond emotional relationship between lecturers and students.

3) Teaching

The use of time in teaching varies, such as: laboratory learning and independent learning can using asynchronous dimensions. While when lecturers-centered learning and practicum can using synchronous.

4) Learning object

Selection of an appropriate and effective learning model be the lecturers's job. Like laboratory teaching can use simulation. The focus of education revolves around educators, and instructional methods may incorporate the utilisation of video media. In the interim, the practise of self-directed learning through the use of audio resources allows for

continuous auditory engagement. The implementation of the Hybrid learning approach is contingent upon the availability of digital technologies and reliable internet connectivity to facilitate remote learning, thereby enabling students to acquire knowledge with ease. In addition, the use of distance learning Far incomplete if students have not applied learning offline. Lecturers must think about the design in applying Hybrid learning models that combine learning online and offline.

b. Framework for Hybrid learning

The design of the Hybrid learning framework incorporates five distinct components, namely initiative, interaction, independence, incentives, and enhancement. Alternatively referred to as the 5i model, this framework encompasses five key elements: initiative, interaction, independence, incentive, and improvement. Here's the discussion these five components(Anthoni Tik):

1) Initiative

The practise of traditional, in-person learning may pose challenges for students when transitioning to remote, online learning.One potential solution to address this issue is the implementation of Hybrid learning models, which involve the integration of both traditional face-to-face instruction and online learning modalities. The initiation of student

activity is feasible during offline learning. Online learning can be utilised for the purpose of enhancing knowledge and exploring theories.

2) Interaction

The interaction between a lecturers and students can be a crucial aspect of the learning process.There are two methods to accomplish this task, specifically through online learning and Hybrid learning models that incorporate online components. On online learning provide opportunities to interact with others friends and lecturers. While the Hybrid learning model can know the learning style of students and make lecturers don't have to stand explaining on stage, but the lecturers as a facilitator. Hence the use of models Hybrid learning can be applied to students with offline learning and online assignment mode online.

3) Independence (Independent)

In online and Hybrid learning, learners are able to engage in independent thinking during the learning process. Online education places significant emphasis on group interaction, while Hybrid education involves the lecturers in facilitating the pace of learning for students. The Hybrid learning model is structured to facilitate independent study. Students apply knowledge gained during offline learning and after that do the task independently.

4) Incentives

The implementation of both learning modalities is expected to induce motivation among the participants, who are primarily students. An intensive approach is necessary done so that students are influenced by the design Hybrid. The online mode of communication can be utilised for the purpose of expressing ideas, while the offline mode can be employed to facilitate discussion-based communication.

5) Improvement

In order to enhance learning outcomes and progress, it is imperative for participants to have a comprehensive understanding of the design of the Hybrid learning model. Educators have the ability to offer convenience to students during collaborative discussions with their peers.In order to enhance students' ability to rectify errors, it is imperative to foster a positive attitude within them.

c. **Hybrid Learning Stages**

The stages of planning, design, implementation, and testing lead to the Hybrid learning process. The steps of the Hybrid learning cycle are as follows(Won Kim):

1) Planning:

A learning course strategy must be created by the lecturers first. In the planning stage of Hybrid learning, strategies, methods, media, and other elements can be specified for the delivery of content both online and

offline. The learning programme plan's preparation will later affect the desired outcome.

2) Gathering and evaluation

After completing the planning phase, the instructor can gather material for a Hybrid model of instruction. In the course of teaching, the lecturersmakes use of tools. The lecturers can use e-learning management and assess the results of student learning when conducting online instruction.

3) Examining

This phase evaluates the electronic learning-based system. Lecturers can make sure that e-learning apps are used as intended. Students can use effectively.

4) Analysis

Students and users of e-learning can provide feedback on their experiences. There are limitations, misunderstandings, benefits, and drawbacks to the application. The lecturers can determine how successful and effective the application is by looking at these remarks.

5) Improve

The use of e-learning by lecturers to enhance their lesson plans is assessed as Hybrid learning. Lecturers can document students' less-than-ideal learning methods.

d. The advantages and disadvantages of the Hybrid Learning Model

The accelerated advancement of technology can have both positive and negative effects on education.The application of the Hybrid learning model permits learning to become more professional, efficient, and appealing. Here are the pros and cons of the Hybrid model of learning (Verawati and Desprayoga):

The advantages of the Hybrid learning paradigm are:

1) The expansion of knowledge from multiple sources

2) The simplification of implementation.

3) Time and cost effectiveness

4) The obtained results may be optimal

5) Can align requirements

6) Enhance the desire to learn.

The disadvantages of the Hybrid learning paradigm are:

1) Constraints on network connectivity

2) The determination of students' learning

3) Lack of comprehension of the material

4) Eye health impairment

5) In-depth knowledge of the material

Based on the preceding discussion, it can be concluded that the Hybrid learning model is an effective learning solution in this age of

accelerated technological advancement. The Hybrid learning model incorporates both online and offline learning. This model makes it simpler for lecturers and students to learn not only in school but also through free social media. A lecturers is able toutilise strategies, methods, techniques, and media to implement Hybrid learning models. It should be noted that the Hybrid model of learning has flaws that can be remedied through offline learning.

2. **The Concept of Blended learning**

   a.Definition of Blended learning

   It is known as Blended learning or mixed learning when face-to-face learning and computer-based learning (online and offline) are combined (Husamah, 2014: 12). In addition, according to (Staker, 2012), Blended learning is a formal education program that allows students to learn (at least partially) through online content or instructions with independent control over time, place, sequence, and pace of learning. Blended Learning implementation includes two primary categories, including:

   1) Improved form of gaze activity advance. Most lecturers use the term "Blended". learning" to refer to use of information technology and face-to-face communication advance, either using the network bound (web-dependent) or as a complementary network (web supplemented) that does not change activity models.

   2) Mixed learning (Hybrid learning). Learning this model reduce face-to-face but don't remove it, too allows students to study online.

According to Howard (Gusmawan and Priatna 2020), understanding Blendedlearning is as follows: '' Blended learning is an endeavor to supplement asynchronous learning activities carried out independently by research participants with synchronous learning activities such as face-to-face contact with instructors and collaborative work with coworkers.'' Educational establishments that use Blended learning Learning during the present epidemic can undoubtedly benefit from advancements in learning technology, allowing the educational process to create excellent output in accordance with the needs of the periods and conditions that occurred. Students are required to be more involved in Blended Learning learning. Blended Learning can boost students' sense of responsibility through involvement and participation in the learning process.

With the implementation of Blended-based learning learning.This learning is expected to be able to provide new innovations in the educational environment At the present. Because learning is based on integrated learning facilitate students in learning, because students do not only learn only at school but can study at home by using the internet.But all circles, both lecturers and parents, must participate in monitoring students in learning because the internet can not only be used for media learning but also has a fairly high negative value. Don't until lecturers and parents neglect to monitor, if it does they pupils instead of learning but instead play games, access sites

outside the lesson and so forth. Therefore, parents also play a role full when children learn to use the internet at home.

From the definition and several expert opinions above, the researcher can: concluded that Blended learning is a combination of the two models learning that is historically different, namely traditional face-to-face learning advance combined with technology-based learning (E-Learning) to achieve goals in the learning process.

Some of the advantages of using Blended learning are expressed by (Badaruddin, et al 2018) include:

1) Encouraging students to study independently and freelyStudy subject matter available online.

2) The platform enables students to engage in productive discussions and exchange ideas with their peers and instructors beyond the confines of traditional in-person class sessions.

3) Learning activities carried out by students outside of face-to-face hours advance can be administered and controlled properly by Lecturers.

4) It is possible for lecturerss to develop subject matter or enrichment through internet facilities.

5) Lecturerss can ask students to read material or do the tests conducted before learning.

6) Lecturers have the ability to administer quizzes, offer constructive criticism, and utilise test outcomes in a productive manner.

7) It is possible for students to exchange files with their peers.

Blended learning is facilitated through electronic devices such as laptops, tablets, and cellphones, and can be further enhanced by utilising an LCD projector to enable multiple viewers. This approach is highly convenient and accessible, allowing for flexible scheduling and on-demand viewing. Teaching and learning materials delivered through this media has text, animated graphics, simulations, audio and video.In addition, it must also provide convenience for class discussion group forums with the help of professionals in their field. Learning differences traditional with Blended learning namely class (traditional), educators are considered as an all-knowing person and assigned to channel knowledge knowledge to students. Meanwhile in Blended learning learning the main focus is the student.

b. **Classifications of Blended learning**

Various categorizations of Blended learning were revealed by Wasis as documented in Baehaqi's publication in 2019.

1) Face-to-face learning

Refers to the educational process in which a lecturers presents material in person, without the use of electronic communication. This refers to the modality of in-person instruction delivered in conventional classroom settings. The present mode of instruction is classified as e-learning due to the integration of electronic media in the delivery of

educational content. Despite the prevalence of traditional face-to-face teaching methods, electronic media such as PowerPoint slides, video clips, and multimedia are utilized to provide comprehensive explanations and examples of the learning material.

2) Independent learning

Refers to the process of acquiring knowledge and skills without the guidance or supervision of lecturers, and without the use of electronic communication. In this approach, students are responsible for their own learning and engage in self-directed study. Individual learners acquire educational content and learning materials through self-directed learning. Typically, in this format of e-learning, students are provided with pre-recorded content or granted access to archives of recorded content. The communication between intermediate level students and lecturers remains incomplete. Instances of this form of education involve imparting knowledge to learners through the utilization of recorded media, such as CD-ROMs or DVDs.

3) Learning is not synchronous;

It is conducted asynchronously (asynchronous) through electronic communication when the lecturersis not there. Asynchronous means that lecturers and students do not communicate electronically at the same time and location. Students can communicate with their lecturers through email without having to be physically present in class. This sort of e-learning uses

a typical classroom as an example, with the lecturers and students communicating via email simultaneously.

4) Synchronous learning

Education that takes place in real-time, technological communication. Even if they are not physically there, lecturers and students are constantly present in real-time. All asynchronous e-Learning tools, including as instant messaging, chat, live audio, and live video, are also employed in synchronous communication. This category includes virtual classrooms with audio and video as well as face-to-face video chat between the lecturers and students as examples.

5) Asynchronous Blended learning (Blended/Hybrid-asynchronous)

Learning that takes place with sporadic professor presence and technological communication. in structureAsynchronous and synchronous formats are also employed for this technological communication. Occasionally present lecturers who conduct some meetings in person (such as face-to-face classes).

6) Coherent Learning that is both synchronously

Conduct online and in front of the lecturers is known as Blended learning. Electronic communications are packaged in both synchronous and asynchronous modes in this format. Alternating between the lecturers's physical and virtual presence is possible. In this structure, lecturers and students always meet at the same time, occasionally in person and at other

times virtually. An illustration of this type is when a lecturers has virtual meetings in their classroom while students use live audio and video. encountering one another both face-to-face and virtually. Asynchronous and synchronous formats as well as physical and virtual presence can be integrated in Blended/Hybrid learning. The quantity of face time might vary drastically amongst learning programs and can be daunting.

According to the previous explanation, Blended learning can be completed to a twenty-five percent degree with lecturers attendance and a seventy-five percent absence rate. There are also individuals that split their learning equally between face-to-face instruction and online coursework.
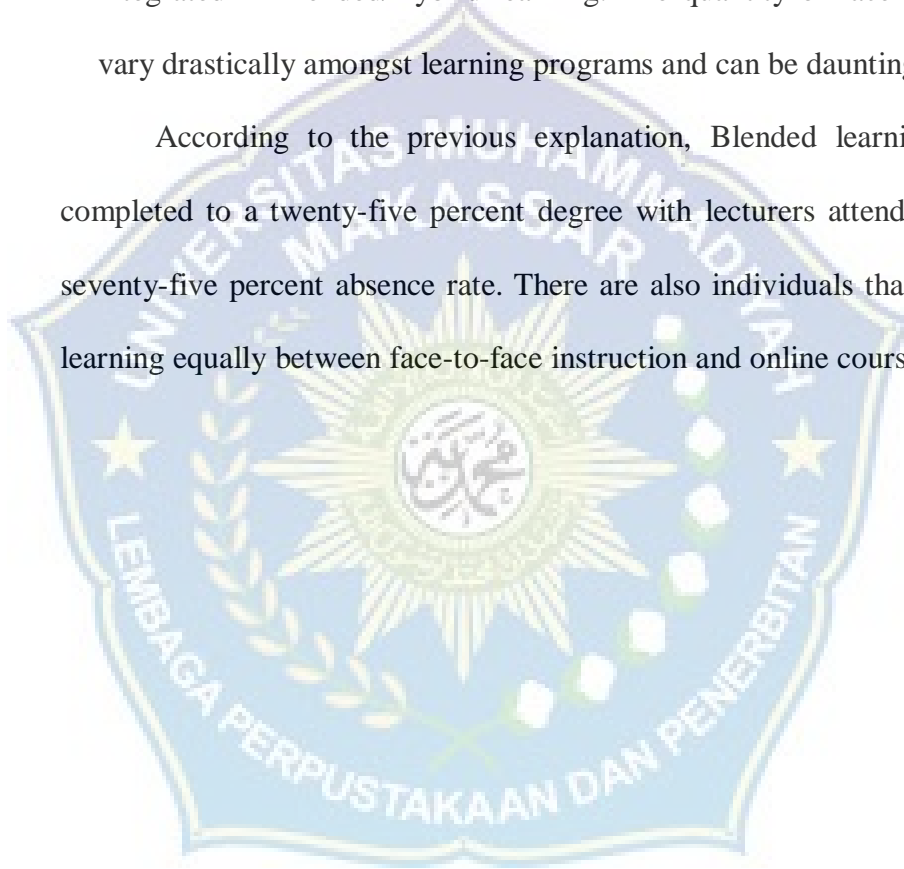
C. Conceptual framework

Here are the conceptual frameworks of this research:
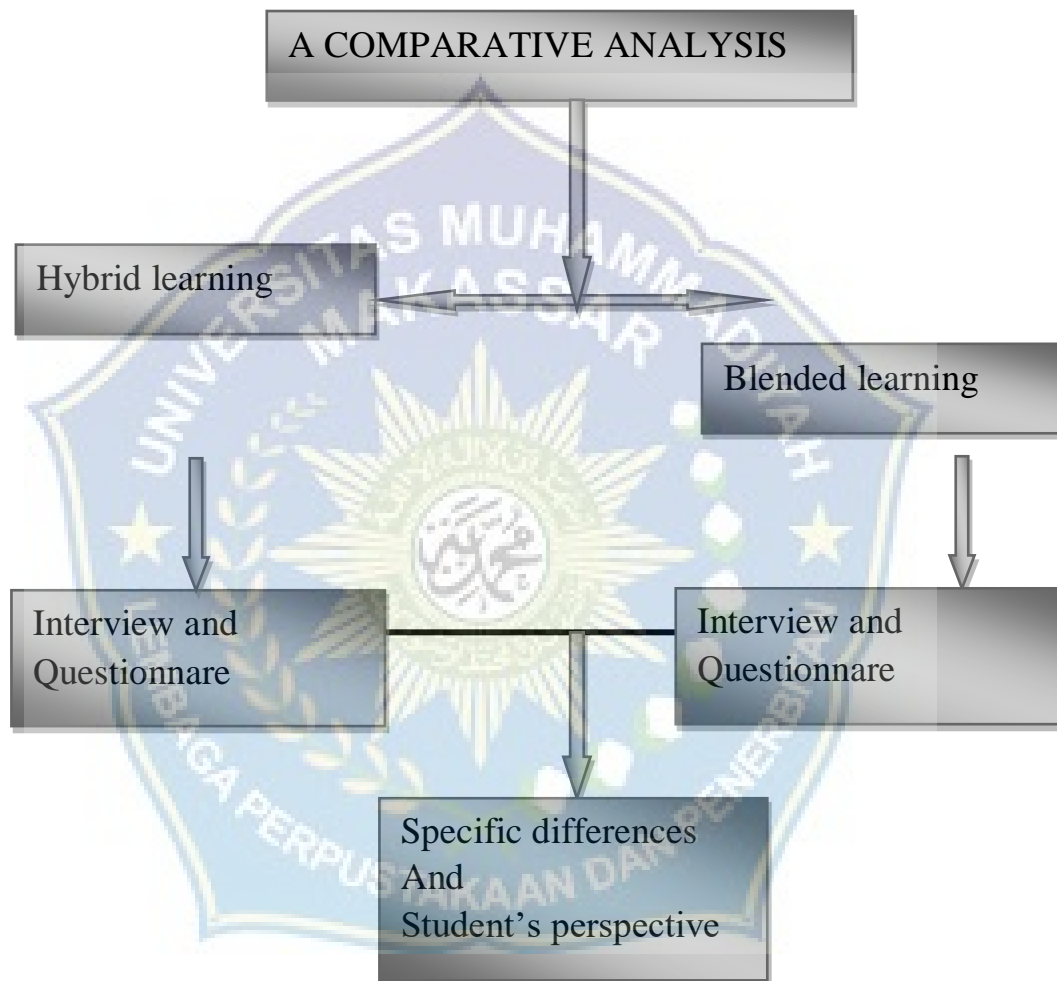
Figure 2:1 Conceptual framework

The creation of this research was described in the following figure. The initial comparative analysis was developed by a researcher. This research differentiated between Hybrid learning and Blended learning from the perspective

of English learners or students who have used these methods in class. As a reflection of their learning approach, students spontaneously described their personal opinion. Consequently, this research was help students pay more attention, and lecturers can use it as a source to understand the significant differences between Hybrid learning and Blended learning. The personal opinion of each student is obtained through the interview and questionnaire stages. In this way, it is expected to obtained specific differences. Between Hybrid and Blended learning models and students' perspectives.

CHAPTER III

RESEARCH METHODOLOGY

A. Research Design

This research used descriptive qualitative method as a methodology that enables the analysis of multiple cases in complex situations with in-depth analysis because it focused on students' perspectives to obtained information about their responses to significant differences between Hybrid and Blended learning in learning English. Through the process of conducting interviews and giving questionnaire to students in order to get results regarding the specific differences between Hybrid and Blended learning models in learning English In short can described as naturally as possible, using words or narrative formats as opposed to statistical or numerical data

B. Research Subject

Participants in the investigation constitute the subject of research. This research conducted at Universitas Muhammadiyah Makassar, in the fourth semester, with a total of ten participants. The main requirement criterion that the researcher needs are students who have participated in Hybrid and Blended learning discussions in English language learning.

C. Research Instrument

The instrument of this research used questionnare and semi-structured interview.

1. Interview

The researcher used semi-structured interviews support by a tape recorder, a camera, and a notebook to learn students' perspectives on the distinctions between Hybrid and Blended learning. According to (Sugiyono, 2012), it was practiced more freely than structured interviews, and the purpose of this form of interview was to discovered problems more openly by requesting the parties' opinions.

2. Questionnaire

This research collected information from participants using a questionnaire consisting of a series of inquiries. Questionnaire were similar to a written interview. students may be conducted in student,via telephone, computer, or zoom.research scale was used to measure attitudes and opinions.In Likert scale respondents are asked to complete a questionnaire that require them to indicate participants level of agreement with series of questions

D. Procedure of Data Collection

1. Researcher collected the data from participants by distributing questionnaire online in the form of diagram forms which researcher then share through whatsaap groups to be filled in by participants.

2. Then,the researcher conducted a semi-structured interview with the participants used zoom application. Only one interview conducted with each participants. The interview last between thirty minutes and one hour. During interview, the researcher used a tape recorder capture students' perspectives on the comparative distinctions between Hybrid and Blended learning in classroom discussions. In addition, the researcher utilized a camera and a notebook to aid in this investigation.

3. The researcher converted the data into written form by transcribing the information.

4. The researcher analyzed the collected data.

E. Technique of Data Analysis

1.Interview

The researcher employed qualitative descriptive in analyzing the data. The researcher follow some of Miles and Huberman (1994) steps for qualitative descriptive analysis. Three activities are list as the definition of qualitative analysis: data reduction, data display, and conclusion drawing. Those explanations are as follows:

a) Data reduction

Data reduction is the initial stage in qualitative data analysis. Data reduction seeks to condense, prioritize, and select the most essential information.

b) Data display

The subsequent step in data analysis is data presentation. It is an organize, condense collection of information that facilitates action and deduction. Displaying the data makes it simpler for the researcher to comprehend and anticipate the outcomes of the presented data. The researcher will use an interview and a questionnaire to present the data, as this is the most common method of data presentation in qualitative research.

c) Conclusion drawing and verification

Conclusion drawing and verification is the final phase in this process. From the early stage of the data collection, the qualitative analysis is beginning to determine what things mean- are no rules, patterns, explanations, possible configurations, and causal flows. The conclusion in qualitative research is discovery that may provide an answer to the research problem. The conclusion is presented in the form of a description of the object of this research. Finally, in this step, the researcher received the findings and research conclusions.

2.Questionnaire

The researcher employed Likert scale.It was used to measure attitudes and opinions.In Likert scale, participants are asked to complete a questionnaire that require them to indicate participants level of agreement with series of questions. The Likert scale or summated rating scale, is a bipolar scale method that

measures both positive positive or negative response to a statement. There are 4 (four) scale options also sometimes used for Likert scale questionnaire which forces people to choose one of the poles because a neutral option is not available.Quoting from the book Nazir M. "Research Methods":Ghalia Indonesia; Bogor; 2005, in making a Likert scale, there are several procedural steps that must be followed. Likert scale, there are several procedural steps that must be done by the researcher, among others:

a. The researcher collected items that are sufficiently items that are large enough, have relevance to the problem being being studied, and consists of items that are quite clearly clearly liked and disliked.

b. Then the items that tested to a group of participants who are sufficiently representative of the population to be studied.The above participants were asked to check each item,

c. whether participants liked it (+) or disliked it (-). (-). The participants were collected and answered that provided indicating favorable were given the score. When responding to questions on a Likert scale, respondents determine their level of agreement with a statement by selecting one of the available options. options that are available. Usually five scale options are provided with a format such as:

Positive (+) Questions

a. Score 1. Strongly (disagree/bad/very bad)

b. Score 2. Not (agree/good/) or less

c. Score 3. Neutral / Fair

d. Score 4. Agree/Good/Like

e. Score 5. Strongly (Agree/Good/Like)

Negative (-) Question

a. Score 1. Strongly (agree/Good/Like)

b. Score 2. (Agree/Good/Like)

c. Score 3. Neutral / Fair

d. Score 4. Not (agree/good/) or less

e.Strongly(disagree/bad/excellent)

CHAPTER IV

FINDING AND DISCUSSION

This chapter described how acquired data can be analysed and questions answered based on the results of research conducted in accordance with the research questions posed by the researcher. which is divided into two major sections: research results and analysis. As research subjects, fourth-semester students of the English Language Education Department, Faculty of Lecturers Training and Education, Muhammadiyah University of Makassar were interviewed and given questionnaires in order to generate research findings.

A. FINDING

This research examined student comprehension of Hybrid learning and Blended learning methods during the learning process using these two approaches. This research was to identify specific distinctions between Hybrid and Blended method learning in terms of students' comprehension, as well as students' perspectives on Hybrid and Blended methods in learning English. This was proven by multiple findings and discussion outcomes.

The percentage of student participation in implementing Hybrid learning and Blended learning methods was analysed, including the form of implementation, advantages and disadvantages, effectiveness, and independence in relation to student comprehension based on their direct experience in carrying out learning using Hybrid and Blended learning

methods. This research included a cohort of 10 participants who met the criteria of having previously participated in learning using Hybrid learning and Blended learning methods. Researcher can categorised the conditions of students as follows.

1. Analysis of Interviews with Students

The researcher conducted this interview exercise with 10 students, splitting them in half according to their utilisation of Hybrid versus Blended approached to instruction. Five students Hybrid understanding, and five have a mixed understanding; these students then conducted interviews and ask questions based on their own unique perspectives. Based on student feedback, this research compared and contrast the advantages and disadvantages of Hybrid and Blended approaches to education. A thoughtful breakdown and assessment of the forthcoming proceedings follows. examined individually.

a. Results of student interviews with understanding of the Hybrid Learning method

1) What do you know about the Hybrid Learning method?

> **Student 1 (S1): Learning under two conditions**: one in which you interact with the audience in person, or what **we typically refer to as offline**; and the other in **which you use online communication tools**, or what we typically refer to as online. As an example of

using online communication tools, we'll use Google Meet and Zoom simultaneously.

Student 2 (S2): combination of **traditional classroom** instruction with contemporary **face-to-face** and **online learning**.

Student 3 (S3): Two temporal conditions are used in the learning process: **50% of students study offline** and **50% study online**. Typically, students use Zoom or Google Meet to learn online.

Student 4 (S4): In the current class, **50% of the students** are in attendance to participate **in traditional learning**, **and the other 50% are participating** in distance learning (PJJ) simultaneously **using online and offline techniques**.

Student 5 (S5): There are two distinct learning conditions: **offline**, which involves direct face-to-face interaction with the audience, and **online**, which entails using internet-based platforms for interaction. An example of online learning is the utilization of internet media tools such as Google Meet and Zoom simultaneously.

Regarding the understanding of Hybrid learning, the five participants understood Hybrid learning as a learning model that combined traditional face-to-face teaching with online learning or modern classes at the same time.class with online learning or modern class at the same time with such teaching conditions 50% of students

take face-to-face classes and the other 50% use Zoom and Google Meet apps as tools to assist the learning process.

2) What kind of activities are usually carried out during the learning process using the Hybrid learning method?

> **Student 1 (S1):** Obviously, the Hybrid learning method's implementation of the learning process includes the necessary learning aids. In addition **to a stable internet connection**, which will be utilized by lecturerss and students for the learning process, two **interactive handsets** were required.
>
> **Student 2 (S2):**The only difference between this Hybrid learning method and the traditional learning process is the learning instruments or facilities employed. Here, **for both online and offline students, the lecturersexplains the material via a computer with a large LCD display and a large screen**. And also**for responses sent via WhatsApp or Classroom to learning or assignments**.
>
> **Student 3 (S3):**Lessons are taught and students listen to them as is customary; **online students listen to lessons using Zoom or Google Meet, and offline students listen to lessons in-person with the lecturers.** In addition to that, we frequently receive assignments. **Use the classroom application or the WhatsApp**

group that the lecturers has given if you collect your assignments online.

Student 4 (S4): The lecturers explains the learning material to online students using **the Google Meet or Zoom application**, while students who take part in the **offline learning process listen and listen to the learning process directly with the lecturers**. Usually we also take part in discussion or group activities, with groups divided based on online and offline students.

Student 5 (S5): Lecturers teach directly, give assignments to students who are in class, and **also teach indirectly through recordings for students who take classes online via Google Meet or Zoom**. To help students learn, lecturers give assignments by collecting or sharing them directly vi

a **WhatsApp Classroom**. with the way learning is used in general.

Based on information from interview regarding the implementation of learning activities using this hybrid learning method. Five students explained that the form of activities carried out using the hybrid model in their learning is face-to-face learning in the classroom between lecturer and students. Next, online learning students study at home using goegle meet or zoom for the learning process.

After that giving material, assignments, quizzes by the lecturer and getting direct responses from students or students provide criticism or additional explanations from their lecturer through whatsaap groups or chat goggle meet or zoom during the learning process and also students collect assignments and get material from their lecturer through goegle classroom, whatsapp groups.

3) **How much time is used for the learning process using the Hybrid learning method?**

> **Student 1 (S1):** The time used for learning is the same as the time used for learning in general, which is offline learning: **2 times 45 minutes**.
>
> **Student 2 (S2)**
>
> : **2 x 45 minutes**, or **up to 3 hours**, based on the average offline learning time of 2 x 45 minutes.
>
> **Student 3 (S3)**: As usual with offline learning, **typically two 45-minute sessions, or a length of time proportional to the number of course credits.**
>
> **Student 4 (S4): 90 minutes or up to 3 hours according to the general learning time when offline.**
>
> **Student 5 (S5):** The period of learning employed **is consistent with the conventional learning process,** namely offline learning,

> **which consists of two sessions of 45 minutes each, as shown by the course credits.**

Regarding the results of interview data that researcher collected regarding the length of learning time used with the hybrid learning approach, the five students explained that the learning time carried out with the hybrid learning method was 2 times 45 minutes adjusted to the number of credits programmed. there is no difference in the duration of learning time with the learning model in general.

4) **Does the Hybrid learning strategy improve learning effectiveness?**

> **Student 1 (S1**)
>
> **Ismah Afifah:** I think it's effective that **we can learn in any situation**. This means that **if I'm sick and can't go to campus, or if there are floods in the area or other problems, I can still study, usually through Zoom or** Google Meet, so **I don't miss any learning material**.
>
> **Student 2 (S2):** When the lecturersexplains the subject**, I can record the screen so that if I don't understand what's being**

said, I can **listen to the recording** and listen again until I do. I think this is a form of effectiveness.

Student 3 (S3): Yes, of course the learning process is flexible. Apart from that**, I can also feel that my understanding regarding the world of technology** is increasing. **The use of computers, Windows applications, etc. adds to my references about technology**. Moreover, it is known that technological developments continue to grow.

Student 4 (S4): Online learning is a flexible learning process that we can follow in spite of obstacles. Also during the process of learning. **I am able to rapidly respond to the lecturers's questions** by searching the Internet for references, so that **I can answer his or her questions and add references to my understanding. material that is relevant**.

Student 5 (S5): Of course, **I felt the effectiveness when I was unable to attend class. I was able to take part in online learning.So I don't miss out on learning** because I continue to follow the learning process through online classes.

The conclusions found by five students from the results of interviews related to the effectiveness of learning with the use of hybrid methods explained that the flexible learning process provides a learning process that will be maximized where students who are

constrained by something for some reason or condition can still follow the learning process online so that students will not be left behind in their learning and also the convenience that students feel in learning, namely when collecting assignments, providing material by the lecturer is done through the application that has been prepared. well with such a form of activity, of course, it will provide effectiveness in the teaching and learning process for students and lecturer.

5) **Can students be independent by using the Hybrid learning method?**

Student 1 (S1): Yes, certainly. In fact, using this method really provides me independence in learning. Where **the learning is done indirectly by the lecturers**, it is my responsibility to search the internet, YouTube, etc**., if I don't comprehend the material because of indirect learning or online learning.**

Student 2 (S2): Yes, using this Hybrid method requires us to learn on our own, for example, the assignments are collected using a separate method.

Student 3 (S3): Yes, it does provide independence in that, after the lecturers has finished explaining the material and assigning homework, **we are encouraged to look for answers on our own,** particularly for online students who don't always pay enough attention to the lecturers, **so that we must seek separate learning references from various sources.**

Student 4 (S4): The lack of control from the lecturers resulted in a lack of understanding that I felt, thus giving me the independence to try asking questions to the lecturers or looking for material references from various sources.

Student 5 (S5): Yes, it truly provides independence, beginning with the completion of assignments and group discussions that differ from those of offline students, so with these various differences, **we must seek solutions on how to easily understand the material explained by the lecturers, how to solve assignments online, and how to present material indirectly.**

Here students explained the form of independence in learning with the use of hybrid learning methods in the learning process. To assess the perception of independence associated with the application of hybrid learning from five participants stated that this

approach indeed fosters a sense of independence during the learning process. In particular, the use of online platforms in hybrid learning reduces the level of instructor control, causing students to experience challenges in understanding subject matter.

As a result, students are forced to assume personal responsibility in pursuing understanding by finding additional learning resources through online platforms such as Google and YouTube. In addition, students are also required to collect assignments independently through various facilities provided by lecturers, such as WhatsApp classrooms. In addition, students are given autonomy in terms of their online presence. One must have the ability to understand educational content without direct interaction with instructors, provide effective teaching material in an online atmosphere, and facilitate collaborative learning experiences among students who are geographically spread. Both from some that are explained. to students with the use of a hybrid learning approach.

b. Results of student interviews with understanding of the Blended Learning method

1) What do you know about the Blended Learning Method?

> **Student 6 (S6):** The Blended learning teaching method, as far as I am aware**, involves the use of two learning systems or a**

combination of online and offline systems. This means that there are two learning systems that can be **utilized either online or in-person**.

Student 7 (S7): I know that Blended learning is a process that uses both online and offline (face-to-face) methods to learn.

Student 8 (S8): The Blended learning approach, as far as I know, **combines offline and online learning**. It is **occasionally utilized in the workplace, for instance at discussions about the job or in interviews**.

Student 9 (S9): Blended learning is an educational methodology that integrates **conventional instructional techniques with digital technology**. This implies that students have the ability to utilize online platforms to obtain educational resources, engage in virtual debates, and partake in extracurricular activities**, alongside traditional in-person classroom instruction**.

Student 10 (S10):A learning method or model in which students and lecturers**use both face-to-face learning and e-learning-based online learning.** This means **that students have face-to-face meetings with lecturerss and other students,** and the lecturers provides online assignments or materials via Google Form or YouTube videos.

Based on the results of interviews related to students' understanding of the Blended learning method, the five students expressed their opinions describing it as a model or method that combined offline or face-to-face learning with online learning through the use of digital internet technology as a learning tool. This shows that there are two learning systems that can be used both online and online face-to-face. In online system learning forums Zoom, Gmeet and Classroom apps are commonly used. In addition to learning in face-to-face classes, students can also access online learning materials, take part in online discussions, and take part in online activities outside of class.

2) **What kind of activities are usually carried out during the learning process using the Blended Learning Method?**

> **Student 6 (S6)**: For activities implementing the Blended learning method, typically for several meetings **the lecturersprovides face-to-face learning and all students attend the direct learning**. At other times, the **lecturers conducted online learning via Google Meet, or typically the lecturers just shares videos related to the material, via WhatsApp groups or classrooms**.

Student 7 (S7): In adherence to the implementation approach, a **combination of online and offline learning is employed**, wherein both students and lecturers actively engage in the learning process during in-person sessions, while **occasionally utilizing online platforms such as Google Meet or Zoom for remote learning.**

Student 8 (S8): As with learning in general, there is a teaching and learning process between lecturerss and students, but this differs from the **Blended learning method in which the learning process is also conducted online**. Typically, online learning is conducted roughly. Ordinary learning is more likely to take place in-person. **As for online learning, this is typically accomplished by lecturerss distributing assignments via WhatsApp group or classroom,** which are then debated at the next in-person meeting.

Student 9 (S9): There are numerous integrated learning models. The first is direct instruction. In class, **students engage in direct interactions with the lecturers and their classmates** to obtain material explanations, group discussions, and direct learning activities. The second **component consists of Online Learning Materials. Students can access online learning materials such as video lectures, presentations, and reading materials** for out-of-class study.

> **Student 10 (S10): All students participate in face-to-face learning in the classroom,** where the lecturersexplains the material and students pay close attention to the explanation. In addition, **the learning model includes online meetings using Google Meet or Zoom, or the lecturers's customary delivery of assignment** instructions via **WhatsApp group or classroom**. Typically, group discussions take place online or offline.

Based on the results of interviews regarding the form of learning activities using this Blended learning method. the five students explained the form of learning activities with Blended methods in the learning process explaining that lecturer and students and lecturer are involved in teaching and learning interactions in the classroom directly in the classroom which is commonly called face to face learning or also indirectly through the Google Meet Zoom application as a medium for online learning meetings.

Furthermore, students and lecturer learn to teach in the classroom directly but still with the use of computer media as a learning facility, the absence of collecting assignments is done using a computer with a prepared application. and also most of the learning activities called learning Lecturer distribute materials through devices such as Google classroom or WhatsApp, collect assignments from lecturer, and receive feedback from students about learning through WhatsApp or Classroom. During face-to-face and online learning encounters take place alternately or side-by-side mentioned and the lecturer provides material for students to then learn and at the next meeting will be discussed together at the next meeting.

3) **How much time is used for the learning process using the Blended learning method?**

> **Student 6 (S6):** The same as the learning process as a whole, **which is 90 minutes for face-to-face learning, and typically for online learning.**
>
> **Student 7 (S7):** 90 minutes, according to the duration stated in the credits.
>
> **Student 8 (S8): 50 - 1 hour 40 minutes.**
>
> **Student 9 (S9): 2 x 45 minutes**, but we can also learn outside of lecture time, **such as the lecturers providing videos for comprehension** or posting assignments and the like **on Google Classroom or WhatsApp**.
>
> **Student 10 (S10):** The time is adjusted to the course credits or time that has been determined.

Based on interview data, it is known that the five students stated that the length of study time using the Blended learning method was changed to an average length of study time, namely two sessions of 45 minutes each. Students also said that the time spent studying could be outside the allotted time. This means that the speaker can give lessons or homework, depending on the lecturer's

wishes. Because e-learning does not require instructors and students to talk to each other directly.

In blended learning, the length of learning time is only used during face-to-face learning in class with the duration of the learning time given being 90 minutes or up to 135 minutes. But in some cases The conditions are also that lecturers can provide learning anywhere and at any time without looking at the schedule and time that has been determined. So the length of learning time for this blended learning method is only used in direct meetings in class, namely 90 minutes to 135 minutes.

4) **Does the use of the Blended learning method provide effectiveness in learning?**

> **Student 6 (S6):** Yes, it provides efficacy in that the next time you **engage in face-to-face learning**, the outcomes of online learning will be more optimal.
>
> **Student 7 (S7):** In my personal opinion, the effectiveness that I feel in the **online system is that it can be done anywhere as long as there is a network**. And also when there are obstacles to studying on campus, the book is present during the online learning process.

Student 8 (S8): In my opinion**, I can know or feel two situations at once, online and offline**. So**I don't get bored easily** and am definitely motivated to be passionate about learning.

Student 9 (S9): Combining diverse learning approaches, this method can increase student engagement and its perceived efficacy in the learning process. **Students can interact with learning materials visually through videos,** engage in discussions and collaborations with their peers, and participate in online activities that interest them. **The Blended learning method also helps students develop technology skills** because they must interact with a variety of online learning tools and platforms.

Student 10 (S10): **Increase student-lecturers interaction**. Due to the influence of online learning, which sometimes results in a lack of understanding of the material, **later face-to-face meetings can be used to discuss the subject matter** with lecturers or students, and **technological skills can be developed as a result of interacting with various online learning** tools and platforms.

Based on the interview data above, it can be seen that the application of blended learning techniques gives the impression of increasing student involvement. This is due to the integration of different learning styles in this method, as reported by five participating students. Students have the opportunity to visually

interact with educational resources using videos. They can also take part in discussions and activities together with fellow students. Additionally, students can participate in online activities that suit their personal interests.

A blended learning approach also facilitates the development of students' technology skills as they are required to interact with various tools and platforms in an online learning environment. An explanation of the effectiveness of learning experienced by students shows that learning using the blended learning method can lead to learning effectiveness. This is reflected in the integrity of learning styles, student involvement, student independence and student efforts in understanding the learning process.

5) **Do you feel independence in learning by using the Blended learning method?**

> **Student 6 (S6)Then we must search for the material taught by the lecturers. Whether the learning takes place online or offline**.
>
> **Student 7 (S7):** Yes, because in my opinion, **whether online or offline, we ourselves find out what materials are being taught by the lecturers**.

Student 8 (S8): If we use Blended learning**, I believe students can be independent; for instance, they are strongly encouraged** to discover their own learning sources or **information that was used as teaching material for discussions during learning.**

Student 9 (S9): Blended learning places a premium on learner autonomy because **it allows students to manage their own time, learn independently, and assume responsibility for their own learning process**.

Student 10 (S10): Blended learning **promotes independence for students when, during the online learning process,the lecturerstransmits relevant videos or articles for comprehension**. From there, we must attempt to comprehend the lecturers's instructions before expressing our opinion at the meeting. Next in-person class.

Independence in learning is an individual's efforts and efforts to understand learning and be responsible for the assigned tasks. The five students then explained the independence they felt while studying using this blended learning method. Now the conclusion is based on data.

In interviews, when using mixed methods, students perceived independence as the ability to manage time, learn independently, and

be responsible for their own learning. Students are encouraged to search for their own learning materials or knowledge to use as teaching materials for further discussion during the learning process. The wealth of learning resources available on the internet such as Google and YouTube gives students more freedom to study without having to rely on lectures.

2. Analysis of Student Questionnaire

Thirteen students were provided a survey regarding Hybrid and Blended learning. The problem is then resolved based on their respective perspectives. This seeks to determine the differences between Hybrid learning and Blended learning from the perspective of English-language learners. The following table explains the survey data collected from each section.

Table of student questionnaire results

No	Question	Strongly Agree	Agree	Neutral	Strongly Disagree	Disagree
a.	Hybrid learning is a combination or combination of two types of learning, namely offline and online.		11	1	1	0

b.	The Blended method combines joint learning and independent learning modes.	5	7	1	0	0
c.	Some students attend class directly and the others use online media was a part of Hybrid learning.	6	5	1	1	0
d.	Some students attend the class directly and the other join using online media was a part Blended learning.	2	4	4	1	2
e.	Blended learning is a method that combine lecturers and students both directly and indirectly using online media.	4	7	2	0	0
f.	Hybrid and Blendedmethode has the same meaning.	3	5	3	0	2
g.	I can learn better in class through direct learning from the lecturers	8	4	1	0	0
h.	In my opinion, Blended is easier just face to face.	1	5	5	1	1
i.	I feel more comfortable when using the website with other friends.	3	3	5	1	1

j.	In my opinion, online media is a very useful platform.	4	6	3	0	0
k.	I like learning using Hybrid and Blended method methods because there are many variation that can be done.	2	6	3	0	2
l.	Blended learning facilitates in-depth contemplation of a subject via online learning.	2	4	6	0	1
m.	Online learning in Hybrid learning has motivated me to study hard.	3	3	6	0	1
n.	Hybrid learning helps me to get clearer information/material.	3	4	4	1	1
o.	Less information is gained through online learning compared to Blended and Hybrid learning.	1	3	6	1	2
p.	Blended learning helps me master the material.	2	4	7	0	0
q.	I can manage my time better with online learning.	2	7	2	1	1
r.	I can learn repeatedly through Hybrid learning.	2	6	4	0	1
s.	Online learning in Hybrid learning encourages me to make plans in class.	3	5	5	0	0
t.	Online learning in the Blended method	1	5	4	1	2

	has interactive learning activities.					
u.	Blended learning frustrates me.	3	1	3	1	5

a. Hybrid learning is a combination or combination of two types of learning, namely offline and online

Based on the table above, 11 students (84.6%) answered concur, 1 student (7.7%) answered disagree and 1 student (7.7%) answered neutral. The conclusion is that students comprehend Hybrid learning from their perspective as students. Blended learning is a combination of face-to-face and online learning that relies heavily on technology. This is evident from the responses of eleven students who concurred with the aforementioned statement, one who was neutral and unable to express an opinion, and one who disagreed.

b. The Blended method combines joint learning and independent learning modes

Based on the table above, 7 students (53.3%) answered agree, 5 students (38.5%) answered strongly agree and 1 student (7.7%) answered neutral. The conclusion is drawn that students understand the Blended learning method combining modes. Learning together and learning independently can be seen from the responses given with 12 saying they agree and strongly agree and 1 student who gave neutral information or could not give an opinion.

c. Some students attend class directly and the others use online media was a part of Hybrid learning

6 students (46.2%) responded strongly concur, 5 students (38.5%) responded agree, 1 student (7.7%) responded neutral, and 1 student (7.7%) responded strongly disagree based on the above diagram. Based on these results, it can be concluded that students comprehend the statement that some students attend class in-person while others participate remotely via online media.

This is a component of Hybrid education. According to the results, this is a form of employing the Hybrid learning method. There were 11 responses to the survey, including agree and strongly concur. 1 response was indifferent or unable to provide a response, and 1 response was in opposition.

d. **Some students attend the class directly and the other join using online media was a part oBlended learning**

Based on the table above, 2 students (15.4%) answered strongly agree, 4 students (30.8%) answered agree, 4 students (30.8%) answered neutral, 2 students (15.4%) answered no agree, and 1 student (7.7%) answered strongly disagree. From the results above it can be concluded that students understand the statement regarding how many students attend class directly, while others can join remotely via online media as part of Blended learning. Based on the results, 6 students agreed and strongly agreed, 4 neutral responses could not provide an opinion and 3 students disagreed and strongly disagreed.

e. Blended learning is a method that combine lecturers and students both directly and indirectly using online media

Based on the table above, 4 students (30.8%) answered strongly agree, 7 students (53.8%) answered agree and 2 students (15.4%) answered neutral. It can be seen from the survey results given that students understand the related statement Blended learning is a method that combines meetings between lecturers and students, either by meeting directly in a class or through applications, as well as teaching that utilizes online media.

This is a form of Blended learning method as seen from the responses, including 11 respondents strongly agree and agree. 2 students gave neutral responses or could not provide a responded.

f. Hybrid and Blendedmethode has the same meaning

Based on the above table, three students (23.1%) responded strongly agree, five students (38.5%) responded concur, three students (23.1%) responded neutral, and two students (15.4%) responded not agree. Students realize from these results that Hybrid and Blended methods have the same meaning. The survey reveals that 8 students responded with 3 strongly agreeing and 5 agreeing. 3 students gave a neutral response, while 2 disagreed.

g. I can learn better in class through direct learning from the lecturers

Based on the above table, eight students (61.5%) responded strongly concur, four students (30.8%) responded agree, and one

student (7.7%) responded neutrally. According to the survey results, students comprehend the statement that they learn more effectively in class when they receive direct instruction from professors. It is evident from the 12 responses, which include agree and strongly concur as well as neutral and unable to state an opinion.

h. **In my opinion, Blended is easier just face to face**

Based on the table above, 1 student (7.7%) answered strongly agree, 5 students (38.5%) answered agree, 5 students (38.5%) answered neutral, 1 student (7.7%) answered strongly disagree, and 1 student (7.7%) answered disagree. Based on the results of responses related to the statement that said Blended learning is easier just face to face.

The students' perspective on this statement shows that the statement above was understood by students as seen from the number of responses of 6 Students who agreed were 5 neutral students who could not give their opinion, and 2 responses were strongly disagree and strongly disagree.

i. **I feel more comfortable when using the website with other friends**

Based on the table above, 3 students (23.1%) answered strongly agree, 3 students (23.1%) answered agree, 5 students (38.5%) answered neutral, 1 student (7.7%) answered no agree, and 1 student (7.7%) answered strongly disagree. The results above are drawn to the conclusion that students understand the related statement. I feel

comfortable using websites to share knowledge with other people. It can be seen from the large number of responses that 6 students strongly agree. and agreed, 5 were neutral and could not provide their responses and 2 of them strongly disagreed and disagreed.

j. **In my opinion, online media is a very useful platform**

Based on the table above, 4 students (30.8%) answered strongly agree, 6 students (46.2%) answered agree and 3 students (23.1%) answered neutral. The results above show that students understand statements related to the web are a useful platform for learning. Observed from 10 responses, of which strongly agree and agree and 3 students who gave neutral responses or could not provide responses.

k. **I like learning using Hybrid and Blended method methods because there are many variation that can be done**

2 students (15.4%) responded strongly concur, 6 students (46.2%) responded agree, 3 students (23.1%) responded neutral, and 2 students (15.4%) responded disagree based on the above diagram. It is concluded that students comprehend the related statement. I enjoy learning through Hybrid and Blended methodologies due to the numerous possible variations. It can be seen from the eight responses that three respondents strongly concur and agree, three are neutral and cannot offer an opinion, and only two disagree. the preceding statement.

l.   Blended learning facilitates in-depth contemplation of a subject via online learning.

Based on the above table, two students (15.4%) responded strongly agree, four students (30.8%) responded agree, six students (46.2%) responded neutral, and one student (7.7%) responded not agree. In Blended learning, the conclusion is that students comprehend online learning-related statements, which facilitates in-depth thought about a subject. According to the responses of students who concurred and strongly agreed, there were six students, while six neutral students were unable to respond and only one student disagreed.

m.   Online learning in Hybrid learning has motivated me to study hard

According to the aforementioned graphic, 3 students (23.1%) responded "strongly agree," 3 students (23.1%) "agree," 6 students (46.2%) "neutral," and 1 student (7.7%) "do not agree." Students are aware that the apparent motivation to study actively is provided by online learning. The comments from the pupils demonstrate that the majority of them concur.

n.   Hybrid learning helps me to get clearer information/material

According to the above table, 3 students (23.1%) chose "strongly agree," 4 selected "agree," 4 selected "neutral," 1 selected "no agree," and 1 selected "strongly disagree." The conclusion is that students comprehend assertions made during Hybrid lectures, which helps me understand the subject matter more clearly. It is evident from

the overwhelming majority of respondents who concur with the statement, including 7 who strongly concur. Only 2 of the 4 students who could not make a statement were neutral..

o. Less information is gained through online learning compared to Blended and Hybrid learning

According to the provided graphic, it can be observed that 7.7% of the students responded with a "strongly agree" rating, while 23.1% of the students responded with a "agree" rating. Additionally, 46.2% of the students provided a "neutral" response, while 15.4% of the students answered with a "no agree" rating. Lastly, 7.7% of the students expressed a "strongly disagree" viewpoint.

Students comprehend the assertion that the acquisition of knowledge through online learning in mixed and Hybrid educational models is comparatively limited. This observation is evident in the outcomes derived from the survey replies of students, wherein a majority expressed agreement rather than disagreement.

p. Blended learning helps me master the material

Based on the table above, 2 students (15.4%) answered strongly agree, 4 students (30.8%) answered agree and 7 students (53.8%) answered neutral. Students understand the above statement as the truth. This is seen as Of the responses given predominantly, 6 agreed and strongly agreed and 7 others did not provide a statement or were neutral.

q. I can manage my time better with online learning

Two students (15.4%) highly agreed, seven students (53.8%) agreed, two students (15.4%) were neutral, one student (7.5%) disagreed, and one student (7.5%) strongly disagreed based on the above diagram. Online courses allow me to better manage my time, as stated above, is something that students realize. There were nine pupils who strongly agreed, one who objected, and two who were unsure or were impartial.

r. I can learn repeatedly through Hybrid learning

Based on the table above, 2 students (15.4%) answered strongly agree, 6 students (46.2%) answered agree, 4 students (30.8%) answered neutral and 1 student (7.7%) answered no agree. Students understand the statement above regarding I can learn over and over again through Hybrid learning. It can be seen from the results of the responses given by students that there were 8 responses, including agree and strongly agree, then 4 students were unable to give their opinion or were neutral and only 1 was against the statement.

s. Online learning in Hybrid learning encourages me to make plans in class

According to the above table, 3 students (23.1%) responded "strongly agree," 5 students (38.5%) "agree," and 5 students (38.5%) "neutral." It may be concluded that students comprehend online learning in Hybrid learning, which helped me organize my class

activities. As can be seen from the numerous responses, all of them supported the aforementioned assertion, and none of them offered a refutation.

t. Online learning in the Blended method has interactive learning activities

Based on the table above, 1 student (7.7%) answered strongly agree, 5 students (38.5%) answered agree, 4 students (30.8%) answered neutral, 2 students (15.4%) answered no agree, and 1 student (7.7%) answered strongly disagree. Students understand the above statement as a truth regarding their understanding as seen from the survey results which show that 6 students are dominant in agreeing and only 1 is against the statement.

u. Blended learning frustrates me

Three students (23.1%) responded strongly agree, one student (7.7%) agreed, three students (23.1%) responded neutrally, five students (38.5%) responded no agree, and one student (7.7%) responded strongly disagree based on the aforementioned graphic. The conclusion is that I become angry when students don't understand claims about Blended learning. The poll results show that this is more prevalent among students who disagree with the statement than it is among students who agree. 5 students disagreed with the statement, and just 4 students agreed.

B. DISCUSSION.

The primary objective of this research was to ascertain the distinct disparities between Hybrid and Blended learning approaches in terms of students' comprehension and students perspectives on the Hybrid and Blended techniques in English language instruction during the fourth semester at Universitas Muhammadiyah Makassar. The discussion is predicated upon the responses provided by a cohort of 10 students. The study identified many perspectives encompassing the ideas and emotions of individual students. These viewpoints will be assessed in order to address the research question, which will be further elaborated upon in the subsequent discussion.

Based on the data mentioned earlier, it was found that the specific differences between hybrid and Blended learning models were qualified in several forms.

1. The difference between hybrid and Blended learning models in the form of understanding.

Students with a hybrid understanding of Hybrid learning described it as a learning model that blended face-to-face teaching with traditional class with online learning or modern class in the same time atmosphere with such teaching conditions 50% of students take face-to-face classes and the other 50% use Zoom and Google Meet meet applications as tools to assist the learning process. This

opinion is defined similarly by o'Byrne and Pytash (2015: 136), who say hybrid learning is a pedagogical strategy that integrates face-to-face teaching with computer-mediated instruction. The face-to-face and online components of instruction are usually synchronized so that all students work simultaneously on the same content. Meanwhile, Blended students express their opinion describing it as a model or method that combines offline or face-to-face learning with online learning through the use of digital internet technology as a learning tool. This suggests that there are two learning systems that can be used both online and online face-to-face. In online system learning forums Zoom, Gmeet and Classroom applications are commonly used. In addition to learning in face-to-face classes, students can also access online learning materials, take part in online discussions, and take part in online activities outside the classroom. This is explained similarly by Bonk & Graham (Maihadi 2020), who say Blended learning basically combines the positive aspects of two types of learning environments, namely classroom learning and e-learning. Student can use blended learning to bring positive influences and improve student understanding and learning outcomes but it can also increased learning motivation, encourage cooperative and independent learning, and support the development of problem-solving and critical thinking skills for students. From the definition of students with hybrid understanding and students with blended understanding and some expert opinions above, the researcher concludes that the difference between hybrid learning and blended learning models is that hybrid learning was carried

out offline and online at the same time while blended is carried out offline and online not at the same time but alternately.

2. Specific differences between hybrid and blended learning models in the form of learning activities.

Students with hybrid understanding explained that the form of activities carried out using the hybrid model in their learning was face-to-face learning in the classroom between lecturers and students or commonly called face to face. Furthermore, online learning students study at home using google meet or zoom for the learning process this is called. After that giving material, assignments, quizzes by the lecturer and getting direct responses from students or students provide criticism or additional explanations from their lecturers through whatsap groups or chat goegle meet or zoom during this form of learning process and also students collect assignments and get material from their lecturers through goegle classroom, whatsapp groups. While students with Blended understanding explain Blended learning activities that students and lecturers are involved in teaching and learning interactions in the classroom directly in the classroom which is commonly called face to face learning or also indirectly through the google meet zoom application as a medium for online learning meetings then students and lecturers learn to teach in class directly but still with the use of computer media as a learning facility absent the collection of assignments is done using a computer with the application prepared this is called Blended learning. And also most of the learning activities called learning.

Lecturers distributed materials through devices such as Google classroom or whatsapp, collect assignments from lecturers and receive feedback from students about learning through whatsapp or Classroom. During face-to-face and online learning encounters take place alternately or side by side. The lecturer provides material in the form of videos, books for students to then study and at the next meeting will be discussed together at the next meeting. Based on the explanation of the two groups of hybrid and Blended understanding, the researcher draws the conclusion that hybrid is explained as a face to face learning model, synchronous virtual collaboration, Asynchronous virtual collaboration Asynchronous self-faced while Blended is explained as a face to face learning model, independent learning, learning is not synchronous, synchronous learning, Asynchronous and coherent learning that is both synchronously so that the difference is drawn that independent learning activities, learning was not synchronous and coherent learning that was both synchronously used in the Blended model and not used in the hybrid model.

3. Differences in hybrid and Blended learning models in the form of learning time duration

Students with hybrid understanding explained that the learning time carried out with the hybrid learning method is 2 times 45 minutes adjusted to the number of credits programmed. There is no difference in the duration of learning time with the learning model in general. While students with Blended understanding said that the length of learning time with the Blended learning method was changed to an average length of learning time, namely two sessions of 45 minutes each.

Students also said that the time used for learning could be outside the specified time. This means that the speaker can give lessons or homework, depending on the lecturer's wishes. This is because e-learning does not require lecturers and students to talk to each other directly. In blended learning, the length of learning time is only used during face-to-face learning in class with the duration of learning time given is 90 minutes or a maximum of 135 minutes. However, in some cases, the lecturer can also provide learning anywhere and anytime without seeing the schedule and time that has been determined. So the length of learning time of this blended learning method is only used in direct meetings in the classroom, which is 90 minutes to 135 minutes. It can be concluded that researchers found differences in the duration of learning time with the use of methods, namely hybrid learning models using time adjusted to the predetermined learning time while different from Blended learning.

4. Specific differences between hybrid and Blended learning models in terms of learning effectiveness

Students with hybrid understanding explained that the flexible learning process provides a more optimal learning process where students who are constrained by something for some reason or condition can still follow the learning process online so that way students will not be left behind in their learning and also the convenience that students feel in learning, namely when collecting assignments, providing material by the lecturer is done through the application that has been prepared. well with such a form of activity will certainly provide effectiveness in the teaching and learning process of students

and lecturers. while students with Blended understanding explained that the application of blended learning techniques gave the impression that student involvement was increasing. This is due to the integration of different learning styles in this method, as reported by five student participants. Students have the opportunity to visually interact with educational resources using videos. They can also take part in discussions and activities together with fellow students. In addition, students can participate in online activities that suit their personal interests. The blended learning approach also facilitates the development of students' technological skills as they are required to interact with various tools and platforms within the online learning environment.

The explanation of the effectiveness of learning experienced by students shows that learning with blended learning methods can lead to learning effectiveness. This was reflected in the integrity of learning styles, student involvement, student independence and student effort in understanding the learning process. Based on the explanation related to the form of effectiveness between the two learning models, the researcher found a difference that learning with a hybrid model explains the effectiveness of the ease of implementing and following the learning process while learning with a Blended model explains the effectiveness of student and lecturer activeness in teaching and learning.

5. specific differences in hybrid Blended learning models in the form of student independence.

students with hybrid understanding explained that learning independence with the use of the hybrid model, namely the use of online platforms in hybrid learning, reduces the level of instructor control, causing students to experience challenges in understanding the subject matter.

As a result, students are forced to assume personal responsibility in pursuing understanding by seeking additional learning resources through online platforms such as Google and YouTube. In addition, students are also required to submit assignments independently through various facilities provided by lecturers, such as WhatsApp classrooms. In addition, students are given autonomy in terms of their online presence. One must have the ability to understand educational content without direct interaction with the instructor, provide effective teaching materials in an online setting, and facilitate collaborative learning experiences among geographically dispersed students. Both of the several described. to students with the use of hybrid learning approach while students with Blended understanding explained the independence they felt during learning using blended learning method students consider independence as the ability to manage time, learn independently, and take responsibility for their own learning. Students are encouraged to find their own learning materials or knowledge to be used as teaching materials for further discussion during the learning process

1. The specific differences between the Hybrid and Blended learning methods in students' understanding

Based on the previously mentioned data, it was obvious that several students had the misconception that Blended and Hybrid learning are the same, hence necessitating clarification.The terms "Blended" and "Hybrid" in the context of e-learning, like many other concepts, are not universally defined in the same manner by all students.

The Hybrid learning model integrated traditional classroom instruction with online instruction. This model permits students to benefit from the adaptability and convenience of online education.In a Hybrid learning paradigm in which some students attend in-person and others participate online, According to O'Byrne and Pytash (2015:137), hybrid learning is a pedagogical strategy that integrates face-to-face instruction with computer-mediated instruction. the in-person and online components of instruction are typically synchronized so that all students are working simultaneously on the same content.

Thorne (2020) defines hybrid learning as regular, direct and indirect teaching and learning processes between lecturers and students free from restrictions on space and time. interrelated to one anotherdiscussing or interacting with each other about material mattersdiscussion and response.Hybrid learning is an educational approach that combines the utilization of innovation and technical advancements within learning systems.

This model enables online learning experiences that incorporate interactive elements and encourage active participation from the

participants.According to (Kaye Thorne, Kogan Page, 2003:14), conventional learning methods, such as face-to-face instruction, have been widely practiced.This learning model may utilize video conferencing or other technologies to facilitate real-time interaction between on-campus and online students. The objective of the Hybrid learning model is to provide all students, regardless of location or availability, with a flexible and convenient learning environment.

While **Blended learning** is a paradigm of education that combines face-to-face instruction with online learning. In a Blended learning environment, students may complete a portion of their coursework online and then return to class for additional instruction, small group work, or lecturers support. Depending on the school or institution implementing an integrated learning program, the program's particulars can vary.

According to Bonk & Graham (Maihadi 2020), the meaning of learningblended as follows:Blended learning basically combines aspectspositive from two types of learning environments, namely learning inclassroom and e-learning. You can use blended learningbring positive influence and increase understanding and

student learning outcomes but can also increase motivationlearning, encouraging cooperative and independent learning, as wellsupports the development of problem solving abilitiesand critical thinking for students

Typically, in a Blended learning model, the online and face-to-face components of instruction are combined, with students moving back and forth between the two modes of learning. This model seeks to provide students with a flexible and individualized learning experience that capitalizes on the advantages of both online and in-person instruction. Blended learning can be an effective method for engaging students, enhancing material retention, and enhancing academic outcomes.

From the definition and several expert opinions above, the researcher can: concluded that **Blended learning** is a combination of the two models learning that is historically different, namely traditional face-to-face learning advance combined with technology-based learning (E-Learning) to achieve goals in the learning process.

In a Hybrid learning scenario, the lecturers teaches a class. The other half of the students participate online via a video conferencing tool. The lecturers spent the first half of the class period delivering a lecture and working through problems with the in-person students, and then meets with the online students to review the material and respond to questions during the second half of class. Through video conferencing, the online students can see and hear the lecturers in real time and interact with the lecturers and their in-person classmates.

In a Blended learning scenario, students are offered a college course. The course is designed so that students complete the majority of their

coursework online, utilizing pre-recorded lectures, readings, and interactive activities.During the semester, students are also required to attend classrooms where they can conduct experiments, work with apparatus, and receive assistance from their lecturers and teaching assistants. Students are expected to complete the same amount of work and acquire the same material during the online and in-person components of the course.

This method of education combines traditional face-to-face instruction with electronic and online learning. There is no single definition of blended learning because it depends so heavily on context. However, a well-cited 2013 study broadly characterized blended learning as a combination of in-person and online delivery when the online component actually substitutes for some of the in-person interaction time rather than enhancing it.

2. **Students' perspective of Hybrid and Blended method in English language teaching.**

The researcher divided perspective of Hybrid and Blended method in English language teaching into two part which are.

a. **The advantages of Blended and Hybrid learning**

Blended learning models are no different from other learning approaches or models in that they each have benefits and drawbacks (Kusni, 2010). The mixed learning strategy has the following benefits and drawbacks:

i. Students are permitted to study subjects on their own using online resources.

Both hybrid and blended learning models let students to on their own study subject matter using online materials. In hybrid learning, students attend in-person lectures while also having access to online materials for independent study.Understanding concepts has several benefits for students, including enhancing memory, problem-solving skills, one's own comprehension, and one's attitude and self-confidence (Walle, 2008).

Hybrid learning integrates classroom-based instruction with online learning. In blended learning, students acquire knowledge through electronic and online media in addition to traditional face-to-face instruction.Hybrid and Blended learning integrates online educational materials and online interaction opportunities with traditional classroom techniques. According to Suherman and Sanjaya (2009:70), students' abilities consist of mastery of a number of subject materials, as well as the ability to reuse in any form others that are simple to comprehend, provide data interpretation, and employ the concept in accordance with its cognitive structure.

Blended learning models typically utilise a combination of face-to-face instruction methods, instructor-led online modules, and self-paced learning. Online or in-person, students may engage in a

combination of autonomous study, small group instruction, and whole-class instruction. Both hybrid and integrated learning models provide students with the flexibility and ability to study independently using online resources.

ii. Students can have discussions with lecturers or other students outside face-to-face hours.

Both hybrid and blended learning methods facilitate opportunities for students to engage in discussions with lecturers or peers outside traditional in-person instructional hours. In the context of hybrid learning, educators have the opportunity to engage with students through face-to-face interactions and thereafter maintain communication via email, video conferencing, or instant messaging within the virtual learning environment. Hybrid learning tools, such as online discussion boards, have the potential to enable additional opportunities for student-lecturers discourse beyond the confines of traditional classroom settings.

Blended learning encompasses the provision of opportunities for students to engage in asynchronous online forums and conversations, which are overseen and guided by the lecturers, outside of the traditional classroom setting. Blended learning models often utilise a combination of in-person instructional methods, lecturers-led online modules, and self-paced learning. This method offers students

the chance to engage with lecturers and peers outside the traditional classroom setting. Both hybrid and blended learning models provide students with the opportunity to have flexible schedules and engage in discussions with lecturers or peers outside of traditional face-to-face instructional hours, so potentially enhancing their overall learning experience.

Merging face-to-face learning (face-to-face) with e-learning is necessitated by time constraints and the ease with which students become bored during the learning process, as well as the need for increasingly pervasive technological advancements (Wardani et al, 2018).Blended learning is one of the many new learning strategies that provide students with benefits, as well as a form of information and communication technology support for a new learning mode (Rachman et al., 2019).

iii. Learning activities carried out by students outside of face-to-face hours can be properly administered and controlled by the lecturers.

Both hybrid and blended learning models allow students to engage in learning activities outside of face-to-face class time, and these activities can be administered and supervised by the lecturers.Moreover, according to (Staker, 2012), blended learning is an official education programme.enable students to acquire knowledge

(at partially) via content or instructions online delivery (Online) with independent schedule management, location, order, and pace of learning.In hybrid and blended learning models, lecturers can administer and control learning activities outside of face-to-face hours in the following ways:

a) Online discussion boards can be utilised by lecturers to foster discourse among students beyond the confines of traditional classroom settings. This facilitates the participation of students in cooperative learning activities and enables them to obtain constructive evaluations from both their peers and lecturers.

b) Learning management systems (LMS) enable lecturer to effectively organise and oversee learning activities that occur beyond traditional in-person instructional hours. These educational systems enable lecturer to generate and disseminate digital assignments, quizzes, and supplementary instructional resources, as well as monitor and evaluate students' academic advancement.

c) Online assignments: lecturers have the ability to allocate online tasks for students to perform during non-class hours. The aforementioned tasks encompass a range of academic activities such as reading assignments, research projects, and supplementary exercises that serve to enhance the educational experience within the classroom setting.

d) Lecturers can create prerecorded video training modules for students to view outside of class time. These modules can encompass difficult-to-teach subjects, such as complex procedures or technical skills, in a traditional classroom setting.

iv. Lecturer can add enrichment material via internet facilities.

Taking use of the benefits of internet-based learning has a lot more benefits as well. In comparison to in-person instruction and pure online learning, blended learning provides advantages, according to numerous research. The learning needs of many students can be met and their learning styles can be verified through blended learning. Students who are reluctant to address topics in class, for instance, might participate more actively in written discussions. The findings of the study demonstrate that Blended learning and Hybrid is superior to in-person or online instruction.

b. The Disadvantage of Hybrid and Blended learning

As Kusni explains, Hybrid and Blended learning also presents instructors with a number of challenges.Lecturers must have the ability to implement E-learning. Lecturers must create digital resources that students can use as references. Lecturers must create references that are appropriate or incorporated with in-person instruction. In addition,

Lecturers must set aside time to manage internet-based learning, such as to develop materials, create assessment tools, and respond to students' queries. Theimplementation of integrated learning is contingent on a number of factors, including:

1) Establishments and infrastructure. Lecturers must have access to a sufficiently large and quick Internet network to facilitate their work. Providing adequate infrastructure and facilities incurs costs.

2) Lecturersmust enhance their skills in the field of ICT through independent reading and practise or through formal training. As part of their professional development,university need to focus on this.

3) Students need to have access to computers and the internet and have the ability to utilise Elearning. University must prepare students before implementing blended learning.
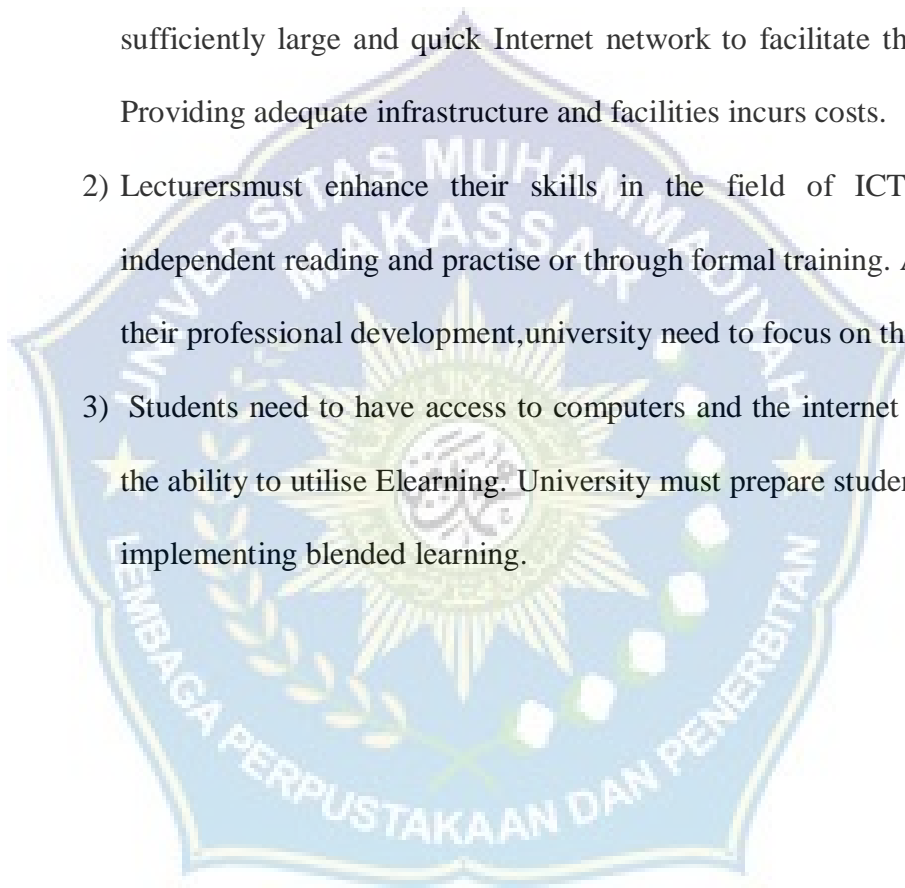
CHAPTER V

CONCLUSIONS AND SUGGESTIONS

The chapter concluded with conclusions and suggestions based on the findings of the research. The research's findings are presented in the first section, while recommendations with a focus on English are presented in the second. those who are interested in learning more about the teaching strategies employed by lecturer in the situations of teaching English as a second language. The growth and evolution of language abilities is an intriguing subject.

A. CONCLUSION

Based on the results of research and data analysis, the following conclusions were obtained:

3. The level of comprehension among students regarding the distinctions between Hybrid and Blended learning models is varied. While some students possess a neutral understanding and are unable to discern the disparities between the two approaches, others have successfully grasped the dissimilarities and acknowledge that Blended and Hybrid methods are distinct from one another.

The hybrid and blended learning models are two educational approaches that share some similarities but also have significant distinctions. The primary distinction between hybrid and blended learning is that in hybrid learning, in-person learners and online learners are separate people, whereas

in blended learning, the same people participate in both in-person and online learning.Blended learning has more personalization possibilities than hybrid learning because some common information can be taught in-person meetings, while the exercises and activities that take place before the next classroom meeting are tailored to the specific capabilities.

4. When applying the hybrid learning model, there are several supporting variables that contribute to its success. These factors include the availability of learning support equipment such as smartphones, gadgets, computers, and a reliable internet connection, which are essential for both students and lecturers in their learning process. The provision of assistance from both the educational institution and the parents of the student. The learning experience was successful.

In this educational context, it also possess There exist numerous inhibitory variables that currently impede the implementation of the hybrid learning approach.

The learning curriculum is not well-developed. The level of communication between lecturers and students has been diminishing as a result of a decrease in face-to-face interaction. There is an increasing prevalence of student laziness, resulting in a decline in inventiveness and a subsequent fall in student discipline.According to this research, the hybrid learning model is perceived as less effective by both students and lecturers. This learning process necessitates extensive refinement and rigorous research .in consultation with professionals.

B. SUGGESTION

1. For university/school

   Educational institutions may employ this resource as a point of reference when formulating and implementing policies pertaining to hybrid and blended learning, which encompass both in-person and online instructional modalities.

2. For lecturer/lecturer

   In the context of education, lecturer can enhance interaction in hybrid and blended learning environments to optimise students' comprehension of the subject matter during the learning process.

3. For students

   In order to enhance students' discipline in attendance, assignment submission, and the learning process, it is imperative to ensure the acquisition and retention of knowledge amidst the ongoing epidemic.

4. For the next researcher

   In order to enhance the quality of future research endeavours, it is recommended that the subsequent researcher engage in a comprehensive exploration of pertinent literature sources and references pertaining to hybrid and blended learning models. This will facilitate the production of more refined and superior scholarly output.

BIBLIOGRAPHY

Anthony Tik Tsuen Wong, 5i: A Design Framework for Hybrid Learning, (Hongkong: Caritas Francis Hsu College, 2008), 149

Badaruddin, and dkk. 2018. "DESAIN PEMBELAJARAN ENGLISH FORMATH BERBASIS BLENDED LEARNING." SinergitasMultidisiplinIlmuPengetahuan dan Teknologi 1(April): 9–10.

Baehaqi, Kurniawan. 2019. "Implementasi Live Video Facebook MenggunakanSmartphone OlehMahasiswaTeknologi Pendidikan Sebagai Sarana PenunjangBlended Learning." : 74.

Bilfaqih, Yusuf, and M.NurQomarudin. 2015. EsensiPenyusunanMateriPembelajaran Daring. 1st ed. Yogyakarta: Deepubublish. Budiyono, Fajar. 2020. "ImplementasiBlended Learning Di Masa Pandemi Covid 19." ProsidingDiskusi Daring Tematik Nasional 2020 (September): 1–12.

Galus, S.A., Arifin, &Sulkifly. (2021). Kesiapansekolahdalampengelolaan model pembelajaranHybrid learning di SMA kota Gorontalo. Student Journal of Educational Management, 1(1), 41-56.

Gusmawan, Dendy Maulana, and NanangPriatna. 2020. "PengembanganBahan Ajar Model PembelajaranBlended Learning BerbantuanGeogebraUntukMeningkatkanKemampuanBerpikirKritisMate matisSiswa SMA." Edsence: Jurnal Pendidikan Multimedia 2(2): 93–100.

Hapudin, Muhammad Soleh. 2020. "ManajemenPembelajaranBlended Learning DalamUpayaMeningkatkanEfektivitasBelajarMahasiswa Oleh:" JurnalIlmiah Aquinas III(1): 54.

Husamah. 2014. PembelajaranBauran (Blended Learning). Jakarta: Prestasi Pustaka Jaya.

Kompas.(2021)."Hybridlearning",https://www.kompas.com/edu/read/2020/12/21/183914971/Hybridlearning-solusi-kekhawatiran-belajar-tatap-muka-awal-tahun-2021? page=all. Diaksestanggal 14 Oktober 2021.

Mayudana, I. K. Y., &Sukendra, I. K. (2020). Analisiskebijakanpenyederhanaan RPP: Surat edaranmenteripendidikan dan kebudayaannomor 14 tahun 2019. Indonesian Journal of Educational Development, 1(1), 61-68. https://doi.org/10.5281/zenodo.3760682

Rachmadtullah, R., Marianus Subandowo, R., Humaira, M. A., Aliyyah, R. R., Samsudin, A., &Nurtanto, M. (2020). Use of Blended learning with moodle:

Study effectiveness in elementary school lecturers education students during the COVID-19 pandemic. *International journal of advanced science and technology*, *29*(7), 3272-3277.

Singh, H. (2003). Building effective Blended learning programs. Issues of Educational Technology, 43(6), 51-54.

Staker, H., Horn, M.B. 2012. Classifying K12 Blended Learning. Innosight Institute.

Verawati dan Desprayoga, Solusi Pembelajaran 4.0: Hybrid Learning, (Palembang: Universitas PGRI Palembang, 2019), 188.

Wagiono, F., Shaddiq, S., & Junaidi, F. (2022). Implementation of Blended learning during Covid-19 pandemic on civic education subjects in millenial generation era. *Edunesia: JurnalIlmiah Pendidikan*, *3*(1), 36-44.

Widana, I. W. (2020). The effect of digital literacy on the ability of lecturers to develop HOTS-based assessment. Journal of Physics: Conference Series 1503 (2020) 012045. https://doi.org/10.1088/1742- 6596/1503/1/012045.

Won Kim, A Proposal for a Lifecycle Process for Hybrid Learning Programs, (Korea: Sungkyunkwan University: 2008), 20

Wardani, D. N., Toenlioe, A. J. E., & Wedi, A. 2018. Daya Tarik Pembelajaran Di Era 21 Dengan Blended Learning. JKTP, 1(1). 13-18

Staker, H., Horn, M.B. 2012. Classifying K12 Blended Learning. Innosight Institute.

Sanjaya, W. 2009. Strategi PembelajaranBerorientasiStandar Proses Pendidikan. Jakarta: KencanaPernada Media Group.

Van De Walle, John. A. 2008. MatematikaSekolah Dasar Dan Menengah. Jakarta :Erlangga

Rachman, A., Sukrawan, Y., &Rohendi, D. 2019. Penerapan Model Blended Learning Dalam Peningkatan Hasil Belajar Menggambar Objek 2 Dimensi. Journal of Mechanical Engineering Education, 6(2). 145-152

Thorne, F., Piktus, A., Fan, A., Lewis, P., Yazdani, M., De Cao, N., ... & Riedel, S. (2020). KILT: a benchmark for knowledge intensive language tasks. *arXiv preprint arXiv:2009.02252*.

Maihadi, S., Basri, S., & Mus, S. (2020). Blendedlearning Based Learning At The State High School 2 Soppeng South Sulawesi. *Klasikal: Journal Of Education, Language Teaching And Science*, *4*(2), 411-424.

APPENDIX

INTERVIEW

(For student)

A Comparative Analysis of HybridAndBlended Learning Model Toward English Learner Needs in Muhammadiyah University of Makassar. The researcher will gather the data through semi-structured interviews. The interview script comprises a set of standardized questions that have been develope base on relevant research and to get the data''**The specific differences between the Hybrid and Blended learning methods in student understanding''**.To find out students' perspective of Hybrid and Blended method in English language teaching.The subsequent inquiries will be utilize during the interviews conduct with the participants of this investigation:

1. What do you know about the Hybrid Learning method?

2.What kind of activities are usually carried out during the learning process using the Hybrid learning method?

3.How much time is used for the learning process using the Hybrid learning method?

4.Does the Hybrid learning strategy improve learning effectiveness?

5.Can students be independent by using the Hybrid learning method?

6.What do you know about the Blended Learning method?

7.What kind of activities are usually carried out during the learning process using the Blended learning method?

8.How much time is used for the learning process using the Blended learning method?

9. Does the Blended learning strategy improve learning effectiveness?

10. Can students be independent by using the Blended learning method?

(Adopted and modified from:Cahyani 2022

i. **What do you know about the Hybrid Learning method?**

Student 1 (S1)

Name: Ismah Afifah: Learning under two conditions: one in which you interact with the audience in person, or what **we typically refer to as offline**; and the other in **which you use online communication tools**, or what we typically refer to as online. As an example of using online communication tools, we'll use Google Meet and Zoom simultaneously.

Student 2 (S2)
Muhammad Arief: combination of **traditional classroom** instruction with contemporary **face-to-face** and **online learning**.

Student 3 (S3)

Alivia Nabila Putri: Two temporal conditions are used in the learning process: **50% of students study offline** and **50% study online**. Typically, students use Zoom or Google Meet to learn online.

Student 4 (S4)
Nasywa Nathania: In the current class, **50% of the students** are in attendance to participate **in traditional learning**, **and the other 50% are participating** in distance learning (PJJ) simultaneously **using online and offline techniques**.

Student 5 (S5)
Wilda Putri: There are two distinct learning conditions: **offline**, which involves direct face-to-face interaction with the audience, and **online**, which entails using internet-based platforms for interaction. An example of online learning is the utilization of internet media tools such as Google Meet and Zoom simultaneously.

ii. **What kind of activities are usually carried out during the learning process using the Hybrid learning method?**

Student 1 (S1)
Ismah Afifah:: Obviously, the Hybrid learning method's implementation of the learning process includes the necessary learning aids. In addition **to a stable internet connection**, which will be utilized by lecturerss and students for the learning process, two **interactive handsets** are required. It is used to explain material to both online and offline pupils, but **an LCD display is typically utilized to present the material**. The third extended

display is a tool used by lecturers to observe students engaging in online learning.

Student 2 (S2)
Muhammad Arief: : The only difference between this Hybrid learning method and the traditional learning process is the learning instruments or facilities employed. Here, **for both online and offline students, the lecturersexplains the material via a computer with a large LCD display and a large screen**. And also**for responses sent via WhatsApp or Classroom to learning or assignments**.

Student 3 (S3)
Alivia Nabila Putri: Lessons are taught and students listen to them as is customary; **online students listen to lessons using Zoom or Google Meet, and offline students listen to lessons in-person with the lecturers.** In addition to that, we frequently receive assignments. **Use the classroom application or the WhatsApp group** that the lecturers has given if you collect your assignments online.

Student 4 (S4)
NasywaNathania:: The lecturers explains the learning material to online students using **the Google Meet or Zoom application**, while students who take part in the **offline learning process listen and listen to the learning process directly with the lecturers**. Usually we also take part in discussion or group activities, with groups divided based on online and offline students.

Student 5 (S5)

WildaPutri: Lecturers teach directly, give assignments to students who are in class, and **also teach indirectly through recordings for students who take classes online via Google Meet or Zoom**. To help students learn, lecturers give assignments by collecting or sharing them directly vi a **WhatsApp Classroom**. with the way learning is used in general.

iii. **How much time is used for the learning process using the Hybrid learning method?**

Student 1 (S1)
Ismah Afifah: The time used for learning is the same as the time used for learning in general, which is offline learning: **2 times 45 minutes**.

Student 2 (S2)

Muhammad Arief: 2 x 45 minutes, or **up to 3 hours**, based on the average offline learning time of 2 x 45 minutes.

Student 3 (S3)
Alivia Nabila Putri: As usual with offline learning, **typically two 45-minute sessions, or a length of time proportional to the number of course credits.**

Student 4 (S4)
Nasywa Nathania: 90 minutes or up to 3 hours according to the general learning time when offline.

Student 5 (S5)
Name:Wilda Putri: The period of learning employed **is consistent with the conventional learning process,** namely offline learning, **which consists of two sessions of 45 minutes each, as shown by the course credits.**

1) What do you know about the Blended Learning Method?

> **Student 6 (S6)**
> **Name:Riska Wulandari:** The Blended learning teaching method, as far as I am aware, **involves the use of two learning systems or a combination of online and offline systems**. This means that there are two learning systems that can be **utilized either online or in-person**.
>
> **Student 7 (S7)**
> **Name: Dwi Raihana:** I know that Blended learning is a process that uses both online and offline (face-to-face) methods to learn.
>
> **Student 8 (S8)**
> **Name: Nurhikmah:** The Blended learning approach, as far as I know, **combines offline and online learning**. It is **occasionally utilized in the workplace, for instance at discussions about the job or in interviews**.
>
> **Student 9 (S9)**
> **Name:Ahmad Muliadi Asri:** Blended learning is an educational methodology that integrates **conventional instructional techniques with digital technology**. This implies that students have the ability to utilize online platforms to obtain educational resources, engage in virtual debates, and partake in extracurricular activities, **alongside traditional in-person classroom instruction**.
>
> **Student 10 (S10)**
> **Name: Devita Naila Nuraini Arifin:**A learning method or model in which students and lecturers**use both face-to-face learning and e-learning-**

based online learning. This means **that students have face-to-face meetings with lecturerss and other students,** and the lecturers provides online assignments or materials via Google Form or YouTube videos.

2) **What kind of activities are usually carried out during the learning process using the Blended Learning Method?**

Student 6 (S6)
Name: Riska Wulandari: For activities implementing the Blended learning method, typically for several meetings **the lecturersprovides face-to-face learning and all students attend the direct learning**. At other times, the **lecturers conducted online learning via Google Meet, or typically the lecturers just shares videos related to the material, via WhatsApp groups or classrooms**.

Student 7 (S7)
Name:Dwi Raihana: In adherence to the implementation approach, a **combination of online and offline learning is employed**, wherein both students and lecturers actively engage in the learning process during in-person sessions, while **occasionally utilizing online platforms such as Google Meet or Zoom for remote learning.**

Student 8 (S8)
Name: Nurhikmah: As with learning in general, there is a teaching and learning process between lecturerss and students, but this differs from the **Blended learning method in which the learning process is also conducted online**. Typically, online learning is conducted roughly.

Ordinary learning is more likely to take place in-person. **As for online learning, this is typically accomplished by lecturerss distributing assignments via WhatsApp group or classroom,** which are then debated at the next in-person meeting.

Student 9 (S9)
Name:Ahmad Muliadi Asri: There are numerous integrated learning models. The first is direct instruction. In class, **students engage in direct interactions with the lecturers and their classmates** to obtain material explanations, group discussions, and direct learning activities. The second **component consists of Online Learning Materials. Students can access online learning materials such as video lectures, presentations, and reading materials** for out-of-class study. Then Online Resources, **Students can access additional resources such as video tutorials, journals, or educational websites to support their understanding**. And finally, Project-Based Training. **Project-based learning can be incorporated in both online and face-to-face settings** to provide a more comprehensive learning experience.

Student 10 (S10)
Name: Devita Naila Nuraini Arifin: Consequently, there are numerous implementation models for integrated learning activities. For instance, **all students participate in face-to-face learning in the classroom,** where the lecturersexplains the material and students pay close attention to the explanation. In addition, **the learning model includes online meetings using Google Meet or Zoom, or the lecturers's customary delivery of**

assignment instructions via **WhatsApp group or classroom**. Typically,

group discussions take place online or offline.

3) How much time is used for the learning process using the Blended learning method?

Student 6 (S6)
Name: Riska Wulandari: The same as the learning process as a whole,

which is 90 minutes for face-to-face learning, and typically for online

learning,lecturerss do not need time for explanations but instead provide

videos of material to study or assignments for later meetings to discuss

directly in class.

Student 7 (S7)
Name:Dwi Raihana: 90 minutes, according to the duration stated in the

credits.

Student 8 (S8)
Name: Nurhikmah: 50 - 1 hour 40 minutes

Student 9 (S9)
Name:Ahmad Muliadi Asri: 2 x 45 minutes, but we can also learn outside

of lecture time, **such as the lecturers providing videos for**

comprehension or posting assignments and the like **on Google**

Classroom or WhatsApp.

Student 10 (S10)
Name: Devita Naila Nuraini Arifin: The time is adjusted to the course

credits or time that has been determined.

Appendix B

The Research Questionnaires

A Comparative Analysis of Hybrid And Blended Learning Model Toward English Learner Needs in Muhammadiyah University of Makassar The Perception of StudentsEnglish learner needs.This questioner wants to find out **''students' perspective of Hybrid and Blended method in English language teaching. ''**

Name:

Class:

1. Hybrid learning adalah gabungan atau kombinasi antara dua jenis pembelajaran, yaitu pembelajaran tatap muka dan online, yang memanfaatkan teknologi sebagai pendukung utamanya.

o Sangat Setuju

o Setuju

o Netral

o Tidak Setuju

o Sangat tidakSetuju

2. Metode Blended menggabungkan mode belajar bersama dan belajar mandiri.

o Sangat Setuju

o Setuju

o Netral

o Tidak Setuju

o Sangat tidakSetuju

3. Beberapa siswa hadir di kelas secara langsung, sementara yang lain dapat bergabung dari jarak jauh melalui media online merupakan bagian dari Hybrid learning.

o Sangat Setuju

o Setuju

o Netral

o Tidak Setuju

o Sangat tidak Setuju

4.Beberapa siswa hadir di kelas secara langsung, sementara yang lain dapat bergabung dari jarak jauh melalui media online merupakan bagian dari Blended learning.

o Sangat Setuju

o Setuju

o Netral

o Tidak Setuju

o Sangat tidakSetuju

5.Blended learning adalah metode yang menggabungkan antara pertemuan antara guru dan murid, baik dengan bertemu secara langsung di sebuah kelas ataupun melalui aplikasi,dan juga pengajaran dengan memanfaatkan media online

o Sangat Setuju

o Setuju

o Netral

o Tidak Setuju

o Sangat tidakSetuju

6. metode Hybrid dan Blended tersebut memiliki arti yang sama.

o Sangat Setuju

o Setuju

o Netral

o Tidak Setuju

o Sangat tidak Setuju

7. Saya bisa belajar lebih baik dikelas melalui pembelajaran langsung dari dosen.

o Sangat Setuju

o Setuju

o Netral

o Tidak Setuju

o Sangat tidakSetuju

8. Menurut saya Blended learning lebih mudah hanya sekadar tatap muka saja.

o Sangat Setuju

o Setuju

o Netral

o Tidak Setuju

o Sangat tidakSetuju

9. Saya merasa nyaman ketika menggunakan situs web untuk berbagi pengetahuan
dengan orang lain.

o Sangat Setuju

o Setuju

o Netral

o Tidak Setuju

o Sangat tidakSetuju

10. Menurut Saya web adalah platform yang berguna untuk pembelajaran.

o Sangat Setuju

o Setuju

o Netral

o Tidak Setuju

o Sangat tidak Setuju

11. Saya suka belaja rmenggunakan Hybrid dan Blended method karena banyak variasi yang bisa dilakukan.

o Sangat Setuju

o Setuju

o Netral

o Tidak Setuju

o Sangat tidak Setuju

14. Pembelajaran online dalam Blended learning membantu kita berpikir secara mendalam tentang suatu subjek/ materi.

o Sangat Setuju

o Setuju

o Netral

o Tidak Setuju

o Sangat tidak Setuju

15. Pembelajaran online dalam Hybrid learning telah memotivasi saya untuk giat belajar

. o Sangat Setuju

o Setuju

 o Netral

o Tidak Setuju

o Sangat tidak Setuju

16. Perkuliahan secara Hybrid membantu saya untuk mendapatkan informasi/ materi yang lebih jelas.

o Sangat Setuju

o Setuju

o Netral

o Tidak Setuju

o Sangat tidak Setuju

17. Pengetahuan yang didapat dipembelajaran online dalam Blended and Hybrid learning lebihs edikit.

o Sangat Setuju

 o Setuju

o Netral

o Tidak Setuju

 o Sangat tidak Setuju

18. Blended learning membantu saya menguasai materi.

o Sangat Setuju

 o Setuju

o Netral

 o Tidak Setuju

 o Sangat tidak Setuju

19. Saya dapat mengatur waktu dengan lebih baik dengan online learning.

o Sangat Setuju

o Setuju

o Netral

 o Tidak Setuju

o Sangat tidakSetuju

20. Saya dapatberlajarberulang-ulangmelaluiHybridlearning.

o Sangat Setuju

o Setuju

o Netral

o Tidak Setuju

o Sangat tidakSetuju

21. Pembelajaran online dalam Hybrid learning mendorong saya untuk membuat rencana dalam kelas.

o Sangat Setuju

o Setuju o Netral

o Tidak Setuju

o Sangat tidakSetuju

23. Pembelajaran online dalam Blended method mepunyai kegiatan belajar secara interaktif.

o Sangat Setuju

o Setuju

o Netral

o Tidak Setuju

o Sangat tidakSetuju

Adopted and modified from (Hidayati 2022)

INTERVIEW WITH STUDENTS

Interview with understanding of the Hybrid Learning method

Student 1 (Ismah Afifah)

1.What do you know about the Hybrid Learning method?

:Learning under two conditions: one in which you interact with the audience in person, or what we typically refer to as offline; and the other in which you use online communication tools, or what we typically refer to as online. As an example of using online communication tools, we'll use Google Meet and Zoom simultaneously.

2. What kind of activities are usually carried out during the learning process using the Hybrid learning method?

: Obviously, the Hybrid learning method's implementation of the learning process includes the necessary learning aids. In addition to a stable internet connection, which will be utilized by lecturerss and students for the learning process, two interactive handsets are required. It is used to explain material to both online and offline pupils, but an LCD display is typically utilized to present the material. The third extended display is a tool used by lecturers to observe students engaging in online learning.

3. How much time is used for the learning process using the Hybrid learning method?

: The time used for learning is the same as the time used for learning in general, which is offline learning: 2 times 45 minutes.

4.Does the Hybrid learning strategy improve learning effectiveness?

: I think it's effective that we can learn in any situation. This means that if I'm sick and can't go to campus, or if there are floods in the area or other problems, I can still study, usually through Zoom or Google Meet, so I don't miss any learning material.

5. Can students be independent by using the Hybrid learning method?

: Yes, certainly. In fact, using this method really provides me independence in learning. Where the learning is done indirectly by the lecturers, it is my responsibility to search the internet, YouTube, etc., if I don't comprehend the material because of indirect learning or online learning.

Interview with understanding of the Blended Learning method

Student 10:Devita Naila Nuraini Arifin

1.What do you know about the Blended Learning method?

:A learning method or model in which students and lecturers use both face-to-face learning and e-learning-based online learning. This means that students have face-

to-face meetings with lecturerss and other students, and the lecturers provides online assignments or materials via Google Form or YouTube videos.

2. What kind of activities are usually carried out during the learning process using the Blendedlearning method?

: Consequently, there are numerous implementation models for integrated learning activities. For instance, all students participate in face-to-face learning in the classroom, where the lecturers explains the material and students pay close attention to the explanation. In addition, the learning model includes online meetings using Google Meet or Zoom, or the lecturers's customary delivery of assignment instructions via WhatsApp group or classroom. Typically, group discussions take place online or offline.

3. How much time is used for the learning process using the Blendedlearning method?

:The time is adjusted to the course credits or time that has been determined.

4.Does the Blendedlearning strategy improve learning effectiveness?

: Due to the influence of online learning, which sometimes results in a lack of understanding of the material, later face-to-face meetings can be used to discuss the subject matter with lecturers or students, and technological skills can be developed as a result of interacting with various online learning tools and platforms.

5. Can students be independent by using the Hybrid learning method?

:The advantages are being more technologically literate with the use of computers for learning interactions and the disadvantages are a stable internet connection which not everyone has a good internet connection in their place, and a variety of infrastructure which other fellow students may not have.

APPENDIX C

Wahyu Tri Cakti 105351104919 BAB I

)%   0%   0%   0%

ILARITY INDEX   INTERNET SOURCES   PUBLICATIONS   STUDENT PAPERS

MARY SOURCES

LULUS

turnitin

Exclude quotes   Off   Exclude matches   Off
Exclude bibliography   Off

Al Wahyu Tri Cakti 105351104919 BAB II

6%	4%	5%	3%
SIMILARITY INDEX	INTERNET SOURCES	PUBLICATIONS	STUDENT PAPERS

PRIMARY SOURCES

1. eprints.umm.ac.id
   Internet Source — 1%

2. eprints.iain-surakarta.ac.id
   Internet Source — 1%

3. Submitted to UIN Raden Intan Lampung
   Student Paper — 1%

4. Usep Kustiawan, Evania Yafie, Ahmad Samawi, Tomas Iriyanto, Suryadi, Inayatur Robbaniyah. "The Effect of Hybrid Learning-Based Training on Pedagogic Competence through TPACK as a Moderation Variable", 2021 7th International Conference on Education and Technology (ICET), 2021
   Publication — 1%

5. ijrrjournal.com
   Internet Source — 1%

6. ojs.pnb.ac.id
   Internet Source — 1%

7. Bliuc, A.M.. "Research focus and methodological choices in studies into — 1%

Ai Wahyu Tri Cakti 105351104919 BAB III

ORIGINALITY REPORT

8%	**5**%	**4**%	**3**%
SIMILARITY INDEX	INTERNET SOURCES	PUBLICATIONS	STUDENT PAPERS

PRIMARY SOURCES

1	eprints.iain-surakarta.ac.id Internet Source	1%
2	Submitted to National Economics University Student Paper	1%
3	S Ngabekti, Partaya, P Martin HB, BT Nugroho. "Students' literacy profile on STEM-blended learning implementation in ecosystem material", Journal of Physics: Conference Series, 2020 Publication	1%
4	Utin Dian Octavia, Aunurrahman Aunurrahman, Ageung Darajad. "STUDENTS PERCEPTIONS OF THE IMPLEMENTATION OF BLENDED LEARNING METHOD IN ENGLISH LANGUAGE TEACHING (ELT)", Journal of English Language Teaching and Education (JELTE), 2021 Publication	<1%
5	ojs.pnb.ac.id Internet Source	<1%

Wahyu Tri Cakti 105351104919 BAB V

5%
SIMILARITY INDEX

3%
INTERNET SOURCES

3%
PUBLICATIONS

2%
STUDENT PAPERS

PRIMARY SOURCES

1 A N Pontoh. "The effect of rainfall on the slope stability with numerical simulation on Tawaeli-Toboli road, Central Sulawesi", IOP Conference Series: Earth and Environmental Science, 2021
   Publication

   3%

2 Submitted to NCC Education
   Student Paper

   2%

Exclude quotes   Off
Exclude bibliography   Off

Exclude matches   Off

بِسْمِ اللهِ الرَّحْمٰنِ الرَّحِيْمِ

SURAT KETERANGAN BEBAS PLAGIAT

UPT Perpustakaan dan Penerbitan Universitas Muhammadiyah Makassar,
Menerangkan bahwa mahasiswa yang tersebut namanya di bawah ini:

Nama   : Al Wahyu Tri Cakti

Nim   : 105351104919

Program Studi : Pendidikan Bahasa Inggris

Dengan nilai:

No	Bab	Nilai	Ambang Batas
1	Bab 1	0 %	10 %
2	Bab 2	6 %	25 %
3	Bab 3	10 %	10 %
4	Bab 4	8 %	10 %
5	Bab 5	5 %	5 %

Dinyatakan telah lulus cek plagiat yang diadakan oleh UPT- Perpustakaan dan Penerbitan Universitas Muhammadiyah Makassar Menggunakan Aplikasi Turnitin.

Demikian surat keterangan ini diberikan kepada yang bersangkutan untuk dipergunakan seperlunya.

Makassar, 15 November 2023
Mengetahui,
Kepala UPT Perpustakaan dan Pernerbitan,

Nursinah, S.Hum.,M.I.P
NBM. 964 591

Jl. Sultan Alauddin no 259 makassar 90222
Telepon (0411)866972,881 593,fax (0411)865 588
Website: www.library.unismuh.ac.id
E-mail : perpustakaan@unismuh.ac.id

APPENDIX D

APPENDIX E

MAJELIS PENDIDIKAN TINGGI PIMPINAN PUSAT MUHAMMADIYAH
UNIVERSITAS MUHAMMADIYAH MAKASSAR
LEMBAGA PENELITIAN PENGEMBANGAN DAN PENGABDIAN KEPADA MASYARAKAT
Jl. Sultan Alauddin No. 259 Telp.866972 Fax (0411)865588 Makassar 90221 e-mail :lp3m@unismuh.ac.id

Nomor : 2022/05/C.4-VIII/VII/1444/2023   06 Muharram 1445 H
Lamp : 1 (satu) Rangkap Proposal   24 July 2023 M
Hal : Permohonan Izin Penelitian

Kepada Yth,
Ketua Lembaga Perpustakaan dan Penerbitan
Universitas Muhamamdiyah Makassar
di –
        Makassar

السَّلاَمُ عَلَيْكُمْ وَرَحْمَةُ اللهِ وَبَرَكَاتُهُ

Berdasarkan surat Dekan Fakultas Keguruan dan Ilmu Pendidikan Universitas Muhammadiyah Makassar, nomor: 14225/FKIP/A.4-II/VII/1444/2023 tanggal 18 Juli 2023, menerangkan bahwa mahasiswa tersebut di bawah ini :

Nama   : **AL WAHYU TRI CAKTI**
No. Stambuk : **10535 1104919**
Fakultas   : **Fakultas Keguruan dan Ilmu Pendidikan**
Jurusan   : **Pendidikan Bahasa Inggris**
Pekerjaan   : **Mahasiswa**

Bermaksud melaksanakan penelitian/pengumpulan data dalam rangka penulisan Skripsi dengan judul :

"A COMPARATIVE ANALYSIS OF HYBRID AND BLANDED LEARNING MODEL TOWARD ENGLISH LEARNER NEEDS "

Yang akan dilaksanakan dari tanggal 26 Juli 2023 s/d 26 September 2023.

Sehubungan dengan maksud di atas, kiranya Mahasiswa tersebut diberikan izin untuk melakukan penelitian sesuai ketentuan yang berlaku.
Demikian, atas perhatian dan kerjasamanya diucapkan Jazakumullahu khaeran

السَّلاَمُ عَلَيْكُمْ وَرَحْمَةُ اللهِ وَبَرَكَاتُهُ

Ketua LP3M,

Dr.Ir. Abubakar Idhan,MP.
NBM 101 7716

07-23

APPENDIX F

MAJELIS DIKTILITBANG PP MUHAMMADIYAH
UNIVERSITAS MUHAMMADIYAH MAKASSAR
FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN
PRODI PENDIDIKAN BAHASA INGGRIS

Jalan Sultan Alauddin No. 259 Makassar
Telp 0411-860837/08121935247
Email prodibdg@unismuh.ac.id
Research Service
research@fkip.unismuhmakassar.ac.id
Website bg.fkip.unismuh.ac.id

بســـم الله الرحمن الرحيـــم

KONTROL PELAKSANAAN PENELITIAN

Nama Mahasiswa : **Al Wahyu Tri Cakti**
NIM : **105351104919**
Judul Penelitian : *A Comparative Analysis of Hybrid and Banded Learning Model Toward In English Learnear Needs*
Tanggal Ujian Proposal : **11 July 2023**
Tempat/Lokasi Penelitian : **Universitas Muhammadiyah Makassar Prodi Pend.Bahasa Inggris**

No	Hari/tanggal	Kegiatan Penelitian	Nama Guru/terkait	Paraf Guru/terkait
1	24 Juli 2023	OBSERVASI	Awalia azis. S.Pd.M.pd	
2	26 Juli 2023	Penjelasan terkait Bentuk penerapan Metode pembelajaran	Awalia azis S.Pd.Mpd	
3	27 Juli 2023	Pelaksanaan Pemberian kuessionnere kepada mahasiswa	Awalia azis.s.Pd.Mpd	
4	20 Juli 2023	Pelaksanaan Intervie	Awalia azis.S.Pd.Mpd	
5	29 Juli 2023	Pengambilan dokumentasi	Awalia azis.S.Pd.Mpd	

105

MAJELIS DIKTILITBANG PP MUHAMMADIYAH
UNIVERSITAS MUHAMMADIYAH MAKASSAR
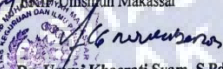**FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN**
PRODI PENDIDIKAN BAHASA INGGRIS

Jalan Sultan Alauddin No. 259 Makassar
Telp : 0411-860837/08121155247
Email : prodibg@unismuh.ac.id
Research Service
research@fg.unismuhmakassar.ac.id
Website bg/kip.unismuh.ac.id

بِسْمِ اللَّهِ الرَّحْمَنِ الرَّحِيمِ

6	30 Juli 2023	Penelitian selesai	Aulia Azis S.Pd.M.Pd	
7				
8				
9				
10				

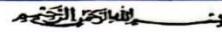... ... ... , ...2023

Mengetahui,

Ketua Program Studi,
FKIP Unismuh Makassar

Dekan FKIP.

Dr. Ummi Khaerati Syam, S.Pd., M.Pd
NBM. 977 807

Erwin Akib, S.Pd., M.Pd., Ph.D
NBM.860 934

APPENDIX G

106

بسم الله الرحمن الرحيم

SURAT KETERANGAN PENELITIAN
Nomor : 0269/FKIP/05/A.5-VI/XI/1445/2023

Dekan Fakultas Keguruan dan Ilmu Pendidikan Universitas Muhammadiyah Makassar menerangkan dengan sebenarnya bahwa mahasiswa yang tersebut di bawah ini :

Nama	: **Al Wahyu Tri Cakti**
NIM	: 10535 1104919
Program Studi	: Pendidikan Bahasa Inggris
Fakultas	: Keguruan dan Ilmu Pendidikan

Adalah benar-benar telah melaksanakan penelitian di Fakultas Keguruan dan Ilmu Pendidikan Tahun Akademik 2023/2024 terhitung sejak 26 Juli 2023 s.d 26September 2023, dalam rangka penyusunan Skripsi dengan judul:

"A Comparative Analysis of Hybrid and Banded Learning Model Toward In English Learnear Needs".

Demikian surat keterangan ini kami buat dengan sebenarnya, dan untuk dipergunakan sebagaimana mestinya.

02 Jumadil Awal 1445 H
Makassar ,--------------------------
16 November 2023 M

Dekan
FKIP Unismuh Makassar,

Erwin Akib, M.Pd. Ph.D
NBM. 860 934

| Terakreditasi Institusi
BAN-PT

Scanned with CamScanner

APPENDIX H

بســــم اللـه الرحمن الرحيـــم

LETTER OF ACCEPTANCE
0861/BG-FKIP/LOA/B/XI/1445/2023

Dear AL WAHYU TRI CAKTI

It is our pleasure to inform you that, after reviewing your paper:

A COMPARATIVE ANALYSIS OF HYBRID AND BLENDED LEARNING MODEL TOWARD ENGLISH LEARNER NEEDS

The manuscript ID: 1137

Detail checklist:

Checkpoint	Yes	No
The author has sent the manuscript by using the institutional email	√	
the author has submitted the manuscript through the open journal system (OJS)	√	
The manuscript according to the limitations or description of the journal	√	
LoCT has been submitted by the author	√	
The manuscript has followed the existing templates	√	
The article processing charge (APC) has been submitted by the author	√	

has been ACCEPTED to publish with **Journal of Computer Interaction in Education,** ISSN (paper) *2656-5218* ISSN (online) *2622-2418*. We appreciate your contribution.

We will let you know if you must make any modification as the reviewer's comments. Once your manuscript is moved to publishing, our production editor will inform you. Please feel free to email us with any questions at *jcie@bg.unismuhmakassar.ac.id*

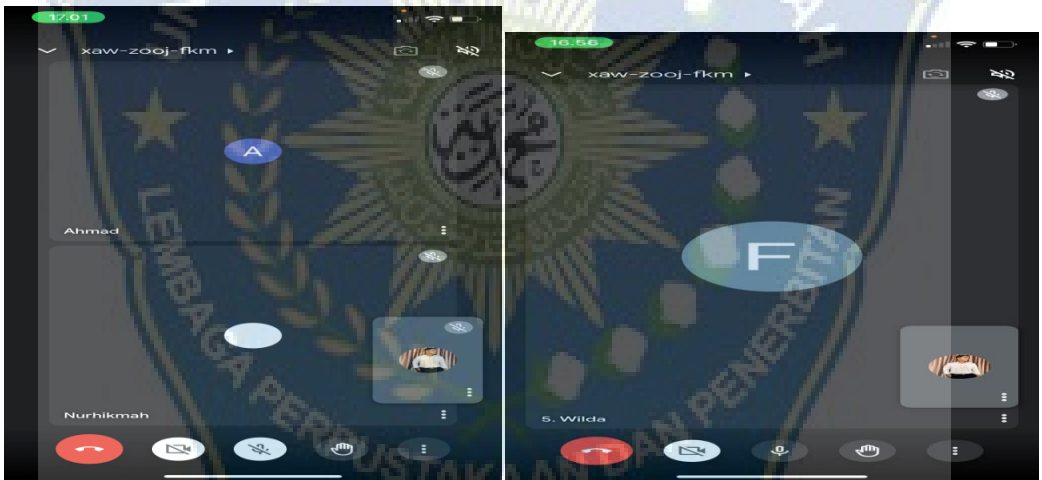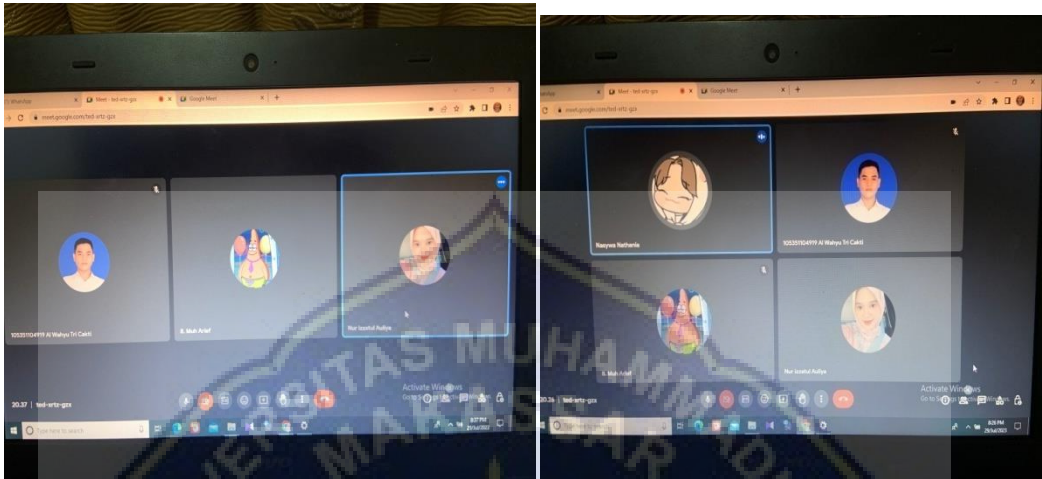Makassar, 2 December 2023 M
18 Jumadil Ula 1445 H

Head of English Education Department
Faculty of Teacher Training and Education

Dr. Ummi Khaerati Syam, S.Pd., M.Pd.
NBM. 977 807

PROGRAM STUDI
PENDIDIKAN BAHASA INGGRIS
TERAKREDITASI UNGGUL
LEMBAGA AKREDITASI MANDIRI
LAMDIK

DOCUMENTATION

CURRICULUM VITAE

The researcher, Al Wahyu Tri Cakti, was born on October 20, 2001 in Aroppoe, kecamatan Tanete Rilau, kabupaten Barru. He is the third from four children from marriage of his parent Sirajuddin and Hasnah. The researcher finished his study at SDN inpres Watu in 2013 and then she continued his study at SMPN 1 Tanete Riaja and finished in 2016. And then he keep going to continued his education at SMAN 3 Barru and finished in 2019. In the same year he continue his study at the Universitas Muhammadiyah Makassar in Makassar.He was accepted as a student at English Education Department,Faculty of Lecturer Training and Education.At the completion of his study,he was able to complete his thesis entitled **"A Comparative Analysis Of Hybrid And Blended Learning Model Toward English Learner Needs (A Descriptive Qualitative Method ''**