The Implementation Hybrid Learning Method for English Language Learning at AMA Yogyakarta

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ABSTRACT

The current technological development has entered the 4.0 industrial revolutions. This revolution encouraged the implementation of automation systems in almost all activities and processes . In English language teaching, the time constraint for face-to-face interactions in the classroom often makes learning becomes less effective, especially for classes with diverse levels of English proficiency. In a higher education system which demands active learning, English teachers often find it difficult to help students whose English language competence is below average . In fact , the target of learning English on campus is generally quite high. One of the solutions is to implement hybrid method, a learning system that complements face-to-face interactions in the classroom along with distant learning using the internet. Hybrid learning is able to complement the lack of time for face-to-face interactions in the classroom in the form of distance learning with the medium of internet. Despite its benefits, students' experience while participating in this type of class should also be considered to improve the effectiveness of English hybrid learning. This paper analyzes students' experience after joining English class with hybrid learning method in the first semester of 2021/2022 study period at AMA Yogyakarta. This research is a descriptive quantitative research using questionnaires as the data retrieval technique with the a total of 203 students taking English class at AMA Yogyakarta. This research concludes that hybrid learning method can be used in English learning classes with an average of 61,26% students agree to the the implementation of hybrid learning method in class, and 38,7% of them disagree. The application of *hybrid learning* for English class encourages students to be more disciplined, learning is not hindered by space and time, and it is more *student-centered* although it still faces some obstacles in its application.

Keywords : descriptive, English learning, hybrid learning

1. INTRODUCTION

1.1 Introduction

Technological developments have now entered the 4.0 industrial revolution. This revolution encourages automation systems in almost all human's activities. The education

industry, especially universities, must be adaptive, otherwise it will not be able to keep up with its rapid development. The growing interest on digital economy, artificial intelligence, big data, robotics, and others have created a realization that the competition is no longer linear but exponential (Brodjonegoro, 2021). Thus, it takes creativity and innovations in facing the challenges of the era. In higher education, this disruption phenomenon can be seen from the development of collaborative research among researchers from various disciplines and universities. One of the most interesting fields of research is on the effective English Learning methods which can be applied anytime and anywhere. Online learning needs tobe more motivating for students in learning (Sunardi, 2021). With COVID 19 pandemic limitation to face to face learning, universities must innovate with various options of distance learning programs. This learning can be accessed using internet technology and universities can apply hybrid methods learning .

In the era of the 4.0 industrial revolution, IOT (internet of things) plays a significant role in almost everything. Education should follow these developments because there are many benefits that can be obtained. One of the benefits is that learning is not bound by space and time and can be done anywhere and anytime (Indrayana & Sadikin, 2020). Curtis J. Bonk and Charles R. Graham stated that the distance learning system emphasizes learning that gives students the opportunity to choose when and where they want to learn (self-paced) as shown in Figure 1 below (Bonk & Graham, 2012). Online learning can be interpreted as a process that regulates the occurrence of learning activities (Sunardi, 2021).

Hybrid learning is a distance learning method which combines online and face-to-face learning simultaneously. It aims to encourage students to become active participants in learning using the internet, thus enabling or supporting learning activities that continue outside the classroom. Also, when the learning takes place in the classroom, it can run much better. The definition of hybrid learning is a combination of distance learning method (*Pembelajaran Jarak Jauh*/ PJJ) and face-to-face learning method (*Pembelajaran Tatap Muka*/ PTM).
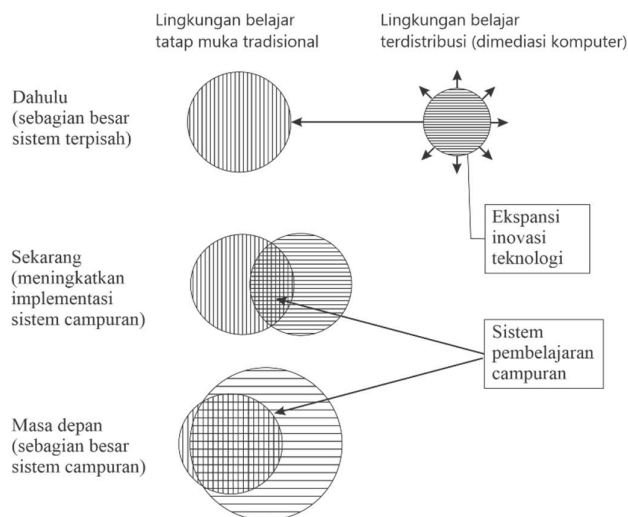
Figure 1. Progressive convergence of traditional face-to-face and distributed environments enabling the development of mixed learning systems (Bonk & Graham, 2012)

Hybrid learning is the most logical and natural evolution of teaching and learning method. This type of learning is an elegant solution to meet the challenge of adapting learning activities and its development with each individual's needs. Kaye Thorne describes hybrid learning as an opportunity to integrate the innovative and technological advances offered by online learning with the interaction and participation that traditional learning offers at its best (Thorne, 2003).

Success in college depends mainly on pre-university input, including mastery of several fundamental academic skills including English proficiency. Mastery of English is one of the most important skills, otherwise, students will be constrained when reading English references during their study. Students will have difficulty identifying the gist, main ideas, specific details, and even in making inferences about what they read. Lecturers also still apply traditional face-to-face methods in teaching English reading skills without using internet technology. As a result, students have limited sources of English academic reading materials because they only learn from printed books.

Learning is a process of interaction between students, educators and learning resources in a progressive learning environment. Learning also involves assistance provided by educators which enables the process of acquiring knowledge, mastering skills, building character, and forming attitudes and beliefs in students. In other words, learning is a process which aims to help students to learn well. Learning means processes, actions, ways of teaching or educating so that students are willing to learn independently (Djamaluddin & Wardana, 2019). Commonly, teaching activities give the impression that it is only the work of one party, namely the work of the lecturer or teacher. In fact, learning also implies interactions between lecturers and students. Learning is a system that aims to assist the student learning process, which contains a series of events that are designed, arranged in such a way as to influence and support the student's learning process

internally (Djamaluddin & Wardana, 2019). Hybrid learning is another way of learning process which is conducted using various technology-based applications. Learning applications used by lecturers and students vary depending on the agreement between lecturers and students. The applications are determined by the specific student learning situations. Applications commonly used in hybrid learning are Zoom, Google Classroom , Google Meet , WhatsApp , and so on.

The English learning process at AMA Yogyakarta is student-centered. In this learning process, students have the same opportunity and facilities to develop their own knowledge, so that they will gain a deep understanding which in turn can improve the quality of students in acquiring English language skills. Through the implementation of student-centered learning, students are expected to participate actively, always be challenged to have critical thinking, be able to analyze and solve their own problems (Siswono & Karsen, 2008). Student centered learning (SCL) is a learning process which focuses more on students' needs (learner centered) and is expected to encourage students to be actively involved in acquiring better knowledge, attitudes and behavior (Djamaluddin & Wardana, 2019). Through a learning process that involves active student participations, the lecturer no longer takes the right of students to learn. It becomes necessary to emphasize on student activities because learning is essentially an active process in which students use their cognitive abilities to improve their understanding (constructivism approaches). This research aims to analyze the effectiveness of student-centered English learning process at AMA Yogyakarta which uses hybrid learning method based on students' experience.

During the pandemic, online learning becomes the only available option for schools and universities. Some research on the effectiveness of online learning have been conducted. A particular research that is relevant to this issue is conducted by Kholipah, Arisanty & Hastuti (2020) entitled "Effectiveness of the Use of E- learning in Online Learning During the Covid-19 Pandemic" concludes that the effectiveness E- Learning implementation in online learning in theory and practicum courses for Geography Education Study Program students during the Covid-19 pandemic in 2019-2020 is effective for theory course, while for practical subjects it is less effective (Kholipah, Arisanty, & Hastuti, 2020). Another study entitled The Effectiveness of Online Learning for PGSD Students at Toraja Christian University of Indonesia (PGSD UKI Toraja) during the Covid-19 Pandemic concluded that the level of convenience or in the online learning process is at a poor level because the percentage only reaches 45.6% of the expected value, which is 60%. The level of interest in online learning process is also at a poor level, only reaching 41.2% of the expected value of 60%. Moreover, the interaction of teaching staff and students in the online learning process is also at a poor level where the percentage only reaches 41.2% of the expected value of 65%. Additionally, the effectiveness of lecture activities is at a poor level as well because the percentage only reaches 38.2% of the expected value of 80%. The media used in *online lecture activities*, PGSD UKI Toraja students tend to choose Google

Classroom as the best media in the online lecture process, whereas according to the results of this research, Google Classroom media is only used as a medium for collecting assignments, Mid Term Test, and Final Test (Allolinggi, et al, 2020). The research show that online learning as the only one learning option is still considered as less effective for specific cases.

Hybrid learning can be a solution for this since it combines innovation and technological advances in online learning with interaction and participation from conventional or face-to-face learning models (Hendrayati & Pamungkas, 2013). It is a learning model that integrates innovation and technological progress through online learning systems with the same interaction and participation from traditional learning models (Thorne, 2003). Hybrid learning method is a combination of face-to-face instructional methods with online learning processes.

Furthermore, hybrid learning system offers two choices on who will hold the main role (lead) in the lecture process: teacher (instructor-led) or student (learner-led). In general, the initial stage applies the instructor-led, then when the lecture process has started, it changes in to student-led one. This model combines classroom and online learning by utilizing available technology. There are four stages of hybrid learning, they are face to face driver model, rotation model, flex model, and online lab school model (Ansori, 2018). The hybrid learning stage, According to Zarkasyi Wahyudin, is the presentation of material by the teacher, giving practice questions, using internet services to help in answering the practice questions, and discussing the practice questions (Wahyuddin, 2015).

One of the advantages of hybrid learning model is contributing to the development and supporting interactive strategies for face-to-face and distance learning. It also develops activities related to learning outcomes because they focus on student interaction and not just content dissemination. Hybrid learning offers more information for students and provides faster feedback in communication between lecturers and students. Hybrid learning also allows students to access material anytime and anywhere and can continue according to their abilities, increasing the effectiveness of lecturers' work (Siddiqui, Thomasa, & Soomro, 2020). However, the drawbacks of this model are: it requires adequate technological facilities and is quite costly. It also allows for differences in resources and prone to technical constraints because it involves the use of technology.

Hybrid learning is a learning approach that combines face-to-face learning and e-learning. The idea of hybrid learning environment relates to a learning environment where lecturers and students work with the combination of books, presentations, classroom activities, and digital resources including online materials or smartphone applications (Harmer, 2014). Hybrid learning as a combination of traditional learning characteristics and electronic learning environment or e - learning, combines blended aspects learning (electronic format) such as web-based learning, video streaming , synchronous and asynchronous audio communication with traditional 'face-to-face'

learning (Sjukur, 2012). Hybrid learning emphasizes on the fact that every time students can learn, because hybrid learning learning is partly learning face-to-face and partly with the help of the internet. Besides hybrid learning has been used to describe a kind of teaching using face-to-face and full online education .

In conclusion, hybrid learning has several benefits, according to Lee, Lau & Yip (2016), it has the power to create independent, interactive, meaningful learning, and can be used as a medium for discussion, asking questions, providing feedback, sharing information, and evaluation. Hybrid learning also has the opportunity to provide students with more flexible time and assignments, while students can also more easily understand the content of the material. During the first semester of the 2021/2022 school year, Yogyakarta Administrative Management Academy (AMA Yogyakarta) implements hybrid learning method for all classes including English class due to COVID 19 Pandemic. However, students' perception and experience which determines the effectivity of the implementation of this method is still not certain. In fact, it becomes important to be analyzed since students' experience and perception directly relate to their ability in understanding the materials better. Hence, the purpose of this research is to find out its effectiveness based on students' point of view of applying hybrid learning method to support English language learning process for first semester students.

1.2 Research Questions

Hybrid learning method has been applied at AMA Yogyakarta for one semester in 2021. However, it is not known whether students enjoy the process or not. This research thus aims to answer the following question:

a. How is the students' experience in joining English class using hybrid learning method at AMA Yogyakarta in general?

b. How is the effectiveness of implementing hybrid learning method for English class seen from students' perception on it?

1.3 Significance of the Study

This research wish that the results can help teachers and facilitators to improve their hybrid learning method by considering students' experience in their teaching design. It is also expected that the result of this research can be a reference to policy makers in the level of higher education when determining the appropriate learning method to be applied in their institution. This research can also become a reference for other researchers who whish to conduct further analysis on hybrid learning method application, especially in language learning.

2. METHOD

2.1 Research Design

This research is a descriptive quantitative research with data collection techniques using a questionnaire. According to Sugiyono (2012) descriptive research is research conducted to seek independent variable's value without making a comparison or relate it to other variables. It describes things that are currently applied. Whereas quantitative research is a research method used to analyze a specific population or sample in which data collective techniques applies research instruments. The data is in the form of numbers and analyzed using statistical tests (Sugiyono, 2015). Students' perceptions or experience in joining English class with hybrid learning method were collected through a questionnaire and the answers were scored and calculated. As the purpose of the study is to analyze students' experiences in joining English learning class with hybrid learning method using questionnaire, this method is deemed as acceptable.

The questionnaires were distributed to the students during a specific time, and the scores obtained from the questionnaire were then analyzed using descriptive statistical techniques. The population of this study is the first semester students of Yogyakarta Administrative Management Academy (AMA Yogyakarta) in the 2021-2022 academic year.

2.2 Samples/Participants

The total population of this research is Yogyakarta Administrative Management Academy students who are still actively taking English courses in the 2021/2022 academic year totaling of 6 classes with 203 students. The sample was taken by total sampling method, so the number of samples was the total population that includes 203 students. This research was started from 14 - 21 December 2021 at Yogyakarta Administrative Management Academy.

2.3 Instruments

This research uses questionnaire as its main instrument. The variables of the questionnaire are students' responses to *hybrid* -based English learning through Google Classroom. The intended student response in this study is whether students agree or disagree in the implementation of English learning with the hybrid method. The items of statement instruments in the questionnaire are as follows.

Table 1.

Students statements regarding hybrid learning based English learning activities

No	Statement
1.	I like to learn English using the hybrid learning system rather than learning face to face with lecturers.
2.	Hybrid learning is more interesting for learning English.
3.	Hybrid learning makes me responsible and disciplined in collecting English assignments.
4.	Hybrid learning gives me a new experience/environment in learning English.
5.	Hybrid learning provides more time to do and submit English assignments than face to face learning.
6.	Hybrid learning makes it easier for me to access English learning materials
7.	Hybrid learning can improve understanding of English through uploaded learning videos .
8.	I prefer to collect monologue/dialogue assignments in English by uploading videos rather than appearing in class during face-to-face lectures with lecturers.
9.	I can master English learning materials faster with hybrid learning than face to face lectures.
10.	I can easily access learning materials because the internet/ Wifi network is good

2.4 Data Analysis

The data processing in this study was carried out by processing questionnaire data using quantitative descriptive statistic techniques which were then interpreted by the researchers. Descriptive Analysis aims "to describe, show, or summarize data points is the type of analysis of data that helps describe, show or summarize data points in a constructive way such that patterns might emerge that fulfill every condition of the data" (Rawat, 2021). Whereas descriptive statistics describe the basic features of the data in a study and provide simple summaries about the sample and the measures (Trochim, 2021). It simply describes what the data shows.

Once the questionnaire answers were collected, the value is calculated, analyzed, and described by the researchers. Each item of questionnaire questions represents the students' experience in joining hybrid learning based English class. Positive response is represented by agreement and negative response is represented by disagreement. Answers were scored and the percentage of agreement and disagreement for each statement were calculated. The conclusion is derived from the average students agree or disagree responses to determine their positive and negative attitude which represents their experience in joining the hybrid class. The researchers also refer to previous studies to confirm the data and derive the conclusion.

3. FINDINGS AND DISCUSSION

3.1 Findings

The data obtained from questionnaires that have been distributed to 203 students shows that only 119 students filled out the questionnaire via Google forms according to the predetermined

time limit. The data collected was analyzed by calculating the number and percentage. The results of the analysis can be seen in the following table.

Table 2

Analysis results of students statements on hybrid learning-based English learning activities

Statement	Student statement	
	Agree	Do not agree
1	19.33	80.67
2	77.31	22.69
3	89.92	10.08
4	84.87	15,13
5	72.27	27.73
6	82.35	17.65
7	83.19	16.81
8	77.31	22.69
9	9.24	90.76
10	16.81	83.19
Average	**61.26**	**38.74**

Based on table 2 above, the information obtained regarding student responses to 10 items of statements included in the instruments shows the general student responses to hybrid learning based English class.

First , 19.33% of students agree to learn English using a hybrid learning system rather than face-to-face learning, while 80.67% of students disagreed. The results of this study are in line with the results of research from Cahyawati & Hadiyanto (2020) with around 85% students disagree if hybrid learning applied in the future. Student disapproval of hybrid learning lectures is mainly due to slow internet access, limited internet quota, difficulties in understanding the lecture material given because they do not meet face to face with lecturers/teachers, and that the devices (mobile phones/ smartphones /laptops/computers) are inadequate (Cahyawati & Gunarto, 2020).Once the facilities requirements are met, the impressions might change as well.

Second , 77.31% of students agree that hybrid learning via Google Classroom (GCR) is more interesting for learning English and only 22.69% of students disagree. The results of this study are in line with the results of research from Panggabean & Soemedi (2020) which states that lectures with the hybrid learning method is interesting by 78.18% (Panggabean & Hadiyanto, 2021). It shows that hybrid learning is generally preferable because it offers more features. If the

requirements for the facilities are met, they found that hybrid learning is way more interesting, hence the positive experience.

Third , 89.92% of students agree that *hybrid learning* made them responsible and disciplined in submitting English assignments and only 10.08% of students disagreed. The results of this study are in line with the results of research from Safitri (2017) which states that students are more disciplined and responsible with *hybrid learning* lectures amounted to 83.69 (Syafitri, 2017). While the results of research from Mandasari, et.al. discipline and punctuality by 75% (Mandasari, Rahmadhani, & Wahyuni, 2020).

Fourth , 84.87% of students agree that hybrid learning gives students a new experience/feel in learning English and only 15.13% of students disagree. The results of this study are in line with the results of research from Mandasari, et al al. (2020) study which stated that a *hybrid learning method* provides a new experience as much as 92% (Mandasari, Rahmadhani, & Wahyuni, 2020).

Fifth , 72.27% of students stated that hybrid learning provides more time to do and collect assignments than face to face learning and only 27.73% of students disagree. The results of this study are in line with the results of research from Mandasari, et al al. (2020) study stating that a hybrid learning method provides more time to do and collect assignments than face to face learning method by 75% (Mandasari, Rahmadhani, & Wahyuni, 2020). The more time the students have for finishing the task, the less pressure they have during the class. They can also manage their time better.

Sixth , 82.35% of students agree *hybrid learning* makes it easier to access learning materials and only 17.65% of students disagree. The results of this study are in line with the results of research from Asiah (2020) which states that 78.5% of students are easy to access lecture material (Asiah, 2020).

Seventh , 83.19% of students agreed that *hybrid learning* can improve English understanding through uploaded learning videos, while 16.81% disagree. The results of this study are in line with the results of research from Mafulah & Hariyanto (2917) which states that English lectures with the *hybrid learning method* improves understanding of English by 76.23 (Mafulah & Hariyanto, 2019)

Eighth , 77.31% of students agreed to collect monologue/dialogue assignments in English by uploading videos instead of appearing in class during face-to-face lectures with lecturers, and only 22.69% disagreed. The results of this study are in line with the results of research from Cahyawati & Gunarto (2020) mentioning that 72% students agree to upload assignments online rather than submit directly (Cahyawati & Gunarto, Persepsi mahasiswa terhadap pembelajaran daring pada masa pandemi Covid-19: Hambatan, tingkat kesetujuan, materi, beban tugas, kehadiran, dan pengelasan dosen, 2020).

Ninth only 9.24% of students stated that they master English learning materials faster with hybrid learning than face to face lectures and 90.76% disagree. The results of this study are in line with the results of research from Fahlefi (2021) that 12.5% of students agree that it is easier to understand online lectures material, while those who state that it is more difficult are 87.5%. In order to be able to master listening and speaking in English, it will be more effective if the teaching and learning process is carried out by face to face learning method, because if English language lecture materials, both audio and visual, are uploaded and then students download them, lecturers have difficulty in cross-checking whether students have understood the material presented or not. Because English courses require practice, this is easier to be implemented in face to face learning method.

Tenth , 16.81% of students stated that it was easy to access the material because the internet/ Wifi network was good and 83.19% stated that they did not agree because students had internet network difficulties and quota limitations. The results of this study are in line with the results of research from Suhada, et al., the biggest obstacle in the teaching and learning process of the hybrid learning method is the limited quality of the internet network and the cost to buy internet credit (Suhada, Delviga, Agustina, Siregar, & Mahidin, 2020). Based on the results of student responses who have difficulty in accessing material, one of the factors which hinders student when carrying out hybrid learning is internet network access problem. Web-based hybrid learning requires students and lecturers to be connected to the internet. Researchers can conclude that there are difficulties for students when implementing hybrid learning because of the low quality of the internet network and limited internet quota. As a result, it is difficult for students to access applications used in hybrid learning because if there is not enough quota and a stable internet network, the lecturer cannot upload the material, while the students cannot download and submit the tasks assigned by the lecturer.

3.2 Discussions

Teaching and learning activity in Akademi Manajemen Administrasi Yogyakarta focus on face-to-face learning in explaining the materials. To supplement the lack of time and space for face-to-face learning during the COVID 19 pandemic, the institution uses e-learning to improve the learning process by giving tasks to the students. From the explanation in the finding section, the answers for each statement vary in nature. It is generally negative when dealing with the lack of facilities such as internet and devices (number 1), and the limited live interaction and practice time (number 9). The rest are generally positive.

Based on table 2, it can also be concluded that the students' response to hybrid method in English learning is generally favorable. This can be seen from the results of the average students responses on 10 statements in which 61.26% of them agree on the implementation of hybrid

English learning, while those who prefer face to face learning are 38.74%. Based on the results obtained from the questionnaire that was distributed to 203 students, only 119 students filled out the questionnaire via the Google form within the predetermined time limit and class observations in December 2021.

According to management policy at AMA Yogyakarta, teaching and learning activities are conducted with hybrid learning method. Lecturers at AMA Yogyakarta mostly utilized online media in the hybrid learning process. The first to be used is Google Classroom. The implementation of teaching and learning activities at AMA Yogyakarta learning English using Google classroom as the main means to carry out the hybrid learning process. English lecture materials are uploaded using the Google Classroom application, Google Classroom is also utilized to deliver information and give assignments to students. Meanwhile, Zoom or Google Meet is used for reading. If there is a problem with the internet network, there is as an alternative for students to use WhatsApp. WhatsApp is an internet-based application that allows each user to share various kinds of content according to the supporting features. WhatsApp also has various features that can be used to communicate with the help of internet services. Whatsapp is a messaging platform that can also be used in distance learning, where students are gathered in groups and the learning process is carried out by message either by writing, sound or images (Yuliani & Saputri, 2021).

WhatsApp can be used as an alternative in a hybrid learning method, because the WhatsApp application has advantages, namely the use of smaller data compared to other applications. Communicating with more than 50 people using WhatsApp Web does not cost much money. In order to use video calls with WhatsApp Web, you must install the latest WhatsApp application on your computer or laptop (currently version 2.2149.4). In addition, the use of WhatsApp is more practical, easier for students to understand, and it does not require a lot of quota in the learning process. Moreover, it is easier to use and students parents and guardians can also use it because WhatsApp is not a foreign thing (Anugrahana, 2020). Several studies have been conducted regarding the implementation of WhatsApp as an online learning tool. Researches state that the implementation of WhatsApp as a hybrid Learning media in language learning is believed to be able to encourage student motivation, so that students are motivated to learn vocabulary effectively (Bakhtiyar, 2017). So, based on this description, it can be said that WhatsApp media can be used as an alternative to the hybrid learning method.

The research findings show that students' responses to hybrid -based English learning at Yogyakarta Administrative Management Academy is good (positive) in terms of comparison with conventional learning specifically in the terms of attractiveness, student character formation, learning innovation, time efficiency, ease of learning, speed of understanding, and assignments. When compared with conventional learning, students still tend to choose conventional learning because the habit is given directly from the lecturer. So when finding new learning innovations,

students tend to be slow to understand its use and implementation. Students also find it difficult to access the GCR because of limited quotas or internet access which is not good in their area.

Based on the research findings of Agustina and Susanto (2017), it is stated that as many as 61.5% of educators encounter obstacles when using hybrid learning, namely the problem of an unstable internet network connection. In the aspects of attractiveness, students are interested and happy with the interface or appearance that tends to be familiar to their daily lives, because it looks like Facebook. This is in accordance with the results of a research by Noni Agustina and Ratnawati Susanto which states that most students are very happy and motivated to use hybrid learning (Agustina & Susanto, 2017).

As for the students' character-building aspect, assignment facilities in hybrid learning helps students to be more responsible and disciplined in collecting assignments because the assignments the deadline for collecting assignments has been set beforehand. Lecturers use Google Classroom to distribute assignments to students and ask students to submit assignments according to the designated time. Another advantage of Google Classroom is that Google Classroom is affordable and safe, which is provided free of charge for educational institutions, nonprofit organizations, and individuals and it also does not contain ads. Google Classroom never uses user content or student data for advertising purposes, due to the advantages of Google Classroom, it becomes a good option in the learning process (Rini, Prihatin, Hernayati, & Misbah, 2021).

If a student is late in submitting assignments, it will be listed in the lecturer's GCR system/account. This encourages students to be disciplined and punctual in doing and submitting assignments. This is supported by the results of Deden Sutrisna's research which found that the use of the Google Classroom application by students, its function is to track every assignment that is nearing the deadline for submission on the assignment page, and start working on it with just one click (Sutrisna, 2018). Lecturers can quickly see who has not completed assignments, and provide feedback and direct grades in class. This is also supported by the opinion of Naserly (2020) who found that the use of interaction between teachers and students was somewhat lost, because the interactions that existed in this virtual class were only channeled through text in the comments column. An additional interactive method to communicate with students can be added to solve this problem.

Yogyakarta Administrative Management Academy (AMA Yogyakarta) uses the Zoom, Google Meet, Google Classroom, and WhatsApp applications in online learning to facilitate the hybrid learning process during the pandemic. The applications is expected to be able to provide interactive communications between teachers and students. It is considered to be more effective since it can be accessed from anywhere as long as it has internet access. This is supported by the opinion of Putra et.al (2020) who stated that hybrid Learning is a learning that can be done anywhere , anytime provided that there is an internet network that can access the material provided

by the lecturer from an application. Based on the results of participant observations in the field, it can be seen that (1) Students encounter obstacles using Zoom or Google Meet application, especially due to unstable network problems, wasteful use of data quota, and high data prices so that the Zoom or Google Meet application is not effectively implemented in learning . (2) The alternative learning used by lecturers in teaching was transferred to the Google Classroom and WhatsApp applications after Zoom or Google Meet applications were deemed ineffective (3) The main application that was most widely used in learning was the Google Classroom application , WhatsApp as a backup because it was easily accessible by students, even with a weak network, learning can still run well.

Inadequate facilities and infrastructure are an obstacle to hybrid method implementation. In studying English, not all students have a proper cellphone for online lectures and not all parents can afford to buy a mobile phone. Hence, the facilities and infrastructure are the main difficulties or obstacles for teachers in using online learning media. In addition, the network also hinders teachers in using online learning media . When the teacher carries out the learning process, there are still many students who are constrained by the network quality. Consequently, the teacher only asks students to do the assignments given by the teacher every day and asks students to submit assignments on time. The implementation of online learning requires supporting facilities, such as smartphones , laptops, or tablets that can be used to access information anywhere and anytime . In Indonesia itself, there are several applications provided by the government to support learning activities at home. In addition, teachers can do face-to-face interactions with students through applications that can be accessed via the internet (Sourial. et al. , 2018).

From these findings and analysis, the researcher can conclude that the students' experience in joining English class using hybrid learning the impact of *hybrid learning* encourages lecturers and students to be "literate" in technology and can also understand that cellphones can not only be used as social media and play games, but can be used for more positive things, namely learning and learning activities.

4. CONCLUSION

4.1 Conclusion

The purpose of this study is to find out the students' experience on the implementation of English learning using hybrid learning method at Yogyakarta Academy of Administrative Management. By looking at data from research findings and discussions, researchers concluded that a mixture of student responses to the application of hybrid learning English learning but generally positive.

Based on the results and discussion of student responses to the questionnaire, it is concluded that: Learning with the hybrid learning method can be used in English learning lectures. From 10 statements, 69.41% of students agree to study with hybrid learning, while those who do not agree are 30.59%. Although in general, students prefer face-to-face lectures in learning English. Hybrid learning method in the teaching and learning process can be used effectively if lecturers and students are in an adequate internet network. Hybrid Learning method can be used in the learning process because students can study at any time outside of lecture hours.

4.2 Suggestion

The research is limited to students' responses to the application of English learning with hybrid learning methods, on the other hand, the field of English language research is broad and complex. Other researchers advise further researchers to develop areas of research on English such as mixed learning about reading and writing.

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