

OBTAINING PREFERENCES FROM A HYBRID LEARNING SYSTEM TO PROMOTE ENGLISH-SPEAKING ABILITY THROUGH FOCUS GROUP DISCUSSION

¹Tan Winona Vania Anabel, ¹Debora Chaterin Simanjuntak

¹English Language Program, Universitas Advent Indonesia

Corresponding Author Email: 1821012@unai.edu

Article Info	Abstract
<p>Article History Received: February 2022 Revised: March 2022 Published: April 2022</p> <p>Keywords Hybrid Learning; Speaking Fluency; Focus Group Discussion;</p>	<p><i>In the new normal era, the learning system has changed from online learning to hybrid learning. This learning system is widely applied in many universities. Thus surfacing students and lecturers' voices is of absolute importance in obtaining preferences for best practices in English language teaching. In the EFL context, speaking fluency is one of the elements of speaking that have many difficulties to be mastered by students. This study was conducted to derive suggestions and preferences for best practices in hybrid learning systems for English-speaking ability through Focus Group Discussion (FGD) method. From the FGD, we draw transcripts, back-to-back translations, field notes and activity artefacts to demonstrate the process of the discussion. The information gathered was examined using thematic analysis and an interpretative description approach. The participants of this study were Non-English majors and English lecturers. The result revealed that college students faced speaking challenges during hybrid learning to hone their speaking fluency. Emerging themes were identified wherein in a hybrid learning system, the lecturer utilized multifaceted learning, digital resources and communication tools to improve students' speaking fluency. As for the implementation, technical support and mental readiness for hybrid learning are the reasons for the possibility of hybrid learning that affects students' speaking fluency.</i></p>

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INTRODUCTION

The current pandemic situation has compelled educators to transform ways of teaching and learning. They have to plan for accessible scenarios ranging from hands-on teaching to completely remote learning (Hanifah et al., 2022). Technological breakthroughs have led to developments in almost all education practices. One of the new trends in hybrid teaching and learning systems by mixing face-to-face learning with online learning. However, the concept of hybrid learning should not be mistaken that it is merely a combination of online and face-to-face instruction. Rather, this learning system focuses on the accomplishments of the learning objectives by applying the proper methods to meet the needs of the learners (Lin, 2008). Through a hybrid learning system, students are given the ability to observe and listen to the teacher from home while displaying their interactions and knowledge without removing the classroom setting (Ismail & Abdulla, 2019). Innumerable schools, universities and other academic institutions include hybrid modes of instruction into their curricula; wherein, educators combine parts of in-person and online instruction in a hybrid system. This mode of instruction combines on-campus meetings with flexible-schedule online learning (Panigrahi et al., 2018; Singh et al., 2021). More notably, students have the opportunity to participate in both face-to-face and online learning, as well as scheduled and self-paced classwork—simply put, learning does not have to be restricted to a set timetable but can occur at any time and place

(Nashir & Laili, 2021; Singh, 2017). Each institution takes the opportunity to build hybrid-based learning media by combining technology to fulfill the needs of the students (Abdullah, 2018; Zainuddin & Keumala, 2018).

Hall and Villareal (2015) conducted a study on a hybrid learning system and they found out that the students perceived the benefits of online tools and face-to-face interactions, as well as the flexibility of working at their speed and on their own time. The findings of the study indicated that participants gained experiences in hybrid courses and their recommendations in terms of enhancing their ability to use, manage and assess technology effectively. The data revealed four broad themes: organization and adaptability, online activities, interactive classes, and balance. Multimedia technology, CD-ROM, video streaming, online text animations, and video streaming are all part of hybrid learnings. Hybrid learning helps make the classroom more like a real-life setting (Rizal, 2017). Apart from the advantages, hybrid learning systems also have some downsides. Zainuddin et. al., (2018) stated that one of the difficulties of applying a hybrid learning system is that this system requires high-tech amenities and extensive preparation on the part of the educators. Educators should be proficient in the use of technology and devote significant time to developing the ability to use numerous web platforms. Additionally, they must compile materials from a variety of digital sources, such as a website or video, which are then incorporated into the Learning Management System (LMS), allowing students to learn from the accessible resources.

This present study chose Universitas Advent Indonesia as the field of study since this university started implementing hybrid learning system in year of 2021. This is one of the universities that carries out a hybrid learning system during Covid-19 outbreak. It would be an appropriate research place to recruit the participants since the class system blends online setting and face-to-face setting and the lecturers would implement the hybrid system in their teaching (Fajri & Saputri, 2021). The study somehow would focus on the use of a hybrid learning system in speaking course for non-English major students. It was initially conducted to obtain suggestions and preferences on hybrid learning systems whether it can be applied for teaching skill-based subjects such as, speaking course; wherein, a speaking course requires interactive learning activities or hands-on tasks.

Seemingly, in Indonesia, English is thought of as the main foreign language in the country, and it is given more attention than any other foreign language that is taught there (Haidara, 2016). It is a skill that students should master since it demonstrates their ability to communicate in English and their ability to acquire information from others. It is one of the four English skills that require more effort to be mastered. It is thought of as the main foreign language in the country, and it is given more attention than any other foreign language that is taught there (Haidara, 2016). Strengthening English speaking ability is imperative for Indonesian EFL students, since it is well recognized that speaking is critical for students to execute their communication skills more effectively (Akhyak & Anik, 2013). Some psychological factors influence students to speak English. Even though most EFL students think they know a lot of English words and grammar, they are anxious when they speak English. People have a lot of troubles with English because they are afraid of making mistakes, feel shy, and do not have enough confidence in daily speech (Haidara, 2016). Sosas (2021) stated that a successful speech requires fluency and accuracy, which learners must develop competitively. Academic institutions place a premium on teaching students to communicate effectively for many years. Through speaking, students can give, receive or share information with others and they will have the ability to spend their time performing constructive activities such as, having dialogues, debating, and engaging in conversation (Zuraida Ihsan & Wahidah, 2019).

Therefore, this study was conducted to obtain suggestions and preferences from lecturers' and students' voices regarding speaking English fluency taught through hybrid learning systems with the research questions:

1. What are the experiences of students on speaking fluency enhancement conducted through hybrid learning?
2. How would lecturers enhance students' speaking fluency through hybrid learning?
3. How likely is hybrid learning to influence students' speaking fluency?

RESEARCH METHOD

This is qualitative descriptive research in which a phenomenon is described to investigate and explain happenings in the social environment (Nassaji, 2015). Additionally, this study aims to explore lecturers' and college students' experience in teaching-learning speaking through hybrid learning during the ongoing Covid-19 pandemic. The researcher analyzes the participants' statements, details their perspectives, and conducts the study in a natural context. In this study, the researcher used the Focus-group Discussion (FGD) method to gain the data.

Research Design

The researcher used a qualitative narrative research methodology to elicit information regarding college students' and lecturers' attitudes about hybrid learning and speaking fluency. The researcher considered trust as a central phenomenon deserving of investigation and comprehension (Creswell J, 2002). According to Creswell (2015), narrative research designs are qualitative techniques in which researchers describe persons' lives, gather and narrate their stories, and compose narratives about their experiences. In education, these stories frequently centre on classroom experiences or school activities. The data was collected with the FGD method. Krueger and Casey (cited in Tümen Akyıldız, 2020) stated that focus group discussions are used to gather information about the factors that impact students' and lecturers' ideas and behaviours. Furthermore, unlike personal interviews, focus group discussions allow participants to think aloud and feel free to express their thoughts, discuss counter-arguments with their peers, and change their minds as the conversation progresses, much as individuals do in casual life settings (Lauri, 2019).

The Subject of the Study

The non-English Major students who enrolled in Listening and Speaking for College courses were recruited from three faculties: Nursing, Technology Information and Accounting. The lecturers who utilized hybrid learning system to teach speaking course. All the participants were recruited through purposive sampling. The participants were divided into 4 main groups. One group consists of three up to seven people who are grouped into the same group, namely majoring in Nursing S1, Technology Information, Accounting and also a group of English lecturers who teach speaking courses.

Table 1.
The Demographic Features of the Participants

No	Participants	Male	Female	Status
1	Accounting	3	4	College student
2	Nursing	2	4	College student
3	Technology Information	1	5	College student
4	English lecturer	1	2	Lecturer

Activity

In the focus group discussion, the researchers was collecting ideas and opinions, learning the participants' attitudes to develop the discussion (Lauri, 2019). The focus group incorporated the following activities:

Reflect and Share: the goal of this activity is to provide participants with time to ponder and share. Participants were giving questions to answer.

Identify differences of opinion: this activity was designed to extract information, facts, details on the focused points. Participants were allowed to give arguments, extract complexities of their views on improving speaking skills through a hybrid learning system.

Review and Discover: in this activity, participants were provided with feedbacks to complete the discussion. The objective of this activity is to encourage the participants to give vivid answers on the research variables.

Table 2
Participants Details

	Group 1	Group 2	Group 3	Group 4
Length of discussion	90	90	90	90
Group size	7	6	6	3
Sex [F:M]	3:4	2:4	1:5	1:2
Participants discipline	Accounting	Nursing	Technology Information	English Education

Instruments

For the data collection, the researcher used WhatsApp, Google Form and Zoom. First, the researcher asked the English lecturer for the recommendation of their students who took English speaking courses. Afterwards, the researcher contacted them through WhatsApp to ask about their willingness to be a participant. Henceforth, the researcher made a WhatsApp group for each department to make it easier to give information about the discussion. Then, the participants were asked to fill out the Google Form for data collection as a sign of willingness to be a research subject. The researcher had prepared ten questions which consist of the introduction question, the main questions and the closing. To avoid bias, the interview was done in Bahasa Indonesia and conducted with a moderator.

Data Analysis

Because we are separated by distance, this focus group discussion is conducted virtually via Zoom application. After collecting the data the researcher translated the transcription from Indonesian into English and provided back-to-back translation as well. Translating the acquired data is critical since it enables researchers to identify themes and sub-themes. Kielmann et al., (2012) stated that transcribing the results of qualitative data is critical because it allows researchers to become familiar with the data and the environment in which they were acquired. In addition, the researcher then applied thematic analysis to analyze the data. Braun and Clarke (2006) suggested that thematic analysis is an effective technique for exploring the viewpoints of various research participants, revealing parallels and differences, and eliciting unexpected findings. The analysis is divided into various steps, beginning with familiarization with the original data and continuing with the assignment of initial codes to statements that summarize the primary point of the interviews (Saldaña, 2013). To preserve the participants' privacy, codes like KI-1 and KI-2.L were used to report statements. These codes indicated the student's first key informant and the lecturer's second key informant.

FINDINGS AND DISCUSSION

Analysis of data revealed the opinions of the participants about the experiences of students on speaking fluency enhancement conducted through hybrid learning, how the lecturers enhance students' speaking fluency through hybrid learning is, and how likely hybrid learning influences students' speaking fluency is. The finding and discussion of each research question were displayed below.

Students' Experiences on Speaking Fluency Enhancement through Hybrid Learning

When transitioning to a new set of teaching and learning systems, students usually feel a significant difference. Based on the information gathered during the discussions, the researchers discovered that each participant had a comparable experience with the hybrid learning method for improving students' speaking fluency. The researcher composed participants' experiences into three emerging themes.

Perceived Learning Interest

In the new learning system – a hybrid learning system, the students perceived the difference in their way of learning because of the existing situation and conditions, they use technology to learn in different ways. They slowly began to adapt with the online-offline situation by identifying their learning interest. They share their perception about their understanding of the hybrid learning system as stated in the following excerpts:

KI-14: Hybrid learning are two modes of learning, online and offline.

KI-17: Hybrid learning that uses online applications and some that are face-to-face

KI-10: One is face-to-face, one is studying in class, the other is through zoom media or like google meet media or other media provided

As mentioned by the participants above, it is shown that hybrid learning is the combination of synchronous and asynchronous learning. According to Tolga Kayalar et al., (2021) synchronous learning is an online learning platform that brings teachers and students together in a virtual environment in the same or separate locations. While asynchronous distance learning refers to an English learning process delivered via online videos and course materials in which the students and instructor are separated in terms of both location and time (Güneş & Alagözlü, 2021). Hybrid learning, in other words, is the learning system that conducts online and offline at the same time.

The participants accentuated that they often use technology-based applications in speaking courses during hybrid learning to help them improve their pronunciation, volume, and intonation, such as YouTube, digital dictionaries, and other English learning websites and applications.

KI-7: I think the most important thing is the Zoom application, Ma'am. Maybe the second order is YouTube, Ma'am. YouTube. Google's third order. Suppose the following order is an application like Translate online-offline.

KI-19: I have ever downloaded the U-dictionary dictionary, Ma'am.

KI-10: I might just go to this one, Ma'am. Go to Google Translate.

KI-12: I once downloaded the application, and I think it's pretty helpful for me. The application is 'Cake' if I'm not mistaken.

Most of the participants utilize Zoom, YouTube, and digital dictionaries, such as U-dictionary, Cake and Google Translate to practice their pronunciation or enunciation as well as to help them explore word meanings, some of which may be difficult to understand. The previous study found that the participants who completed the exam reported that the Google Translate application helped them pronounce words more clearly (Wongsuriya, 2020). While, other studies conducted about YouTube, the findings demonstrated that using YouTube to be fascinating, encouraging and improve EFL learners' speaking skills, fluency, and pronunciation has a favourable influence (Hamad et al., 2019; Purnamasari, 2018).

Speaking Challenges

In the hybrid learning system, the college students stated that they had difficulties while studying speaking courses. Among them they stated that they fear making mistakes and get the negative evaluation, as stated in the following excerpts:

KI-9: When it comes to speaking, Ma'am, sometimes if I were studying, I made mistakes, I got confused about what to say, how do we arrange the words, how

do we want to ask the lecturer, Ma'am. It's also a shame to ask if I use Indonesian while this course is in English, ma'am.

KI-7: Generally speaking, of course, more than 70% we should practice, ma'am. We practice in the sense that there must be an interlocutor. So, in this hybrid, we as the students seem to act passively. So, our weakness in this hybrid in speaking 3 is that our students are passive, ma'am. Passive, we are afraid to express ideas, and also no contractions with friends around.

KI-1: The factors of difficulty in speaking English actually start with ourselves. Maybe some people say that English is complicated. It's hard to learn English. Difficult. And when we have studied English, there are people in our environment or maybe in our own families who say 'don't get like that, or 'Son of English'. Other difficulties that affect it are our intention.

KI-4: The main thing is that I always think I'm worried I'll be afraid of being turned on, fearful of being digitized.

KI-5: So basically, uhm don't look at other people too much, it's essential always to try, Ma'am. But uh, there are friends or people at home as well, 'what are you doing like that, Ma'am. So, they don't like us to grow like that.

It is implied that the way college students face speaking challenges through hybrid learning. They are afraid of making mistakes when they speak and getting negative evaluations from others. The thing that causes them to be afraid to speak English is their lack of self-motivation to encourage them to be able to speak English as stated in the following excerpts:

KI-10: The intention, Ma'am. Lack of intention, Ma'am. If you don't have the will, you won't be able to, Ma'am. That's the biggest obstacle, the hardest, Ma'am. Gather intentions, and don't be lazy.

KI-4: My most significant difficulty is myself, Ma'am. Because even though we have prepared these words in our minds, to say it is difficult, Ma'am. To be brave, Ma'am. That's the biggest problem for me, Ma'am.

From the excerpts above, it is shown that due to a lack of self-motivation, college students believe that this is one of the challenges to being able to speak up. As stated in the previous study, Abrar (2016) said that when learners demonstrate an unwillingness or reluctance to engage in comfortable language acquisition, this indicates a lack of motivation.

In addition, one of the challenges of hybrid learning is the network issue. One of the speaking challenges that the participants face during the hybrid learning systems is the occurrence of network issues. That is inevitable. Hybrid learning systems require a stable internet network connection so that teaching-learning can run smoothly. In the excerpts below, the participants shared their experiences about how do they feel about internet network problems while studying through hybrid learning:

KI-1: Depends on our respective networks' systems. It's a little bit difficult if you learn online. However, it's good enough what our lecturers teach us in English.

KI-2: The online lecturers are pretty good, Ma'am. At least it's the same. The problem is that we are on the network, and maybe the device too.

KI-18: My opinion about the hybrid learning system at the UNAI campus is quite reasonable. Well, we all use pretty advanced technology. So, the only drawback is the network or Wi-Fi.

From the excerpts above, it is shown that the problem of the internet network in the hybrid learning system class can hinder the existing teaching and learning process, especially in speaking courses. In the previous study, Purwadi et al. (2021) proposed that students' impression of online learning as an inadequate learning activity is fueled by a lack of internet network assistance. This is the reason some of them said that they prefer to do the offline class for the speaking course as stated in the excerpts below:

KI-14: For the Speaking class, it's actually better offline.

KI-16: UNAI has prepared well, especially speaking. In my opinion, it's still better offline, Ma'am.

From the excerpts above it is shown that the participants prefer to attend the speaking course in face-to-face class rather than online or hybrid. It is very ineffective when learning speaking courses if it is limited by an unstable internet network.

Hybrid Learning Development

In its development, the hybrid learning system was divided into two parts, learning process and learning systems. For the learning process, the participants shared the learning process they had experienced during the speaking course through hybrid the following excerpts:

KI-3: It's repeated more often repeatedly until we remember everything.

KI-8: The lecturer asks us to give a presentation.

KI-10: We learned about one topic, e... Then the lecturer told us to direct us directly to make a short conversation, Ma'am.

KI-14: So, we are usually told to find a video ourselves, for example. Then we were asked to conclude in English. For speaking in class, for reporting as well.

KI-7: The method that Sir also uses in class is usually the training method, Ma'am. We don't have a week without practice. There is no day without exercise. There must be practice. Everything we learned; our lecturer told us to practice.

From the excerpts above, it is shown that the participants had experience in the hybrid learning process by doing the repeating and practical activities, such as doing the presentation, conversation, and reporting. Repetition in terms of learning in speaking practice is very helpful in improving speaking fluency. By doing repetition it can help to memorize things well. In the previous study, Ihsan and Wahidah (2019) found out that the teacher's made an effort to overcome the learners' speaking challenges including asking them to memorize vocabulary, forming an English group, practising speaking in English, and motivating them about the value of English.

The participants shared their experience of the learning system they face during the speaking course through hybrid learning. They declared that they found a way how to improve their knowledge of English vocabulary by obtaining some resourceful material to help them improve their speaking skill in order to enhance vocabulary and speaking fluency.

KI-3: How do we compose words and remember the words. Eh, if I'm going to deal with the... I usually read a lot. Read that book, Ma'am. Read, Uhm, keep reading, not just in silent reading but like we are talking like that.

KI-9: Keep watching movies in English.

KI-18: So, to improve it, I often learn vocabulary or uh... speaking from YouTube, uh people from abroad so that uhm... it sounds fluent and natural.

The excerpts above show that the participants try to find a way to help them improve their speaking skills. They found out that reading a book, watching English movies, and learning vocabulary through YouTube can help them to enhance their speaking fluency. Reading aloud can help the participants to remember words in order to remember words to improve their vocabulary knowledge. This is supported by the findings of a study by Daud et al., (2019) stated that the read-aloud strategy was effective in improving primary students' comprehension of difficult vocabulary words. By watching English movies, the participant believed can improve their vocabulary knowledge. As Damanik & Katemba (2021) found out in their study that students can increase their vocabulary by viewing English movies and series on Netflix. Besides that, watching YouTube videos can also gain the vocabulary of the participants. In the previous study done by Kabooaha and Elyas (2018), the result is the impact of YouTube on students' vocabulary acquisition was statistically significant. The children's vocabulary achievement also improved significantly, according to the findings.

From the themes described above, it was found that students had different experiences when learning to improve speaking fluency through hybrid learning. It was found that they learned to use the application to help improve their speaking fluency. However, they also face speaking challenges such as being afraid of making mistakes and getting negative evaluations. Because the hybrid learning system requires a stable internet network, one of the obstacles they face is the internet problem that hinders the learning process. In the development of hybrid learning, students also shared their experiences with the learning process and learning system. It was said that they carried out practical activities and repetition methods that could help them improve their fluency. Not only that, but they also increase their vocabulary through reading and watching English movies.

Lecturers' Strategies to Enhance Students' Speaking Fluency through Hybrid Learning

When transitioning to a new set of learning, the teaching method will be changing. With changing teaching methods, there will also be changes in the results felt by teachers and students. Through the discussion, the participants shared their experience with the teaching method that the lecturer uses for teaching speaking through hybrid learning. The researcher composed participants' experiences into two emerging themes:

Multifaceted Learning

Multifaceted is frequently used as a metaphor, figuratively or metaphorically. In education, the use of multifaceted learning is to refer the several perspectives, from various points of view, and with various methodologies. In the following excerpts, the lecturer shared their experience of their teaching method to enhance students' speaking fluency through hybrid learning.

KI-1.L: They listen first to the motivator, and they can't just listen once and then report. I'm sure they've heard it three or four times before they dare to report. Because of what he heard; it must also be displayed in class. So, everyone, the whole class, knows that maybe he reports incorrectly, summaries and comments that are not true, it means he didn't hear. That's it.

KI-3.L: In fact, this activity somehow turns to become "interviewing and being interviewed -conversation" After that, to enhance the student's listening and speaking skills, I often asks them to listen to devotionals, motivational speeches, songs, or even famous people's experiences of life. After listening to the audio/seeing the video, they are assigned to transmit the information that they received to their friends. This activity is done in order to see how much information they absorbed by their own ways and how much they can share the imitation, explanation, expansion, and so forth.

Accessible method is a teaching method that is easy to do in accordance with the existing circumstances. At this moment the pandemic is still happening but the learning process continues. The lecturers use accessible methods so that the learning process can continue to run well. In the excerpts above, it is shown that the lecturer used the Audio-lingual method and Present – Practice – Produce (PPP) method during the hybrid learning to improving their students' ability in their speaking fluency. The reason why the audiolingual technique is good for language learning, particularly for listening skills, is that it molds learners into native speakers. This strategy engages pupils in the acquisition and learning stages of recognizing structure and phonological characteristics (Samawiyah & Saifuddin, 2016). Henceforth, the study of Jones & Carter (2014) found out that the adoption of a PPP framework was more effective since it resulted in a temporary increase in students' capacity to employ discourse markers but was not sustained over time. By doing the repetition, conversation practice, and reporting as their practical activity the learners applied both of the method of their skills practices. The lecturers give more attention to the grammar rules and pronunciation of the students so they can speak properly with good pronunciation and good structure.

According to Genc (2018) the structural approach provides a framework for foreign language instruction by emphasizing the necessity of knowing the target language's structures. The same source stated that it views language as a collection of structurally connected parts that work together to encode meaning. Phonemes, morphemes, words, structures, and sentence kinds are all included as elements. Structural approach is used to enable students to develop their speaking fluency.

Emerging Technology

In English hybrid learning, to aid in the learning process, college students are expected to use specific application. Basically, these applications have already been discussed and selected for a certain purpose. The application is used to assist in the teaching and learning process. In the excerpts below, the participants shared their experience using the application that they used for learning speaking in hybrid learning:

KI-1: Our lecturer, when he teaches, sometimes he uses media such as YouTube and the ESL-lab application.

KI-2: We are also in class if there is vocabulary that is a bit difficult to pronounce, Ma'am, so, our lecturer, go straight to Google Translate and make the volume so we can hear it too.

KI-4: So, all this time, we always use the link esl-lab.com.

Almost all the participants applied Zoom, YouTube, e-books, digital dictionary such as Google Translate, and English-learning websites such as *esl.lab.com* as the digital resources and communication tools that they use in speaking class during hybrid learning. The use of Zoom as the tool of distance education learning is evidenced by Memiş (2021) determining educators' perceptions and attitudes toward the use of Zoom in distance education is critical for successfully integrating the Zoom application, a technology that is already in use in a variety of nations and educational levels, into distance education. Basically, YouTube for the digital resources in hybrid learning evidenced by a previous study done by Maziriri et al., (2020) stated that perceived usefulness had a bigger impact on student opinions of learning via YouTube than perceived ease of use. Using YouTube as a digital source can help college students in hybrid learning systems that use technology.

Furthermore, the participants used ESL platform to help them in listening in order to develop their vocabulary knowledge. Ayyat and Al-Aufi (2021) accentuated that this kind of website is quite successful and beneficial to ESL students. The study done by Jaber and Iyada (2019) found out that online practice on medium ESL platforms episodes resulted in substantial changes in listening comprehension accomplishment in favour of the post-test results. The use of Google translate can help the participants in order to enhance learners' English vocabulary. As evidenced by Kai & Hua (2021), according to the conclusions of this study, Google Translate may be an excellent teaching tool for increasing learners' English language vocabulary. Indeed, some students indicated that they would derive the greatest advantage from their self-learning if they were aided in effectively using Google Translate (Bahri & Mahadi, 2016). Some of the participants also shared that their lecturers give e-books as their instructional and resourceful material as a substitute for a physical book. This happens because of the distance that separates students and teachers.

KI-6: Sir also once told links to look for e-books and electronic books.

KI-10: Maybe an e-book, Ma'am. Eh, if it's from an e-book, sure. Then there may be audio. So, from, so the lecturer provides like one book but an e-book.

From the excerpts above, it is shown that the participants shared that their material during hybrid learning is from e-books. According to a study of scholarly e-book utilization by Höppner et al., (2009), academics laud electronic books for their search capabilities but believe print books will continue to be the most comfortable way to read a text cover to cover. Students reported their favourable attitudes toward eBooks and their intention to continue using them in

the future. They were really delighted with the features of interactivity, highlighting, font size adjustment, and hyperlinking to external sources (Oyaid & Alshaya, 2019).

The various excerpts have shown previously that college students' experiences with new technology during hybrid learning demonstrate that participants were able to follow along with the use of existing applications to assist them in speaking courses and improve their speaking fluency. The findings indicated that instructors employed a multifaceted approach to learning. An accessible method is simple to implement in light of current circumstances. In practice, lecturers employ the Audio-lingual and PPP methods to assist students in improving their speaking fluency through hybrid learning. Additionally, to help college students improve their speaking abilities, the lecturer utilizes tools such as Zoom, YouTube, e-books, digital dictionaries such as Google Translate, and English-learning websites.

Possibility of Hybrid Learning to Influence Students' Speaking Fluency

Based on the data obtained from the discussion, the researcher found that each participant stated the possibility of hybrid learning affecting students' speaking fluency. Following that, the researchers organized the participants' experiences into two emerging themes.

Technical Support

There are many obstacles to implementing a hybrid learning system in an educational institution. These obstacles occur beyond the control of the teacher and students so which hinders the teaching-learning process and does not run efficiently. One of the various problems that arise is a technical issue, such as the occurrence of network issues. As seen in the following excerpts:

- KI-18: Sometimes our network is slow, so sometimes, the lecturer's voice stutters.*
- KI-2.L: Yes, in my class, listening and speaking materials must be delivered in 2-way communication and requires a stable connection, which, if disturbed, will disturb the concentration of students while learning is taking place.*
- KI-3.L: Yes. I have several problems. First, it's pretty challenging to focus. When I was busy teaching the offline students, I sometimes forgot if students were on the screen. However, I think this happens because this method is still currently used. Second, internet connection sometimes interrupts the interaction between teacher and students.*
- KI-10: The problem is the internet. So, when we speak, the students who talk don't reach the lecturers, and even from the lecturers, it doesn't get the students, Ma'am.*

From the excerpts above it is shown that the participant, both lecturers and college students feel the same way about the occurrence of a bad internet network. Although it has advantages over distance learning, unfortunately, it does not guarantee that learning will run well. One of the drawbacks of hybrid learning is the occurrence of network issues. This is evidenced by the study done by Sitzmann et al., (2010) who found that technical issues can affect the teaching-learning process. According to Hariadi & Simanjuntak (2020), the challenges that arise during asynchronous e-learning include not just technical issues such as signal and internet data, but also a task submission deadline. Aside from that, the other technical issue on hybrid learning is partly supported facilities and equipment. The lack of adequate facilities for the teaching and learning process will greatly affect the efficiency of the lessons delivered by the lecturer. As the participants declared in the following excerpts:

- KI-3.L: Talk about the campus leader who facilitates encourages hybrid learning. Of course, they tried the various best ways. For instance, they prepared digital tools in every room. But when we talk about speaking and listening in class. Honestly,*

speaking, we need our lab, which is our vital need. And because of the distance or even signals... Sometimes the sound is kind of a bit problem.

KI-1.L: Of course, the university provides facilities, right. It was a well-held facility. But the problem there is that not all students can access it. That's the biggest problem I have seen.

From the excerpts above it is shown that the importance of having sufficient and adequate facilities is vital for the continuity of the teaching-learning process because the lack of existing facilities can hinder the learning process.

Hybrid Learning Implementation

For the implementation of hybrid learning, it is necessary to understand first the hybrid learning itself. Hybrid learning is one of the educational methods approaches that are applied nowadays in many universities. In the excerpts below the lecturer shared their understanding of hybrid learning:

KI-2.L: Hybrid learning is an educational model approach that combines online learning with teaching in real classrooms like face-to-face school time in general.

KI-3.L: Hybrid learning is referred to as blended learning where the students and teacher do their teaching-learning process through combined both offline and online activities. By doing this, students can join and interact in class across distances.

From the excerpts above, it is shown that the lecturer knows the term hybrid learning and they are said that hybrid learning is the combination of online learning and offline learning as we know as asynchronous and synchronous learning. Hybrid learning does the teaching-learning process through combined offline and online activities. In addition, Cahyani et al., (2021) found that the combination is said to offer the prospect of addressing the necessity for a face-to-face meeting, synchronous learning's connection concerns, and asynchronous learning's lower engagement.

The other thing that must be prepared and considered to carry out hybrid learning is mental readiness on hybrid learning. The implementation of hybrid learning requires mental readiness towards the adjustment between online and offline learning. In the following excerpts the lecturers shared their experience on student mental readiness toward hybrid learning system:

KI-2.L: Yes, in my opinion, the lack of student motivation is one of the main problems of learning English. Then many students consider English a complicated subject, and not enough time for practice. Their time dealing with English is only in English lessons.

KI-3.L: For me, memorizing, I think, is the essential factor. Their background, particularly socio-economic background, contributes to these difficulties. In general, for example, those whose family fully supports memorize better. It's different compared to those who have to work for their own lives and study (self-supporting students). In some cases, it doesn't affect.

From the excerpts above, it is shown that the students lack mental readiness for hybrid learning. The lecturers said that their students lack motivation and time management. The previous study done by Dikbas Torun (2020) found that self-directed learning was revealed to be the strongest predictor of academic accomplishment, whereas the desire for e-learning was also discovered to be a predictor of academic achievement. In addition, the factor of economic background can be one of the factors toward mental readiness in hybrid learning. Hariadi and Simanjuntak (2020) discovered that the finding of their study revealed that the students lack the necessary electronic equipment to engage in the learning process. This occurred as a result of

several circumstances, including familial economic factors. Additionally, because e-learning is conducted via the internet, students are required to have a certain amount of internet data or quota, which requires them to pay additional money to acquire.

The findings indicate that two possibilities of hybrid learning affect students' speaking fluency. The first is technical support. The participants, both students, and lecturers, expressed similar attitudes on the incidence of a poor internet connection and a lack of suitable facilities. Hybrid learning requires a stable internet connection and necessary facilities to ensure that the learning process runs well. The second factor to consider is that both lecturers and college students must be mentally prepared to engage in hybrid learning.

In a broad sense, student and lecturers' voices represent the contribution to the English language teaching system. (Bourne and Winstone, 2021) stated that over the past few years, the importance of students' voices has become increasingly prominent because of their involvement in developing best practices to support language learning. It is hoped that this study will give greater insight on what to prepare in implementing hybrid learning speaking to teach language courses. Throughout the discussion, the participants felt that they were given empowerment, as a result of being valued as experts and having the collaboration with the researchers to gain insight for a better teaching-learning purpose. Their shared experiences are valued as effective information for the implementation of a hybrid learning system.

It can be seen from the findings that teaching speaking and practising speaking fluency through a hybrid learning system requires high-tech amenities to tackle some obstacles and shortcomings, namely, poor internet connection, inadequate speaking sources, or low interactive activities. High-tech amenities will help both students and lecturers to conduct various kinds of speaking activities. Aside from that, in implementing a hybrid learning system, the mental readiness of students should be considered, in which, the online students may feel that they receive different treatment from the offline students. The online students have limited interaction with the lecturer, meanwhile, the offline have a more convenient time to interact with the lecturers. It is highly recommended to conduct speaking courses through face-to-face teaching so that students will have intensive interaction with their peers and lecturer.

CONCLUSION

Conclusively, from all the findings that have been obtained through Focus Group Discussions, it was revealed that all participants, both students and English lecturers, had hybrid learning experiences to share. The non-English majors viewed hybrid learning and they declared they often use technology-based application applications in speaking courses during the hybrid learning to help them improve their pronunciation. However, they face speaking challenges that hinder them to improve their speaking fluency. They declared that they fear making mistakes, getting negative evaluations, lack of self-motivation, and the occurrence of network issues. Other than that, non-English majors shared that they found a way out to do practical activities to help them develop their speaking skills such as repetition, reporting, do the presentation and conversation. They believed through these ways they can improve their speaking ability. Throughout the hybrid learning process, the lecturers used multifaceted learning in order to enhance college students' speaking fluency.

In order to build up the college students' speaking skills, the lecturer uses applications to help the students during the hybrid learning process with the use of Zoom, YouTube, e-books, digital dictionary such as Google Translate, and English-learning websites. Henceforth, the lecturer stated that there were two possibilities of hybrid learning that could affect students' speaking fluency. First, technical support requires a good internet network and adequate facilities or equipment so that learning can run smoothly. Second, both lecturer and college students must be prepared and considered to carry out hybrid learning is mental readiness on hybrid learning. Understanding students' and lecturers' voices give meaningful contribution to

English language teaching. This study can be disseminated into classroom settings to provide activity-oriented environment.

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