STEP #1 Initial Coding

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| Questions | KI | Illustrative word (from the Key Informant) | Raw Coding | Initial Coding-Level 1 |
| Q1 **What is your understanding of hybrid learning?** | KI-2  KI-3  KI-4  KI-6  KI-10  KI-11  KI-12  KI-14  KI-16  KI-17  KI-19 | *‘One campus or one school uses two methods, there's an offline method and an online method’*  *‘They were using two media, media network and media places.’*  *‘Hybrid learning is learning by using two media. Currently, we use two media, online and offline media at UNAI’*  *‘Online and offline’*  *‘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’*  *‘Some are offline, and some are online.’*  *‘...same as a combination of learning methods. Some are offline, some are online, so it's like a new method that allows or is sufficient for all students to take part in learning, Ma’am.’*  ‘*Hybrid learning are two modes of learning, online and offline’*  *‘How the teaching and learning system is held in two types.’*  *‘Hybrid learning that uses online applications and some that are face-to-face’*  *‘Hybrid learning is like learning using two systems or two methods, namely online and offline.’* | Two methods  Offline learning  Online learning  Two media  Media network  Media places  Online and offline  Face-to-face  Class  Zoom  Google meet  Offline and online  Combination of learning methods  Two modes  Two types  Online application  Two systems | *Combining Synchronous and Asynchronous learning*  *Availing two modes* |
| Q2  **What do you think about the hybrid learning system on the UNAI campus? Do you think this campus has designed a good hybrid learning environment for students, especially in Speaking English learning?** | KI-1  KI-2  KI-4  KI-7  KI-8  KI-10  KI-12  KI-13  KI-14  KI-16  KI-17  KI-18  KI-19 | *‘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.’*  *‘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.’*  *‘For now, the lecturer himself was excellent, but the facilities provided by the university are still inadequate. So, this hinders us from understanding the lecturer’s material. So, in my personal view, it's more about tools from the university that need to be upgraded than the ability of the lecturers.’*  *‘UNAI has implemented a good system, Ma’am. But what makes its weak is that the procedures in the classroom are not up to the standards desired by the students. There is also one lecturer who’s online and offline classes are combined in the same class simultaneously, thereby reducing learning efficiency.’*  *‘The lecturer's way of focusing is offline and online.’*  *‘UNAI, the lecturers have given their best. It means that they have given the system. But the obstacle is not from the lecturer, Ma’am, but from the media. 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 lecturer himself, he has tried his best, that's how it is. But, e... network, signal, etc., we can't force it, right?’*  *‘What if those offline explain how they forget to e... unmute or when sharing the actual material.’*  *‘For the Speaking class, it's actually better offline. The term is not enough for the online speaking class because maybe the lecturer is also a senior lecturer. And the way to teach it is already a bit, it's a little less fitting for children our age. So it's better if you meet in person. But, at least, UNAI has provided good hybrid learning media.*  *‘UNAI has prepared well, especially speaking. In my opinion, it's still better offline, Ma’am.’*  *‘Because most of us who study online are less focused. So, it's better, uh… teach us face to face, Ma’am.’*  *‘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. So, it would be better if all the English majors came to the UNAI campus to be taught directly by the lecturers’ themselves’*  *‘The hybrid system on the UNAI campus is adequate, but what I think is lacking when hybrid learning. When the lecturer explains in the classroom, the lecturer's voice is sometimes not maximally audible when zoomed in.’* | Network systems  Difficult learn online  Good enough for the lecturer who teaches English  Network issues  Devices issues  Inadequate facilities  Tools should be upgraded  Good systems  Class procedures  Less efficient class  Split focus between online and offline  The internet problem  Signal problem  Forget to unmute while speaking  Senior lecturer  Good hybrid learning media  Better offline  Meet in person  Well-prepared  Quite reasonable  Teach face-to-face  Go to campus  Adequate  Lecturer’s explanation | Upgraded Network system  Occurrence of network issues is inevitable  Occurrence of challenges  Inefficiency and insufficiency teaching-learning process  Split focus |
| Q3  **What difficulties and struggles do you face in learning English 3 courses (Speaking) through hybrid learning?** | KI-2  KI-3  KI-4  KI-7  KI-8  KI-9  KI-10  KI-12  KI-13  KI-14  KI-15  KI-16  KI-17  KI-19 | *‘So maybe the lecturers are also overwhelmed like that. We are also less concerned because of many people there like that, Ma’am. It's less practical too. The problem is around the connection’*  *‘Maybe it's back to the signal. If, for example, our signal has a problem, what we want to say is like intermittently. On our side, it doesn't discontinue, but in others, it stops. The most that might be like an obstacle that the lecturer said. The teacher is how he can understand the character of these hundred students. So, it's harder on the lecturer. It's like that, Ma’am.’*  *‘Eh, the difficulties that I face, eh the practice, Ma’am.’*  *‘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 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.’*  *‘I'm a little hesitant. Embarrassed to open, open the mic’*  *‘The problem is if, for example, the lecturer asks this, right? Well, then, actually, the student knows, Ma’am. But sometimes, because of shame, everyone is silent.’*  *‘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.’*  *‘If I speak in English class when I say that, Ma’am sometimes gets messy; obviously, it's messy because I don't really understand English’*  *‘There are moments when the lecturer seems to want to give the pronunciation, how is it pronounced but, since online, sometimes it doesn't sound clear.’*  *‘If we are offline, we will hear directly what the lecturer said. Now while those who online have network problems or because of specs... The mic with the mouth from the lecturer's voice sounds small, so it doesn't sound clear, Ma’am.*  *‘If we were online, we asked the lecturer, there would be a pause. It's different from offline. If it's offline, the lecturer answered that immediately, and the conversation was so fast. Meanwhile, for example, if it's online, we have to unmute it, and it will arrive later... Maybe there's the wrong signal, it doesn't sound like it has to be repeated, so it takes a lot of time and feels a bit awkward because when you're offline, the lecturer is quick to respond.’*  *‘It's a bit uncomfortable’*  *‘Now, we practice at home, and we can't practice, unmute, and we're afraid to disturb other friends. So, the lecturer does not correct whether what we say is right.’*  *‘Pronunciation problems will always be an obstacle.’*  *‘The problem is in the network. That's it. Because her voice might be stuttering, sometimes it's late, sometimes it's faster’*  *‘So, it can be misunderstood too.’*  *‘Our lecturer, the impression is like a little bit of accent, huh. So, it's getting more and more difficult for us to learn it.’*  *‘Because the network, Ma’am in their respective places. Maybe the network of lecturers is good, but we who receive the teachings, like the students, are perhaps different. Perhaps some are intermittent. Perhaps something went well too. There was an accent from the lecturer that made us misunderstand what the lecturer said. So, we may still be confused about what to do because we still don't understand what the lecturer is saying—something like that.’*  *‘The drawback is that mostly, because of online learning, I feel anxious to speak English. I feel there are others who are waiting for their turn to talk . . .’*  *‘When we learn Speaking, we have to listen to the way people say it, right, Ma’am? Meanwhile, face-to-face, it seems good. But the online one is a bit difficult. Maybe the connection is terrible.’*  *‘I don't understand when the lecturer explains in full English because I don't have much English vocabulary’* | Less concerned  Less practical  Connection problem  Signal issue  Too many students in one class  Speaking practice difficulty  Act Passively  Afraid to express idea  Speaking partner  Hesitant to speak  Embarrassed to speak  Fear of making mistakes  Word-construction issue  Fear of asking  Messy  Doesn’t sound clear  Network problem  Out of sync between mouth and the voice  There’s a gap  Feel awkward  Uncomfortable  Pronunciation problem  The voice is stuttering  There is misunderstood  Lecturer’s accent  Intermittent  Anxious  Terrible connection  Limited vocabulary | Fear of negative evaluation  Fear of making mistakes  Inconvenient situation  Inaccessible speaking objectives |
| Q4  **During hybrid learning, are there any applications that help you improve the quality of your voice, such as pronunciation, volume, and intonation? If so, what application is it?** | KI-1  KI-3  KI-4  KI-5  KI-6  KI-7  KI-9  KI-10  KI-11  KI-12 | *‘The application I usually use is real-life.’*  *‘I usually use Kamusku application.’*  *‘I record the class using a voice recorder every class. I typically listen to it using headphones to make it more transparent.’*  *‘Maybe a recorder app.’*  *‘I use an already popular application, Ma’am, for those learning English, and we already know it’s OmeTV.’*  *‘I usually use a headset like now so that the sound is more focused, Ma’am.’*  *‘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.’*  *‘I have ever downloaded the U-dictionary dictionary, Ma’am.’*  *‘Personally, I might just go to this one, Ma’am. Go to Google Translate.’*  *‘But if you want to find the meaning, I use the English dictionary directly, Ma’am.’*  *‘I once downloaded the application, and I think it's pretty helpful for me. The application is ‘Cake’ if I'm not mistaken.’* | Real-life  Kamusku  Recorder app  OmeTV  Listening activity  Zoom  YouTube  Google  U-dictionary  Google Translate  English dictionary  Cake application | Mostly-used applications  Digital dictionary  English learning applications |
| Q5  **What online platforms or online learning media do lecturers use to help you improve your vocabulary knowledge?** | KI-1  KI-2  KI-4  KI-6  KI-7  KI-8  KI-13  KI-14  KI-19 | *‘Our lecturer when he teaches, sometimes he uses media such as YouTube and the ESL-lab application.’*  *‘Apart from the link above, which we often use, sir, it's also from YouTube, ma’am. But they are also frequently asked to do TOEFL exercises.’*  *‘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.’*  *‘So all this time, we always use the link esl-lab.com.’*  *‘Sir also once told links to looking for e-books and electronic books.’*  *‘We also learn from online platforms, Google, Ma’am. We were also asked to look for food from each region's specialty and describe it in English.’*  *‘Books, maybe Ma’am. Online book.’*  *‘She let us know if we want to increase our vocabulary, we can listen to it through songs, or through movies, and we watch or read books.’*  *‘Most of it is from YouTube anyway. It was taken from YouTube. There are no specific platforms.’*  *‘Only through Zoom and the TOEFL learning video that the lecturer took from YouTube, Ma’am.’* | YouTube  YouTube  TOEFL Exercises  Google Translate  Esl-lab.com  E-books  Google  Online book  Listen through songs  Watch movie  Read books  Watch YouTube  Zoom  TOEFL Learning | YouTube videos  Digital Dictionary  English-learning websites  Mostly-used apps: YouTube & Zoom |
| Q6  **What Speaking learning method does your lecturer utilize in hybrid learning?** | KI-2  KI-3  KI-4  KI-7  KI-8  KI-9  KI-10  KI-12  KI-14  KI-16  KI-19 | *‘So, in the link that we use often, there is a conversation like that, ma’am. So, from that conversation, Sir usually asks to practice it too, Ma’am. Our lecturer usually calls two people like that if two or three people are like that to read eh and mentions to reading the sentence correctly and adequately. So, if something is wrong, the sir can also correct it. It can be repeated several times, Ma’am, so many people are caught in practice speaking even though not all of them get it.’*  *‘It's repeated more often repeatedly until we remember everything.’*  *‘Discussion. So, discussions on Zoom, sometimes if I don't understand I answer, chat by WA, private chat like that. Then later, Sir will explain like this and this’*  *‘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.’*  *‘Sir emphasizes honest and straightforward methods. So, our lecturer says he values ​​a red one more, an honest one, than a 100 from a cheat.’*  *‘The lecturer asks us to give a presentation.’*  *‘Then we were told to watch YouTube and then present it later, Ma’am.’*  *‘We learned about one topic, e... Then the lecturer told us to direct us directly to make a short conversation, Ma’am.’*  *‘So, for example, Jonathan and I, Jonathan and I are offline. So we were divided into several groups, and then it was our turn to talk like that, Ma’am. That's a conversation, Ma’am. Then those who are online because they are far away, so, according to what happened last semester, choose one of their friends they can chat with. For example, in cooperation, they will unmute each other, Ma’am.’*  *‘There is also a group discussion that Ahong mentioned about the final project presented. We'll see it from YouTube, and then we will deliver it. After the presentation, the lecturer will correct it, maybe our pronunciation is wrong, and that’s all, Ma’am.’*  *‘The one that I remember the most is reporting.’*  *‘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.’*  *‘We were told to look for the TOEFL test and then the TOEFL test used audio, then we listened, so we answered the ABCD. That's one, and then there are games.’*  *‘We were told to look for something like a video like that, a video about Christmas. Then look for uh… the conclusion or meaning from the video, Ma’am’*  *‘The method is like the lecturer asks us to listen to a film, for example, Merry Christmas or Christmas, and then we are asked to conclude the movie, and we are told to present it in class via Zoom.’* | Practice by doing conversation  Repetition  Discussion with the lecturer  Training method  More exercises  Honesty  Straightforward  Presentation  Watch videos from YouTube and present it  Make a short conversation  Group discussion  Do the presentation from the video  Correction from the lecturer  Reporting  Make a conclusion from the video  TOEFL Audio test  Games  Conclude the movie/ video | Accessible method  Practical activity |
| Q7  **What practices do your lecturers promote your English fluency through hybrid learning? What methods did the lecturer use to hone your skills in English through hybrid learning?** | KI-3  KI-4  KI-7  KI-8  KI-10  KI-11  KI-12  KI-13  KI-14  KI-16  KI-18  KI-19 | *‘If that, Sir uses ESL-lab. So, there was like to have conversations. When the lecturer has played it, sometimes we were also asked to read it, Ma’am. There were also many corrections from Sir if, for example, we make something wrong, then he will tell you like this. He will tell us the meaning and play again until we can say the correct pronunciation.’*  *‘We are told to write, and Sir gave us time to write about this topic in our language without Google Translate. After the time was up, Sir called us randomly to read, and if we usually read it from our language, so we are fluent. So, for example, if we read from our vocabulary, the lecturer will give compliments, even though it seems like the language we use is not very good English. Still, we will increase our confidence in speaking English with a few compliments, ma’am.’*  *‘The method used to improve learning is generally direct and indirect, ma’am. Every time a new word was passive for us, we were told to spell it out one by one. For example, in the case of new words, we must read sentences and friends being told to read the dialogue.’*  *‘He even asked to repeat it over and over again. And in general, the indirect method that Sir applies to us, we are also required to watch one of them on YouTube, ma’am. Watching YouTube, Sir also sends English videos, conversation videos, videos or skills training links. Those are the methods that I think are good for students in the hybrid field right now, Ma’am. Very useful.’*  *‘I often talk and what I'm learning is repeated. If you want to be good at that language, If you read, you should give out your voice. So, what should we do, so we can be more confident.’*  *‘One of them is by e... Reading a text, we were ordered to read a text, and then when we read it, the lecturer corrected whether we were right in mentioning it or not. So, when we say it wrong, the lecturer interrupts us to repeat it for the wrong word or sentence e… pronunciation, Ma’am.’*  *‘It's the same when we make a presentation.’*  *‘So last time, there was a lecturer who gave us an assignment like listening to a speech. Then we will present the second task according to what was said from the video, Ma’am.’*  *‘At least from individual practice. I'll talk about it myself because I don't have one, uh, I don't have a roommate.’*  *‘To learn English so you can be fluent, don't be afraid to make mistakes. Just say that first. Because if we never try, we will never know we can do it or not. We won't know we are wrong or not. It's like that, Ma’am, the most. So just say it, don't be afraid to be inaccurate*  *‘My sister and I sometimes speak in English, Ma’am. Then it trains us both so that our English can be more fluent, Ma’am.’*  *‘Our lecturer told us to look for videos or films or something like that. Then we were asked to conclude. For example, if we finish, we have to speak in front of the class. That way, I think it's one of our lecturers' ways to hone our speaking skills.’*  *‘We were given an uhm… not a challenge, right, like we were given a video and we could say we react or draw conclusions.’*  *‘The methods given by our lecturer are full English in class. We were starting from open prayer, closing prayer, meditation. Even asking the lecturer did not want to answer if we didn't use English. Eh, as well as the assignments given by our lecturers.’*  *‘And also, plus listening to English speaking TOEFL questions, Ma’am.’* | Read the conversation  Repetition  The lecturer tells the meaning  Correct pronunciation  Writing  Reading  Increase confidence  Direct and indirect  Spell it out the new words  Watching YouTube’s videos  Conversation videos  Training  Talking by themselves  Read aloud  Build a confident  Reading text  Correct the wrong pronunciation by interrupt them  Listening to speech video  Present what they have watched  Individual practice  Don’t have roommate  Don’t be afraid to make mistakes  Speaking with their siblings at home  Conclude a video and present it in front of the class  React the video or draw conclusion  Full English in class  Listening to TOEFL English speaking. | Repetition  Skill practices  Pronunciation practices |
| Q8  **Are there any differences between learning speaking skills or speaking through online and offline learning?** | KI-1  KI-2  KI-3  KI-4  KI-5  KI-7  KI-10  KI-12  KI-13  KI-14  KI-15  KI-16  KI-17  KI-18  KI-19 | *‘If it's online, maybe we can search more directly, if it's online, I can search directly on YouTube or Google. So, in my opinion, offline, it will be more difficult in my opinion. Because from offline, we will pay attention to how to increase our confidence in our appearance in front of an audience who will listen to us.’*  ‘*We can say that we can cheat from Google Translate, if we want to talk, what we type first. We will talk face to face like that, right at the office or anywhere, via Zoom like this. It's better. It's better offline. But what about our situation, we have to be online, but this online is also to train us.’*  *‘It's the same as what I said earlier. There are also many participants, so for 100 individuals, not all of them can interact with the lecturer. Yes, if you go offline at UNAI, less than a hundred students will be the class participants. So for speaking uhm, the lecturer must contact the people or students around him directly.’*  *‘So, from my point of view, it's more mental. When we were in high school, we were mentally forced to dare to speak in front of real people, Ma’am. It's not just a video like that, Ma’am. Well, while we're zooming in, we're mentally forced just to be brave enough to speak in front of other people's videos. It's just like a little mental exercise. It's because our mind is more in, in be spurred if we talk directly offline, for example. I saw people in forms that are not videos like this,’*  *‘I'm more confident if it's uhm in an online class. Because if the course is online, if it's like, we don't really know each other yet, Ma’am.’*  *‘We always think about who the audience is and who the participants are, which makes us feel tender, Ma’am. So, it can make our concentration fade away.’*  *‘So, if we are in class, at least there must be an improvement in us that can spur the development of skills independently. Offline and online, in general, students who are lazy to learn English or who are quickly proficient in English are different in their intentions, Ma’am. At least the intention. If there is no intention, there is no effort.’*  *‘When I go to class like this, Ma’am. I suppose to talk to the lecturer more freely, Ma’am. It's more accessible, Ma’am. Because we have met, face to face, and already know better, Ma’am. Compared to online where the lecturers don't know, uh… how, never met. The awkwardness is huge.’*  *‘Meanwhile, he is afraid of, for example, hybrids, especially for online people. In that case, he is shy, increasingly afraid and increasingly embarrassed because his lecturer does not interact with him like that. So he won't want to talk at all; he'll just keep quiet even though he's supposed to be talking and getting feedback like that. So it really feels like those who online have less feedback, whereas if you are offline, you get more feedback.’*  *‘Everything is fine to follow the lesson because I can hear the lecturer directly.’*  *‘If we meet now with the lecturer. We can be more flexible.*  *‘It didn't make any difference because there were no friends to practice English speaking. So, I don't know where the error is in speaking.’*  *‘But if we go online, for example, we are in one room or one meeting room, and we have many people. We can't be like all talking, talking like that. There was noise chaos, and the lecturer was also confused about what we were saying, like that.*  *‘Yes, it's just that I think that's the difference between seeing or pushing us to the same goal. When there's no one to answer, then there are those who are silent, that's how the class is, and when the lecturer asks, uh, I tried. Actually, if we look at all of the students in the class, face to face, it's possible that the situation in the class is the same, Ma’am. The difference from uh what, yes, technically only.’*  *‘I don't think there's a difference, but it's up to each of us, whether we really want to learn speaking or not. Because nowadays we can learn English from anywhere, from YouTube or not from an English application.’*  *‘Sometimes our network is slow, so sometimes, the lecturer's voice stutters. Well, that's what makes us not care and uhm bored of learning English or speaking earlier. But if it's offline, of course, we will at least listen to what our lecturers have to say. We will uh… um… try to find out how this speaking actually is like that. Because this offline class meets directly with the lecturer, I don't hesitate to ask em… the lecturer, even though my English is still gritty like that, Ma’am.’*  *'In reality, online learning makes students bored to learn English speaking because they are not strong enough to understand or understand English speaking.’* | If online they can search directly on YouTube or Google.  Offline must be more difficult  Increase their confidence  Cheating from Google Translate  Better offline  So many students in one class  Interaction with lecturer  Mentally forced  Mental exercises  Speaking in front of people  Brave  Be spurred  More confident if online  Who our audience is  Feel tender  Concentration fade  Improvement  Development of skills independently  Intention  Effort  Talk to the lecturer freely  When online the awkwardness is huge  The student feeling shy  Embarrassed  Less interaction between lecturer and student  Keep quiet  Less Feedback while online  When offline student can follow the lesson properly  More flexible if offline  Have no friends to practice speaking  Noise chaos  Confused lecturer  Pushing the same goal  There’s a gap  Technical issues  Learn English everywhere  Network issue  The voice is stutters  When offline student feel doesn’t hesitate to talk with the lecturer  Online learning makes students bored  Didn’t understand English enough | Less practical activities during online  Offline gives more challenges  Time and Efficiency  The occurrence of network issues |
| Q9  **What are some of your difficulties or struggles in enriching or improving your knowledge of English vocabulary so that it sounds fluent and natural through hybrid learning?** | KI-1  KI-2  KI-3  KI-4  KI-5  KI-6  KI-7  KI-9  KI-10  KI-11  KI-12  KI-14  KI-15  KI-16  KI-17  KI-18  KI-19 | *‘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'. And other difficulties that affect it is our intention.’*  *‘I feel inferior, especially if I see someone good at talking. It's like fluent, like speaking an everyday language. We just think more inferior when we say that. It's just that the key is for sure, for sure, it takes a lot of practice. That's the struggle, and you just have to be more confident. Yes, to be convinced, you have to learn a lot.’*  *‘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. Speaking to the mirror, I usually use that one word. Later I will repeat it again and again and continue to use sentence patterns, and then I will give an example to the people at home. For example, asking for help eh 'Could you help me?' or use something else, so I'll arrange the words from, use those difficult words, Ma’am.*  *‘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. The main thing is that I always think I'm worried I'll be afraid of being turned on, fearful of being digitized.’*  *‘**To be brave, Ma’am. That's the biggest problem for me, Ma’am.’*  *‘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 the heck' like that, Ma’am. So, he doesn't like us to grow like that.’*  *‘The difficulty in improving English vocabulary is more to manage time and focus, Ma’am.’*  *‘Right now, the problem for me is that sometimes it's cellphones, ma’am. There is a principle, wherever you can learn English. Yes, there is also a principle that the game can improve our English skills. But sometimes we play games instead of learning.’*  *‘And if friends say that our confidence is lacking, we are afraid of being wrong, fearful of this and that.’*  *‘Managing our time and opportunities’*  *‘Considering that I'm not proficient in using the language, I know myself. That's the term. Know yourself. I was closing it, shrinking, so it's gutted. The big one was before class, and when I arrived, it would shrink. So that's it, ma’am.’*  *‘Keep watching movies in English.’*  *‘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.’*  *‘Maybe when we talk, we mean like we want to memorize something, Ma’am. We want to learn that we make a sound. We are ashamed to be heard by our friends So when we talk, we want to memorize what we want to say, oh no, friends will make fun of you, well maybe that's the most challenging problem.’*  *‘It's complicated for me to pronounce the word. The pronunciation. That's the hardest.’*  *‘My knowledge of grammar is still lacking’*  *‘The most challenging thing is the English language structure or the grammar. For example, there is no basis in his family, there is no one who can speak English well, so there is no native speaker, it is rather difficult to know whether our grammar is correct. For example, our pronunciation, some applications help. For grammar, we must understand and remember. I happen to be a bit lacking in remembering things like that.’*  *‘New words that I want to memorize are tricky because there is no trigger for learning and grammar. I can't remember. Because it's hard to understand, no one guides me at home like that because I'm studying alone. Maybe it's different if it's offline, for example, yes, but if we don't have friends at home, we don't have people who are better at it, we only have family who may have the same brain, rich intelligence in English, or a lower level. So, nothing can trigger us to improve our English.’*  *‘Because there are no partners. I talk to myself, and then study by myself, and listen to myself; it will be different from what other people hear. But if we judge ourselves, that's not necessarily true. But if, for example, other people whose values ​​we value are much more complete, better, more, just better, that's it. So my difficulty during this hybrid is just only because I don't have a partner. But if you want to learn something else, at least it's still possible because there are other media.’*  *‘Then because there were no teachers or lecturers beside us, we met in person. There's no such thing as a direct coach. Like correcting our mistakes when practicing speaking’*  *‘So, if I have difficulty in adding vocabulary in hybrid lessons. The problem may be the lack of a definite source. It's just that sometimes, there are questions that we might be confused about because we don't know the truth from the lecturer.’*  *‘It's challenging to learn to speak. The first thing we have to know is the correct use of grammar. Then, how do we pronounce English, Ma’am.’*  *‘The difficulty that I experienced was that sometimes uhm… I uh… just mention it in speaking. For example, uhm… the word through, I can read as though, like that. Why is that? Due to lack of practice and less active in class. 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.’*  *‘It is difficult to make a particular study schedule to increase English vocabulary because of the many assignments from other courses.’* | Struggle with themselves  Unsupportive environment  Inferior feeling  Takes a lot of practice  Be Confident  Learn a lot  Read a lot of book  Keep reading  Read aloud  Speaking in the mirror  Repetition  Try to use the sentence pattern  Difficult to express the English word  Worried and afraid  Learn how to be brave  Unsupportive environment  Managing time  Focus  Cellphone  Playing games instead of studying  Lack of confident  Fearful of doing wrong  Time management  Not really proficient in English  Shrinking guts  Watching English movie  Lack of intention  Gather intention  Don’t be lazy  Feel ashamed  Pronunciation  Lack of grammar  Grammar  They feel a bit lacking in remember things  No trigger for learning grammar  Hard to understand  No one be their guide  Studying alone  Nothing can trigger them to improve their English  There are no partners  Learn by themselves alone  There is no direct coach to correct their mistake when practice speaking  Difficulty in adding a new vocabulary  Lack of definite source  Confusing question by the lecturer  They have to know the correct grammar  Lack of practicing  Learn from YouTube  Watch videos from native speaker to sounds more fluent and natural  Many assignment from other course | Lack of Self-motivation  Resourceful materials  The availability of language inputs |
| Q10  **What types of learning materials in the Speaking class do your lecturers provide during hybrid learning?** | KI-3  KI-4  KI-7  KI-10  KI-12  KI-15  KI-16  KI-17  KI-19 | *‘The link, or for example what kind of TOEFL, or for instance some books are actually essential, we really have to have. Like, for example, Longman for the TOEFL,*  *‘From Sir Nelson, most of them Sir just gave us a link like that. Same with books. So, it's like everything is already on the internet. The material is mainly from the internet.’*  *‘In fact, if the Sir himself prepares it, the vocabularies are only words that only the Sir knows, right? And usually, when he's in a hurry, he forgets the new vocabulary; he focuses more on the old words that we are already familiar with. Then we just get used to it. So, the internet trains us more to know the world again and learn new vocabularies that we never knew.’*  *‘There is audio. There is text, there is also dialogue, and there are games as well. We also play, although, in our learning link, we actually do assignments without realizing we are also learning. Learn to guess, learn to arrange, yes, we also learn from pictures, describe pictures, even interesting ones, we also learn from films. So, we've also learned through watching the movie David and Goliath if I'm not mistaken. So, we were told to retell it again, Ma’am.’*  *‘Maybe an e-book, Ma’am. Eh, if it's from an e-book, sure. Then there may be audio. S,o from, so the lecturer provides like one book but an e-book. Then in the e-book, there are a lot of questions that you have to listen to, so listen, Ma’am.’*  *‘It's just that the lecturer happened to add it from YouTube so we can watch YouTube and listen. Look for articles as possible. Mostly YouTube, videos, journals, articles, and others.’*  *‘TOEFL listening, and then also, Ma’am often gave screenshots from the textbook. She sent them to the group.’*  *‘That it's a kind of textbook or one that provides text, through games, through Kahoot, if I'm not mistaken at that time. And video, yes, and also video.’*  *‘The learning material is from the introductory video, Ma’am. But what is given is usually the one for Grammar, Ma’am. It's not too much to practice our speaking, Ma’am.*  *‘Our learning materials are primarily about conversation questions in TOEFL questions, listening to films and drawing conclusions from the film.’* | TOEFL Longman  Link (Esl-lab)  Books  The material is mainly from the internet  Vocabularies  Audio  Text  Dialogue  Play a games  Learn to guess  Learn to arrange  Describe pictures  Watching movie  Retell the movie  E-book  YouTube  Article  Journals  Videos  Textbook  TOEFL Listening  Kahoot! Games  Introductory video  Grammar  Conversation questions  Listening to film and  draw the conclusion from it | **TOEFL materials**  **English e-books**  **English game**  **Conversational Activity** |

CODING DATA - LECTURER

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Questions | KI | Illustrative word (from the Key Informant) | Raw Coding | Initial Coding-Level 1 |
| Q1  **What is your understanding or understanding of the hybrid learning system?** | KI-1  KI-2  KI-3 | *‘Now some of the classes are online, and some are offline.’*  *‘You use technology, which is clear, right? And uh, it can be done through Zoom like this, right?’*  *‘Hybrid learning is an educational model approach that combines online learning with teaching in real classrooms like face-to-face school time in general.’*  *‘Hybrid learning is referred to 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.’* | Online and offline  Use technology  Zoom  Educational model approach  Face-to-face class  Blended learning  Combined both offline and online activities | *Combining Synchronous and Asynchronous learning*  *Educational model approach*  *Confusion concept between hybrid and blended learning* |
| Q2  **How do the university leaders equip all lecturers so that the hybrid learning system can run smoothly?**  **Has this campus designed a good hybrid learning environment for lecturers, especially for lecturers who teach English 3 – speaking?** | KI-1  KI-2  KI-3 | *‘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've seen.’*  *‘For us lecturers here, the facilities are sufficient, yes. It's enough. But it would be nice if there were not too many students. Because we communicate with so many students, we won't be able to. It won't be perfect.’*  *‘As Mam Anas and Mam Nuning said that the university leadership had equipped all lecturers so that the hybrid learning system could run quite well.’*  *’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 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.’* | University provides facilities  Not all students can access  The facilities are sufficient  Not too many students  The university leadership had equipped all lecturers.  They tried the various best ways  Prepared digital tools in every room  Need speaking lab | Partly Supported facilities  Partly supported equipment |
| Q3  **In a hybrid learning system, what are the struggles you face in teaching English 3, especially enhancing the speaking skills of your students?** | KI-1  KI-2  KI-3 | *‘Well, it depends on the subject. So, there are our classes like me who took a listening class yesterday, in particular, yes. So, the assignment that I gave him was that he had to listen to motivational speeches worldwide, right? I don't know where it is, but the titles are all different.’*  *‘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.’*  *‘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.’* | It depends on our subject  Requires the stable connection  Split focus  Internet connection issues | Inefficiency and insufficiency |
| Q4  **Is there any application you use to help improve the quality of your students' voices, such as sound production, pronunciation, intonation?** | KI-1  KI-2  KI-3 | *‘Oh, sometimes when I finish talking to one person's presentation, I know I interrupt if the pronunciation is wrong. So I said there, I fixed it there. If I do, do not immediately point to the point like that. So the children listen again to what the pronunciation is wrong, like that.’*  *‘For me, the first way is to check the sound settings on the smartphone. More than just adjusting the volume, usually in this setting, there are several options to optimize the audio quality of the smartphone. One of them is the equalizer feature. Changing the equalizer parameters, a little can make a significant change. You can also use existing presets and adjust them to the song being played.’*  *‘Last time, I mostly used motivational speech, talk shows, and songs from YouTube.’* | Fix the wrong pronunciation.  Check the sound setting  Changing the equalizer feature  Motivational speech  Talk show  Songs from YouTube | Motivational words  Direct correction on Pronunciation  Listening activity |
| Q5  **What is the best online platform used (Ma’am/Sir) to increase students' vocabulary knowledge?** | KI-1  KI-2  KI-3 | *‘We don't have a special platform. But what I see here is that the student has listened to it many times before, then he can report it. Because this is listening, everything is from the original too.’*  *‘In my last class, I used Vocabulary.com. It is one of the most popular apps in terms of vocabulary building. It functions as a pocket dictionary and creates a 'learnable word' list for the user.’*  *‘Speaking about my student's background, need, and ability, l mostly uses and ask them to do Duolingo for their vocabulary, Bussu for their conversation, and motivational speech and song for their listening.’* | Don’t have any special platform  YouTube  Vocabulary.com  Duolingo for vocabulary  Bussu for the conversation  Motivational speech  English song | English speaking applications  Mostly used application: YouTube |
| Q6  **What teaching methods did you use to teach speaking in hybrid learning?** | KI-1  KI-2  KI-3 | *‘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.’*  *‘For me, I have four methods. First, I asked students to answer in complete sentences. Then secondly, I try to ask why as often as possible, to give students more opportunities to explain their ideas. Then the third invites students to ask questions as often as possible. And finally, when reading aloud, ask students to listen with a goal or question in mind.’*  *‘The teaching methods that l use in speaking is provide students’ opportunity to speak by putting them in pair group discussion for circle response. I let the student provide their own topic that they are interested in, so they will talk and explain the topic easily.’*  *‘In fact, this activity somehow turns to become "interviewing and being interviewed -conversation" After that, to enhance the student's listening and speaking skills, l 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 (imitation, explanation, expansion, etc.). Then the last one I do is give motivation. l always motivates them to speak. I also encourage them to build their own confidence that taking this class is the time to learn and to be improved. I do this because typically most Indonesian students lack the confidence to speak.’* | Listen to motivator and report it  Asked student to answer incomplete sentences  Explain the students idea  Asked student question as often as possible  Reading aloud  Pair group  Group discussion  Interviewing – conversation  Listen to devotionals  Motivational speech  Songs  Famous people experience of life  Transmit the information the student get  Motivate the students to speak  Indonesian students lack of confidence to speak | PPP method  Structural Method  Audio-lingual method |
| Q7  **What kind of practice[s] do you provide for your students to promote speaking fluency through a hybrid learning system?** | KI-1  KI-2  KI-3 | *‘Oral and written. Oral and written.’*  *‘Yes, I will give four more exercises from me. First, talk, talk, talk! Then, be confident and talk as often as possible to as many people as possible! Don't be shy about making mistakes! The third read aloud. Read the newspaper or magazine aloud to yourself. And lastly, record practice conversations.’*  *‘In my class, I usually give the students a conversation script and ask them to listen to it carefully several times. After listening to the pronunciation and intonation, I ask them to be in pairs and practice the conversation—those online with an online friend, offline with offline.’* | Oral and written exercises  More talking  Be confident and talk as much as possible  Don’t be shy about making mistakes  Read aloud  Record practice conversation  Give conversation script and listen to it  Practice in pairs | Central language skills: Listening, speaking, reading  ESL speaking activity  Practical skills: Speaking & Recording  Conversational Activities |
| Q8  **What are the difficulties or obstacles (Ma’am/Sir) in teaching English 3, especially in improving students' speaking skills during hybrid learning, where you have students online and offline simultaneously?** | KI-1  KI-2  KI-3 | *Wow. Last time, we were all online. No one was offline. In listening class, nothing.*  *‘Yes, in my opinion, the lack of student motivation is one of the main problems of learning English.* *Then many students consider English as a complicated subject, and not enough time for practice. Their time dealing with English is only in English lessons. After that, they are faced with an environment that does not support the occurrence of English interaction.’*  *‘I don't have any problems with offline students. With the online students, I do. Sometimes they can't hear me clearly or vice versa. That makes it hard to correct them if they make a mistake in speaking.’* | All online students  Lack of student motivation  The students time dealing with English  Unsupportive environment  Connection and voices issue | Demotivated Students  Incomplete equipment  Students with lack of time management  The occurrence of networking issues |
| Q9  **What are the struggles of students (Ma’am/Sir) to increase their vocabulary knowledge to sound fluent and natural through hybrid learning?** | KI-1  KI-2  KI-3 | *‘So, what I said earlier. When he reports or reads. There is this in the report and reading classes, right? So, things come up sometimes, so don't forget. I immediately interrupt at this time, right, if it's really fatal, so you don't make mistakes later. So, the students immediately started reading again and read the pronunciation the same way, right.’*  *‘Students can use metacognitive strategies, namely the KWL model stands for Know, Want and Learned. Students are instructed to make a table with three columns representing what they already know (Know), what they want to learn (Want), what they have (Have) and what they have learned. (Learned). Students fill out the Know and Want fields at the start of class. After that, invite students to reflect on what they learned in the column. What has been learned at the end of the lesson (Learned).’*  *‘So I asked them to write down what the arguments were, but they could input it in the Google translate application to hear the pronunciation before they presented. It's more of a discussion.’*  *‘Their pronunciation is not quite right and internet network problems too. That's the obstacle.’*  *‘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.’* | Correct the wrong pronunciation  Wrong pronunciation  Internet network problem  Low knowledge in the use the metacognitive strategies  Memorizing  Different environment | Students with different language background  Pronunciation issue |
| Q10  **What types of speaking materials (Ma’am/Sir) provide for your students during hybrid learning?** | KI-1  KI-2  KI-3 | *‘There is that there is that in the course outline. We use all of that for English… So, they have to do that in the exercise too, and it's all assessed. So, they have the book, there is the textbook which they have to fill in all of it.’*  *‘I used material from one of the sites parade.com’*  *‘Usually, I take some conversations from several books and the internet.’* | Textbook  Internet sites: parade.com  Conversation from books and internet | E-books  Internet materials  ESL materials |

Step 2 – Category Coding

RQ 1

What are the experiences of students on speaking fluency enhancement conducted through hybrid learning?

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| --- | --- | --- |
| **Interview questions** | **Initial Coding** | **Category Coding** |
| Q1  What is your understanding of hybrid learning? | Combining Synchronous and Asynchronous learning  Availing two modes |  |
| Q2  What do you think about the hybrid learning system on the UNAI campus? Do you think this campus has designed a good hybrid learning environment for students, especially in Speaking English learning? | Upgraded Network system  Occurrence of network issues is inevitable  Occurrence of challenges  Inefficiency and insufficiency teaching-learning process  Split focus |  |
| Q3  What difficulties and struggles do you face in learning English 3 courses (Speaking) through hybrid learning? | Fear of negative evaluation  Fear of making mistakes  Inconvenient situation  Inaccessible speaking objectives |  |
| Q4  During hybrid learning, are there any applications that help you improve the quality of your voice, such as pronunciation, volume, and intonation? If so, what application is it? | Mostly-used applications  Digital dictionary  English learning applications |  |
| Q5  What online platforms or online learning media do lecturers use to help you improve your vocabulary knowledge? | YouTube videos  Digital Dictionary  English-learning websites  Mostly-used apps: YouTube and Zoom |  |
| Q6  What Speaking learning method does your lecturer utilize in hybrid learning? | Practical activity |  |
| Q7  What practices do your lecturers promote your English fluency through hybrid learning? What methods did the lecturer use to hone your skills in English through hybrid learning? | Repetition  Skill practices  Pronunciation practices |  |
| Q8  Are there any differences between learning speaking skills or Speaking through online and offline learning? | Less practical activities during online  Offline gives more challenges  Time and Efficiency  The occurrence of network issues |  |
| Q9  What are some of your difficulties or struggles in enriching or improving your knowledge of English vocabulary so that it sounds fluent and natural through hybrid learning? | Lack of Self-motivation  Resourceful materials  The availability of language inputs |  |

RQ 2

How would lecturers enhance students’ speaking fluency through hybrid learning?

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| --- | --- | --- |
| **Interview questions** | **Initial Coding** | **Category Coding** |
| Q4 (Lecturer)  Is there any application you use to help improve the quality of your students' voices, such as sound production, pronunciation, intonation? | Motivational words  Direct correction on pronunciation  Listening activity |  |
| Q5  What online platforms or online learning media do lecturers use to help you improve your vocabulary knowledge? | YouTube videos  Digital Dictionary  English-learning websites  Mostly-used apps: YouTube and Zoom |  |
| Q5 (Lecturer)  What is the best online platform used (Maam/Sir) to increase students' vocabulary knowledge? | English speaking applications  Mostly used application: YouTube |  |
| Q6  What Speaking learning method does your lecturer utilize in hybrid learning? | Accessible method  Practical activity |  |
| Q6 (Lecturer)  What teaching methods did you use to teach speaking in hybrid learning? | PPP Method  Structural Method  Audio-lingual method |  |
| Q7  What practices do your lecturers promote your English fluency through hybrid learning? What methods did the lecturer use to hone your skills in English through hybrid learning? | Repetition  Skill practices  Pronunciation practices |  |
| Q7 (Lecturer)  What kind of practice[s] do you provide for your students to promote speaking fluency through a hybrid learning system? | Central language skills: Listening, speaking, reading  ESL speaking activity  Practical skills: Speaking & Recording  Conversational Activities |  |
| Q10  What types of learning materials in the Speaking class do your lecturers provide during hybrid learning? | TOEFL materials  English e-books  English game  Conversational activity |  |

RQ3

How likely is hybrid learning influence students’ speaking fluency?

|  |  |  |
| --- | --- | --- |
| **Interview questions** | **Initial Coding** | **Category Coding** |
| Q1 (Lecturer)  What is your understanding or understanding of the hybrid learning system? | Combining Synchronous and Asynchronous learning  Educational model approach  Confusion concept between hybrid and blended learning |  |
| Q2 (Lecturer)  How do the university leaders equip all lecturers so that the hybrid learning system can run smoothly? Does this campus designed a good hybrid learning environment for lecturers, especially for lecturers who teach English 3 – speaking? | Partly Supported facilities  Partly supported equipment |  |
| Q3 (Lecturer)  In a hybrid learning system, what are the struggles you face in teaching English 3, especially enhancing the speaking skills of your students? | Inefficiency and insufficiency |  |
| Q4 (Lecturer)  Is there any application you use to help improve the quality of your students' voices, such as sound production, pronunciation, intonation? | Motivational words  Direct correction on Pronunciation  Listening activity |  |
| Q5 (Lecturer)  What is the best online platform used (Maam/Sir) to increase students' vocabulary knowledge? | English speaking applications  Mostly used application: YouTube |  |
| Q8  Are there any differences between learning speaking skills or Speaking through online and offline learning? | Less practical activities during online  Offline gives more challenges  Time and efficiency  The occurrence of network issues |  |
| Q8 (Lecturer)  What are the difficulties or obstacles (Ma’am/Sir) in teaching English 3, especially in improving students' speaking skills during hybrid learning, where you have students online and offline simultaneously? | Demotivated students  Incomplete equipment  Students with lack of time management  The occurrence of networking issue |  |
| Q9  What are some of your difficulties or struggles in enriching or improving your knowledge of English vocabulary so that it sounds fluent and natural through hybrid learning? | Lacking of self-motivation  Resourceful materials  The availability of language inputs |  |
| Q9 (Lecturer)  What are the struggles of students (Ma’am/Sir) to increase their vocabulary knowledge to sound fluent and natural through hybrid learning? | Students with different language background  Low knowledge in the use the metacognitive strategies  Pronunciation issue |  |
| Q10 (Lecturer)  What types of speaking materials (Ma’am/Sir) provide for your students during hybrid learning? | E-books  Internet materials  ESL materials |  |

RQ1

What are the experiences of students on speaking fluency enhancement conducted through hybrid learning?

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| --- | --- | --- | --- | --- |
| **Speaking barriers** | **Personal Interest on e-learning** | **Learning Process** | **Learning Challenges** | **Learning System** |
| * Fear of negative evaluation * Fear of making mistakes * Inaccessible speaking objectives * Lack of Self-motivation | * Mostly-used applications * Digital dictionary * English learning applications * YouTube Videos * English-learning websites * Zoom | * Given practical Activity * Repetition * Skill Practices * Pronunciation Practices * Split focus | * Less practical activities during online * Offline gives more challenges * Time and Efficiency * The occurrence of network issues * Inconvenient situation | * Resourceful Materials * The availability of language inputs * Upgraded network system * Occurrence of network issues is inevitable * Occurrence of challenges |

|  |
| --- |
| **Hybrid Learning Perception** |
| Combining Synchronous and Asynchronous learning  Availing two modes  Carry out Blending learning concept |

RQ 2

How would lecturers enhance students’ speaking fluency through hybrid learning?

|  |  |  |  |
| --- | --- | --- | --- |
| **Teacher-student Engagement** | **The use of digital resources and communication tools** | **Instructional Delivery Modes** | **Available Speaking resources** |
| * Motivational words * Direct correction on pronunciation * Listening activity | * YouTube videos * Digital Dictionary * English-learning websites * Mostly-used apps: YouTube and Zoom * English-speaking apps * E-books * Internet Materials | * PPP Method * Structural Method * Audio-lingual method * Accessible method * Practical activity * Repetition * Skill Practices * Pronunciation Practices | * Central language skills: Listening, speaking, reading * ESL speaking activity * Practical skills: Speaking & Recording * Conversational Activities * TOEFL Materials * English e-books * English games * Conversational activity |

RQ3

How likely is hybrid learning influence students’ speaking fluency?

|  |  |  |
| --- | --- | --- |
| **Inevitable tech barriers** | **Mental Readiness on Hybrid learning** | **Hybrid Learning Perception** |
| Less practical activities during online  Offline gives more challenges  Time and efficiency  The occurrence of network issues  Lacking of Self-motivation  Inefficiency and insufficiency  Incomplete equipment  Partly Supported facilities  Partly supported equipment | Demotivated students  Students with lack of time management  The occurrence of networking issue  Students with different language background | Combining Synchronous and Asynchronous learning  Educational model approach  Confusion concept between hybrid and blended learning |

STEP 3 -Emerging Theme

**SPEAKING CHALLENGES**

**PERCEIVED LEARNING INTEREST**

**HYBRID LEARNING DEVELOPMENT**

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **Speaking barriers** | **Learning Challenges** | **Personal Interest on e-learning** | **Hybrid Learning Perception** | **Learning Process** | **Learning System** |
| * Fear of negative evaluation * Fear of making mistakes * Inaccessible speaking objectives * Lack of Self-   motivation | * Less practical activities during online * Offline gives more challenges * Time and Efficiency * The occurrence of network issues * Inconvenient situation | * Mostly-used applications * Digital dictionary * English learning applications * YouTube Videos * English-learning websites * Zoom | Combining Synchronous and Asynchronous learning  Availing two modes  Carry out Blending learning concept | * Given practical Activity * Repetition * Skill Practices * Pronunciation Practices * Split focus | * Resourceful Materials * The availability of language inputs * Upgraded network system * Occurrence of network issues is inevitable * Occurrence of challenges |

**MULTI FACETED LEARNING**

**EMERGING TECHNOLOGY/TECHNOLOGY ADAPTION**

|  |  |  |  |
| --- | --- | --- | --- |
| **Teacher-student Engagement** | **Instructional Delivery Modes** | **The use of digital resources and communication tools** | **Available Speaking resources** |
| * Motivational words * Direct correction on pronunciation * Listening activity | * PPP Method * Practical activity * Repetition * Pronunciation Practices * Audio-lingual method * Skill Practices * Accessible method * Structural Method | * YouTube videos * Digital Dictionary * English-learning websites * Mostly-used apps: YouTube and Zoom * English-speaking apps * E-books * Internet Materials | * Central language skills: Listening, speaking, reading * ESL speaking activity * Practical skills: Speaking & Recording * Conversational Activities * TOEFL Materials * English e-books * English games * Conversational activity |

**HYBRID LEARNING IMPLEMENTATION**

**TECHNICAL ISSUE/TECHNICAL SUPPORT**

|  |  |  |
| --- | --- | --- |
| **Inevitable tech barriers** | **Mental Readiness on Hybrid learning** | **Hybrid Learning Perception** |
| Less practical activities during online  Offline gives more challenges  Time and efficiency  The occurrence of network issues  Lacking of Self-motivation  Inefficiency and insufficiency  Incomplete equipment  Partly Supported facilities  Partly supported equipment | Demotivated students  Students with lack of time management  The occurrence of networking issue  Students with different language background | Combining Synchronous and Asynchronous learning  Educational model approach  Confusion concept between hybrid and blended learning |